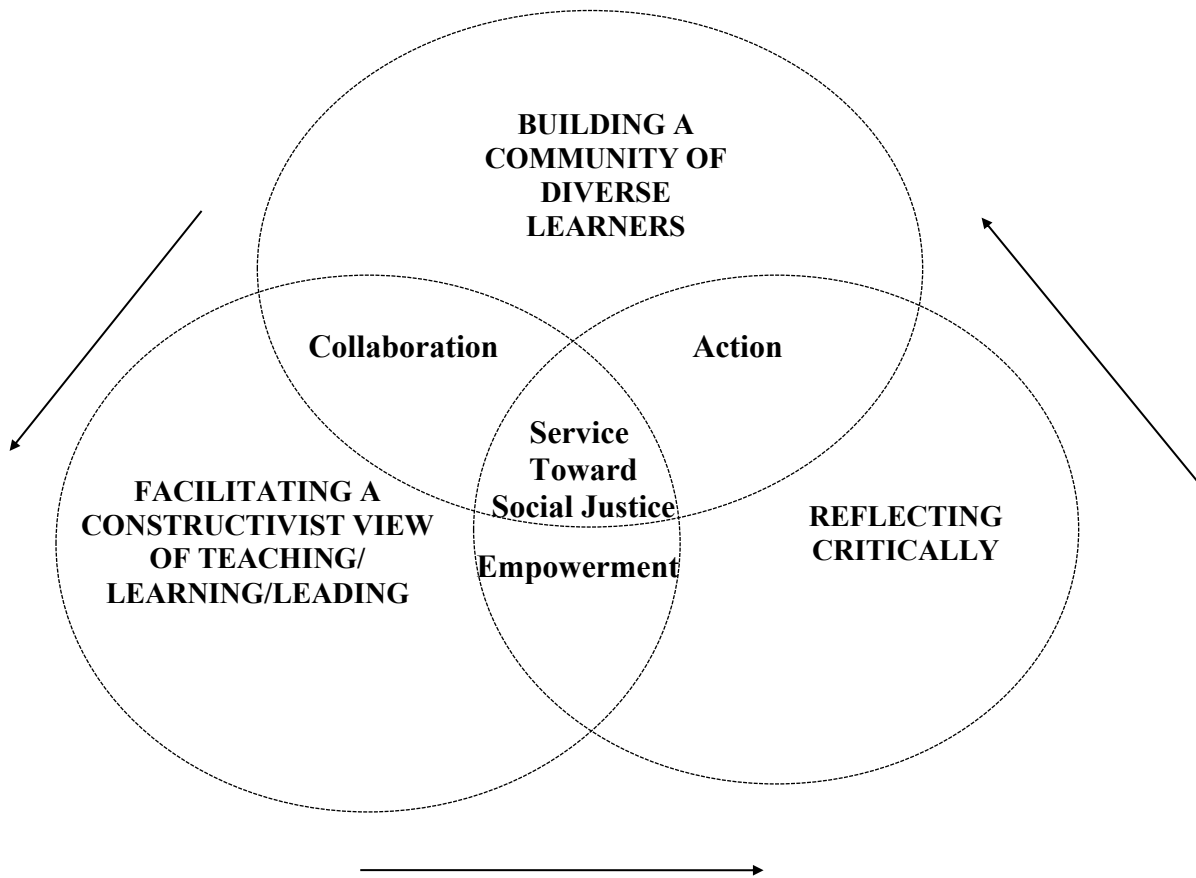


# Educational Administration Program Manual 2025-2026

*"Knowledge Brings Us Together"*

Building Community While  
Constructing Knowledge to Serve a Pluralistic Society



## **Preface**

This Educational Administration Manual is a reference to supplement the Heritage University Catalog for faculty and students in the Educational Administration Program. The handbook is intended to assist the candidates' orientation and progress in the administrative program.

Interns agree to accept responsibility for informing themselves, for following procedures, and for meeting the requirements to qualify for an administrative certificate as approved by the College of Education, the Professional Educational Advisory Board (PEAB), and the Professional Education Standards Board (PESB).

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**Heritage University**

College of Education

Educational Administration

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[www.heritage.edu](http://www.heritage.edu)

August 25, 2025

Dear Educational Administration Candidates,

Congratulations on beginning your program and internship! You will find your year full of challenging and rewarding leadership experiences. All of us at Heritage University are committed to helping you develop the knowledge, skills, cultural competence, and dispositions necessary to lead and transform 21st-century schools and programs.

An intensive year-long internship is the culminating activity for school administration. This experience provides valuable time to apply the theory and knowledge about school leadership that you have learned in your courses. Interns are exposed to aspects of administration that cannot be taught in a theoretical setting. This field experience, “on-the-job training,” provides unlimited opportunities to develop and refine instructional leadership and management skills. Your mentor principal will provide the context for the practical application of leadership and serve as an educational role model. ***How much you get out of the internship experience depends on you; it is up to you to advocate for and take full advantage of the opportunities and resources available.***

The program represents a cooperative effort and formalized partnership between you, the school district, and Heritage University. This manual for the preparation and certification of school administrators is designed to clarify the responsibilities of the student, the cooperating school mentor principal and Heritage University. Be sure to share this manual and the Mentor's Handbook with your mentor principal for clarity, expectations, and to understand the requirements for certification.

Please be sure to call or send an email at any time during the internship with questions or concerns. I am here to support and assist you.

Best wishes for a productive and successful internship!

Respectfully,

Dr. Catherine Zeisner

Chair, Educational Administration (email) [Zeisner\\_c@heritage.edu](mailto:Zeisner_c@heritage.edu)

## CHAPTER 1: GUIDELINES

### 1. Purpose of the Principal and Program Administrator Programs

The Heritage University graduate program in Educational Administration provides a progressive program of study designed to prepare principals and program administrators for 21st-century instructional leadership roles.

Consistent with the mission of Heritage University, the Educational Administration program seeks to prepare and support effective, intellectual, and ethical school leaders who will have a positive impact on student learning within diverse settings.

Research documents the importance of on-the-job experiences in leadership training. Field experiences are the primary source of learning and development for leaders. This internship is consistent with research as it provides each student with field experiences and opportunities to **reflect** on the **impact** of his/her leadership. The internship affords students a **realistic** view of school administration and unlimited learning opportunities.

It is expected that the intern will be involved in the kinds of activities that a principal or program administrator encounters day-to-day over the course of a year. An intern is expected to study the school district's improvement goals and make a significant contribution, as he/she refine his/her skills to have a **positive impact on student learning**.

The program content emphasizes performances and functions of the Washington State Standards for Principal and Program Administrator Residency Certification, the National Educational Leadership (NELP) Building Level Standards, and is closely aligned with the AWSP Leadership Framework 3.0. ***Please review the links below:***

- **Laws & Regulations:** WAC 181 78A: [Chapter 181-78A WAC:](#)
- **AWSP Leadership Framework 3.0:** [awsp-leadership-framework-3-0 2020.pdf](#)
- **National Educational Leadership Preparation (NELP) Program Recognition Standards Building Level:** <https://www.npbea.org/wp-content/uploads/2018/11/NELP-Building-Standards.pdf>

## 2. Internship

The Educational Administration program provides a series of prerequisite courses focusing on theory, content, skills, cultural competence, and dispositions needed for successful school leadership. For a candidate's knowledge and skill base to be practiced and tested in application, the internship is provided to candidates during the culmination of their coursework. This combination of professional preparation and experience is designed to provide candidates with the opportunity to synthesize theory and demonstrate practical skills developed, as well as required proficiencies for residency administrator certification in Washington State. **Candidates must complete their payment/current status for either ED 573 Internship in School Administration (Principal) or ED 597 Internship in Program Administration, a minimum of two weeks before beginning each semester of the year-long internship.**

During the two-semester sequence (3 credits each semester), interns will experience an extensive series of tasks covering all aspects of school administration, while working under the supervision of an on-site mentor principal/administrator and university supervisor. All interns are specifically required by the Washington Administrative Codes (WACs) to have the opening and closing of school experiences, plus the completion of one full TPEP evaluation cycle. Specific course requirements and intern expectations are found in this handbook.

## 3. Principal/Program Administrator Residency Certification Standards

Washington principal and program administrator certification candidates, in order to support student achievement of the state learning goals and essential academic learning requirements, will complete formalized learning opportunities, including an internship, in an approved program.

Building on the mission to prepare educators who demonstrate a positive impact on student learning, a school administrator is an educational leader who promotes the success of all students. A preparation program for principal/program administrators shall require that each candidate engage in an assessment process using the Washington State Standards for Principal and Program Administrator Programs. All candidates shall exit the residency certificate program with a completed portfolio addressing the Standards, including a Professional Growth Plan (PGP).

## CHAPTER 2: ROLES and RESPONSIBILITIES

### 1. Role of the Intern

Administrative interns may or may not be formally employed by their host school system. In either case, while functioning as interns, students are held to the same standards of conduct as other employees. They are expected to establish professional relationships with administrators and school faculty, become familiar with and act in accordance with local school board policy, and maintain a professional appearance. ***Keep in mind that one of your primary goals during your intern year is to distinguish yourself as a viable administrative candidate – everything you do, say, or write has significance.***

### 2. Professional Relationships

When engaged in the internship, a student is responsible for and interacts with several individuals. The same laws, rules, and regulations that apply to other professional personnel in the school system apply to the intern. An intern reports to the principal of the school or the administrator of the program in which he/she works and is assigned. The mentor principal may delegate some supervisory responsibility to an assistant principal/director who shares in guiding the work of an intern. ***The intern must visualize him/herself and act as a member of the administrative leadership team.***

In addition, an intern is a student at Heritage University and conducts him/herself as a professional representative of the university. An intern is also responsible for a Heritage University supervisor who works with him/her to ensure that the internship provides meaningful opportunities to learn on the job.

- If the candidate/intern experiences any form of frustration in their coursework, they are to seek a conversation with the instructor, then the university advisor, then the program director.
- If the candidate/intern experiences any form of frustration with their mentor, they are to seek a conversation with the mentor, then the university supervisor, then the faculty advisor, then the program director.
- If the candidate/intern experiences any form of frustration with their university supervisor, they are to seek a conversation with the supervisor, then the university advisor, then the program director.

### 3. Professional Appearance

Interns are expected to dress appropriately at all times. A safe standard to follow is the dress of other administrators in the school district. If something is questionable, the safest and wisest position to take is the conservative one. Again, leadership is a symbolic experience.

### 4. Keys to Success in the Internship

Interns are **expected to actively and intentionally seek opportunities** to develop their instructional leadership skills, to remediate weaknesses, and to develop their administrative “toolkit.” Interns are expected to:

- Be available whenever needed at your internship site;
- Work regular administrative days (Note: you are not on the teacher contract calendar anymore during your internship);
- Attend evening and after-school activities;
- Seek and attend conferences and workshops that might prove helpful;
- Continue a rigorous personal reading schedule of related professional literature;
- Become an active member of the community served by that school;
- Exhibit professional conduct at all times;
- Follow rules of professionalism and confidentiality; and
- Always gain approval from your mentor principal for any initiatives being considered.

The value of the internship is dependent on the **INITIATIVE** of the intern. Interns who seek to meet just the minimum requirements and do only what must be done to pass will have a limited experience (not to mention a less-than-stellar reference). Highly successful interns seek and experience the depth and breadth of experiences necessary to prepare for the first administrative position. Highly successful interns spend as much time as possible in the school office to get a sense of the true administrative experience. Successful interns take initiative in working with their Mentor Principal. ***Don't wait for the experiences to come your way - actively seek them out.***

### 5. Placement of Interns

When initially applying to the program, Heritage University candidates pursued and confirmed their internship site (Participation Agreement). Both the intern and the mentor principal should currently be satisfied with the placement. Heritage University,

represented by the Educational Administration Chair, must also approve the placement choice. Please submit an updated Internship Agreement to Dr. Richard Cole if any changes are made..

If, during the internship experience, there seems to be a reason to change the intern placement, such a change will ideally occur within the first weeks of the experience. Withdrawal from a site should rarely occur and must involve the mentor principal, the intern, the supervisor, and the chair of the program.

Private School Placements require a certified public-school mentor to comply with certification requirements. Private school interns must complete a minimum of 100 hours in a public-school setting.

## 6. Roles and Responsibilities for the Field-Based Internship

The Heritage University supervisor, intern, and mentor principal plan the internship cooperatively. The following are the individual responsibilities:

### Intern

- Complete the AWSP Leadership Framework Self-Assessment. Using this, and the Minimum Intern Performances (Appx. A), discuss any areas that require additional focus with the mentor principal and university supervisor.
- Develop a general planning calendar with mentor principal determining selected activities and projects that meet the requirements of each performance criteria, competencies, and address your leadership goals. Benchmark and calendar the major activities to the appropriate time of the year.
- Maintain the Internship Log on a continuous basis – ***do not wait until the end of your internship to code and distribute log activities.*** For each activity note all the possible performance areas that might apply. This will make it easier to achieve a proper balance of activities for each standard/component area.
- While planning, include the need for 540 hours with 80 of those at diverse sites (defined as different site, different in terms of: grade levels, socioeconomic, language needs, size of school, demographics, etc.) the continuous log entries, and development of the portfolio. This can and should include schools/districts outside of your own. Remember – you are being certified to work in any school, any level, or any district in Washington.

- Schedule and be prepared, (i.e. well organized) for meetings with your mentor principal and university supervisor providing your updated Intern Performance for Certification, Internship Log (Worksheet), and artifacts

- |   |
|---|
| <ul style="list-style-type: none"><li>• Attend, participate in, and come prepared for all <b><i>required</i></b> seminars and on-campus retreat days.</li></ul> |
|---|

## **Mentor Principal**

- It is expected that the Mentor Principal be proactive and actively engaged in developing varied, appropriate, and high-leverage experiences for interns, including multiple opportunities for leadership to achieve the knowledge, skills, cultural competence, and dispositions for the internship identified in Washington State Standards for Principal and Program Administrator Residency Certification.
- Meet with the Heritage University supervisor monthly during the internship to review progress and plan future activities for knowledge, skill, and competency development.
- Maximize the amount of release time for the intern to ensure a quality administrative experience. ***At a minimum, the equivalent of two to three hours per day is strongly encouraged.***
- Share organizational goals and plans for site-level projects appropriate for the intern's involvement, aligned to the performance standards and competencies.
- Provide or advocate for intern participation in district-level meetings/professional development activities typical of site administrator responsibilities.
- Collaborate with the intern and Heritage University Supervisor to develop a plan of standards-based activities, competencies, projects, duties, and responsibilities the intern can complete within the time available in the intern's schedule.
- Provide day-to-day supervision, monitor field activities and competencies to ensure the intern is making satisfactory progress toward the required minimum 540 hours, with 80 of these hours at diverse (different) sites.

- Notify the Heritage University Supervisor immediately if the intern's progress is not satisfactory.
- Confer regularly (i.e., establish a regular meeting time) with the intern to provide timely feedback through coaching and reflective discussions while reviewing evidence of progress in the internship using the Intern Performance for Certification (Appx A) and Internship Log.
- At the end of the internship, collaboratively complete a summative intern evaluation with the University Supervisor using the Final Evaluation & Recommendation for School Administrator Certification.

### **Heritage University Supervisor (Dr. Richard D. Cole)**

- **Provide an orientation and overview for the mentor principal.** Make sure the mentor principal understands the expectations for the internship, including 540 hours with at least 80 hours at diverse educational sites and the intern's required attendance at the seminars.
- Review the standards-based activities, competencies, projects, duties, and responsibilities needed for the intern to meet certification requirements.
- Arrange at least one monthly site visit with the intern and the mentor principal. If the intern's progress is on target, it is acceptable not to schedule a site visit during the months of on-campus seminars. If there is no site visit, alternate contact is suggested, i.e., telephone, videoconference, and/or email. Ideally, the University Supervisor would meet individually with the intern, the principal, and then with both.
- Maintain a record of visits, including standards, performance discussed, agreements reached, Essential Questions, and recommendations made using the Heritage University Supervisor's Intern Visitation Log.
- Respond to the intern and the mentor's principal's questions or concerns. Assist with the revision of the intern plan as needed. Guide as necessary.
- Counsel and advise interns on aspects of the internship as requested by the intern.
- Assist as needed in identifying possible diverse hours experiences.

- Cooperatively plan and attend all of the seminars during the year.
- Monitor the intern's progress and provide timely feedback, reviewing the Internship Log (Worksheet), Minimum Intern Performances for Certification (Appx A), and other projects to be completed during the internship experience. Regularly communicate with the Educational Administration Chair utilizing agreed-upon methods regarding the progress of each intern.
- Submit online grade (pass/fail) based upon the deliverables as outlined in the handbook by the determined date for the first semester. Submit the final documents packet, including the updated grade, rated portfolio rubric, and log of site visits to the chair promptly, as well as completed surveys after the second semester.
- Identify three portfolios with the rated rubric as exemplars (high, medium, low) to be used as samples for the following year and for accreditation.

**Heritage University Educational Administration Chair (Dr. Catherine Zeisner)**

- Serve as the intern's overall program advisor.
- Manage the total internship experience program, including identification of candidates, approval procedures, requirements and assignments, seminars, grading, and final certification procedures.
- Assign, monitor, and support the university supervisor's work with the interns during their internship.
- At the end of the internship, review the intern's *final documents* and verify as appropriate. Submit final documents to the certification officer (WAC 181-78A).
- Ensure the program, faculty, and candidates know and adhere to all Heritage University policy and procedures found here <https://heritage.edu/university-policies/> with specific policy and procedures here [https://heritage.edu/wp-content/uploads/2025/04/Heritage-University-Institutional-Policies\\_250421.pdf](https://heritage.edu/wp-content/uploads/2025/04/Heritage-University-Institutional-Policies_250421.pdf)

## CHAPTER 3: INTERNSHIP COMPONENTS

### 1. Intern Self-Inventory

A university supervisor is assigned to confer with each intern and their mentor principal regularly during the year. As the internship begins, an intern is expected to assess his/her knowledge and skills on the required standards for certification using the **AWSP Leadership Framework Self-Assessment** found here, [https://awsp.org/docs/default-source/member-support-documents/leadership-framework/awsp-lf-self-assessment\\_reflection-tool.pdf?sfvrsn=f227047b\\_0](https://awsp.org/docs/default-source/member-support-documents/leadership-framework/awsp-lf-self-assessment_reflection-tool.pdf?sfvrsn=f227047b_0).

This assessment should be reviewed with the mentor principal and the university supervisor to identify any specific areas to emphasize during the internship (above and beyond the Appendix A evidence to be gathered). This self-assessment also becomes the baseline data for the eventual PGP to be developed at the end of the internship experience.

Interns must create their plan around their assessed strengths and potential “derailers” within the context of the tasks and responsibilities they are assigned. In addition, the plan should be connected to the School’s Improvement Plan. For example, an intern might want to work on data analysis because it is an area identified for professional growth. A school may need to improve student scores. If a mentor principal agrees to assign an intern responsibilities related to the improvement of test scores (analysis of data to improve student performance), the intern will have the opportunity to link his/her development goal to school improvement.

It is appropriate and expected for an intern to revise their areas of particular emphasis during the year; however, revisions should result from documented growth or a significant change in assigned responsibilities. The self-assessment will be implemented again at the end of the internship when the intern is preparing the professional growth plan (PGP) for the following year, as well as identifying achievements.

### 2. Required Intern Seminars

Throughout the academic year, interns are required to attend online seminars and on-campus retreats. These days are a part of the three (3) credits for each semester. The seminars focus on the certification standards, competencies, provide for exchange of information among interns, allow interns to share portfolio evidence (artifacts), and share their reflections about learning linked to experiences and feedback. Each intern seminar will assist the intern in one or more of the competency areas. The program chair assumes

major responsibility for scheduling and conducting the intern seminars. Guest speakers are administrators from the field and are most enjoyable as they provide tremendous insight.

### **3. Intern Performance for Certification**

Heritage University's administrator certification program is standards-based, competency-based, and performance-based. Each candidate must demonstrate the knowledge, skills, cultural competence, and dispositions necessary for the specific administrator role for which he or she is seeking certification. These performances are aligned to the NELPs, WAC requirements for certification programs, the AWSP Leadership Framework, the Washington State Standards for Principal and Program Administrator Residency Certificate, and the Common Performance Tasks developed by WCEAP. The mentor principal and university supervisor will review and approve each of the required performances, which may be demonstrated through the required coursework, during the internship, or through other professional experiences as appropriate.

The candidate is responsible for documenting the successful completion of each criterion's performance. The mentor principal's approval and initials are required. Getting the mentor principal's approval is the intern's responsibility. If the mentor principal is not present and has not initialed a performance, the university supervisor will not initial a performance. The documents are used as evidence for completion in the professional portfolio. All artifacts must be clearly labeled and linked to their corresponding standards/performances (Note: one artifact may apply to more than one area; no need to submit multiple copies).

### **4. Professional Portfolio**

For this internship, the Professional Portfolio is defined as a collection of evidence that documents an acceptable level of knowledge, skill, cultural competence, and understanding of school administration as defined by the Washington State Standards for Principal and Program Administrator, and NELPs. Each portfolio entry is clearly labeled, linking it to a specified performance criterion. Portfolio contents are displayed and professionally organized according to the specified guidance/format.

Portfolios will be collected in accordance with the template and stored and submitted as directed. More information on the format and submission will be given at the intern seminars.

The **Internship Portfolio Standards Rubric** provides detailed information regarding the format and content of the professional portfolio. An Oral Examination/Presentation of the portfolio to the mentor principal and university supervisor will conclude each candidate's internship. Portfolio samples are provided at each seminar for review. They are also housed in the chair's office for intermittent examination. A minimum rating of 3 is required.

**THE PORTFOLIO WILL CONTAIN THE FOLLOWING:**

1. **Copy of your Master's transcript containing the conferred date**
2. **Copy of your current Washington State teaching/education certificate**
3. **Copy of your internship agreement (must have mentor name and their certificate number)**
4. **Pre-Requisite Exp. (OSPI Form 4001F)**
5. **Post-Requisite Exp. (OSPI Form 4001E)**
6. **Internship Log** is a time accounting of the leadership development activities and demonstrates participation in the day-to-day processes associated with building and/or district leadership. The log will include documentation of a minimum of 540 hours of quality work in an administrative capacity. A minimum of 80 hours must be documented at diverse educational sites. "Diverse" is defined as different from your intern site in level, socioeconomic status, language needs, size, location, demographics, etc. Successful interns are required to experience the depth and breadth of activities necessary to prepare them for building and/or program leadership in P-12 in any school district in the State of Washington.

All internship logs must reflect brief but specific information explaining activities and accomplishments in each performance category. Some intern activities/time may qualify in several areas and may be logged in different areas based on need. However, hours logged in one area cannot be logged in another area. Hours can be divided, e.g., a total of six hours with one hour allocated to each standard. During each conference, the internship log is reviewed by the supervisor. An artifact is not developed or designed for every log entry, only for the specific performance indicators/standards described in Appendix A.

7. **Intern Performances for Certification** Artifacts and documents of evidence are labeled, identified, organized, and aligned to the Minimum Intern Performances for Certification. Summary for the Intern Performances for Certification will be signed by the intern, mentor principal, and university supervisor at completion and sent through the intern's portfolio to the director of the program.
8. **Current Resume** (opportunity to learn and refine your resume happens at a retreat day)
9. **Educational Leadership Platform** addresses your beliefs, values, and philosophy of leadership.
10. **Professional Growth Plan (PGP)** <https://www.pesb.wa.gov/current-educators/certificate-renewal/pgp/> The OSPI Program Completion PGP will be addressed at the last seminar and is to be one of the last items completed for the internship and portfolio. Candidates will assess themselves using the AWSP Leadership Framework Self-Assessment [https://awsp.org/docs/default-source/member-support-documents/leadership-framework/awsp-lf-self-assessment-reflection-tool.pdf?sfvrsn=f227047b\\_0](https://awsp.org/docs/default-source/member-support-documents/leadership-framework/awsp-lf-self-assessment-reflection-tool.pdf?sfvrsn=f227047b_0) again. The assessment data and other feedback related to the intern's performance will be used to create an OSPI Professional Growth Plan based on the PESB Professional Level Standards.

11. **Final Evaluation and Recommendation for School Administrator Certification**

At the conclusion of the internship experience, an intern is collaboratively assessed by the mentor principal and the university supervisor. The Heritage University Recommendation for School Administrator Certification is based on the Washington State Standards for Principal and Program Administrator Certification. The log, reflection papers, seminar attendance, portfolio, skills, knowledge, cultural competence, and dispositions demonstrated throughout the internship determine the rating. To successfully pass the internship, a minimum rating of 3 is required.

## CHAPTER 4: Final Steps for Program Completion once portfolio is accepted

### 5. Procedures for Principal or Program Administrator Certification

Candidates will log in to the EDS Portal on the OSPI website and create an account if they do not have one found here

<https://eds.ospi.k12.wa.us/OspiSts/identity/login?signin=caa4171d6fdd110aa3518b9fbef a98d2>. Once the program is complete: grades posted, degree awarded, and the file has been signed as complete by the program director, the HU Certification Officer will make the **Recommendation to OSPI for Certification**. The candidate will then log in to EDS and choose the box “Apply for the College Recommendation” and choose Administrator Certification, fill out the application, and pay the fee.

***Please note: Candidates have two years following the completion of their internship to complete all remaining certification requirements (subject to change without notice).***

### 6. Survey and Course Evaluation of the Internship Program

Throughout the year, the Educational Administration Chair seeks feedback from the mentor principal, the intern, and other school district administrators regarding the effectiveness of the internship program. At the time of the university supervisor’s conference, the university supervisor, the mentor principal, and the intern evaluate not only the intern’s progress, but also the effectiveness of the internship program. In addition, an intern survey and graduate course evaluation for ED 573/ED 597 (Internship) will be given to all interns, sealed (for confidentiality) and submitted by the supervisor with the intern's final documents. ***In addition to the program survey, interns will receive a survey from AWSP. Interns are required to complete the survey and return it to AWSP in a timely manner.***

#### **ELECTRONIC ACCESS:**

Forms and materials can be accessed at <http://www.heritage.edu>, My Heritage; College of Education; Quick Links: My Groups, Ed Admin, Internship

# APPENDIX A

## Standard 1 - Mission, Vision, and Core Values

*Candidates who complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design and implement a school mission, vision and process for continuous improvement that reflects a core set of values and priorities.*

- 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 that include data use, technology, equity, diversity, digital citizenship, and community.
- Component 1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

Focus Area:	My Plan / Documentation	Date	District Mentor	HU Sup
<b>Learn About:</b> ➤ Review/analyze the existing school improvement plan, including stakeholder involvement. What works well and what areas could be improved?				
<b>Participate:</b> ➤ Use strategies to collaborate and communicate the mission, vision, and core values with families and the community.				
<b>Organize &amp; Lead:</b> ➤ Make a presentation to your school board, local professional organization, or community group regarding an identified priority or need for the school or program.				

## Standard 2 – Ethics and Professional Norms

*Candidates who complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.*

- Component 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.
- Component 2.2 Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.

Focus Area:	My Plan / Documentation	Date	District Mentor	HU Sup
<b>Learn About:</b> ➤ State laws and regulations regarding ethical practice; district policies and expectations for ethical practice, including how to access district policies and procedures.				
<b>Participate:</b> ➤ Evaluate ethical dimensions of issues – describe 2 key experiences during your internship. Analyze these decisions in terms of an ethical approach. SpEd candidates may include issues of restraint, inclusion, and/or isolation.				
<b>Organize &amp; Lead:</b> ➤ Cultivate/lead the development of professional norms linked to school improvement among a selected group within the school, such as a PLC. Provide evidence / documentation of your work in this area. Include a statement/agreement on how norms will be enforced.				

### Standard 3 - Equity, Inclusiveness and Cultural Responsiveness

*Candidates who complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive and inclusive school culture.*

- Component 3.1 Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.
- Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.
- Component 3.3 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.

Focus Area:	My Plan / Documentation	Date	District Mentor	HU Sup
<p><b>Learn About:</b></p> <ul style="list-style-type: none"> <li>➤ Become knowledgeable about district and building policy and procedures as related to the education and discipline of regular education and special education/504 students (including deaf and visually impaired/blind). SpEd Directors: Become familiar with the WA Integrated Sub-recipient Monitoring (WISM) requirements/procedures. Include culturally responsive teaching practices for SPED, 504, and ELL students</li> <li>➤ Review procedures for SPED and 504 referrals and evaluation, including IEP requirements and changing state requirements for inclusionary practices.</li> </ul>				
<p><b>Participate:</b></p> <ul style="list-style-type: none"> <li>➤ Complete or review the Organizational Analysis &amp; Self-Reflection materials on the Intern Resources page: (<a href="https://myheritage.heritage.edu/ICS/Student_Life/Campus_Groups/Ed_Admin/Free-form_Content.jnz">https://myheritage.heritage.edu/ICS/Student_Life/Campus_Groups/Ed_Admin/Free-form_Content.jnz</a>)</li> </ul>				
<p><b>Organize &amp; Lead:</b></p> <ul style="list-style-type: none"> <li>➤ Investigate/evaluate sources of inequality and bias in culturally responsive <u>instruction and behavior support practices</u>.             <ul style="list-style-type: none"> <li>○ <b>Describe</b> an issue related to culturally responsive instruction and behavior support practices.</li> <li>○ <b>Propose</b> and <b>advocate</b> a solution for the issue identified. Provide evidence of the impact of your efforts.</li> </ul> </li> </ul>				

## Standard 4 - Learning and Instruction

*Candidates who successfully complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, supports, and assessment.*

- 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.
- 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, technologies, and services that support equity, digital literacy, and the
  - school’s academic and non-academic systems.
- 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 data-informed instructional improvement and student learning and well-being.
- Component 4.4 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school’s curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

Focus Area:	My Plan / Documentation	Date	District Mentor	HU Sup
<b>Learn About:</b> <ul style="list-style-type: none"> <li>➤ Describe how formative and summative assessments are used in educational planning in your building/program/PLCs (including the effective use of common formative assessments).</li> <li>➤ Describe the resources that support the school’s academic intervention and behavioral support systems (all), including those required for effective progress monitoring.</li> </ul>				
<b>Participate:</b> <ul style="list-style-type: none"> <li>➤ Participate on your school/program Instructional Leadership Team (or equivalent).</li> </ul>				
<b>Organize &amp; Lead:</b> <ul style="list-style-type: none"> <li>➤ Organize, lead, and facilitate a debriefing/reflection with a group of teachers in peer classroom walk-throughs focusing on 1-2 key targeted schoolwide instructional strategies or curriculum alignment areas (i.e. appropriate standards being taught, DOK, etc.).</li> </ul>				

## Standard 5 - Community and External Leadership

*Candidates who successfully complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel to strengthen student learning, support school improvement and advocate for the needs of their school and community.*

- Component 5.1 Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.
- Component 5.2 Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.
- Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.

Focus Area:	My Plan / Documentation	Date	District Mentor	HU Sup
<p><b>Learn About:</b></p> <ul style="list-style-type: none"> <li>➤ Gather information about your local family demographics and funds of knowledge (strengths and resources) available within students' families that can be accessed to enhance student learning.</li> </ul>				
<p><b>Participate:</b></p> <ul style="list-style-type: none"> <li>➤ Based on Epstein's School/Family/Community Collaboration Plan Protocol, develop <u>a plan</u> to cultivate collaborative partnerships among staff and families in support of student learning and success (Note: This implies a two-way, intentional process. This activity can link with CPT #4 below). SpEd Directors: Include transition plans with graduation pathways.</li> <li>➤ Provide a brief listing and summary of your participation in the following:               <ul style="list-style-type: none"> <li>○ School Board meetings in at least two districts – what were the key issues addressed?</li> <li>○ Identify and analyze a key <u>statewide</u> education-related issue and its impact on your school/district.</li> <li>○ Identify and analyze an emerging education-related issue at the <u>federal</u> level and its potential impact on your school/district.</li> </ul> </li> </ul>	The Epstein protocol will be provided. Intern identifies an initiative and creates/implements a plan. The remaining items should be documented.			
<p><b>Organize &amp; Lead:</b></p> <ul style="list-style-type: none"> <li>➤ Create and make a presentation to a family or community-based meeting addressing or advocating for a key issue or strategy related to support of student success in your school/program.</li> </ul>				

## Standard 6 – Operations and Management

*Candidates who successfully complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems, to develop and improve data-informed and equitable school resource plans, and to apply laws, policies and regulations.*

- 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.
- 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.
- 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.

Focus Area:	My Plan / Documentation	Date	District Mentor	HU Sup
<b>Learn About:</b> <ul style="list-style-type: none"> <li>➤ Develop or become familiar with the process to build a school’s master schedule (or a program/specialist schedule). How can this become a strategic process?</li> <li>➤ Describe the technology/software used by the principal to effectively manage all aspects of the school operation including student information, discipline, communication, and productivity.</li> <li>➤ Describe the district’s non-instructional operations, i.e. food service, maintenance, transportation, athletics, co-curricular programs. Include how these programs are managed and how they relate to/align with the mission and vision of the district.</li> </ul>				
<b>Participate:</b> <ul style="list-style-type: none"> <li>➤ READ every district group’s Collective Bargaining Agreement. Meet with a leader from each bargaining group to discuss what they expect from an assistant principal, principal, or program manager and what the most typical sources of conflict are (and how they can be avoided). Meet with your mentor principal to discuss key strategies for the consistent implementation of each agreement.</li> </ul>				
<b>Organize &amp; Lead:</b> <ul style="list-style-type: none"> <li>➤ Lead the development and/or review and update of the comprehensive safe school’s discipline plan, which includes prevention, intervention, crisis response, and recovery.</li> </ul>				

## Standard 7 – Building Professional Capacity

*Candidates who successfully complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school’s professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support and professional learning.*

- 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.
- 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.
- 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, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.
- 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

Focus Area:	My Plan / Documentation	Date	District Mentor	HU Sup
<b>Learn About:</b> ➤ Become familiar with the Assistant Principal / Principal Evaluation process (AWSP or Marzano) used in your district. Discuss the process and evidence required with your mentor principal.				
<b>Participate:</b> ➤ Understand the Principal/Program administrator’s role in recruiting, selecting, supporting, and retaining quality staff members. Participate in the hiring process for both certificated and classified staff. <ul style="list-style-type: none"> <li>○ Describe the interview strategies and sample interview questions for the vacancy. Are they based on the desired qualifications or</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Final Evaluation</b></li> <li>2. <b>Certification of Standards</b></li> <li>3. <b>Documentation of Hours</b></li> <li>4. <b>Intern Reflection Plan</b></li> <li>5. <b>Final Professional Growth Plan</b></li> </ol>			

<p>characteristics sought? What would you do differently?</p> <ul style="list-style-type: none"> <li>➤ Write a reflection paper mid-year and at the end of the year, responding to the guiding questions provided in the Internship Manual.</li> <li>➤ Using the AWSP Leadership Framework Self-Inventory and feedback from your district mentor and university supervisor at the end of your internship, complete a Professional Growth Plan with the template provided. The PGP is aligned to the standards, includes activities, experiences, a timeline, and an evaluation method.</li> </ul>				
<p><b>Organize &amp; Lead:</b></p> <ul style="list-style-type: none"> <li>➤ 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, distributed leadership, digital literacy and citizenship, school improvement and student success.</li> </ul>	<p>Intern and mentor agree on <u>one</u> topic or initiative for which the intern will develop and implement an ongoing professional learning plan.</p>			

# Appendix B

## AWSP Leadership Framework Standards Self-Assessment

*Please refer to the AWSP Leadership Standards document for item descriptions*  
[awsp-leadership-framework-3-0\\_2020.pdf](#)

**NAME** \_\_\_\_\_ **DATE** \_\_\_\_\_

Indicate your current level of proficiency for each criterion:

**Standard 1: Creating a Culture**

*“Leaders ask, ‘What is essential, what needs to be done, and how can we get it done?’” (Knapp et al., 2003, p. 12, as quoted in Murphy, 2006). An effective leader creates a culture that fosters mutual accountability; it becomes the responsibility of all staff to make sure that all students are successful. An effective leader advocates, nurtures, and sustains a school culture and instructional program that is welcoming, that is built on mutual trust, and that promotes student learning and staff professional growth.*

	Unsatisfactory	Basic	Proficient	Distinguished
1.1 Develops and sustains focus on a shared mission and clear vision for improvement of teaching and learning	1	2	3	4
1.2 Engages in essential conversations for ongoing improvement of the school [See also 7.2]:	1	2	3	4
1.3 Facilitates collaborative processes leading toward continuous improvement of teaching and learning	1	2	3	4
1.4 Promotes and distributes leadership	1	2	3	4
1.5 Creates and sustains a school culture that values and responds to the characteristics and needs of each learner [see also 2.2 and 8.2]	1	2	3	4

**Standard 1. Average = Total/20 Average = \_\_\_\_\_**

**Standard 2: Ensuring School Safety**

*An effective leader supports the community (both in and out of school) to develop a more nuanced/expanded understanding of what it means to be safe. Physical, emotional, and intellectual safety are critical and necessary conditions in order for effective teaching and learning to take place.*

	Unsatisfactory	Basic	Proficient	Distinguished
2.1 Provides for physical safety	1	2	3	4
2.2 Provides for social, emotional and intellectual safety [see also 1.5 and 8.2]	1	2	3	4
2.3 Creates and protects identity safety	1	2	3	4

**Standard 2. Average = Total/12 Average = \_\_\_\_**

**Standard 3: Planning with Data**

*Data refers to any type of information. Information or data can be represented numerically. Data is also qualitative—the result of a relevant conversation with a stakeholder. Effective leaders rely on data to promote improvement in multiple aspects of the school’s systems and across the seven other criteria. A leader influences others to achieve mutually agreed-upon purposes for the improvement of teaching and learning through consistent use of data. Acting on knowledge achieved through data becomes a cultural norm across the school.*

	Unsatisfactory	Basic	Proficient	Distinguished
3.1 Recognizes and seeks out multiple data sources	1	2	3	4
3.2 Analyzes and interprets multiple data sources to inform school-level improvement efforts	1	2	3	4
3.3 Creates data-driven plans for improved teaching and learning [see also Criterion 8 — Closing the Gap]	1	2	3	4
3.4 Implements data-informed improvement plans	1	2	3	4
3.5 Provides evidence of student growth that results from the school improvement planning process	1	2	3	4

**Standard 3. Average = Total/20 Average = \_\_\_\_**

**Standard 4: Aligning Curriculum**

*Criterion 4 deals with the “what,” and Criterion 5 deals with “how.” The big idea of this criterion is reflected in an understanding of the power and importance of a guaranteed and viable curriculum\* for each and every student in the school. This requires attention to assuring “what” is taught not only aligns with standards and goals but is appropriately rigorous and culturally responsive to the students being taught.*

	Unsatisfactory	Basic	Proficient	Distinguished
4.1 Assists staff in aligning curriculum to state and local district learning goals	1	2	3	4
4.2 Assists staff in aligning best instructional practices to state and district learning goals	1	2	3	4
4.3 Assists staff in aligning assessment practices to best instructional practices to state standards and district learning goals	1	2	3	4

**Standard 4. Average = Total/12 Average = \_\_\_\_\_**

**Standard 5: Improving Instruction**

*Criterion 5 deals with “how.” The big idea of this criterion in addressing the “how” is instructional supervision and evaluation that promotes teacher growth and improved instruction throughout the building. The adopted instructional framework is central to this work.*

	Unsatisfactory	Basic	Proficient	Distinguished
5.1 Uses an adopted instructional framework to monitor and support effective instruction and assessment practices	1	2	3	4
5.2 Uses an adopted instructional framework to evaluate instruction and assessment	1	2	3	4
5.3 Assists staff in developing required student growth plans and identifying valid, reliable sources of evidence of effectiveness	1	2	3	4
5.4 Evaluates staff in effective instruction and assessment practices	1	2	3	4
5.5 Provides evidence of student growth of selected teachers	1	2	3	4

**Standard 5. Average = Total/20 Average = \_\_\_\_\_**

**Standard 6: Managing Resources**

*Effective leaders manage themselves, their human resources, and fiscal resources in transparent ways such that the capacity of the school community to make complicated decisions grows. Decisions are made about resources that result in improved teaching and learning while allowing staff to feel empowered throughout the process.*

	Unsatisfactory	Basic	Proficient	Distinguished
6.1 Managing self	1	2	3	4
6.2 Recruiting and hiring	1	2	3	4
6.3 Assigning staff	1	2	3	4
6.4 Managing fiscal resources	1	2	3	4

**Standard 6. Average = Total/16 Average = \_\_\_\_**

**Standard 7: Engaging Communities**

*An effective school leader recognizes and capitalizes on the potential that families and communities can have on students' achievement. When these relationships are functioning well, families and communities understand the work of the school and are proud to claim the school as their own. An effective leader understands these influences to be valuable resources and works to establish trusting partnerships between homes, the larger community, and the school. These leaders understand that aligning school and community efforts and values is ongoing work that must be nurtured, sustained, and monitored, and can influence others to adopt the same understanding.*

	Unsatisfactory	Basic	Proficient	Distinguished
7.1 Partners with families to promote student learning	1	2	3	4
7.2 Incorporates strategies that engage all families, particularly those that historically have been underserved [See also 1.2]	1	2	3	4
7.3 Engages with communities to promote learning [See also Criterion 6 — Managing Resources]:	1	2	3	4

**Standard 7. Average = Total/12 Average = \_\_\_\_**

**Standard 8: Closing the Gap**

*This criterion focuses on the principal’s responsibility to analyze the achievement of groups of students who have had a historical disadvantage, as well as the achievement of individual students who are not realizing their learning potential. While the title of this criterion refers to a gap, there is likely more than one. Also, achievement gaps are often the result of opportunity gaps. The principal’s role is to analyze achievement data to identify groups that are underperforming and demonstrate a commitment to closing opportunity gaps that perpetuate achievement gaps. This includes identifying barriers that could be contributing to the proliferation of the gaps and creating and implementing effective plans that target those barriers. Connecting the school’s efforts to those of the district is critical.*

	Unsatisfactory	Basic	Proficient	Distinguished
8.1 Assesses data and identifies barriers	1	2	3	4
8.2 Creates plans to dismantle barriers and increase achievement [See also 1.5 and 2.2]. See also Criterion 3 — Planning with Data	1	2	3	4
8.3 Implements and monitors plans to shrink achievement gaps	1	2	3	4
8.4 Provides evidence of growth in student learning	1	2	3	4

**Standard 8. Average = Total/16 Average = \_\_\_\_\_**

**SUMMARY**

**Other notes if needed:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# Appendix C

## Summary for Internship Log

\_\_\_\_\_, Intern  
\_\_\_\_\_, School  
\_\_\_\_\_, District  
\_\_\_\_\_, Washington

Standard 1 Mission, Vision, & Improvement	Hours _____
Standard 2 Ethics & Professional Norms	Hours _____
Standard 3 Equity, Inclusiveness, Cultural Responsiveness	Hours _____
Standard 4 Learning & Instruction	Hours _____
Standard 5 Community & External Leadership	Hours _____
Standard 6 Operations & Management	Hours _____
Standard 7 Building Professional Capacity	Hours _____

**Total Hours Completed for the Internship** Hours \_\_\_\_\_  
(Minimum hours required for certification is **540** hours)

Time at Diverse Sites Hours \_\_\_\_\_  
(Minimum 80 identified of the 540 hours at diverse sites.)

**Intern Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
To the best of my knowledge, this log is accurate.

**District Mentor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
To the best of my knowledge, this log is accurate.

**University Supervisor:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
To the best of my knowledge, this log is accurate.

# Appendix D

## Instructions for Completion of the **Professional Growth Plan (PGP)** (Program Completion)

1. Re-take the AWSP Self-Assessment (Handbook Appendix B)
2. Compare it to the same assessment you took at the beginning of the year
3. Identify 1-2 areas for further growth
4. Link each area to a specific **NELP** Standard
5. Complete the PGP as indicated, looking at the exemplars for guidance

Resources & Links:

Go to the OSPI PGP site and select the PGP for Program Completers:

[PGP for program completion - Professional Educator Standards Board \(wa.gov\)](#)

[PGP-template-for-program-completion 2022 10 03.docx - Google Docs](#)

PGPs for program completers are aligned with the NELP Building Leader Standards:

[NELP-Building-Standards.pdf \(npbea.org\)](#)

Other resources:

Examples: [Professional growth plans \(PGPs\) - Professional Educator Standards Board \(wa.gov\)](#)

Rubric: [PGP Rubric 2020 - Google Docs](#)

Completed example:

[Principal PGP example - meets expectations.docx - Google Drive](#)

This is different than the Program Completer PGP but you can get an idea of the content expectations.

# Appendix E

## FINAL CERTIFICATION REQUIREMENTS CHECKLIST

Interns who began their internship in the Fall of 2025 must complete this form with their university supervisor before June 15, 2026.

**By May 5, 2026, college supervisors may assign an “IP” grade for ED573 Internships. Once all internships are completed, the “IP” grades on the grade sheet for all interns need to be changed to a “P” grade and submitted to the Registrar’s office and chair of the program.**

**INTERN CHECKLIST FOR:** \_\_\_\_\_

<b>Intern Requirements</b>	<i>Print Name</i>	<b>X</b>	<b>Date Submitted</b>
1. Final Evaluation (Signed)	_____	_____	_____
2. Summary (Signed) & Minimum Performances for Certification	_____	_____	_____
3. Internship Log (Signed)	_____	_____	_____
4. Internship Portfolio (Presented to Supervisor & Mentor)	_____	_____	_____
5. Portfolio is submitted to HU Chair, Educational Administration	_____	_____	_____
6. Professional Growth Plan	_____	_____	_____
7. Pre/post OSPI requisite Principal’s Certificate Forms	_____	_____	_____
8. Graduate Application for a master’s degree completed (if applicable)	_____	_____	_____
9. Required Courses Completed with Grade B or Better	_____	_____	_____

\_\_\_\_\_  
Signature of Intern Date

\_\_\_\_\_  
Signature of University Supervisor Date

The final Administrator Intern Evaluation and supporting documentation were submitted to the Chair, Educational Administration.

\_\_\_\_\_  
Signature of Chair, Graduate Programs Date

# Appendix F

## FINAL EVALUATION & RECOMMENDATION FOR CERTIFICATION

Intern \_\_\_\_\_ Mentor \_\_\_\_\_

The ratings reflected in this evaluation are based on observations of the intern by the supervising district mentor and the university supervisor. The intern's log, reflection papers, seminar participation, portfolio, and their knowledge, skills, cultural competence, and dispositions related to Principal and Program Administrator Standards demonstrated during the internship are key components of the evaluation.

### A. PERFORMANCE RATING SCALE

Circle a number on the four-point scale below to rate the candidate on each of the major internship areas. Candidates must earn a Level 4 or 3 in all internship standards to earn a Pass (P) grade for Ed 573 or Ed 597 and a recommendation for Washington State Administrator Certification (principal or program administrator).

#### MEETS STANDARD FOR CERTIFICATION

##### Performance Level

4. The evidence demonstrates clearly and consistently that the candidate has performed above the expected level for a Heritage intern.
3. The evidence demonstrates that the candidate has performed at the expected level for a Heritage intern.

#### DOES NOT MEET STANDARD FOR CERTIFICATION

##### Performance Level

2. The evidence demonstrates that the candidate has performed at a minimal level for a Heritage intern
1. The evidence demonstrates that the candidate has not performed at an acceptable level for a Heritage intern.

### B. EVALUATION OF INTERNSHIP

#### STANDARD 1

4 – 3 – 2 – 1	Mission, Vision, and Improvement
---------------	----------------------------------

Candidates who successfully complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design and implement a school mission, vision and process for continuous improvement that reflects a core set of values and priorities.

## STANDARD 2

4 – 3 – 2 – 1	Ethics and Professional Norms
---------------	-------------------------------

Candidates who successfully complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

## STANDARD 3

4 – 3 – 2 – 1	Equity, Inclusiveness and Cultural Responsiveness
---------------	---

Candidates who successfully complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive and inclusive school culture.

## STANDARD 4

4 – 3 – 2 – 1	Learning and Instruction
---------------	--------------------------

Candidates who successfully complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, supports, and assessment.

## STANDARD 5

4 – 3 – 2 – 1	Community and External Leadership
---------------	-----------------------------------

Candidates who successfully complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement and advocate for the needs of their school and community.

## STANDARD 6

4 – 3 – 2 – 1	Operations and Management
---------------	---------------------------

Candidates who successfully complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems, to develop and improve data-informed and equitable school resource plans, and to apply laws, policies and regulations.

## STANDARD 7

4 – 3 – 2 – 1	Building Professional Capacity
---------------	--------------------------------

Candidates who successfully complete a building level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments



# Appendix G

## Procedures for Principal or Program Administrator Certification through OSPI

The Heritage University certification office, Toppenish, will process applications for certification from all Heritage University campuses.

The process is as follows:

- Candidates will log in to the EDS Portal on OSPI website and create an account if they don't have one.  
<https://eds.ospi.k12.wa.us/OspiSts/identity/login?signin=2dbaccd661b279d6e42661aff888bd18>
- Once the Program is complete, grades are posted, degree awarded, and the candidates portfolio has been submitted, confirmed, and signed by the department chair, the Certification Officer will be provided by the department chair with a list of completers and their submitted documents.
- The Certification Officer will complete the university's' requirements on the OSPI site for recommendations.
- Then, the candidate will login to EDS and choose the box "Apply for the College Recommendation" and choose Administrator Certification and fill the application and pay the fee.

Candidates are reminded that they are responsible for submitting a completed portfolio for approval.

Questions may be directed to:

**Livia Castilleja, Certification Officer**  
HERITAGE UNIVERSITY  
3240 Fort Road  
Toppenish, WA 98948  
[Castilleja\\_L@heritage.edu](mailto:Castilleja_L@heritage.edu)  
509-865-8696