



# WASHINGTON STATE UNIVERSITY

## **Residency Principal and Program Administrator Internship and Certification Handbook**

Washington State University Vancouver  
College of Education

Department of Educational Leadership  
and Sport Management

**2021-2022**

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## General Information

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### ❖ Program Principles

*To prepare school leaders with the leadership and management skills needed to improve student learning in a variety of school environments, the program includes the following principles:*

- Provide relevant and rigorous coursework that closely aligns with expectations for school building and district leaders.
- Provide a rigorous field-based academic and internship organized around the Washington State Standards for the Residency Principal and Program Administrator certificates.
- Collaborate closely with school district mentors to plan and supervise internship experiences.
- Encourage and facilitate networking among administrative candidates through participation in seminars and workshops with interns from other institutions.
- Deliver instruction and supervision by faculty members who have experience, skills, and knowledge in school leadership at the building and district levels.

### ❖ Professional Education Advisory Board

The purpose of the Professional Education Advisory Board (PEAB) is to develop cooperative programs for the selection, preparation and certification of school administrators under guidelines established by the Washington State Board of Education. Members of the PEAB for Washington State University's Educational Leadership program come from various regions in the state of Washington and meet at least three times a year.

### ❖ Professional Development Opportunities

Interns may choose to participate in professional development opportunities to improve administrative knowledge and skills. Workshop hours may be documented in the Internship Log (explained in a later section). The following organizations offer appropriate workshop opportunities:

- Association of Washington School Principals (AWSP)\*
- Washington Association of School Administrators (WASA)
- Washington Educational Research Association (WERA)
- Washington State Association for Supervision and Curriculum Development (WSASCD)
- Office of Superintendent of Public Instruction (OSPI)
- Educational Service Districts (ESDs)
- K-12 School Districts

\*Interns are encouraged to join the AWSP. [A special membership rate is offered to Interns.](http://www.awsp.org/member-support/principal-interns) This membership provides valuable information, training and reduced conference and workshop registration fees.

<http://www.awsp.org/member-support/principal-interns>

## Residency Administrator Certificate Requirements

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- Prerequisite Experience:** Must hold or have held a valid teaching certificate or an ESA certificate with appropriate documentation of successful school-based experience in an instructional role with students.
- Academic Prerequisite:** A master's degree from an accredited institution.
- Moral Character:** Required only if applicant does not hold a valid Washington certificate at the time of application. (See WAC [181-79A-155](#))
- Performances:** Candidates must document successful performance in each of the Washington State Standards.
- Collection of Evidence:** Documentation of demonstrated evidence of meeting the Washington State Standards.
- Field Experience:** A minimum of 540 hours of administrative intern-related activities is required (with at least 270 hours when students and/or staff is present), with a mentor with at least three years in an educational leadership role.
- Teaching Experience:** A minimum of three (3) years of successful experience with a teaching or ESA certificate in a school-based setting, and in an instructional role with students.

### Required Courses for Certification:

<u>Course</u>	<u>Course Title</u>	<u>Semester Hours</u>
ED_AD 509	Leading School Improvement	3
ED_AD 516	Instructional & Curricular Leadership	3
ED_AD 583	Community and Communication	3
ED_AD 585	Financial Management in Education	3
ED_AD 588	The Law and Education	3
ED_AD 589	Leadership Development Seminar	3
ED_AD 590	Internship	6 (3 credits in fall and 3 credits in spring)

- Reissue:** All administrators holding a Residency Principal Certificate must have the certificate reissued (with a five year expiration date) upon completing two consecutive years in the role in Washington after issuance of the Residency Certificate. The candidate is expected to complete the Professional Certificate within five years.
- Renewal:** Holders of a Residency Certificate who do not qualify for a Professional Certificate must request renewal in order to continue to serve beyond the expiration date. Applicants who are enrolled in a professional certificate program may apply for a 2-year renewal if they meet requirements. Applicants who are ineligible for enrollment in a professional certificate program may apply for a 5-year renewal if they meet requirements. All others must appeal to the Professional Educator Standards Board for renewal. Renewal information can be found at: <http://www.k12.wa.us/certification/Administrator.aspx>

## Key Components of the Internship

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### School Leadership Self-Inventory

Prior to each semester of the internship, program participants should use the *School Leadership Self-Inventory* (**Form B**) to assess their personal skills and performances in relationship to the program standards. If possible, the student should do the assessment in conjunction with their mentor principal or administrator early in the fall.

### Internship Activities

Based on the *School Leadership Self-Inventory*, the candidate, mentor and university supervisor will design a set of internship activities. The objectives of the internship activities are to: 1) assist the candidate in acquiring the skills identified for each of the standards, and 2) provide additional valuable learning experiences relative to the administrative position as jointly determined by the mentor, the candidate and the university supervisor. During the course of the internship, candidates will complete **four tasks** which will incorporate both national and state standards.

### University Supervision

During the candidate's internship, the university supervisor will conduct site visitations with the intern and/or mentor. The purposes of these visitations are to assist the intern and mentor in developing meaningful intern-related activities and experiences, monitor progress toward program requirements, and provide support for both the intern and mentor administrator. (See University-School District Agreement, (**Form A**), for more information.)

### District Mentor Support

The mentor will guide and assist the intern in planning and implementing internship activities and will help the intern understand the "why" and the "how" of school / district events and activities. (See University-School District Agreement, (**Form A**), for more information.)

### Documentation

A minimum of 540 hours of internship-related activities are required for completion of the program, and at least 270 of those hours must occur when staff and/or students are present. Thus, candidates will keep a time log (**Form C**) (maintained on a weekly basis) that records the 540 hours spent on internship-related activities. In addition, the university supervisor *may* require candidates to keep a reflective journal to document their internship experiences.

### Collection of Evidence (Electronic Portfolio)

The most important criterion for evaluating the internship is the demonstration of satisfactory performance related to each of the tasks and items on the self-assessment, and the final assessment and rubrics. The Portfolio is a record of the internship log, completed tasks, various assignments, reflections, and program accomplishments that focus on both the Washington State Standards and the National Educational Leadership program (NELP) Standards. The cumulative portfolio should demonstrate administrative performance in the following areas: visionary leadership; instructional improvement; effective management; inclusive practice; equitable and ethical leadership; and socio-political context.

### Final Assessment

As required for satisfactory completion of the program, candidates will complete all tasks and submit all coursework as instructed by the university supervisor. The intern, district mentor, and university supervisor will complete the Final Assessment (**Form E**).

**FORM A | University – School District Internship Agreement**

**INDIVIDUAL LETTER OF AGREEMENT  
WASHINGTON STATE UNIVERSITY**

**Student Information:**

Name of Intern / Student: \_\_\_\_\_ Current Position: \_\_\_\_\_  
Home Address: \_\_\_\_\_  
Phone Numbers: W: \_\_\_\_\_ Cell: \_\_\_\_\_  
WSU Email: \_\_\_\_\_ Work Email: \_\_\_\_\_  
Credential Seeking (Principal or Program Administrator): \_\_\_\_\_

**District & Mentor Information:**

School District: \_\_\_\_\_ Superintendent: \_\_\_\_\_  
Internship Site: \_\_\_\_\_  
Mentor Supervisor: \_\_\_\_\_ Mentor Position: \_\_\_\_\_  
Mentor Certificate # (Required) \_\_\_\_\_ Mentor Email: \_\_\_\_\_

**Purpose of the Internship:** The purpose of the internship is to provide practical experience in the duties and responsibilities of the principal / program administrator. The core of the internship experiences should align with the Washington State Standards and the skills defined in the Washington Administrative Code (WAC). It is expected that the intern will have opportunities to acquire knowledge, demonstrate skills, and solidify core values and beliefs in areas of management and leadership. The intern must complete a minimum of 540 hours of internship related activities that may include activities before and after the regular student school year.

**Responsibilities of School District Mentor:** The mentor responsibilities include supervision, guidance, and assistance to the intern in planning and implementing internship activities. It is expected that the intern will have an opportunity to experience most of the management and leadership responsibilities of the principal/program administrator. The mentor is expected to provide feedback and counsel to the intern on a regular basis and to help the intern understand the “why” and “how” of school / district events. The mentor is expected to periodically review with the intern the “Leadership Self-Assessment” and to certify the intern has demonstrated evidence of meeting the Washington state Standards on the Final Assessment Form. It is expected that the mentor will include the intern in district meetings and activities and act as the intern’s advocate, as appropriate. The mentor will communicate any concerns to the university liaison in a timely manner.

**Responsibilities of University Liaison:** The university liaison will provide oversight for the internship through communications and / or site visits with the intern and mentor. The university liaison will meet regularly with the intern to provide guidance and counseling as to the completion of the requirements of the internship, including the portfolio, which must include evidence of completion of the WCEAP common performance tasks. The university liaison will recommend the intern for the appropriate certificate upon successful completion of the internship and other university / State of Washington requirements. The university liaison will communicate any concerns to the mentor in a timely manner.

**APPROVED BY (signatures required):**

District Mentor Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_  
Superintendent of Schools: \_\_\_\_\_ Date: \_\_\_\_\_  
WSU Liaison (obtained by WSU): \_\_\_\_\_ Date: \_\_\_\_\_

**STUDENT:** Obtain signatures from your District Mentor Supervisor and Superintendent, and then return this form to:  
**Jennifer Gallagher, WSU Academic Coordinator: [j.gallagher@wsu.edu](mailto:j.gallagher@wsu.edu)**

- **If possible, complete this Self-Assessment inventory in conjunction with your district mentor prior to the first semester of enrollment in ED\_AD 590/Internship (July or August)**

**Purpose:** To provide school leaders with the opportunity to examine their own school leadership practices with respect to the knowledge, dispositions, and performances contained within the Washington State Standards. This self-examination should lead to greater familiarity with the Standards and provide a starting point to assist you in identifying potential areas of focus for professional development planning.

**Description:** This self-inventory will provide a personal profile of your school leadership assets based on the Washington State Standards. The inventory consists of statements that describe the knowledge, dispositions, and performances contained within the Standards.

**Instructions:** Read each standard, criteria, and benchmark statement carefully. In the space provided, rate your capacity by writing in the number that represents your practices **at this current time**.

**Self-Inventory**

**STANDARD 1 Visionary Leadership:** A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by leading the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by school/program and community stakeholders.

Criteria	Career-Level Benchmarks	1 Area for Growth	2 Proficient	3 Area of Strength
<b>Criteria 1:</b> Advancing a district-wide shared vision for learning	Continually reviews and restructures the vision to address changing circumstances and relevant data reflective of the learning community. Guides others in establishing the vision.			
<b>Criteria 2:</b> Putting the vision for learning into action	Implements a vision in multiple settings. Uses data to continually monitor and revise systems to reflect the vision. Solicits from and gives feedback to other administrators to analyze the effectiveness of the school vision in shaping education programs, systems, and resources to positively impact student learning.			
<b>Criteria 3:</b> Developing stewardship of the vision	Continually evaluates match between vision and the learning community. Expands base of stakeholders and empowers their participation in shaping education programs, systems, and resources to move the learning community toward the shared vision of promoting success of all students. Stakeholders take responsibility for renewing the vision and designing supporting systems, as well as acknowledging and celebrating progress toward the vision.			

**Continued on next page.**

**STANDARD 2 Instructional Improvement:** A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by leading through advocating, nurturing, and sustaining district/school/program cultures and coherent instructional programs that are conducive to student learning and staff professional growth.

Criteria	Career-Level Benchmarks	1 Area for Growth	2 Proficient	3 Area of Strength
<b>Criteria 1:</b> Advocating, nurturing, and sustaining an effective school culture	Empowers the stakeholders to define, maintain, and monitor the ways in which the site-specific culture is affecting student learning. Collaborates with other administrators to give and receive feedback on effectiveness of expectations, implementation, respect and fairness in improving the overall systems and programs reflective of the school learning culture.			
<b>Criteria 2:</b> Advocating, nurturing, and sustaining student learning	Establishes role as instructional leader. Supports skillful teaching that empowers students to take ownership of and to monitor their learning processes. Builds greater capacity for system support for student learning in collaboration with parents, peers, and district staff.			
<b>Criteria 3:</b> Advocating, nurturing, and sustaining coherent, intentional professional development	Focuses staff dialogue on student learning using a variety of sources of information. Facilitates systems that focus staff on reflection, collaboration, and peer mentoring to support successful completion of teachers' professional growth plans. Builds staff leadership in creating and maintaining student-centered building goals. Learns from and with peers to gather and interpret data to build greater capacity for professional development support.			

**STANDARD 3 Effective Management:** A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Criteria	Career-Level Benchmarks	1 Area for Growth	2 Proficient	3 Area of Strength
<b>Criteria 1:</b> Uses a continuous cycle of analysis to ensure efficient and effective systems	Creates and sustains a culture of continuous analysis in every aspect of the learning community. Coaches and mentors emerging leaders. Collaborates with other administrators to use the continuous cycle of analysis to improve structures, procedures, and resources to positively impact student learning, adult professional development, the parent community, and the community at large.			
<b>Criteria 2:</b> Ensuring efficient and effective management of the organization	Focuses all organizational elements of the school toward furthering the School Improvement Plan ensuring a safe and positive learning environment. Continually improves disciplinary procedures. Seeks feedback from and gives feedback to other administrators. Shares organizational expertise with others and actively mentors other educational leaders.			
<b>Criteria 3:</b> Ensuring efficient and effective management of the operations	Establishes practices that become ingrained in school systems and daily life to ensure that everyone in the learning community actively carries out the management procedures outlined in the School Improvement Plan. Collaborates with other administrators to seek and give feedback to improve the effectiveness of management procedures system-wide.			
<b>Criteria 4:</b> Ensuring management of the resources for a safe, efficient, and effective learning environment	Maximizes financial, human, technological, and material resources. Acts creatively to support continuous school improvement in response to the changing environment. Collaborates with other administrators to seek and give feedback to increase available resources for the school.			

**Continued on next page.**

**STANDARD 4: Inclusive Practice:** A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Criteria	Career-Level Benchmarks	1 Area for Growth	2 Proficient	3 Area of Strength
<b>Criteria 1:</b> Collaborating with families and community members	Regularly seeks information and responds to families' concerns, expectations, and needs. Validates differences in values, opinions, and views, acknowledging that families and educators have the best interests of the children in mind, leading to common goals for providing learning opportunities for all students.			
<b>Criteria 2:</b> Collaborating with and responding to diverse communities	Leads teachers in examining the personal, social, and cognitive consequences of policies and practices on equity in the schools. Works on the district level to assure district policies encourage the use of multiple ways of assessing student learning that are culturally sensitive and that measure complex cognitive and social skills. Advocates recruitment of a racially, culturally, and ethnically diverse administrative and teaching staff.			
<b>Criteria 3:</b> Mobilizing community resources	Develops strategies to ensure that all schools, regardless of their locations in the district, are funded equitably. Advocates state and district level officials to provide additional funding for schools with low-income populations. Develops and maintains effective media relations. Prioritizes high visibility, active involvement, and regular communication, using technology, to facilitate the school and community serving one another as resources.			

**STANDARD 5 Ethical Leadership:** A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by acting with integrity, fairness, and in an ethical manner.

Criteria	Career-Level Benchmarks	1 Area for Growth	2 Proficient	3 Area of Strength
<b>Criteria 1:</b> Using the continuous cycle of analysis for self-assessment of professional leadership	Uses the professional growth plan to collaborate with other professionals to identify and sustain needed professional growth. Coaches and mentors emerging instructional leaders. Contributes to the advancement of the profession through sharing experience, advancing best practice, and extending learning beyond the ISLLC and Washington State standards.			
<b>Criteria 2:</b> Acting with integrity, fairness, and courage in upholding high ethical standards	Serves as a role model for the educational community. Responds to moral dilemmas and inspires others to demonstrate integrity and exercise ethical behavior.			

**STANDARD 6 Socio-Political Context:** A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Criteria	Career-Level Benchmarks	1 Area for Growth	2 Proficient	3 Area of Strength
<b>Criteria 1:</b> Understanding the role of schools in a democracy	Actively participates in influencing the quality of a democratic education beyond the local level (e.g., state and federal policy and legislation, professional associations, shares knowledge and experience through workshops and written work, mentors fellow educators through a continuing dialogue around educational issues). Empowers others to create school-based accountability models using the continuous cycle of analysis that goes beyond state standards for improvement of student learning (e.g., character development, the arts, culturally responsive citizenship, service learning).			

## Key Terms for Washington State Standards 1 – 6

Effective November 1, 2013 | Updated December 10, 2014 | Current as of May 2018

<http://program.pesb.wa.gov/standards/standard-5/residency-principal-program-administrator---effective-nov-1-2013/principal-program-administrator-benchmarks---effective-nov-1-2013>

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### **Community stakeholders**

Includes students, staff, families, and community members.

### **Cultural competence**

The set of beliefs, practices, and behaviors that allows us to maintain and support appropriate, fair, and effective interactions with individuals from all ages, abilities, socio-economic backgrounds, race/ethnicities, languages, cultures, and life circumstances. Includes knowledge of student cultural and linguistic histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students' experiences and identifying cultural contexts for individual students.

### **Culturally responsive**

Practice that incorporates cultural elements in a way which reflect the school as a social system and dynamic relationship between teachers, families, and students for the purpose of increasing student achievement.

### **Diversity**

Includes race, socioeconomic class, gender, disability, sexual orientation, religion, and language.

### **Equity pedagogy**

Teaching strategies and classroom environments that help students from diverse racial, ethnic, linguistic, and cultural groups attain the knowledge and skills needed to function within and help create and perpetuate a just, humane, and democratic society (Banks & Banks, 2005).

### **Learning community**

Includes students, staff, families, community members, community resources, program(s), school, and district.

### **Staff**

All employees including teachers, education staff associates, paraprofessional, administrators, office workers, cafeteria workers, custodial workers, bus drivers, and all other district-based support personnel.

## FORM C | Internship Log

NAME: \_\_\_\_\_

Date	Description of Activity and Your Role	Hours		Washington State Standards					
		Total Hours	Students and/or Staff Present	Visionary Leadership	Instructional Improvement	Effective Management	Inclusive Practice	Ethical Leadership	Socio-Political Context
				1	2	3	4	5	6

Comments: \_\_\_\_\_

An Excel template will be provided to log internship activities. This form should be submitted (per university supervisor instructions) four times each semester as a cumulative document. Both the student and the university supervisor will review and monitor the total hours to make sure the intern is on track to meet the requirement of 540 total hours (270 hours with children present).

### Template: Collection of Evidence Products for Washington State Standards

#### Instructions:

- For each product, use the heading: **Performance Assessment Tasks for Leaders, Task #**. If you have questions, please check with your university supervisor prior to beginning the performance task.
- Respond to each task given the description outlined in the Task Handouts for tasks 1 through 4.
- A task rubric will be provided at the first seminar in August with further explanation of the requirements for each task.
- You may start on data collection for you task(s) during the summer if you have approval from both your university supervisor and district mentor.

### The Administrative Internship Portfolio

The following items are to be included in your portfolio; however, the university supervisor may have supplemental requirements. The university supervisor will determine the format of the portfolio (electronic, hard copy, etc.) and submission deadlines. Selected items from the Portfolio may be retained by the Department of Educational Leadership and Sport Management for archival and accreditation purposes. No student identifiers will be made public.

#### **Section 1: Reflection, Evaluation, Record-Keeping**

Self-Inventory Form(s) **(Form B)**

Internship Log **(Form C)**

Professional Growth Plan (PGP) **(Form D)**

Standards Final Assessment, signed by Mentor and University Supervisor **(Form E)**

#### **Section 2: Documentation of Washington state Program Standards (products and experiences) developed through the Performance Assessment Tasks 1, 2, 3, and 4.**

All four tasks must be completed for the internship. If a delay is anticipated, for any reason, the university supervisor should be contacted immediately.

**Task 1: Leadership through a vision for high student achievement:** Focusing on the two pillars of highly effective schools—the instructional program (curriculum, instruction and assessment) and school culture, a candidate will develop a school vision and improvement plan for one school-based priority area. The candidate will 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.

**Task 2: Instructional leadership for a professional learning culture:** 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, among others). The candidate will work with a small group of teachers using structured learning activities to improve the teachers' knowledge and skills. The candidate will support teachers in improving an existing curriculum, instruction, or assessment strategy, while documenting the process, teachers' team work and improved practices.

**Task 3: Leadership for observing, assessing, and supporting individual teacher effectiveness:** 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. A candidate will document their work in the observation cycle and teacher feedback on the quality and use of the feedback.

**Task 4: Leadership for family engagement and community involvement:** The candidate will develop a proposal and implement one component to improve family engagement and community involvement in a school's priority area, that is related to student achievement or student health, recreation or social needs that impact their learning. A 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 will 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 receiving special education services, etc.). In authentic collaboration with their selected group of a 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.

(Updated with input from PESB workgroup on principal certification: 5/2/2019)

**Washington State educator Professional Growth Plan (PGP) TEMPLATE**  
**for educator preparation program completion** (see link below to fillable form)

<https://www.pesb.wa.gov/preparation-programs/standards/pgp-for-program-completion/>

Educator information	
<b>First name:</b>	<b>Last name:</b>
<b>Preparation program:</b>	<b>Academic year:</b>
For information regarding Washington state educator certification, please consult the OSPI Certification Office website at <a href="http://www.k12.wa.us/certification/">http://www.k12.wa.us/certification/</a> , email <a href="mailto:cert@k12.wa.us">cert@k12.wa.us</a> , or call (360) 725-6400.	
Needs assessment and goal selection	
<p>1. <b>Self-assessment.</b> Use a self-assessment to identify an area of focus that will lead to your professional growth. You might choose to use one of the self-assessments based on the certificate standards for your role: <a href="https://www.pesb.wa.gov/workforce-development/developing-current-educators/pgp/pgp-forms-and-support-materials/">https://www.pesb.wa.gov/workforce-development/developing-current-educators/pgp/pgp-forms-and-support-materials/</a>. You might also choose to use another self-assessment. Identify the self-assessment and area of focus you selected:</p>	
<p>2. <b>Standards.</b> The area of focus for your professional growth goal needs to align to the certificate standards. You may find the certificate standards for your role here: <a href="https://www.pesb.wa.gov/workforce-development/developing-current-educators/certification-standards-and-benchmarks/">https://www.pesb.wa.gov/workforce-development/developing-current-educators/certification-standards-and-benchmarks/</a>. Note the standard you have selected for your area of focus for professional growth.</p>	
<p>3. <b>Professional growth goal(s).</b> What is your goal for this professional growth plan? Describe how this goal relates to your self-assessment and focus area identified in question one.</p>	
<p>4. <b>Intended outcomes.</b> What will you and/or your students be able to do as a result of your professional growth that you and/or they are not able to do now?</p>	
Professional growth action plan	
<p>5. <b>Activities.</b> Describe the specific growth activities you will engage in to obtain the identified new learning. How will these activities positively impact student learning?</p>	
<p>6. <b>Proposed evidence.</b> Describe the evidence you plan to collect to support your goals. Evidence may include areas beyond test scores such as attendance rates, discipline referrals, programs implemented, student work, videos of lessons, and other student or adult data.</p>	
Review	
_____ <b>Candidate signature</b>	
_____ <b>Print name</b>	
_____ <b>Date</b>	
_____ <b>Program signature</b>	
_____ <b>Print name</b>	
_____ <b>Date</b>	

## Washington State University Administrator Certification Program FINAL ASSESSMENT

Intern: \_\_\_\_\_ Mentor: \_\_\_\_\_ Date: \_\_\_\_\_

Please read each of the following indicators carefully. Then use the following scale that best indicates the extent of the intern's performance during their internship. These strands are based on the Residency Level Benchmarks for Principal and Program Administrators. (<https://www.pesb.wa.gov/workforce/developing-current-educators/certification-standards-renewal/principal-administrator/>)

This document was developed from the following sources: The State of Washington Professional Educator Standards Board (PESB) Principal and program administrator benchmarks. Retrieved from: <https://www.pesb.wa.gov/workforce/developing-current-educators/certification-standards-renewal/principal-administrator/>. The National Educational Leadership Program (NELP) Standards. NPBEA. (2018). National Educational Leadership Preparation (NELP) Program Standards - Building Level. Retrieved from: [www.npbea.org](http://www.npbea.org)

**RUBRIC for EXTENT OF PERFORMANCE**  
**Limited** Internship Evidence: 1 = Emerging; 2 = Developing  
**Strong** Internship Evidence: 3 = Proficient; 4 = Exemplary

**Standard 1: Visionary Leadership**

A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by leading the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by school/program and community stakeholders.

<b>Strand 1: Creating a site-specific vision for learning</b>	<b>Extent of Performance</b>	<b>Comments</b>
	<b>1 2 3 4</b>	
Articulates purposes and rationale for a school vision and demonstrates how one develops the vision for the school.		
Identifies objectives and strategies to implement a school vision.		
Analyzes how systems are affected by a school vision and suggests changes to an existing system.		
Demonstrates the ability to develop school improvement plans (SIP) that align structures, processes, and resources with a vision.		
Understands principal's role as keeper of the vision while establishing a means to involve stakeholders in keeping the vision.		
Evaluates how the vision serves the needs of students, staff, and community.		
Demonstrates understanding of how to use the vision to facilitate effective communication, nurture and maintain trust, develop collaboration among stakeholders, and celebrate efforts and achievement of the vision.		

**Standard 2: Instructional Improvement**

A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by leading through advocating, nurturing, and sustaining district/school/program cultures and coherent instructional programs that are conducive to student learning and staff professional growth.

<b><i>Strand 1: Advocating, nurturing, and sustaining a school culture</i></b>	<b>Extent of Performance</b>				Comments
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
Understands that student learning is the fundamental purpose of schools.					
Identifies features of organizational culture is promoting student learning.					
Uses a variety of skills and strategies to design systems that respect and support diverse cultural perspectives and customs in order to promote success of each student.					
Engages in the creation and or implementation of a school improvement plan that supports a culture of continuous learning.					
Promotes classroom communities based on acceptance, respect, and civility.					
<b><i>Strand 2: Advocating, nurturing, and sustaining student learning</i></b>					
Demonstrates understanding of how to engage and support each student in meaningful learning, including social and emotional learning, that is regularly assessed to improve instruction.					
Supervise instruction and knows how to use a continuous cycle of assessment to improve instruction ensuring each student has equitable and sufficient opportunities to learn and to meet high standards.					
Work with staff to align curriculum, instruction and assessment with state and local learning goals.					
Manage learning systems to assure their responsiveness to students cultural, cognitive, social, emotional and linguistic					

<p>Demonstrate understanding of how to engage and support each student in meaningful learning, including social and emotional learning, that is regularly assessed to improve instruction. Supervise instruction and knows how to use a continuous cycle of assessment to improve instruction and ensure that each student has equitable and sufficient opportunities to learn and to meet high standards. Work with staff to align curriculum, instruction and assessment with state and local learning goals. Manage learning systems to assure their responsiveness to students' cultural, cognitive, social, emotional and linguistic needs. Understand the Washington teacher and principal evaluation criteria, four-tiered performance rating system, and the preferred instructional and leadership frameworks used to describe the evaluation criteria including self-assessment, goal setting, and reflective practices; evidence gathering over time; classroom observation skills; bias training; rater agreement on the four-tiered system; use of student growth data and multiple measures of performance; evaluation conferencing; development of classroom teacher and principal support plans resulting from an evaluation; and use of an online tool to manage the collection of observation notes, teacher and principal-submitted materials, and other information related to the conduct of the evaluation.</p>		
<p><b><i>Strand 3: Advocating, nurturing, and sustaining Professional Development</i></b></p>		
<p>Uses evidence of student learning to create professional development systems.</p>		
<p>Uses a continuous cycle of analysis to create and monitor professional development systems that have a positive impact on student learning.</p>		
<p>Understands that professional development increase as the instructional and leadership capacity of staff.</p>		
<p>Uses district wide and school improvement plans to support professional development, including the use of technology.</p>		
<p>Knows processes for coaching staff, conducting staff a evaluations, and for using a professional growth plan to improve student learning.</p>		
<p>Demonstrates understanding of how to build leadership capacity to improve student learning.</p>		

**Standard 3: Effective Management**

A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

<b><i>Strand 1: Uses a continuous cycle of analysis to ensure efficient and effective systems</i></b>	<b>Extent of Performance</b>				Comments
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
Uses a continuous and repeating cycle of analysis for evaluating the effectiveness of school programs, systems, and issues.					
Understands the continuous cycle of analysis includes problem framing, data collection and interpretation, synthesis, use of data to outline options for action, implementing chosen action, and gathering evidence to check progress into judge effectiveness.					
<b><i>Strand 2: Ensuring efficient and effective management of the organization</i></b>					
Demonstrates understanding of organizational theory and applies these to analyzing structures within a building that promotes school safety, classroom and school-wide behavior management, and other site-specific issues.					
Demonstrates understanding of developmentally appropriate behavior expectations and discipline policies that are balanced with students' emotional and personal needs.					
Assures that school policies and practices result in equitable treatment of each student.					
<b><i>Strand 3: Ensuring efficient and effective management of the operations</i></b>					
Demonstrates understanding of knowledge and skills necessary for effective building-wide operations, including, awareness of legal and ethical issues, problem-framing and problem-solving, bargaining and other contractual agreements, and group processes and decision making.					
<b><i>Strand 4: Ensuring management of the resources for a safe, efficient, and effective learning environment</i></b>					
Demonstrates understanding of procedures necessary for management and maintenance of a safe and orderly learning environment.					
Identifies the responsibilities related to financial, human, and material resources as required by state law, Board policy, and employee contracts.					
Engages in the creation and or implementation of plans to ensure responsible and equitable management of resources.					

**Standard 4: Inclusive Practice**

A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

<b>Strand 1: Collaborating with families</b>	<b>Extent of Performance</b>				<b>Comments</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
Understands that family support affects student success in school.					
Demonstrates understanding that sustaining successful family partnerships is challenging and knows the critical partnership issues that must be addressed, the barriers to success, and ways to overcome them.					
Demonstrates collaboration skills with diverse students and families in support of student academic performance.					
<b>Strand 2: Collaborating and responding to diverse communities</b>					
Recognizes the diversity within the school and district.					
Understands the complex characteristics of U.S. ethnic, racial, and cultural groups.					
Understands the complex characteristics of ethnic, racial, and cultural groups and the challenges faced by immigrant communities.					
Understands that knowledge is socially constructed and reflects the personal experiences and the social, political, and economic context in which students live and work.					
Demonstrates understanding of the importance of each student having opportunities to participate in cocoon regular activities that are congruent with the academic and interpersonal goals of the school.					
<b>Strand 3: Mobilizing community resources</b>					
Recognizes the importance of funding and distribution of resources to ensure that each student has equal opportunities to access learning.					
Engages in the creation and/or implementation of plans to obtain adequate resources, including technology.					
Investigate potential community resources appropriate to the plan.					

**Standard 5: Ethical Leadership**

A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by acting with integrity, fairness, and in an ethical manner.

<b>Strand 1: Uses the continuous cycle of analysis for self-assessment of professional leadership</b>	<b>Extent of Performance</b>				Comments
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
Understands and exemplifies the standards, responsibilities, and indicators for the principal's role in a democratic school.					
Creates a professional growth plan, identify as needed growth, plans professional growth activities, and gather evidence to document that the professional growth leads to school improvement and increased student learning.					
Engages in self-analysis of her own values, behaviors, and dispositions, including awareness of an ethnicity/culture as it relates to others.					
<b>Strand 2: Acts with integrity, fairness, and in an ethical manner.</b>					
Understands the career expectation for leading within legal, ethical, and moral frameworks.					
Articulates and use his personal values and beliefs to guide					
Treats people fairly, equitably, and with dignity and respect.					

**Standard 6: Socio-Political Context**

A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

<b>Strand 1: Understanding the role of schools or programs in a democracy.</b>	<b>Extent of Performance</b>				Comments
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
Demonstrates understanding of the role of education in renewing a democratic society and the leader's responsibility in influence the larger political, social, economic, legal, and cultural context.					
Advocates for equitable and inclusive policies that benefit children, families, and caregivers.					
Acts to influence local, state, and national decisions affecting learning.					
Adapts leadership strategies to reflect emerging trends and initiatives.					

**Mentor Internship Completion Statement:**

(Intern) \_\_\_\_\_ has demonstrated evidence of meeting the *Washington State Standards* and has satisfactorily completed an administrative internship. In addition, signatures below indicate the student's Internship Log was reviewed and that 540 hours of activities (including 270 hours with students/staff present) have been verified.

District Mentor Signature	Date	University Supervisor Signature	Date
Intern Signature	Date		

## Applying for the Administrator Certificate

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Towards the end of the second semester of enrollment in ED\_AD 590/Internship, WSU's Academic Coordinator will communicate with interns about the required forms and deadlines associated with applying for, and receiving, the administrative credential. The process of being recommended for an administrative certificate involves:

- Verification that all coursework is complete
- Receipt of a Letter of Completion (on school / district letterhead) from the district mentor
- Receipt of the Final Assessment, signed by the district mentor, university supervisor, and intern
- Receipt of Form 4001F, *Prerequisite Experience for a Principal Certificate* form, signed by Human Resources Director in the district where the Internship took place.
- Documentation of 540 hours of internship activities (final internship log)
- Verification that the intern has an earned master's degree