SEATTLEU
COLLEGE OF EDUCATION

EDUCATIONAL ADMINISTRATION INTERNSHIP Guide

2022-2023

Educational Administration Program
College of Education
Seattle University

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"Preparing ethical, reflective, culturally competent professionals who lead with integrity, embrace diversity, and advance social justice in an interdependent world."

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Section 1: Introduction

Welcome to the Educational Administration (EDAD) degree program at Seattle University. This degree program prepares ethical, reflective, and professional leaders who are culturally competent, value and understand diversity, and use evidence-based practices to work for social justice. Students situate their knowledge of leadership and their professional identity as leaders within their understandings of self, the organizations in which they interact, and global orientations in an interdependent world. We are pleased that you have elected to develop your professional competencies as a leader through this degree program.

The internship is one of the most important experiences for candidates in the Educational Administration Program. It is generally regarded as the culminating activity of one's preparation to become an educational leader and we are hopeful you will take full advantage of every opportunity presented to you.

Your time as an intern will be the busiest you have had to date, as you will have many responsibilities to your students, mentor teacher, and university supervisor. Be prepared by planning for instruction well in advance, learn from and apply feedback from your mentor leader and university supervisor, and take advantage of professional development opportunities presented to you by your host institution and community.

Faculty and administrators within the program and the College of Education have prepared this **EDAD INTERNSHIP GUIDE** to support your successful entry, continuance and completion of your degree and/or certification. The *Handbook* has been designed to provide easy access to information and resources that are essential to your success as student intern. Read it carefully!

In addition to this handbook, supplement this material with a thorough reading of the relevant sections of the Graduate School Bulletin and the Seattle University Student Handbook. It is your responsibility as a student to review, keep up to date (they are subject to revision) and adhere to them.

Note that this **Handbook** is based on the Seattle University **Graduate Catalog**, the official source of all policies and procedures. Any discrepancies between this **Handbook, EDAD Handbook** and the **Graduate Catalog** are unintentional and will be resolved using the content of the **Graduate Catalog** as the official and correct statement of policy and procedure. The **Graduate Catalog** may be accessed at: *Academic Catalog*. Students should obtain and keep a copy of the Graduate Bulletin of Information for the year they first enroll. It contains the specific policies which apply to their program of studies.

Seattle University Student Handbook and other publications
The Seattle University Student Handbook is available at: *Student Handbook*.

Other forms, policies and publications are available at *Redhawk Axis*.

NOTIFICATION

The EDAD program reserves the right to change at any time any policies and procedures in the **EDAD INTERNSHIP HANDBOOK**. Note that any new or revised policies and procedures will be required for all EDAD students regardless of their program status—all changes will apply to all EDAD students regardless of when matriculation occurred—unless students explicitly are notified of exceptions.

Section 2: Leadership Programs Office

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Section 3: The Internship

A student's success in the EDAD program is influenced by their commitment to the coursework, internship and self- reflective work. The internship requires students to largely develop for themselves and should reflect their individual learning needs and prepare them to be an effective building and/or district level leader. As a practical experience, the internship also is an opportunity to "live" the mission of the College and Leadership Program faculty, who intend to prepare "Ethical, reflective professionals for quality service in diverse communities."

The guidelines outlined in this handbook are provided to help interns be successful. Generally, interns should:
- abide by the internship requirements and policies described in this Internship Handbook and the departmental syllabus and/or handbook specific to their program.
- recognize that s/he is a guest in the school to which they are assigned as an intern.
- become familiar with and abide by all policies and regulations of the school to which they are assigned.
- always be punctual and dependable.
- plan for all activities for which s/he is responsible and have the plans approved by the mentor administrator prior to implementation.
- endeavor to establish and maintain effective professional working relationships with students, families, mentors, teachers, and school administrators.

Students interns in Seattle University Educational Administration must complete the following internship requirements:

Mandatory Fingerprinting

Fingerprint clearance and background checks are required for all students. There are several ways to complete the fingerprint process. You can be fingerprinted at a local courthouse, police station, or Education Service District (ESD) office. We recommend that you be fingerprinted at the local Puget Sound ESD. They are easily accessible, and forward your prints to Washington State Patrol and the FBI automatically.

The following link will provide you with more details about fingerprinting:
http://www.k12.wa.us/ProfPractices/fingerprint/Procedure-Fees.aspx

Please allow as much time as possible for your fingerprints to clear. Fingerprints are good for 2 years, and you will need valid prints during your program and at time of certification. Questions about fingerprinting: 360-725-6135 or oppfp@k12.wa.us

Field Experience: For principal interns, a minimum of 540 hours of administrative intern-related activities is required (with at least 270 hours when students and/or staff is present), with a mentor with at least three years in an educational leadership role. For Program Admin interns, a minimum of 360 hours of administrative intern-related activities is required. These hours MUST BE LOGGED and signed by the appropriate supervisor to be verified. The length of the internship can be modified only through the university program, who

is authorized by the State Board of Education to waive specific field requirements "for any candidate who has served in a comparable administrative position or who has previously performed a comparable field experience." (WAC 180-78A-265(2)(b)(ii)

Alternative Sites: In conjunction with your mentor, you should develop a plan to gain additional internship experiences at a minimum of two separate sites (districts or buildings) during Winter and/or Spring quarters. In developing your plan with your mentor, you should consider your strengths and areas for growth, while also taking into consideration your knowledge and expertise up to this point in your career and internship.

Major Class Projects: Over the course of the internships, major projects will be assigned in core classes designed for students to demonstrate understanding and application of the major standards. Those projects include but are not limited to the Leadership in Change Project, The Educational Leadership Statement and the Resource Allocation Project.

NELP based Problems Of Practice   Understanding of each NELP standard may be demonstrated in part through a NELP based problem of practice in which students identify a core design question relevant to the standard, and documents a) the context for the problem b) a strategy of engagement, c) a system of measurement to assess the impact of the strategy, d) an examination of the impact of the strategy and e) an explicit exploration of how the Problem of Practice illuminated the author's understanding of the chosen standard.

Mentor & Self-Evaluations   Through the standards assessment process required under WAC 180-78A-270(2)(b)(ii), competencies the student has acquired prior to the internship will be verified through review of the self-assessment by the program director. Remaining standard/criteria areas will be the focus of internship activities.

Collection of Evidence   Documentation of Washington State Standards and other requirements shall be presented in a Collection of Evidence. Activities carried out to complete the projects and specific competency development should be submitted to the universitysupervisor.

Internship Portfolio

The Portfolio is the culminating project for the EDAD Program, and serves as an opportunity for students to demonstrate their work and mastery of the standards over the course of the program, and particularly, the internship. The Portfolio should include:

- Portfolio Cover Page
- Educational Leadership Statement
- Artifacts of Evidence for NELP's 1-7 which may include
    - NELP based Problems of Practice
    - Relevant class projects or assignments
    - Curated artifacts from meetings, PLC's, or initiatives from your internship
    - Other approved artifacts
- Evaluations: Self Evaluation (3); Mentor Evaluation (3);
- Internship Log documenting total hours
- Internship Journal Entries & Final Internship Reflection
- Professional Growth Plan (PGP)
- Form 4001F: Proof of three years certificated employment

The Internship Log is critical for the documentation of internship hours for principal (540 hrs.) and program administrator (360) certification. Interns should be in the habit of immediately logging internship hours the day that they are completed, to avoid having to retrace their steps at a later point in time. Internship Logs will be reviewed by the Intern Supervisor during each visit. By the end of spring quarter, internship logs must demonstrate that:

1. The intern has completed the required number of hours for their internship (540/360).
2. Principal interns have spent at least 270 hrs. as an intern in a school, while children are present.
3. The intern has equitably distributed their time as an intern (%), in addressing the practical skills outlined in the NELP Standards (Building or District), broken down by each of their components.

Each quarter during the site-based internship, the program is set up around an Organizing Course that informs the corresponding Proseminar and Internship courses. As such, each quarter will focus on addressing specific NELP Standards at three different levels (aware, understanding, and application). Quarterly, students should seek out experiences that connect to the practical application of the NELP Standards being covered that quarter, in the organizing course, Proseminar and Internship. Though natural connections will be made across the Organizing Course, Proseminar, and Internship, students are encouraged to make the best use of their time in each course, to streamline their experience.

In addition to Problems for Analysis and Praxis Papers, students should collect artifacts and documentation that they have engaged in practical work related to each component of NELP Standards 1-7. Each artifact or set of artifacts should be briefly contextualized with a short explanatory narrative. Forms for guiding this process will be provided by the Internship Supervisor.

Internship Roles and Responsibilities

Intern
The intern becomes part of a professional learning community in the process of the internship and works closely with the intern supervisor, the university faculty, and the school principal in the process of becoming a administrative professional. The intern also follows the guidance of the collaborative team and meets expectations of the internship and other academic program requirements.

School/District Administration
The principal or district leader is instrumental in facilitating a learning environment in which the intern can learn and grow. The principal sets expectations for the intern supervisor and other collaborating school member and communicates school expectations to the intern.

Intern Supervisor
The role of the intern supervisor is to work together with the intern, the university faculty, and the principal to guide and assist the intern in developing knowledge, skills, and dispositions essential to administrative roles. The collaboration should emphasize the application of understanding developed in university coursework and pre-internship field experiences.

The intern supervisor's responsibilities also include observing and evaluating the effectiveness of the intern's administrative practice. Review and appropriate discussion of results of observations are essential to the development of knowledge, skills, and dispositions. The intern supervisor and the university faculty collaborate on the frequency of observations. It is recommended that a documented log of communication is kept to demonstrate patterns of progress.

Criteria to serve as an intern supervisor include a minimum of three years of successful administrative experience

University Faculty
The university faculty facilitates the experience of the interns with the intern supervisor and students in the classroom. The university supervisor also provides consistent support for the intern and mentor teacher during the course of the internship experience. University supervisors visit schools, observe interns, facilitate seminars on administrative practice, confer with intern supervisors and interns, and serve as a resource for the internship collaborative team.

Policies, Procedures, and Responsibilities

Absences and Attendance
Interns are expected to follow the same schedule regarding attendance that applies to the mentor teacher. Regular attendance is required of all interns. If interns demonstrate a pattern of reporting late to their placement, intern supervisors should notify the university faculty.

Interns are expected to make up all unexcused absences. Interns must inform the internship supervisor and university faculty of absences prior to the absence occurring. Interns should discuss and confirm the form in which this communication occurs (email, text, verbal, phone call, etc.) with the internship supervisor and the university faculty at the beginning of the internship

Holidays and Vacations
Interns must follow the schedule of the public school to which they are assigned. In some cases, school holidays and vacations do not coincide with the Seattle University schedule. In all cases, interns are obligated to adhere to the schedules of their assigned schools. If the assigned school is in session and classes are dismissed at Seattle University, the intern is required to report to their assigned school.

Intern Evaluation

Near the end of each quarter, the intern supervisor and university faculty will complete an intern evaluation for each intern assigned to them.

Intern Supervisors:

Visit the website www.vialivetext.com and log in with the username and password provided to you.

1. Under the Placements tab you will see all students assigned to you. Basic details about the placement will appear below each student's name.
2. Click the "View Placement Details" button to see all activities associated with this placement.
3. To fill out your assessment rubric(s), click on the "Begin Assessment" or "Continue Assessment" link.
a. Click the cells to highlight the level of performance achieved in each area.
b. Add comments to any row of the rubric by clicking the Add Comment icon and typing in the text box.
c. Add comments for the entire assessment using the text box at the top of the rubric.

University Faculty:

Visit the website www.viaivetext.com and log in with the username and password provided to you.

1. You will see a Field Experience tab at the top of your account (to the left of Dashboard). Click this tab.
2. Under the Placements tab you will see all students assigned to you. Basic details about the placement will appear below the student's name.
3. Click the "View Placement Details" button to see all activities associated with this placement. This page is a shared workspace, accessible to the student and mentor as well, that is used to manage all the key activities for your Field Experience Placement.
4. To fill out your assessment rubric(s), click on the Begin Assessment or Continue Assessment link.
a. Click the cells to highlight the level of performance achieved in each area.
b. Add comments to any row of the rubric by clicking the Add Comment icon and typing in the text box.
c. Add comments for the entire assessment using the text box at the top of the rubric.

Section 4: Tips for Mentoring Interns

The purpose of the internship is to provide practical experience in the duties and responsibilities of the principal or program administrator. The core of the internship experience is centered around the Washington State Standards for the residency principal/program administrator certificate and the skills defined in the Washington Administrative Code. The intern will complete 540 hours of internship related activities of which 270 hours must occur when students and or staff are present. The internship experience is from August 1st through June 30th.

The intern's mentor is expected to provide supervision and guidance for the intern. The mentor is to meet frequently with the intern for the purpose of providing coaching and feedback. It is expected the mentor will assist the intern in completing major projects that align with the Washington State Standards, will assign substantive projects/tasks to the intern that will enhance the intern's knowledge and skills in all areas of leadership and management, will include the intern in all appropriate school and district meetings and activities and will advocate for the intern as appropriate. The mentor will complete a summative evaluation of the intern.

In Summary, Effective Mentors

- Provide appropriate opportunities to learn leadership skills
- Work with the intern to establish a calendar of experience over the court of the internship
- Monitor progress
- Provide timely feedback through coaching and reflective discussions
- Set up regularly scheduled conference times (weekly)
- Encourage and arrange for professional growth activities including workshops, trainings, and professional readings
- Assess leadership skills, knowledge, and performance.

The intern's mentor will meet with the university supervisor and/or the intern throughout the internship. The mentor will communicate any concerns to the university supervisor in a timely matter.

Appendix A:
EDAD Program Course Organization
& Major Standards Alignment

	Fall Quarter	Winter Quarter	Spring Quarter
Standard Focus	Awareness: NELP 1-7 Understanding: NELP 2,5,7 Application: NELP 1, 3, 4	Awareness: NELP 1-7 Understanding: NELP 6 Application: NELP 2, 3, 5	Awareness: NELP 1-7 Understanding: NELP 1-8 Application: NELP 2, 7,8
Organizing Course	5013: Teaching, Learning, and Data Use	5014: School Law, Policy, Finance	5012: Team Building and Organizational Development
Key Assessments:	School Improvement (SIP) Project	Resource Allocation Project	Lit Review
Proseminar	EDAD 5031	EDAD 5032	EDAD 5033
Key Assessments:	Mission Gap Assessment Leading Change in Culture Project	Educational Leadership Statement Leading through Negotiation	School Design Project
Internship	EDAD 5041-II	EDAD 5042	EDAD 5043
Key Assessments:	Problems of Practice: NELP 1 & 4	Problems of Practice: NELP 3 & 5	Based Problems of Practice – NELP 2 & 7 Portfolio

NELP Internship Year Quarterly Schedule

(A)wareness = acquiring concepts, information, definitions and procedures; (Organizing Course + Proseminar)
(U)nderstanding = interpreting, integrating and using knowledge and skills (Organizing Course + Proseminar)
(P)ractice = Application of knowledge and skills to new or specific opportunities or problems (Internship)

Working Model of Alignment between Major Assignments & NELP Standards:

Please note: Major Assignments are reviewed and revised annually by program faculty. Actual descriptions of major assignments may vary from year to year.

Fall Qtr. Building Level NELPS 1, 3, 4

		EDAD 5013 (Data Use)	EDAD 5031 (Proseminar I)	EDAD 5041 (Internship I)
	Standard 1: Mission, Vision and Improvement			
1.1	Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities.	Organizing Assignment 1	Assignment 1	Evaluate existing mission and vision processes and statements; Collaboratively design a school mission and vision attentive to data, technology, values, equity, diversity, digital citizenship, and community; Develop a comprehensive plan for communicating the mission and vision.
1.2	Program completers understand and demonstrate the capacity to lead improvement processes that include design, implementation, and evaluation.	Organizing Assignment 1	Assignment 1	Evaluate existing improvement processes; Use research to develop an improvement process that includes the following components: diagnosis, design, implementation, and evaluation; Develop an implementation plan to support the improvement process.

Standard 3: Equity, Inclusiveness, and Cultural Responsiveness				
		EDAD 5013 (Data Use)	EDAD 5031 (Proseminar I)	EDAD 5041 (Internship I)
3.1	Program completers understand and demonstrate capacity to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.	Organizing Assignment 2	Assignment 2	Evaluate school culture; Use research and data to design and cultivate a supportive, nurturing and inclusive school culture; Develop strategies for improving school culture; Advocate for a supportive and inclusive school culture.
3.2	Program completers understand and demonstrate capacity to evaluate, cultivate, and advocate for equitable access to educational resources and opportunities that support the educational success and well-being of each student.	Organizing Assignment 2	Assignment 2	Evaluate sources of inequality and bias in the allocation of educational resources and opportunities; Cultivate the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values; Advocate for the equitable use of educational resources, procedures and opportunities.
3.3	Program completers understand and demonstrate capacity to evaluate, cultivate, and advocate for equitable, inclusive and culturally responsive instruction and behavior support practices among teachers and staff.	Organizing Assignment 2	Assignment 2	Evaluate root causes of inequity and bias; Develop school policies or procedures that cultivate equitable, inclusive and culturally responsive practice among teachers and staff; Facilitate the use of differentiated, content-based instructional materials and strategies; Advocate for equitable practice among teachers and staff.

Standard 4: Learning and Instruction			
		EDAD 5013 (Data Use)	EDAD 5031 (Proseminar I)	EDAD 5041 (Internship I)
4.1	Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology rich curricula programs and other supports for academic and non-academic student programs.	Organizing Assignment 3	Assignment 3	Evaluate (a) curricula, use of technology, and other supports and (b) academic and non-academic systems; Propose designs and implementation strategies for improving coordination and coherence among academic and non-academic programs.
4.2	Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources and services that support student and adult learning.	Organizing Assignment 3	Assignment 3	Evaluate coordination and coherence among the practices, resources and services that support equity, digital literacy, and the school's academic and non-academic systems; Propose designs and implementation strategies for improving the impact of academic and non-academic practices, resources and services that support student learning.
4.3	Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support instructional improvement and student learning and well-being.	Organizing Assignment 3	Assignment 3	Use research to evaluate the quality of formative and summative assessments of learning; Develop formal and informal culturally responsive and accessible assessments of student learning; Interpret Data from formative and summative assessments for use in educational planning; Cultivate teachers' capacity to improve instruction bas3ed on analysis of assessment data.
4.4	Program completers understand and demonstrate capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction and assessment practices in a coherent, equitable, and systematic manner	Organizing Assignment 3	Assignment 3	Engage faculty in gathering, synthesizing and using data to evaluate the quality, coordination and coherence of the school's curriculum, instruction and assessment practices; Use research and evidence to propose designs and implementation strategies for improving coordination and coherence among the school's curriculum, instruction and assessment practices; Use technology and performance management systems to monitor, analyze, implement and evaluate school curriculum, instruction and assessment practices and results.

Winter Qtr. Building Level NELPS 2, 5, 7

		EDAD 5014 (Law, Policy, & Finance)	EDAD 5032 (Proseminar II)	EDAD 5042 (Internship II)
**Standard 2: Ethics and Professional Norms**			
2.1	Program completers understand and demonstrate capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (e.g., fairness, integrity, transparency, trust, collaboration, perseverance, reflection, life-long learning, digital citizenship) that support the educational success and well-being of each student and adult.	Organizing Assignment 1	Assignment 1	Engage in reflective practice as a professional norm; Cultivate professional norms among school staff members; Communicate professional norms to diverse constituencies; Model professional norms (e.g., integrity, competency, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness and the belief that each child can learn).
2.2	Program completers understand and demonstrate capacity to evaluate, communicate about, and advocate for ethical and legal decisions.	Organizing Assignment 2	Assignment 2	Evaluate ethical dimensions of issues; Analyze decisions in terms of established ethical frameworks; Develop a communication plan to advocate for ethical decisions.
2.3	Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.	Organizing Assignment 3	Assignment 3	Formulate a school-level leadership platform grounded in ethical standards; Model ethical practice; Cultivate ethical behavior in others.

Standard 5: Commuinity and External Leadership			
		EDAD 5014 (Law, Policy, & Finance)	EDAD 5032 (Proseminar II)	EDAD 5042 (Internship II)

		EDAD 5014 (Law, Policy, & Finance)	EDAD 5032 (Proseminar II)	EDAD 5042 (Internship II)
5.1	Program completers understand and demonstrate the capacity to understand and collaboratively engage diverse families in strengthening student learning in and out of school.	Organizing Assignment 1	Assignment 1	Gather information about family demographics and funds of knowledge available within students' families that can be accessed to enhance student learning; Collaborate with and cultivate collaborative partnerships among staff and families in support of student learning success; Foster two-way communication with families.
5.2	Program completers understand and demonstrate the capacity to understand, collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.	Organizing Assignment 2	Assignment 2	Collaboratively engage with diverse community members, partners, and other constituencies around shared goals; Cultivate regular, two-way communication with community members, partners, and other constituencies; Identify and use diverse community resources to benefit school programs and student learning.
5.3	Program completers understand and demonstrate the capacity to collaboratively engage the larger organizational and policy context to advocate for the needs of their school and community.	Organizing Assignment 3	Assignment 3	Gather information about the policy and district context; Conduct a needs assessment of the school and community; Develop a plan for accessing resources that address school and community needs; Develop communication for oral, written and digital distribution targeted to a diverse stakeholder community; Advocate for school and community needs.

Standard 7: Building Professional Capacity			
		EDAD 5014 (Law, Policy, & Finance)	EDAD 5032 (Proseminar II)	EDAD 5042 (Internship II)

7.1	Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting and hiring staff.	Organizing Assignment 1	Assignment 1	Evaluate school's professional staff capacity needs; Evaluate candidate materials; Use research and data to plan and engage in candidate recruitment and selection that reflects the diversity of the student body.
7.2	Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.	Organizing Assignment 2	Assignment 2	Use research to design and cultivate a collaborative professional culture; Model and foster effective communication; Develop a comprehensive plan for providing school community members with a safe and secure school building environment.
7.3	Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, personal growth, cultural responsiveness, distributed leadership, digital literacy and citizenship, school improvement and student success.	Organizing Assignment 3	Assignment 3	Evaluate professional staff capacity needs and management practices; Identify leadership capabilities of staff; Plan opportunities for professional growth that are aligned with performance results and meet school needs; Engage staff in leadership roles; Utilize information technology in ethical and appropriate ways to engage in personal and professional learning.
7.4	Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support and evaluation designed to promote school improvement and student success.			Observe teaching in a variety of classrooms; Gather and review district policies on instructional expectations; Provide teaching staff with actionable feedback to support improvement; Develop a system for monitoring whether supervision and evaluation strategies promote improvement.

Spring Qtr. Building Level NELP 6

		EDAD 5012 (Team Building and OD)	EDAD 5032 (Proseminar II)	EDAD 5042 (Internship II)
**Standard 6 Operations and Management**			
6.1	Program completers understand and demonstrate the capacity to evaluate, develop and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.	Organizing Assignment 1	Assignment 1	Use a process for auditing the equity of school processes and operations as well as their impact on school processes, resource allocation, personnel decisions and students' experiences and outcomes; Use research and evidence to analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school; Use digital literacy to develop and implement management, communication, assessment, technology, school-level governance and operation systems; Develop a school's master schedule.
6.2	Program completers understand and demonstrate the capacity to evaluate, develop and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.	Organizing Assignment 2	Assignment 2	Evaluate resource needs; Use data ethically and equitably to develop and implement a school resourcing plan; Develop a multi-year resource plan aligned to the school's goals and priorities; Advocate for resources in support of needs.
6.3	Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.	Organizing Assignment 3	Assignment 3	Reflectively evaluate situations and policies with regard to legal, ethical and equity issues; Analyze how law and policy are applied consistently, fairly, equitably, and ethically within a school; Communicate policies, laws, regulations, and procedures to appropriate school stakeholders; Monitor and ensure adherence to laws, rights, policies, and regulations.

Appendix B

Washington State Residency Certification Performance Indicators/Products

Background

Educational accountability is a reality in Washington State and in the nation. In 2001, a work group representing various state educational agencies and professional associations was formed to revise the administrative certification process. The State Board of Education charged this group to develop a means of accountability for principal certification processes that would include some common products among all preparation programs to ensure consistency and quality.

The Office of the Superintendent of Public Instruction (OSPI) agreed that the Washington Council of Education Administrative Programs (WCEAP) was the group that should develop these common measures. The 13 principal preparation programs throughout the state of Washington were already using many effective practices to train school administrators. It was determined that these practices would not be discarded, but should be purposefully aligned with the new standards and strands. Agreement among the preparation programs to use some consistent measures would assure the state board, the legislature, and community members at large of the excellence of graduates and program completers across the state. Additionally, the collaboration of all preparation programs could only enhance the quality of each as great ideas were exchanged and refined.

OSPI funded this project by awarding a grant to WCEAP and also provided ongoing participation from OSPI staff. It has become a true partnership between OSPI and the 13 principal preparation programs in our state.

NOTE: In 2012, the WCEAP products were updated and accepted by the PESB to reflect the changing role and expectations of principals. In 2012, the number of principal preparation programs had increased to sixteen. In 2018, the state adopted the NELP Building and District Level Standards, which will now directly inform your internship experience.

Appendix C
Building Level NELP Standards, Components, and Practices

Standard 1: Mission, Vision, and Improvement

Component 1.1 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities.

- Evaluate existing mission and vision processes and statements
- Collaboratively design a school mission and vision attentive to data, technology, values, equity, diversity, digital citizenship, and community
- Develop a comprehensive plan for communicating the mission and vision.

Component 1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include design, implementation, and evaluation.

- Evaluate existing improvement processes
- Use research to develop an improvement process that includes the following components: diagnosis, design, implementation, and evaluation
- Develop an implementation plan to support the improvement process.

Standard 2: Ethics and Professional Norms

Component 2.1 Program completers understand and demonstrate capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (e.g., fairness, integrity, transparency, trust, collaboration, perseverance, reflection, life-long learning, digital citizenship) that support the educational success and well-being of each student and adult.

- Engage in reflective practice as a professional norm
- Cultivate professional norms among school staff members
- Communicate professional norms to diverse constituencies
- Model professional norms (e.g., integrity, competency, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness and the belief that each child can learn).

Component 2.2 Program completers understand and demonstrate capacity to evaluate, communicate about, and advocate for ethical and legal decisions.

- Evaluate ethical dimensions of issues
- Analyze decisions in terms of established ethical frameworks
- Develop a communication plan to advocate for ethical decisions.

Component 2.3 Program completers understand and demonstrate the capacity to model

ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

- Formulate a school-level leadership platform grounded in ethical standards
- Model ethical practice
- cultivate ethical behavior in others.

Standard 3: Equity, Inclusiveness, and Cultural Responsiveness

Component 3.1 Program completers understand and demonstrate capacity to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.

- Evaluate school culture
- Use research and data to design and cultivate a supportive, nurturing and inclusive school culture
- Develop strategies for improving school culture
- Advocate for a supportive and inclusive school culture.

Component 3.2 Program completers understand and demonstrate capacity to evaluate, cultivate, and advocate for equitable access to educational resources and opportunities that support the educational success and well-being of each student.

- Evaluate sources of inequality and bias in the allocation of educational resources and opportunities
- Cultivate the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values
- Advocate for the equitable use of educational resources, procedures and opportunities.

Component 3.3 Program completers understand and demonstrate capacity to evaluate, cultivate, and advocate for equitable, inclusive and culturally responsive instruction and behavior support practices among teachers and staff.

- Evaluate root causes of inequity and bias
- Develop school policies or procedures that cultivate equitable, inclusive and culturally responsive practice among teachers and staff
- Facilitate the use of differentiated, content-based instructional materials and strategies
- Advocate for equitable practice among teachers and staff.

Standard 4: Learning and Instruction

Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology rich curricula programs and other supports for academic and non-academic student programs.

- Evaluate (a) curricula, use of technology, and other supports and (b) academic and non-academic systems
- Propose designs and implementation strategies for improving coordination and coherence among academic and non-academic programs.

Component 4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources and services that support student and adult learning.

- Evaluate coordination and coherence among the practices, resources and services that support equity, digital literacy, and the school's academic and non-academic systems
- Propose designs and implementation strategies for improving the impact of academic and non-academic practices, resources and services that support student learning.

Component 4.3 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support instructional improvement and student learning and well-being.

- Use research to evaluate the quality of formative and summative assessments of learning
- Develop formal and informal culturally responsive and accessible assessments of student learning
- Interpret Data from formative and summative assessments for use in educational planning
- Cultivate teachers' capacity to improve instruction bas3ed on analysis of assessment data.

Component 4.4 Program completers understand and demonstrate capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction and assessment practices in a coherent, equitable, and systematic manner.

- Engage faculty in gathering, synthesizing and using data to evaluate the quality, coordination and coherence of the school's curriculum, instruction and assessment practices
- Use research and evidence to propose designs and implementation strategies for improving coordination and coherence among the school's curriculum, instruction and assessment practices
- Use technology and performance management systems to monitor, analyze, implement and evaluate school curriculum, instruction and assessment practices and results.

Standard 5: Community and External Leadership

Component 5.1 Program completers understand and demonstrate the capacity to understand and collaboratively engage diverse families in strengthening student learning in and out of school.

- Gather information about family demographics and funds of knowledge available within students' families that can be accessed to enhance student learning
- Collaborate with and cultivate collaborative partnerships among staff and families in support of

student learning success
- Foster two-way communication with families.

Component 5.2 Program completers understand and demonstrate the capacity to understand, collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.

- Collaboratively engage with diverse community members, partners, and other constituencies around shared goals
- Cultivate regular, two-way communication with community members, partners, and other constituencies
- Identify and use diverse community resources to benefit school programs and student learning.

Component 5.3 Program completers understand and demonstrate the capacity to collaboratively engage the larger organizational and policy context to advocate for the needs of their school and community.

- Gather information about the policy and district context
- Conduct a needs assessment of the school and community
- Develop a plan for accessing resources that address school and community needs
- Develop communication for oral, written and digital distribution targeted to a diverse stakeholder community
- Advocate for school and community needs.

Standard 6: Operations and Management

Component 6.1 Program completers understand and demonstrate the capacity to evaluate, develop and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.

- Use a process for auditing the equity of school processes and operations as well as their impact on school processes, resource allocation, personnel decisions and students' experiences and outcomes
- Use research and evidence to analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school; Use digital literacy to develop and implement management, communication, assessment, technology, school-level governance and operation systems
- Develop a school's master schedule.

Component 6.2 Program completers understand and demonstrate the capacity to evaluate, develop and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.

- Evaluate resource needs

- Use data ethically and equitably to develop and implement a school resourcing plan
- Develop a multi-year resource plan aligned to the school's goals and priorities
- Advocate for resources in support of needs.

Component 6.3 Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

- Reflectively evaluate situations and policies with regard to legal, ethical and equity issues
- Analyze how law and policy are applied consistently, fairly, equitably, and ethically within a school
- Communicate policies, laws, regulations, and procedures to appropriate school stakeholders
- Monitor and ensure adherence to laws, rights, policies, and regulations.

Standard 7: Building Professional Capacity

Component 7.1 Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting and hiring staff.

- Evaluate school's professional staff capacity needs
- Evaluate candidate materials
- Use research and data to plan and engage in candidate recruitment and selection that reflects the diversity of the student body.

Component 7.2 Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.

- Use research to design and cultivate a collaborative professional culture
- Model and foster effective communication
- Develop a comprehensive plan for providing school community members with a safe and secure school building environment.

Component 7.3 Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, personal growth, cultural responsiveness, distributed leadership, digital literacy and citizenship, school improvement and student success.

- Evaluate professional staff capacity needs and management practices; Identify leadership capabilities of staff
- Plan opportunities for professional growth that are aligned with performance results and meet school needs
- Engage staff in leadership roles
- Utilize information technology in ethical and appropriate ways to engage in personal and

professional learning.

Component 7.4 Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support and evaluation designed to promote school improvement and student success.

- Observe teaching in a variety of classrooms
- Gather and review district policies on instructional expectations
- Provide teaching staff with actionable feedback to support improvement
- Develop a system for monitoring whether supervision and evaluation strategies promote improvement.

Standard 8: Internship

Component 8.1 Candidates are provided a variety of coherent, authentic, field and or clinical internship experiences within multiple school environments that afford opportunities to interact with stakeholders and synthesize and apply the content knowledge and develop and refine the professional skills articulated in each of the components included in NELP Building-Level Program Standards one through seven.

Component 8.2 Candidates are provided a minimum of six-months of concentrated (10-15 hours per week) internship or clinical experiences that include authentic leadership activities within a school setting.

Component 8.3 Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a building setting; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and is provided with training by the supervising institution.

Appendix D:
District Level NELP Standards, Components, and Practices

Standard 1: Mission, Vision, and Improvement

Component 1.1 Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities.

- Evaluate existing mission and vision processes and statements
- Collaboratively design an actionable district mission and vision attentive to such considerations as data, technology, values, equity, diversity, digital citizenship, and community
- Develop a comprehensive plan for communicating the mission and vision to multiple constituencies.

Component 1.2 Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in diagnosis, design, implementation, and evaluation.

- Evaluate existing improvement processes
- Develop a district-wide improvement process that includes diagnosis, design, implementation, and evaluation
- Articulate a process for strategic planning
- Develop an implementation plan to support the improvement process

Standard 2: Ethics and Professional Norms

Component 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (e.g., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, life-long learning, digital citizenship) and professional district and school cultures.

- Engage in reflective practice
- Cultivate professional norms among diverse constituencies
- Model and communicate professional norms (e.g., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness and the belief that each child can learn)
- Use professional norms as a basis for building organizational culture

Component 2.2 Program completers understand and demonstrate the capacity to evaluate, and advocate for ethical and legal decisions.

- Evaluate ethical dimensions of complex issues, including stewardship and use of district resources.
- Communicate and advocate for ethical decisions.

Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior others.

- Model ethical practice in their leadership and relationships with others
- Cultivate ethical behavior in others

Standard 3: Equity, Inclusiveness and Cultural Responsiveness

Component 3.1 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.

- Evaluate district and school culture
- Use research and data to design and cultivate a positive and inclusive district culture
- Design and implement strategies for improving district culture
- Advocate for a supportive and inclusive district culture

Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the resources and opportunities necessary to support the success and well-being of each student.

- Evaluate sources of inequality and bias in the use of educational resources and opportunities
- Cultivate the equitable use educational resources and opportunities through procedures, guidelines, norms, and values
- Advocate for the equitable use of educational resources, procedures, and opportunities

Component 3.3 Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive and culturally responsive instructional and behavior support practices among teachers and staff.

- Evaluate root causes of inequity and bias
- Develop district policies or procedures that cultivate equitable, inclusive and culturally responsive practice among teachers and staff
- Advocate for equitable practice among district staff and across district schools
- Cultivate equitable practice across the district and its schools

Standard 4: Learning and Instruction

Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.

- Evaluate (a) curricula, use of technology, and other supports (b) academic and non-academic systems, and (c) coordination among systems and supports
- Use research and data to propose designs and implementation strategies for improving coordination and coherence among (a) curricula, instructional technologies, and other supports, and (b) academic and non-academic systems

Component 4.2 Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching and professional development for educators, educational professionals and school and district leaders, including themselves, that promote reflection, personal growth, digital citizenship, distributed leadership, data literacy, equity, improvement and student success.

- Use research and data to evaluate coordination and coherence among the district and school's instructional leadership goals, practices, professional learning needs and leadership development opportunities
- Use research to propose designs and implementation strategies for improving principal and district capacity for collaboration and instructional leadership (e.g., coaching, professional development, etc.)

Component 4.3 Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible and culturally responsive system of assessments and data collection, management and analysis that support instructional improvement, equity, student learning and wellbeing, and instructional leadership.

- Evaluate the quality and utility of data from formative and summative assessments of student learning
- Evaluate coordination and coherence among academic and non-academic assessments and use of data from these sources to support instructional improvement, student learning and well-being and educational leadership
- Use research to propose designs and implementation strategies for district-wide assessment systems that are culturally responsive and accessible

Component 4.4 Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, and instructional resources that support the needs of each student in the district.

- Engage appropriate staff in gathering, synthesizing and using data to evaluate the quality, coordination and coherence in and among academic and non-academic services
- Use research to propose designs and implementation strategies for improving coordination and coherence among academic and non-academic systems
- Use technology and performance management systems to monitor, analyze and evaluate district curriculum, instruction, services, assessment practices, and results

Standard 5: Community and External Leadership

Component 5.1 Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.

- Represent the district and its schools
- Develop systems and processes, including district-wide data collection on family-school communication and engagement, to support family engagement
- Make decisions about when and how to engage families
- Support two-way communication with diverse families

Component 5.2 Program completers understand and demonstrate the capacity to understand and effectively collaborate, communicate and engage diverse community members, partners, and other constituencies in district matters that benefit students, schools and the district as a whole.

- Collaborate with diverse community members, partners, and other constituencies
- Foster regular, two-way communication with community members, partners, and other constituencies
- Design a strategy for cultivating shared goals and strategies among district constituencies
- Develop communication for oral, written and digital distribution targeted to a diverse stakeholder community
- Engage community members, partners and other constituents in district efforts

Component 5.3 Program completers understand and demonstrate the capacity to collaborate and communicate with members the business, civic and policy community so they can cultivate relationships and advocate for their district, school, student and community needs.

- Conduct a needs assessment of the district, school, student and community
- Develop a plan for accessing resources that addresses district needs
- Cultivate collaborative relationships with district constituencies
- Develop champions of district and schools' visions and plans for supporting student success

- Advocate for district and community needs

Standard 6: Operations and Management

Component 6.1 Program completers understand and demonstrate the capacity to develop, communicate, implement and evaluate data-informed and equitable management, communication, technology, district-level governance, and operation systems that support schools in realizing the district's mission and vision.

- Evaluate management and operation systems, including understanding variation in schools' contexts and needs
- Use research and data ethically and equitably to develop a district continuous improvement plan
- Communicate with relevant stakeholders about the relationship between the district's management, operation and governance systems and districts mission and vision
- Use research and digital literacy to develop a plan for the coordination of management and operation systems aligned to the district's mission and vision

Component 6.2 Program completers understand and demonstrate the capacity to develop, communicate, implement and evaluate a district resourcing plan and support schools in developing their school-level resourcing plans.

- Use data to evaluate district resource needs and practices
- Use research and data to design an equitable district resourcing plan and support schools in designing school resourcing plans that coordinate resources with needs
- Communicate about and advocate for resources in support of district needs
- Coordinate efforts to seek additional resources from a variety of sources (e.g., grant writing)

Component 6.3 Program completers understand and demonstrate the capacity to develop, implement and evaluate coordinated systems for hiring, retaining, supervising, developing and cultivating school and district staff in order to support the district's collective instructional and leadership capacity.

- Use data to evaluate district human resource needs
- Use research and data to develop a district-level system for hiring, retention, development, and supervision of school/district personnel
- Evaluate candidate's materials for instructional and leadership positions
- Develop pathways for effective leadership development and succession
- Implement systems of leadership supervision, evaluation, feedback and support

Standard 7: Policy, Governance and Advocacy

Component 7.1 Program completers understand and demonstrate the capacity to represent the district, advocate for district needs and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the shared mission and vision of the district.

- Represent the mission and vision of the district in board communications
- Cultivate a positive, respectful and collaborative relationship with the board
- Advocate for board actions that will support the mission and vision of the district

Component 7.2 Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.

- Evaluate district governance and stakeholder engagement systems
- Design governance systems that engage multiple and diverse stakeholder groups
- Implement strategies (e.g., communication) that support stakeholder engagement in district governance
- Cultivate and coordinate an effective and collaborative system for district governance

Component 7.3 Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state and national policy, laws, rules, and regulations.

- Evaluate the implications of educational policy for district practices
- Develop a plan for the communication and implementation of laws, rights, policies, and regulations
- Monitor and ensure adherence to laws, rights, policies, and regulations
- Coordinate decisions and district policies with policies and/or regulations from local, state and federal policy entities

Component 7.4 Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations, and advocate for the needs and priorities of the district at the local, state, and national level.

- Use data to evaluate district needs and priorities vis-à-vis education policy conversations and emerging challenges
- Represent and advocate for the needs and priorities of the district

Standard 8: Internship

Component 8.1 Candidates are provided a variety of coherent, authentic, field or clinical internship experiences within multiple district environments that afford opportunities to interact with stakeholders and synthesize and apply the content knowledge, and develop and refine the professional skills articulated in each of the components included in NELP District-Level Program Standards 1-7.

Component 8.2 Candidates are provided a minimum of six-months of concentrated (10-15 hours per week) internship or clinical experiences that include authentic leadership activities within a district setting.

Component 8.3 Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a district setting; understands the specific district context; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the district, and program faculty; and is provided with training by the supervising institution.