

M.Ed.
in School Administration and
Administrator Certification Program
Handbook



Department of Curriculum, Supervision and
Educational Leadership

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About This Handbook

This Central Washington University (CWU) Master of Education School Administration and Administrator Certification Handbook has been organized in four (4) parts, listed below, which describe these two programs in detail, and the required steps candidates must follow to qualify for each program.

- PART I: Master of Education School Administration
- PART II: Administrator Certification Program
- PART III: The Administrator Internship
- PART IV: Applying for Washington State Residency Administrator Certificate

*The opportunity is now provided for you, as a
CWU Master of Education School Administration student and/or
a candidate for the Administrator Certification Program,
to begin your journey into school administration.
That journey should begin by first exploring and becoming familiar
with the contents of this handbook.*

As you proceed with your efforts to join the next generation of Washington State's Educational Leaders, good wishes are extended to you by our CWU School Administration Program faculty, staff, and by the members of our School Administrator Professional Education Advisory Board (PEAB).

Note: After acceptance into the program, all communications and correspondence will be done via CWU email. Please be sure to set up your CWU email. **Reminder, your Canvas email is *not* your CWU email.**

PART I

Master of Education School Administration

Welcome to the Central Washington University Master of Education School Administration Program



Thank you for your interest in the Master of Education School Administration program. Our program is highly regarded for five aspects:

- excellence of the program
- effective and highly qualified staff
- quality students
- supportive administration
- effective PK-12 partnerships

Our mission is to prepare school leaders to demonstrate strategic, instructional, organizational, and political and community leadership. Candidates in our program have the opportunity to participate in a process that is designed to:

- 1) meet the professional development needs of educational leaders,
- 2) focus on student centered success,
- 3) provide a schedule that meets the needs of educational professionals,
- 4) prepare candidates for the challenging new directions in education and
- 5) provide an experience in which the best practice of practical, policy, personnel and political (legal and social) aspects of school administration are experienced, understood and practiced.

The Education Administration faculty and staff want your graduate experience at Central Washington University to be positive. Please use the following timelines and requirements to chart your progress. This handbook, correspondence you receive from CWU, as well as copies of all materials used should be kept in a notebook for reference. This will allow you to better focus on course work, streamline paperwork, and create a more positive experience.

Overview of Important Aspects in the Conceptual Framework

The College of Education and Professional Studies adopted a program theme to serve as a visible expression to faculty and students of what we are trying to become. We agreed both our faculty and graduates should be “facilitators of learning.” The phrase depicts professional educators as those who encourage personal reflection and construction of knowledge, enable students in the construction of knowledge and provide insights about formal knowledge, but do not dictate the

knowledge to be constructed. It shifts the focus from what professional educators do to what students achieve. It reminds us that the success of our endeavors is measured not in seat time or credits earned but in knowledge, skills, and dispositions.

As the framework was modified to reflect multicultural and global perspectives in all aspects of the program, the theme also was extended to emphasize our genuine desire to be and to prepare facilitators of learning for a diverse world. The theme is intended to remind all of us - educator candidates, cooperating professionals, university faculty, and administrators in the field - of that to which we subscribe:

- A focus on learning is the most important result of teaching and the teacher's role is to facilitate learning; and
- Individual differences and racial, cultural, gender, linguistic, and socio-economic diversity of children impact how we facilitate learning.

Constructivism Overview

Learners construct knowledge out of their past experiences and current situations; consequently learning is simultaneously individual, contextual, and historical. What one already knows or has experienced influences whether and how he or she will learn new information or benefit from new experiences. What one person constructs from a situation is different from what another person constructs from the same situation. A constructivist view makes it incumbent on the teacher to consider each learner as an individual, to value diversity of perspective, and to recognize that the learner's behavior is a direct reflection of his or her life experiences. Among commonly held views by constructivist teachers, in general, and by the faculty in the School of Education in which the Department of Curriculum, Supervision, and Educational Leadership resides are the following:

- Learning opportunities are optimal best when they include active engagement with tasks.
- Formal knowledge is valued and made available to the learner, but the learner is encouraged to skeptically reflect on it, rather than thoughtlessly accepting it.
- Multiple examples and a variety of representations of content enable learners to derive meaning.
- Critical thinking, reflection, and problem solving are prized and encouraged.
- Interaction and conversation with others in the learning community can improve the learner's ability to state his or her case, can widen perspective, and can motivate learning.
- Learning is facilitated when content is connected to the real world.
- Multiple and authentic measures of assessment provide richer insight into the learner's construction of knowledge.
- Verbal explanations can and should be supplemented by experiential learning.

Timeline of Requirements

Once fully admitted into the Master of Education School Administration program, it is your responsibility, as a graduate student, to be aware of the policies and regulations of the University

provided in the course catalog. It is also your responsibility to make sure each of the following requirements have been successfully completed:

- _____ Submit an approved Course of Study prior to completing 25-quarter credits leading to the master's degree. Please note that no more than fifteen (15) quarter credits completed at CWU before the quarter of formal admission will be accepted on the official Course of Study. The [Course of Study](#) can be obtained from the Graduate Studies Office.
- _____ Submit an approved [Graduate Committee and Option Approval Form](#). Once approved, the committee becomes your official advisory committee.
- _____ Complete the required course work.
- _____ As soon as you have registered for your remaining credits, contact the Office of Graduate Studies and Research for a final review of your file no later than the first week of the anticipated final quarter.
- _____ The permit for scheduling the final examination, approved by your committee, must be filed in the Office of Graduate Studies and Research at least three weeks in advance of the examination.
- _____ If working on a Thesis, you must submit copies of the thesis to the committee at least two full weeks in advance of the final examination.
- _____ At least two weeks prior to the final examination, four (4) copies of a "Brief" must be submitted to the office of Graduate Studies and Research.

Maximum Time Limit to Degree Completion

No credit earned more than six years before the date of the master's degree award may be counted as part of the degree requirement except as may be approved for formal action by the Dean of Graduate Studies and Research. This includes applicable work transferred from other institutions.

Master's degree students are expected to complete all requirements for the master's degree within six years from the date of first enrollment. Students seeking to interrupt their studies may do so with the approval of the Program Coordinator for the School Administration program, but must pay a non-refundable fee for registration as an On-leave Student. This fee covers four successive quarters beginning with fall quarter. If a degree program is not completed during the six-year period from the quarter for which a student was admitted, the student must reapply to the University. If readmitted, only those credits graded B or better and completed no more than six years from the date of the student's program completion may be counted toward the degree.

Continuous Registration

All master's degree students, including students in attendance only during Summer Quarter, must satisfy the continuous registration requirement each fall quarter to maintain active status. A

master's degree student may register as a full-time, part-time or as an on-leave student to satisfy the requirement. Failure to maintain Continuous Registration will be taken by the University to signify the student's resignation from the program. Students who resign and later wish to resume study toward a degree must reapply for admission and complete all steps outlined for master's admission. Readmission cannot be guaranteed.

Master of Education School Administration Program

Master of Education: School Administration

The Master of Education School Administration program prepares teachers for the residency principal's certificate. A student shall complete 45 credits in an approved course of study to be developed in consultation with the graduate advisor. This program does not automatically qualify the student for the residency principal's certificate, which requires that an applicant complete an application, be accepted to the Administrator Certification Program (ACP) and complete the required coursework in addition to a 12 credit, year-long internship. The M Ed. School Administration program prepares individuals who can provide appropriate leadership and direction to the school professional staff and to the community by: (1) developing a unified system for managing human resources; (2) developing long-range plans, policies, and goals; and (3) executing the policies developed by the district.

Admission Requirements: One year of successful contracted teaching experience in a K-12 classroom setting; minimum GPA 3.0; full admission to CWU; statement of objectives; three references, one must be from your current principal; transcripts from all institutions attended. Note: Completion of the master's degree does not automatically allow you to achieve the Administrator's Certificate.

Students are not allowed to register for EDAD courses until they have been fully admitted into either the master's degree program or the Administrator Certificate Program. See your advisor if you have completed recent graduate coursework in Intercultural Education (i.e., EDF 507).

Required Courses

Education Foundations and Research courses (to include EDF 510 & EDAD 575)	7
EDAD 577 - Diversity Leadership	3
EDAD 579 - School Personnel	4
EDAD 580 - Educational Administration	4
EDAD 581 - Public School Finance	4
EDAD 582 - School Curriculum	4
EDAD 583 - School and Community	4
EDAD 584 - School Supervision	4
EDAD 586 - The Principalship	4
EDAD 589 - School Law	4
EDAD 700 - Project Study	3

Program Total Credits: 45

* Note: Pending on workload, it may take six (6) credits to complete EDAD 700.

EDAD 700 - The Master's Project/Thesis/ Examination

In your second to last quarter of enrollment, you will submit your Option Approval form to the Program Coordinator, this will initiate your registration process. The formation of your committee and the Chair of your committee will be completed in coordination of the M.Ed. in School Administration Program Coordinator and approved by the department chair.

The Option Approval Form serves several purposes. First, identifies whether you will be completing a thesis, project or written exam for EDAD 700. The Option Approval Form also formalizes your Graduate Committee. The Option Approval Form is available from the Office of Graduate Studies and Research (<http://www.cwu.edu/-masters>). Once you have your Option Approval Form completed, submit to the School Administration Program Coordinator for review and approval by the Department Chair of Curriculum, Supervision, and Educational Leadership. Once this form has been approved and forwarded to the Office of Graduate Studies and Research for final review, students will be enrolled in three credits of EDAD 700.

Overview of the Three Options

At the end of their program, students will be ready to demonstrate their competence in the required coursework. Students will do this through one of the following options:

1. Project: In consultation with the student's committee the student will complete an annotated bibliography and provide a scholarly presentation accompanied by their professional portfolio. This is the option that most students complete.
2. Thesis: A written study demonstrating original, independent research that will be prepared according to the standards of format, style, typeface, and quality outlined in thesis regulations at the Office of Graduate Studies and Research. A complete and approved thesis will be professionally printed, bound, and retained at the university library, for which costs will be shared by the student and the Office of Graduate Studies and Research.
3. Exam: A comprehensive written examination taken over a six-hour period on a single day, during which the student will respond to questions relating to information presented in the School Administration program. Following completion of the exam, the graduate committee will determine whether the student passes in full, is required to re-take all or part of the examination, or has failed the examination.

Oral Examination

For each of these options, students must also complete an oral defense of their written work before their graduate committee no sooner than two weeks after that work is completed. In the event of an unsatisfactory oral examination, a second examination may be scheduled upon the endorsement of the department chair.

EDAD 700 Requirement Options:

Project - Portfolio and Presentation

In lieu of the current "Research Project" option for EDAD 700, the School Administration Program has implemented a portfolio assessment combined with a scholarly presentation. These two activities are designed to assess the educational leader's ability to synthesize course content through a comprehensive leadership activity.

Students in consultation with their Graduate Committee Chair will select a topic for their presentation. The student will then develop their response to the scenario provided. The student

will provide a professional presentation to their Graduate Committee. Students will be assessed using the School Administration M.Ed. Portfolio Presentation Rubric (see attached).

Procedure

During a student's second to last quarter of their M.Ed. coursework, he/she is reminded that there are critical elements which must be completed to fulfill graduation requirements. The following information is provided to help guide you through the process. In the event you have questions, please contact the School Administration Program Coordinator.

- During Week 1 of the quarter, request a presentation scenario from your Graduate Committee Chair.
- Qualification will consist of enrollment in 1-6 credits of EDAD 700 (Thesis/Project/Examination) EDAD 700 credits must be paid for prior to presenting.
- Required materials consist of: A portfolio containing an artifact (typically the final assignment/project) from each course completed with a minimum of eight courses represented in the portfolio, a professional resume, and an electronic copy of the presentation. Adjustments can be made to your presentation after submission of your draft and prior to presenting.
- In the event a presentation does not pass, a student may repeat the presentation. However, for each new presentation the student must wait until the next quarter and will be required to register for 2 credits of EDAD 597 (Graduate Research).

General Advice for Students

1. **Consult with your Graduate Committee Chair for a presentation scenario.** Synthesize the ideas from your completed coursework into a single presentation. **DO NOT** simply explain what you have learned in each individual course. This is a common reason students do not pass EDAD 700.
2. **Cite all appropriate sources.** Citing sources within your presentation allows the audience to better understand the theoretical background of your work.
3. **Your Presentation should last approximately 20 minutes.** All students will have access to a laptop and projector. The presentation will take place in a conference room in Black Hall on the Ellensburg campus of Central Washington University. Questions and discussion with the committee begin after the presentation is completed.
4. **Discussion should last approximately 30-40 minutes.** Typically, questions are asked in order to clarify content that is confusing to the audience. Please pay close attention to these questions as they may indicate areas of the presentation that require editing. All students will have a chance to edit their presentation based on the committee's comments.
5. **Prepare for success.** In the weeks approaching your formal presentation make sure to practice articulating your content. Consider inviting friends or family members to hear your presentation and ask clarifying questions prior to the presentation date.

Thesis

Students must complete and submit all forms required by the Human Subjects Research Council (HSRC) for approval. This requirement applies if your research project involves human subjects OR existing data in which human subjects are personally identifiable, such as the review of records that include names and/or unique demographic information.

The format of a thesis must follow the regulations established by the Office of Graduate Studies and Research and use the style standards of the American Psychological Association (APA). It is the student's responsibility to edit their work until it conforms to these standards. The student should not rely on the committee chair or other members to perform this function.

The thesis report should generally be organized according to the following model:

- 1. Chapter One: Background of the Study**
Identifies the area and focus of the study; provides reasons or justifications for doing the study; defines key concepts and terms used in the report.
- 2. Chapter Two: Review of Related Literature**
Summarizes available literature relevant to the specific focus of the study, organized according to main topics, logical subtopics and details.
- 3. Chapter Three: Procedures of the Study**
Describes the kind of information required for the study, and the methods used. In a thesis study, established methodologies such as the experimental, the descriptive, the historical, the field survey, the philosophical, the phenomenological, the ethnographic or other appropriate formal approaches to conducting education research are used with the intent of contributing new knowledge or theories to the field.
- 4. Chapter Four: Results of the Study**
Presents information resulting from the study in a manner suitable for a thesis. The style chosen must be appropriate for presenting the research and the interpretation of the data. Statistical as well as descriptive analyses and procedures are often appropriate.
- 5. Chapter Five: Summary, Conclusions, and Recommendations**
Briefly summarizes the background of the study, the procedures used, the sources and treatment of information, and the results. Conclusions are cited, and recommendations are made for use of the results or for further study in the area.
- 6. References and Appendices**
References or a bibliography are to be included following approved style manual requirements. Other items may be appended to enhance communication with the reader, such as examples of research instruments used.

Written Comprehensive Examination Option

Students who request this option are expected to devote the equivalent of full-time study for the entire quarter to preparation for the examination. *A student who requests this option will be given a list of sample questions covering all areas of coursework taken in the program.*

The written examination will be monitored to ensure uninterrupted and independent effort by the student. The graduate committee will evaluate responses on the written exam and in the oral defense based on all areas of coursework offered in the program. Approval of each written and oral response will be by majority vote of the student's committee.

The examination and written responses will be placed on file in the Curriculum, Supervision, and Educational Leadership Department. Exceptions to this format may be approved by the department chair upon the recommendation of the student's committee.

APPENDIX A

M.Ed. in School Administration Project RUBRIC

CRITERIA	UNACCEPTABLE	ACCEPTABLE	EXEMPLARY
RATING			
1. <i>Understand and apply Leadership Theory with synthesis of subject areas, including appropriately cited, related literature from the M.Ed. course content and beyond.</i>	The student exhibits an inadequate level of understanding of the interrelationships among the knowledge, professional behaviors, and performances in the field of Educational Leadership. The committee hereby recognizes the student's failure to meet the standard.	The student exhibits an adequate mastery of the knowledge, skill, professional behaviors, and performances in Educational Leadership and is adept at summarizing and applying related theories in which theoretical content applies to field-based practices. The committee hereby recognizes the student's success at meeting the standard.	The student demonstrates an impressive depth of knowledge and a level of synthesis reflecting an outstanding marriage of theory with practice. The committee hereby recognizes the student's level of distinction in meeting the standard.
CRITERIA	UNACCEPTABLE	ACCEPTABLE	EXEMPLARY
RATING			
2. <i>Application of content from a leadership perspective to a pertinent organizational issue.</i>	The student shows little linkage of scholarly content to contemporary leadership practices. The committee hereby recognizes the student's failure to meet the standard.	The student provides a pertinent issue for consideration, coupled with a thoughtful, comprehensive treatment of the matter through viable academic content and a leadership perspective. The committee hereby recognizes the student's success at meeting the standard.	The student is highly creative and comprehensive in articulating a leadership issue and utilizes a thorough application of academic content. The committee hereby recognizes the student's level of distinction in meeting the standard.
CRITERIA	UNACCEPTABLE	ACCEPTABLE	EXEMPLARY
RATING			
3. <i>Professionalism as an educational leader representing Central Washington University.</i>	The student's use of language is limited or incorrect, or his/her demeanor/affect/attire is unprofessional. The committee hereby recognizes the student's failure to meet the standard.	The student's level of professionalism demonstrated via standard English usage, polished demeanor, and appropriateness of attire reflects the targeted levels of the profession and program. The committee hereby recognizes the student's success at meeting this standard.	The student is articulate, polished and uses formal English in a manner reflecting the highest standards of professionalism. As such, the student is hereby recognized with distinction by the committee.

CRITERIA	UNACCEPTABLE	ACCEPTABLE	EXEMPLARY
RATING			
4. <i>Ability to take an informed and thoughtful position on an educational issue and is able to adequately defend it.</i>	The student is unable to state his/her position clearly and/or unable to defend it or becomes defensive when challenged. The committee hereby recognizes the student's failure to meet the standard.	The student demonstrates clarity and purpose in articulating an informed position on an educational issue. Moreover, the student receives input well when challenged and responds with a rationale that has been carefully thought out. The committee hereby recognizes the student's success at meeting this standard.	The student is highly adept at conceptualizing and articulating a position on a particularly complex educational issue. Additionally, when challenged, he/she is highly successful at considering input and sustaining an important argument. The committee hereby recognizes the student's level of distinction in meeting the standard
CRITERIA	UNACCEPTABLE	ACCEPTABLE	EXEMPLARY
RATING			
5. <i>Ability to reflect, analyze and engage in abstract reasoning and creative thinking.</i>	The student does not adequately reflect, analyze, or engage in abstract reasoning and creative thinking at a level befitting a graduate student. Instead s/he is limited to myopic views of complex issues. The committee hereby recognizes the student's failure to meet the standard.	The student demonstrates an acceptable level of reflection, analysis, and ability to engage in abstract reasoning and creative thinking. The committee hereby recognizes the student's success at meeting this standard.	The student exhibits outstanding reflection, analysis, and the ability to engage in abstract reasoning that shows their understanding of complex and ambiguous educational problems. Consistently demonstrates creative thinking. The committee hereby recognizes the student's level of distinction in meeting the standard.
CRITERIA	UNACCEPTABLE	ACCEPTABLE	EXEMPLARY
RATING			
6. <i>Capacity to see and articulate "the big picture" in organizations, while expanding related theories and ideas.</i>	The student focuses on the trivial, failing to comprehend the holistic nature of educational issues. The committee hereby recognizes the student's failure to meet the standard.	The student demonstrates mastery at defining educational issues in light of the entirety of the organization and thereby sees implications emerging from immediate decisions. This ability to diverge and expand related theories and ideas is appropriate for graduate study. The committee hereby recognizes the student's success at meeting this standard.	The student exemplifies a visionary leader capable of maintaining simultaneously a focus on the organizational mission and its relationship to the specific issue. Further, the student conceptualizes theories and practices in terms of how they relate and expand in an era of change. The committee hereby recognizes the student's level of distinction in meeting the standard.

CRITERIA	UNACCEPTABLE	ACCEPTABLE	EXEMPLARY
RATING			
<i>7. Articulation of the process for developing a shared vision that demonstrates collaboration and an understanding of internal and external publics.</i>	The student lacks an understanding of the importance of involving internal and external publics in the visioning process. Vision was myopic, underdeveloped, or unshared. The committee hereby recognizes the student's failure to meet the standard.	The student provides evidence of the importance of facilitating a shared vision through collaboration with internal and external publics. The committee hereby recognizes the student's success at meeting this standard.	The student articulates a well developed plan for the facilitation and implementation of a shared vision. The committee hereby recognizes the student's level of distinction in meeting the standard.
CRITERIA	UNACCEPTABLE	ACCEPTABLE	EXEMPLARY
RATING			
<i>8. Thoughtful reflection and integration of strategies with respect to organizational climate and culture.</i>	The student fails to recognize the relationship between their topic and the climate and culture of the organization. The committee hereby recognizes the student's failure to meet the standard.	The student acknowledges how their topic impacts the climate and culture of the organization and the role climate and culture plays in the process of implementing change. The committee hereby recognizes the student's success at meeting this standard.	The student clearly articulates the relationship between their topic and climate and culture. The student can identify indicators of climate and culture and apply strategies to enhance the implementation of their topic based on the indicators. The committee hereby recognizes the student's level of distinction in meeting the standard.
CRITERIA	UNACCEPTABLE	ACCEPTABLE	EXEMPLARY
RATING			
<i>9. The identification of management issues and the strategies to address those issues.</i>	The student fails to recognize the difference between leadership issues and management issues. The committee hereby recognizes the student's failure to meet the standard.	The student makes the distinction between what actions would be management actions and which actions would be leadership actions. The committee hereby recognizes the student's success at meeting this standard.	The student identifies the management issues associated with their topic and articulates creative strategies addressing these issues. The committee hereby recognizes the student's level of distinction in meeting the standard.

CRITERIA	UNACCEPTABLE	ACCEPTABLE	EXEMPLARY
RATING			
10. <i>Ability to identify and address ethical considerations involving integrity, fairness, and ethical conduct.</i>	The student does not identify and address ethical considerations involving integrity, fairness, and ethical conduct. The committee hereby recognizes the student's failure to meet the standard.	The student is able to identify and address ethical considerations involving integrity, fairness, and ethical conduct. The committee hereby recognizes the student's success at meeting this standard.	The student articulates a well-planned and clearly stated strategy for addressing ethical considerations involving integrity, fairness, and ethical conduct. The committee hereby recognizes the student's level of distinction in meeting the standard.
CRITERIA	UNACCEPTABLE	ACCEPTABLE	EXEMPLARY
RATING			
11. <i>The change process is recognized and change strategies are supported by theory.</i>	The change process is not recognized by the student and/or not evident in the presentation. The committee hereby recognizes the student's failure to meet the standard.	The change process is recognized by the student and change strategies are supported by theory. The committee hereby recognizes the student's success at meeting this standard.	The change process is articulated by the student in a manner that demonstrates a thorough understanding and application of change theory. The committee hereby recognizes the student's level of distinction in meeting the standard.

PART II

Administrator Certification Program

Welcome to the Central Washington University Administrator Certification Program



ADMINISTRATIVE CERTIFICATES IN EDUCATION

The Administrative Certification Program (ACP) qualifies students upon successful completion for the Residency Principal Certificate or Program Administrator in Special Education.

Mission Statement

Our mission is to prepare school leaders who demonstrate strategic, instructional, organizational, political, personnel and community leadership; and to provide the community a source of scholarship and assistance in interpretation and application of scholarship and effective learning practices.

Goals of the Program

Our program subscribes to the *National Educational Leadership Preparation (NELP)* standards. The standards are briefly summarized below:

Standard 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 that include data use, technology, equity, diversity, digital citizenship, and community.

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.

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.

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, data systems, supports, and assessment.

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.

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.

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.

Standard 8: Internship: Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1–7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.

Education leaders for the 21st century must demonstrate:

- commitment to high standards
- strong ethical values
- credible instructional leadership
- understanding of social and political trends and changing role of education in our society
- problem solving ability and skills necessary to promote and adapt to change and use of collaboration to build a shared vision for schools
- capacity to collaborate effectively with a wide range of non-school agencies and community organizations which can help schools achieve their mission
- commitment to life-long learning which empowers students, staff, and themselves

We believe that:

To accomplish our mission, the constructivist theory of learning will be modeled in the instructional and learning activities of the program. The constructivist model has four basic parts, as follows:

1. Knowledge is created by the learner.
2. Knowledge is “constructed” or made meaningful when the learner relates new information to prior knowledge or existing knowledge.
3. Knowledge, as it is constructed, is shaped by experiences and social interactions.
4. Knowledge is established cooperatively by the members of a culture.

Upon successful completion of the CWU Administrator Certification Program, students will be able to demonstrate effective leadership for improving student learning. The conceptual framework used to accomplish this goal and to guide the performance of administrator candidates is driven by:

1. The knowledge and skill base of the educational administration profession described by the National Policy Board for Education Administration (NPBEA).
2. The performance standards for school administrators cited in the Washington Administrative Code (WAC).
3. Skills and knowledge addressed in supporting course work.
4. A performance-based field experience/internship.

The CWU School Administrator Professional Education Advisory Board (PEAB)

For over 20 years, collaborative groups have worked to make professional preparation programs in Washington the best in the United States. These groups have carefully examined guidelines and standards for preparation programs leading to school administrator certification. Current guidelines governing the preparation of school principals and program administrators are specified in the Washington Administrative Code and in the Washington State Standard 5 – Knowledge and Skills, by the Professional Educators Standards Boards. Standards for certification of school administrators in the State of Washington, adopted by the PESB, require that every program preparing educational professionals be developed in collaboration with the Professional Education Advisory Board (PEAB). The PEAB is a collaborative partnership made up of representatives from school districts, specialized professional organizations, and colleges/universities. The Central Washington University School Administration PEAB advises the university regarding the development, implementation, and revision of the professional preparation program for school administrators, and includes representation from the Washington Association of School Administrators ([WASA](#)), the Association of Washington State School Principals ([AWSP](#)), the Washington Education Association ([WEA](#)), the Washington State School Director’s Association ([WSSDA](#)), other specialized professional education organizations, and CWU. The Department of Advanced Programs at Central Washington University has management responsibility for the School Administrator Certification Program.

Working cooperatively with the School Administration PEAB, the CWU Department of Advanced Programs has developed the School Administrator Certification Programs:

1. Residency Principal
 2. Program Administrator / Special Education
- The building principal, who has line responsibility, works directly with the instructional program and student supervision, and provides input and direction to district-wide

concerns of policy-making, fiscal management, planning, and curriculum. The building principal, under the supervision of the Superintendent, and in compliance with established policies of the school district, is responsible for planning, management, supervision, and evaluation of the educational program of a particular attendance area or administrative unit.

- The program administrator in special education, has staff responsibility for managing the technical aspects of the curriculum and instructional program. This staff position carries functional authority, which is technical and advisory. The program administrator assists in clarifying directions and goals of specified educational activities. These functions are usually performed by persons in positions responsible for curriculum development and the supervision of instruction, and therefore, represent service more than administrative authority.

The Administrator Certification Program is designed for individuals who already possess or are working towards a Master of Education degree. *Admission to the graduate program does not automatically qualify you for admittance into the Administrator Certification Program.* These are two separate programs that each requires an application process.

The Administrator Certification Program provides candidates with a broad background of theory and practice, including: a series of prerequisite courses in theory and knowledge; a field-based administrator internship experience; and, supplemental educational opportunities. This combination of professional preparation and experience has been designed to provide Principal and Program Administrator candidates the opportunity to demonstrate, in **BOTH** their CWU course work and internship experience, the knowledge and skills inherent in WAC.

Admittance Procedures

All candidates seeking administrator certification through Central Washington University (i.e., Residency Principal or Program Administrator in Special Education) are responsible for completing the following admittance procedures:

STEP ONE - Admittance to the University:

All students seeking admittance to the CWU Administrator Certification Program must also be formally admitted to Central Washington University. Application forms are available from the [Office of Admissions](#) or the [Graduate Research and Studies Office](#).

STEP TWO - Admittance to a Master's Degree Program or hold a Master's Degree from an accredited institution:

All candidates seeking admittance to the CWU Administrator Certification Program must be admitted to an approved Master's Degree program, or hold a Master's Degree in an appropriate area of study from an accredited institution.

Inquiries regarding graduate studies at CWU should be directed to the Office of Graduate Studies and Research (509-963-3103).

STEP THREE - Admittance to the Administrator Certification Program:

All candidates seeking administrator certification through CWU must apply for and be admitted to the Administrator Certification Program by the School Administrator PEAB.

It is recommended that all potential candidates for an Administrator Certificate should meet and confer as soon as possible with appropriate officials in their school district to determine district policies and to gain assurance of favorable support.

When the necessary school district support has been obtained, and the candidate has decided to enter the field of school administration, but not before at least three years of successful, contracted classroom teaching experience has been completed, he/she may seek admission to one of the following Administrator Certification Programs: Residency Principal or Program Administrator Special Education.

The application for the Administrator Certification Program can be obtained by calling (509) 963-1448 or on the CWU Department of Curriculum, Supervision, and Educational Leadership

The candidate will receive written notification concerning admittance/non-admittance, immediately following the PEAB recommendation. Candidates who receive an acceptance notice are urged to contact the School Administration Program Coordinator as soon as possible.

STEP FOUR - Complete required coursework:

Once admitted into the Administrator Certification Program by the PEAB, the required course work must be completed (refer to the course schedule).

STEP FIVE - Admittance to the Internship:

All candidates for certification as a Principal or Program Administrator in Special Education must be admitted to and complete a year long, field-based internship, in compliance with WAC 181-78A-507. The internship is provided by and jointly supervised by CWU and the cooperating school district.

When an administrator candidate has fulfilled the following CWU requirements, he/she is eligible to make application for an administrator internship:

- Formal admittance to CWU
- Completion of or admittance to an approved Masters Degree program
- Admittance to the CWU Administrator Certification Program by the PEAB
- Completion of at least four (4) courses required by CWU for administrator certification
- Three (3) years of successful, contracted teaching experience in a public or private school system
- Submitted the Administrator Internship application

To apply for an administrator internship, the candidate must select and complete the appropriate **Application for Administrator Internship** form i.e., Residency Principal or Program Administrator (Special Education). Application forms go to <http://www.cwu.edu/csel/administrator-certification-program-admittance-procedures>.

NOTE: Simultaneous/dual administrator internships in two (2) or more certification areas (e.g., combining Principal and Program Administrator internships during the same school year) are not permitted.

DEADLINE: To be eligible to begin an internship in August, the completed application must be submitted by March 1 to:

Administrator Certification Program
Department of Curriculum, Supervision, and Educational Leadership
Central Washington University
400 East University Way Mail Stop 7410
Ellensburg, WA 98926-7404

Exceptions

Exceptions to admittance procedures may be made by the Department Chair of CSEL subject to approval by the School Administrator PEAB.

Denial of Program Admittance, Non-Retention, and Appeal Procedures and Guidelines

The following appeal procedures and guidelines are to be followed when candidates are either denied admittance to, or not retained in the CWU Administrator Certification Program (ACP):

1. Denial of Admittance to the ACP

A candidate who is denied admittance to the ACP will be provided one (1)* opportunity to appeal that decision, by filing a written appeal with the PEAB Director within five (5) business days of receipt of the decision. The appeal shall be directed to:

Director, School Administrator PEAB
Department of Curriculum, Supervision, and Educational Leadership
Central Washington University
400 East University Way Mail Stop 7410
Ellensburg, WA 98926

The PEAB Director will process the appeal using the following guidelines:

- a) The PEAB Director will designate an Appeal Board comprised of:
 - PEAB Director, as a non-voting member,
 - Chairperson of the Department of Advanced Programs,
 - Three (3) additional representatives, one (1) each from the Association of Washington School Principals (AWSP), and the Washington Education Association (WEA).
These three (3) positions may consist of:
 - Current PEAB members not present at the meeting in which the appealing candidate's application file was reviewed.
 - Prior members of the CWU School Administrator PEAB.
 - Other members (i.e., Dean of the College of Education and Professional Studies (CEPS); Associate Dean, CEPS; Current School Administrator; WEA representatives).

- b) The PEAB Director shall set the appeal hearing for a date not more than ten (10) business days from the appeal receipt date.
- c) The PEAB Director will mail a written report of the appeal board decision to the applicant within ten (10) business days.

***NOTE: A candidate will be allowed only one (1) appeal, regardless of certification objective (i.e., Principal and/or Program Administrator).**

2. Non-Retention in the ACP

Administrator candidates will NOT be retained in the CWU ACP when:

- a) Demonstrated performance is in non-compliance with the code of Professional conduct specified in WAC, related to reprimand, suspension, and actions related to revocation of certification of education practitioners in the State of Washington for acts of unprofessional conduct.
- b) Successful academic performance is not maintained in all course work.
- c) All conditional requirements for admittance to the ACP have not been fulfilled.
- d) The ACP course of study has not been satisfactorily completed.
- e) Performance standards required during the year-long field-experience/internship have not been successfully fulfilled.

Administrator candidates notified of non-retention in the ACP by the CWU PEAB Director, who wish to appeal that decision, shall submit their appeal in writing, as detailed above. The PEAB Director will process the appeal using the guidelines listed above.

Administering the Certification Program

Administering and managing the Administrator Preparation and Certification program is the responsibility of the CWU Department of CSEL School Administrator Program, as detailed below:

1. PEAB Director

The Director of the School Administrator PEAB shall be designated by the University President in compliance with WAC. The Director's responsibilities shall include:

- a) Identifying, assembling, and maintaining PEAB membership in accordance with WAC.
- b) Reporting to the PEAB all activities relating to certification programs.
- c) Coordinating the total program, including program development, implementation, and evaluation.
- d) Implementing administrator candidate application and selection procedures.
- e) Coordinating the evaluation process and procedures for recommending certification.
- f) Maintaining adequate records.
- g) Coordinating field supervision and campus activities.

2. Responsibilities of CWU Faculty for Administrator Candidates

Faculty members within the Department of CSEL School Administrator Program will be designated, by the Program Coordinator, to supervise and insure that records of administrator candidates assigned to them by the Program Coordinator are maintained. Other duties of the School Administrator Program faculty will include:

- a) Advising, acting as chairperson or committee member for master’s candidates.
- b) Certifying that candidates demonstrate competency in those areas addressed by the courses.
- c) Supervising interns by:
 - Meeting with candidates and observing the candidate at regular intervals.
 - Verifying skill, knowledge, and performance requirements of interns as specified in the WAC.
 - Evaluating candidate internship experiences.
 - Assisting interns in identifying activities that will enable them to demonstrate and document, skill and performance standards.

Course Work Requirements

The Residency Principal’s Certificate

This certification program is available to individuals who already possess a master’s degree or who are currently working on a M.Ed. in school administration. Three years of successful, contracted teaching experience in a K-12 educational setting within the most recent five years is required before admission to the program is granted. Contact the Department of Curriculum, Supervision, and Educational Leadership for details and admission information.

Students will not be allowed to register for EDAD courses until they have been fully admitted to either the master’s degree program or the administrator certificate program. See your advisor if you have completed recent graduate coursework in Intercultural Education (i.e., EDF 507).

Required Courses

EDAD 577 - Diversity Leadership	3
EDAD 579 - School Personnel	4
EDAD 580 - Educational Administration	4
EDAD 581 - Public School Finance	4
EDAD 582 - School Curriculum	4
EDAD 583 - School and Community	4
EDAD 584 - School Supervision	4
EDAD 586 - The Principalship	4
EDAD 589 - School Law	4
EDAD 692 - Pre-Autumn Intern	3
EDAD 693 - Internship in School Administration	9
Program Total Credits:	47

Program Administrator Certificate (Special Education)

This certification program is available to individuals who already possess a master’s degree or who are currently working on a M.Ed. in Special Education or a related field. Three years of successful, contracted teaching experience in a K-12 educational setting within the most recent

five years is required before admission to the program is granted. Contact the Department of Curriculum, Supervision, and Educational Leadership for details and admission information.

Students will not be allowed to register for EDAD courses until they have been fully admitted to either the master's degree program or the administrator certificate program. See your advisor if you have completed recent graduate coursework in Intercultural Education (i.e., EDF 507).

Required Courses

EDAD 577 - Diversity Leadership	3
EDAD 580 - Educational Administration	4
EDAD 581 - Public School Finance	4
EDAD 584 - School Supervision	4
EDAD 692 - Pre-Autumn Intern	3
EDAD 589 – School Law	4
EDAD 575 - Admin & Supervision of IDEA	3
EDAD 694 - Internship Improv, Inst / Curr Development	9
Program Total Credits:	34

PART III

The Administrator Internship

The Administrator Internship

All Central Washington University candidates for Washington State Residency School Administrator Professional Certification shall participate in a year-long (i.e., four quarters) field-experience/internship that will provide opportunity for the intern to demonstrate skill, knowledge, and understanding essential for fulfilling requirements specified in the Washington Administrative Code (WAC).

Purpose

The School Administrator and Administrative Certification Program at CWU prepares educational leaders to assume management and instructional responsibilities needed to facilitate learning in a diverse world.

The internship is the culminating experience in the preparation program leading to Residency certification as a principal / program administrator. This field-based activity facilitates careful observation of the candidate's administrative behavior, and helps the intern develop skill in diagnosing problems and developing strategies to resolve them.

The purpose of the administrative internship is to provide wide exposure and experience at the anticipated job entry-level, and to provide the candidate with an integrated understanding of the entire school system. To accomplish this purpose, candidates are encouraged to pursue not only a diverse experience in an educational setting, but to participate in other, wide-ranging internship options/activities. These may include seminars, clinics, and work conferences, and/or visitations to governmental or social agencies. A diverse internship experience provides the candidate an opportunity to see images created and the consequences of administrative interventions in broad range of educational situations. Thus, the internship requires an extensive time allocation by the intern, and by the school district and university supervisors.

It is through the internship that the prospective school administrator learns best how to turn theory into practice. Candidates are provided an opportunity to apply past experience along with new knowledge and skill, in areas where he/she must demonstrate competency in a future administrative position. Candidates should also profit from the direct, immediate feedback and on-the-job supervision provided by experienced staff members in administrative positions. The internship provides a significant laboratory in which classroom learning can be explored, integrated, and demonstrated as part of a total administrator preparation program.

Time Commitment

A successful administrative internship requires a significant time commitment on the part of the candidate, the sponsoring public district, and the University. Differences among school districts in resources available for the preparation of interns and in the priority given to the internship experience by a district make it difficult to require uniformity in release-time allowed for the internship. However, the CWU School Administrator PEAB strongly recommends that the

participating district release the candidate for at least 30 percent of the intern's contracted time (i.e., two hours per school day).

Planning, Recordkeeping, and Reporting

Successful completion of the internship will be determined through the collaborative efforts of the University and school district supervisors. Supporting/documented evidence will include the following:

- The Quarterly Internship Plans (i.e., anticipated internship activities and appropriate portfolio artifacts).
- The Intern's Daily Log of Experiences.
- The Intern's Quarterly Reports (i.e., performed internship activities and appropriate portfolio artifacts).
- The candidate's Final Analysis of the internship experience and activities.
- Final Evaluations of the Internship Experience by the School District and University Supervisors.
- The Intern's Self-Evaluation of the Internship Experience.

Quarterly Professional Growth Plan (PGP)

Prior to commencing each quarter's internship activities and, after consulting with his/her district supervisor, the candidate should prepare a Quarterly Professional Growth Plan (PGP) . This PGP, detailing ANTICIPATED internship activities/assignments, must be prepared on a computer.

IMPORTANT: In preparing the PGP, all interns shall follow the guidelines, requirements, and directions contained in the following sections of this handbook, including:

- "Planning and Performance/Needs Assessment Guidelines for School Administrator Interns."
- "List of Required and Suggested Activities and Assignments for Administrator Interns."
- "Documentation."
- "Professional Growth Plan ."

Daily Log

The intern is strongly encouraged to keep a Daily Log of internship experiences to:

- Provide documentation needed to compile required quarterly plans and reports.
- Provide documented evidence to support performance standard requirements specified in the WAC

Quarterly Internship Report

At the end of each grading period, at a time specified by the University supervisor, all interns are required to submit a Quarterly REPORT to their School District and University supervisors. The REPORT, which details PERFORMED internship activities/assignments, should be prepared on a computer. Quarterly reports should be assembled CUMULATIVELY (e.g., the SPRING Quarter Report should include documentation for the entire year).

Important: Students admitted into the Administrator Certification Program (ACP) by the School Administrator Professional Education Advisory Board (PEAB) will be required to complete a 540 hour internship (WAC 181-78A-325).

1. **The Internship Experience:** The year-long internship experience is provided and supervised by the cooperating public school district and CWU, as specified in the Washington Administrative Code (WAC 181-78A-325).
2. **Admission:** Candidates shall meet the following internship admission requirements:
 - a. Current admission to Central Washington University.
 - b. Current admission to the Administrator Certification Program by the PEAB.
 - c. Verification of good moral character and personal fitness evidenced by current finger print clearance by the Washington State Patrol and FBI.
 - d. Completion of at least four (4) prerequisite courses (which must include **EDAD 580** and **EDAD 586**).
 - e. Obtaining School District and University approval to undertake an internship assignment during the academic year PRECEDING the internship assignment.
 - f. **NOTE:** Simultaneous/Dual Administrator Internships in two (2) or more certification areas (e.g., combining principal and program administrator internships during the same school year are **not permitted**).
 - g. **Applying for the Internship:** Once you have completed year one of the Administrator Certification Program, you are eligible to begin the internship. The internship is by application only. The internship application can be found at <http://www.cwu.edu/csel/administrator-certification-program-admittance-procedures> or is available by request. The application must be completed and signed by the intern and the district supervisor. Once the application is completed, please send it to the following address:

Administrator Certification Program
Department of Curriculum, Supervision, and Educational Leadership
Central Washington University
400 East University Way Mail Stop 7410
Ellensburg, WA 98926

- h. **Deadline:** Applications to begin the Administrative Certification Program (Internship) must be submitted to the above address no later than **March 1**. Applications received after **March 1** will be postponed until the following year.

Intern's Final Analysis

The Intern's Final Analysis is a computer prepared summary, approximately three - four pages in length, of the overall, year-long internship experience. The intern should include, in the analysis, highlights of the year's internship activities, significant learning, new perspectives gained regarding program or administrator roles, and plans for the future based on the internship experience.

The Final Analysis should include a title/cover page signed by the intern and district supervisor.

Upon completion of the final quarter of the internship, at a time specified by the University supervisor, interns shall provide their district and University supervisor with his/her Final Analysis.

District Supervisor Letter

When all internship requirements have been fulfilled, the district supervisor (i.e., supervising principal or program coordinator) shall write a letter of evaluation, **on school/district letterhead**, to the University supervisor, to include:

- A statement verifying successful completion of all internship requirements.
- A statement recommending that the candidate be awarded the appropriate administrator certificate.

Planning and Performance / Needs Assessment Guidelines and Procedures for School Administrator Interns

Guidelines for Internship Planning and Performance / Needs Assessment

The following requirements for the Washington Administrative Code provide essential planning and performance assessment guidelines for all school administrator internships jointly sponsored and supervised by Central Washington University (CWU) and each sponsoring school district. WAC requirements include:

- Field experiences **prior (August 1st until the start of school)** to the internship shall consist of no less than forty (40) hours of structured observation of one or more professionals serving in the role for which the candidate is being prepared.
- School district personnel working with administrator interns must have had three (3) years experience in the role supervised (i.e., administrator or ESA).
- An approved preparation program for Principals / Program Administrators shall require the candidate to demonstrate in course work and the internship, the skills and knowledge inherent in the six (6) parts of the Washington State Standard 5 – Knowledge and Skills.
- An approved preparation program for Principals / Program Administrators shall require that **prior** to the internship each candidate shall engage in performance (i.e., needs) assessment through a process determined by each preparation program. The results of this assessment shall be utilized by the college / university supervisor, the cooperating school district intern supervisor, and the administrator candidate, to cooperatively design the internship plan.

Internship Procedures

To fulfill the requirements detailed above, each administrator candidate is expected to adhere to the following procedures which govern **pre-internship** planning, and performance/needs assessment components of the internship experience.

STEP 1: Pre-Internship Planning and Performance / Needs Assessment

During the school year PRECEDING the formal internship experience which begins in August with the PRE-AUTUMN quarter (i.e., August through September), and immediately upon receiving CWU approval to undertake an administrator internship, the intern should meet with the school district administrator responsible for supervising his/her internship (i.e., building Principal, Curriculum administrator or Special Education administrator), and cooperatively engage in an ASSESSMENT, utilizing the Professional Growth Plan. The assessment will identify the intern's strengths, areas of needed improvement or further development, and areas of particular importance that pose unique needs for the sponsoring school / district.

This NEEDS ASSESSMENT should form the basis of the administrator internship, and should be considered when the intern and district supervisor, working cooperatively, carefully select those ANTICIPATED internship activities, assignments, and strategies best suited for addressing:

- needs and professional experiences of the individual intern
- type of administrator internship (i.e., Principal / Program Administrator)
- unique needs and characteristics of the local school / district
- opportunity for the intern to demonstrate skill, knowledge, and understanding in the Washington State Standard 5 – Knowledge and Skills.

STEP 2: Documentation of Observations and Preparation of Quarterly Internship Plan(s):

After the intern and district supervisor have cooperatively identified and planned a variety of internship activities and assignments, based on the needs assessment addressed in STEP 1 above, the listed items below should be prepared by the intern:

- The “Documentation” form should be used for detailing 40 hours of structured OBSERVATION of one or more professionals serving in the role for which the candidate is being prepared. This completed form should be sent to the department for review before the mandatory administrator ORIENTATION meeting held during JULY in Ellensburg.
- The Professional Growth Plan should be used for detailing those activities / assignments the intern ANTICIPATES becoming engaged in during each of the four (4) quarters of the internship. Interns may also elect to identify in the Professional Growth Plan any PORTFOLIO ARTIFACT(S) they anticipate developing within a particular standard. Examples of portfolio artifacts include reports, grant proposals, research projects, videos, or written summaries of other activities. Such artifacts should be accompanied by a written, self-reflection, explaining why the intern chose a particular activity and how his/her skills in a particular area(s) were improved.

Producing portfolio artifacts is recommended. These can provide school district and university supervisors with meaningful insight and useful evidence when evaluating the quality of the internship experience.

Although only the Pre-Autumn quarterly plan will be required at the July orientation meeting, interns are encouraged to work cooperatively with their district supervisor to

jointly develop a year-long, quarter-by-quarter plan of anticipated internship activities, assignments, and strategies.

NOTE: Interns should **DUPLICATE EXTRA COPIES** of the PGP, for use in compiling each of the four (4) quarterly plans. Copies of the completed Professional Growth Plan are to be provided for university and school district supervisors at the time of the CWU supervisor's quarterly, on-site visitations.

Administrator Certificate Program Form Resources

(Note these documents are available on the Program website
or you may contact the Department Secretary at CSEL@cwu.edu for electronic copies)

Internship Forms:

- Principal Intern Application
- Special Education Intern Application
- Course of Study – Residency Principal
- Course of Study – Special Education
- Internship Pocketbook
- Professional Growth Plan
- Daily Log
- Pre- internship self evaluation
- Post- internship self evaluation

Supervisors Forms:

- PSEL Quarterly Assessment
- PGP Pre Autumn
- PGP Fall
- PGP Winter
- PGP Spring
- PGP Cumulative
- Sample log for 40 hr field experience hours

Principal & Program Administrator Internship Plan

The following will be part of the Internship. Due dates will be communicated by your CWU Supervisor.

- An Internship Plan for the Year or 4 Quarterly Plans
- A daily/weekly Internship Log of Activities
- A Pre-Autumn Performance Report (July – September)
- A Fall Performance Report (October – December)
- A Winter Performance Report (January – March)
- A Spring Performance Report (April – June)
- A Final Performance Report of all four quarters
- A Final Intern Self-Rated Standard Evaluation
- The School Supervisors Rated Standard Evaluation
- A Self Reflection Paper on the Internship
- Artifacts – Portfolio – Electronic Portfolio



CENTRAL WASHINGTON UNIVERSITY

Department of Curriculum, Supervision and Educational Leadership
MEMORANDUM

To: Administrative Interns and District Supervisors

From: Program Coordinator, Administrator Certification Program

Re: Year-End Requirements and Final Responsibilities for Administrator Certification

The following requirements and responsibilities must be fulfilled to complete the administrative internship, and before an application for the Residency Principal or Program Administrator Certificate can be processed by CWU:

Spring Quarter Recordkeeping and Reporting: Unless PRIOR ARRANGEMENTS have been made, the following items must be (a) signed by the intern and school district supervisor; and (b) mailed / delivered by the deadline date to the intern's University supervisor.

1. Spring Quarter Intern Report: This **cumulative report** should include all documentation and supporting evidence (e.g., portfolio artifacts) addressing Washington State Standard 5 for the **entire year**.
2. Intern's Final Analysis: Refer to the Final Analysis section of this Administrator Handbook.
3. District Supervisor Letter: A letter of evaluation should be written by the intern's School District Supervisor, (i.e., principal or program director) on school / district letterhead, and addressed to the University supervisor, indicating:
 - a. Verification of successful completion of all internship requirements.
 - b. A recommendation that the candidate be awarded the appropriate administrative certificate.

Additional Requirements for Certification: The intern's CWU file must also include verification of the following before an application for the Residency Principal or Program Administrator Certificate can be processed:

1. Completion of an approved Master's Degree Program
2. Completion of all required coursework
3. Copies of official transcripts from all universities attended other than CWU identifying courses used to meet program requirements

IMPORTANT:

1. When the above requirements have been fulfilled, the Program Coordinator for the CWU Administrator Certification Program will notify the University Certification Office of the candidate's eligibility for Washington State Administrator Certification.
2. The Certification Office will then contact and instruct the candidate regarding application procedures for administrator certification.
3. Best wishes in your search for an administrative position. If you do not find one right away, Do not give up; keep trying. The job search is a very competitive process and an exciting one!

We are happy that we have had the opportunity to work with you and will look forward to following you as you move ahead in your career.

If you have any questions or require assistance, please contact our Department of Curriculum, Supervision, and Educational Leadership Secretary at (509) 963-1448 or by email at CSEL@cwu.edu.