SUPERINTENDENT CERTIFICATION PROGRAM

CANDIDATE HANDBOOK

2012 – 2014

Educational Administration Program
Department of Educational Leadership
Woodring College of Education

Preparing Thoughtful, Knowledgeable, and Effective Educators for a Diverse Society
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Sections</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>1</td>
</tr>
<tr>
<td>Gainful Employment Disclosure</td>
<td>2</td>
</tr>
<tr>
<td>disAbled Student Services</td>
<td>2</td>
</tr>
<tr>
<td>Academic Dishonest Policy</td>
<td>2</td>
</tr>
<tr>
<td>Library Services for Extended Education Students and Faculty</td>
<td>2</td>
</tr>
<tr>
<td>Get Connected</td>
<td>2</td>
</tr>
<tr>
<td>Program Overview</td>
<td>4</td>
</tr>
<tr>
<td>Mission</td>
<td>4</td>
</tr>
<tr>
<td>Foundation</td>
<td>4</td>
</tr>
<tr>
<td>Program Design</td>
<td>4</td>
</tr>
<tr>
<td>Program Attributes</td>
<td>5</td>
</tr>
<tr>
<td>Candidate Expectations</td>
<td>6</td>
</tr>
<tr>
<td>Attendance</td>
<td>6</td>
</tr>
<tr>
<td>Participation</td>
<td>6</td>
</tr>
<tr>
<td>Reading</td>
<td>6</td>
</tr>
<tr>
<td>Writing</td>
<td>6</td>
</tr>
<tr>
<td>Presenting</td>
<td>6</td>
</tr>
<tr>
<td>Course Work</td>
<td>7</td>
</tr>
<tr>
<td>Course Description and Schedule</td>
<td>7</td>
</tr>
<tr>
<td>2012-2013 &amp; 2013-2014</td>
<td>7</td>
</tr>
<tr>
<td>Meeting Times</td>
<td>7</td>
</tr>
<tr>
<td>Internship</td>
<td>8</td>
</tr>
<tr>
<td>Self Assessment</td>
<td>8</td>
</tr>
<tr>
<td>Internship Plan</td>
<td>8</td>
</tr>
<tr>
<td>Log</td>
<td>8</td>
</tr>
<tr>
<td>Quarterly Reports</td>
<td>8</td>
</tr>
<tr>
<td>Internship Seminars</td>
<td>9</td>
</tr>
<tr>
<td>Personal/Professional Portfolio</td>
<td>9</td>
</tr>
<tr>
<td>Meeting Attendance – School Board</td>
<td>9</td>
</tr>
<tr>
<td>Meeting Attendance – Other</td>
<td>9</td>
</tr>
<tr>
<td>Grading Note</td>
<td>9</td>
</tr>
<tr>
<td>Career Advancement</td>
<td>10</td>
</tr>
<tr>
<td>Program Contacts</td>
<td>11</td>
</tr>
</tbody>
</table>
Appendices:

A  Web4U and Activating Your Campus Email Account ...........................................12
B  Program Standards Matrix ..................................................................................15
C  Washington Advisory Council for Professional Administrator Standards
   (WACPAS) and Performance Indicators ............................................................21
D  Self-Assessment Planning Document ................................................................25
E  Preparing the Internship Plan ...........................................................................30
F  Technology Standards for School Administrators (TSSA) ...............................42
G  Quarterly Sign-Off Sheet (Daily Log) ................................................................46
H  Professional Growth Plan ..................................................................................48
WELCOME!

Welcome to Western Washington University’s Superintendent Certification and District-Level Leaders Program! We’re glad you’re here. You are embarking on a journey that will be both challenging and rewarding to you personally and professionally. Successful completion of the program will result in Washington State Superintendent Certification.

This program represents best practices for today’s school district leaders. Although grounded in current research, it is very much a field-based, practitioner-oriented program. The knowledge and skills gained can be directly applied to the school systems you serve or will serve in the future.

Our faculty are current or recently practicing superintendents who are leaders in the field. They bring a wealth of information and experience to the program.

We are all here to help you be successful. Make a conscious decision now to fully commit to the course work and to the internship. It will pay dividends.

Wishing you personal joy and professional fulfillment. Enjoy the journey!

Sincerely,

Wayne Robertson, EdD
Gainful Employment Disclosure

For information about our program completion rates, the median debt of students who completed the program, and other important information, please click on WWU's Gainful Employment Disclosure webpage.

disAbled Student Services

It is the policy of Western Washington University to provide reasonable accommodation to the known physical, sensory, or mental limitations of qualified individuals except where such accommodation would impose undue hardship on the institution. To request accommodation, students must contact WWU disAbility Resources for Students at 360.650.3844 or www.wwu.edu/depts/drs/.

Academic Dishonest Policy

Western Washington University students are responsible for reading, understanding, and following the policy and procedures regarding academic dishonesty as set forth in the WWU Academic Dishonesty Policy and Procedure (see Appendix D of the University Bulletin).

Library Services for Extended Education Students and Faculty

The Wilson Library offers many services and resources to students enrolled in the extended education programs and the Extended Education faculty, including access to many databases, interlibrary loan services, research assistance by phone or e-mail and classroom instruction. For further information, please go to: www.library.wwu.edu/ref/subjects/extended/index.shtml.

Get Connected

▶ Activate your MyWestern email account

As a student at Western, you receive a free campus email account through the MyWestern portal. Your MyWestern email account is your official email address for all University communications. Failure to activate your account and read your email may cause you to miss time-critical billings, deadlines, or announcements from this program. Electronic communication is important to the success of your program and your profession.

To activate your email account, go to www.wwu.edu/webactivate. If you experience technical difficulties while activating or using your MyWestern email account, please contact the ATUS Helpdesk. They will assist you via the web (www.wwu.edu/atus/helpdesk/), email (helpdesk@wwu.edu), telephone (360.650.3333),
or in person (Haggard Hall 123). Be proactive: report your technical issues to the ATUS Helpdesk!

➤ Use the Educational Administration webpage: [http://dev.wce.wwu.edu/Depts/EDAD/](http://dev.wce.wwu.edu/Depts/EDAD/)

The Educational Administration webpage is a comprehensive resource for current and prospective candidates. Loaded with user-friendly resources, our site can help you stay organized and informed. We update it weekly so the information is timely, relevant, and accessible for students with busy lives. Check out these useful links:

- Advising
- Class Timetables
- Documents & Forms
- Registration
- Internship
- Important Dates & Deadlines
- Textbooks
- University Links
PROGRAM OVERVIEW

A Certification Program for Aspiring Superintendents
and other District-Level Leaders

Mission
The mission of Western Washington University’s Educational Administration Program is to prepare exemplary leaders to meet the demands of school and district leadership focused on optimal achievement for all students (consistent with Woodring’s Conceptual Framework “Preparing Thoughtful, Knowledgeable, and Effective Educators for A Diverse Society”).

Foundation
The program meets all certification requirements as outlined in WAC 180-78A-270(3) and was approved by the State Board of Education, August 2004.

There are several sets of standards that have been developed for school leaders. We have addressed these standards throughout the program (see the Matrix in Appendix B).

The most current and directly applicable standards for the superintendency come from the work of the Washington Advisory Council for Professional Administrator Standards (WACPAS). Essentially, they are the Interstate School Leaders Licensure Consortium (ISLLC) Standards with Standards 7 and 8 added to specifically address the superintendency (see Appendix C):

1) Steward of Vision
2) Instructional Leader
3) Organizational Manager
4) Community Leader
5) Ethical Leader
6) Advocate for Public Policy
7) Advisor to the Board
8) Change Agent

Program Design

The program is designed so that it may be completed in six quarters. It includes six (6) seminar courses and a six-quarter internship for a total of 32 credits.

Courses and seminars are designed to meet the needs of the working professional educational leader and are offered in a series of weekends.
Program Attributes

**Cohort Model**

**Field Based**

**Practitioner-Oriented**

**Standards Driven**

**Research & Best Practice Focus**

**On-Going Collaboration & Support**
CANDIDATE EXPECTATIONS

Attendance
Regular attendance is critical. As this is a weekend seminar format, missing one session is equivalent to missing three weeks of a typical class.

Participation
Full participation is also expected. One of the great strengths of the cohort model is that you gain much from the insight and experience of your colleagues. Be sure to fully prepare for each session.

Reading
Reading will be a significant component of each course. As the course only meets once a month on the average, be sure to pace yourself with the reading expectations.

In addition to the requirements in each course, you are asked to stay current with major journals and periodicals that are important to our field. These include: Education Week; The School Administrator; Educational Leadership; The American School Board Journal; Kappan, etc.

Writing
Writing will also be a significant component of each course as well as the internship. This will include everything from technical writing to personal reflection. You will be asked to communicate with a variety of different audiences under a variety of circumstances. Sound writing skills are expected.

Presenting
Presentation skills are essential for school system leaders. You will be asked to present a variety of different messages under a variety of circumstances during both your course work and your internship. Effective presentation techniques are expected.
COURSE WORK

There are six core courses in the program. You will take one course per quarter along with one (1) credit of your internship.

Course Description & Schedule

Superintendent Cohort 2012 – 2014

Please refer to the Ed Administration webpage for additional information: http://www.wce.wwu.edu/Depts/EDAD/TTSupt.shtml

Year 1 (2012-2013):

Fall 2012  EDAD 640 Current Topics in Education (4 cr.) (WR)  Sep. TBD  Oct. TBD  Nov. TBD

Winter 2013  EDAD 644 Public Policy Formulation & Practice (4 cr.) (WR)  Jan. TBD  Feb. TBD  Mar. TBD

Spring 2013  EDAD 643 Advanced Leadership Theory (5 cr.) (FMc)  Apr. TBD  May TBD  Jun. TBD

Year 2 (2013-2014):

Fall 2013  EDAD 642 Effective School System Management (5 cr.) (WR)  Sep. TBD  Oct. TBD  Nov. TBD

Winter 2014  EDAD 641 Improving Student Learning (4 cr.) (WR)  Jan. TBD  Feb. TBD  Mar. TBD

Spring 2014  EDAD 647 Seminar for School District Leaders (4 cr.) (FMc)  Apr. TBD  May TBD  Jun. TBD

Note: In addition to the above referenced courses, you will register for one (1) credit of EDAD 692 - Field Experience in Administration for the Superintendent, each of the six quarters.

Meeting Times
Friday Evenings and all-day Saturdays or as arranged—subject to change (check with instructor)
INTERNSHIP

It is expected that your internship will provide the depth and breadth of experiences necessary to demonstrate competency in each of the eight standards. You were required to gain support of this experience prior to your admittance to the program. It is our goal that your internship is of value both to you and to your district and community.

Self Assessment
You will be asked to reflect on your background, skills, abilities, and experiences as they relate to the eight standards and performance indicators. You will rate your experiences as “Novice,” “Developing,” or “Independent” (see Appendix D).

This Self Assessment will provide the direction for the development of your Internship Plan. You will be asked to review this Self Assessment with your mentor superintendent or district-level leader and your supervisor. A cover sheet with all three signatures (mentor, supervisor, yourself) must be attached.

Internship Plan
Based on the information gained from your self assessment, you will develop an Internship Plan in collaboration with your mentor superintendent or district-level leader. The plan should include at least one major project related to each of the eight standards. The goal is to have valuable experiences related to the superintendency while demonstrating proficiency in each standard area (see Appendix E).

The Internship Plan serves as a guide and can easily be amended. Be sure to attach a cover sheet with all three signatures (mentor, supervisor, yourself).

Log
The administrator certification program requires a minimum of 540 hours of internship-related activities. You will need to maintain a log of your activities. This is a chronological listing of the activity; amount of time spent; and to which standard(s) the activity relates. Maintain the log on a regular basis (daily is recommended) and print off a copy each time your supervisor visits.

Quarterly Reports
At the end of each quarter, you will be asked to print a copy of your log to date and attach the signed Quarterly Sign-Off Sheet. In addition to your log information, you will be required to write a Reflection. Items to include would be highlights, greatest challenges, areas needing more attention, etc. Reflect on how you may have handled a situation, what you learned, and what you might do differently next time. The reflection should also include what areas you plan to focus your attention on for the coming quarter.
These items, Log (with signed Quarterly Sign-Off Sheet) and your Reflection, are all due to your university supervisor as follows:

**Fall Quarter = December 1 | Winter Quarter = March 1 | Spring Quarter = June 1**

**Internship Seminars**
Internship Seminars will be held each Friday evening prior to the start of class for approximately one hour. This provides an opportunity to check in on progress of the internship, work on portfolio development, as well as prepare for career advancement. We will invite Search Consultants as well as other guest speakers to join us.

**Personal/Professional Portfolio**
Candidates are expected to build a personal/professional portfolio over the course of the program. The portfolio includes artifacts developed/collected in each standard area as well as personal reflections and career advancement documents.

**Meeting Attendance – School Board**
Board/Superintendent relations are a critical component of the superintendency. It can also be a challenging area for an intern to gain knowledge and experience. Candidates are expected to attend all (or the vast majority) of school board meetings in your district. It is recommended that you observe as much of the preparation for the meeting as possible. Also, whenever possible, debrief with your mentor on how things went. Whenever possible, candidates are expected to take the lead in the preparation (and, ideally, conducting) of one or two meetings. Attendance at Executive Sessions is also invaluable. Explore every possible opportunity with your mentor.

In addition to School Board Meetings in your own district, candidates are expected to attend at least two other district’s Board Meetings per year for a total of four (4) additional districts over the course of your internship. A brief summary of your “findings” needs to be prepared and shared with your cohort and your supervisor and then filed in your portfolio.

**Meeting Attendance – Other**
Work with your mentor on other key meetings that they attend and/or would suggest you attend. These may include: ESD Meetings; County/Regional Superintendent groups; Chamber of Commerce; Service Clubs (Rotary, Kiwanis, Lions, etc.); and any others that would enhance your experience.

If you are not already a member of or active in WASA (Washington Association of School Administrators), it is highly recommended. This is the primary organization for superintendents and other district office leaders. It is a great way for you to network as well as stay current.

**Grading Note**
Most courses are graded on the letter-grading system, your internship will be graded S/U (Satisfactory/Unsatisfactory).
CAREER ADVANCEMENT

As a component of your internship, specific training will be provided on the job search process – preparing winning paperwork (Résumé; Letter of Application, etc.) and successful interviewing strategies.

This training is based on current research and school district practices for screening and selecting system leaders. Consultants from the field will be brought in to share their expertise, insights, and recommendations.

The development of your portfolio over the course of the program will be a great asset as you embark on your next job search process.
PROGRAM CONTACTS

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206.238.5358 (cell)

Staff
Judy Gramm
Program Manager
Judy.Gramm@wwu.edu
Phone 360.650.3708

Educational Administration Program
http://www.wce.wwu.edu/Depts/EDAD
Department of Educational Leadership
Woodring College of Education
516 High Street | Miller Hall 417A
Bellingham, Washington 98225-9087
EdAdmin@wwu.edu
Toll free: 866.913.3323 | Fax: 360.650.6526
APPENDIX A

Web4U & MYWestern
(Activating Your Campus Email Account)
Registration Schedule

Registration for each quarter is conducted in three phases through WWU’s Internet homepage. The Registration Schedule appoints registration times during Phase I of registration according to the total number of credits completed, giving priority to students with the most credits. This schedule is posted on the WWU website and published in the Timetable of Classes. The registration period for Masters and post-Masters always begins on the first day of Phase I. The three phases of registration are as follows:

Phase I – The first two to four weeks of registration, reserved for continuing, matriculated students and former students returning who have completed the admission process.

Phase II – The week before the start of classes when new or transfer students register, and registration continues for current and returning students.

Phase III – The first five days of classes when all students can make final changes to their schedules, and when SPAN students register. Courses dropped during this phase result in no entry on your academic transcript, unless dropping all courses. Complete withdrawal from all courses must be made at the Registrar’s Office, not via Web for Students. Phase III ends at 5:00pm on the fifth day of classes; this is the deadline to register for courses without paying a late fee.

Registration Assistance

If you experience technical difficulties while trying to register, note the point at which the problem occurs, then contact the Registrar’s Office at (360) 650-3432. Be sure to have your WWU ID handy.

Registration Hours

Throughout the three registration phases, Web for Students is open for registration during the following hours:
MTWF 7:30am – 9:00pm & Thursday 7:30am – 7:00pm.

Web4U @WWU

Web4U is Western’s student services system located on the WWU homepage. Web4U is accessible by current and former students with login credentials. Current students can register for classes, pay their tuition, check final grades, etc. (Former students with coursework after 1984 can access their unofficial transcripts). To enter Web4U, follow these instructions:

1. Go to http://www.wwu.edu/web4u

   User ID: W00001234
   PIN: 15jan1991

2. Login with your User ID (WWU student identification number starting with uppercase “W” and followed by 8 numerals; e.g., W00001234) and PIN (default PIN is your birthdate in ddmmmyyyy format (e.g., 15jan1991; make sure to use lowercase letters for the month). If you don’t have a birthdate in our system, your default PIN is the first 2 characters of your last name in lowercase followed by the first 6 digits of your Social Security Number.

3. The first time you log in, you’ll be required to create a security question. If you ever forget your PIN, you can identify yourself by answering your security question correctly.

4. The Main Menu has the following options:

   Personal Information
   • View/update your address & phone number
   • View/update emergency contact information
   • Change your PIN or security question

   Student Services & Financial Aid
   • Register for classes
   • Display class schedule
   • View holds
   • Make online payment
   • Display grades & transcripts
   • Review financial aid requirements & awards
Read Your Email!

All Western students are required to read official campus email sent to their MyWestern campus email accounts. This policy was implemented so that official University email regarding tuition, enrollment, financial aid, grades, admissions, program information, and other administrative communications could be sent to students in a manner guaranteed to get to them quickly and reliably. No official record of students’ alternative email addresses (e.g., Hotmail, Yahoo, or Comcast) is kept in campus systems.

Every student is automatically assigned a campus email account at the time they are admitted to Western. Student email addresses are usually based on the first six letters of the last name, first initial, and a numeral if needed (e.g., johnsok2@students.wwu.edu).

New students: your MyWestern email account is ready to activate twenty-four hours after you have registered for your first quarter of classes!

Forwarding your Email

You should forward your campus email if you intend to use a non-campus email account as the single source for all your email. For example, if you always use your school district email account to read your mail, forwarding your campus email to that account is a good idea. This will ensure that you will receive and read any official email communications sent by Western, including email from faculty, Woodring, the Graduate School, the Registrar, Student Accounts, etc. If forwarding your mail to a school district account, please be sure emails from Western are on your district’s “approved” list and you are able to access that email when schools are not in session (e.g., summers, breaks, etc.)

As soon as you have activated your Universal Account, you can login at MyWestern and select the option to forward your email to another account. Simply click on the email icon at the top of your MyWestern welcome page, then click on the “Options” link. Detailed directions are available through the ATUS Help Desk at http://west.wwu.edu/atus/helpdesk/forwardstudentemail.pdf.

Activation Instructions

- Go to www.wwu.edu/activate
- Review the text, and click on ‘Begin Web Activate’ to proceed

1) Login
You will be prompted to login with your student number and PIN; your student number should be entered as an uppercase ‘W’ followed by eight numerals. Your PIN is assigned at the time of admission as your birthdate in ddmmyyyy format (month in lowercase letters). If you experience difficulty with your student number or PIN, contact the Registrar’s Office at (360) 650-3432. Be sure to have your WWU ID handy.

2 Acceptable-Use Policy
Review the policies carefully, and click on ‘I Accept’ to proceed.

3 Enter Password
Create an alphanumeric password that is 8 characters in a combination of letters interspersed with numbers and/or special characters; the system will prevent you from using names, words, phone numbers, license-plates, etc. If you use special characters, do not use * / + \. Passwords are case-sensitive. Do not use the number pad to enter numbers. It may take a few creative attempts to devise an acceptable password!

4 Finish
When the system has accepted the password you created, it will assign your username and email address. (Your username will include all or part of your last name followed by your first initial; your email address will be comprised of your username followed by “@students.wwu.edu”.) Whenever you visit MyWestern, you will login with your username and password.

Technical Help

If you experience any difficulty setting up your account, don’t hesitate to contact the ATUS Help Desk! Be sure to have your WWU ID handy.

(360) 650-3333 | Haggard Hall 245
helpdesk@wwu.edu | http://helpdesk.wwu.edu/
APPENDIX B
Program Standards Matrix
## PROGRAM STANDARDS MATRIX

### Standards Alignment

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<td>3) Organizational Manager</td>
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<td>4) Community Leader</td>
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<td>5) Ethical Leader</td>
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<td>6) Advocate for Public Policy</td>
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<td>7) Standards-Based Internship</td>
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EDUCATIONAL ADMINISTRATION PROGRAM – COURSE ALIGNMENT WITH STANDARD V

STANDARD V: KNOWLEDGE & SKILLS – SUPERINTENDENTS – Building on the mission to prepare educators who demonstrate a positive impact on student learning based on the Improvement of Student Achievement Act of 1993 (1209), the following evidence shall be evaluated to determine whether each preparation program is in compliance with the program approval standards of WAC 181-78A-270:

(3) Superintendent – Superintendent candidates, in order to support student achievement of the state learning goals and essential academic learning requirements, will complete a well-planned sequence of courses and/or experiences in an approved preparation program for superintendents which shall include specific performance domains for superintendents. An approved preparation program for superintendents shall require the candidate to demonstrate in course work and the internship (pursuant to WAC 181-78A-325) the following:

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<tr>
<td>(a) Strategic leadership: The knowledge, skills and attributes to identify contexts, develop with others vision and purpose, utilize information, frame problems, exercise leadership processes to achieve common goals, and act ethically for educational communities. This includes: (i) Professional and ethical leadership (ii) Information management and evaluation.</td>
<td>X</td>
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<tr>
<td>(b) Instructional leadership: The knowledge, skills and attributes to design with others appropriate curricula and instructional programs which implement the state learning goals and essential academic learning requirements, to develop learner center school cultures, to assess outcomes, to provide student personnel services, and to plan with faculty professional development activities aimed at improving instruction. This includes: (i) Curriculum, instruction, supervision, and learning environment. (ii) Professional development and human resources. (iii) Student personnel services.</td>
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<tr>
<td>(c) Organizational leadership: The knowledge, skills and attributes to understand and improve the organization, implement operational plans, manage financial resources and apply decentralized management processes and procedures. This includes: (i) Organizational management (ii) Interpersonal relationships (iii) Financial management and resource allocation (iv) Technology and information system.</td>
<td>X</td>
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<tr>
<td>(d) Political and community leadership: The knowledge, skills, and attributes to act in accordance with legal provisions and statutory requirements, to apply regulatory standards, to develop and apply appropriate policies, to be conscious of ethical implications of policy initiatives and political actions to relate public policy initiatives to student welfare, to understand school as political systems, to involve citizens and service agencies, and to develop effective staff communications and public relations programs. This includes: (i) Community and media relations (ii) Federal and Washington state educational law, public policy and political systems.</td>
<td>X</td>
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Superintendent Candidate Handbook
Page 17
### SUPERINTENDENT CERTIFICATE PROGRAM – COURSE ALIGNMENT WITH WACPAS STANDARDS

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<tr>
<td><strong>Standard 1: Steward of Vision</strong></td>
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<tr>
<td>1.1 Development, assessment, and evaluation of a strategic plan that aligns with district and state goals</td>
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<td>1.2 Effective communication skills (i.e., listening, speaking, and writing) with multiple stakeholders</td>
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<td>1.3 Effective team-building, conflict management, group processing, and consensus-building skills</td>
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<td>1.4 How different organizational models might be used in an educational context</td>
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<td>1.5 Information sources, data collection, and data analysis for continuous improvement of student achievement</td>
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<td><strong>Standard 2: Instructional Leader</strong></td>
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<td>2.1 Sustained staff development/professional growth that stimulates continuous student growth</td>
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<td>2.2 State and district initiatives toward implementation of the mission of the school district</td>
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<td>2.3 Effective selection, placement/assignment, supervision, and evaluation of staff</td>
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<td>2.4 Strategies to enhance and foster positive morale of staff.</td>
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<td>2.5 Appropriate uses of technology for teaching and learning</td>
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<td>2.6 Curricular and extracurricular program development, assessment, and evaluation.</td>
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<td>2.7 Skills and strategies that foster effective teaching and learning for all students</td>
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<td>2.8 Student growth and development, learning theory, and principles of lifelong learning</td>
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<td>2.9 Strategies for building trust among students, staff, and parents</td>
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### WACPAS STANDARDS (continued)

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<tr>
<td>3.1 Aligning human, material, fiscal, time, and facility resources with the goals of schools, the district, and community</td>
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<td>3.2 Educational research that addresses continuous improvement of student learning</td>
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<td>3.3 Essential elements of a safe and secure learning environment</td>
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<td>3.4 Pupil personnel and records management</td>
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<tr>
<th>Standard: Community Leader</th>
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<tr>
<td>4.1 Regular assessment and response to the diverse needs and expectations of the community</td>
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<tr>
<td>4.2 Media relations, business partnerships, political advocacy, and constructive relationships with religious, service, and community organizations</td>
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<tr>
<td>4.3 Enhancement of student learning and growth through the development of business, community, and educational resources and partnerships</td>
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<tr>
<th>Standard: Ethical Leader</th>
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<tr>
<td>5.1 Fair, equitable, dignified, and respectful treatment of all people</td>
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<tr>
<td>5.2 Consistent communication and modeling of a personal/professional code of ethics that fosters an environment of trust</td>
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<td>5.3 Consistent protection of the rights and confidentiality of students, staff, and parents</td>
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<tr>
<td>5.4 Positive relationships with the diverse education community</td>
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<tr>
<td>5.5 Current district, state, and federal policies, laws, and contractual obligations</td>
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<tr>
<th>Standard: Advocate for Public Policy</th>
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<tbody>
<tr>
<td>6.1 Strategies and activities to lead and operate the school district in the best interest of all students and families</td>
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<tr>
<td>6.2 Strategies to lead change and manage conflict</td>
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<tr>
<td>6.3 Strategies and activities to lead and operate the school district in compliance with current district, state, and federal policies, laws, and regulations</td>
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<tr>
<td>6.4 Strategies and activities to lead and operate the school district to ensure that effective communication occurs with the school community</td>
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<td>6.5 Processes for influencing public policy to provide quality education for all students</td>
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<tr>
<td><strong>Standard 7: Advisor to the Board</strong></td>
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<tr>
<td>7.1 The system of public school governance in our democracy</td>
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<td>7.2 Procedures for working with the board of directors to define mutual working expectations and working relationships</td>
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<td>7.3 Strategies for formulating local policies to govern district programs consistent with state and federal requirements and constitutional provisions</td>
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<td>7.4 Legal responsibilities</td>
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<td>7.5 Conflict management techniques to address stakeholder concerns and issues</td>
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<tr>
<td><strong>Standard 8: Change Agent</strong></td>
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<tr>
<td>8.1 Articulation of a shared vision, mission, and culture (i.e., beliefs, values, behaviors) that focus on continuous student growth and performance</td>
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<tr>
<td>8.2 Processes for gathering, analyzing, and using data for continuous system improvement</td>
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<td>8.3 Change processes to build system capacities to better serve students and the community</td>
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<tr>
<td>8.4 Appropriate decision-making processes</td>
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<tr>
<td>8.5 Technology that enhances business, support, and instructional systems</td>
<td>X</td>
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**X** = Essential Learning from Course

* = The field experience is individualized for each student to focus upon selected WACPAS Standards as needed.
APPENDIX C

Washington Advisory Council for Professional Administrator Standards (WACPAS) and Performance Indicators
WASHINGTON ADVISORY COUNCIL FOR PROFESSIONAL ADMINISTRATOR STANDARDS (WACPAS) AND PERFORMANCE INDICATORS

STANDARD 1
The candidate is an educational leader who promotes the success of all students by facilitating the articulation, implementation, and stewardship of a vision of learning that is created, shared, and supported by the internal and external education community.

Minimum Performance Indicators
The candidate demonstrates knowledge, understanding, implementation; and/or application of:

- Development, assessment, and evaluation of a strategic plan that aligns with district and state goals.
- Effective communication skills (i.e., listening, speaking, and writing) with multiple stakeholders.
- Effective team-building, conflict management, group processing, and consensus-building skills.
- How different organizational models might be used in an educational context.
- Information sources, data collection, and data analysis for continuous improvement of student achievement.

STANDARD 2
The candidate is an educational leader who promotes the success of all students by advocating, nurturing, and maintaining a district culture and instructional program conducive to student learning and the professional growth of staff.

Minimum Performance Indicators
The candidate demonstrates knowledge, understanding, implementation, and/or application of:

- Sustained staff development/professional growth that stimulates continuous student growth.
- State and district initiatives toward implementation of the mission of the school district.
- Effective selection, placement/assignment, supervision, and evaluation of staff.
- Strategies to enhance and foster positive morale of staff.
- Appropriate uses of technology for teaching and learning.
- Curricular and extracurricular program development, assessment, and evaluation.
- Skills and strategies that foster effective teaching and learning for all students.
- Student growth and development, learning theory, and principles of lifelong learning.
- Strategies for building trust among students, staff, and parents.
STANDARD 3
The candidate is an educational leader who promotes the success of all students by ensuring management of the district's organization, operations, and resources to support safe, efficient, and effective learning environments.

Minimum Performance Indicators
The candidate demonstrates knowledge, understanding, implementation, and/or application of:

- Aligning human, material, fiscal, time, and facility resources with the goals of schools, the district, and community.
- Educational research that addresses continuous improvement of student learning.
- Essential elements of a safe and secure learning environment.
- Pupil personnel and records management.

STANDARD 4
The candidate is an educational leader who promotes the success of all students by collaborating with families and community members in order to respond to diverse interests and needs to mobilize community resources.

Minimum Performance Indicators
The candidate demonstrates knowledge, understanding, implementation, and/or application of:

- Regular assessment and response to the diverse needs and expectations of the community.
- Media relations, business partnerships, political advocacy, and constructive relationships with religious, service, and community organizations.
- Enhancement of student learning and growth through the development of business, community, and educational resources and partnerships.

STANDARD 5
The candidate is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Minimum Performance Indicators
The candidate demonstrates knowledge, understanding, implementation, and/or application of:

- Fair, equitable, dignified, and respectful treatment of all people.
- Consistent communication and modeling of a personal/professional code of ethics that fosters an environment of trust.
- Consistent protection of the rights and confidentiality of students, staff, and parents.
- Positive relationships with the diverse education community.
- Current district, state, and federal policies, laws, and contractual obligations.

STANDARD 6
The candidate 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.
Minimum Performance Indicators
The candidate demonstrates knowledge, understanding, implementation, and/or application of:

- Strategies and activities to lead and operate the school district in the best interest of all students and families.
- Strategies to lead change and manage conflict.
- Strategies and activities to lead and operate the school district in compliance with current district, state, and federal policies, laws, and regulations.
- Strategies and activities to lead and operate the school district to ensure that effective communication occurs with the school community.
- Processes for influencing public policy to provide quality education for all students.

STANDARD 7
The candidate is an educational leader who promotes the success of all students by working effectively with the school district's board of directors to recommend appropriate policies and effectively lead and manage the district consistently with the Board's policies.

Minimum Performance Indicators
The candidate demonstrates knowledge, understanding, implementation, and/or application of:

- The system of public school governance in our democracy.
- Procedures for working with the board of directors to define mutual working expectations and working relationships.
- Strategies for formulating local policies to govern district programs consistent with state and federal requirements and constitutional provisions.
- Legal responsibilities.
- Conflict management techniques to address stakeholder concerns and issues.

STANDARD 8
The candidate is an educational leader who promotes the success of all students by providing leadership for the staff, students, and community that results in continuous improvement of student learning and the effective management of the district.

Minimum Performance Indicators
The candidate demonstrates knowledge, understanding, implementation, and/or application of:

- Articulation of a shared vision, mission, and culture (i.e., beliefs, values, behaviors) that focus on continuous student growth and performance.
- Processes for gathering, analyzing, and using data for continuous system improvement.
- Change processes to build system capacities to better serve students and the community.
- Appropriate decision-making processes.
- Technology that enhances business, support, and instructional systems.
APPENDIX D

Self-Assessment Planning Document

Note: an electronic copy of this document is available on-line at:
SELF-ASSESSMENT PLANNING DOCUMENT

Introduction

The purpose of this document is to assist in the planning for your Superintendent internship. The information you generate will play an important role in the preparation of your actual Internship Plan. You are asked to reflect on your experiences to date as they relate to certification Standards.

As you are aware, Educational Administration programs that prepare school superintendents for the State of Washington are bound by state code and State Board of Education mandate and monitoring to assure the best and most up-to-date school superintendent preparation programs possible. The primary standards and benchmarks that drive our program, as well as others in Washington State, are the Washington Advisory Council for Professional Administrator Standards (WACPAS) Standards and Performance Indicators; WACPAS was a stakeholder group commissioned by the State Board of Education to make recommendations on administrative certification.

In addition to these state-required WACPAS Standards, attached are the “Technology Standards for Administrators” (see Appendix F). 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 WACPAS Standards items. This component is optional.

The WACPAS Standards provide the framework for this Self-Assessment Planning Document. Please follow these steps in completing this document:

1. Read through the entire document before starting the completion process.
2. Provide a copy of the document for your mentor superintendent or district-level leader. Explain the purpose and process.
3. Under each of the eight WACPAS Standards, check the appropriate box; i.e., “Novice,” “Developing,” or “Independent.” Please briefly indicate the degree of quality you feel was associated with the experience.
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. Think about your school district, 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 WACPAS Standards, making necessary adjustments.
6. Meet with your mentor superintendent or district-level leader to review your Self-Assessment.

WACPAS-Based Self-Assessment

Prepare a “Self-Assessment” of each of the eight WACPAS Standards (see Appendix D). Use the Minimum Performance Indicators within each of the WACPAS Standards:
**Standard 1 – Steward of Vision**  
A school administrator is an educational leader who promotes the success of all students by facilitating the articulation, implementation, and stewardship of a vision of learning that is created, shared, and supported by the internal and external education community.

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<tr>
<th>Novice</th>
<th>Developing</th>
<th>Independent</th>
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*Note: this box will expand as you type in the on-line template available at:*  

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**Standard 2 – Instructional Leader**  
A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and maintaining a district culture and instructional program conducive to student learning and the professional growth of staff.

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<th>Novice</th>
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**Standard 3 – Organizational Manager**  
A school administrator is an educational leader who promotes the success of all students by ensuring management of the district's organization, operations, and resources to support safe, efficient, and effective learning environments.

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*Note: this box will expand as you type in the on-line template available at:*  
**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 in order to respond to diverse interests and needs to mobilize community resources.

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<th>Novice</th>
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*Note: this box will expand as you type in the on-line template available at: [http://www.wce.wwu.edu/Depts/EDAD/InternshipSupt.shtml](http://www.wce.wwu.edu/Depts/EDAD/InternshipSupt.shtml)*

**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.

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<th>Developing</th>
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**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.

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<th>Novice</th>
<th>Developing</th>
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Standard 7 – Advisor to the Board
A school administrator is an educational leader who promotes the success of all students by working effectively with the school district's board of directors to recommend appropriate policies and effectively lead and manage the district consistently with the Board's policies.

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Note: this box will expand as you type in the on-line template available at: http://www.wce.wwu.edu/Depts/EDAD/InternshipSupt.shtml

Standard 8 – Change Agent
A school administrator is an educational leader who promotes the success of all students by providing leadership for the staff, students, and community that results in continuous improvement of student learning and the effective management of the district.

<table>
<thead>
<tr>
<th>Novice</th>
<th>Developing</th>
<th>Independent</th>
</tr>
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</table>

Note: this box will expand as you type in the on-line template available at: http://www.wce.wwu.edu/Depts/EDAD/InternshipSupt.shtml

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 (see Appendix F).

<table>
<thead>
<tr>
<th>Novice</th>
<th>Developing</th>
<th>Independent</th>
</tr>
</thead>
</table>

Note: this box will expand as you type in the on-line template available at: http://www.wce.wwu.edu/Depts/EDAD/InternshipSupt.shtml
APPENDIX E

Preparing the Internship Plan

Note: an electronic copy of this document is available on-line at:
PREPARING THE INTERNSHIP PLAN

After completing your Self-Assessment Planning Document and meeting with your mentor superintendent or district-level leader, you are ready to prepare your Internship Plan for the year. Your Internship Plan should use each of the eight WACPAS Standards as a framework for the activities, projects and events that you will engage in during the two years. There must be an ample array of activities, projects, and events that are clearly “Performance-Based” in character, enabling the mentor superintendent or district-level leader and your University supervisor to accept them as evidence of compliance with the WACPAS Standards. It is important to remember that your Internship Plan MUST be PERSONALIZED. That is, you must work with your mentor superintendent or district-level leader to determine what are the most appropriate and beneficial things you should be engaged with. 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 you and your district mentor on all elements of your plan. Remember that this is a team effort to assure you have as rich an internship experience as possible.

Use the outline format that follows to prepare your Internship Plan. Each of the eight WACPAS Standards will constitute a separate section of your Plan.

PERFORMANCE-BASED ACTIVITIES ADDRESSING WACPAS STANDARD 1:
A school administrator is an educational leader who promotes the success of all students by facilitating the articulation, implementation, and stewardship of a vision of learning that is created, shared, and supported by the internal and external education community.

1. Development, assessment, and evaluation of a strategic plan that aligns with district and state goals.

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

Note: this box will expand as you type in the on-line template available at: http://www.wce.wwu.edu/Depts/EDAD/InternshipSupt.shtml

2. Effective communication skills (i.e., listening, speaking, and writing) with multiple stakeholders.

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

Note: this box will expand as you type in the on-line template available at: http://www.wce.wwu.edu/Depts/EDAD/InternshipSupt.shtml
3. Effective team-building, conflict management, group processing, and consensus-building skills.

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

Note: this box will expand as you type in the on-line template available at: http://www.wce.wwu.edu/Depts/EDAD/InternshipSupt.shtml

4. How different organizational models might be used in an educational context.

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

Note: this box will expand as you type in the on-line template available at: http://www.wce.wwu.edu/Depts/EDAD/InternshipSupt.shtml

5. Information sources, data collection, and data analysis for continuous improvement of student achievement.

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

Note: this box will expand as you type in the on-line template available at: http://www.wce.wwu.edu/Depts/EDAD/InternshipSupt.shtml

PERFORMANCE-BASED ACTIVITIES ADDRESSING WACPAS STANDARD 2

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

1. Sustained staff development/professional growth that stimulates continuous student growth.

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 available at: http://www.wce.wwu.edu/Depts/EDAD/InternshipSupt.shtml
2. State and district initiatives toward implementation of the mission of the school district.

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 available at: http://www.wce.wwu.edu/Depts/EDAD/InternshipSupt.shtml

3. Effective selection, placement/assignment, supervision, and evaluation of staff.

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 available at: http://www.wce.wwu.edu/Depts/EDAD/InternshipSupt.shtml

4. Strategies to enhance and foster positive morale of staff.

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 available at: http://www.wce.wwu.edu/Depts/EDAD/InternshipSupt.shtml

5. Appropriate uses of technology for teaching and learning.

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 available at: http://www.wce.wwu.edu/Depts/EDAD/InternshipSupt.shtml

6. Curricular and extracurricular program development, assessment, and evaluation.

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 available at: http://www.wce.wwu.edu/Depts/EDAD/InternshipSupt.shtml
7. Skills and strategies that foster effective teaching and learning for all students.

![Table]

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 available at:  

8. Student growth and development, learning theory, and principles of lifelong learning.

![Table]

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 available at:  

9. Strategies for building trust among students, staff, and parents.

![Table]

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 available at:  

PERFORMANCE-BASED ACTIVITIES ADDRESSING WACPAS STANDARD 3

A school administrator is an educational leader who promotes the success of all students by ensuring management of the district's organization, operations, and resources to support safe, efficient, and effective learning environments.

1. Aligning human, material, fiscal, time, and facility resources with the goals of schools, the district, and community.

![Table]

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

Note: this box will expand as you type in the on-line template available at:  
2. Educational research that addresses continuous improvement of student learning.

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

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

3. Essential elements of a safe and secure learning environment.

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

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

4. Pupil personnel and records management.

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

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

PERFORMANCE-BASED ACTIVITIES ADDRESSING WACPAS STANDARD 4
A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members in order to respond to diverse interests and needs to mobilize community resources.

1. Regular assessment and response to the diverse needs and expectations of the community.

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

Note: this box will expand as you type in the on-line template available at: 
2. Media relations, business partnerships, political advocacy, and constructive relationships with religious, service, and community organizations.

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

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

3. Enhancement of student learning and growth through the development of business, community, and educational resources and partnerships.

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

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

PERFORMANCE-BASED ACTIVITIES ADDRESSING WACPAS 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.

1. Fair, equitable, dignified, and respectful treatment of all people.

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

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

2. Consistent communication and modeling of a personal/professional code of ethics that fosters an environment of trust.

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

Note: this box will expand as you type in the on-line template available at: 
3. Consistent protection of the rights and confidentiality of students, staff, and parents.

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

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

4. Positive relationships with the diverse education community.

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

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

5. Current district, state, and federal policies, laws, and contractual obligations.

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

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

PERFORMANCE-BASED ACTIVITIES ADDRESSING WACPAS 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. Strategies and activities to lead and operate the school district in the best interest of all students and families.

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

Note: this box will expand as you type in the on-line template available at:
2. Strategies to lead change and manage conflict.

<table>
<thead>
<tr>
<th>Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 6 are:</th>
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<tbody>
<tr>
<td>Note: this box will expand as you type in the on-line template available at: <a href="http://www.wce.wwu.edu/Depts/EDAD/InternshipSupt.shtml">http://www.wce.wwu.edu/Depts/EDAD/InternshipSupt.shtml</a></td>
</tr>
</tbody>
</table>

3. Strategies and activities to lead and operate the school district in compliance with current district, state, and federal policies, laws, and regulations.

<table>
<thead>
<tr>
<th>Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 6 are:</th>
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<tbody>
<tr>
<td>Note: this box will expand as you type in the on-line template available at: <a href="http://www.wce.wwu.edu/Depts/EDAD/InternshipSupt.shtml">http://www.wce.wwu.edu/Depts/EDAD/InternshipSupt.shtml</a></td>
</tr>
</tbody>
</table>

4. Strategies and activities to lead and operate the school district to ensure that effective communication occurs with the school community.

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<thead>
<tr>
<th>Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 6 are:</th>
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<td>Note: this box will expand as you type in the on-line template available at: <a href="http://www.wce.wwu.edu/Depts/EDAD/InternshipSupt.shtml">http://www.wce.wwu.edu/Depts/EDAD/InternshipSupt.shtml</a></td>
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</table>

5. Processes for influencing public policy to provide quality education for all students.

<table>
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<tr>
<th>Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 6 are:</th>
</tr>
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<tr>
<td>Note: this box will expand as you type in the on-line template available at: <a href="http://www.wce.wwu.edu/Depts/EDAD/InternshipSupt.shtml">http://www.wce.wwu.edu/Depts/EDAD/InternshipSupt.shtml</a></td>
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</tbody>
</table>

**PERFORMANCE-BASED ACTIVITIES ADDRESSING WACPAS STANDARD 7**

A school administrator is an educational leader who promotes the success of all students by working effectively with the school district’s board of directors to recommend appropriate policies and effectively lead and manage the district consistently with the Board’s policies.
1. The system of public school governance in our democracy.

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 7 are:

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

2. Procedures for working with the board of directors to define mutual working expectations and working relationships.

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 7 are:

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

3. Strategies for formulating local policies to govern district programs consistent with state and federal requirements and constitutional provisions.

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 7 are:

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

4. Legal responsibilities.

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 7 are:

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

5. Conflict management techniques to address stakeholder concerns and issues.

Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 7 are:

Note: this box will expand as you type in the on-line template available at:  
PERFORMANCE-BASED ACTIVITIES ADDRESSING WACPAS STANDARD 8

A school administrator is an educational leader who promotes the success of all students by providing leadership for the staff, students, and community that results in continuous improvement of student learning and the effective management of the district.

1. Articulation of a shared vision, mission, and culture (i.e., beliefs, values, behaviors) that focus on continuous student growth and performance.

   Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 8 are:

   Note: this box will expand as you type in the on-line template available at: http://www.wce.wwu.edu/Depts/EDAD/InternshipSupt.shtml

2. Processes for gathering, analyzing, and using data for continuous system improvement.

   Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 8 are:

   Note: this box will expand as you type in the on-line template available at: http://www.wce.wwu.edu/Depts/EDAD/InternshipSupt.shtml

3. Change processes to build system capacities to better serve students and the community.

   Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 8 are:

   Note: this box will expand as you type in the on-line template available at: http://www.wce.wwu.edu/Depts/EDAD/InternshipSupt.shtml

4. Appropriate decision-making processes.

   Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 8 are:

   Note: this box will expand as you type in the on-line template available at: http://www.wce.wwu.edu/Depts/EDAD/InternshipSupt.shtml
5. Technology that enhances business, support, and instructional systems.

<table>
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<tr>
<th>Specific activities, projects and/or events that I will engage in to demonstrate sufficient engagement with this Sub-Category of Standard 8 are:</th>
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Note: this box will expand as you type in the on-line template available at: [http://www.wce.wwu.edu/Depts/EDAD/InternshipSupt.shtml](http://www.wce.wwu.edu/Depts/EDAD/InternshipSupt.shtml)
APPENDIX F

Technology Standards for School Administrators (TSSA)
Technology Standards for School Administrators
(TSSA) Draft Framework, Standards, and Performance Indicators (v4.0)

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.

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 improvement 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.

*These standards are the property of the TSSA Collaborative and may not be altered without written permission. The following notice must accompany reproduction of these standards: "This material was originally produced as a project of the Technology Standards for School Administrators Collaborative."
APPENDIX G
Quarterly Sign-Off Sheet

Note: an electronic copy of this document is available on-line at:
Intern’s Name: ____________________________________________
(Please print legibly)

Intern’s Signature: ____________________________ Date: __________
(To the best of my knowledge this information is accurate.)

Superintendent’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 District: ____________________________________________

Fall Quarter 2012 ☐ Hours Logged Winter Quarter 2011: ___
Winter Quarter 2013 ☐ Hours Logged Spring Quarter 2011: ___
Spring Quarter 2013 ☐ Hours Logged Summer Quarter 2011: ___
Fall Quarter 2013 ☐ Hours Logged Fall Quarter 2011: ___
Winter Quarter 2014 ☐ Hours Logged Winter Quarter 2012: ___
Spring Quarter 2014 ☐ Hours Logged Spring Quarter 2012: ___

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

Total Hours Logged to Date: ___
APPENDIX H

Professional Growth Plan

Note: an electronic copy of this document is available on-line at:
PROFESSIONAL GROWTH PLAN FOR ADMINISTRATORS

Name: 
Year: 

District: 

WACPAS Standards (combination of the ISLLC Standards plus 2 additional standards that specifically address the superintendency):

- **Standard 1:** The candidate is an educational leader who promotes the success of all students by facilitating the articulation, implementation, and stewardship of a vision of learning that is created, shared, and supported by the internal and external education community.

- **Standard 2:** The candidate is an educational leader who promotes the success of all students by advocating, nurturing, and maintaining a district culture and instructional program conducive to student learning and the professional growth of staff.

- **Standard 3:** The candidate is an educational leader who promotes the success of all students by ensuring management of the district’s organization, operations, and resources to support safe, efficient, and effective learning environments.

- **Standard 4:** The candidate is an educational leader who promotes the success of all students by collaborating with families and community members in order to respond to diverse interests and needs to mobilize community resources.

- **Standard 5:** The candidate is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

- **Standard 6:** The candidate 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.

- **Standard 7:** The candidate is an educational leader who promotes the success of all students by working effectively with the school district’s board of directors to recommend appropriate policies and effectively lead and manage the district consistently with the Board’s policies.

- **Standard 8:** The candidate is an educational leader who promotes the success of all students by providing leadership for the staff, students, and community that results in continuous improvement of student learning and the effective management of the district.

**Step 1 – Self-Assessment**

Professional Growth Sources *(please check all that apply)*

- Self-Assessment *(completed before start of the internship year)*
- Insights/input from district supervisor and/or WWU internship supervisor
- Other sources such as the Myers-Briggs, Strengths Finder, POLE 360, etc.

*Based on the above Professional Growth Sources, briefly state one or two goals of your PGP:*
TOP 10 REASONS TO BE A SUPERINTENDENT

10. Those great seats at all graduations.

9. Get to learn more than you ever wanted to know about student transportation.

8. Neat panda bear ties from foreign exchange students.

7. When things get rough you can hide in a kindergarten class and color.


5. Those short, captivating school board meetings.

4. Spring awards banquets that just keep going... and going... and going...

3. Get the chance to have all your views accurately portrayed by the press.

2. Those "My kid got a D" conversations in the grocery store.

1. You never take work home from the office..... cuz you never leave!

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