

# INTERNSHIP PLANNER

## Residency Administrator Certificate (Principal)



2009-2010

*Reviewed by PEAB  
March 30, 2006*

*(Editorial Revisions April 1, 2008)*

Educational Administration Program  
Department of Educational Leadership  
Woodring College of Education



*Preparing Thoughtful, Knowledgeable, and Effective Educators for a Diverse Society*

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## WELCOME

Welcome to your internship – the final phase in your principal certification program!

This planner was prepared to assist you in working with your mentoring principal and university supervisor to ensure a successful and rewarding experience. Please read through the materials thoroughly.

A successful internship experience is crucial in preparing you to enter the field of Educational Administration. Be proactive, be assertive. Look for every opportunity to give you the breadth of experience necessary. Volunteer to take the lead on projects and activities whenever possible.

This is an exciting and challenging time – seize the moment. Best wishes for a successful and rewarding internship!

Sincerely,



E. Warren Aller  
Director  
Educational Administration Program

## RESIDENCY PRINCIPAL'S CERTIFICATE

# PREPARING FOR THE INTERNSHIP

## Introduction

1. This Internship Planner summarizes on-the-job proficiencies you are to demonstrate within the ISLCC Standards, and it provides directions and illustrations for you. The Internship Planner is the basic foundation upon which your own Internship Plan will be built.
2. The second section is called the Self-Assessment Planning Document. This section guides you toward preparing your own performance needs assessment, with direction from your mentoring principal and University supervisor. The Self-Assessment Planning Document serves as a personal background against which you will plan significant internship activities that lead to the Residency Principal's certificate.
3. The third section of this document describes the Internship Plan. Instructions guide you to writing a year-long work plan based on your Self-Assessment Planning Document and the ISLCC Standards required by the State Board of Education.
4. The fourth section deals with some common questions which candidates frequently ask about the internship.
5. The fifth section provides information on reporting, a conclusion statement, and contact information.
6. The final section is comprised of **Appendices A-I** detailing the complete ISLCC Standards and specific information and forms required prior to and throughout your internship.

## Legal Requirements

The Residency Principal's Certificate is based on the Standards for School Leaders developed by the *Interstate School Leaders Licensure Consortium*, generally referred to as the ISLCC Standards (see Appendix A).

1. All candidates for the residency principal's certificate must spend ninety full days, or equivalent minimum half-days, (720 hours) in a full school year internship, of which at least one-half shall be during school hours when students and staff are present, under the supervision of a mentoring principal or vice principal certificated at the appropriate level with a minimum of one year of experience in the role.
2. During the internship each intern must demonstrate proficiency in each of the six ISLCC Standards.

3. Prior to the internship, each candidate must have prepared a Self-Assessment Planning Document. This activity is to be initiated by the candidate and includes the mentoring principal and University supervisor. (Instructions for preparing the Self-Assessment Planning Document are in Appendix B of this Internship Planner.)
4. Verification of one year (180 days) of school-based experience in an instructional role with students, although three years (540 days) are preferred.
5. A valid Washington State Teaching or ESA certificate is required. If you do not hold a valid Washington State certificate at the time of application and recommendation, verification of good moral character and personal fitness will be required.
6. Additional documentation required if one holds an ESA certificate rather than a teaching certificate – a letter from a supervisor describing the applicant’s assignment and service that supports “successful school-based instructional experience with students.”

This detailed *Internship Planner* document describes how ISLLC Standards may be demonstrated. Of course there are alternative patterns for gaining and demonstrating proficiencies. Consequently, each intern’s *Internship Plan*—worked out with the mentoring principal and University supervisor after the *Self-Assessment Planning Document* has been completed—will be individualized to meet the intern’s past experience, current setting, and future aspirations.

Western Washington University’s program calls for each intern to spend a full administrative contract year (July through June—minimum of 720 hours or 90 full or half-day equivalents) in internship activities at school. It is anticipated that additional preparation time will be spent during evenings and weekends on internship-related activities.

Each intern is expected to begin the internship in August to assist the mentoring principal in building opening activities and to assist the mentoring principal at year’s end in building closing activities; procedures for opening and closing school are extremely important and the intern is well-advised to develop a checklist of procedures for opening and closing school.

*Note: Documentation to verify that the intern has spent at least a minimum of 720 clock hours in on-the job internship activity is mandatory for certification purposes. Therefore the intern must keep a Daily Log (see Appendix E) which specifies the amount of time spent each day at school in internship activity related to specific ISLLC Standards. The Daily Log must be submitted each quarter with the intern’s Reflective Summary (see Appendix F) to the University supervisor. Each quarterly report (Daily Log) is to be signed by the mentoring principal.*

### Important Planning Notes

1. Prior to beginning the internship, the prospective intern must have completed forty (40) clock hours in observation of the principal in all areas outlined by the ISLCC performance standards (see Appendix E). The original of the [40-Hour Observation form](#), along with your [Request for Internship](#), are due in the Educational Administration Program office by April 15 (prior to the start of your internship).

2. If all course work is not completed prior to the beginning of the internship, the candidate must receive an exception from the Director of the Educational Administration Program.
3. The [Self-Assessment Planning Document](#) and [Internship Plan](#) are submitted to the Educational Administration Program office by **June 1**—prior to the July/August start of the internship. Failure to submit this documentation by the due date is sufficient reason for denial of admission to the internship for that fall quarter.
4. Admission to the internship is separate from admission to the Residency Administrator Certificate (Principal) program and is contingent upon approval by the superintendent of the sponsoring school district, the mentoring principal, and the senior faculty in Educational Administration.

### **ISLLC Standards (Summary)**

Each intern is expected to carry out activities in each of the following categories unless evidence from the intern's Self-Assessment Planning Document indicates that the intern has already demonstrated high level proficiency in a specific ISLLC Standards performance-based sub-category.

#### **Standard 1**

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

#### **Standard 2**

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

#### **Standard 3**

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

#### **Standard 4**

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

#### **Standard 5**

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

#### **Standard 6**

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

## SELF-ASSESSMENT PLANNING DOCUMENT

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You have seen in the section above what is expected of you in the internship. Now you are to perform a Professional Self-Assessment with the provided document which addresses each of the six categories and sub-categories of the ISLLC Standards (see Appendix B).

The purpose of this document is to assist in the planning for your administrative internship school year. The information you generate and compile in this document and the process you use with your prospective mentoring principal will play an important role in the preparation of your actual Internship Plan for the year.

Educational Administration programs that prepare school principals for the State of Washington are bound by state code and the Professional Educator Standards Board mandate and monitoring to assure the best and most up-to-date school principal preparation programs possible. The primary standards and benchmarks that drive our program, as well as others in Washington State are the Standards for School Leaders developed by the *Interstate School Leaders Licensure Consortium*, generally referred to as the ISLLC Standards.

In addition to these state-required ISLLC Standards, attached are the “Technology Standards for Administrators” (see Appendix H). These six technology standards are not required by the state, but we think it important to consider them in preparing for your internship. Therefore, a final self-assessment technology category for your use follows the ISLLC Standards items.

### Writing the Self Assessment

The ISLLC Standards provide the framework for this Self-Assessment Planning Document:

1. Read through the entire document before starting the completion process.
2. Provide a copy of the document for your mentoring principal. Explain the purpose and process. Ask the principal to complete the document independently and then plan on meeting with you to compare and discuss your similarities and differences, using your conclusions to prepare the final Internship Plan.
3. Under each of the six ISLLC Standards, check the appropriate box; i.e., “Substantial Experience,” “Some Experience,” or “Limited Experience.” Please briefly indicate the degree of quality you feel was associated with the experience. For example, one might have “Substantial Experience” in the area of collaboration with families and community resources (Standard 4), but determine that the quality was poor or not of sufficient depth to place internship experiences planned for this Standard in a “not-needed-very-much” category. On the other hand, perhaps you have had “Limited Experience” in Standard 1, promoting success of students by facilitating, stewardship of a shared vision of learning. However, for one reason or another, those limited experiences were quite rich in character and quality.

Please note this kind of information in the appropriate area under the item. **Also! Use the detailed points under the Knowledge, Dispositions, and Performances categories for each Standard in the attached ISLLC Standards document to guide your self-analysis for each Standard.**

4. Under each item for the Standard, provide appropriate “performance-based” examples to justify the appropriateness of the box that you chose to check, keeping in mind any “qualifying” observations or notes referred to under number 3 above.
5. At the end of this document, summarize what you perceive to be the key “Substantial Experiences” category, “Some Experiences” category, and “Limited Experiences” category items that need to be addressed in your final Internship Plan.
6. Think about your school district, school building, students, families, and community. Project realistic “performance-based” experiences that you can have during your internship that will enrich all of these areas of the ISLLC Standards, making necessary adjustments.
7. Meet with your principal. Compare your assessments and come to an agreement about what adjustments, if any, should appear in your final Internship Plan.

## **ISLLC-Based Self-Assessment**

Prepare a Self-Assessment of each of the six ISLLC Standards (see Appendix A). Use the individual items within each of the ISLLC Standards categories: *Knowledge*, *Dispositions*, and *Performances*.

### **Step 1**

Using the Self-Assessment Planning Document template (details available in Appendix C), complete each of the six categories as directed in the document

#### **Example: ISLLC Standard #1**

*“A school administrator is an educational leader who promotes the success of all students by facilitating development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.”*

I have taught high school mathematics effectively for ten years. My students are quite diversified culturally with many Hispanics and some Russians and Native Americans. Their performance in my classes has been excellent. I believe I have developed the ability to adjust my teaching to my larger vision of learning. And, I feel I have the ability to articulate that to my colleagues and larger school community.

I have not had the opportunity to work in various other curriculum areas and understand as well the learning challenges faced there. In addition, I have not had a sustained role in a building-wide effort to facilitate this larger vision of learning.

The work I plan to do in this category will include specific performance-based activities and projects in curriculum areas other than mathematics. In addition, I will propose to my mentoring principal that I assume a leadership role in developing a vision of learning for our school building in keeping with our long-term strategic plan.

**Step 2**

Ask your mentoring principal to go through your draft self assessment *with you* and to suggest additions or modifications. You'll want to incorporate comments in your Self-Assessment Planning Document.

**Step 3**

Edit the document. Both you and your mentoring principal sign and date this form where indicated. Your University supervisor will sign the document when she/he reviews and approves it. Send or deliver the signed document, along with your Internship Plan, to the Educational Administration Program office by **June 1**.

Your Internship Plan is a map, or guide, to a full school year of on-the-job experience and learning. **Remember:**

- You are expected to assist your mentoring principal with opening as well as closing building activities; develop a list of those activities to use when you become a principal.
- You **must** keep a Daily Log which documents that you have spent a minimum of 720 clock hours, of which at least one-half shall be during school hours when students and/or staff are present.

Your written Internship Plan should address each of the six ISLLC Standards noted above, with appropriate attention to *diverse* populations, and to demonstrate proficiency with respect to knowledge and application related to each of the standards. The Internship Plan will reflect information provided in your Self-Assessment Planning Document.

### Writing the Internship Plan

As you use the template outlined in Appendix D to write your Internship Plan keep in mind that some of its aspects will probably be modified—you'll make mid-course corrections—as you move through the internship. Modifications might be based on your evolving experience, your mentoring principal's suggestions, and/or your University supervisor's advice. *While the Internship Plan is intended to give broad as well as specific structure to your experience, it is also to be seen as flexible and dynamic to accommodate change and new opportunity.* By year's end, it is expected that you will have demonstrated proficiency in the performance-based activities of the ISLLC Standards.

After completing your Self-Assessment Planning Document and meeting with your mentoring principal, you are ready to prepare your Internship Plan for the year. Your Internship Plan should use each of the six ISLLC Standards as a framework for the activities, projects and events that you will engage in during the year. There *must* be an ample array of activities, projects, and events that are clearly "Performance-Based" in character, enabling the mentoring principal and your University supervisor to accept them as evidence of compliance with the ISLLC Standards.

Each of the six ISLLC Standards will constitute a separate section of your Plan. ***However, it is important to remember that your Internship Plan MUST be PERSONALIZED.*** That is, you must work with your mentoring principal to determine what are the most appropriate and beneficial things with which you should be engaged. Your Self-Assessment Planning Document helps provide direction here. Remember that primary focus should be in areas where you have the least experience or limited quality experiences, while all areas of all Standards must be addressed. In addition, the University supervisor who will be assigning your grade must be in concurrence with your principal and you on all elements of your plan. Remember that this is a teamwork effort to assure you have as rich an internship experience as is possible.

Please follow the format and directions provided for preparing your Internship Plan as outlined in Appendix D:

1. Using the ISLLC Standards categories in Appendix A, identify activities and projects you will engage in during your internship. Remember to be specific! Remember to make them **“PERFORMANCE-BASED”!!**
2. At each stage of your Internship Plan’s development, be sure to seek suggestions from your mentoring principal.
3. Edit the Internship Plan, ask your mentoring principal to sign and date the cover sheet, then you sign and date it and transmit it as indicated below. (After your University supervisor signs the Internship Plan, it becomes your academic contract for EDAD 592.)
4. Send or deliver the signed Internship Plan, along with your signed Self Assessment, to the Educational Administration Program office by **June 1**.

Sometime in June/July, your University supervisor will review your Internship Plan and Self-Assessment Planning Document prior to signing them. If there are any serious problems with either of the documents, you will be contacted.

You will be notified of the name of your University supervisor at or before the August seminar.

Your University supervisor will meet with you and your mentoring principal early fall quarter to discuss the year’s work and plans for future meetings. During the year, ongoing monitoring and formative evaluation will occur.

At the end of each of Western’s academic quarters, you will be expected to send your University supervisor a Reflective Summary (see Appendix F) dealing with your achievements in categories of the ISLLC Standards during the quarter. Also, you will submit a quarterly Daily Log (see Appendix E) which lists time (hours) spent in categories of the ISLLC Standards. By year’s end, you are to have completed all categories, demonstrated proficiency in all ISLLC Standards, and satisfied the appropriate clock hour requirement (minimum of 720 hours or 90 full or half-day equivalents); your mentoring principal and University supervisor will sign the appropriate check-off list confirming these accomplishments. That check-off list, together with your Internship Plan, Self-Assessment Planning Document, and quarterly reports (Daily Log and Reflective Summary), will comprise the major data upon which the University will base its certification recommendation. That is, satisfactory completion of all requirements, together with the required documentation, will lead to a positive recommendation for certification to OSPI.

Add a copy of your Internship Plan and Self-Assessment Planning Document to your Professional Portfolio, which will eventually become a part of your Professional Growth Plan. As you develop your quarterly reports (Daily Log and Reflective Summary), you should also add these to your Professional Portfolio.

## FREQUENTLY ASKED QUESTIONS

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### **When should I do my internship?**

The internship is normally scheduled for the year after substantial completion of all course work. The internship should span the administrative contract year (July through June) and must include the time period from just prior to opening of school through school closure activities.

### **Where should I do my internship?**

The internship assignment location is up to you, your mentoring principal, and your school district. Frequently, the internship is done in the building in which you teach. Because of time demands relative to both your teaching and internship activities, an off-site internship is sometimes not a viable option.

### **Are there any restrictions on which principal I work with?**

Your mentoring principal or assistant principal must have a minimum of one year experience in the principal/vice principal role and hold the appropriate principal's certificate.

### **How will my University supervisor be determined?**

A number of factors will determine the assignment of your University supervisor. Faculty teaching loads, administrative loads, and special projects or assignments in any given year can impact on supervision assignments.

### **What kind of certificate will I receive?**

You will receive a Residency Administrator Certificate (Principal) for grades P-12. The Professional Administrator Certificate (Principal) will be the culminating certificate for those candidates receiving a residency principal certificate.

### **How do I get additional time for my internship?**

Currently a minimum of 720 hours or 90 full- or half-day equivalents, of which at least one half must be while students and staff are in school, of on-the-job internship activity is required. Here are some possible means to increase time available to you for the internship.

- Utilization of discretionary contract time (planning/prep, pre/post school, optional days, etc.)
- If funded by the Washington State Legislature, seeking a state-funded internship grant through which school districts are reimbursed for release time allocated to you to perform intern duties.
- District release time.
- Sabbatical leave.
- Leave without pay/unpaid leave.

Remember that your “competition” for administrative positions will include experienced principals, full-time interns, and head teachers. Any ways in which you might increase your internship time will be excellent investments in your marketability.

## How do I begin to set up my internship?

1. By April 15 of the spring preceding your internship, submit your 40-Hour Observation and the Request for Internship to the Educational Administration Program (MS-9087), Department of Educational Leadership, Woodring College of Education, Western Washington University, 516 High Street, Bellingham, WA 98225-9087.
2. The program's senior faculty will act on your request and notify you of its action.
3. A positive response to your request will be in the form of a **tentative approval** contingent on your submission by June 1 of all internship-related materials.
4. Your Self-Assessment Planning Document and Internship Plan will be reviewed. If there is any difficulty with these documents, you will be notified immediately; otherwise you should assume that you may begin the internship in July. Quarterly, you will receive notification of course registration relevant to the internship.
5. You will be notified of the name of your University supervisor at or before the August seminar.

## REPORTING, CONCLUSION *and* CONTACT INFORMATION

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### Reporting

1. At the end of each quarter, submit the completed **Daily Log** (see Appendix E.)
2. Attach the **Quarterly Sign-Off Sheet** (see Appendix J), signed by your mentoring principal and yourself, as a coversheet for your completed **Daily Log** prior to submission to your University supervisor.
3. At the end of each quarter, submit your **Reflective Summary** (see Appendix F) based on the ISLLC Standards.

### Conclusion

During your internship year, your University supervisor will meet with you several times and/or may request that you visit the Bellingham, Bremerton, or Seattle site, as appropriate. Seminars will be held for you and your colleague-interns on topics such as: (a) mentoring principals' expectations of what makes for a strong internship experience; (b) the principal's role in school improvement planning and student achievement; (c) career planning and placement; (d) Portfolio development; and (e) issues raised by interns.

### Contact

Your faculty advisor is as close as the telephone. If you need advice about the internship or in developing career plans, or if you just feel like talking about a professional matter, give your faculty advisor a call. If you have questions about certification paperwork, call our Program Manager, Judy Gramm. All of us wish you the very best for a rewarding internship experience.

#### **Bellingham, Bremerton & Seattle Sites:**

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Western Washington University  
Miller Hall 204  
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Bellingham, WA 98225-9087

**Toll Free: 866-913-3323**

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# APPENDICES

The following items appear in these *APPENDICES* to the Internship Planner for the Residency Principal's Certificate:

- A ISLLC Standards
- B Self-Assessment Planning Document
- C Preparing the Internship Plan
- D 40-Hour Observation Form
- E Format for Daily Log
- F Reflective Summary
- G Ideas & Guidelines for Yearly Internship Activities
- H Residency Certificate Portfolio
- I Technology Standards for School Administrators (TSSA)

# APPENDIX A

## **ISLLC Standards for School Leaders**

*Note: an electronic copy of this document is available on-line at:*  
<http://www.wce.wvu.edu/Depts/EDAD/forms/ISLLC%20Standards.pdf>

## ISLLC STANDARDS FOR SCHOOL LEADERS

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### **Standard 1**

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

#### ***Knowledge***

The administrator has knowledge and understanding of:

1. Learning goals in a pluralistic society
2. The principles of developing and implementing strategic plans
3. Systems theory
4. Information sources, data collection, and data analysis strategies
5. Effective communication
6. Effective consensus-building and negotiation skills

#### ***Dispositions***

The administrator believes in, values, and is committed to:

1. The educability of all
2. A school vision of high standards of learning
3. Continuous school improvement
4. The inclusion of all members of the school community
5. Ensuring that students have the knowledge, skills, and values needed to become successful adults
6. A willingness to continuously examine one's own assumptions, beliefs, and practices
7. Doing the work required for high levels of personal and organization performance

#### ***Performances***

The administrator facilitates processes and engages in activities ensuring that:

1. The vision and mission of the school are effectively communicated to staff, parents, students, and community members
2. The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
3. The core beliefs of the school vision are modeled for all stakeholders
4. The vision is developed with and among stakeholders
5. The contributions of school community members to the realization of the vision are recognized and celebrated
6. Progress toward the vision and mission is communicated to all stakeholders
7. The school community is involved in school improvement efforts
8. The vision shapes the educational programs, plans, and activities
9. The vision shapes the educational programs, plans, and actions
10. An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
11. Assessment data related to student learning are used to develop the school vision and goals

12. Relevant demographic data pertaining to students and their families are used in developing the school mission and goals
13. Barriers to achieving the vision are identified, clarified, and addressed
14. Needed resources are sought and obtained to support the implementation of the school mission and goals
15. Existing resources are used in support of the school vision and goals
16. The vision, mission, and implementation plans are regularly monitored, evaluated, and revised

## **Standard 2**

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

### ***Knowledge***

The administrator has knowledge and understanding of:

1. Student growth and development
2. Applied learning theories
3. Applied motivational theories
4. Curriculum design, implementation, evaluation, and refinement
5. Principles of effective instruction
6. Measurement, evaluation, and assessment strategies
7. Diversity and its meaning for educational programs
8. Adult learning and professional development models
9. The change process for systems, organizations, and individuals
10. The role of technology in promoting student learning and professional growth
11. School cultures

### ***Dispositions***

The administrator believes in, values, and is committed to:

1. Student learning as the fundamental purpose of schooling
2. The proposition that all students can learn
3. The variety of ways in which students can learn
4. Life long learning for self and others
5. Professional development as an integral part of school improvement
6. The benefits that diversity brings to the school community
7. A safe and supportive learning environment
8. Preparing students to be contributing members of society

### ***Performances***

The administrator facilitates processes and engages in activities ensuring that:

1. The school is organized and aligned for success
2. Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
3. Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies

4. The school culture and climate are assessed on a regular basis
5. A variety of sources of information is used to make decisions
6. Student learning is assessed using a variety of techniques
7. Multiple sources of information regarding performance are used by staff and students
8. A variety of supervisory and evaluation models is employed
9. Pupil personnel programs are developed to meet the needs of students and their families
10. All individuals are treated with fairness, dignity, and respect
11. Professional development promotes a focus on student learning consistent with the school vision and goals
12. Students and staff feel valued and important
13. The responsibilities and contributions of each individual are acknowledged
14. Barriers to student learning are identified, clarified, and addressed
15. Diversity is considered in developing learning experiences
16. Life long learning is encouraged and modeled
17. There is a culture of high expectations for self, student, and staff performance
18. Technologies are used in teaching and learning
19. Student and staff accomplishments are recognized and celebrated
20. Multiple opportunities to learn are available to all students

### **Standard 3**

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

#### ***Knowledge***

The administrator has knowledge and understanding of:

1. Theories and models of organizations and the principles of organizational development
2. Operational procedures at the school and district level
3. Principles and issues relating to school safety and security
4. Human resources management and development
5. Principles and issues relating to fiscal operations of school management
6. Principles and issues relating to school facilities and use of space
7. Legal issues impacting school operations
8. Current technologies that support management functions

#### ***Dispositions***

The administrator believes in, values, and is committed to:

1. Making management decisions to enhance learning and teaching
2. Taking risks that improve schools
3. Trusting people and their judgments
4. Accepting responsibility
5. High-quality standards, expectations, and performances
6. Involving stakeholders in management processes
7. A safe environment

***Performances***

The administrator facilitates processes and engages in activities ensuring that:

1. Knowledge of learning, teaching, and student development is used to inform management decisions
2. Operational procedures are designed and managed to maximize opportunities for successful learning
3. Emerging trends are recognized, studied, and applied as appropriate
4. Operational plans and procedures to achieve the vision and goals of the school are in place
5. Collective bargaining and other contractual agreements related to the school are effectively manage
6. The school plant, equipment, and support systems operate safely, efficiently, and effectively
7. Time is managed to maximize attainment of organizational goals
8. Potential problems and opportunities are identified
9. Problems are confronted and resolved in a timely manner
10. Financial, human, and material resources are aligned to the goals of schools
11. The school acts entrepreneurially to support continuous improvement
12. Organizational systems are regularly monitored and modified as needed
13. Stakeholders are involved in decisions affecting schools
14. Responsibility is shared to maximize ownership and accountability
15. Effective problem-framing and problem-solving skills are used
16. Effective conflict resolution skills are used
17. Effective group-process and consensus-building skills are used
18. Effective communication skills are used
19. There is effective use of technology to manage school operations
20. Fiscal resources of the school are managed responsibly, efficiently, and effectively
21. A safe, clean, and aesthetically pleasing school environment is created and maintained
22. Human resource functions support the attainment of school goals
23. Confidentiality and privacy of school records are maintained

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**Standard 4**

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

***Knowledge***

The administrator has knowledge and understanding of:

1. Emerging issues and trends that potentially impact the school community
2. The conditions and dynamics of the diverse school community
3. Community resources
4. Community relations and marketing strategies and processes
5. Successful models of school, family, business, community, government and higher education partnerships

***Dispositions***

The administrator believes in, values, and is committed to:

1. Schools operating as an integral part of the larger community
2. Collaboration and communication with families
3. Involvement of families and other stakeholders in school decision-making processes
4. The proposition that diversity enriches the school
5. Families as partners in the education of their children
6. The proposition that families have the best interests of their children in mind
7. Resources of the family and community needing to be brought to bear on the education of students
8. An informed public

***Performances***

The administrator facilitates processes and engages in activities ensuring that:

1. Community youth family services are integrated with school programs
2. Community stakeholders are treated equitably
3. Diversity is recognized and valued
4. Effective media relations are developed and maintained
5. A comprehensive program of community relations is established
6. Public resources and funds are used appropriately and wisely
7. Community collaboration is modeled for staff
8. Opportunities for staff to develop collaborative skills are provided
9. High visibility, active involvement, and communication with the larger community is a priority
10. Relationships with community leaders are identified and nurtured
11. Information about family and community concerns, expectations, and needs is used regularly
12. There is outreach to different business, religious, political, and service agencies and organization
13. Credence is given to individuals and groups whose values and opinions may conflict
14. The school and community serve one another as resources
15. Available community resources are secured to help the school solve problems and achieve goals
16. Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals

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**Standard 5**

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

***Knowledge***

The administrator has knowledge and understanding of:

1. The purpose of education and the role of leadership in modern society
2. Various ethical frameworks and perspectives on ethics

3. The values of the diverse school community
4. Professional codes of ethics
5. The philosophy and history of education

### ***Dispositions***

The administrator believes in, values, and is committed to:

1. The ideal of the common good
2. The principles in the Bill of Rights
3. The right of every student to a free, quality education
4. Bringing ethical principles to the decision-making process
5. Subordinating one's own interest to the good of the school community
6. Accepting the consequences for upholding one's principles and actions
7. Using the influence of one's office constructively and productively in the service of all students and their families
8. Development of a caring school community

### ***Performances***

The administrator:

1. Examines personal and professional values
2. Demonstrates a personal and professional code of ethics
3. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
4. Serves as a role model
5. Accepts responsibility for school operations
6. Considers the impact of one's administrative practices on others
7. Uses the influence of the office to enhance the educational program rather than for personal gain
8. Treats people fairly, equitably, and with dignity and respect
9. Protects the rights and confidentiality of students and staff
10. Demonstrates appreciation for and sensitivity to the diversity in the school community
11. Recognizes and respects the legitimate authority of others
12. Examines and considers the prevailing values of the diverse school community
13. Expects that others in the school community will demonstrate integrity and exercise ethical behavior
14. Opens the school to public scrutiny
15. Fulfills legal and contractual obligations
16. Applies laws and procedures fairly, wisely, and considerately

---

## **Standard 6**

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

***Knowledge***

The administrator has knowledge and understanding of:

1. Principles of representative governance that undergird the system of American schools
2. The role of public education in developing and renewing a democratic society and an economically productive nation
3. The law as related to education and schooling
4. The political, social, cultural and economic systems and processes that impact schools
5. Models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling
6. Global issues and forces affecting teaching and learning
7. The dynamics of policy development and advocacy under our democratic political system
8. The importance of diversity and equity in a democratic society

***Dispositions***

The administrator believes in, values, and is committed to:

1. Education as a key to opportunity and social mobility
2. Recognizing a variety of ideas, values, and cultures
3. Importance of a continuing dialogue with other decision makers affecting education
4. Actively participating in the political and policymaking context in the service of education
5. Using legal systems to protect student rights and improve student opportunities

***Performances***

The administrator facilitates processes and engages in activities ensuring that:

1. The environment in which schools operate is influenced on behalf of students and their families
2. Communication occurs among the school community concerning trends, issues, and potential changes in the environment which schools operate
3. There is ongoing dialogue with representatives of diverse community groups
4. The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
5. Public policy is shaped to provide quality education for students
6. Lines of communication are developed with decision-makers outside the school community

## APPENDIX B

### **40-Hour Observation Form**

*Note: an electronic copy of this document is available on-line at:*  
[http://www.wce.wvu.edu/Depts/EDAD/forms/observation\\_form.pdf](http://www.wce.wvu.edu/Depts/EDAD/forms/observation_form.pdf)

Woodring College of Education  
 Preparing thoughtful, knowledgeable, and  
 effective educators for a diverse society.

Department of Educational Leadership

**40-HOURS OBSERVATION (ISLLC STANDARDS)**


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Instructions: Prior to beginning your residency principal's certificate internship you must complete FORTY HOURS of structured observation of a certificated principal or assistant principal in categories related to the ISLLC Standards. That observation must be reported on this form. The form is to be submitted to Judy Gramm, Educational Administration Program (MS 9087), Department of Educational Leadership, Woodring College of Education, Western Washington University, 516 High Street, Bellingham, WA 98225-9087, no later than June 1, preceding the August start of your internship. Keep one copy of the completed form for your Professional Portfolio.

**ISLLC Standards (Observed)\***
*Amount of Time (total hours for all Categories)*
**ISLLC Standard 1 (Steward of Vision) - - - - - ▶ Observation Hours: \_\_\_\_\_**

- Strategic Planning
- Data Collection and Analysis
- Effective Communication
- Negotiating/Consensus Building

**ISLLC Standard 2 (Instructional Leader)- - - - - ▶ Observation Hours: \_\_\_\_\_**

- Analyzing the Curriculum
- Supervision of Instruction/Instructional Strategies
- Learning/Motivation Theory
- Learning Technology
- Evaluation of Student Achievement/Testing and Measurements
- Supervision of Extra/Co curricular Education
- Staff Development/Adult Learning
- Change Process
- Student Discipline
- Student Services

**ISLLC Standard 3 (Organizational Manager)- - - - - ▶ Observation Hours: \_\_\_\_\_**

- General Office Administration
- School Operations/Policies
- Facility and Maintenance Administration/Safety and Security
- Student Transportation
- Food Services
- Personnel Procedures
- Budget Supervision
- School/Program Scheduling
- Collaborative Decision Making

**ISLLC Standard 4 (Community Leader) - - - - - ▶ Observation Hours: \_\_\_\_\_**

- Community/Public Relations
- Parent Involvement
- Climate for Cultural Diversity
- Community/Business Involvement and Partnerships

**ISLLC Standard 5 (Ethical Leader)- - - - - ▶ Observation Hours: \_\_\_\_\_**

- Position Goals and Requirements
- Philosophy/History of Education
- Ethics
- Interpersonal Relationships

**ISLLC Standard 6 (Advocate for Public Policy) - - - - - ▶ Observation Hours: \_\_\_\_\_**

- School Board Policy and Procedures/State and Federal Law
- Federal Programs Administration
- Issues and Conflict Resolution
- Current Issues Affecting Teaching and Learning
- Professional Affiliations and Resources
- Professional Library

**TOTAL HOURS FOR ALL SIX STANDARDS:- - - - - ▶ Observation Hours:** 

 \_\_\_\_\_  
 Candidate's Name – Please Print Clearly

 \_\_\_\_\_  
 Candidate's Signature

 \_\_\_\_\_  
 Date

 \_\_\_\_\_  
 Principal's Name – Please Print Clearly

 \_\_\_\_\_  
 Principal's Signature

 \_\_\_\_\_  
 Date

\* For detailed descriptions of these Standards, refer to the INTERNSHIP PLANNER as well as the document titled *ISLLC Standards* and/or WAC 181-78A-270(2)(b).

## APPENDIX C

# Self-Assessment Planning Document

*Note: an electronic copy of this document is available on-line at:*  
[http://www.wce.wvu.edu/Depts/EDAD/forms/selfassess\\_princ.doc](http://www.wce.wvu.edu/Depts/EDAD/forms/selfassess_princ.doc)



**SELF-ASSESSMENT PLANNING DOCUMENT COVER SHEET**  
**ISLLC Standards**

Intern Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ District: \_\_\_\_\_

University Supervisor's  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## SELF-ASSESSMENT PLANNING DOCUMENT

Note: an electronic copy of this document is available on-line at:  
[http://www.wce.wvu.edu/Depts/EDAD/forms/selfassess\\_princ.doc](http://www.wce.wvu.edu/Depts/EDAD/forms/selfassess_princ.doc)

### Standard 1 – Steward of Vision

A school administrator is an educational leader who promotes the success of all students by *facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.*

Substantial Experience

Some Experience

Limited Experience

Note: this box will expand as you type in the on-line template.

### Standard 2 – Instructional Leader

A school administrator is an educational leader who promotes the success of all students by *advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

Substantial Experience

Some Experience

Limited Experience

Note: this box will expand as you type in the on-line template.

### Standard 3 – Organizational Manager

A school administrator is an educational leader who promotes the success of all students by *ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.*

Substantial Experience

Some Experience

Limited Experience

Note: this box will expand as you type in the on-line template.

### Standard 4 – Community Leader

A school administrator is an educational leader who promotes the success of all students by *collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.*

Substantial Experience

Some Experience

Limited Experience

Note: this box will expand as you type in the on-line template.

## Self-Assessment Planning Document

### Standard 5 – Ethical Leader

A school administrator is an educational leader who promotes the success of all students by *acting with integrity, fairness, and in an ethical manner.*

Substantial Experience

Some Experience

Limited Experience

*Note: this box will expand as you type in the on-line template.*

### Standard 6 – Advocate for Public Policy

A school administrator is an educational leader who promotes the success of all students by *understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.*

Substantial Experience

Some Experience

Limited Experience

*Note: this box will expand as you type in the on-line template.*

### *Technology Standards for School Administrators*

These technology standards address: Leadership & Vision; Learning & Teaching; Productivity & Professional Practice; Support, Management, & Operations; Assessment & Evaluation; and Social, Legal, & Ethical Issues. **Please remember to use the [TSSA document](#) for guidance in responding to this item.**

Substantial Experience

Some Experience

Limited Experience

*Note: this box will expand as you type in the on-line template.*

### **Summary of Key Items and Suggested Projects, Activities, Roles, and/or Events in the Internship to Address Needed Areas:**

*Note: this box will expand as you type in the on-line template.*

# APPENDIX D

## **The Internship Plan**

*Note: an electronic copy of this document is available on-line at:*  
[http://www.wce.wvu.edu/Depts/EDAD/forms/internship\\_plan\\_princ.doc](http://www.wce.wvu.edu/Depts/EDAD/forms/internship_plan_princ.doc)



**INTERNSHIP PLAN COVER SHEET**  
**ISLLC Standards**

Intern's Name: \_\_\_\_\_ Date: \_\_\_\_\_  
(please print legibly)

Intern Signature: \_\_\_\_\_

Principal's Name: \_\_\_\_\_ Date: \_\_\_\_\_  
(please print legibly)

Principal's Signature: \_\_\_\_\_

School: \_\_\_\_\_ District: \_\_\_\_\_

University  
Supervisor's Name \_\_\_\_\_ Date: \_\_\_\_\_  
(please print legibly)

University Supervisor's  
Signature: \_\_\_\_\_

## INTERNSHIP PLAN

*Note: an electronic copy of this document is available on-line at:  
[http://www.wce.wvu.edu/Depts/EDAD/forms/internship\\_plan\\_princ.doc](http://www.wce.wvu.edu/Depts/EDAD/forms/internship_plan_princ.doc)*

### **PERFORMANCE-BASED ACTIVITIES ADDRESSING ISLLC STANDARD 1:**

***“A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.”***

1. Vision/Mission Building (for example, serving on a committee or task force charged with the responsibility of generating a written Vision/Mission statement for the school)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 1 are:
--

<i>Note: this box will expand as you type in the on-line template.</i>
--

2. Strategic Planning (for example, review Strategic Plans of two or three different school districts and prepare a brief written comparison of their strengths and/or weaknesses)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 1 are:
--

<i>Note: this box will expand as you type in the on-line template.</i>
--

3. Data Collection and Analysis (for example, interview the school district Curriculum Coordinator other individual responsible for coordinating test scores and other academic achievement data on student learning; focus on how the data move from collection to analysis to dissemination and, finally, implementation of change)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 1 are:
--

<i>Note: this box will expand as you type in the on-line template.</i>
--

4. Effective Communication (for example, present a new homework policy to the school board or parent association)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 1 are:
--

<i>Note: this box will expand as you type in the on-line template.</i>
--

## Internship Plan

5. Negotiating/Consensus Building (for example, take a leadership role in working with the teaching staff on a new professional development plan for the school)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 1 are:
--

<i>Note: this box will expand as you type in the on-line template.</i>
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## PERFORMANCE-BASED ACTIVITIES ADDRESSING ISLLC STANDARD 2

*A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

1. Analyzing the Curriculum (for example, serve in a leadership role on a textbook adoption committee)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 2 are:
--

<i>Note: this box will expand as you type in the on-line template.</i>
--

2. Supervision of Instruction/Instructional Strategies—participate in five full-cycle evaluations of teacher classroom performance

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 2 are:
--

<i>Note: this box will expand as you type in the on-line template.</i>
--

3. Learning/Motivation Theory (for example, meet with key central office personnel to develop a list of all examples of student recognition that the district employs and analyze the impact on school climate)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 2 are:
--

<i>Note: this box will expand as you type in the on-line template.</i>
--

4. Learning Technology (for example, view the [Technology Standards for Schools](#) document and analyze the extent to which your school meets these standards)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 2 are:
--

<i>Note: this box will expand as you type in the on-line template.</i>
--

## Internship Plan

5. Evaluation of Student Achievement/Testing and Measurements (for example, participate in a district-wide team that analyzes WASL data)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 2 are:

*Note: this box will expand as you type in the on-line template.*

6. Supervision of Extra/Cocurricular Education (for example, assume a leadership role in directing a student extra-curricular sport; work with the Athletic Director and coaches in development of district philosophy on role of extracurricular programs in the schools)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 2 are:

*Note: this box will expand as you type in the on-line template.*

7. Staff Development/Adult Learning (for example, assist a key central office administrator in surveying staff interest in professional development activities; work with your mentoring principal on development of staff professional development activities for the current school year)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 2 are:

*Note: this box will expand as you type in the on-line template.*

8. Change Process (for example, play a key role in your school's School Improvement Plan [SIP]; meet with key central office administrative leadership regarding the district's long term strategic planning and the role of change in that plan, and write a brief paper describing the district approach to the Change Process)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 2 are:

*Note: this box will expand as you type in the on-line template.*

9. Student Discipline (for example, review board policy and school handbooks and write a brief summary of key points; review the district discipline policy and summarize its key points for your University supervisor)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 2 are:

*Note: this box will expand as you type in the on-line template.*

## Internship Plan

10. Student Services (for example, interview a school nurse and document the school's approach to key health issues—i.e., AIDS, abuse, and sex education; meet with appropriate administrative leadership and support staff and review district policy in two or three service areas such as health issues, student absenteeism, student/parent relationships, and regulations)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 2 are:
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<i>Note: this box will expand as you type in the on-line template.</i>
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### PERFORMANCE-BASED ACTIVITIES ADDRESSING ISLLC STANDARD 3

*A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.*

1. General Office Administration (for example, interview each key office staff person and ask them to describe their primary responsibilities and how their position relates to that of others in the office)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 3 are:
--

<i>Note: this box will expand as you type in the on-line template.</i>
--

2. School Operations/Policies (for example, review the district operations policies and assess the extent to which they are in place in your specific school building)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 3 are:
--

<i>Note: this box will expand as you type in the on-line template.</i>
--

3. Facility and Maintenance Administration/Safety and Security (for example, review the school emergency evacuation plan; consider ways to improve on it)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 3 are:
--

<i>Note: this box will expand as you type in the on-line template.</i>
--

## Internship Plan

4. Student Transportation (for example, meet with the Director of Transportation and review annual plans and budget implications for the district)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 3 are:
--

<i>Note: this box will expand as you type in the on-line template.</i>
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5. Food Services (for example, meet with the district Food Services Manager and review daily operations, federal, state, and local regulations and budget management)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 3 are:
--

<i>Note: this box will expand as you type in the on-line template.</i>
--

6. Personnel Procedures (for example, meet with the Personnel Director and review district policies and procedures for recruitment and selection of teaching candidates and due process for dismissal of personnel)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 3 are:
--

<i>Note: this box will expand as you type in the on-line template.</i>
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7. Budget Supervision (for example, work with your mentoring principal in development of the building operational budget)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 3 are:
--

<i>Note: this box will expand as you type in the on-line template.</i>
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8. School/Program Scheduling (for example, work with your mentoring principal in development of the master schedule for the coming school year)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 3 are:
--

<i>Note: this box will expand as you type in the on-line template.</i>
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## Internship Plan

9. Collaborative Decision Making (for example, meet with your mentoring principal and discuss his or her approach to decision-making in the school building)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 3 are:
--

<i>Note: this box will expand as you type in the on-line template.</i>
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### **PERFORMANCE-BASED ACTIVITIES ADDRESSING ISLLC STANDARD 4**

*A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.*

1. Community/Public Relations (for example, meet with the key central office administrator responsible for this area and review the district plan of action)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 4 are:
--

<i>Note: this box will expand as you type in the on-line template.</i>
--

2. Parent Involvement (for example, work with your mentoring principal and determine a leadership role for yourself in working with the parent organization for your school)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 4 are:
--

<i>Note: this box will expand as you type in the on-line template.</i>
--

3. Climate for Cultural Diversity (for example, meet with key central office leadership and review the district policy for cultural diversity accommodation)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 4 are:
--

<i>Note: this box will expand as you type in the on-line template.</i>
--

4. Community/Business Involvement and Partnerships (for example, attend meetings where local business leaders' organizations meet with key district leadership and describe these meetings in your quarterly report)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 4 are:
--

<i>Note: this box will expand as you type in the on-line template.</i>
--

## Internship Plan

### PERFORMANCE-BASED ACTIVITIES ADDRESSING ISLLC STANDARD 5

*A school administrator is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner*

1. Position Goals and Requirements (for example, discuss with your mentoring principal how goals and requirements related to ethics are considered in hiring practices)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 5 are:
--

<i>Note: this box will expand as you type in the on-line template.</i>
--

2. Philosophy/History of Education (for example, review district curriculum policy and discuss same and its consideration of these issues with your mentoring principal)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 5 are:
--

<i>Note: this box will expand as you type in the on-line template.</i>
--

3. Ethics (for example, lead a staff meeting on the role of ethics in teacher classroom behavior; summarize the outcome)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 5 are:
--

<i>Note: this box will expand as you type in the on-line template.</i>
--

4. Interpersonal Relationships (for example, describe your philosophy governing professional interpersonal relationships on the job to your university supervisor and mentoring principal)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 5 are:
--

<i>Note: this box will expand as you type in the on-line template.</i>
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## Internship Plan

### PERFORMANCE-BASED ACTIVITIES ADDRESSING ISLLC STANDARD 6

*A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.*

1. School Board Policy and Procedures/State and Federal Law (for example, review the school board policy manual and discuss its key points with your mentoring principal; make any key observations in your quarterly report)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 6 are:
--

<i>Note: this box will expand as you type in the on-line template.</i>
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2. Federal Programs Administration (for example, meet with key administrative leadership and discuss school policy regarding implementation of NCLB legislation)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 6 are:
--

<i>Note: this box will expand as you type in the on-line template.</i>
--

3. Issues and Conflict Resolution (for example, identify a key issue in your school building and review strategies for addressing it with your mentoring principal)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 6 are:
--

<i>Note: this box will expand as you type in the on-line template.</i>
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4. Current Issues Affecting Teaching and Learning (for example, assess the teaching and learning effectiveness of your school building; summarize your findings with your mentoring principal and consider next steps)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 6 are:
--

<i>Note: this box will expand as you type in the on-line template.</i>
--

## Internship Plan

5. Professional Affiliations and Resources (for example, contact the AWSP headquarters and review their professional roles in the life of the school principal; identify and summarize those you perceive as most important in the principal's professional life)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 6 are:
--

<i>Note: this box will expand as you type in the on-line template.</i>
--

6. Professional Library (for example, identify three [3] contemporary professional books a principal should read and share your reasoning with your university supervisor and mentoring principal)

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 6 are:
--

<i>Note: this box will expand as you type in the on-line template.</i>
--

### **Technology Standards for School Administrators**

These technology standards address: Leadership & Vision; Learning & Teaching; Productivity & Professional Practice; Support, Management, & Operations; Assessment & Evaluation; and Social, Legal, & Ethical Issues. **Please remember to use the TSSA document for guidance in responding to this item.**

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with the Technology Standards are:
---

<i>Note: this box will expand as you type in the on-line template.</i>
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# APPENDIX E

## **Format for Daily Log**

*Note: an electronic copy of this document is available on-line at:*

[http://www.wce.wvu.edu/Depts/EDAD/forms/internship\\_daily\\_log\\_princ.xls](http://www.wce.wvu.edu/Depts/EDAD/forms/internship_daily_log_princ.xls)

See online version: [Daily Log \(Excel®\)](#)

To use this internship log effectively please note the following:

1. There are three tabs on the worksheet - one for each quarter (Fall Log, Winter Log, and Spring Log).
  - Use the correct worksheet for each quarter of your internship
  - Enter your name in cell A1 immediately after "INTERN NAME:" on each worksheet
  - Formulas are built in at the top of the worksheet to automatically carry forward hours entered in the previous quarter/worksheet
  - Do not enter information in highlighted cells (with the exception of C3 below).
2. If you click on cell "C3" you will see that it says "=SUM(C8:C500)". If you are entering information in cells after C500, they won't be included in the calculation. You will need to expand that range of cells to include any rows you are using outside that range (for example, change the formula to "=SUM (C8:C600)" if you are entering information through Cell C600).
3. Each spreadsheet uses the "freeze panes" function between rows 7 and 8 so that the six Standards remain visible. This function can be undone by going to the dropdown menu called "Window" on your toolbar. To unfreeze the panes simply highlight the row #8 and go to "Window" and down to "unfreeze panes". To refreeze the panes, highlight row #8, go to "Window", and click on "freeze panes".
4. Note: The Daily Log prints on letter-size paper. Expect to adjust the printing area (length) based on the number of rows of information you have entered (the width is adjusted to print on letter-size paper). To set your print area (expand or shorten) to incorporate all the rows of information you have entered, simply highlight all the information you want to print, click on the dropdown menu called "File" on your toolbar, select "Print Area" and "Set Print Area" and your new print area will be set.



# APPENDIX F

## **Reflective Summary**

## INSTRUCTIONS/DIRECTIONS REFLECTIVE SUMMARY

At the end of each quarter of your internship, you are required to submit your Daily Log (log-to-date) as well as a Reflective Summary. Attach the Quarterly Sign-Off Sheet (see Appendix J), signed by your mentoring principal and yourself, as a coversheet for your completed Daily Log prior to submission of that document and your Reflective Summary to your University supervisor.

<b>Fall</b>	Log Cover Sheet	Reflection on Management aspects (Guided Questions Provided)
<b>Winter</b>	Log Cover Sheet	Political Analysis Map (PAM) Tab 6 of Portfolio
<b>Spring</b>	Log Cover Sheet	Ethical Leader Reflection (ELR) Tab 5 of Portfolio

**Due one (1) week prior to end of Quarter.**

# APPENDIX G

## **Ideas & Guidelines for Yearly Internship Activities**

## IDEAS & GUIDELINES FOR YEARLY INTERNSHIP ACTIVITIES

1. In July/August, the mentor principal and the intern should review the following ideas of appropriate activities. As the beginning of the internship occurs when the principal reports to work, they can use the list as a guide for planning activities for the internship year.
2. During the year, interns should note log dates when these activities are done, and the related ISLLC standards reflected in each activity.
3. Interns and mentor principals should meet frequently during the year to review progress on the activities determined to be important for gaining administrative experience during the internship.

### **Curriculum and Instruction skills to foster:**

- Facilitate the integration of Essential Learnings in all curriculum areas
- Implement district policies pertaining to textbook and supporting materials selection and challenges
- Apply state and district rules and policies regarding mandatory and elective courses to curriculum decisions at the building level
- Administer and supervise in accordance with statutes, rules and district policies categorical programs:
  1. IDEA and Title programs, as well as 504 for both staff and students
  2. Vocational education
  3. Bilingual/ESL
  4. Migrant and gifted education
- Know referral and placement procedures for each of the above programs
- Have knowledge and skill to interpret and communicate results of individualized and group assessments to staff, students, parents and community, particularly focusing on the WASL areas
- Become familiar with handling of diversity issues in the school curriculum and programs

### **Student Services skills to foster:**

- Maintain attendance and student records
- Complete state and federal enrollment reports
- Determine FTE for categorical and regular programs
- Be familiar with available community services; utilize support services inside and outside the educational setting
- Implement effective principles of discipline, student control and student management
- Report child abuse and neglect
- Understand and implement policies related to sexual harassment/discrimination
- Assist with writing or revising student and parent handbooks
- Participate in parent-teacher conferences
- Deal with an angry parent

### **Building Administration and Management skills to foster:**

- Develop alternate patterns of space, time and student/staff groupings
- Master policies and procedures that govern the school and develop master class schedules

- Understand care and maintenance of the physical environment, including custodial, cafeteria and maintenance: job descriptions and related health and safety codes
- Understand the relationship of the collective bargaining agreement to professional and instructional decisions
- Understand classified contractual agreement and participate in the evaluation process for a classified employee

#### **Auxiliary Services skills to foster:**

- Investigate by interviewing relevant personnel and reading district policies in order to understand key issues and coordination of services such as:
  1. Computer services
  2. Food services
  3. Health services
  4. Media programs
  5. Pupil personnel services
  6. Transportation

#### **Student Activities skills to foster:**

- Explain local district policy as it relates to activities
- Plan and develop governance policies and supervise and evaluate student activities
- Understand the financial accounting process for ASB activities

#### **Personnel skills to foster:**

- Prepare and participate in personnel interviews, both certificated and classified
- Participate in evaluation of several personnel, both certificated and classified
- Participate in a teacher conference
- Conduct a staff meeting

#### **Fiscal Management skills to foster:**

- Determine student/program costs
- Prepare a budget for a club, group or team
- Understand a building budget
- Coordinate a fund raising activity
- Conduct an inventory and determine needs of supplies and materials
- Understand the accounting and ordering process of the building

#### **Professionalism and Leadership skills to foster:**

- Design a written personal program for professional growth
- Design a personal history of training received, and keep it current
- Attend professional conferences, meetings and seminars
- Join and participate in professional organizations such as AWSP, ASCD and PDK
- Attend school board meetings (your own as well as other districts)
- Visit schools at levels other than your own and shadow each principal for a day
- Visit your central office and interview various administrators

## APPENDIX H

# **Washington State Residency Administrator Certification Performance Indicators**

## WASHINGTON STATE RESIDENCY CERTIFICATION PERFORMANCE INDICATORS

### Residency Certificate Portfolio

Infused throughout all products/indicators:

- Communication skills
- Ethical decision-making
- Legal considerations

#### Common Portfolio Products

**SIP**  
School  
Improvement  
Plan

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**EDAD 541**

**SAP**  
School  
Action  
Plan

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**EDAD 541**

**TAL**  
Teaching  
and  
Learning

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**EDAD 543**

**RAP**  
Resource  
Alignment  
Plan

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**EDAD 537**

**CAP**  
Community  
Action  
Plan

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**EDAD 550**

**PAM**  
Political  
Analysis  
Map

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**EDAD 592**

**Professional Growth Plan (PGP)**  
An analysis of the candidate's strengths and weaknesses and how  
the proposed plan will have a positive impact on student learning.

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**EDAD 539**

**SOURCE:** Washington Council of Educational Administrative Programs. (2004) *Washington State residency certification performance indicators*. Draft document being piloted by member colleges and universities of the Washington Council of Educational Administrative Programs.

## Washington State Residency Certification Performance Indicator/Product

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<b>Standard:</b>	ISLLC 1 – Visionary Leadership
<b>Strand(s):</b>	1.1 Creating a Site-Specific Vision 2.2 Operationalizing the Vision for Learning 2.3 Developing stewardship of the Vision
<b>Evidence:</b>	School Improvement Plan (SIP)
<b>Indicator:</b>	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.
<b>Performance Indicator:</b>	<ul style="list-style-type: none"> <li>▶ Develops or re-affirms a site-specific vision.</li> <li>▶ Articulates the purpose and rationale for a collaborative school vision.</li> <li>▶ 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.</li> <li>▶ Observes and assists with a process for developing or renewing a school improvement plan, reflecting developmental stages addressed in the OSPI School Improvement Planning Process Guide or similar process:               <ul style="list-style-type: none"> <li>• Assess readiness</li> <li>• Collect and sort data</li> <li>• Prioritize goals</li> <li>• Research and select effective practices</li> <li>• Craft action plans*</li> <li>• Implement and monitor the plan*</li> <li>• Evaluate impact on student achievement*</li> </ul> </li> </ul> <p style="margin-left: 40px;">*Completed in SAP</p>
<b>Reflective Analysis:</b>	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.

## Washington State Residency Certification Performance Indicator/Product

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<b>Standard:</b>	ISLLC 1 – Visionary Leadership ISLLC 2 – Instructional Leadership ISLLC 3 – Organizational Management
<b>Strand(s):</b>	1.1 Creating a site-specific vision for learning 1.2 Operationalizing the vision for learning 2.1 Advocating, nurturing, and sustaining a school culture 2.2 Advocating, nurturing, and sustaining student learning 2.3 Advocating, nurturing, and sustaining professional development 3.1 Uses a continuous cycle of analysis to ensure efficient and effective systems
<b>Evidence:</b>	School Action Plan (SAP)
<b>Indicator:</b>	Implementation Plan for a goal from the SIP or a school-based goal
<b>Performance Indicator:</b>	<ul style="list-style-type: none"> <li>▶ Identifies one goal in the School Improvement Plan for implementation.</li> <li>▶ Relates the written vision of the school to the selected goal.</li> <li>▶ Selects appropriate strategies for implementing the action plan.</li> <li>▶ Analyzes data related to the selected goal including the school’s demographics, student achievement and learning climate; disaggregate and present data to appropriate audiences.</li> <li>▶ Incorporates research and best practices in the implementation plan.</li> <li>▶ Identifies resources to support the implementation of the goal, including staff development needs.</li> <li>▶ Describes how the implementation plan will be assessed.</li> </ul>
<b>Reflective Analysis:</b>	<ol style="list-style-type: none"> <li>a) What did you learn about your leadership skills in this process?</li> <li>b) How will the plan make a difference for student learning?</li> <li>c) How will you make this process continuous?</li> <li>d) What would you do differently, and why?</li> </ol>

## Washington State Residency Certification Performance Indicator/Product

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<b>Standard:</b>	ISLLC 2 – Instructional Leadership
<b>Strand(s):</b>	<p>2.1 Advocating, nurturing, and sustaining a school culture</p> <p>2.2 Advocating, nurturing, and sustaining student learning</p> <p>2.3 Advocating, nurturing, and sustaining professional development</p>
<b>Evidence:</b>	Teaching and Learning (TAL)
<b>Indicator:</b>	An Analysis of how the school is organized to advocate, nurture and sustain a school and instructional program and conducive to student learning and staff professional growth
<b>Performance Indicator:</b>	<ul style="list-style-type: none"> <li>▶ Describes learning context and culture of the school.</li> <li>▶ Provides evidence that student learning is the fundamental purpose of the school.</li> <li>▶ Shows how all students have equitable, engaging opportunities to learn and to meet high standards.</li> <li>▶ Displays curriculum as a developmental continuum.</li> <li>▶ Demonstrates how curriculum and assessments are aligned to the EALRs.</li> <li>▶ Shows how individual and collaborative classroom assessment of student work informs instruction.</li> <li>▶ Describes how support and coaching of teachers impacts student learning.</li> <li>▶ Describes the role of technology in promoting student learning and professional growth.</li> <li>▶ Demonstrates that staff supervision and evaluation, including the use of professional growth plans, improves student learning.</li> <li>▶ Gives evidence that professional development is based on identified staff instructional needs (surveys, assessment data, etc.) and adult learning theory.</li> <li>▶ Describes the difference between supervision and evaluation of teachers and defines the role of each.</li> </ul>
<b>Reflective Analysis:</b>	<p>a) Analyze how effectively your school is meeting the learning needs of <b>all</b> students and teachers.</p> <p>b) To what degree did staff professional development make a difference in student learning?</p> <p>c) To what extent do state and national teaching standards assist you in the supervision of teachers?</p> <p>d) Describe how you would use the continual cycle of analysis to lead the improvement of learning in your school.</p>

## Washington State Residency Certification Performance Indicator/Product

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<b>Standard:</b>	ISLLC 4 – Leadership for a Diverse Community
<b>Strand(s):</b>	<ul style="list-style-type: none"> <li>4.1 Collaborating with families</li> <li>4.2 Collaborating and responding to diverse communities</li> <li>4.3 Mobilizing community resources</li> </ul>
<b>Evidence:</b>	Community Action Plan (CAP)
<b>Indicator:</b>	A school/family/community partnership plan that supports student learning
<b>Performance Indicator:</b>	<ul style="list-style-type: none"> <li>▶ Identifies ethnic, cultural, linguistic, socio-economic, gender, and academic needs of students.</li> <li>▶ Identifies and demonstrates a variety of ways that families can be involved in their students' learning, including barriers to overcome.</li> <li>▶ Demonstrates two-way communication between home and school.</li> <li>▶ Demonstrate 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.</li> <li>▶ Develops and nurtures community partnerships.</li> </ul>
<b>Reflective Analysis:</b>	<ul style="list-style-type: none"> <li>a) How can family and community partnerships improve student learning (measuring and reducing the achievement gap) in your school?</li> <li>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?</li> <li>c) How would you improve these communications?</li> </ul>

## Washington State Residency Certification Performance Indicator/Product

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**Standard:** ISLLC 5 – Moral and Ethical Leadership  
ISLLC 6 – Political Advocacy

**Strand(s):** 5.2 Acts with integrity, fairness, and in an ethical manner  
6.0 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:**

- ▶ 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 as a tool to analyze:
  1. a current local political educational issue
  2. a state or national political educational issue
- ▶ Develops a case study on the local political issue, synthesizing the critical elements.

	School	District	Community	State	National
1. Issue					
2. Who					
3. Why					
4. Where					
5. When					
6. Policy/Legal Implications					
7. Ethical/Moral Dilemmas					
8. Proposed Solutions					
9. 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 Certification Performance Indicator/Product

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<b>Standard:</b>	ISLLC 3 – Organizational Management
<b>Strand(s):</b>	<p>3.1 Uses a continuous cycle of analysis to ensure efficient and effective systems</p> <p>3.2 Ensures efficient and effective management of the organization</p> <p>3.3 Ensures efficient and effective management of operations</p> <p>3.4 Ensures management of the resources for a safe, efficient, and effective learning environment</p>
<b>Evidence:</b>	Resource Alignment Plan (RAP)
<b>Indicator:</b>	Analysis of resource allocation as it supports the school vision and school improvement process
<b>Performance Indicator:</b>	<ul style="list-style-type: none"> <li>▶ Summarizes how resources are obtained, allocated, conserved and aligned to support the school vision and the school improvement process;</li> <li>▶ Describes the resource management process to include budget, staffing, scheduling, facilities, etc.;</li> <li>▶ Describes stakeholder involvement in resource management;</li> <li>▶ Summarized the impact on resource management of applicable state laws, board policies, and collective bargaining agreements;</li> <li>▶ Selects one resource management area at the building site, and evaluates costs and benefits to improvement of student learning;</li> <li>▶ Summarizes the availability of non-traditional resources within the community (also in CAP).</li> </ul>
<b>Reflective Analysis:</b>	<p>a) Describe your involvement in the resource management process.</p> <p>b) Analyze effectiveness of the resource management process, including stakeholder involvement.</p> <p>c) As a school leader, how will you ensure that needed resources for student learning are available?</p> <p>d) To what degree does the current resources allocation support the district/building priorities for student learning? What adjustments or changes would you recommend, considering budget realities?</p>

## Washington State Residency Certification Performance Indicator/Product

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<b>Standard:</b>	ISLLC 5 – Moral and Ethical Leadership ISLLC 2 – Instructional Leadership
<b>Strand(s):</b>	5.1 Uses the continuous cycle of analysis for self-assessment of professional leadership
<b>Evidence:</b>	Personal Professional Growth Plan (PGP)
<b>Indicator:</b>	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.
<b>Performance Indicator:</b>	<ul style="list-style-type: none"> <li>▶ Directly addresses all standards and strands;</li> <li>▶ Contains a reflective self-assessment of strengths and growth opportunities for each standard/strand;</li> <li>▶ Includes action plans for areas of focus related to standard/strands (planned training/experiences, timeline, and evaluation);</li> <li>▶ Links personal professional growth to enhanced staff performance</li> <li>▶ Is completed during internship as a culminating event and is included in the portfolio as preparation for the Professional Principal Certificate.</li> </ul>

# APPENDIX I

## **Technology Standards for School Administrators (TSSA)**

# Technology Standards *for School Administrators*

## **I. Leadership and Vision:**

*Educational leaders inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision.*

### **Educational leaders:**

- A. facilitate the shared development by all stakeholders of a vision for technology use and widely communicate that vision.
- B. maintain an inclusive and cohesive process to develop, implement, and monitor a dynamic, long-range, and systemic technology plan to achieve the vision.
- C. foster and nurture a culture of responsible risk-taking and advocate policies promoting continuous innovation with technology.
- D. use data in making leadership decisions.
- E. advocate for research-based effective practices in use of technology.
- F. advocate, on the state and national levels, for policies, programs, and funding opportunities that support implementation of the district technology plan.

## **II. Learning and Teaching:**

*Educational leaders ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching.*

### **Educational leaders:**

- A. identify, use, evaluate, and promote appropriate technologies to enhance and support instruction and standards-based curriculum leading to high levels of student achievement.
- B. facilitate and support collaborative technology-enriched learning environments conducive to innovation for improved learning.
- C. provide for learner-centered environments that use technology to meet the individual and diverse needs of learners.
- D. facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills.
- E. provide for and ensure that faculty and staff take advantage of quality professional learning opportunities for improved learning and teaching with technology.

## **III. Productivity and Professional Practice:**

*Educational leaders apply technology to enhance their professional practice and to increase their own productivity and that of others.*

### **Educational leaders:**

- A. model the routine, intentional, and effective use of technology.
- B. employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community.
- C. create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity.
- D. engage in sustained, job-related professional learning using technology resources.
- E. maintain awareness of emerging technologies and their potential uses in education.
- F. use technology to advance organizational improvement.

## Framework, Standards, and Performance Indicators

### IV. Support, Management, and Operations:

*Educational leaders ensure the integration of technology to support productive systems for learning and administration.*

#### **Educational leaders:**

- A. develop, implement, and monitor policies and guidelines to ensure compatibility of technologies.
- B. implement and use integrated technology-based management and operations systems.
- C. allocate financial and human resources to ensure complete and sustained implementation of the technology plan.
- D. integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources.
- E. implement procedures to drive continuous improvements of technology systems and to support technology replacement cycles.

### V. Assessment and Evaluation:

*Educational leaders use technology to plan and implement comprehensive systems of effective assessment and evaluation.*

#### **Educational leaders:**

- A. use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity.
- B. use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning.
- C. assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel decisions.
- D. use technology to assess, evaluate, and manage administrative and operational systems.

### VI. Social, Legal, and Ethical Issues:

*Educational leaders understand the social, legal, and ethical issues related to technology and model responsible decision-making related to these issues.*

#### **Educational leaders:**

- A. ensure equity of access to technology resources that enable and empower all learners and educators.
- B. identify, communicate, model, and enforce social, legal, and ethical practices to promote responsible use of technology.
- C. promote and enforce privacy, security, and online safety related to the use of technology.
- D. promote and enforce environmentally safe and healthy practices in the use of technology.
- E. participate in the development of policies that clearly enforce copyright law and assign ownership of intellectual property developed with district resources.

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*“This material was originally produced as a project of the Technology Standards for School Administrators Collaborative.”*

# APPENDIX J

## Quarterly Sign-Off Sheet

*Note: an electronic copy of this document is available on-line at:*  
[http://www.wce.wvu.edu/Depts/EDAD/forms/quarterly\\_signoff\\_princ\\_cover.pdf](http://www.wce.wvu.edu/Depts/EDAD/forms/quarterly_signoff_princ_cover.pdf)



Woodring College of Education  
Preparing thoughtful, knowledgeable, and  
effective educators for a diverse society.

Department of Educational Leadership

**DAILY LOG**  
Residency Principal's Certificate Program

Intern's Name: \_\_\_\_\_  
*(Please print legibly)*

Intern's Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*(To the best of my knowledge this information is accurate.)*

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*(To the best of my knowledge this information is accurate.)*

University Supervisor's  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*(To the best of my knowledge this information is accurate.)*

School: \_\_\_\_\_

School District: \_\_\_\_\_

Fall Quarter  Hours Logged Fall Quarter: \_\_\_\_\_

Winter Quarter  Hours Logged Winter Quarter: \_\_\_\_\_

Spring Quarter  Hours Logged Spring Quarter: \_\_\_\_\_

*(Please check appropriate Quarter and indicate number of hours logged for that quarter.)*

Total Hours Logged for the Year to Date: \_\_\_\_\_