

**Common Performance Task Guide
for Principal and Program Administrator
Certification**

DEVELOPED BY
WASHINGTON COUNCIL OF EDUCATION ADMINISTRATION PROGRAMS
(WCEAP)

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Approved Washington State Leadership
Preparation Programs
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Rationale for WCEAP Common Performance Task Guide

What is the WCEAP Performance Task Guide? In response to the need for continuous improvement in Washington state-approved administrator preparation programs, WCEAP members created a *performance task guide* to assist in planning and curriculum development and at the same time allow for innovation in curriculum and pedagogy related to the ISLLC standards. The guide is written as a template describing features for common tasks for each ISLLC standard. The template provides standard descriptions and also gives flexibility so that programs may design tasks that match program-specific curricula. The template includes:

- ISLLC standard,
- Description of the task,
- Description of possible product(s)
- Description of evidence of conceptual knowledge, applied knowledge, impact, and how the task relates to leadership dispositions.

Who develops the performance tasks and products?

Each program approved in WA State develops unique performance tasks and learning activities related to the ISLLC standards. The *performance task guide* is a tool for use by approved programs to align curriculum to the performance task descriptions. WA state preparation programs require students to develop a portfolio of evidence in relation to the standards. For program approval, each program prepares a portfolio of evidence for review by Professional Educator Standards Board (PESB).

What are examples of possible student products? For each performance task description, programs develop products that give evidence of student learning. Products may vary across programs in order to match curriculum and allow for flexibility and creativity. Many products are possible and may include those on the following list. The important point is that the products give evidence as described in the template. Further, the work included in a product often addresses more than one ISLLC standard. The following list is only illustrative; many more possible products may be defined.

- Collection of artifacts and reflection (culture study, committee plan)
- Internship log and/or journal
- Written paper (analysis, summary, reflection, documentation, description)
- Video and visual application (documentary, picture, collage, data display)
- Electronic and interactive applications (web, blog, PowerPoint)
- Written communication (newsletter, news story, brochure, handbook)
- Compiled data (student achievement, study of culture, discipline)
- Curriculum materials for adults or students
- Adult learning guides (Professional development plan, meeting agenda)
- Planning guides (committees, department, school improvement)
- Instructional support materials (teacher conferences, observations, assessment, professional growth plan)

What is the role of WCEAP?

WCEAP members collaborate to improve the quality of preparation programs across the State of Washington. WCEAP members intend to regularly review and update the *performance task guide* in relation to the ISLLC standards and other WA requirements for administrator certification.

WCEAP developed the *performance task guide* to align with and link across three sets of requirements for school leader certification in WA State. As school leader roles become more complex, the guide may be revised by WCEAP to stay current with changing WA State requirements, including:

WA State Administrator Residency Certification Performance
WA State Administrator Professional Certification Performance
WA State Principal Evaluation Criteria SB 6696

How do preparation programs use the guide?

The *performance task guide* is a tool for improving program quality and identifying when curriculum and pedagogy may need revision. Program faculty may use the performance task guide for planning curriculum, and organizing instruction, and designing products within a program. It may clarify expectations for mentors and internship supervisors and serve to assess a student's preparation for certification. Finally, it may be useful to students to organize and conceptualize their learning and as a planning document for the job search.

How do state agencies use the guide?

Professional Educator Standards Board (PESB) and the Office of the Superintendent of Public Instruction (OSPI)

PESB expects preparation programs to use the *performance task guide* to ensure that students meet state standards for residency certification. PESB understands that products and demonstrations of leadership skills may vary across programs. For accountability purposes, each program develops a program portfolio including sample performance tasks and rubrics for program approval.

How does the guide address growth across a professional career?

The WCEAP membership expects certified WA school leaders to increase their knowledge, skills, and impact on student learning and the culture of a school or program across the span of a career. Gradually, with experience and continued study, school leaders deepen their knowledge, from conceptual and personal knowledge, to include strategic knowledge, increased cultural responsiveness, and ability to impact and influence school systems.

Residency Certification

The intern’s demonstration of leadership skills emphasizes conceptual and applied knowledge, cultural responsiveness, and reflection about that knowledge and action.

Professional Certification

The administrator’s demonstration of leadership skills includes increased emphasis on applied and strategic knowledge and reflection, improved cultural responsiveness, as well as impact on student learning and school improvement.

Career Level

The administrator’s demonstration of leadership skills emphasizes all types of knowledge with an emphasis on sustained impact of adult performance, school culture, and student achievement that addresses the achievement gap.

History of WCEAP and the performance task guide

In 2009 WCEAP was invited by PESB representatives Larry Lashway and Coleen Putaansuu to revise the original tasks designed to meet the ISLLC standards. The previous performance tasks used by the WCEAP programs served the purpose very well for many years. However, since policies had changed, it seemed advisable and proactive to revise the tasks. In particular, the addition of a professional certification level required WCEAP members to rethink the expectations that programs have for candidates for the WA State principal and program administrator certificate. WCEAP members determined that updated tasks were necessary in response to the increased complexity of the principal’s role and WA State’s requirements for certification.

A subcommittee of WCEAP was charged with revising the common performance tasks required for program completion for the principal and program administrator certificates in Washington State and met over the course of two years 2009-2011. This subcommittee included John Bond, Seattle Pacific University; Karen Campbell, Heritage University; Kathy Kimball, University of Washington; Don Larsen, Western Washington University; Michael Silver, Seattle University. The group brought revisions to WCEAP for review over the course of several meetings in 2010 and 2011. The full membership determined that a single performance task for each ISLLC standard was insufficient to meet the complexity of each standard and therefore developed the templates included in the *performance task guide*. WCEAP members agreed to review and adapt the guide as part of the regular work of the council.

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Washington State Standard 1 Performance Task: Visionary Leadership

<p>1. Washington State Standard 1 Visionary Leadership</p>	<p><i>A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by leading the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by school/program and community stakeholders.</i></p>
<p>2. Description of Task</p>	<p>The candidate studies a school or district program’s vision of learning requiring the gathering of data and providing a synthesis of artifacts and other information to show how the vision is developed, renewed, and sustained by the principal/program administrator and how it influences the planning and functioning of the school or program.</p>
<p>3. Product(s) Products may vary among programs. Audience, format of presentation, and content will vary for each candidate based on location of internship.</p>	<p>Study of the School/Program Vision The candidate addresses the content of the vision of learning, its alignment with district and stakeholder priorities, how well it is understood by members of the school community, and how it influences the school’s or program’s planning and implementation processes. The product might address questions that the candidate sees as critical in relation to the criteria associated with this standard.</p>
<p>4. Evidence Programs gather evidence and assess performance using a rubric.</p>	<p>Conceptual Knowledge This product allows candidates to demonstrate conceptual knowledge related to the following: 1. Advancing a district-wide shared vision for learning. 2. Putting the vision for learning into operation 3. Developing stewardship of the vision.</p> <p>Applied Knowledge Some applied knowledge might be demonstrated in the candidate’s evaluation of how the vision serves the needs of the school community. However, opportunities to apply knowledge related to this standard are demonstrated primarily on the job as a principal and in preparation for Professional Certification.</p> <p>Impact Evidence (focuses on the results of the administrator’s actions) Opportunities to demonstrate impact related to this standard are demonstrated primarily on the job as a principal/program administrator and in preparation for Professional Certification. It will be unusual for candidates to demonstrate impact of the development and use of a school or program vision.</p> <p>Dispositions The candidate’s product and reflective analysis should provide an opportunity to demonstrate and discuss dispositions: The educability of all students; high standards of learning; continuous school improvement; inclusion; culturally responsive programs and leadership; ensuring students’ success; willingness to continuously examine one’s own assumptions, beliefs, and practices.</p>

Washington State Standard 2 Performance Task-A: Instructional Improvement

<p>1. Washington State Standard 2 Instructional Improvement</p>	<p><i>A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by leading through advocating, nurturing, and sustaining district/school/program cultures and coherent instructional programs that are conducive to student learning and staff professional growth.</i></p>
<p>2. Description of Task</p>	<p>The candidate uses the School Improvement Plan (SIP) and other artifacts from the school or program to describe, critique, and recommend next steps for improving the school or program’s central strategies for improving instruction and student learning. This is a broad standard and might include several products to demonstrate how a candidate might:</p> <ul style="list-style-type: none"> • Analyze effectiveness of the SIP • Create displays of student learning, • Analyze how instruction is driven by data • Describe how school leaders advocate, nurture, provide, and sustain an instructional program conducive to student achievement and staff growth • Plan and deliver professional development activities • Develop professional growth plan with teacher • Develop formative and summative assessment strategies that align with curriculum, assessment, and instruction.
<p>3. Product(s) Products may vary among programs. Audience, format of presentation, and content will vary for each candidate based on location of internship.</p>	<p>Reflective Analysis of the Implementation of the School Improvement Plan to Improve Learning The product describes the school’s current strategy for improving student learning, including, for example, professional development, curriculum changes, data use, and teacher collaboration strategies. The product includes critique of these practices and recommends next steps for improvement of student learning in the school.</p>
<p>4. Evidence Programs gather evidence and assess performance using a rubric.</p>	<p>Conceptual Knowledge This product allows candidates to demonstrate conceptual knowledge to:</p> <ul style="list-style-type: none"> • Develop understanding of models and structures to use for planning professional learning and for professional development; • Conduct data-driven dialogue for the purpose of improving teaching and learning practice; • Practice with observation and supervision protocols to improve student achievement through improvement of teaching practice; • Plan for and participate in professional development that analyzes alignment between curriculum, assessment, and instruction.

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<i>Standard 2A cont.</i>	<p>Applied Knowledge Some applied knowledge should be demonstrated in the candidate’s potential for influence and leadership in this area. Most opportunities to apply knowledge related to this standard are demonstrated primarily on the job as a principal/program administrator in preparation for Professional Certification.</p>
	<p>Impact Evidence (focuses on results of administrator’s actions) It will be unusual for candidates (in the role of intern) to demonstrate the success of all students through sustaining a culture of student learning and staff professional growth. Opportunities to demonstrate impact related to this standard are demonstrated primarily on the job as a principal/program administrator and in preparation for Professional Certification.</p>
	<p>Dispositions The candidate’s product and reflective analysis should provide an opportunity to demonstrate and discuss dispositions: The purpose of schooling; all students can learn; ways students can learn; life-long learning; professional development is integral to school improvement; benefits of diversity; safe and supportive learning environment; collaboration with and among staff.</p>

Washington State Standard 2 Performance Task-B: Instructional Improvement

<p>1. Washington State Standard 2B Instructional Improvement</p>	<p><i>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 cultures and coherent instructional programs that are conducive to student learning and staff professional growth.</i></p>
<p>2. Description of Task</p>	<p>The candidate conducts several classroom observations of the same or different teachers (or teacher candidates) using Washington State Teacher Evaluation Criteria and one of three approved instructional frameworks/rubrics. The structure of the classrooms observations will include (1) preconference with teacher; (2) classroom observation; (3) analyzing and interpreting observation and determining conference approach; (4) post-conference with teacher.</p>
<p>3. Product(s) Products may vary among programs. Audience, format of presentation, and content will vary for each candidate based on location of internship.</p>	<p>Classroom Observation/Reflective Analysis The product describes a classroom observation conducted by the candidate and includes demonstrated use of the four steps of observation (above). The product includes a reflective analysis/critique of these observation steps and recommends steps for improvement of observation skills.</p>
<p>4. Evidence Programs gather evidence and assess performance using a rubric.</p>	<p>Conceptual Knowledge This product allows candidates to demonstrate conceptual knowledge related to the following: Washington State teacher and principal evaluation criteria, four-tiered performance rating system, and the preferred instructional and leadership frameworks used to describe the evaluation criteria including self-assessment, goal-setting, and reflective practices.</p> <p>Applied Knowledge Some applied knowledge of evaluation criteria are demonstrated through the use of observation skills. However, opportunities to apply additional knowledge related to TPEP will be experienced by the candidate during the internship with the principal including use of student growth data and multiple measures of performance; evaluation conferencing; development of classroom teacher (and principal) support plans resulting from an evaluation; use of an online tool to manage the collection of observation notes, teacher (and principal) submitted materials, and other information related to the conduct of the evaluation.</p>

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<p><i>Standard 2B cont.</i></p>	<p>Impact Evidence (focuses on the results of the candidate’s actions) Opportunities to demonstrate impact related to this standard are demonstrated primarily on the job as a principal/program administrator and in preparation for Professional Certification. It will be unusual for candidates to demonstrate impact of classroom observations or teacher evaluations.</p>
	<p>Dispositions The candidate’s product and reflective analysis provide an opportunity to demonstrate and discuss dispositions:</p> <ul style="list-style-type: none"> • The belief in professional learning as an underpinning of the new evaluation system. • The critical importance of teacher and leadership quality and effectiveness. • The professional nature of teaching and leading a school • The complex relationship between the system for teacher and principal evaluation and district systems and negotiations. • The ultimate goal of all observations and evaluations should be to improve teaching and learning.

Washington State Standard 3 Performance Task: Effective Management

<p>1. Washington State Standard 3 Effective Management</p>	<p><i>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.</i></p>
<p>2. Description of Task</p>	<p>The candidate gathers and analyzes data to determine whether and how the systems in the school or program work to create a <i>safe, efficient, and effective learning environment</i>. Strategies and tools for gathering data might include, for example: equity or diversity audit, cultural survey, physical plant survey, resource alignment audit, flow charts, contracts, agendas and minutes of meetings, student and teacher handbook, website.</p>
<p>3. Product Product(s) may vary among programs. Audience, format of presentation, and content will vary for each candidate based on location of internship.</p>	<p>Analysis, Reflection, and Recommendations for a Safe, Efficient, and Effective Learning Environment. The product analyzes and reflects upon the data collected about the school or program’s learning environment. The candidate should make reference to the data and artifacts, and evaluate to what extent these systems work to support a <i>safe, efficient, and effective learning environment</i>. When appropriate, candidates might make recommendations based on analysis to the school or program leadership team.</p>
<p>4. Evidence Programs gather evidence and assess performance using a rubric.</p>	<p>Conceptual Knowledge The candidate develops conceptual understanding of resource alignment theory and practices in order to create an environment for student learning. Conceptual knowledge includes the following: Methods for gathering data; theories of communication and engagement with constituents; legal requirements for schools; and communication systems for organizations; concepts of equity and equality.</p> <p>Applied Knowledge This evidence focuses on the behavior of the candidate in: Gathering and mapping data; analyzing data; presenting data and information; making recommendations to the administrative team; preparing and presenting to a public audience.</p> <p>Impact Evidence (focuses on the results of the administrator’s actions) The evidence should provide data to inform the school and lead to possible improvement in the school environment. The candidate might initiate a cyclical review process based on the data. In the intern role, it will be unusual for the candidate to demonstrate impact on the learning environment of the school.</p> <p>Dispositions The candidate’s product and reflective analysis should provide an opportunity to demonstrate and discuss dispositions: Making management decisions to enhance learning and teaching; taking risks to improve schools; trusting people and their judgments; accepting responsibility; holding high quality standards, expectations for performance; involving stakeholders in management processes; importance of a safe environment; political savvy.</p>

Washington State Standard 4 Performance Task: Inclusive Practice

<p>1. Washington State Standard 4 Inclusive Practice</p>	<p><i>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.</i></p>
<p>2. Description of Task</p>	<p>The candidate gathers data, uses tools and strategies, and displays data about collaborations and partnerships with community members and families. <i>Examples of tools and strategies might include:</i> Participation in partnerships (e.g., PTA, church, higher education, business, after-school program); conducting audits or surveys; using focus group or interviews to gather parent and student voice; using OSPI and district websites to explore data related to the achievement gap. In addition, the product might include a collection of artifacts/schedules of events such as open houses, PTA, parent- teacher interactions, home visits, etc. to determine whether they match the ethnic/cultural/language needs of the community.</p>
<p>3. Product(s) Product(s) may vary among programs. Audience, format of presentation, and content will vary for each candidate based on location of internship.</p>	<p>Recommendations to Address Achievement Gap (Opportunity Gap) The candidate develops and gives recommendations to close the achievement gap to a designated audience. The audience might include student peers, school staff or leadership team, or principal mentor, internship or school supervisor, a parent group, or community stakeholders. The candidate might give recommendation(s) and next steps for the school to partner with communities and other stakeholders, using strategies that enhance student learning and focus on narrowing the achievement gap.</p>
<p>4. Evidence Programs gather evidence and assess performance using a rubric.</p>	<p>Conceptual Knowledge The candidate should gain knowledge of racial/ethnic diversity; cultural awareness; and knowledge of different cultural traditions, religions, and parenting practices and will have an understanding of cultural competence.</p> <hr/> <p>Applied Knowledge Developing presentations which include:</p> <ul style="list-style-type: none"> • Describing the relationship between the leadership and school community • Participating in partnerships with community, youth family service, and business groups, higher education, religious service agencies • Using tools for data gathering (focus group, panel, survey, interview, observation) • Using OSPI or district tools to gather and display data demonstrating achievement disaggregated by ethnicity/race, SES, gender, or other characteristics

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<i>Standard 4 cont.</i>	<ul style="list-style-type: none"> • Speaking, explaining, responding re: demographics and achievement gaps in the school • Empowering a group of parents to advocate for their students' needs.
	<p>Impact Evidence (focuses on the results of the administrator's actions) The candidate can develop and explain a plan of action to reduce the achievement gap to a public audience. It will be unusual for candidates to demonstrate impact on the achievement gap. Opportunities to demonstrate impact related to this standard are demonstrated primarily on the job as a principal/program administrator and in preparation for Professional Certification.</p>
	<p>Dispositions The candidate's product and reflective analysis should provide an opportunity to demonstrate and discuss dispositions: diversity is an asset; attitudes of openness, empathy, trust, and respect for different types of families (race/ethnicity, sexual orientation, ELL, SES, etc.); schools are an integral part of a larger community; collaboration and communication with families; involvement of families and other stakeholders in school decision-making processes; diversity enriches the school; families as partners in the education of their children; families have the best interests of their children in mind; resources of the family and community are brought to bear on the education of students; an informed public is essential for a democracy.</p>

Washington State Standard 5 Performance Task: Ethical Leadership

<p>1. Washington State Standard 5 Ethical Leadership</p>	<p><i>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.</i></p>
<p>2. Description of Task</p>	<p>The candidate responds to one or more program prompts regarding integrity-based decision-making embedded into each standard or as a stand-alone product. For example, prompts might be like the following: How are ethics and fairness reflected in your practice as a leader across the six ISLLC standards? Given a hypothetical moral dilemma, describe how you would respond and why.</p>
<p>3. Product(s) Product(s) may vary among programs. Audience, format of presentation, and content will vary for each candidate based on location of internship.</p>	<p>Making Decisions about Moral/Ethical Dilemmas in Leadership This product might vary in form (e.g., journal response, portfolio essay, or response embedded in another assignment) to address fairness and integrity in leadership when faced with difficult decisions, or moral/ethical dilemmas. The prompts might be related to each standard separately or to all standards in terms of how acting with integrity, fairness, and in an ethical manner spans the leader’s many roles.</p>
<p>4. Evidence Programs gather evidence and assess performance using a rubric.</p>	<p>Conceptual Knowledge In this product, the candidate should clearly articulate a definition of fairness and integrity in relation to the practice of educational leadership. The candidate might further describe nuances between moral and ethical dilemmas, right vs. right, and right vs. wrong decisions.</p> <p>Applied Knowledge This product allows the candidate an opportunity to describe specific actions that define integrity and fairness embedded within the practice of educational leadership. However, opportunities to apply knowledge related to this standard are demonstrated primarily on the job as an administrator and in preparation for Professional Certification.</p> <p>Impact Evidence (focuses on results of administrator’s actions) The potential evidence of impact related to acting with fairness, integrity, and in an ethical manner can be described in the product and in unique circumstances practiced fully in preparation for residency certification. However, opportunities to demonstrate impact related to this standard are primarily demonstrated on the job as a principal/program administrator and in preparation for Professional Certification.</p> <p>Dispositions The candidate’s product and reflective analysis should provide an opportunity to demonstrate and discuss dispositions: Intentional behavior that models, demonstrates, and expects integrity and fairness in leadership</p>

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<p><i>Standard 5 cont.</i></p>	<p>and teaching and learning practice can be summarized in the written product for this standard and as opportunities are presented during candidacy for residency certification. The candidate will demonstrate the value of: The ideal of the common good; the principles in the Bill of Rights; the right of every student to a free, quality education; bringing ethical principles to the decision-making process; subordinating one's own interest to the good of the school community; accepting the consequences for upholding one's principles and actions; using the influence of one's office constructively and productively in the service of all students and their families; development of a caring school community.</p>
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Washington State Standard 6 Performance Task: Socio-Political Context

<p>1. Washington State Standard 6 Socio-Political Context</p>	<p><i>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.</i></p>
<p>2. Description of Task</p>	<p>The candidate identifies a current local community educational issue with political implications and analyzes the issue in relation to the educational needs of children and the role of schools in a democratic society, taking into account the positions of various stakeholders.</p>
<p>3. Product(s) Product(s) may vary among programs. Audience, format of presentation, and content will vary for each candidate based on location of internship.</p>	<p>Summary and Reflective Analysis of Leadership Influence in Broad Context The candidate provides (a) a <i>summary</i> of the educational issues, which places local concerns and conflicts in broader perspective and identifies the multiple perspectives and competing values that define the local political context, and (b) a <i>reflective analysis</i> that explores the potential for principal influence and effective advocacy. A reflective analysis explores implied assumptions and beliefs, and identifies possible strategies for principal influence that would advance the community conversation by advocating equitable and inclusive policies that benefit all children and families.</p>
<p>4. Evidence Programs gather evidence and assess performance using a rubric.</p>	<p>Conceptual Knowledge This product allows the candidate to demonstrate conceptual knowledge related to the criterion: <i>Understanding the role of schools in a democracy.</i></p>
	<p>Applied Knowledge Some applied knowledge can be demonstrated in the candidate's description of potential for principal influence and advocacy. However, opportunities to apply knowledge related to this standard are demonstrated primarily on the job as a principal/program administrator and in preparation for Professional Certification.</p>
	<p>Impact Evidence (focuses on results of administrator's actions) Opportunities to demonstrate impact related to this standard are demonstrated primarily on the job as a principal/program administrator and in preparation for Professional Certification.</p>
	<p>Dispositions The candidate's product and reflective analysis should provide an opportunity to demonstrate and discuss dispositions related to advocating for the role of schools in a democratic society, specifically: Education as a key to opportunity and social mobility; recognizing a variety of ideas, values, and cultures; importance of a continuing dialogue with other decision makers affecting education; actively participating in the political and policy-making milieu affecting education; using legal systems to protect student rights and improve student opportunities.</p>

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