

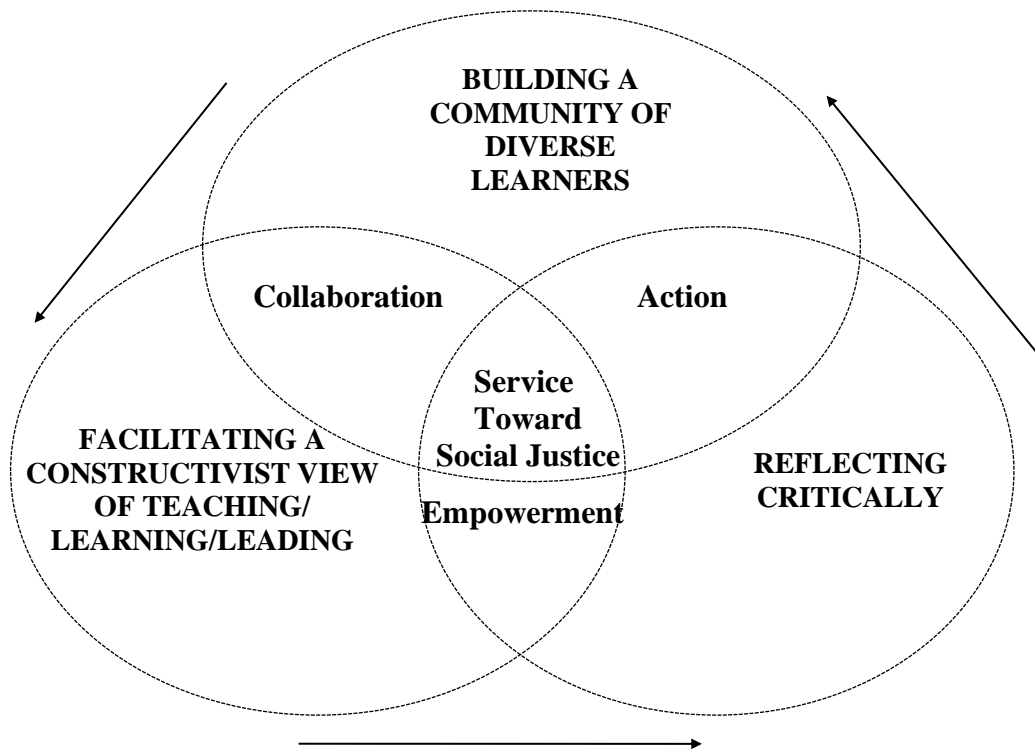


College of Education
Educational Administration

**Educational Administration Program
2024 - 2025
Internship Manual**

"Knowledge Brings Us Together"

Building Community While
Constructing Knowledge to Serve a Pluralistic Society



Preface

This Internship 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 intern's 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 a master's degree in Educational Administration and/or an administrative certificate as approved by the College of Education, the Professional Educational Advisory Board (PEAB) and the Professional Education Standards Board (PESB.)

It is expected the intern will bring or have access to the Internship Manual at each seminar.

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July 1, 2024

Dear Intern,

Congratulations on beginning your internship! You will find your year full of challenging and rewarding leadership experiences. All of us at Heritage University are ready to assist you in developing the knowledge, skills, cultural competence, and dispositions needed 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 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 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 internship represents a cooperative effort and formalized partnership between you, the school district, and Heritage University. This Internship 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 e-mail 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. Richard D. Cole
Interim Chair, Educational Administration

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 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 refines 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:](#)

National Educational Leadership Preparation (NELP) Program Standards (Building Level): [NELP-Building-Standards.pdf \(npbea.org\)](#)

AWSP Leadership Framework 3.0: [awsp-leadership-framework-3-0 2020.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. In order 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 course work. 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 (4 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 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) (Appx K). The final, state-required PGP form will be addressed at the final seminar. In addition, Interns must have their district complete the Verification of Experience Form (Appx. N).

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 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 to and interacts with a number of 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 of Heritage University and conducts him/herself as a professional representative of the university. An intern is also responsible to a Heritage University supervisor who works with him/her to ensure that the internship provides meaningful opportunities to learn on-the-job.

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 “tool kit.” 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 and Contact Sheet if changes are made.

If, during the course of the internship experience, there seems to be a reason to change the intern placement, such 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 chair of the program.

Private School Placements require a certified public school mentor in order 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 (Appx B). 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 – be ready!
- Schedule and be prepared, (i.e. well organized) for meetings with your mentor principal and university supervisor providing your updated Minimum Intern Performances for Certification (Appx A), Internship Log (Worksheet) and artifacts.
- Complete registration/payment for the Internship **PRIOR** to each semester ED 573, School Administration (Principal) or ED 597, (Program Administrator).

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| <ul style="list-style-type: none">• Attend, participate during, and come prepared for all <i>required</i> seminars:<ul style="list-style-type: none">○ Online Seminars (via Zoom): Fri. August 16 (5:30-8:00 pm); Fri. Sept. 6 (5:30-7:30 pm) <i>with mentors</i>; Fri. Sept 20 (5:30-8:00 pm); Fri. Oct. 18 (5:30-8:00); Fri. Jan. 17, 2025 (5:30-8:00 pm); Fri. March 14 (5:30-8:00)○ On-campus seminars: Sat. November 2, 2024 (9:00 – noon); Thur. February 7; and Sat. April 12, 2025. (If applicable, make your substitute arrangements <u>now</u>.) |
|---|

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 are strongly encouraged.**
- Provide release time for any required seminars:

<ul style="list-style-type: none"> ○ Online Seminars (via Zoom): Fri. August 16 (5:30-8:00 pm); Fri. Sept. 6 (5:30-7:30 pm) <i>with mentors</i>; Fri. Sept 20 (5:30-8:00 pm); Fri. Oct. 18 (5:30-8:00); Fri. Jan. 17, 2025 (5:30-8:00 pm); Fri. March 14 (5:30-8:00) ○ On-campus seminars: Sat. November 2, 2024 (9:00 – noon); Thur. February 7; and Sat. April 12, 2025. (If applicable, make your substitute arrangements <u>now</u>.)

- Share organizational goals and plans for site-level projects appropriate for 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 assure 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 Minimum Intern Performances 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 (Appx J).

Heritage University Supervisor

- **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 to not 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, performances discussed, agreements reached, Essential Questions, and recommendations made using the Heritage University Supervisor's Intern Visitation Log (Appx E).
- Respond to the intern and the mentor principal's questions or concerns. Assist with revision of the intern plan as needed. Provide guidance as necessary.
- Counsel and advise the intern on any aspect 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 by reading Reflection Papers (Appx C), 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 final documents packet including the updated grade, rated portfolio rubric, and log of site visits to chair in a timely manner, 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

- 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).

CHAPTER 3: INTERNSHIP COMPONENTS

1. Intern Self-Inventory

A university supervisor is assigned to confer with each intern and their mentor principal on a regular basis during the year. As the internship begins, an intern is expected to assess his/her level of knowledge and skill on the required standards for certification using the **AWSP Leadership Framework Self-Assessment** (Appx B). 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.

It is essential that interns 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 have a 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 nine (9) intern seminars. These intern seminars are a part of the four (4) 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.

Intern seminars are scheduled for:

- **Online Seminars (via Zoom):** Fri. August 16 (5:30-8:00 pm); Fri. Sept. 6 (5:30-7:30 pm) *with mentors*; Fri. Sept 20 (5:30-8:00 pm); Fri. Oct. 18 (5:30-8:00); Fri. Jan. 17, 2025 (5:30-8:00 pm); Fri. March 14 (5:30-8:00)
- **On-campus seminars:** Sat. November 2, 2024 (9:00 – noon); Thur. February 7; and Sat. April 12, 2025. (If applicable, make your substitute arrangements now.)

3. Minimum Intern Performances 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 course work, during the internship, or throughout other professional experiences as appropriate.

The candidate is responsible for documenting successful completion of each criterion 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 the 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). For example, refer to the Minimum Intern Performances for Certification (Appx A).

4. Professional Portfolio

For the purposes of 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 format and submission will be given at the intern seminars.

The Internship Portfolio Standards Rubric (Appx F) provides detailed information regarding the format and content of the professional portfolio. The Completed Portfolio Structure (Appx M) will also be helpful. 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 (Also see Appx M):

- **Internship Log** (Worksheet and certification Appx G) 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, language needs, size of school, 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 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.

The Title Page and Summary for Internship Log (Appx G) is to be signed by the intern, mentor principal, and university supervisor at completion.

- **Minimum Intern Performances for Certification** (Appx A) Artifacts and documents of evidence are labeled, identified, organized and aligned to the Minimum Intern Performances for Certification. A Title Page and Summary for the Minimum Intern Performances for Certification (Appx I) will be signed by the intern, mentor principal, and university supervisor at completion.
- **Current Resume** (Will be addressed with resources at the second seminar.)
- **Educational Leadership Platform** (Appx D) addresses your beliefs, values, and philosophy of leadership. (Will be introduced at the second seminar and addressed at the fourth seminar.)
- **Reflection Papers** (Appx C) synthesize internship successes and challenges. There are two types of reflection documents: a reflective analysis of the first semester and the entire year as well as a brief reflection for each overall standard. The two reflection papers addressing the semester-long experience will be submitted to the supervisor (one each semester). Guidelines for preparation of the reflection papers are identified and explained in (Appx C), as well as reviewed at the second and fourth seminars.
- **Professional Growth Plan** (PGP) (Appx K) 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 (Appx B) again. The assessment data and other feedback related to the intern’s performance will be used to create an OSPI

Program Completion Professional Growth Plan based on the PESB Professional Level Standards.

5. Final Evaluation and Recommendation for School Administrator Certification

At the conclusion of the year-long internship experience, an intern is collaboratively assessed by the mentor principal and the university supervisor. The Heritage University Final Evaluation & Recommendation for School Administrator Certification (Appx J) 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

6. Graduation Application for Master's Degree

All candidates who are completing their master's degree must submit the Graduation Application for Master's Degree. The form and fee must be submitted by **February 1** for May commencement OR submitted two semesters prior to your anticipated graduation date to the Registrar. *Until the application for graduation is processed and the degree confirmed by Heritage University, the candidate will be unable to complete administrative certification.*

7. Procedures for Principal or Program Administrator Certification (Appx L)

Candidates apply for certification through Heritage University. Candidates will Log in to the EDS Portal on OSPI website and create an account if they don't have one. Once the program is complete: grades posted, degree awarded, and the file has been signed as complete, the HU Certification Officer will make the Recommendation to OSPI for Certification. The candidate will then login to EDS and choose the box "Apply for the College Recommendation" and choose Administrator Certification, and fill the application and pay the fee. The Certification Officer will present procedures, forms, and provides a question and answer opportunity at the last intern seminar.

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

8. 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

**Minimum Intern Performances for Certification 2024-25
(Principal Certification Including Special Education Director Pathway)**

**NOTE: Some of these items/artifacts are intentionally broad in order to promote flexibility.
Discuss plans and options with your Mentor Principal and University Supervisor.**

Standard 1 - Mission, Vision, and Core Values

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.

- 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.

COMPLETION OF ALL OF THE FOLLOWING FOCUS AREA TASKS WILL CONSTITUTE COMPLETION / MASTERY OF THE STANDARD

Focus Area:	My Plan / Documentation	Date	District Mentor	HU Sup
Learn About: ➤ Review/analyze the existing school improvement plan, including stakeholder involvement. What works well and what areas could be improved? Consider areas including special education, support structures, or any aspects that should be addressed in a dynamic and comprehensive plan.	This is a narrative analysis with recommendations. Work done in ED 567A can be used as applicable.			
Participate: ➤ Use effective public information strategies to collaborate and communicate the mission, vision, and core values with families and the community: <ul style="list-style-type: none"> ○ Promote the school or program to enlist and engage community support and/or partnerships. ○ Use a variety of vehicles and tools to communicate and measure student learning and social emotional development with constituents, both within and outside the 	Intern actively participates in school communication initiatives, especially to parents/community.			

**Minimum Intern Performances for Certification 2024-25
(Principal Certification Including Special Education Director Pathway)**

school. Identify ways families and community can support or help.				
Organize & Lead: ➤ Make a presentation to your school board, local professional organization, or community group regarding an identified priority or need for the school or program.	Intern and mentor agree on a topic and group to present to that is current and relevant to the school's/program's priorities or initiatives.			
Common Performance Task (Pilot): Task 1: Developing a Vision and Improvement Plan <i>See description of Common Performance Task 1 below.</i>	Intern and mentor agree on <u>one</u> high leverage topic or initiative to fully develop, plan, and implement using the bucket points below as possible aspects in the work. See description below.			
Planning for the Interview (Plans & Products): ➤ Develop a brief statement about your continuous school improvement planning process (that you would use as the leader). List the key elements of your plan. How would you apply it? How would you communicate it to your staff, students, parents, and community? How is the plan a living document? For SpEd: How will you create your SpEd Program Plan and align it to the school's SIP? ➤ Draft your "Elevator Speech" – Who are you as a leader, including your leadership platform, and why are you the best candidate for this position? <i>See Appendix G for directions on Your Leadership Platform</i>	These are simply <u>brief</u> narratives or bullet points to guide your response if asked during the interview. Your Leadership Platform (Appendix D) goes here (in the portfolio).			

Common Performance Task #1

Task 1: Developing a Vision and Improvement Plan

Focusing on the two pillars of highly effective schools, the instructional program (curriculum, instruction and assessment) and school culture, the candidate will develop a school vision and improvement plan for one school-based priority area. The candidate will collaboratively collect and analyze quantitative and qualitative data on student performance with attention to issues of equity, disproportionality, and inclusion, student and teacher relationships and school culture, select a priority area for focus, document existing school programs, services and practices, and develop a set of goals, objectives and action strategies with input from school leaders and key stakeholder groups.

Suggestions for possible items to include:

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- Identify gaps in student learning in your building and determine the student subgroup(s) that are facing the most challenging inequities (have the greatest need).
- Select an equity-driven priority area (or problem of practice) as your focus.
- Determine what programs and/or services exist in your school/district that are designed to support students in this particular program or content area. Review the services in detail.
- Analyze teacher practice data and student services to determine what is the current state of practice and how well these actual practices align to the intention of the service.
- Locate 3-5 resources on evidence-based practices (research or practitioner articles, curated video, books, etc.)
- Use this research to inform a hypothesis (or theory of action) on how to improve equitable student learning outcomes in your chosen focus area.
- Set goals for improvement in student learning (outcome) and measured changes in teacher practice (output).
- Develop a plan to improve student learning based on your research.
- Develop/evaluate school hiring policies or procedures in light of equitable, inclusive and culturally responsive practice among teachers and staff.
- Evaluate root causes of inequity and bias within your school and/or district.
- What additional supports and/or services do you see needed to achieve the goals of your plan?
- Design an evaluation plan. What data and other feedback needs to be collected and from whom? Consider stakeholder voices and perspectives beyond school or district personnel, e.g. youth, parents, or community perspectives.
- Develop an inquiry cycle timeline for this project, including the designation of a school team or committee for this work. Ascertain what the administrative team's (including your) role will be in this project.

Aligned standards:

Primary: 1.1, 1.2, 6.1, 6.2

Secondary: 3.1, 3.2, 3.3, 4.3, 4.4, 5.3, 7.1

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Standard 1 – Mission, Vision, and Core Values – Essential Questions for Reflection

These questions are designed for personal reflection and/or discussion with your Mentor and/or University Supervisor during the internship as well as to guide your overall reflection of this standard when completed in the Spring.

As you review your work and learning in this standard:

1. Briefly describe the experiences you have had under this standard.
2. What have you accomplished that demonstrates your positive impact on student learning or the health of the organization?
 - a. How do you know? What is your evidence?
3. Based on your work under this standard, what would you do differently in your role as the leader?
4. What are the implications for your own continued professional growth? What would be the next steps to increase your understanding/capacity in this standard?

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Standard 2 – 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.

- 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.
- **COMPLETION OF ALL OF THE FOLLOWING FOCUS AREA TASKS WILL CONSTITUTE COMPLETION / MASTERY OF THE STANDARD**

Focus Area:	My Plan / Documentation	Date	District Mentor	HU Sup
Learn About: ➤ State laws and regulations regarding ethical practice; district policies and expectations for ethical practice, including how to access district policies and procedures.	Intern investigates and cites policies, procedures, or expectations that guide ethical behavior that exist in the district or at state sites. Where do these exist?			
Participate: ➤ How do you engage in reflective practice as a professional norm? Briefly document your sources of feedback and your responses/actions. ➤ 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.	Intern discusses with mentor and writes about how they receive and respond to feedback – sources and responses during the internship. Intern describes two incidents they were involved with that can be considered to be of an ethical nature during the internship.			

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Focus Area:	My Plan / Documentation	Date	District Mentor	HU Sup
Organize & Lead: ➤ 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.	Intern and mentor agree on a specific group to guide through the development of norms, including how they will be monitored and enforced.			
Common Performance Task: None for this Standard				
Planning for the Interview (Plans & Products): ➤ Develop a personal/professional code of ethics (this can be a statement or graphic representation). ➤ SpEd Director: Write a personal SpEd code of ethics / core beliefs statement.	These are simply <u>brief</u> narratives or bullet points to guide your response if asked during the interview.			

Standard 2 – Ethics and Professional Norms - Essential Questions for Reflection

These questions are designed for personal reflection and/or discussion with your Mentor and/or University Supervisor during the internship as well as to guide your overall reflection of this standard when completed in the Spring.

As you review your work and learning in this standard:

1. Briefly describe the experiences you have had under this standard.
2. What have you accomplished that demonstrates your positive impact on student learning or the health of the organization?
 - a. How do you know? What is your evidence?
3. Based on your work under this standard, what would you do differently in your role as the leader?
4. What are the implications for your continued professional development? What would be the next steps to increase your understanding/capacity in this standard?

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Standard 3 - 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.

- 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.

COMPLETION OF ALL OF THE FOLLOWING FOCUS AREA TASKS WILL CONSTITUTE COMPLETION / MASTERY OF THE STANDARD

Focus Area:	My Plan / Documentation	Date	District Mentor	HU Sup
<p>Learn About:</p> <ul style="list-style-type: none"> ➤ 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 ➤ Review procedures for SPED and 504 referrals and evaluation, including IEP requirements and changing state requirements for inclusionary practices. ➤ Become familiar with the IDEA, MTSS procedures and policies, including manifestation determination. ➤ Become familiar with attendance tracking systems and responses/initiatives. ➤ English Language Development services and assessments ➤ SpEd Directors: Become familiar with behavioral and emotional support required by state and federal laws. 	<p>Intern works with mentor to access information, forms, and procedures in the areas noted. Evidence can be a narrative as well as specific documents in each area.</p>			
<p>Participate:</p> <ul style="list-style-type: none"> ➤ Complete or review the Organizational Analysis & Self-Reflection materials on the Intern Resources page: (https://myheritage.heritage.edu/ICS/Student_Life/Campus_Groups/Ed_Admin/Free-form_Content.jnz) 	<p>These assessments are a part of the ED 565A class and can be placed in the portfolio. Accelerated pathway interns will have access to the documents. Intern and mentor work to gain exposure to and document the areas noted.</p>			

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<ul style="list-style-type: none"> ○ Based on the self-awareness gained from the questionnaire and reflection, the candidate will write two to three goals with cultural competency skills identified for each to implement and/or continue to demonstrate respect for diversity. ➤ Assist with the resolution of conflict(s) among individuals and groups, de-escalating angry people and cultivating a culturally responsive school/program. ➤ Participate in at least one IEP meeting, Multi-disciplinary Team Eligibility meeting, Manifestation Determination meeting, and RTI /MTSS meeting. ➤ Observe and document culturally responsive teaching or inclusionary practices for SPED, 504, and ELL students. <u>This must include implementation of the Since Time Immemorial Curriculum.</u> ➤ Participate in investigating and resolving multiple student discipline issues, including tracking/logging, and administering appropriate discipline or resolution strategies per school policy/practice. 				
<p>Organize & Lead:</p> <ul style="list-style-type: none"> ➤ Investigate/evaluate sources of inequality and bias in culturally responsive instruction and behavior support practices. <ul style="list-style-type: none"> ○ Describe an issue related to culturally responsive instruction and behavior support practices. ○ Propose and advocate a solution for the issue identified. Provide evidence of the impact of your efforts. 	Intern and mentor identify/discuss an area of inequality or bias present and create and implement a plan to advocate and address the issue.			
<p>Common Performance Task None for this Standard.</p>				
<p>Planning for the Interview (Plans & Products):</p> <ul style="list-style-type: none"> ➤ Describe your approach to developing a schoolwide system for student behavioral success based on the concepts of maintaining a supportive, equitable, culturally responsive and inclusive school culture. ➤ As principal, what will culturally responsive leadership look like in your school regarding hiring practices, professional development, and allocation of resources? 	These are simply <u>brief</u> narratives or bullet points to guide your response if asked during the interview.			

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Standard 3- Equity, Inclusiveness and Cultural Responsiveness - Essential Questions for Reflection

These questions are designed for personal reflection and/or discussion with your Mentor and/or University Supervisor during the internship as well as to guide your overall reflection of this standard when completed in the Spring.

As you review your work and learning in this standard:

1. Briefly describe the experiences you have had under this standard.
2. What have you accomplished that demonstrates your positive impact on student learning or the health of the organization?
 - a. How do you know? What is your evidence?
3. Based on your work under this standard, what would you do differently in your role as the leader?
4. What are the implications for your continued professional development? What would be the next steps to increase your understanding/capacity in this standard?

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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.

COMPLETION OF ALL OF THE FOLLOWING FOCUS AREA TASKS WILL CONSTITUTE COMPLETION / MASTERY OF THE STANDARD

Focus Area:	My Plan / Documentation	Date	District Mentor	HU Sup
<p>Learn About:</p> <ul style="list-style-type: none"> ➤ Describe how formative and summative assessments are used in educational planning in your building/program/PLCs (including the effective use of common formative assessments). <ul style="list-style-type: none"> ○ SpEd Directors: Include WA-AIM, WIDA, & Progress Monitoring requirements. ➤ Describe the resources that support the school's academic intervention and behavioral support systems (all), including those required for effective progress monitoring (SpEd). 	<p>Intern works with mentor to access information, forms, and procedures in the areas noted. Evidence can be a narrative as well as specific documents in each area.</p>			
<p>Participate:</p> <ul style="list-style-type: none"> ➤ Participate on your school/program Instructional Leadership Team (or equivalent). ➤ Based on your learning regarding the use of formative and summative assessments, propose designs and implementation strategies for improving the impact of 	<p>Intern is an active participant in the school's leadership team (or equivalent). Intern and mentor discuss and decide on one aspect of the school's academic or behavioral intervention system to analyze and improve.</p>			

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academic and intervention/behavioral support practices, resources and services that support student success.				
Organize & Lead: ➤ 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.).	Intern and mentor identify one specific group of teachers to engage in targeted peer observations and debrief sessions.			
Common Performance Task (Pilot): Task 2: Fostering a Culture of Learning <i>See description of Common Performance Task 2 below.</i>	Based on the previous work in this standard, the intern and mentor agree on <u>one</u> specific issue and group of teachers related to equity in curriculum, assessment, or instruction to work with. Intern collaboratively creates a targeted plan and implements it.			
Planning for the Interview (Plans & Products): ➤ Describe how you would lead staff in the development and implementation of an Inquiry-based Cycle (in a group/PLC team) to increase teachers' capacity to improve instruction based on the analysis of assessment data. ➤ As principal, how would you monitor PLC team effectiveness?	These are simply <u>brief</u> narratives or bullet points to guide your response if asked during the interview.			

Common Performance Task #2:

Task 2: Fostering a Culture of Learning

*The candidate will demonstrate their capacity to foster a professional learning culture to improve student learning, particularly for historically and currently marginalized student groups (e.g. students of color, emergent bilingual students, students living in poverty, immigrant/refugee students, students with disabilities, LGBTQ students, Native American students, and others). **A candidate will work with a small group of teachers using structured learning activities to improve the teachers' collective knowledge and skills.** The candidate will support collaborative groups in improving an existing curriculum, instruction, or assessment strategy, while documenting the process, teachers' teamwork and improved practices, with attention to equity and addressing the learning needs of historically marginalized or underserved students. (NOTE: This task can be embedded and aligned to Common Performance Task 1 above).*

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Suggestions for possible items to include:

- Identify an academic area to review and explain why you chose that focus, connected to equity, inclusion, and/or culturally responsive or culturally sustaining education.
- Select a small group of teachers (grade level or content specific) that would benefit from working as a team to improve practice.
- Collaboratively determine what instructional skill or practice will be the focus for group learning.
- Consider culturally responsive or culturally sustaining practices and behavioral support practices.
- Explain how you will facilitate the group learning process to achieve professional growth, and any other planned positive outcomes among the group members.
- Explain what changes in practice are expected and how group practice outcomes will result in a positive impact on students and how will that be measured?
- Identify the assistance needed (building or district level) to support learning among each of the group members.
- Summarize your process and gather feedback from the group members that will help you improve your practice in working with small groups to adopt culturally responsive or culturally sustaining practices that will lead to improved student performance.
- Develop an inquiry cycle timeline for this project, including the designation of a school team or committee for this work. Ascertain what the administrative team's (including your) role will be in this project.

Aligned standards:

Primary: 1.2, 2.1, 4.4, 7.2, 7.3

Secondary: 3.1, 3.2, 3.3, 4.1, 6.2, 7.4

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Standard 4- Learning and Instruction - Essential Questions for Reflection

These questions are designed for personal reflection and/or discussion with your Mentor and/or University Supervisor during the internship as well as to guide your overall reflection of this standard when completed in the Spring.

As you review your work and learning in this standard:

1. Briefly describe the experiences you have had under this standard.
2. What have you accomplished that demonstrates your positive impact on student learning or the health of the organization?
 - a. How do you know? What is your evidence?
3. Based on your work under this standard, what would you do differently in your role as the leader?
4. What are the implications for your continued professional development? What would be the next steps to increase your understanding/capacity in this standard?

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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 in order 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.

COMPLETION OF ALL OF THE FOLLOWING FOCUS AREA TASKS WILL CONSTITUTE COMPLETION / MASTERY OF THE STANDARD

Focus Area:	My Plan / Documentation	Date	District Mentor	HU Sup
<p>Learn About:</p> <ul style="list-style-type: none"> ➤ 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. ➤ Gather information about diverse community members, partners, and other constituencies for the benefit of school improvement and student development and transitions. 	<p>Intern works with mentor to access information, forms, and procedures in the areas noted. Evidence can be a narrative as well as specific documents in each area. How do we look at our families and community from a strengths-based perspective?</p>			
<p>Participate:</p> <ul style="list-style-type: none"> ➤ 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. ➤ Provide a brief listing and summary of your participation in the following: 	<p>The Epstein protocol will be provided. Intern identifies an initiative and creates/implements a plan. The remaining items should be documented.</p>			

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<ul style="list-style-type: none"> ○ School Board meetings in at least two districts – what were the key issues addressed? ○ Identify and analyze a key <u>statewide</u> education-related issue and its impact on your school/district. ○ Identify and analyze an emerging education-related issue at the <u>federal</u> level and its potential impact on your school/district. 				
<p>Organize & Lead:</p> <ul style="list-style-type: none"> ➤ 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. 	<p>The intern and mentor agree on a topic or strategy to communicate to a family or outside community group. This could be an initiative already planned for the school.</p>			
<p>Common Performance Task (Pilot): Task 4: Family and Community Engagement to Improve Student Learning <i>See description of Common Performance Task 4 below.</i></p>	<p>This task could build upon the Organize & Lead section above and should specifically focus on the school’s efforts to increase family or community engagement. See bullet points for possible activities/ideas.</p>			
<p>Planning for the Interview (Plans & Products):</p> <ul style="list-style-type: none"> ➤ Develop a concise statement and/or plan for how you will collaboratively make family and community engagement a priority as a leader. Why is community/family inclusion important in schools (SpEd Directors can also focus on engagement of SpEd families)? 	<p>These are simply <u>brief</u> narratives or bullet points to guide your response if asked during the interview.</p>			

Common Performance Task #4:

Task 4: Family and Community Engagement to Improve Student Learning

The candidate will develop a research informed proposal and implement one component to improve family and community engagement and leadership in a school’s priority area. This priority area should be related to equitable student achievement, student health, recreation, or social needs that impact their learning. The candidate will work collaboratively in reciprocal, two-way, and culturally responsive communication with internal and external stakeholders representing but not limited to school administration, staff, families, community members, and students, and detail how they will intentionally shift power dynamics to create an inclusive team that attends to equitable representation of the school community demographics (e.g. students of color, LGBTQ students, emergent bilingual students, students

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receiving special education services, Native American students, and others). In authentic collaboration with their selected group of stakeholders, the candidate will select a priority area based on evidence of student needs, gather information related to family and community engagement and leadership needs, develop a proposal, and implement one component with stakeholders.

Suggestions for possible items to include:

- Focus on a family or community need that will positively impact student learning. Note: SpEd Directors can tailor this CPT to their specific context.
- Form and/or lead small working group(s) of staff, family, students, and/or community (as appropriate) that will be able to contribute to the development process, with attentiveness to the equitable representation of the diverse school community (or specific historically marginalized families or communities who are most impacted by the selected issue/need/initiative) and detail how to intentionally shift power dynamics to create an inclusive team environment.
- Review current district policies and building programs that encourage equitable and culturally responsive or culturally sustaining family engagement. Identify opportunities for growth or enhancement of current practices.
- Develop a plan to address the identified opportunities and an outline needed to implement the plan in your building or setting that will increase family and/or community engagement in the school to positively impact student learning.
- Implement a portion or all of the plan that you developed.
- Identify data that can be collected to know if the plan made an impact.
- Develop an inquiry cycle timeline for this project, including the designation of a school team or committee for this work. Ascertain what the administrative team's (including your) role will be in this project.

Aligned standards:

Primary: 3.1, 5.1, 5.2, 5.3

Secondary: 1.1, 1.2, 2.1, 2.2, 2.3, 3.2, 3.3, 4.4, 6.3, 7.3

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Standard 5- Community and External Leadership - Essential Questions for Reflection

These questions are designed for personal reflection and/or discussion with your Mentor and/or University Supervisor during the internship as well as to guide your overall reflection of this standard when completed in the Spring.

As you review your work and learning in this standard:

1. Briefly describe the experiences you have had under this standard.
2. What have you accomplished that demonstrates your positive impact on student learning or the health of the organization?
 - a. How do you know? What is your evidence?
3. Based on your work under this standard, what would you do differently in your role as the leader?
4. What are the implications for your continued professional development? What would be the next steps to increase your understanding/capacity in this standard?

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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.

COMPLETION OF ALL OF THE FOLLOWING FOCUS AREA TASKS WILL CONSTITUTE COMPLETION / MASTERY OF THE STANDARD

Focus Area:	My Plan / Documentation	Date	District Mentor	HU Sup
<p>Learn About:</p> <ul style="list-style-type: none"> ➤ 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? ➤ Describe the technology/software used by the principal to effectively manage all aspects of the school operation including student information, discipline, communication, and productivity. ➤ 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. ➤ Become familiar with the most current state laws and district policies regarding 	<p>Intern works with mentor to access information, forms, and procedures in the areas noted. Evidence can be a narrative as well as specific documents in each area.</p>			

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<p>student discipline. Discuss with your mentor principal the priorities and methods to keep abreast of and properly implement current laws and policies.</p> <ul style="list-style-type: none"> ➤ Become familiar with monitoring grant/program funds, including issues of grant restrictions, topics of supplement vs supplanting. ➤ Review and discuss site procedures regarding student body accounts, fundraising, cash handling, and accountability. 				
<p>Participate:</p> <ul style="list-style-type: none"> ➤ Obtain and 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 consistent implementation of each agreement. ➤ Participate in, discuss, or observe contract implementation, including collaborative (or problem solving) meetings and/or negotiations for certificated and/or classified staff. ➤ Participate in the development a multi-year resource plan aligned to the school’s goals and priorities. <ul style="list-style-type: none"> ○ How are data used to ethically and equitably develop and implement a school resourcing plan/budget? 	<p>Intern and mentor work together to identify the sources and participate as appropriate in implementing CBAs, budget development and management.</p>			

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<ul style="list-style-type: none"> ○ How does your mentor principal monitor and evaluate budget, compliance, and priorities on a regular basis? What is the principal's responsibility regarding the appropriate use of discretionary funds (LAP, Title I)? ○ Become familiar with the iGrants or EGMS systems or other budget development and tracking programs. 				
<p>Organize & Lead:</p> <ul style="list-style-type: none"> ➤ Lead the development and/or review and update of the comprehensive safe schools discipline plan, which includes prevention, intervention, crisis response, and recovery. <ul style="list-style-type: none"> ○ Facilitate or assist in a lock down and/or fire drill. ➤ Organize and help present an orientation or an induction process for new staff (may include classified staff), emphasizing "buying into" the school or program vision, culture, management, and organizational procedures or the renewing of the vision, culture, management, and organizational procedures with staff. 	<p>Intern and mentor discuss and agree on a plan to be reviewed and updated. Intern is allowed experience or planning in safety drills. Intern participates in the orientation process for new teachers or staff.</p>			
<p>Common Performance Task: None for this Standard</p>				
<p>Planning for the Interview (Plans & Products):</p> <ul style="list-style-type: none"> ➤ Write a brief description of how you will approach budget development and monitoring in a collaborative, goal-oriented, and inclusive manner. 	<p>These are simply <u>brief</u> narratives or bullet points to guide your response if asked during the interview.</p>			

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Standard 6 – Operations and Management - Essential Questions for Reflection

These questions are designed for personal reflection and/or discussion with your Mentor and/or University Supervisor during the internship as well as to guide your overall reflection of this standard when completed in the Spring.

As you review your work and learning in this standard:

1. Briefly describe the experiences you have had under this standard.
2. What have you accomplished that demonstrates your positive impact on student learning or the health of the organization?
 - a. How do you know? What is your evidence?
3. Based on your work under this standard, what would you do differently in your role as the leader?
4. What are the implications for your continued professional development? What would be the next steps to increase your understanding/capacity in this standard?

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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

COMPLETION OF ALL OF THE FOLLOWING FOCUS AREA TASKS WILL CONSTITUTE COMPLETION / MASTERY OF THE STANDARD

Focus Area:	My Plan / Documentation	Date	District Mentor	HU Sup
Learn About: <ul style="list-style-type: none"> ➤ 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. ➤ Discuss time management practices with your mentor principal. What tools are most effective and what approaches are used to prioritize time while adhering to deadlines and compliance tasks? 	Intern works with mentor to access information, forms, and procedures in the areas noted. Evidence can be a narrative as well as specific documents in each area.			
Participate: <ul style="list-style-type: none"> ➤ Understand the Principal/Program administrator’s role in recruiting, selecting, supporting, and retaining quality staff members. Participate in the hiring 	Intern takes part in the recruiting and interviewing process for teachers or staff with some analysis and documentation of the process. Other deliverables as explained in the handbook are posted in this part of the digital portfolio.			

**Minimum Intern Performances for Certification 2024-25
(Principal Certification Including Special Education Director Pathway)**

<p>process for both certificated and classified staff.</p> <ul style="list-style-type: none"> ○ Describe the interviews strategies and sample interview questions for vacancy. Are they based on the desired qualifications or characteristics sought? What would you do differently? <p>➤ Write a reflection paper mid-year and at the end of the year responding to the guiding questions provided in the Internship Manual.</p> <p>➤ 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, timeline, and evaluation method.</p>	<p>Mid- internship reflection paper</p> <p>Final internship reflection paper</p> <p>Professional Growth Plan (PGP)</p> <p>Copies of both AWSP Leadership Framework Self-Assessments used to determine PGP growth areas</p>			
<p>Organize & Lead:</p> <p>➤ 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.</p> <ul style="list-style-type: none"> ○ Selecting <u>one key area</u> identified in the SIP, plan and implement opportunities for professional growth that are aligned with performance results and meet school needs. 	<p>Intern and mentor agree on <u>one</u> topic or initiative for which the intern will develop and implement an on-going professional learning plan.</p>			

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<ul style="list-style-type: none"> ○ NOTE: This can be an adaptation of your culminating project in the ED 527A class 				
<p>Common Performance Task (Pilot): Task 3: Teacher Observation, Analysis, and Feedback <i>See description of Common Performance Task 3 below.</i></p>	<p>The intern participates in the complete teacher evaluation process by either shadowing the principal or finding a volunteer. Intern documents the complete process from goal setting, through the observation cycles and conferencing, to the final summative evaluation document. <u>This plan must be discussed at the beginning of the internship.</u></p>			
<p>Planning for the Interview (Plans & Products): ➤ Prepare a brief description of how you will effectively manage your time as an assistant principal, principal or program administrator in order to maximize your time out of the office attending to building relationships and moving the school/program forward.</p>	<p>These are simply <u>brief</u> narratives or bullet points to guide your response if asked during the interview.</p>			

Common Performance Task 3:

Task 3: Teacher Observation, Analysis, and Feedback

*The candidate is to demonstrate instructional leadership skills to plan for **a teacher observation, observe, analyze observation and student data, provide feedback and plan support for an individual teacher.** The candidate will document his or her work in the observation cycle and teacher feedback on the quality and use of the feedback. **NOTE: This item is basically documentation of your TPEP learning process from the administrator’s role throughout the academic year.***

Suggestions for possible items to include:

- Demonstrate general knowledge of state frameworks and specific knowledge in candidate’s district’s framework and equitable and/or culturally responsive or culturally sustaining practices.
- Identify and reflect on personal and systemic positionality and bias as it relates to teacher observation.
- Work with your administrator and selected certificated teacher to develop your classroom observation skills.
- Visit a variety of classrooms to develop a solid understanding of the instructional framework used throughout the school and how to leverage the framework to support culturally responsive or sustaining teacher practices

Minimum Intern Performances for Certification 2024-25
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- Conduct the pre-observation discussion with the teacher and principal.
- Complete the observation in accordance with the collective bargaining agreement, including evidence of equity, inclusivity, and culturally responsive or culturally sustaining educational practice.
- Prepare for the post-conference, including “cleaning up” the script, aligning the observation with your district’s instructional framework and then scoring the observation under the guidance of your principal, as possible.
- Conduct the post-observation conference with the teacher and principal.
- Gather written feedback from both the supervising principal and teacher that will assist with future observations.
- Gather evidence through observation of equity, inclusivity, and culturally responsive or culturally sustaining educational practices.
- Submit a written reflection on key elements that have become clearer for you and what you have learned through this observation process, and how you will apply this learning as you move forward as a culturally responsive leader.

Aligned standards:

Primary: 2.2, 2.3, 3.2

Secondary: 1.2, 2.1, 3.3, 4.2, 4.3, 4.4, 5.1, 7.1, 7.3, 7.4

Minimum Intern Performances for Certification 2024-25
(Principal Certification Including Special Education Director Pathway)
Standard 7 – Building Professional Capacity - Essential Questions for Reflection

These questions are designed for personal reflection and/or discussion with your Mentor and/or University Supervisor during the internship as well as to guide your overall reflection of this standard when completed in the Spring.

As you review your work and learning in this standard:

1. Briefly describe the experiences you have had under this standard.
2. What have you accomplished that demonstrates your positive impact on student learning or the health of the organization?
 - a. How do you know? What is your evidence?
3. Based on your work under this standard, what would you do differently in your role as the leader?
4. What are the implications for your continued professional development? What would be the next steps to increase your understanding/capacity in this standard?

**Minimum Intern Performances for Certification 2024-25
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Organizational Example – by category

**Note – this is just example of a way to identify and benchmark the work over the course of the year. There are other ways it can be organized
– just have a plan!**

Learn About:

Standard	Description	Plan Summary	Month
1	SIP Plan		
2	Ethical Practice & Policies		
3	SpEd, 504, ELD		
4	Assessment, Academic & Behavioral Support		
5	Family & Community strengths		
6	Operations, Discipline, Grants, Student Body Funds		
7	Admin Eval Process, Time Management		

Participate:

Standard	Description	Plan Summary	Month
1	Communication, PR		
2	Reflective Practice, Ethical Dimensions		
3	Cultural Competency, Conflict Resolution, IEP & Manifestation		
4	Leadership Team, Academic & Behavioral Intervention		
5	Collaborative Partnerships, Advocacy		
6	Collective Bargaining, Budget Development & Compliance		
7	Recruiting & Hiring, Semester Reflection		

Organize & Lead:

Standard	Description	Plan Summary	Month
1	Group Presentation		
2	Develop Professional Norms		
3	Inequity and Bias		
4	Targeted Peer Walk-throughs		

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5	Family or Community Presentation		
6	Safety Plan, Staff Orientation		
7	Professional Development		

Preparing for the Interview:

Standard	Description	Plan Summary	Month
1	SIP Planning, Elevator Speech, SpEd Ethics/Core Beliefs		
2	Code of Ethics		
3	Student Behavior, Culturally Responsive Leadership		
4	PLC, Cycle of Inquiry		
5	Family & Community Engagement		
6	Budget Development Process		
7	Time Management Priorities		

Common Performance Task:

CPT	Description	Plan Summary	Month/s
1	School Vision & Improvement Plan (in Standard 1)		
2	PLC, Marginalized Students, Supporting Groups (in Standard 4)		
3	TPEP Process (in Standard 7)		
4	Collaborative Family & Community Engagement (in Standard 5)		



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**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, Copland, Talbert, 2003, p12, 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 from 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 adopted instructional framework to monitor and support effective instruction and assessment practices	1	2	3	4
5.2 Uses 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
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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 is able to 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 achievement of groups of students who have had an historical disadvantage, as well as the achievement of individual students who are not realizing 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

Standard	Average Score	Growth Areas / Activities to Consider
1		
2		
3		
4		
5		
6		

7		
8		

Other notes if needed: _____



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**REFLECTION PAPERS:
Semester Reflection
Reflection on each Standard**

Highly successful educational leaders use the cycle of analysis continuously in self-assessment. Reflective thinking provides insight, multiple opportunities to improve, plan, and be prepared.

Critical dialogue occurs as a result of reflecting and questioning information presented, professional reading, or simply assessing your leadership knowledge, skills, competencies, and dispositions. Reflecting is an exercise in critical thinking about theory and practice. The process is educative and self-informative. Reflective analysis is a process of continually searching for new and better ways of describing and expressing oneself, as well as improving leadership practice(s).

As an important part of the critical self-reflection process, two semester reflection papers and a reflective analysis for each standard addressed into the portfolio will be written.

The effectiveness of educational leaders is often dependent upon their ability to express ideas clearly. Therefore, attention to clarity, grammar, spelling, punctuation, and syntax is expected. Please use the guiding questions to develop your paper and reflective analysis.

While you are strongly encouraged to be honest with yourself, please be advised that reflection papers are read by your district mentor, university supervisor and may be read by future interns when reviewing portfolios. *Diplomacy matters.*

I. Semester Reflection Papers

The first is due at the end of the first semester and is to be submitted to the intern's university supervisor. The second reflection paper is due at the end of the internship, i.e. the second semester and after having completed the Professional Growth Plan (which will be addressed in detail at the final seminar).

Reflection Paper Cover Sheet/Title Page and Format

- Name of intern
- School(s) placement and teaching/grade level assignment, or position
- District mentor's name
- University supervisor's name
- Number of reflection paper being submitted (#1 or #2)

- Time period (August - December or August -June) NOTE: The second reflection covers the entire intern year experience.
- No more than six (6) typed pages (double spaced, 12 pt font)
Quality not quantity is most important.

Guiding Questions for Consideration:

- Reflect on what you have learned about being a school administrator/instructional leader. Have you made significant discoveries about your technical and professional skills, your interpersonal skills, your values, and your interests?
- Reflect on the goals you set for yourself for the first semester (or for the second semester). Are these goals appropriate? Do you need to adjust them? Have your goals changed as a result of your experiences during your internship? Please elaborate telling why and how?
- What important connections did you make between what you were doing in your internship and what you have studied?
- What have you learned about the "realities" of administration in program development, implementation, and/or evaluation during this semester(s)?
- In what ways do you think the "reality" is different than the "theory" or classroom learning?
- Were there significant problems or obstacles to a successful internship this semester (first semester only; second semester only; both semesters)? Please describe the problem(s) and analyze the cause or source. What solution(s) did you attempt? Were you successful? Was it appropriate to seek help from your mentor? Did you? Did you get the help you needed? Was it appropriate for you to seek help from your university supervisor? Did you? Did you get the help you needed?
- Reflect on whether this experience has led you to reassess any of your personal and/or professional goals? Please explain.

II. Reflective Analysis for Each Standard

Completed after all the tasks for each standard have been accomplished, the Reflective Analysis component of each standard considers the artifacts collected and the Performance Tasks completed. The reflection is personal and practical in nature, not merely theoretical. In addition, the Essential Questions for Reflection found on the Minimum Intern Performances for Certification (Appendix A) are to be considered and frequently addressed in your reflective thinking and in discussion with your mentor and supervisor.

Cover Sheet/Title Page for each standard

Each Standard in the portfolio will have its own reflection document. The document will be based on the following guiding questions. The emphasis is on the impact of the work done for each standard as well as the reflection on your progress as a leader.

Guiding Questions for each Standard (as applicable)

1. Briefly describe the experiences you have had under this standard.
2. What have you accomplished that demonstrates your positive impact on student learning or the health of the organization?
 - a. How do you know? What is your evidence?
3. Based on your work under this standard, what would you do differently in your role as the leader?
4. What are the implications for your own continued professional growth? What would be the next steps to increase your understanding/capacity in this standard?

Developing Your Educational Leadership Platform

Purpose

According to Sergiovanni and Starrat (2003), an educational platform “is made up of those basic assumptions, beliefs, attitudes and values that are underpinnings of an educator’s behavior. Just as a political party is supposed to base its decisions and actions on a party platform, so too educators carry on their work, make decisions, and plan instruction based on their educational platform”.

Developing an educational platform may contribute to developing a new kind of school leadership needed to meet the many demands of the 21st century. Ferrandino (2001) notes, “The principalship of the 21st century requires something more than a compendium of skills. It requires the ability to lead others and to stand for important ideas and values. It requires never losing sight of a vision”.

In addition to elaborating their educational platform, aspiring school leaders must engage in platform sharing, clarification practices and develop the ability to reflect. By using reflective analysis early on in preparation, school leadership interns will be proactive, not just reactive, when examining and evaluating their practice. Therefore, it is apparent that professional educators preparing for school leadership will most definitely benefit from platform definition and clarification efforts.

Platform Expectations

The Leadership Platform outlines a well conceived, well thought-out, detailed, and defensible leadership philosophy (not a broad philosophical approach). Candidates will develop their Educational Leadership Platform from reflection on their course work, professional reading, internship experiences, seminar discussions, and individual values/beliefs. Readers of an Educational Leadership Platform should clearly understand “what the candidate stands for”.

The effectiveness of educational leaders is often dependent upon their ability to express ideas clearly. Hence, assessment of written assignments will include attention to clarity, grammar, spelling, punctuation, and syntax. Candidates are expected to develop and refine word processing skills as a tool for effective writing. The Platform includes beliefs about the school administrator’s role in promoting success for all students through his/her leadership. Where possible, link your thoughts to theory/research by citing the author in your paper.

An educational platform may address:

- **Philosophy of Education** – Identify and defend your beliefs. What is most important to you?
- **Philosophy of Leadership** – What is leadership? What do you expect of an instructional leader? How does it affect the learning of students, staff, the school, or the district? What is your leadership style?
- **Vision for Learners** – Discuss rights and responsibilities as they relate to the principal’s role with all students’ learning.
- **Vision for Teachers** – Identify and explain the role of teachers in your school with regards to positive impact on student learning.
- **Vision for the Organization** – Discuss the school culture and environment as you see it impacting stakeholders.
- **Vision for Professional Growth** – Discuss the purpose, how you would develop it, and how you envision it for yourself and your staff.
- **Method for Vision Attainment** – As principal or program administrator, how do you put this all together and insure it happens?
- **Your School’s Mission Statement** (as the instructional leader) – Articulate your mission briefly and clearly.
- **Other** – What instructional leadership qualities do you admire and aspire to be? What are employers seeking in their principals/program administrators? What are your non-negotiable values?

Quality counts not quantity. It can be one page, a graphic design, or several pages. Be realistic but be visionary. Remember, this must be about you. The Platform will assist you in preparing for interviews and build your confidence. If it is included in an interview packet, be aware you will be asked questions looking for the link between what you say and what you have written. *Authenticity matters.*

Your platform should be a dynamic document that may change during your educational leadership career. Keep it! Live it! Update it!

University Supervisor's Intern Visitation Log

Intern _____ Mentor _____ Supervisor _____

Date: _____
August Arrival Time: _____ Departure Time: _____

An orientation was conducted with the intern, mentor, and University supervisor. Discussion included: Log 540 hours, 80 Diverse Hours, minimum performances, handbook materials, artifacts, portfolio, plan, reflection papers, and evaluation procedure. Schedule for intern to routinely meet w/mentor is set or in process. Schedule for next site visit is set.

Mentor's signature indicates intern is making satisfactory progress.

Comments:

University Supervisor Signature_____
Intern Signature_____
***Mentor Signature**Date: _____
September Arrival Time: _____ Departure Time: _____

The log is updated: Yes: ____ No: ____ Portfolio is organized with artifacts: Yes: ____ No: ____

The intern has sufficient release time to complete internship. Yes: ____ No: ____

Indicate Standards Reviewed: 1, 2, 3, 4, 5, 6, 7 Other topics discussed: _____

Mentor's signature indicates intern is making satisfactory progress.

Comments:

University Supervisor Signature_____
Intern Signature_____
***Mentor Signature**Date: _____
October Arrival Time: _____ Departure Time: _____

The log is updated: Yes: ____ No: ____ Portfolio is organized with artifacts: Yes: ____ No: ____

The intern has sufficient release time to complete internship. Yes: ____ No: ____

Indicate Standards Reviewed: 1, 2, 3, 4, 5, 6, 7 Other topics discussed: _____

Mentor's signature indicates intern is making satisfactory progress.

Comments:

University Supervisor Signature_____
Intern Signature_____
***Mentor Signature**

Date: _____ Arrival Time: _____ Departure Time : _____
 November

The log is updated: Yes: ____ No: ____ Portfolio is organized with artifacts: Yes: ____ No: ____
 The intern has sufficient release time to complete internship. Yes: ____ No: ____
 Indicate Standards Reviewed: 1, 2, 3, 4, 5, 6, 7 Other topics discussed: _____

Mentor's signature indicates intern is making satisfactory progress.
 Comments:

 University Supervisor Signature Intern Signature *Mentor Signature

Date: _____ Arrival Time: _____ Departure Time: _____
 December

The log is updated: Yes: ____ No: ____ Portfolio is organized with artifacts: Yes: ____ No: ____
 The intern has sufficient release time to complete internship. Yes: ____ No: ____
 Indicate Standards Reviewed: 1, 2, 3, 4, 5, 6, 7 Other topics discussed: _____

Mentor's signature indicates intern is making satisfactory progress.
 Comments:

 University Supervisor Signature Intern Signature *Mentor Signature

Date: _____ Arrival Time: _____ Departure Time: _____
 January

The log is updated: Yes: ____ No: ____ Portfolio is organized with artifacts: Yes: ____ No: ____
 The intern has sufficient release time to complete internship. Yes: ____ No: ____
 Indicate Standards Reviewed: 1, 2, 3, 4, 5, 6, 7 Other topics discussed: _____

Mentor's signature indicates intern is making satisfactory progress.
 Comments:

 University Supervisor Signature Intern Signature *Mentor Signature

Date: _____ Arrival Time: _____ Departure Time: _____
 February

The log is updated: Yes: _____ No: _____ Portfolio is organized with artifacts: Yes: _____ No: _____
 The intern has sufficient release time to complete internship. Yes: _____ No: _____
 Indicate Standards Reviewed: 1, 2, 3, 4, 5, 6, 7 Other topics discussed: _____
Mentor's signature indicates intern is making satisfactory progress.
 Comments:

 University Supervisor Signature Intern Signature *Mentor Signature

Date: _____ Arrival Time: _____ Departure Time: _____
 March

The log is updated: Yes: _____ No: _____ Portfolio is organized with artifacts: Yes: _____ No: _____
 The intern has sufficient release time to complete internship. Yes: _____ No: _____
 Indicate Standards Reviewed: 1, 2, 3, 4, 5, 6, 7 Other topics discussed: _____
Mentor's signature indicates intern is making satisfactory progress.
 Comments:

 University Supervisor Signature Intern Signature *Mentor Signature

Date: _____ Arrival Time: _____ Departure Time: _____
 April

The log is updated: Yes: _____ No: _____ Portfolio is organized with artifacts: Yes: _____ No: _____
 The intern has sufficient release time to complete internship. Yes: _____ No: _____
 Indicate Standards Reviewed: 1, 2, 3, 4, 5, 6, 7 Other topics discussed: _____
Mentor's signature indicates intern is making satisfactory progress.
 Comments:

 University Supervisor Signature Intern Signature *Mentor Signature

Date: _____ Arrival Time: _____ Departure Time: _____

May

The log is updated: Yes: _____ No: _____ Portfolio is organized with artifacts: Yes: _____ No: _____

The intern has sufficient release time to complete internship. Yes: _____ No: _____

Indicate Standards Reviewed: 1, 2, 3, 4, 5, 6, 7 Other topics discussed: _____

Mentor's signature indicates intern is making satisfactory progress.

Comments:

University Supervisor Signature

Intern Signature

***Mentor Signature**

Date: _____ Arrival Time: _____ Departure Time: _____

June

Using the Portfolio Rubric, the intern has successfully presented the Portfolio and appropriately answered oral questions. Indicate Portfolio rating 4 3 2 1. Attach Portfolio Rubric with rating indicated.

The **Final Certification Requirements Checklist for Interns & Supervisors and Portfolio Rubric** is complete and will be submitted with required documents.

University Supervisor Signature

Intern Signature

Mentor Signature

Internship Portfolio Standards (Candidates must rate in the excellent or expected range)

CRITERIA FOR PERFORMANCE	4-EXCELLENT	3-EXPECTED	2-MINIMAL	1-UNACCEPTABLE
PRESENTATION PROFESSIONAL APPEARANCE	Portfolio prepared with exceptional professionalism. Demonstrates high quality in organizational techniques.	Portfolio meets the performance competencies required. All documents are included in an organized presentation.	Portfolio is organized but some competencies are not at standard.	Portfolio does not have all required components. It is poorly organized and has errors.
FORMAT OF ELECTRONIC PORTFOLIO	Portfolio file structure is aligned to the Minimum Intern Performances for Certification. A folder for each substandard is used. Descriptive documents are included for each subsection describing in greater depth the activity and listing the artifacts included. A reflection for the overall standard is included.	Portfolio file structure is aligned to the Minimum Intern Performances for Certification. A folder for each substandard is used. A brief descriptive document is included for each subsection describing the activity and listing the artifacts included. A reflection for the overall standard is included.	Portfolio file structure is not clear. Artifacts are not clearly marked or are not aligned or overall standard reflection may be lacking.	The required format was not followed or items not included.
EVIDENCE OR ARTIFACTS	More than one piece of evidence is included for each Minimum Performance. Example artifacts would be documents of conferences, meetings, power-point presentations, certificates, thank you letters, awards, memberships, published articles, newspaper clippings, grant applications, budgets, materials used for interviews.	The artifact included for each competency is of high quality and is representative of the intern's continued development.	Artifact included for each of the competencies is of minimal standard.	Artifact(s) are not included for each of the Heritage Minimum Performances.
RESUME	Current resume appears professionally prepared and includes employment history, instructional leadership activities demonstrating successful instructional experiences and contributions to positive impact on student achievement and cultural competence.	Current resume is professional in appearance and includes employment history, instructional leadership activities demonstrating successful instructional experiences and contributions to positive impact on student learning.	Current resume includes employment history, and minimal instructional leadership activities and minimal contributions to positive student learning.	Resume is incomplete or lacks professional appearance.
LEADERSHIP PLATFORM	Clearly written, well-conceived, detailed and defensible leadership philosophy. This includes the administrator's role in promoting success for all students through his/her leadership in school improvement. Includes a reference to philosopher/ researcher.	Clearly written, well-conceived, detailed and defensible leadership philosophy. This includes the administrator's role in promoting success for all students through his/her leadership in school improvement. No reference to philosopher/ researcher.	Leadership philosophy is weak. The platform does not clearly address the administrator's role in school improvement.	Leadership Educational Platform not complete or is not included
REFLECTION PAPERS	Critical reflection impressive with evidence of professional growth. Continuous cycle of analysis employed and evident. The reflection was clearly written, educative, and self-informative and provided evidence of positive impact on student learning and in developing cultural competence.	The papers showed reflection and synthesized success and challenges. Evidence of positive impact on student learning and development of cultural competence was addressed. Continuous cycle of analysis was employed and evident.	The papers reflected the experiences from the log. No accomplishments or examples of positive impact on student learning were clearly identified.	The documents did not follow the guidelines set for the reflection papers.
PROFESSIONAL GROWTH PLAN	The AWSP Self-Assessment along with information from the mentor and HU supervisor are used to develop a plan, which includes 2-3 areas of professional growth, goals for each area, activities, timelines, and evidence of growth, resources and evidence of positive impact on student learning.	The AWSP Self-Assessment is used to develop a plan, which includes one area of professional growth, goals for each area, activities, timelines, and evidence of growth, resources and evidence of positive impact on student learning.	The AWSP Self-Assessment is used to develop a plan. Goals and some of the elements of a successful plan that will lead to professional growth are identified.	PGP is incomplete or not included.

Intern Portfolio Overview by Standard - EXAMPLE

Standard 1

Table of Contents by subfolder:

Learn About:

- Copy of School Improvement Plan
- ILT agendas – discussion of SIP Goals
- Narrative analyzing the process

Participate:

- Screen shot of school website
- Screenshot of Class DoJo
- Presentation made to teachers on Class Dojo
- Narrative on the ways we communicate about the school to parents and community

Organize & Lead:

- Presentation to School Board 10-15-22 on implementing Restorative Justice
- Board agenda
- Presentation notes, debriefing with principal
- PLC Team notes and agenda – Rest. Justice

Common Performance Task:

- School Improvement Plan – section on student discipline
- Staff development agenda – the benefits of restorative justice
- Data on disproportionality of Hispanic males suspended
- Staff meeting notes – book study on Restorative Justice

Preparing for the Interview:

- Narrative statement and bulleted list of ideas
- Draft of opening question ideas

Reflection on the Standard:

Guiding Questions for each Standard (as applicable)

- What have you accomplished that demonstrates your "positive impact on student learning"? How do you know? What is your evidence?

During the 22-23 academic year my focus was on creating a climate of trust, belonging, and academic success as identified in our school improvement plan. We were able to introduce the idea and benefits of Restorative Justice to our staff in the August pre-service days. I was also able to help publicize our efforts toward re-building the school's culture to parents through our digital newsletter, at parent meetings, and at Back-to-School Night. Through the book study I was able to lead, our teachers embraced the idea but found it difficult to fully make the transition. I know we are at the beginning stages but as we train more teacher-leaders I believe the efforts will take hold. Students reported that they appreciated the change they could see and our suspension rates, especially for Hispanic boys decreased somewhat. This gives us hope that we can continue the efforts.

- What have you accomplished that demonstrates your "positive impact on staff performance"? How do you know? What is your evidence?

Related to our work on Restorative Justice, I was able to make several presentations to the entire staff as well as to every grade level PLC team. Not only did I provide information we were able to practice and role play the different strategies. We made observing the key strategies a priority in our classroom walk-through and in our peer walks. The time we spent debriefing with teachers and the counselor was very productive and it gave our ILT some great ideas about how to better implement the key strategies. It was incredible rewarding to hear the shift in conversations that were happening in our PLCs. But most rewarding was to hear students talk about how much more comfortable and safe they felt in many of their classrooms. I even had a very veteran teacher (one who I used to think was not good for kids) come to me in tears saying how much this initiative in Restorative Justice has changed her perspective and behavior towards her students!

- How will this promote cultural competence?

We were very intentional about giving extra attention to the biases and assumptions that have traditionally been made about our Hispanic boys. This was very eye-opening to many of our teachers and caused them to re-think some of their assumptions and paradigms. I am confident if we continue, that our teachers and staff will begin to look at all students in a different, more positive light. You can feel the weight that has been lifted from our school. We have more parents coming in to help out in classrooms and in the playground. I believe that when our teachers truly get to know our students and see the values in their culture, we will see a deeper, richer approach to curriculum design and more openness to including more culturally rich content, and even more seriousness toward things like Since Time Immemorial.

- What would you do differently (if anything)?

One of the things I think we should have done sooner is to get the students involved in the work, to find ways to get teachers and students together more in facilitated discussions. Maybe even have students be a part of our planning and PD committees. I think in the future we need to keep students engaged and make them a part of it – maybe even creating student peer advisors, etc.

- What are the implications for your continued professional development?

In my classes, I received a lot of information about the AWSL group. I would like to make a strong connection to this group and send as many student leaders as possible to attend their programs. I would like to receive more information on Restorative Justice and its impact on student academic achievement and maybe even go visit a few schools like ours who have had success.

Title Page and Summary for Internship Log

_____, Intern
(Enter & delete lines)
 _____, 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.

Administrator Preparation Program FINAL CERTIFICATION REQUIREMENTS CHECKLIST FOR INTERNS & SUPERVISORS

Interns who began their internship in the Fall of 2024, must complete this form with your university supervisor prior to June 15, 2025.

By May 5, 2025 college supervisors may assign an “IP” grade for ED573 &/or ED597 (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.

Keep a copy for yourself

INTERN CHECKLIST FOR: _____

Intern Requirements	<i>Print Name</i> X	Date Submitted
1. Final Evaluation (Signed) <i>Appendix J</i>	_____	_____
2. Title Page & Summary (Signed) & Minimum Performances for Certification (Initialed) <i>Appendix I and Appendix A</i>	_____	_____
3. Title Page & Summary for Internship Log (Signed) & Internship Log (540/80 Hours minimum) <i>Appendix G</i>	_____	_____
4. Internship Portfolio (Presented to Supervisor & Mentor) Evidence is marked & aligned to <i>Minimum Intern Performances for Certification</i> <i>Rubric 4 3 2 1 Rating</i> (Rubric attached- <i>Appendix F</i>)	_____	_____
Portfolio is submitted to HU Chair, Educational Administration	_____	_____
5. Professional Growth Plan <i>Appendix K</i>	_____	_____
6. Prerequisite Experience for a Principal’s Certificate Form <i>Appendix N</i>	_____	_____
7. Graduate Application for a Master’s Degree completed (if applicable)	_____	_____
8. 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 Chair, Educational Administration.

Signature of Chair, Graduate Programs _____ Date _____

**Minimum Intern Performances for Certification
SUMMARY**

For

Intern's Signature

District Mentor's Signature

University Supervisor's Signature

At

School Name & District/Location

Indicate each domain/standard completion with an X.

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



FINAL EVALUATION & RECOMMENDATION FOR SCHOOL ADMINISTRATOR CERTIFICATION

Intern _____ Mentor _____
Print or Type Print or Type

_____ PRINCIPAL _____ PROGRAM ADMINISTRATOR

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 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 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.

C. RECOMMENDATION FOR CERTIFICATION

We hereby certify that the above named intern has **DEMONSTRATED** or **NOT DEMONSTRATED** through an internship of at least 540 hours that he/she possesses the knowledge, skills, and cultural competence required by the Washington State Administrator Standards. Our signatures mean that we have discussed this evaluation with the intern and agree that the ratings are accurate to the best of our professional judgment.

District Supervising Mentor

Date

University Supervisor

Date

Intern Signature: An intern's signature acknowledges review of the above evaluation. It does not imply agreement. Intern's have seven (7) calendar days to add a written statement to this evaluation.

Intern

Date

Following review, I find the above named Candidate

_____**HAS MET ALL UNIVERSITY STANDARDS and SHOULD BE RECOMMENDED to the Office of Superintendent of Public Instruction**

_____**HAS NOT MET ALL UNIVERSITY STANDARDS and SHOULD NOT BE RECOMMENDED to the Office of Superintendent of Public Instruction.**

for Residency Certification as a _____PRINCIPAL or _____PROGRAM ADMINISTRATOR.

Chair, Administrator Preparation Program

Date



Heritage University

College of Education Educational Administration

Instructions for Completion of the Professional Growth Plan (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



Procedures for Principal or Program Administrator Certification

****Washington state and university forms and fees subject to change without notice.*

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. *EDS will communicate through the email address you submitted – you may want to check this.*
- Once the Program is complete and grades are posted, degree awarded, and the file has been signed as complete, the Certification Officer will make the Recommendation to OSPI for Certification.
- 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.
- Prerequisite Experience for a Principal’s Certificate, Form 4001F-C is completed as part of the file.
- Verification of Good Standing in other States, Form 4020C, if applicable

Questions may be directed to:

Livia Castilleja, Certification Officer
HERITAGE UNIVERSITY
3240 Fort Road
Toppenish, WA 98948

Castilleja_L@heritage.edu
509-865-8696

The Completed Portfolio: See appendix F (Portfolio Standards)

In first/opening folder:

- Resume
- Title Page & Summary (Signed) & Minimum Performances for Certification (Initialed)
Appendix I
- Internship Log Worksheet
- Internship Log Summary Page – signed by District Mentor and University Supervisor (Appx G)
- Final Certification Requirements Checklist for Interns & Supervisors (Appx H)
- Final Evaluation and Recommendation for School Administrator Certification (Appx J)
- Verification of Experience Form (Appx N)

One Folder for each Standard containing the following:

Standard 1 – Mission, Vision, and Improvement: **Include a Table of Contents listing artifacts by sub-section and the Reflection on the overall standard examines the actual work and its impact**

Sub-folders: Contain artifacts pertaining to:

Learn About
Participate
Organize & Lead
Preparing for the Interview: Includes Your Leadership Platform
Common Performance Task #1

Standard 2 – Ethics and Professional Norms: **Include a Table of Contents listing artifacts by sub-section and the Reflection on the overall standard examines the actual work and its impact**

Sub-folders: Contain artifacts pertaining to:

Learn About
Participate
Organize & Lead
Preparing for the Interview

Standard 3 – Equity, Inclusiveness and Cultural Responsiveness: **Include a Table of Contents listing artifacts by sub-section and the Reflection on the overall standard examines the actual work and its impact**

Sub-folders: Contain artifacts pertaining to:

Learn About
Participate
Organize & Lead
Preparing for the Interview

Standard 4 – Learning and Instruction: **Include a Table of Contents listing artifacts by sub-section and the Reflection on the overall standard examines the actual work and its impact**

Sub-folders: Contain artifacts pertaining to:

Learn About
Participate
Organize & Lead
Preparing for the Interview
Common Performance Task #2

Standard 5 – Community and External Leadership: **Include a Table of Contents listing artifacts by sub-section and the Reflection on the overall standard examines the actual work and its impact**

Sub-folders: Contain artifacts pertaining to:

- Learn About**
- Participate**
- Organize & Lead**
- Preparing for the Interview**
- Common Performance Task #4**

Standard 6 – Operations and Management: **Include a Table of Contents listing artifacts by sub-section and the Reflection on the overall standard examines the actual work and its impact**

Sub-folders: Contain artifacts pertaining to:

- Learn About**
- Participate**
- Organize & Lead**
- Preparing for the Interview**

Standard 7 – Building Professional Capacity: **Include a Table of Contents listing artifacts by sub-section and the Reflection on the overall standard examines the actual work and its impact**

Sub-folders: Contain artifacts pertaining to:

- Learn About**
- Participate: Includes – Mid-internship Reflection, Final Internship Reflection, Professional Growth Plan, Both AWSP Framework Self-Assessments**
- Organize & Lead**
- Preparing for the Interview**
- Common Performance Task #3**



Heritage University

College of Education Educational Administration

Transition Meetings Protocol: Principal/Assistant Principal

Overview: The purpose of this protocol is to facilitate a conversation between a new Assistant Principal and the Principal. It can be facilitated or done as a pair. It attempts to identify the more common issues that may arise, especially if the new administrator previously taught at the same school. It ends with a discussion of the key messages to be sent to staff.

- 1) Discuss: Role of the Assistant Principal – from each perspective, Supt., Prin., A.P.
- 2) How will we communicate? What do each of you need for effective communication?
 - e-mail, text, face-to-face, informal, formal, ???
 - How do you prefer to handle disagreements?
- 3) Dealing with teachers and staff – what are the priorities and messages?
- 4) Avoiding “good cop, bad cop” – how?
- 5) Dealing with student discipline – what are the priorities and main approach?
- 6) Roles and responsibilities in staff meetings – what will that look like?
- 7) Participation on Leadership Team?
- 8) Communicating with District and Board members – what will the protocol be?
- 9) What do you see as each of your strengths, areas needing support?
- 10) Dealing with parents – what is the guiding philosophy? What about difficult parents?
- 11) What are some of your hot button issues? What to avoid?
- 12) Collaborating with colleagues across the district – how much and when/how?
- 13) What are the most important things that need to be taken care of between now and when you return?
- 14) How do you want to handle all-staff communications?
- 15) Is there flexibility in discipline or other school/district rules?

“Knowledge Brings Us Together”

Main Campus - 3240 Fort Road - Toppenish, WA 98948 - (509) 865-8500
Moses Lake (509) 793-2385 - Omak (888) 826-1064 - Tri-Cities (509) 531-6006 - Yakima (509) 865-8591

16) How will you handle (what are your expectations) for campus supervision?

17) Team building & social activities – how will this be handled?

To Do: You both will need to review the current office/site organizational plan and either agree with it or revise it, then communicate it when staff return.

Message: What will your first combined message to staff be? How will you deliver it?

“Knowledge Brings Us Together”

Main Campus - 3240 Fort Road - Toppenish, WA 98948 - (509) 865-8500

Moses Lake (509) 793-2385 - Omak (888) 826-1064 - Tri-Cities (509) 531-6006 - Yakima (509) 865-8591

Appendix O



Heritage University

College of Education

Educational Administration

Instructions for Completing the Verification of Experience Form

Follow/copy the link to the Experience Verification form. Submit (and get back) from your district. Include this in your portfolio submission.

Link: [Prerequisite Experience for a Principal's Certificate \(www.k12.wa.us\)](http://www.k12.wa.us)

If you have experience in more than one district and your current district cannot verify at least three years experience, then send a form to your previous district as well.

NOTE: Please talk to your University Supervisor if you will be claiming out-of-state experience – there is another form for that submission.

