

**Department of Advanced Programs**

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

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## **About This Handbook**

This Central Washington University (CWU) Master of Education in 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 in 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 in 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 faculty, staff, the members of our School Administrator Professional Education Advisory Board.

# **PART I**

## **Master of Education in School Administration**

## Welcome to CWU's Master of Education in School Administration Program



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

- program excellence
- effective and highly qualified staff
- quality students
- a supportive administration
- effective P-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 and instructional leadership are experienced, understood and practiced.

The School 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 Center for Teaching and Learning 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 that will 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 Center for Teaching and Learning in which the Department of Advanced Programs 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 in 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 or nine (9) quarter credits completed outside 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 oral defense of your work must be filed with the Office of Graduate Studies and Research and only after it is approved by your committee and at least three weeks in advance of the oral defense.
- \_\_\_\_\_ If you are working on a thesis or research project, you must submit a final draft of your work to the committee at least two full weeks in advance of the oral defense.

### **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 in from other institutions.

Master's degree students are expected to complete all requirements within six years from the date of first enrollment. Students seeking to interrupt their studies may do so with the approval of the chair of the home department, but must arrange for a Leave of Absence with Graduate Studies and Research and pay any related fees. 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 in School Administration Program

### Master of Education in School Administration

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 or Program Administrator in Special Education certificate, which requires that an applicant complete an application, be accepted to the Administrator Certification Program and complete the required coursework in addition to a 12 credit, year-long internship. The M Ed. in 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: For admission to this program, all applicants must have a teaching certificate and at least one year of successful contracted teaching experience in a P-12 classroom setting; a minimum GPA of 3.0; a personal statement of objectives; three references of which one must be from your current principal; official transcripts from all institutions previously attended.

Applicants are reminded that earning a master's degree by completing the required courses listed below does not guarantee they will complete or be admitted to the Administrator Certification Program for Residency Principal or Program Administrator in Special Education certification, as they are separate programs with their own application process and curricular requirements.

Students are not allowed to register for courses in this program until they have been fully admitted into either the master's degree program or Administrator Certification Program.

### Required Courses

Education Foundations and Research courses (to include EDF 510)	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
<u>EDAD 700 - Master's Thesis, Project Study and / or Examination</u>	<u>3</u>
Program Total Credits:	45

## **PART II**

# **Administrator Certification Program**

# Welcome to the Central Washington University Administrator Certification Program



## **ADMINISTRATIVE CERTIFICATES IN EDUCATION**

The Administrator Certification Program (ACP) qualifies students for the Residency Principal Certificate or Program Administrator Certificate in Special Education upon successful completion of required coursework and a 12 credit, year-long internship.

### **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**

Prepare school leaders who demonstrate knowledge, skills, attributes, and commitment necessary for meeting the Washington State Standard 5.

- **Standard 5.1 - 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 students by leading the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by school/program and community stakeholders.
- **Standard 5.2 - 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 students learning and staff professional growth.
- **Standard 5.3 - 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.
- **Standard 5.4 - 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.

- **Standard 5.5 - 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.
- **Standard 5.6 - 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.

**Education leaders for the 21<sup>st</sup> 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. Skills and knowledge addressed in supporting course work.
3. A performance-based field experience/internship.

## **The CWU School Administrator Professional Education Advisory Board (PEAB)**

For over twenty 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 CWU School Administration PEAB, the Department of Advanced Programs has developed the following Administrator Certification Programs:

1. Residency Principal
  2. Program Administrator in 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 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 have an [application process](#) and curricular requirements.

The Central Washington University Department of Advanced Programs and Administrator Certification Program provide 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 Standard 5. For more information about certification requirements, please read the Washington Common School Manual.

### **Admittance Procedures**

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

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#### **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](#).

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#### **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 (509-963-3101).

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#### **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 CWU's School Administration 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 in Special Education.

The application for the Administrator Certification Program can be obtained by calling (509) 963-1751 or on the CWU [Department of Advanced Programs website](#).

The candidate will receive written notification concerning admittance/non-admittance, immediately following the PEAB recommendation. Candidates who receive an acceptance notice are urged to seek an advisor from among the University's faculty as soon as possible.

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**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).

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**STEP FIVE - Admittance to the Internship:**

All candidates for certification as a Residency Principal or Program Administrator in Special Education must be admitted to and complete a year long, field-based internship. 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 apply 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
- Has three (3) years of successful, contracted teaching experience in a public or private school system

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 in Special Education. Application forms are provided on the [department website](#).

**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 1st to:

Administrator Certification Program  
Department of Advanced Programs  
Central Washington University  
400 East University Way  
Ellensburg, WA 98926-7404

**Exceptions**

Exceptions to admittance procedures may be made by the Department Chair of Advanced Programs subject to approval by CWU's School Administration 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 of School Administration PEAB  
Department of Advanced Programs  
Central Washington University  
400 East University Way  
Ellensburg, WA 98926-7404

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 Administration 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 the Washington Administrative Code, 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 Certification Program is the responsibility of the CWU Department of Advanced Programs - School Administration Program, as detailed below:

#### 1. PEAB Director

A Director of the School Administration PEAB shall be designated by the University President in compliance with the Washington Administrative Code. The Director's responsibilities shall include:

- a) Identifying, assembling, and maintaining PEAB membership in accordance with the Washington Administrative Code.
- 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 Advanced Programs School Administration Program will be designated by the Program Director to supervise and insure that records of administrator candidates assigned to them by the Program Director are maintained. Other duties of the 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 Washington Administrative Code.
  - Evaluating candidate internship experiences.
  - Assisting interns in identifying activities that will enable them to demonstrate and document, skill and performance standards.

## Course Work Requirements

### Residency Principal 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 P-12 educational setting within the most recent five years is required before admission to the program is granted. Contact the [Department of Advanced Programs](#) for details and admission information.

Students will not be allowed to register for courses in this program until they have been fully admitted to either the master's degree program or the administrator certificate program.

#### 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 in 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 P-12 educational setting within the most recent five years is required before admission to the program is granted. Contact the [Department of Advanced Programs](#) for details and admission information.

Students will not be allowed to register for courses in this program until they have been fully admitted to either the master's degree program or the administrator certificate program.

#### 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 Improvement Inst. / Curr. Development	9
Program Total Credits:	34

**Sequence of Coursework**  
***Tentative Course Schedule***

**Online Course Offerings**

**Tentative Course Schedule**

Course names	Fall	Winter	Spring	Summer
EDAD 575 Admin/Supervision of IDEA				1
EDAD 577 Diversity Leadership	1			
EDAD 579 School Personnel				1
EDAD 580 Education Administration		1		
EDAD 581 Public School Finance			1	
EDAD 582 School Curriculum			1	
EDAD 583 School and Community	1			
EDAD 584 School Supervision		1		
EDAD 586 The Principalship	1			
EDAD 589 School Law		1		

Residency Principal Certification courses (47-credits)

EDAD 577 (3-cr), EDAD 579 (4-cr), EDAD 580 (4-cr), EDAD 581 (4-cr), EDAD 582 (4-cr),  
EDAD 583 (4-cr), EDAD 584 (4-cr), EDAD 586 (4-cr), EDAD 589 (4-cr), and internship

Program Administration in Special Education Certification courses (34 credits)

EDAD 575 (3-cr), EDAD 577 (3-cr), EDAD 580 (4-cr), EDAD 581 (4-cr),  
EDAD 584 (4-cr), EDAD 589 (4-cr), and internship

**\*\*The 12 credit, year-long internship may begin after  
EDAD 580 (for both programs), EDAD 586 (for Residency Principal), and two other classes  
have been successfully completed. All internships in these programs begin in July. \*\***

## **Master's Thesis/Project/Examination**

### **OVERVIEW OF THE THREE OPTIONS**

At the end of their master's program, students will be ready to demonstrate their competence in the required coursework and an ability to write using the national research writing style required by the College of Education and Professional Studies – the American Psychological Association (APA) style. They will do this through one of the following options:

1. **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.
2. **Project:** Similar to a thesis, except that the project will not be professionally printed and bound. Students who intend to continue their studies at the doctoral level sometimes prefer this option in order to further develop their 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 M.Ed. in Higher Education 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.

Students must indicate the option they will request by completing the Graduate Committee and Option Approval form available from the Office of Graduate Studies and Research (<http://www.cwu.edu/~masters>) and submit to the department chair for approval.

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.

### **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.

### **SELECTING A COMMITTEE AND A COMMITTEE CHAIR**

A graduate committee must include three members of the University Graduate Faculty. The committee chair must be a member of the faculty in the Department of Advanced Programs and approved by the department chair.

## RESEARCH AND WRITING REQUIREMENT OPTIONS

### Thesis or Project Option

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 or project 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 or project 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.

### ***Presentation***

A thesis must be printed on 16-lb cotton bond paper when it is ready for final printing. It will then be submitted for binding and deposited in the library according to the procedures mentioned above.

A project report will be placed in a three ring notebook when it is ready for final printing. Once the written recommendation of the student's graduate committee is given, it will be retained by the department.

### **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 Department of Advanced Programs. Exceptions to this format may be approved by the department chair upon the recommendation of the student's committee.

## **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 Common School Manual.

### **Purpose**

The School Administrator and 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 certification as a Residency Principal or Program Administrator in Special Education. 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 Administration 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 Internship Plan**

Prior to commencing each quarter’s internship activities and, after consulting with his/her district supervisor, the candidate should prepare a Quarterly Internship PLAN. This PLAN, detailing ANTICIPATED internship activities/assignments, must be prepared on a computer.

IMPORTANT: In preparing the Quarterly Internship PLAN, 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.”
- “Quarterly Internship 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 Washington Administrative Code

A daily log form can be downloaded on the [department website](#).

### **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) in a portfolio.

**Important:** Students admitted into the Administrator Certification Program (ACP) by the School Administration Professional Education Advisory Board (PEAB) will be required to complete a 540 hour internship.

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.
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 is **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 on [department website](#) 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 Advanced Programs  
Central Washington University  
400 East University Way  
Ellensburg, WA 98926-7404

### **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 director) 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. Washington Administrative Code requirements include:

- Field experiences **prior** 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 Quarterly Internship 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
- an opportunity for the intern to demonstrate skill, knowledge, and understanding in the Washington State Standard 5 – Knowledge and Skills.

**NOTE:** A list of “Internship Activities/Assignments,” developed by the CWU School Administration Professional Education Advisory Board (PEAB), has been included in this handbook. Interns are expected to engage in those “REQUIRED” activities, and are free to choose from among the remaining activities which are only suggested. Interns are encouraged to work with their district supervisor to jointly identify “OTHER” internship activities and assignments unique to their local school/district.

## **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 ORIENTATION meeting held during JULY in Ellensburg.
- The Quarterly Internship 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 Quarterly Internship 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.

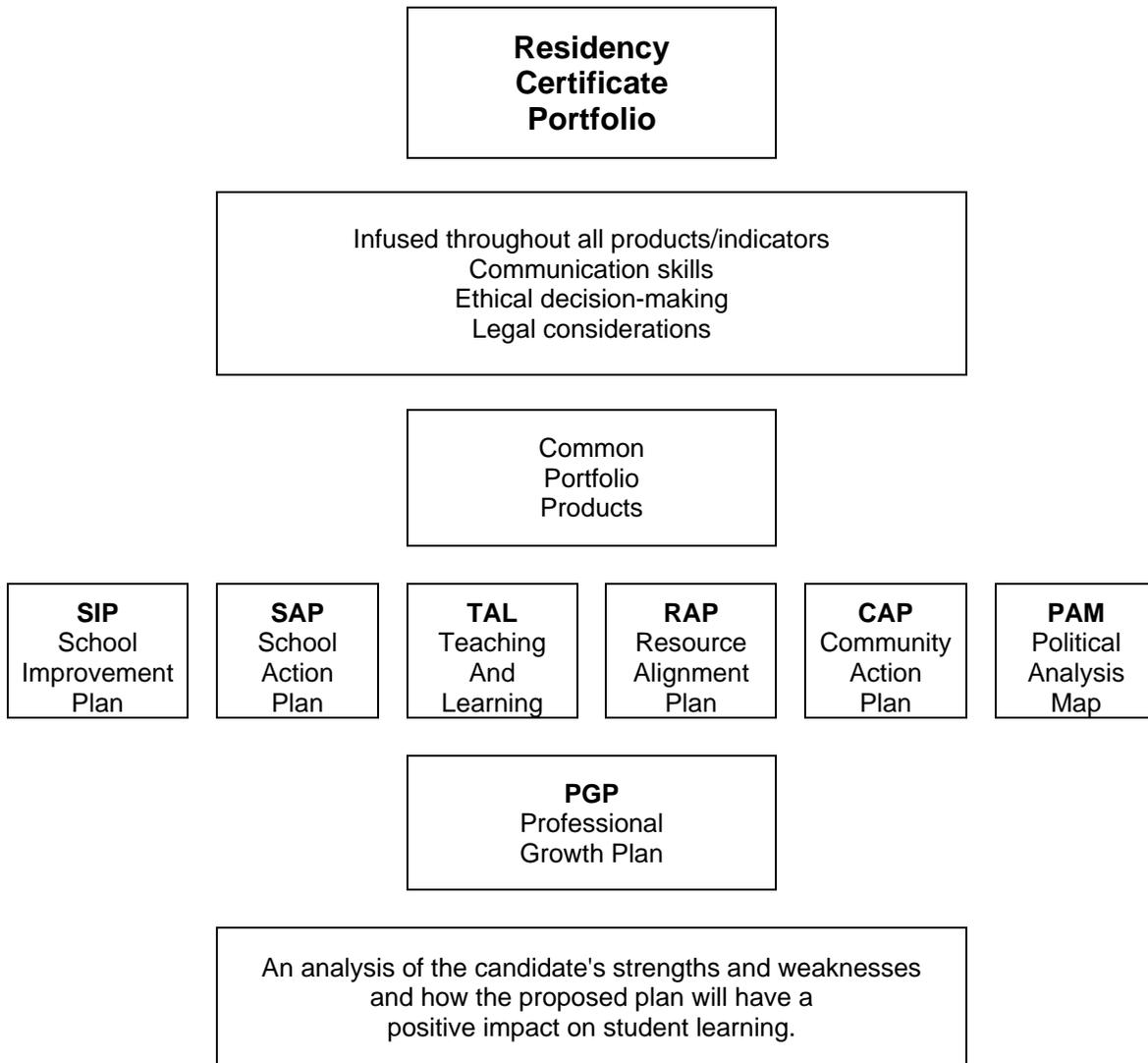
**NOTE:** Interns should DUPLICATE EXTRA COPIES of the PGP, for use in compiling each of the four (4) quarterly plans. Copies of the completed Quarterly Internship Plan are to be provided for university and school district supervisors at the time of the CWU supervisor’s quarterly, on-site visitations.

## **Principal and Program Administrator Internship Plan**

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

# Washington State Principal Certification Performance Indicators



## Residency Principal Certificate Common Culminating Products

<b>Standards/Strands</b>	<b>SIP</b> School Imp. Plan	<b>SAP</b> School Action Plan	<b>TAL</b> Teaching and Learning	<b>RAP</b> Resource Alignment Plan	<b>CAP</b> Community Action Plan	<b>PAM</b> Political Analysis Map	<b>PGP</b> Professional Growth Plan
5.1.1 Develop vision	<b>X</b>	<b>X</b>					
5.1.2 Operationalize vision	<b>X</b>	<b>X</b>					
5.1.3 Stewardship of vision	<b>X</b>						
5.2.1 Culture for learning		<b>X</b>	<b>X</b>				
5.2.2 Student learning		<b>X</b>	<b>X</b>				
5.2.3 Prof. development		<b>X</b>	<b>X</b>				
5.3.1 Cycle of analysis		<b>X</b>		<b>X</b>			
5.3.2 Mgmt. of organization				<b>X</b>			
5.3.3 Mgmt. of operations				<b>X</b>			
5.3.4 Mgmt. of resources				<b>X</b>			
5.4.1 Collaboration with families					<b>X</b>		
5.4.2 Collaboration with diverse community					<b>X</b>		
5.4.3 Mobilizing community resources					<b>X</b>		
5.5.1 Self-assessment			<b>X</b>				<b>X</b>
5.5.2 Ethical leadership						<b>X</b>	
5.6.0 Political advocacy						<b>X</b>	

Infused throughout all products/indicators: Communication skills; Ethical decision-making;  
Legal considerations.

# Washington State Residency Principal Certification Indicator/Product

Standard:	Standard 5.1 Visionary Leadership
Strand(s):	5.1.1 <i>Creating a Site-Specific Vision</i> 5.1.2 <i>Operationalizing the Vision for Learning</i> 5.1.3 <i>Developing stewardship of the Vision</i>
Evidence:	School Improvement Process Plan (SIPP)
Indicator:	Written Plan that demonstrates understanding of a process that develops a collaborative school vision, a plan for implementing the vision and a process for reflecting and evaluating the effectiveness of the plan and the vision itself.

Performance Indicator:

### *School Improvement Process Plan*

- Develops or re-affirms a site-specific vision
- Articulates the purpose and rationale for a collaborative school vision
- Describes a process for developing awareness for all stakeholders of the value of the school improvement process and the strategies needed to accomplish it (readiness level) that is site-specific
- Observes and assists with a process for developing or renewing a school improvement plan, reflecting developmental states addressed in the OSPI School Improvement Planning Process Guide or a similar process:
  - Assess readiness
  - Collect and sort data
  - Prioritize goals
  - Research and select effective practices
  - \*Craft Action Plans
  - Implement and monitor the plan
  - \*Evaluate impact on student achievement

Reflective analysis:

- a. Why is a vision important for a school?
- b. How is the vision reflected in decision-making at the school? How would you operationalize a vision?
- c. How would you provide stewardship of a vision, including leading your school community through change processes based on assessment of student learning?
- d. To what degree does your school reflect the Nine Characteristics of Effective Schools?
- e. Analyze your abilities as a visionary leader.

\*Completed in SAP

## Washington State Residency Principal Certificate Indicator/Product

Standard:	Standard 5.1	Visionary Leadership
	Standard 5.2	Instructional Leadership
	Standard 5.3	Organizational Management
Strand(s):	5.1.1	<i>Creating a site-specific vision for learning</i>
	5.5.1	<i>Operationalizing the vision for learning</i>
	5.2.1	<i>Advocating, nurturing, and a school culture</i>
	5.2.2	<i>Advocating, nurturing, and sustaining student learning</i>
	5.2.3	<i>Advocating, nurturing, and sustaining professional development</i>
	5.3.1	<i>Uses the continuous cycle of analysis to ensure efficient and effective systems</i>
Evidence:	School Action Plan (SAP)	
Indicator:	Implementation Plan for a goal from the SIP or a school-based goal.	

Performance Indicator:

### *Sample School Action Plan*

- Identifies one goal in the School Improvement Plan for implementation
- Relates the written vision of the school to the selected goals
- Selects appropriate strategies for implementing the action plan (what, who, how, where, when)
- Collects and analyzes data related to the selected goal including the school's demographics, student achievement and learning climate; disaggregates and presents data to appropriate audiences
- Incorporates research and best practices in the implementation plan
- Identifies resources to support the implementation of the goal, including staff development needs
- Describes how the implementation plan will be assessed
- Describes staff instructional needs assessment and the extent to which the school's professional development plan results from the needs assessment
- Reflects on the effectiveness and value of the continuous school improvement process

Reflective analysis:

- a. What did you learn about your leadership skills in this process?
- b. How will the plan make a difference for student learning?
- c. How will you make this process continuous?
- d. What would you do differently and why?

## Washington State Residency Principal Certification Indicator/Product

Standard: Standard 5.2 Instructional Leadership

Strand(s): 5.2.1 *Advocating, nurturing, and sustaining a school culture*  
5.2.2 *Advocating, nurturing, and sustaining student learning*  
5.2.3 *Advocating, nurturing, and sustaining professional development*

Evidence: Teaching And Learning (TAL)

Indicator: An analysis of how the school is organized to advocate, nurture and sustain a school culture and instructional program conducive to student learning and staff professional growth.

Performance Indicator:

- Describes learning context and culture of the school
- Provides evidence that student learning is the fundamental purpose of the school
- Shows how all students have equitable, engaging opportunities to learn and to meet high standards
- Displays curriculum as a developmental continuum
- Demonstrates how curriculum and assessments are aligned to the EALRs
- Shows how individual and collaborative classroom assessment of student work informs instruction
- Describes how support and coaching of teachers impacts student learning
- Describes the role of technology in promoting student learning and professional growth
- Demonstrates that staff supervision and evaluation, including the use of professional growth plans, improves student learning
- Gives evidence that professional development is based on identified staff instructional needs (surveys, assessment data, etc.) and adult learning theory
- Describes the difference between supervision and evaluation of teachers and defines the role of each

Reflective analysis:

- a. Analyze how effectively your school is meeting the learning needs of all students and teachers.
- b. To what degree did staff professional development make a difference in student learning?
- c. To what extent do state and national teaching standards assist you in the supervision of teachers?
- d. Describe how you would use the continual cycle of analysis to lead the improvement of learning in your school.

## **Washington State Residency Principal Certification Indicator/Product**

Standard:	Standard 5.3	Organizational Management
Strand(s):	5.3.1	<i>Uses a continuous cycle of analysis to ensure efficient and effective systems</i>
	5.3.2	<i>Ensuring efficient and effective management of the organization</i>
	5.3.3	<i>Ensuring efficient and effective management of the operations</i>
	5.3.4	<i>Ensuring management of the resources for a safe, efficient, and effective learning environment</i>
Evidence:	Resource Alignment Plan (RAP)	
Indicator:	Analysis of resource allocation as it supports the school vision and school improvement process	

Performance Indicator:

### *Resource Alignment Plan*

- Summarizes how resources are obtained, allocated, conserved, and aligned to support the school vision and the school improvement process
- Describes the resource management process to include budget, staffing, scheduling, facilities, etc.
- Describes stakeholder involvement in resource management
- Summarizes the impact on resource management of applicable state laws, board policies, and collective bargaining agreements
- Selects one resource management area at the building site and evaluates costs and benefits to improvement of student learning
- Summarizes the availability of nontraditional resources within the community (also in CAP)

Reflective analysis:

- a. Describe your involvement in the resource management process.
- b. Analyze effectiveness of the resource management process, including stakeholder involvement.
- c. As a school leader, how will you ensure that needed resources for student learning are available?
- d. To what degree does the current resource allocation support the district/building priorities for student learning? What adjustments or changes would you recommend, considering budget realities?

## **Washington State Residency Principal Certification Indicator/Product**

Standard: Standard 5.4 Leadership for a Diverse Community

Strand(s): 5.4.1 *Collaborating with families*  
5.4.2 *Collaborating and responding to diverse communities*  
5.4.3 *Mobilizing community resources*

Evidence: Community Action Plan (CAP)

Indicator: A School/Family/Community Partnership Plan that supports student learning

Performance Indicator:

### *Community Action Plan*

- Identifies ethnic, cultural, linguistic, socio-economic, gender, and academic needs of students
- Identifies and demonstrates a variety of ways that families can be involved in their students' learning, including barriers to be overcome
- Demonstrates two-way communication between home and school
- Demonstrates the use of criteria to evaluate education programs that are intended to address achievement gaps and ensure all students have appropriate learning opportunities that are equitable and culturally responsive
- Develops and nurtures community partnerships

Reflective Analysis:

- a. How can family and community partnerships improve student learning (measuring and reducing the achievement gap) in your school?
- b. Evaluate the effectiveness of home-school-community communication in your school in support of student learning. How does the cultural context of your school impact this?
- c. How would you improve these communications?

## Washington State Residency Principal Certification Indicator/Product

Standard: Standard 5.5 Moral and Ethical Leadership  
Standard 5.6 Political Advocacy

Strand(s): 5.5.2 *Acts with integrity, fairness, and in an ethical manner*  
5.6.1 *Understands, responds to, and influences the larger political, social, economic, legal and cultural context*

Evidence: Political Analysis Map (PAM)

Indicator: Role of the principal in political issues, proposed actions, and reflection

Performance Indicator:

*Political Analysis Map (PAM)*

- Articulates one’s personal values and beliefs to guide actions, including non-negotiables
- Describes moral and ethical leadership decisions within the regulatory and political boundaries of the school community
- Uses the chart below or something similar as a tool to analyze:
  - i. a current local political educational issue;
  - ii. a state or national political education issue
- Develops a case study on the local political issue, synthesizing the critical elements

	School	School District	Community	State	National
Issue?					
Who?					
Why?					
Where?					
When?					
Policy/Legal Implications					
Ethical/Moral Dilemmas					
Proposed Solutions					
Possible Consequences					

Reflective analysis:

- a. Evaluate proposed solutions and possible consequences (intended and unintended) on various constituencies.
- b. Analyze the principal’s role in local, state and national issues.
- c. On what basis do you make moral/ethical decisions, ensuring that all people are treated fairly, equitably and with dignity?

## **Washington State Residency Principal Certification Indicator/Product**

Standard: Standard 5.5 Moral and Ethical Leadership  
Standard 5.2 Instructional Leadership

Strand(s): 5.5.1 *Uses the continuous cycle of analysis for self-assessment of Professional Leadership*

Evidence: Personal Professional Growth Plan (PGP)

Indicator: A written plan that outlines personal development goals for improvement based on identified individual needs. The plan should be developed cooperatively with the College/University supervisor and the site mentor.

Performance Indicator:

### *Professional Growth Plan*

- The candidate's Professional Growth Plan directly addresses all standards and strands
- Contains a reflective self-assessment of strengths and growth opportunities for each standard/strand
- Includes action plans for areas of focus related to standards/strands (Planned training/experiences, timeline, evaluation)
- Links personal professional growth to enhanced staff performance and increased student learning
- Is completed during internship as a culminating event and is included in the portfolio as preparation for the Professional Principal Certificate

## **PART IV**

# **Applying for the Washington State Residency Administrator Certification**

TO: Administrative Interns and District Supervisors

FROM: Henry Williams, Chair, Advanced Programs

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

DATE: April 14 2015

**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:**

- 1. Principal Quarterly Assessment:** Signed by the intern and school district supervisor and forwarded to the Department Secretary by **May 29, 2015**
- 2. Intern Daily Log:** Posted to **LiveText** by **June 5, 2015**
- 3. Spring PGP:** Signed by the intern, school district supervisor, and the university supervisor and posted to **LiveText** by **June 5, 2015**
- 4. Final PGP (for 2015-16 school year):** Signed by the intern, school district supervisor, and the university supervisor and posted to **LiveText** by **June 5, 2015**
- 5. Cumulative Report to include Artifacts/Evidence:** This cumulative report should include all documentation and supporting evidence to address the six (6) Standard 5 standards for the **entire year** and be posted to **LiveText** by **June 5, 2015**. This final report (narrative) should address each of the following questions/prompts with specific examples:

**Standard 5.1:** To what extent have you led in the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by school/program and community stakeholders in your place of assignment?

**Standard 5.2:** To what extent have you advocated, nurtured, and sustained district/school/program cultures and coherent instructional programs that are conducive to student learning and staff professional growth in your place of assignment?

**Standard 5.3:** To what extent have you ensured management of the organization, operations, and resources for a safe, efficient, and effective learning environment in your place of assignment?

**Standard 5.4:** To what extent have you collaborated with families and community members, responding to diverse community interests and needs, and mobilizing community resources in your place of assignment?

**Standard 5.5:** To what extent have you ensured the success of each student by acting with integrity, fairness, and in an ethical manner.in your place of assignment?

**Standard 5.6:** To what extent have you ensured the success of each student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.in your place of assignment?

**6. District Supervisor's 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 Department Chair, indicating:

- a) Verification of the successful completion of all internship requirements; and
- b) A recommendation that the candidate be awarded the appropriate administrative certificate.

The **District Supervisor's Letter** is due to Department Chair Dr. Williams by **June 5, 2015**.

**7. Certification:**

- a) When **ALL** of the above requirements have been fulfilled, the Chair will notify the Certification Office of the candidate's eligibility for Washington State Administrator Certification.
- b) The Certification Office will then contact and instruct the candidate regarding application procedures for administrator certification.
- c) Once application for administrator certification has been made, processing will take approx. 6 to 8 weeks. During the waiting period, a temporary permit will be issued to you.
- d) If the candidate has completed all program requirements, but fails to apply for certification promptly, he/she may be required to complete additional coursework and/or internship requirements to obtain certification.

Best wishes in your search for an administrative position.

If you have any questions or require assistance, please contact Dr. Williams at (509) 963-1415.