

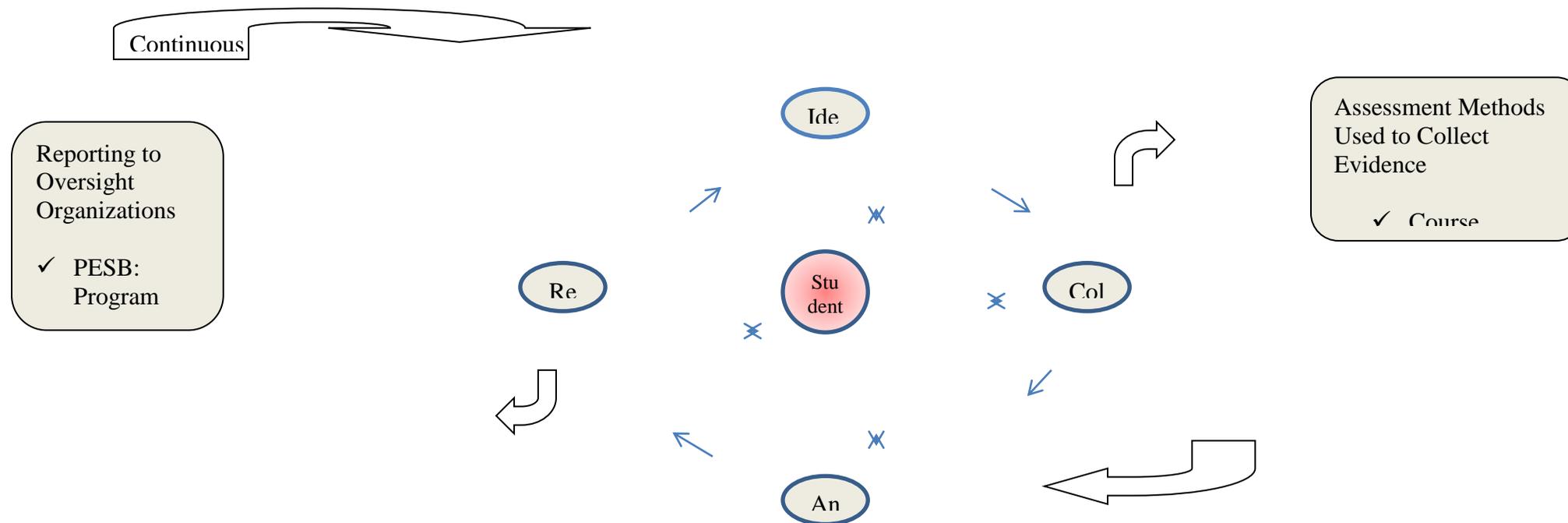
Residency Principal and M.Ed. Certification Assessment Plan

Background and Orientation:

There are two main audiences for this assessment plan: accreditation organizations and the university Graduate School. These entities work to assure the alignment of program goals, objectives, activities and assessments designed to articulate the direct relationship between content and student learning outcomes. This document identifies the program goals, objectives, activities, reporting requirements, and the courses where primary and supplemental assessments document student learning and outcomes. This document integrates both the Residency Principal Program and the M.Ed. Program in Educational Administration. The components that relate only to the M.Ed. are identified in RED type throughout the document.

The Principal Certification program assessment plan is comprised of two components: **Program Alignment with Conceptual Framework & State Standards** and **Transition Point Assessments & Requirements**. Our assessment plan defines candidate learning outcomes relative to state standards and the conceptual framework, aligns curriculum with the learning outcomes, and identifies sources of evidence of candidate proficiency collected through multiple assessment measures at major transition points. **Students who are completing the M.Ed. Program, while simultaneously completing the Residency Principal Certification program, have additional courses and requirements. The additional course that only M.Ed. students complete are identified with red type.**

This assessment plan is built around a framework that assumes student learning goals and objects are embedded in all requirements and experiences. This assessment document articulates the ways in which this is done. Graphically, the process we use is a cycle of identifying the evidence of student learning based on goals and objectives, the collection and analysis of those learning targets, and the reporting of outcomes. The outcomes are used in a continuous improvement cycle.



Program Alignment with Conceptual Framework & State and National Standards

<p align="center"><u>Goals:</u> Based on State Standard V</p>	<p align="center"><u>Objectives:</u> Conceptual Framework Component</p>	<p align="center"><u>Course:</u> Where Conceptual Framework is Integrated</p>	<p align="center"><u>Activities:</u> For Primary and Supplemental Assessment of Objectives on Student Learning</p>	<p align="center"><u>Reporting Requirements</u></p>
<p>STEWARD OF VISION State Standard 5.A A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by leading the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by school/program and community stakeholders Criterion 1: Advancing a district-wide shared vision for learning Criterion 2: Putting the vision or learning into operation Criterion 3: Developing stewardship of the vision</p>	<p><i>Students will be able to:</i> 1. Articulate purposes and rationale for a site-specific vision for learning consistent with the district-wide vision. Demonstrate how schools develop an inclusive shared vision that promotes success for each student. 2. Identify objectives and strategies to implement a school vision. Analyze how systems are affected by a shared vision and suggest changes to an existing system. Demonstrate ability to develop school improvement plans that align structures, processes, and resources with a vision. 3. Demonstrate understanding of the leader's role as keeper of the vision while establishing a means to involve stakeholders in keeping the vision. Evaluate how the vision serves the needs of students, staff and community. Demonstrate understanding of how to use the vision to facilitate effective communication,</p>	<ul style="list-style-type: none"> ▪ EDAD 512 Policy Studies ▪ EDAD 537 Seminar in Public School Finance ▪ EDAD 543 Supervision in the Public Schools ▪ EDAD 550 Developing Staff & Community Relations ▪ EDAD 552 Planning for Curriculum Administration ▪ EDAD 553 Administering Elementary & Secondary Schools ▪ EDAD 592 Field Experience in Administration for the Principal 	<p>Portfolio of common products/performance indicators:</p> <ul style="list-style-type: none"> ▪ School Improvement Plan(SIP) (embedded in EDAD 552) ▪ School Action Plan (SAP) (embedded in EDAD 552) <p>The SIP/SAP provide the primary assessment of Objectives 1, 2, and 3</p> <p>Supplemental assessment of objectives provided by:</p> <ul style="list-style-type: none"> ✓ Internship Quarterly Reports ✓ Internship Seminars ✓ Internship Reflection Documents ✓ LSI 1, LSI 2 ✓ Exit Survey ✓ Professional Growth Plan ✓ First-Year Follow-Up Survey of Graduates and Employers ✓ Third-Year Follow-Up 	<p>PESB: Program Review Grad School Program review/eval NCATE (Through 2019) CAEP (Exploring for 2019) End of the year portfolio review by faculty Closing the Loop report End of Course evaluations PEAB: End of year report and annual review of one standard (five-year cycle) EDAD annual retreat: Program review of curriculum and assessment alignment</p>

<p>Goals: Based on State Standard V</p>	<p>Objectives: Conceptual Framework Component</p>	<p>Course: Where Conceptual Framework is Integrated</p>	<p>Activities: For Primary and Supplemental Assessment of Objectives on Student Learning</p>	<p>Reporting Requirements</p>
	<p>nurture and maintain trust, develop collaboration among stakeholders and celebrate efforts and achievement of the vision.</p>		<p>Survey of Graduates and Employers</p>	
<p>INSTRUCTIONAL LEADER State Standard 5.B A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by leading through advocating, nurturing, and sustaining district/school/program cultures and coherent instructional programs that are conducive to student learning and staff professional growth Criterion 1: Advocating, nurturing, and sustaining an effective school culture Criterion 2: Advocating, nurturing, and sustaining student learning Criterion 3: Advocating, nurturing, and sustaining coherent, intentional professional development</p>	<p><i>Students will be able to:</i> 1. Demonstrate understanding that student learning is the fundamental purpose of schools. Identify features of organizational cultures promoting student learning. Use a variety of skills and strategies to design systems that respect and support diverse cultural perspectives and customs in order to promote success of each student. Engage in the creation and/or implementation of a School Improvement Plan that</p>	<ul style="list-style-type: none"> ▪ EDAD 501 Introduction to Educational Research & Evaluation ▪ EDAD 512 Policy Studies in Educational Administration ▪ EDAD 537 School Finance ▪ EDAD 538 Case Studies in School Administration ▪ EDAD 539 Educational Leadership ▪ EDAD 541 Theory in Educational Administration ▪ EDAD 543 Supervision in the Public Schools ▪ EDAD 547 Readings ▪ EDAD 549 Seminar in School 	<p>Portfolio of common products/performance indicators:</p> <ul style="list-style-type: none"> ▪ School Action Plan (SAP) (embedded in EDAD 552) ▪ Teaching and Learning Plan (TAL) (embedded in EDAD 543) ▪ Community Action Plan (CAP) (embedded in EDAD 550) <p>The SAP, TAL and CAP provide the primary assessment of Objectives 1, 2, and 3</p> <p>Supplemental assessment of objectives provided by:</p>	<p>PESB: Program Review Grad School Program review/eval NCATE (Through 2019) CAEP (Exploring for 2019) End of the year portfolio review by faculty Closing the Loop report End of Course evaluations PEAB: End of year report and annual review of one standard (five-year cycle) EDAD annual retreat: Program review of curriculum and assessment alignment</p>

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	<p>supports a culture of continuous learning. Promote classroom communities based on acceptance, respect, and civility. 2. Demonstrate understanding of how to engage and support each student in meaningful learning that is regularly assessed to improve instruction. Supervise instruction and know how to use a continuous cycle of assessment to improve instruction and ensure that each student has equitable and sufficient opportunities to learn and to meet high standards. Work with staff to align curriculum, instruction and assessment with state and local learning goals. Manage learning systems to assure their responsiveness to students' cultural, cognitive, and linguistic needs. Understand the Washington teacher and principal evaluation criteria, four-tiered performance rating system, and the preferred instructional and leadership frameworks used to describe the evaluation criteria including self-assessment, goal setting, and reflective practices;</p>	<p>Personnel Administration</p> <ul style="list-style-type: none"> ▪ EDAD 550 Developing Staff & Community Relations ▪ EDAD 552 Planning for Curriculum Administration ▪ EDAD 553 Administering Elementary & Secondary Schools ▪ EDAD 592 Field Experience in Administration for the Principal 	<ul style="list-style-type: none"> ✓ Internship Quarterly Reports ✓ Internship Seminar ✓ Internship Reflection Documents ✓ LSI 1, LSI 2 ✓ Exit Survey ✓ Professional Growth Plan ✓ First-Year Follow-Up Survey of Graduates and Employers ✓ Third-Year Follow-Up Survey of Graduates and Employers ✓ Leadership in Technology: Winter Reflection (Tech Quick Reference Document) 	

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	<p>evidence gathering over time; classroom observation skills; bias training; rater agreement on the four-tiered system; use of student growth data and multiple measures of performance; evaluation conferencing; development of classroom teacher and principal support plans resulting from an evaluation; and use of an online tool to manage the collection of observation notes, teacher and principal-submitted materials, and other information related to the conduct of the evaluation.</p> <p>3. Use evidence of student learning to create professional development systems. Use a continuous cycle of analysis to create and monitor professional development systems that have a positive impact on student learning.</p> <p>Understand that professional development increases the instructional and leadership capacity of staff. Use district-wide and school improvement plans to support professional development, including the use of technology. Know processes for coaching staff, conducting staff evaluation,</p>			

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	<p>and for using a professional growth plan to improve student learning. Demonstrate understanding of how to build leadership capacity to improve student learning.</p>			
<p>ORGANIZATIONAL MANAGER State Standard 5.C</p> <p>A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment</p> <p>Criterion 1: Uses a continuous cycle of analysis to ensure efficient and effective systems</p> <p>Criterion 2: Ensuring efficient and effective management of the organization</p> <p>Criterion 3: Ensuring efficient and effective management of the operations</p> <p>Criterion 4: Ensuring management of the resources for a safe, efficient, and effective learning environment</p>	<p><i>Students will be able to:</i></p> <p>1. Use a continuous and repeating cycle of analysis for evaluating the effectiveness of school programs, systems, and issues. The continuous cycle of analysis includes problem framing, data collection and interpretation, synthesis, use of data to outline options for action, implementing chosen action, and gathering evidence to check progress and to judge effectiveness.</p> <p>2. Use organizational theory to create and support structures within a building that promote school safety, behavior management, and other site-specific issues. Demonstrate understanding of developmentally appropriate behavior expectations and discipline policies that are balanced with students' emotional and personal needs. Assure that school policies and practices result in equitable treatment of each student.</p>	<ul style="list-style-type: none"> ▪ EDAD 501 Introduction to Educational Research & Evaluation ▪ EDAD 512 Policy Studies in Educational Administration ▪ EDAD 537 Seminar in Public School Finance ▪ EDAD 538 Case Studies ▪ EDAD 539 Educational Leadership ▪ EDAD 547 Readings ▪ EDAD 548 School Law ▪ EDAD 549 Seminar in School Personnel Administration ▪ EDAD 550 Developing Staff & Community Relations ▪ EDAD 552 Planning for Curriculum Administration ▪ EDAD 553 Administering Elementary & Secondary Schools ▪ EDAD 592 Field Experience in Administration for the Principal 	<p>Portfolio of common products/performance indicators:</p> <ul style="list-style-type: none"> ▪ Resource Alignment Plan (RAP) (embedded in EDAD 537) <p>The RAP provide the primary assessment of Objectives 1, 2, 3, and 4</p> <p>Supplemental assessment of objectives provided by:</p> <ul style="list-style-type: none"> ✓ Internship Quarterly Reports ✓ Internship Seminars ✓ Internship Reflection Documents ✓ LSI 1, LSI 2 ✓ Exit Survey ✓ Professional Growth Plan ✓ First-Year Follow-Up Survey of Graduates and Employers 	<p>PESB: Program Review Grad School Program review/eval NCATE (Through 2019) CAEP (Exploring for 2019) End of the year portfolio review by faculty Closing the Loop report End of Course evaluations PEAB: End of year report and annual review of one standard (five-year cycle) EDAD annual retreat: Program review of curriculum and assessment alignment</p>

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	<p>3. Demonstrate understanding of knowledge and skills necessary for effective building-wide operations, including, awareness of legal and ethical issues, problem-framing and problem-solving, bargaining and other contractual agreements, and group process and decision-making.</p> <p>4. Demonstrate understanding of procedures necessary for management and maintenance of a safe and orderly learning environment. Identify the responsibilities related to financial, human, and material resources as required by state law, Board policy, and employee contracts. Engage in the creation and/or implementation of plans to ensure responsible and equitable management of resources.</p>		<p>✓ Third-Year Follow-Up Survey of Graduates and Employers</p>	
<p>COMMUNITY LEADER State Standard 5.D A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by collaborating with</p>	<p><i>Students will be able to:</i> 1. Demonstrate understanding that family support affects student success in school. Demonstrate understanding</p>	<ul style="list-style-type: none"> ▪ EDAD 512 Policy Studies in Educational Administration ▪ EDAD 537 Seminar in Public School Finance ▪ EDAD 541 Theory in Educational Administration 	<p>Portfolio of common products/performance indicators:</p> <ul style="list-style-type: none"> ▪ Community Action Plan (CAP) (embedded in EDAD 550) <p>The CAP provides the primary</p>	<p>PESB: Program Review Grad School Program review/eval NCATE (Through 2019) CAEP (Exploring for 2019) End of the year portfolio review by faculty Closing the Loop report</p>

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<p>families and community members, responding to diverse community interests and needs, and mobilizing community resources</p> <p>Criterion 1: Collaborating with families and community members</p> <p>Criterion 2: Collaborating with and responding to diverse communities</p> <p>Criterion 3: Mobilizing community resources</p>	<p>that sustaining successful family partnerships is challenging, and know the critical partnership issues that must be addressed, the barriers to success, and ways to overcome them. Demonstrate collaboration skills with diverse students and families in support of student academic performance.</p> <p>2. Recognize the diversity within the school and the district. Understand the complex characteristics of ethnic, racial, and cultural groups and the challenges faced by immigrant communities. Understand that knowledge is socially constructed and reflects the personal experiences and the social, political, and economic contexts in which students live and work. Demonstrate understanding of the importance of each student having opportunities to participate in co-curricular activities that are congruent with the academic and interpersonal goals of the school.</p> <p>3. Recognize the importance of funding and distribution of resources to ensure that each student has equal opportunities to</p>	<ul style="list-style-type: none"> ▪ EDAD 548 School Law ▪ EDAD 549 Personnel ▪ EDAD 550 Developing Staff & Community Relations ▪ EDAD 553 Administering Elementary & Secondary Schools ▪ EDAD 592 Field Experience in Administration for the Principal 	<p>assessment of Objectives 1, 2, 3</p> <p>Supplemental assessment of objectives provided by:</p> <ul style="list-style-type: none"> ✓ Internship Quarterly Reports ✓ Internship Seminars ✓ Internship Reflection Documents ✓ LSI 1, LSI 2 ✓ Exit Survey ✓ Professional Growth Plan ✓ First-Year Follow-Up Survey of Graduates and Employers ✓ Third-Year Follow-Up Survey of Graduates and Employers 	<p>End of Course evaluations</p> <p>PEAB: End of year report and annual review of one standard (five-year cycle)</p> <p>EDAD annual retreat: Program review of curriculum and assessment alignment</p>

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	<p>access learning. Engage in the creation and/or implementation of plans to obtain adequate resources, including technology. Investigate potential community resources appropriate to the plan.</p>			
<p>ETHICAL LEADER State Standard 5.E A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by acting with integrity, fairness, and in an ethical manner Criterion 1: Using the continuous cycle of analysis for self-assessment of professional leadership Criterion 2: Acting with integrity, fairness, and courage in upholding high ethical standards</p>	<p><i>Students will be able to:</i> 1. Understand and exemplify the standards, responsibilities, and indicators for the principal's role in a democratic school. Create a professional growth plan, identify needed growth, plan professional growth activities, and gather evidence to document that professional growth leads to school improvement and increased student learning. Engage in self-analysis of own values, behaviors, and dispositions, including awareness of own ethnicity/culture as it relates to others. 2. Understand the career expectation for leading within legal, ethical, and moral frameworks. Articulate and use personal values and beliefs to guide actions. Treat people fairly, equitably, and with dignity.</p>	<ul style="list-style-type: none"> ▪ EDAD 501 Introduction to Educational Research & Evaluation ▪ EDAD 537 Seminar in Public School Finance ▪ EDAD 538 Case Studies in School Administration ▪ EDAD 539 Ed Leadership ▪ EDAD 541 Theory in Educational Administration ▪ EDAD 543 Supervision in the Public Schools ▪ EDAD 547 Readings ▪ EDAD 548 School Law ▪ EDAD 549 Seminar in School Personnel Administration ▪ EDAD 552 Curriculum ▪ EDAD 592 Field Experience in Administration for the Principal 	<p>Portfolio of common products/performance indicators:</p> <ul style="list-style-type: none"> ▪ Ethical Leader Reflection (ELR) (embedded in EDAD 541) ▪ Teaching and Learning Plan (TAL) (embedded in EDAD 543) <p>Supplemental assessment of objectives provided by:</p> <ul style="list-style-type: none"> ✓ Internship Quarterly Reports ✓ Internship Seminars ✓ Internship Reflection Documents ✓ LSI 1, LSI 2 ✓ Exit Survey ✓ Professional Growth Plan ✓ First-Year Follow-Up Survey of Graduates and Employers 	<p>PESB: Program Review Grad School Program review/eval NCATE (Through 2019) CAEP (Exploring for 2019) End of the year portfolio review by faculty Closing the Loop report End of Course evaluations PEAB: End of year report and annual review of one standard (five-year cycle) EDAD annual retreat: Program review of curriculum and assessment alignment</p>

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			<p>✓ Third-Year Follow-Up Survey of Graduates and Employers</p>	
<p>Socio-Political Context State Standard 5.F A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context. Criterion 1: Understands the role of education in renewing a democratic society and the career expectation that the leaders influence the larger political, social, economic, legal and cultural context.</p>	<p><i>Students will be able to:</i> 1. Demonstrate understanding of the role of education in renewing a democratic society and the leader's responsibility in influencing the larger political, social, economic, legal, and cultural context. Advocate for equitable and inclusive policies that benefit children, families, and caregivers. Act to influence local, state, and national decisions affecting learning. Adapt leadership strategies to reflect emerging trends and initiatives.</p>	<ul style="list-style-type: none"> ▪ EDAD 512 Policy Studies in Educational Administration ▪ EDAD 537 School Finance ▪ EDAD 548 School Law ▪ EDAD 549 Personnel ▪ EDAD 550 Staff/Comm Rel ▪ EDAD 552 Curriculum ▪ EDAD 553 Elem/Sec Schools ▪ EDAD 592 Field Experience in Administration for the Principal 	<p>Portfolio of common products/performance indicators:</p> <ul style="list-style-type: none"> ▪ Political Analysis Map (PAM) (embedded in EDAD 512) The PAM provides the primary assessment of objective <p>Supplemental assessment of objective provided by:</p> <ul style="list-style-type: none"> ✓ Internship Quarterly Reports ✓ Internship Seminars ✓ LSI 1, LSI 2 ✓ Internship Reflection Documents ✓ Exit Survey ✓ Professional Growth Plan ✓ First-Year Follow-Up Survey of Graduates and Employers ✓ Third-Year Follow-Up Survey of Graduates and Employers 	<p>PESB: Program Review Grad School Program review/eval NCATE (Through 2019) CAEP (Exploring for 2019) End of the year portfolio review by faculty Closing the Loop report End of Course evaluations PEAB: End of year report and annual review of one standard (five-year cycle) EDAD annual retreat: Program review of curriculum and assessment alignment</p>

Residency Principal Program Assessment Plan

Transition Point Assessments & Requirements

Admission	Program Retention	Qualification for Internship	Program Completion	Post Program Completion
Master's Degree (or enrolled in master's degree program) Recommendations (3) Essay and Résumé Valid WA State Teacher or ESA Certificate Successful School-based Instructional Experience PEAB Application Review	Acceptable course grade: no more than 10 credits at C, all others above C	Self-Assessment Internship Plan Request for Internship Completion of 6 of 9 Courses	Portfolio of Common Products <ul style="list-style-type: none"> • PAM • RAP • ELR • TAL • CAP • SIP/SAP Technology Leader Product Professional Growth Plan Internship Quarterly Logs & Principal Sign-off Internship Seminars Internship Reflection Documents Internship Self-assessment Internship Plan Certification of Internship Completion Completion of all Courses Exit Survey	First-Year Follow-Up Survey of Graduates and Employers Third-Year Follow-Up Survey of Graduates and Employers

M.Ed. in Educational Administration Program Assessment Plan

The M.Ed. in Educational Administration program assessment plan provides a roadmap for the assessment of candidate performance. Our assessment plan defines candidate learning outcomes relative to standards and the conceptual framework, aligns curriculum with the learning outcomes, and identifies sources of evidence of candidate proficiency collected through multiple assessment measures at major transition points. The assessment plan is comprised of two components: Transition Point Assessments & Requirements and Program Alignment with Conceptual Framework & State and National Standards.

The majority of **M.Ed. in Educational Administration** candidates complete an administrator internship for residency principal certification. Refer to the [Principal Certification Assessment Plan](#) for applicable transition point assessments and key assessments for the main certification requirements. The **additional transition and assessment requirements** for students completing the **M.Ed.** are given below.

M.Ed. Transition Point Assessments & Requirements

Admission	Program Retention	Program Completion	Post Program Completion
Bachelor's Degree Minimum 3.0 GPA GRE or MAT Recommendations (3) Essay and Résumé Valid WA State teacher or ESA certificate Successful school-based instructional experience PEAB application review	Graduate Plan of Study Advancement to Candidacy Minimum 3.0 GPA in program courses	Comprehensive Examination Portfolio of common work products/performance indicators completed within courses Completion of program courses at minimum 3.0 GPA	WWU Career Services Employment Status Survey WWU Graduate Student Exit Survey