

SEATTLEU[®]

COLLEGE OF EDUCATION

**EDUCATIONAL
ADMINISTRATION
PROGRAM HANDBOOK
2021-2022**

**Educational Administration Program
College of Education
Seattle University**

**Loyola Hall
901 12th Ave
P.O. Box 222000
Seattle, WA 98122-1090
(206) 296-5750**

***“Preparing ethical, reflective, culturally competent professionals
who lead with integrity, embrace diversity, and advance social justice
in an interdependent world.”***

Living Document – last updated June 2021

Table of Contents

Section 1: Introduction	3
Section 2: EDAD Program Leadership, Faculty & Office	4
Section 3: College of Education Vision, Mission, Goals, Values and Core Dispositions	5
Section 4: Program Overview	8
Section 5: Getting Started in the EDAD Program	11
Section 6: Planning Your Degree	12
Section 7: Policies of Importance to EDAD Program Participants	15
Section 8: EDAD Internship Guide	22
Section 9: Appendices	28
Appendix A: EDAD Program of Study (w/2021-22 Revisions)	29
Appendix B: Washington State Residency Certification Performance Indicators/Products	30
Appendix C: Washington State Residency Certification Performance Indicators/Products	38
Appendix D: Building Level NELP Standards, Components, and Practices	39
Appendix E: District Level NELP Standards, Components and Practices	45

Section 1: Introduction

Welcome to the Educational Administration (EDAD) degree and post-masters certification programs at Seattle University. This program prepares ethical, reflective, and professional leaders who are culturally competent, value and understand diversity, and use evidence-based practices to work for social justice. Students situate their knowledge of leadership and their professional identity as leaders within their understandings of self, the organizations in which they interact, and global orientations in an interdependent world. We are pleased that you have elected to develop your professional competencies as a leader through this degree program.

Faculty and administrators within the program and the College of Education have prepared this **EDAD STUDENT HANDBOOK** to support your successful entry, continuance and completion of your degree and/or certification. The *Handbook* has been designed to provide easy access to information and resources that are essential to your success as student intern. Read it carefully!

In addition to this handbook, supplement this material with a thorough reading of the relevant sections of the Graduate School Bulletin and the Seattle University Student Handbook. It is your responsibility as a student to review, keep up to date (they are subject to revision) and adhere to them.

Note that this **Handbook** is based on the Seattle University **Graduate Catalog**, the official source of all policies and procedures. Any discrepancies between this **Handbook**, **EDAD Handbook** and the **Graduate Catalog** are unintentional and will be resolved using the content of the **Graduate Catalog** as the official and correct statement of policy and procedure. The **Graduate Catalog** may be accessed at: [Academic Catalog](#). Students should obtain and keep a copy of the Graduate Bulletin of Information for the year they first enroll. It contains the specific policies which apply to their program of studies.

Seattle University Student Handbook and other publications

The Seattle University Student Handbook is available at: [Student Handbook](#).

Other forms, policies and publications are available at [Redhawk Axis](#).

NOTIFICATION

The EDAD program reserves the right to change at any time any policies and procedures in the **EDAD INTERNSHIP HANDBOOK**. Note that any new or revised policies and procedures will be required for all EDAD students regardless of their program status—all changes will apply to all EDAD students regardless of when matriculation occurred—unless students explicitly are notified of exceptions.

Section 2: Program Leadership, Faculty & Office

Department Chair

Colette Taylor, EdD
Associate Professor
Email: taylorco@seattleu.edu
Phone: (206) 296-6061

Associate Dean

Manivong J. Ratts, Ph.D.,
Associate Professor, Counseling
vong@seattleu.edu | (206) 296-2843

Program Administrative Assistant

Genet Yadetta
Senior Administrative Assistant
yadetta@seattleu.edu | (206) 296-6139

Mailing Address

Education Administration (EDAD) Programs
College of Education
Seattle University
901 12th Avenue
P.O. Box 222000
Seattle, WA 98122-1090

EDAD Program Director

Ted Kalmus, MPA
Instructor & Internship Supervisor
Email: kalmust@seattleu.edu

EDAD Program Adjunct Faculty

Louanne Decker, Ed.D.
Instructor
Email: deckerl1@seattleu.edu

Tarra Mitchell, MA
Instructor
Email: tpatrick@seattleu.edu

Alvin Logan, Ph.D.
Instructor
Email: loganalvin@seattleu.edu

Fred Rundle, Ed.D.
Instructor
Email: rundlef@seattleu.edu

Millicent Borishade, Ed.D
Instructor
Email: mborishade@seattleu.edu

Section 3: College of Education: Vision, Mission, Goals, Values and Core Dispositions

Seattle University

Founded in 1891, Seattle University has offered a values-based education in the Jesuit tradition for more than a century. Located in the heart of Seattle, it is the Northwest's largest and most diverse independent university, with a student population of more than 7700. The 48-acre campus houses eight schools and colleges, including the College of Education. One of 28 Jesuit Catholic universities in the United States, Seattle University draws upon the Jesuit educational philosophy to develop critical thinkers and compassionate leaders. Teaching is the first priority of Seattle University. The faculty have distinguished themselves through a commitment to teaching excellence. Many have achieved national and international recognition for their scholarship and service, but teaching remains their primary commitment.

College of Education

Established in 1935, the School of Education (renamed the College of Education in July 2004) was the first professional degree program offered at Seattle University. Today the College of Education primarily serves graduate students, offering 11 of the 24 graduate degree programs available at Seattle University, including the only academic doctoral program.

Conceptual Framework (adopted October 2004)

To prepare ethical, reflective professionals for quality service in diverse communities

Note: Over the ensuing years, the college developed and subsequently revised several long-range and strategic plans. The current College of Education strategic plan was approved by the faculty and dean in January 2003. However, the conceptual framework has remained the same and is integrated into all College of Education programs and informs the college vision, mission, and goals.

Vision

The Seattle University College of Education will be an educationally excellent learning community that prepares professional leaders dedicated to education for justice and service to others.

Mission

- The College of Education strives to be a scholarly learning community of students, staff and faculty characterized by collegiality and collaboration.
- The College of Education strives to lead by collaboratively serving others from a grounding in the ethics and values of the Jesuit tradition.
- The College of Education strives to provide a curriculum relevant to the needs of the profession, the greater society and supported by the best practice and research.
- The College of Education strives to welcome and represent the diversity of our society through its teaching, programs, students, and personnel.
- The College of Education strives to produce graduates who are compassionate and effective professionals in their respective areas of preparation.

Goals

- To prepare practitioners and policy makers to be educational leaders for a just and humane world.
- To model collegial and collaborative communities in our interactions among faculty, staff, students, and external constituencies.
- To provide leadership in teaching, learning, scholarship, service, and reflective practices.
- To increase our recognition as leaders in the profession and our influence as policy makers.

Values

As an educational community dedicated to service to others, the College of Education faculty and staff embrace the following values:

- Collaboration and Care – We are committed to our students. Our programs and curricula enable collaboration within and among P-12 schools, colleges, universities, families, community members and organizations.
- Academic Excellence – As faculty, we are outstanding teachers/scholars, dedicated to service and actively engaged in making quality contributions to their professions. The curricula we deliver are rigorous and reflect current best practices. Our curricula anticipate and create the knowledge, skills and dispositions needed for future leaders in their professions.
- Diversity - Our commitment to understand and respond to human differences is articulated and practiced throughout all aspects of the programs, including admissions, curriculum and student field experiences. Our programs provide opportunities to learn about the world beyond the border of the United States, and to learn about American society's relation to and place in the larger world system.
- Faith – Our programs honor the many beliefs of our students and faculty members. Through open dialog we seek to prepare professionals who experience the Jesuit educational traditions grounded in the Catholic intellectual tradition and appreciate multiple perspectives.
- Education for Justice – As a college, we have a commitment to education for justice consistent with the Jesuit tradition. This includes advocacy and action with and on behalf of others and reflects beliefs in the dignity of the human person and the rights of individuals in a just society to participate fully in socio-cultural, economic and political structures that affect them.
- Leadership – We seek to develop responsible and reflective leaders committed to the common good. Leadership is modeled by our faculty who provide leadership in their programs, the college and university and in their professional fields.

Core Dispositions

Faculty and staff model the values of the College of Education for our students. Through these values, we expect students to demonstrate core dispositions of professional practice.

The conceptual framework of the College of Education (to prepare ethical, reflective, professionals for quality service in diverse communities) encompasses the college's core dispositions: ethical, reflective, professional, quality service, and diversity.

- **Ethical** - The College of Education prepares students to meet high standards of conduct and behavior for the profession for which they are preparing. Students examine personal and professional codes of ethics in light of Seattle University's and the College of Education's values and standards of practice set forth by their respective professional organizations Students performing in a clinical setting, internship, or

practicum are required to demonstrate the knowledge, skills, and dispositions related to the ethical standards and practice of their respective professional organizations.

- **Reflective** - All College of Education programs prepare students to be self-initiating and life-long learners who 1) integrate and extend their professional knowledge, self-understanding, and professional experience; 2) examine their intentions, assumptions, and personal and professional goals in light of their professional experience, relevant theory, research, professional practice, and the actual outcomes of their own professional practice; and 3) create and apply new understanding from such examination. Reflection is the primary process to achieve these three professional goals.
- **Professional** - All College of Education programs prepare students to be members of, and leaders in, their professions. A professional is one who has mastered a specialized knowledge base, applies knowledge supported by best practice, research and theory, and abides by code of ethical standards. A professional remains current in and makes contributions to the field. A professional also demonstrates high-level accountability and a service orientation within the arena of practice.
- **Quality Service** - College of Education programs prepare students as leaders in their professions who provide high-quality service to students/clients and their communities. Our graduates are prepared to provide services that meet or exceed legal, ethical, and professional standards of practice, reflect validated theories and research-based practices, and result in positive outcomes for student/clients and their communities.
- **Diversity** - The College of Education is committed to affirming diversity among all members of its teaching-learning community in order to prepare its students for culturally competent service and leadership in an increasingly diverse society and world. Diversity is defined as the many dimensions of commonalities and differences that broadly encompass the multiplicity of cultures and perspectives. The intent is to create equitable and inclusive arenas that embrace the full spectrum of all community members' contributions and provide optimal access to services, resources, and opportunities.

Section 4: Program Overview

Institutional Context

The Educational Administration programs at Seattle University are located within the College of Education. Seattle University, founded in 1891, is among the largest and most diverse independent universities in the northwest. As a Jesuit institution, the university seeks to develop critical thinkers and compassionate leaders. The College of Education, one of nine colleges and schools within the university prepares ethical and reflective practitioners for quality service in diverse communities.

EDAD Program Vision

Inspired by the vision and mission of Seattle University and the College of Education, the Educational Administration program is dedicated to preparing educational leaders who serve students and families, other professionals, and the broader public with professional expertise and personal commitment. In doing so, the program seeks to develop educators who have a deep knowledge of leadership, who understand and embrace their ethical and moral responsibilities as leaders and who have the skills to put these values to service for others. We strive to model caring, academic excellence and a commitment to justice, so that our graduates enact these values in their own professional lives.

Program Philosophy and Outcomes

Societal diversity suggests that students need an integrated holistic experience throughout coursework that requires them to process and synthesize new information, past experience, and technical expertise. This value for synthesis and interaction underlies the program structure, which enables students to integrate theory and practice in classrooms and at their worksites. The array of opportunities to hone new skills begins with interactions among colleagues who take responsibility for real tasks and useable outcomes.

Our Educational Administration programs are designed to prepare working professionals aspiring toward roles as principals, executive directors, administrators and instructional and organizational leaders across diverse educational systems, public and private. Graduates develop a deep understanding of leadership practice and of the systemic inequity built into our educational settings, empowering graduates to become informed catalysts for transformative change.

Toward that end:

- We frontload context & scholarship with a focus on critical theory, educational justice, instructional leadership and community engagement
- We partner applied learning with reflective practice, self-understanding and advanced leadership study
- We work to build an expanding management toolbox for each emerging leader
- We operate as a cohort, to establish a model network of professional learning & support

These learning goals describe the leader the program strives to develop as value centered, committed to service and social justice for the common good; professional, reflective, holistic, interdisciplinary, creative, visionary, and scholarly; effective interpersonally and as a leader in organizations; and both committed to and possessing the conceptual knowledge and skills to lead in diverse communities and in an interdependent world.

The Educational Administration program learning outcomes are aligned with the Professional Standards for Educational Leadership (PSEL), and state PESB Standards. The Standards are foundational to all levels of educational leadership and were redeveloped (and expanded) in 2015 with a stronger, clearer emphasis on students and student learning, outlining foundational principles of leadership to help ensure that each child is well-educated and prepared for the 21st century. The Standards reflect a positive approach to leadership that is optimistic, emphasizes development and strengths, and focuses on human potential. (National Policy Board for Educational Administration (2015). Professional Standards for Educational Leaders.)

- Standard 1: Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.
- Standard 2: Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.
- Standard 3: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.
- Standard 4: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.
- Standard 5: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
- Standard 6: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.
- Standard 7: Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.
- Standard 8: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.
- Standard 9: Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.
- Standard 10: Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Program Components

Core Courses

Courses are designed to develop knowledge base and competencies to achieve program learning goals and student outcomes. The courses are sequenced to move from a focus on you as a leader and to your roles and responsibilities within educational organizations. Students may earn a Master of Education (MEd) degree with a Principal or Program Administrator certification (46 credits) or a Post-Master's Certificate with Principal or Program Administrator certification (37 credits)

Internships

Students will participate in an in-depth internship where they will have the opportunity to experience extensive field work which will include community, as well as school leadership roles and settings. The internship is planned, guided, refined, and cooperatively evaluated by the student, university faculty and P-12 or organizational site mentors who will support student learning in multiple dimensions. Students will become familiar with the multiple responsibilities of school leadership and understand the various roles required to

provide quality schooling experiences for all. Internships will include opportunities for experiences broader than the school where the student is working and students must commit to time working in other environments with a variety of leaders.

Specialization Options

The program in Educational Administration offers two specializations (Principal and Program Administrator) to meet the needs of instructional leaders in K-12 schools. Designed for part-time students who are working adults, this program attracts aspiring administrators who are passionate about making a difference—who see themselves as leaders of other professionals in pursuit of excellence for students, staff, and schools. This program leads to either a Washington State principal certificate or program administrator certificate. M.Ed students in Education Administration may also opt to complete the program without certification.

Program Sequence

The current curriculum for the Master of Education (MEd) degree with a Principal or Program Administrator certification (46 credits) is designed for students to be completed in five to six quarters, beginning in the spring and ending the summer of year two, while Post-Master's Certificate with Principal or Program Administrator certification (37 credits) is designed for students to complete in just four to five quarters, beginning in the summer or spring and ending the following spring.

Distinctive Program Features

The above sections describe the program components and sequence of events. This section describes how the program elements are woven together to create a learning community to support attainment of program outcomes.

The Cohort Model

A cohort model was intentionally selected because it creates a supportive community of learners that benefits both students and faculty members. Working within a cohort provides an opportunity to learn with and from one's peers as well as program faculty. Each cohort will proceed through the program together, enrolling in all required core courses. Program faculty will assist each cohort to develop into an effective learning community wherein students challenge and support one another. Being a graduate student is a very challenging and intense experience. Developing a strong network is critical in modeling a lifelong system for support and professional growth.

Field Based Learning

Field-based learning is emphasized and focus areas are specially developed for each student, targeted to the type of school/s where they work or want to work, including:

- Public school administration
- Private/Independent/Catholic school administration
- District Leadership
- Educational Nonprofit organizational leadership

Section 5: Getting Started in the EDAD Program

Admissions Process

Please refer to the Seattle University Graduate Bulletin for the Admission Requirements for Educational Administration Program. Each applicant will provide evidence to the screening committee of continuous professional growth and development, as well as evidence of contributions made to the leadership base, to the growth of others, and to the improvement of student achievement.

All applications are reviewed by Leadership Programs core faculty. The review is holistic. Accepted applicants are notified by the SU Graduate Office and are sent an admission packet. Note that an individual who is denied admission to the College of Education or to one of its programs cannot request a review of that decision.

Registering and Advising

The EDAD Program Director and/or faculty members serve as academic advisors and one is assigned to you during your first quarter in the program. This faculty member remains your academic advisor throughout the program. If it appears that there may be a better match with another faculty member, a change can be made upon request from the student. The first meeting with your academic advisor will occur during the EDAD Orientation. Initial questions about your program of study, academic and career interests, and elements of the program are common topics of conversation at this first meeting.

Once a program of study has been approved, it serves as the official checklist for degree completion. When all items listed on the program of study are satisfied, degree requirements are met. For this reason, if a student decides to take courses other than those listed, the program of study must be amended using a Petition for Exception to Policy (PEP) form. Students must complete a PEP to request a change to the program of study. The PEP must be submitted to the student's academic advisor and then to the EDAD for processing; all approval signatures are required. Course substitutions must support the degree.

Before you advance in subsequent quarters, make an appointment with your advisor to confirm plans for registration. Your advisor can help in many ways but please remember that it is your program and you are responsible for all material in the graduate bulletin as well as for all published deadlines and for meeting the requirements for graduation. MySeattleU provides access to course registration. Students are responsible for registration for appropriate courses every quarter as prescribed by their approved program of student while enrolled in the program. Courses that require prior approval or carry variable credit (such as independent studies) require academic advisor approval.

Section 6: Planning Your Degree

Program of Study

The program of study (appendix A) serves as a degree-planning document and as the official checklist used to determine if a student is eligible for graduation. Degree requirements and concentration options should be drafted by the student in consultation with his/her academic advisor during the first year in the program. When finalized, the program of study must be approved by the academic advisor. The Office of the Registrar maintains the student's official program of study and determines when all degree requirements are completed.

Students will be invited to attend an orientation session at the beginning of the program when they will be informed of the expectations and processes described below and given appropriate materials about the program. Attendance at the first available opportunity is recommended, so students will feel they are on solid ground from the beginning of their work at Seattle University.

The general order of events during the program is as follows:

1. **PRE-ADMISSION.** Although technically not a part of the program of study, candidates pursuing certification may have additional pre-admission certification requirements. This may include providing evidence of an active teaching license or a successful background clearance (fingerprints).
2. **VERIFICATION OF SCHOOL/DISTRICT APPROVAL.** Because students will enter field experience courses as early as the first full academic year, local arrangements for practical on-site experiences at a school or in the district office will be necessary prior to the first internship.
3. **COURSES PRIOR TO CANDIDACY.** Students set a tentative schedule of courses for the first two to three terms, which should include EDAD 5011, 5910 or 5021, 6190, 5000, 5010, 5041, 5031, and 5013. The advisor projects a date by which the student will complete 9 elective credits and be eligible for advancement to candidacy for the degree. Transfer credits from other universities should be identified clearly at this time (maximum of 10 quarter credits) and a form (Petition for Exception to Policy) filled out to recommend transfer of those credits. Where students believe their prior experiences qualify for a waiver of a course, the advisor will discuss the procedures.

Students who are pursuing a state credential through the post-master's Certification only option will plan their courses of study with the advisor, but are not required to carry through Steps #3 or #7.

4. **ADVANCEMENT TO CANDIDACY.** As a student near completion of the first 15 credits, the student is responsible for contacting his/her advisor for a check of grades to determine whether the student should be advanced to candidacy. Meeting with the advisor is required to fill out and officially approve the student's Program of Study/Candidacy Form which will also assist in projecting a schedule for the remaining requirement. The form itself is then signed by the student and the advisor, checked for accuracy, and the original is placed in the student's main file. Quarterly progress is recorded on the Program of Study form throughout the student's coursework. Any proposed changes to this program are made through a formal academic petition process using a Petition for Exception to Policy form.

5. **RESIDENCY STANDARDS.** As students move through the program, they should attend in each course to assignments and activities which will assist them in fulfilling the PSEL and Washington Administrative Code requirements (identical to the Residency standards) identified for their program role (principal or program administrator). During their course work, students should pay significant attention to assignments that offer opportunities to demonstrate standards/criteria competencies. For example, when students complete such assignments during the internship, they should fill out a Performance Submission Form to have their instructor,

supervisor, or program director officially approve the assignment/project/activity as evidence of the students' meeting the standard. A copy of the Performance Submission Form is available on the Educational Administration program website: www.seattleu.edu/education/edadmin

6. **MULTIPLE ASSESSMENTS.** WACs require that university programs assess student skills and knowledge in the required state standards. A self-assessment is completed at the beginning, midpoint, and end of the Internship, prior to certification. See the Student Handbook for more details on this process in the document called "Washington State Residency Standards: Self-Assessment Process."

7. **FIELD EXPERIENCE PLANNING.** Two major field experiences are required at Seattle University: a) Community Engaged Field Study, and b) Leadership Internship I-III (year-long placement).

a. During your first quarter, and prior to the anticipated date for beginning the Internship courses, students should notify the program director of their intentions. Students will need to provide the Internship Application and Approval Form (appropriately signed and dated) to formally confirm that they have permission to carry out Internship assignments, and activities.

b. Early in the Spring quarter prior to the projected internships (which usually begin in the summer (Community Engaged Internship), and fall quarter (Administrative Internship), students will need to ascertain the internship approval procedures and dates in their districts to assure an appropriate placement and suitable support. If students wish to relocate to a new site to work with a particular supervisor, those arrangements should be made within the organization's timelines for personnel transfer or hiring. In some cases the supervisor or program director might be able to help with internship placement; however, the normal expectation is that the students make their own arrangements to suit individual needs, secure signatures on the approval form, and then notify the program coordinator.

8. **ON-SITE SUPERVISOR.** Under state program approval requirements, on-site supervisors must have had at least three years' experience in the role for which the intern is preparing and currently hold the appropriate certification for that role. This requirement holds for the administrative internship only. If students wish to work in a setting where the supervisor does not meet these certification and/or experience requirements, an additional supervisor must be identified to work collaboratively with both persons on-site and with the university supervisor to assure a productive (and legal) field experience. The approval form includes space for the on-site supervisor to assert evidence of eligibility for that responsibility. Any difficulties with this requirement should be discussed as early as possible with the program director.

9. **APPLICATION FOR GRADUATION FOR MASTERS DEGREE.** As students approach completion of the program, they should apply for graduation. Graduation application packets are available from the Registrar's office (University Services Bldg., Rm. 103) or online at [Apply for Graduation](#).

10. **CERTIFICATION.** Certification requirements are completed by the end of the internship. The College of Education's Certification Office can answer any questions related to certification. You can find relevant contact information at the following link: [Certification Office](#). Certification paperwork to apply for the initial administrator certificate is completed through the College of Education. However, it is important to note that once your paperwork has been submitted to the Office of the Superintendent of Public Instruction, Seattle University has no control over the time it will take to for the state to approve certification.

11. **CERTIFICATION IN RELATION TO THE MASTER'S REQUIREMENT.** For students seeking Washington State certification as part of their master's degree program in Educational Administration, completion of the master's degree (i.e., portfolio, field experiences, and coursework) is required before the university can recommend the student for certification. Students who already hold the master's degree must fill out an approved Ed.S. or Certification Only Program of Study and complete the coursework required on this Program of Study, including the field experiences, before being recommended for certification.

Request Waivers for Degree Requirements

It is critical to understand the distinction between transfer credits and requests for waivers. As indicated above, a limited number of credits can be transferred into the EDAD program, if they meet certain qualifications. These credits, when approved, are applied to the program of study. Waivers, on the other hand, carry no credit value and the student must complete the minimum number of credits required for the degree even if waivers are approved. A waiver is a request to be exempted from a degree requirement. A common example is where a student has completed a similar course but cannot transfer in the credits for whatever reason. If the student's request for a waiver is approved, he/she would be allowed to take a substitute course at Seattle University in a topic area that supports the degree. Note that waivers require Exception to Policy (PEP) approval. All requests for waivers should be discussed with your academic advisor.

Section 7: Policies of Importance to EDAD Program Participants

Seattle University Policies

This section highlights important policies for program participants. While every attempt has been made to create an accurate summary of these policies, the official source for all policies governing students is the Seattle University Graduate Catalog. Any discrepancy between this Handbook and the Graduate Catalog will be resolved using the text of the Graduate Catalog. Additional information is available in the Seattle University Student Handbook.

Please refer to the Seattle University 2017-2018 Graduate Catalog for information regarding the following policies (see <https://www.seattleu.edu/policies/>)

- Degree Requirements
- Time Limits for Completing Degree
- Transfer Credits for Graduate Courses Taken at another Institution
- Retaking of Courses
- Grading
- Academic Probation
- Academic Dismissal
- Readmission
- Simultaneous Enrollment
- Hardship Withdrawal
- Official Withdrawal
- Grieving a Course Grade

College of Education & EDAD Program Policies

Students should be familiar with the academic policies of the University above. In addition, the College of Education's academic policies for EDAD students are found on the pages that follow.

Academic Integrity Policy

All students are expected to read, understand, and follow Seattle University's Academic Integrity Policy. The policy can be found on Redhawk Axis: Academic Policies.

American Psychological Association Format for Papers

Formal papers submitted for all EDAD courses should follow the writing and documentation guidelines of the Publication Manual of the American Psychological Association (7th ed., 2019). The manual can be purchased at the Seattle University Bookstore. An orientation to APA format will be offered each summer quarter. Students are encouraged to take advantage of this helpful offering to familiarize themselves with the basics of APA format. There are also several helpful websites with information about APA format.

Attendance and Participation

Attendance and participation are required in all courses and are important for your success in the program. Specific attendance requirements are identified in course syllabi. As graduate students, you have made a serious commitment to learning and must make every effort to attend and engage actively in the community of learners.

It is expected that you will attend all classes and weekend seminars unless a verifiable emergency situation precludes attendance. Absences from class can result in lower grades, repetition of the course, and/or to students being dropped from the program. Students are responsible for contacting and consulting with faculty about absences, program and class attendance policies, and all makeup work. Individual program faculty members reserve the right to decide whether students have adequately addressed absences from classes.

Students are required to consult with appropriate program faculty in advance of classes and weekend seminars about inviting guests. This policy applies to all regularly scheduled classes, weekend seminars, and to retreats scheduled for all EDAD core classes.

Certification

Certification is completed by the state of Washington's Office of System and School Improvement (OSPI). Please see the College of Education Certification Handbook for details on this process. The College of Education's Certification Office can answer any questions you may have related to certification. Contact information is located at the following webpage: [Certification Office](#).

Class Times

The majority of EDAD core courses meet on Saturday's, between 8:00 and 5:00 PM, generally 4-6 times per quarter. An academic schedule for the next year of the program is distributed each year early in spring quarter. Most College of Education courses meet one night per week (Monday through Thursday), and are generally scheduled from 6:00 p.m. to 8:40 p.m. during the Fall, Winter and Spring terms. Summer class times vary. Visit www.my.seattleu.edu for the most up-to-date information.

Commencement with Deficiencies

Students who have not completed their degree requirements may participate in Commencement exercises under certain conditions. Graduate students who have six or fewer credits of degree requirements remaining to be satisfied and who meet the grade point standards of their program are eligible to participate in Commencement. College of Education students do not need to take the Comprehensive Examination prior to participation in Commencement. The Commencement with Deficiencies policy can be found on Redhawk Axis: Academic Policies.

Disability Services

If the student has a disability that the student believes requires accommodation by Seattle University, it is the student's affirmative responsibility to request such accommodation from Seattle University's Disabilities Services office (Loyola room 100). The student should make an appointment with the Disability Specialist to evaluate the need for accommodation and, if needed, define the accommodation. An accommodation request form (available on their website) is required from each student for each and every quarter that any accommodation is needed. Please allow sufficient time for processing the evaluation and accommodation request. Associate Dean Dr. Manivong Ratts serves as the ADA Coordinator and a resource for all faculty, staff, and students in the College of Education. He can be contacted at vong@seattleu.edu. For more information, please contact SU Disabilities at: Disabilities Services or 206-296-5470.

E-Mail Accounts

You must use the SU e-mail account which you are assigned, as all official communications will come to you via this account. To set up your e-mail account online, all you need is your SU username and your student ID number. These should have been mailed to you with your initial acceptance letter. Go to <https://pwreset.seattleu.edu/> and click on the link for "I am setting my password for the first time." Follow the directions from there. If you have any difficulties, you can call HelpDesk at 206-296-5571 or helpdesk@seattleu.edu. Important information is transmitted via email; therefore, it is critical that you frequently and regularly monitor your e-mail account, including and especially when you are not taking classes on campus.

Emergency Contact Information

Students are required to provide accurate and current emergency contact information to the University. This contact information should be reviewed on an annual basis. Please go to www.my.seattleu.edu and select "user account." Then, select "address change" to enter change of address, phone or new emergency contact information. In addition to submitting changes to your contact information on SUOnline, please inform the Leadership Programs office of any changes to your contact information as well.

Enrollment Status

A student is considered full time whenever enrolled for six or more credits in a quarter or if enrolled in less than six credits, upon written verification from their faculty advisor. A student engaged in at least one dissertation credit is considered part-time student. Program enrollment includes items such as continuing dissertation research, doctoral dissertation seminars, independent study, internships, and multi-quarter courses as well as the specific credit registered for during the quarter.

Exception to Policy

If you have serious reason to seek an exception to any of the policies and/or procedures listed in the Graduate Catalog, you must petition your academic advisor by using a petition form available in the Leadership Programs Office or from your academic advisor. Submit the completed Petition for Exception to Policy to your academic advisor for review and action.

Financial Aid

Graduate students must be enrolled at least part-time (three credits) to be considered for financial assistance. Financial support is available through student loans, and there are opportunities for scholarships and limited graduate assistantships. We encourage you to check with your workplace human resources office, as some employers provide tuition assistance. Seattle University financial aid is not available for international students. To be considered for financial aid, you must be admitted to the University and you must complete the Free Application for Federal Aid (FAFSA). This is your application for federal, state, and institutional funds. Contact Student Financial Services at www.seattleu.edu/redhawk-axis.

Grades and Grading

Faculty members are responsible for establishing course standards and grading requirements and for evaluating student work. Please see the (see Academic Policies) for more details.

In addition to the letter grades described above, the following grading symbols may be used:

I – Incomplete: A temporary grade assigned because a critical portion of the required work was not completed because of illness or other serious circumstances beyond the student's control. The I grade may not be used for the convenience of the faculty member or student. When the instructor assigns the I grade at the end of a term, a provisional grade is also submitted. This provisional grade becomes the course grade if you miss the deadline for completing the course requirements. This provisional grade includes all work completed plus a failing grade for work/exams the student did not complete. When the specified work has been completed, the faculty member completes a change of grade transaction to authorize a final grade for the course. Note that the following deadlines are for faculty submission of grade changes. Work must be submitted to faculty prior to these deadlines.

Deadlines for submission of the grade change are listed in the Seattle University Academic Calendar.

N - No Grade: The grade may be suspended for some courses in which the work is not expected to be completed during the regular quarter. It is the responsibility of the student to request removal of the "N" grade when course requirements are fulfilled. If you miss the deadline for removing an "N" grade, you will have to re-register and pay regular tuition to obtain credit for the work completed. Note that the following deadlines are for faculty submission of grade changes. Work must be submitted to faculty prior to these deadlines. Timelines for removal of the "N" grade are as follows:

N Grades Received	Must be removed before:
Summer:	August 1 of following calendar year
Fall	November 15 of following calendar year
Winter	March 1 of following calendar year
Spring	May 1 of following calendar year

CR/F-Mandatory Credit/Fail: In the EDAD program, Internships are not graded but are deemed to be credit (CR) or fail (F).

Grading Grievances: Challenging Course Grades

The purpose of this procedure is to provide a confidential, fair, and timely means by which students may seek redress for an academic grievance concerning a course grade. The Academic Grading Grievance policy can be found on Redhawk Axis: Academic Policies. The scope of this academic grievance is limited to allegations of arbitrary and capricious behavior by faculty regarding academic grading. The faculty member has an obligation to award course grades on the basis of standards set at the beginning of the course. In the event a student challenges a final course grade, the burden of proof lies with the student who claims a grievance.

The procedure does not apply to mathematical errors in calculating the grade, academic dismissals from the university, or questions of professional judgment concerning course content, instructional methods and appropriateness of performance standards. The process involves a sequence of steps, at any one of which the

issue may be resolved and the procedure terminated. The steps include: an informal conference with the instructor; filing of a formal challenge; appeal to an academic hearing board; and a limited appeal to the Provost. It is important to note this challenge procedure has very specific timelines, which must be strictly followed.

Graduation

Graduation and commencement do not mean the same thing. Graduation comes after the completion of all coursework and other degree requirements and can occur at the end of any quarter. Commencement is the annual formal ceremony in June at which degrees and diplomas are presented (see previous Commencement section). See "Graduation" for additional requirements for participation in commencement.

All students must apply for graduation by going to www.my.seattleu.edu. When all degree requirements are met, graduates will have their degrees posted at the end of the quarter of graduation, and your diploma will be mailed to you in approximately eight weeks. Prior to receiving your diploma, you may request that a letter be sent to you stating that all degree requirements have been completed. This letter is available from the Registrar's office by emailing a request to registrar@seattleu.edu.

Harassment Policy

Seattle University seeks to promote and maintain an environment free from harassment of any type. Preventing and remedying sexual harassment at Seattle University are essential to ensure a nondiscriminatory safe environment in which students can learn. If faculty or staff is sexually harassing a student, this should be reported to the Affirmative Action officer in Human Resources. If a student outside of an employment or teaching situation is sexually harassing another student, this should be reported to the Associate Vice President for Student Development or any of the contact persons listed in the office of the Vice President for Student Development. For more information, see the Graduate Catalog, the EDAD Handbook, or contact the Affirmative Action officer or the Vice President for Student Development.

Leave of Absence

Students are encouraged to take all courses with their cohort. Seattle University (SU) acknowledges that students may encounter situations which require interruption of continuous enrollment. The EDAD Program provides options for a student leave-of-absence (SLOA). Please contact the Program Director directly for assistance with this process.

Program Assessment

The Educational Administration program faculty review student performance on multiple measures at decision points described in the below section as well as on an ongoing basis as needed. The performance data are aggregated and reviewed by the EDAD faculty yearly. Performance data are shared with educational administration faculty at program meetings quarterly. A comprehensive review of candidate performance data is conducted at the end of each academic year and a written report is submitted to the COE Dean. Recommendations for program changes are made primarily by means of the annual program review process, but also in consultation with program and COE faculty.

Program Dismissal & Probation

Program dismissal is governed by the Seattle University Academic Probation, Dismissal, and Appeal Policy and Procedure for Graduate Students, which can be found at Redhawk Axis: Academic Policies. The policy outlines bases for probation and dismissal, relevant processes and timelines, and appeals procedures. In addition to this

policy, at any point at which dismissal is being considered, and prior to submitting a recommendation in favor or disfavor of dismissal to the Dean's Office, the program advisor shall conduct a formal face-to-face meeting with the student to discuss the basis or bases for dismissal.

Registration

Registration is completed online at www.my.seattleu.edu according to the registration periods outlined on the University Academic Calendar. Students are responsible for registering, enrolling, and making changes their programs of study by published deadlines. If students fail to make certain through MySeattleU that their registration and enrollment are correctly recorded prior to end of instruction during the term and they later submit a retroactive petition, there is no guarantee that such a petition will be approved and there is significant likelihood it will be denied.

Removal from Internship

Policies governing internship completion, including removal from internship and grading, are delineated in the EDAD Internship Guide. Students may be removed from an internship site if the internship site supervisor and site representative recommend removal because the student has failed to demonstrate:

1. Reliability in terms of attendance or completion of responsibilities;
2. Adequate knowledge of subject matter to fulfill internship responsibilities;
3. Adequate skill in performance of assigned internship responsibilities
4. Adequate capacity for functioning as a member of a work team; and/or
5. Capacity for ethical practice.

Upon receiving a request to remove a student from an internship site, the student's adviser will consult with the internship site supervisor to determine the reason for the request. If the site supervisor and the student's adviser concur that the student cannot complete the internship requirements, the student will be removed from the internship. Students removed from an internship site will receive no credit for the internship and be required to repeat the internship. The decision to remove a student from an internship site may not be appealed under the Fair Process policy of Seattle University.

Students who find an internship site unacceptable for personal or professional reasons should contact their internship supervisor immediately to discuss finding an alternative site. In such cases, students may be allowed to keep accrued hours and continue internship work at an alternative site.

Repeating a Course

A graduate student **MUST** repeat a required graduate course graded C- or below. The grade earned the second time will be used in computing the cumulative grade point average. The original grade will remain on the record, but course credits will be counted only once toward a degree.

A graduate student **MAY** repeat a graduate course graded C+ or C. The grade earned the second time will be used in computing the cumulative grade point average. The original grade will remain on the record, but course credits will be counted only once toward a degree. Please note: a graduate course can only be repeated one time.

Student Code of Conduct

Other policies that can impact program dismissal and probation includes Code of Student Conduct. The Code of Student Conduct can be found at the following link on the Dean of Students webpage: [Code of Student Conduct](#).

Student Files

A file for each student is kept in Loyola Hall. Copies of candidacy forms, petitions, and other critical documents are on file and available in electronic format. Students may be asked to submit copies of documents to the office for inclusion in the file.

Time Limits for Degree Completion and Program Continuation

All credits applied to a degree (including transfer credits) must be completed within six calendar years. Credits not completed within the six-year limitation cannot be applied toward degree requirements unless a petition for an exception to policy (PEP) is submitted and approved. Please note that such requests are rarely approved and typically only under special circumstances.

Students who have been granted admission into the EDAD program are admitted into a cohort and must move through all coursework with their cohort members. The EDAD degree program is designed to be completed in 4-8 quarters for those seeking certification only, and 5-8 quarters for those also seeking a M.Ed degree; most students complete program requirements within the allotted time. Students will be administratively withdrawn from the institution after failing to register for three consecutive quarters, not including summer quarter. This policy is included in the Student Leave of Absence policy: Academic Policies.

The program courses are best completed in the specific sequence outlined in Appendix A. If a student falls out of sequence, regardless of circumstance, EDAD program faculty will determine if the student may continue in the program. Depending on the circumstance, one of the following rules will be applied to the student and his/her continuance in the program:

- Student may be dismissed from the program with no opportunity to reapply.
- Student may reapply to the program and at the discretion of the Leadership program faculty, be allowed to return at the place he/she left off (picking up with a different cohort).
- Student may be allowed to continue with his/her original cohort members, and complete missed courses prior to graduation.

If a student seeks an extension beyond the 8th quarter of the EDAD program, the student must submit a petition and gain the approval of three parties: (1) the student's faculty advisor; (2) the department chair that supports the EDAD program; and (3) a dean's designee (typically an associate dean).

Transfer Credits for Graduate Courses Taken at another Institution

In accordance with Seattle University policy, a maximum of 10 credits towards the master's degree may be transferred from another institution if these are recent credits earned with a grade of A or B (3.00 minimum on a 4.00 scale) and approved by the department and dean of that department using a Petition for Exception to Policy.

Tuition Remission Policy

In accordance with Seattle University policy (www.seattleu.edu/hr/benefits/tuition-benefits-program/taking-classes-at-su/) qualified employees may apply for TR in order to pursue a masters in educational administration.

Section 8: EDAD Internship Guide

A student's success in the EDAD program is influenced by their commitment to the coursework, internship and self-reflective work. The internship requires students to largely develop for themselves and should reflect their individual learning needs and prepare them to be an effective building and/or district level leader. As a practical experience, the internship also is an opportunity to "live" the mission of the College and Leadership Program faculty, who intend to prepare "Ethical, reflective professionals for quality service in diverse communities."

The guidelines outlined in this handbook are provided to help interns be successful. Generally, interns should:

- abide by the internship requirements and policies described in this Internship Handbook and the departmental syllabus and/or handbook specific to their program.
- recognize that s/he is a guest in the school to which they are assigned as an intern.
- become familiar with and abide by all policies and regulations of the school to which they are assigned.
- always be punctual and dependable.
- plan for all activities for which s/he is responsible and have the plans approved by the mentor administrator prior to implementation.
- endeavor to establish and maintain effective professional working relationships with students, families, mentors, teachers, and school administrators.

Students interns in Seattle University Educational Administration must complete the following internship requirements:

Mandatory Fingerprinting

Fingerprint clearance and background checks are required for all students. There are several ways to complete the fingerprint process. You can be fingerprinted at a local courthouse, police station, or Education Service District (ESD) office. We recommend that you be fingerprinted at the local Puget Sound ESD. They are easily accessible, and forward your prints to Washington State Patrol and the FBI automatically.

The following link will provide you with more details about fingerprinting:

<http://www.k12.wa.us/ProfPractices/fingerprint/Procedure-Fees.aspx>

Please allow as much time as possible for your fingerprints to clear. Fingerprints are good for 2 years, and you will need valid prints during your program and at time of certification. Questions about fingerprinting: 360-725-6135 or oppfp@k12.wa.us

Field Experience: For principal interns, a minimum of 540 hours of administrative intern-related activities is required (with at least 270 hours when students and/or staff is present), with a mentor with at least three years in an educational leadership role. For Program Admin interns, a minimum of 360 hours of administrative intern-related activities is required. These hours **MUST BE LOGGED** and signed by the appropriate supervisor to be verified. The length of the internship can be modified only through the university program, who

is authorized by the State Board of Education to waive specific field requirements "for any candidate who has served in a comparable administrative position or who has previously performed a comparable field experience." (WAC 180-78A-265(2)(b)(ii))

Alternative Sites:

In conjunction with your mentor, you should develop a plan to gain additional internship experiences at a minimum of two separate sites (districts or buildings) during Winter and/or Spring quarters. In developing your plan with your mentor, you should consider your strengths and areas for growth, while also taking into consideration your knowledge and expertise up to this point in your career and internship.

Major Class Projects:

Over the course of the internships, major projects will be assigned in core classes designed for students to demonstrate understanding and application of the major standards. Those projects include but are not limited to the Leadership in Change Project, The Educational Leadership Statement and the Resource Allocation Project.

**NELP based Problems
Of Practice**

Understanding of each NELP standard may be demonstrated in part through a NELP based problem of practice in which students identify a core design question relevant to the standard, and documents a) the context for the problem b) a strategy of engagement, c) a system of measurement to assess the impact of the strategy, d) an examination of the impact of the strategy and e) an explicit exploration of how the Problem of Practice illuminated the author's understanding of the chosen standard.

**Mentor &
Self-Evaluations**

Through the standards assessment process required under WAC 180-78A-270(2)(b)(ii), competencies the student has acquired prior to the internship will be verified through review of the self-assessment by the program director. Remaining standard/criteria areas will be the focus of internship activities.

**Collection of
Evidence**

Documentation of Washington State Standards and other requirements shall be presented in a Collection of Evidence. Activities carried out to complete the projects and specific competency development should be submitted to the university supervisor.

Internship Portfolio

The Portfolio is the culminating project for the EDAD Program, and serves as an opportunity for students to demonstrate their work and mastery of the standards over the course of the program, and particularly, the internship. The Portfolio should include:

- Portfolio Cover Page
- Educational Leadership Statement
- Artifacts of Evidence for NELP's 1-7 which may include
 - NELP based Problems of Practice
 - Relevant class projects or assignments
 - Curated artifacts from meetings, PLC's, or initiatives from your internship
 - Other approved artifacts
- Evaluations: Self Evaluation (3); Mentor Evaluation (3);
- Internship Log documenting total hours
- Internship Journal Entries & Final Internship Reflection
- Professional Growth Plan (PGP)
- Form 4001F: Proof of three years certificated employment

The Internship Log is critical for the documentation of internship hours for principal (540 hrs.) and program administrator (360) certification. Interns should be in the habit of immediately logging internship hours the day that they are completed, to avoid having to retrace their steps at a later point in time. Internship Logs will be reviewed by the Intern Supervisor during each visit. By the end of spring quarter, internship logs must demonstrate that:

1. The intern has completed the required number of hours for their internship (540/360).
2. Principal interns have spent at least 270 hrs. as an intern in a school, while children are present.
3. The intern has equitably distributed their time as an intern (%), in addressing the practical skills outlined in the NELP Standards (Building or District), broken down by each of their components.

Each quarter during the site-based internship, the program is set up around an Organizing Course that informs the corresponding Proseminar and Internship courses. As such, each quarter will focus on addressing specific NELP Standards at three different levels (aware, understanding, and application). Quarterly, students should seek out experiences that connect to the practical application of the NELP Standards being covered that quarter, in the organizing course, Proseminar and Internship. Though natural connections will be made across the Organizing Course, Proseminar, and Internship, students are encouraged to make the best use of their time in each course, to streamline their experience.

In addition to Problems for Analysis and Praxis Papers, students should collect artifacts and documentation that they have engaged in practical work related to each component of NELP Standards 1-7. Each artifact or set of artifacts should be briefly contextualized with a short explanatory narrative. Forms for guiding this process will be provided by the Internship Supervisor.

Internship Roles and Responsibilities

Intern

The intern becomes part of a professional learning community in the process of the internship and works closely with the intern supervisor, the university faculty, and the school principal in the process of becoming an administrative professional. The intern also follows the guidance of the collaborative team and meets expectations of the internship and other academic program requirements.

School/District Administration

The principal or district leader is instrumental in facilitating a learning environment in which the intern can learn and grow. The principal sets expectations for the intern supervisor and other collaborating school member and communicates school expectations to the intern.

Intern Supervisor

The role of the intern supervisor is to work together with the intern, the university faculty, and the principal to guide and assist the intern in developing knowledge, skills, and dispositions essential to administrative roles. The collaboration should emphasize the application of understanding developed in university coursework and pre-internship field experiences.

The intern supervisor's responsibilities also include observing and evaluating the effectiveness of the intern's administrative practice. Review and appropriate discussion of results of observations are essential to the development of knowledge, skills, and dispositions. The intern supervisor and the university faculty collaborate on the frequency of observations. It is recommended that a documented log of communication is kept to demonstrate patterns of progress.

Criteria to serve as an intern supervisor include a minimum of three years of successful administrative experience

University Faculty

The university faculty facilitates the experience of the interns with the intern supervisor and students in the classroom. The university supervisor also provides consistent support for the intern and mentor teacher during the course of the internship experience. University supervisors visit schools, observe interns, facilitate seminars on administrative practice, confer with intern supervisors and interns, and serve as a resource for the internship collaborative team.

Policies, Procedures, and Responsibilities

Absences and Attendance

Interns are expected to follow the same schedule regarding attendance that applies to the mentor teacher. Regular attendance is required of all interns. If interns demonstrate a pattern of reporting late to their placement, intern supervisors should notify the university faculty.

Interns are expected to make up all unexcused absences. Interns must inform the internship supervisor and university faculty of absences prior to the absence occurring. Interns should discuss and confirm the form in which this communication occurs (email, text, verbal, phone call, etc.) with the internship supervisor and the university faculty at the beginning of the internship

Holidays and Vacations

Interns must follow the schedule of the public school to which they are assigned. In some cases, school holidays and vacations do not coincide with the Seattle University schedule. In all cases, interns are obligated to adhere to the schedules of their assigned schools. If the assigned school is in session and classes are dismissed at Seattle University, the intern is required to report to their assigned school.

Intern Evaluation

Near the end of each quarter, the intern supervisor and university faculty will complete an intern evaluation for each intern assigned to them.

Intern Supervisors:

Visit the website www.vialivetext.com and log in with the username and password provided to you.

1. Under the Placements tab you will see all students assigned to you. Basic details about the placement will appear below each student's name.
2. Click the "View Placement Details" button to see all activities associated with this placement.
3. To fill out your assessment rubric(s), click on the "Begin Assessment" or "Continue Assessment" link.
 - a. Click the cells to highlight the level of performance achieved in each area.
 - b. Add comments to any row of the rubric by clicking the Add Comment icon and typing in the text box.
 - c. Add comments for the entire assessment using the text box at the top of the rubric.

University Faculty:

Visit the website www.viaivetext.com and log in with the username and password provided to you.

1. You will see a Field Experience tab at the top of your account (to the left of Dashboard). Click this tab.
2. Under the Placements tab you will see all students assigned to you. Basic details about the placement will appear below the student's name.
3. Click the "View Placement Details" button to see all activities associated with this placement. This page is a shared workspace, accessible to the student and mentor as well, that is used to manage all the key activities for your Field Experience Placement.
4. To fill out your assessment rubric(s), click on the Begin Assessment or Continue Assessment link.
 - a. Click the cells to highlight the level of performance achieved in each area.
 - b. Add comments to any row of the rubric by clicking the Add Comment icon and typing in the text box.
 - c. Add comments for the entire assessment using the text box at the top of the rubric.

Tips for Mentoring Interns

The purpose of the internship is to provide practical experience in the duties and responsibilities of the principal or program administrator. The core of the internship experience is centered around the Washington State Standards for the residency principal/program administrator certificate and the skills defined in the Washington Administrative Code. The intern will complete 540 hours of internship related activities of which 270 hours must occur when students and or staff are present. The internship experience is from August 1st through June 30th.

The intern's mentor is expected to provide supervision and guidance for the intern. The mentor is to meet frequently with the intern for the purpose of providing coaching and feedback. It is expected the mentor will assist the intern in completing major projects that align with the Washington State Standards, will assign substantive projects/tasks to the intern that will enhance the intern's knowledge and skills in all areas of leadership and management, will include the intern in all appropriate school and district meetings and activities and will advocate for the intern as appropriate. The mentor will complete a summative evaluation of the intern.

In Summary, Effective Mentors

- Provide appropriate opportunities to learn leadership skills
- Work with the intern to establish a calendar of experience over the course of the internship
- Monitor progress
- Provide timely feedback through coaching and reflective discussions
- Set up regularly scheduled conference times (weekly)
- Encourage and arrange for professional growth activities including workshops, trainings, and professional readings
- Assess leadership skills, knowledge, and performance.

The intern's mentor will meet with the university supervisor and/or the intern throughout the internship. The mentor will communicate any concerns to the university supervisor in a timely matter.

Section 9: Appendices

Appendix A: EDAD Program of Study (with 2021-22 revisions)	29
Appendix B: Washington State Residency Certification Performance Indicators/Products	30
Appendix C: Washington State Residency Certification Performance Indicators/Products	30
Appendix D: Building Level NELP Standards, Components, and Practices	31
Appendix E: District Level NELP Standards, Components and Practices	37

Appendix A: EDAD Program of Study with 2021-22 Revisions

Program MEd with Principal Certification Post Master's Certification: Principal
(select one): MEd with Program Administrator Certification Post Master's Certification: Program Administrator

REQUIRED COURSES

Year 1		Credits	Grade	Yr/Qtr	Comments
EDAD 5009	Instructional Leadership	3		__SQ	
EOLL6160	Social Inquiry Methods – WAIVED (requires PEP for Elective)				
EDAD 5011	Internship Planning Seminar (1 credit) - - WAIVED (requires PEP for Elective)				
EDAD 5000	Leadership for Social Justice	3		__RQ	
EDAD 5010	Community Engaged Leadership	3		__RQ	
EDAD 5910	Community Based Field Work	1		__RQ	Replaces prior FW
EDAD 5031	Proseminar I (year-long)	2		__FQ	
EDAD 5041	Leadership Internship I	2		__FQ	
EDAD 5013	Teaching, Learning, and Data Use	3		__FQ	
EDAD 5032	Proseminar II (year-long)	2		__WQ	
EDAD 5042	Leadership Internship II	2		__WQ	
EDAD 5014	School Law, Policy, and Finance	3		__WQ	

Year 2		Credits	Grade	Yr/Qtr	Comments
EDAD 5033	Proseminar III (year-long)	2		__SQ	
EDAD 5043	Leadership Internship III	2		__SQ	
EDAD 5012	Team Building and Organizational Development	3		__SQ	

All EDAD Students: Electives		Credits	Grade	Yr/Qtr	Comments
Elective 1	Advisor Approval Required	3			
Elective 2	Advisor Approval Required	3			

MEd Requirements Only: Recommended completion in summer Year 2		Credits	Grade	Yr/Qtr	Comments
EDAD 5099	Capstone	3			
Elective 3	Research Focus - Advisor Approval Required	3			
Elective 4	Advisor Approval Required	3			

Total credits for Post-masters Certification programs 37
Total credits for MEd program 46

**Appendix B:
EDAD Program Course Organization
& Major Standards Alignment**

	Fall Quarter	Winter Quarter	Spring Quarter
Standard Focus	Awareness: NELP 1-7 Understanding: NELP 2,5,7 Application: NELP 1, 3, 4	Awareness: NELP 1-7 Understanding: NELP 6 Application: NELP 2, 3, 5	Awareness: NELP 1-7 Understanding: NELP 1-8 Application: NELP 2, 7,8
Organizing Course	5013: Teaching, Learning, and Data Use	5014: School Law, Policy, Finance	5012: Team Building and Organizational Development
Key Assessments:	School Improvement (SIP) Project	Resource Allocation Project	Lit Review
Proseminar	EDAD 5031	EDAD 5032	EDAD 5033
Key Assessments:	Mission Gap Assessment Leading Change in Culture Project	Educational Leadership Statement Leading through Negotiation	School Design Project
Internship	EDAD 5041-II	EDAD 5042	EDAD 5043
Key Assessments:	Problems of Practice: NELP 1 & 4	Problems of Practice: NELP 3 & 5	Based Problems of Practice – NELP 2 & 7 Portfolio

NELP Internship Year Quarterly Schedule

- (A)wareness = acquiring concepts, information, definitions and procedures; (Organizing Course + Proseminar)
 (U)nderstanding = interpreting, integrating and using knowledge and skills (Organizing Course + Proseminar)
 (P)ractice = Application of knowledge and skills to new or specific opportunities or problems (Internship)

Working Model of Alignment between Major Assignments & NELP Standards:

Please note: Major Assignments are reviewed and revised annually by program faculty. Actual descriptions of major assignments may vary from year to year.

Fall Qtr. Building Level NELPS 1, 3, 4

Standard 1: Mission, Vision and Improvement				
		EDAD 5013 (Data Use)	EDAD 5031 (Proseminar I)	EDAD 5041 (Internship I)
1.1	Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities.	Organizing Assignment 1	Assignment 1	Evaluate existing mission and vision processes and statements; Collaboratively design a school mission and vision attentive to data, technology, values, equity, diversity, digital citizenship, and community; Develop a comprehensive plan for communicating the mission and vision.
1.2	Program completers understand and demonstrate the capacity to lead improvement processes that include design, implementation, and evaluation.	Organizing Assignment 1	Assignment 1	Evaluate existing improvement processes; Use research to develop an improvement process that includes the following components: diagnosis, design, implementation, and evaluation; Develop an implementation plan to support the improvement process.

Standard 3: Equity, Inclusiveness, and Cultural Responsiveness

		EDAD 5013 (Data Use)	EDAD 5031 (Proseminar I)	EDAD 5041 (Internship I)
3.1	Program completers understand and demonstrate capacity to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.	Organizing Assignment 2	Assignment 2	Evaluate school culture; Use research and data to design and cultivate a supportive, nurturing and inclusive school culture; Develop strategies for improving school culture; Advocate for a supportive and inclusive school culture.
3.2	Program completers understand and demonstrate capacity to evaluate, cultivate, and advocate for equitable access to educational resources and opportunities that support the educational success and well-being of each student.	Organizing Assignment 2	Assignment 2	Evaluate sources of inequality and bias in the allocation of educational resources and opportunities; Cultivate the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values; Advocate for the equitable use of educational resources, procedures and opportunities.
3.3	Program completers understand and demonstrate capacity to evaluate, cultivate, and advocate for equitable, inclusive and culturally responsive instruction and behavior support practices among teachers and staff.	Organizing Assignment 2	Assignment 2	Evaluate root causes of inequity and bias; Develop school policies or procedures that cultivate equitable, inclusive and culturally responsive practice among teachers and staff; Facilitate the use of differentiated, content-based instructional materials and strategies; Advocate for equitable practice among teachers and staff.

Standard 4: Learning and Instruction

		EDAD 5013 (Data Use)	EDAD 5031 (Proseminar I)	EDAD 5041 (Internship I)
4.1	Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology rich curricula programs and other supports for academic and non-academic student programs.	Organizing Assignment 3	Assignment 3	Evaluate (a) curricula, use of technology, and other supports and (b) academic and non-academic systems; Propose designs and implementation strategies for improving coordination and coherence among academic and non-academic programs.
4.2	Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources and services that support student and adult learning.	Organizing Assignment 3	Assignment 3	Evaluate coordination and coherence among the practices, resources and services that support equity, digital literacy, and the school's academic and non-academic systems; Propose designs and implementation strategies for improving the impact of academic and non-academic practices, resources and services that support student learning.
4.3	Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support instructional improvement and student learning and well-being.	Organizing Assignment 3	Assignment 3	Use research to evaluate the quality of formative and summative assessments of learning; Develop formal and informal culturally responsive and accessible assessments of student learning; Interpret Data from formative and summative assessments for use in educational planning; Cultivate teachers' capacity to improve instruction based on analysis of assessment data.
4.4	Program completers understand and demonstrate capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction and assessment practices in a coherent, equitable, and systematic manner	Organizing Assignment 3	Assignment 3	Engage faculty in gathering, synthesizing and using data to evaluate the quality, coordination and coherence of the school's curriculum, instruction and assessment practices; Use research and evidence to propose designs and implementation strategies for improving coordination and coherence among the school's curriculum, instruction and assessment practices; Use technology and performance management systems to monitor, analyze, implement and evaluate school curriculum, instruction and assessment practices and results.

Winter Qtr. Building Level NELPS 2, 5, 7

Standard 2: Ethics and Professional Norms				
		EDAD 5014 (Law, Policy, & Finance)	EDAD 5032 (Proseminar II)	EDAD 5042 (Internship II)
2.1	Program completers understand and demonstrate capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (e.g., fairness, integrity, transparency, trust, collaboration, perseverance, reflection, life-long learning, digital citizenship) that support the educational success and well-being of each student and adult.	Organizing Assignment 1	Assignment 1	Engage in reflective practice as a professional norm; Cultivate professional norms among school staff members; Communicate professional norms to diverse constituencies; Model professional norms (e.g., integrity, competency, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness and the belief that each child can learn).
2.2	Program completers understand and demonstrate capacity to evaluate, communicate about, and advocate for ethical and legal decisions.	Organizing Assignment 2	Assignment 2	Evaluate ethical dimensions of issues; Analyze decisions in terms of established ethical frameworks; Develop a communication plan to advocate for ethical decisions.
2.3	Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.	Organizing Assignment 3	Assignment 3	Formulate a school-level leadership platform grounded in ethical standards; Model ethical practice; Cultivate ethical behavior in others.

Standard 5: Community and External Leadership

		EDAD 5014 (Law, Policy, & Finance)	EDAD 5032 (Proseminar II)	EDAD 5042 (Internship II)
5.1	Program completers understand and demonstrate the capacity to understand and collaboratively engage diverse families in strengthening student learning in and out of school.	Organizing Assignment 1	Assignment 1	Gather information about family demographics and funds of knowledge available within students' families that can be accessed to enhance student learning; Collaborate with and cultivate collaborative partnerships among staff and families in support of student learning success; Foster two-way communication with families.
5.2	Program completers understand and demonstrate the capacity to understand, collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.	Organizing Assignment 2	Assignment 2	Collaboratively engage with diverse community members, partners, and other constituencies around shared goals; Cultivate regular, two-way communication with community members, partners, and other constituencies; Identify and use diverse community resources to benefit school programs and student learning.
5.3	Program completers understand and demonstrate the capacity to collaboratively engage the larger organizational and policy context to advocate for the needs of their school and community.	Organizing Assignment 3	Assignment 3	Gather information about the policy and district context; Conduct a needs assessment of the school and community; Develop a plan for accessing resources that address school and community needs; Develop communication for oral, written and digital distribution targeted to a diverse stakeholder community; Advocate for school and community needs.

Standard 7: Building Professional Capacity

		EDAD 5014 (Law, Policy, & Finance)	EDAD 5032 (Proseminar II)	EDAD 5042 (Internship II)

7.1	Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting and hiring staff.	Organizing Assignment 1	Assignment 1	Evaluate school's professional staff capacity needs; Evaluate candidate materials; Use research and data to plan and engage in candidate recruitment and selection that reflects the diversity of the student body.
7.2	Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.	Organizing Assignment 2	Assignment 2	Use research to design and cultivate a collaborative professional culture; Model and foster effective communication; Develop a comprehensive plan for providing school community members with a safe and secure school building environment.
7.3	Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, personal growth, cultural responsiveness, distributed leadership, digital literacy and citizenship, school improvement and student success.	Organizing Assignment 3	Assignment 3	Evaluate professional staff capacity needs and management practices; Identify leadership capabilities of staff; Plan opportunities for professional growth that are aligned with performance results and meet school needs; Engage staff in leadership roles; Utilize information technology in ethical and appropriate ways to engage in personal and professional learning.
7.4	Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support and evaluation designed to promote school improvement and student success.			Observe teaching in a variety of classrooms; Gather and review district policies on instructional expectations; Provide teaching staff with actionable feedback to support improvement; Develop a system for monitoring whether supervision and evaluation strategies promote improvement.

Spring Qtr. Building Level NELP 6

Standard 6 Operations and Management				
		EDAD 5012 (Team Building and OD)	EDAD 5032 (Proseminar II)	EDAD 5042 (Internship II)
6.1	Program completers understand and demonstrate the capacity to evaluate, develop and implement management, communication, technology, school-level governance, and operation systems that support each student’s learning needs and promote the mission and vision of the school.	Organizing Assignment 1	Assignment 1	Use a process for auditing the equity of school processes and operations as well as their impact on school processes, resource allocation, personnel decisions and students’ experiences and outcomes; Use research and evidence to analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school; Use digital literacy to develop and implement management, communication, assessment, technology, school-level governance and operation systems; Develop a school’s master schedule.
6.2	Program completers understand and demonstrate the capacity to evaluate, develop and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.	Organizing Assignment 2	Assignment 2	Evaluate resource needs; Use data ethically and equitably to develop and implement a school resourcing plan; Develop a multi-year resource plan aligned to the school’s goals and priorities; Advocate for resources in support of needs.
6.3	Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.	Organizing Assignment 3	Assignment 3	Reflectively evaluate situations and policies with regard to legal, ethical and equity issues; Analyze how law and policy are applied consistently, fairly, equitably, and ethically within a school; Communicate policies, laws, regulations, and procedures to appropriate school stakeholders; Monitor and ensure adherence to laws, rights, policies, and regulations.

Appendix C

Washington State Residency Certification Performance Indicators/Products

Background

Educational accountability is a reality in Washington State and in the nation. In 2001, a work group representing various state educational agencies and professional associations was formed to revise the administrative certification process. The State Board of Education charged this group to develop a means of accountability for principal certification processes that would include some common products among all preparation programs to ensure consistency and quality.

The Office of the Superintendent of Public Instruction (OSPI) agreed that the Washington Council of Education Administrative Programs (WCEAP) was the group that should develop these common measures. The 13 principal preparation programs throughout the state of Washington were already using many effective practices to train school administrators. It was determined that these practices would not be discarded, but should be purposefully aligned with the new standards and strands. Agreement among the preparation programs to use some consistent measures would assure the state board, the legislature, and community members at large of the excellence of graduates and program completers across the state. Additionally, the collaboration of all preparation programs could only enhance the quality of each as great ideas were exchanged and refined.

OSPI funded this project by awarding a grant to WCEAP and also provided ongoing participation from OSPI staff. It has become a true partnership between OSPI and the 13 principal preparation programs in our state.

NOTE: In 2012, the WCEAP products were updated and accepted by the PESB to reflect the changing role and expectations of principals. In 2012, the number of principal preparation programs had increased to sixteen. In 2018, the state adopted the NELP Building and District Level Standards, which will now directly inform your internship experience.

Appendix D

Building Level NELP Standards, Components, and Practices

Standard 1: Mission, Vision, and Improvement

Component 1.1 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities.

- Evaluate existing mission and vision processes and statements
- Collaboratively design a school mission and vision attentive to data, technology, values, equity, diversity, digital citizenship, and community
- Develop a comprehensive plan for communicating the mission and vision.

Component 1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include design, implementation, and evaluation.

- Evaluate existing improvement processes
- Use research to develop an improvement process that includes the following components: diagnosis, design, implementation, and evaluation
- Develop an implementation plan to support the improvement process.

Standard 2: Ethics and Professional Norms

Component 2.1 Program completers understand and demonstrate capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (e.g., fairness, integrity, transparency, trust, collaboration, perseverance, reflection, life-long learning, digital citizenship) that support the educational success and well-being of each student and adult.

- Engage in reflective practice as a professional norm
- Cultivate professional norms among school staff members
- Communicate professional norms to diverse constituencies
- Model professional norms (e.g., integrity, competency, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness and the belief that each child can learn).

Component 2.2 Program completers understand and demonstrate capacity to evaluate, communicate about, and advocate for ethical and legal decisions.

- Evaluate ethical dimensions of issues
- Analyze decisions in terms of established ethical frameworks
- Develop a communication plan to advocate for ethical decisions.

Component 2.3 Program completers understand and demonstrate the capacity to model

ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

- Formulate a school-level leadership platform grounded in ethical standards
- Model ethical practice
- cultivate ethical behavior in others.

Standard 3: Equity, Inclusiveness, and Cultural Responsiveness

Component 3.1 Program completers understand and demonstrate capacity to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.

- Evaluate school culture
- Use research and data to design and cultivate a supportive, nurturing and inclusive school culture
- Develop strategies for improving school culture
- Advocate for a supportive and inclusive school culture.

Component 3.2 Program completers understand and demonstrate capacity to evaluate, cultivate, and advocate for equitable access to educational resources and opportunities that support the educational success and well-being of each student.

- Evaluate sources of inequality and bias in the allocation of educational resources and opportunities
- Cultivate the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values
- Advocate for the equitable use of educational resources, procedures and opportunities.

Component 3.3 Program completers understand and demonstrate capacity to evaluate, cultivate, and advocate for equitable, inclusive and culturally responsive instruction and behavior support practices among teachers and staff.

- Evaluate root causes of inequity and bias
- Develop school policies or procedures that cultivate equitable, inclusive and culturally responsive practice among teachers and staff
- Facilitate the use of differentiated, content-based instructional materials and strategies
- Advocate for equitable practice among teachers and staff.

Standard 4: Learning and Instruction

Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology rich curricula programs and other supports for academic and non-academic student programs.

- Evaluate (a) curricula, use of technology, and other supports and (b) academic and non-academic systems
- Propose designs and implementation strategies for improving coordination and coherence among academic and non-academic programs.

Component 4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources and services that support student and adult learning.

- Evaluate coordination and coherence among the practices, resources and services that support equity, digital literacy, and the school’s academic and non-academic systems
- Propose designs and implementation strategies for improving the impact of academic and non-academic practices, resources and services that support student learning.

Component 4.3 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support instructional improvement and student learning and well-being.

- Use research to evaluate the quality of formative and summative assessments of learning
- Develop formal and informal culturally responsive and accessible assessments of student learning
- Interpret Data from formative and summative assessments for use in educational planning
- Cultivate teachers’ capacity to improve instruction based on analysis of assessment data.

Component 4.4 Program completers understand and demonstrate capacity to collaboratively evaluate, develop, and implement the school’s curriculum, instruction and assessment practices in a coherent, equitable, and systematic manner.

- Engage faculty in gathering, synthesizing and using data to evaluate the quality, coordination and coherence of the school’s curriculum, instruction and assessment practices
- Use research and evidence to propose designs and implementation strategies for improving coordination and coherence among the school’s curriculum, instruction and assessment practices
- Use technology and performance management systems to monitor, analyze, implement and evaluate school curriculum, instruction and assessment practices and results.

Standard 5: Community and External Leadership

Component 5.1 Program completers understand and demonstrate the capacity to understand and collaboratively engage diverse families in strengthening student learning in and out of school.

- Gather information about family demographics and funds of knowledge available within students’ families that can be accessed to enhance student learning
- Collaborate with and cultivate collaborative partnerships among staff and families in support of

student learning success

- Foster two-way communication with families.

Component 5.2 Program completers understand and demonstrate the capacity to understand, collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.

- Collaboratively engage with diverse community members, partners, and other constituencies around shared goals
- Cultivate regular, two-way communication with community members, partners, and other constituencies
- Identify and use diverse community resources to benefit school programs and student learning.

Component 5.3 Program completers understand and demonstrate the capacity to collaboratively engage the larger organizational and policy context to advocate for the needs of their school and community.

- Gather information about the policy and district context
- Conduct a needs assessment of the school and community
- Develop a plan for accessing resources that address school and community needs
- Develop communication for oral, written and digital distribution targeted to a diverse stakeholder community
- Advocate for school and community needs.

Standard 6: Operations and Management

Component 6.1 Program completers understand and demonstrate the capacity to evaluate, develop and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.

- Use a process for auditing the equity of school processes and operations as well as their impact on school processes, resource allocation, personnel decisions and students' experiences and outcomes
- Use research and evidence to analyze school processes and operations to identify and prioritize strategic and tactical challenges for the school; Use digital literacy to develop and implement management, communication, assessment, technology, school-level governance and operation systems
- Develop a school's master schedule.

Component 6.2 Program completers understand and demonstrate the capacity to evaluate, develop and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.

- Evaluate resource needs

- Use data ethically and equitably to develop and implement a school resourcing plan
- Develop a multi-year resource plan aligned to the school’s goals and priorities
- Advocate for resources in support of needs.

Component 6.3 Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

- Reflectively evaluate situations and policies with regard to legal, ethical and equity issues
- Analyze how law and policy are applied consistently, fairly, equitably, and ethically within a school
- Communicate policies, laws, regulations, and procedures to appropriate school stakeholders
- Monitor and ensure adherence to laws, rights, policies, and regulations.

Standard 7: Building Professional Capacity

Component 7.1 Program completers understand and have the capacity to collaboratively develop the school’s professional capacity through engagement in recruiting, selecting and hiring staff.

- Evaluate school’s professional staff capacity needs
- Evaluate candidate materials
- Use research and data to plan and engage in candidate recruitment and selection that reflects the diversity of the student body.

Component 7.2 Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.

- Use research to design and cultivate a collaborative professional culture
- Model and foster effective communication
- Develop a comprehensive plan for providing school community members with a safe and secure school building environment.

Component 7.3 Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, personal growth, cultural responsiveness, distributed leadership, digital literacy and citizenship, school improvement and student success.

- Evaluate professional staff capacity needs and management practices; Identify leadership capabilities of staff
- Plan opportunities for professional growth that are aligned with performance results and meet school needs
- Engage staff in leadership roles
- Utilize information technology in ethical and appropriate ways to engage in personal and

professional learning.

Component 7.4 Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support and evaluation designed to promote school improvement and student success.

- Observe teaching in a variety of classrooms
- Gather and review district policies on instructional expectations
- Provide teaching staff with actionable feedback to support improvement
- Develop a system for monitoring whether supervision and evaluation strategies promote improvement.

Standard 8: Internship

Component 8.1 Candidates are provided a variety of coherent, authentic, field and or clinical internship experiences within multiple school environments that afford opportunities to interact with stakeholders and synthesize and apply the content knowledge and develop and refine the professional skills articulated in each of the components included in NELP Building-Level Program Standards one through seven.

Component 8.2 Candidates are provided a minimum of six-months of concentrated (10-15 hours per week) internship or clinical experiences that include authentic leadership activities within a school setting.

Component 8.3 Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a building setting; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and is provided with training by the supervising institution.

Appendix E: District Level NELP Standards, Components, and Practices

Standard 1: Mission, Vision, and Improvement

Component 1.1 Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities.

- Evaluate existing mission and vision processes and statements
- Collaboratively design an actionable district mission and vision attentive to such considerations as data, technology, values, equity, diversity, digital citizenship, and community
- Develop a comprehensive plan for communicating the mission and vision to multiple constituencies.

Component 1.2 Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in diagnosis, design, implementation, and evaluation.

- Evaluate existing improvement processes
- Develop a district-wide improvement process that includes diagnosis, design, implementation, and evaluation
- Articulate a process for strategic planning
- Develop an implementation plan to support the improvement process

Standard 2: Ethics and Professional Norms

Component 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (e.g., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, life-long learning, digital citizenship) and professional district and school cultures.

- Engage in reflective practice
- Cultivate professional norms among diverse constituencies
- Model and communicate professional norms (e.g., integrity, fairness, transparency, trust, equity, democracy, digital citizenship, diversity, inclusiveness and the belief that each child can learn)
- Use professional norms as a basis for building organizational culture

Component 2.2 Program completers understand and demonstrate the capacity to evaluate, and advocate for ethical and legal decisions.

- Evaluate ethical dimensions of complex issues, including stewardship and use of district resources.
- Communicate and advocate for ethical decisions.

Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior others.

- Model ethical practice in their leadership and relationships with others
- Cultivate ethical behavior in others

Standard 3: Equity, Inclusiveness and Cultural Responsiveness

Component 3.1 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.

- Evaluate district and school culture
- Use research and data to design and cultivate a positive and inclusive district culture
- Design and implement strategies for improving district culture
- Advocate for a supportive and inclusive district culture

Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the resources and opportunities necessary to support the success and well-being of each student.

- Evaluate sources of inequality and bias in the use of educational resources and opportunities
- Cultivate the equitable use educational resources and opportunities through procedures, guidelines, norms, and values
- Advocate for the equitable use of educational resources, procedures, and opportunities

Component 3.3 Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive and culturally responsive instructional and behavior support practices among teachers and staff.

- Evaluate root causes of inequity and bias
- Develop district policies or procedures that cultivate equitable, inclusive and culturally responsive practice among teachers and staff
- Advocate for equitable practice among district staff and across district schools
- Cultivate equitable practice across the district and its schools

Standard 4: Learning and Instruction

Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.

- Evaluate (a) curricula, use of technology, and other supports (b) academic and non-academic systems, and (c) coordination among systems and supports
- Use research and data to propose designs and implementation strategies for improving coordination and coherence among (a) curricula, instructional technologies, and other supports, and (b) academic and non-academic systems

Component 4.2 Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching and professional development for educators, educational professionals and school and district leaders, including themselves, that promote reflection, personal growth, digital citizenship, distributed leadership, data literacy, equity, improvement and student success.

- Use research and data to evaluate coordination and coherence among the district and school's instructional leadership goals, practices, professional learning needs and leadership development opportunities
- Use research to propose designs and implementation strategies for improving principal and district capacity for collaboration and instructional leadership (e.g., coaching, professional development, etc.)

Component 4.3 Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible and culturally responsive system of assessments and data collection, management and analysis that support instructional improvement, equity, student learning and wellbeing, and instructional leadership.

- Evaluate the quality and utility of data from formative and summative assessments of student learning
- Evaluate coordination and coherence among academic and non-academic assessments and use of data from these sources to support instructional improvement, student learning and well-being and educational leadership
- Use research to propose designs and implementation strategies for district-wide assessment systems that are culturally responsive and accessible

Component 4.4 Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, and instructional resources that support the needs of each student in the district.

- Engage appropriate staff in gathering, synthesizing and using data to evaluate the quality, coordination and coherence in and among academic and non-academic services
- Use research to propose designs and implementation strategies for improving coordination and coherence among academic and non-academic systems
- Use technology and performance management systems to monitor, analyze and evaluate district curriculum, instruction, services, assessment practices, and results

Standard 5: Community and External Leadership

Component 5.1 Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.

- Represent the district and its schools
- Develop systems and processes, including district-wide data collection on family-school communication and engagement, to support family engagement
- Make decisions about when and how to engage families
- Support two-way communication with diverse families

Component 5.2 Program completers understand and demonstrate the capacity to understand and effectively collaborate, communicate and engage diverse community members, partners, and other constituencies in district matters that benefit students, schools and the district as a whole.

- Collaborate with diverse community members, partners, and other constituencies
- Foster regular, two-way communication with community members, partners, and other constituencies
- Design a strategy for cultivating shared goals and strategies among district constituencies
- Develop communication for oral, written and digital distribution targeted to a diverse stakeholder community
- Engage community members, partners and other constituents in district efforts

Component 5.3 Program completers understand and demonstrate the capacity to collaborate and communicate with members the business, civic and policy community so they can cultivate relationships and advocate for their district, school, student and community needs.

- Conduct a needs assessment of the district, school, student and community
- Develop a plan for accessing resources that addresses district needs
- Cultivate collaborative relationships with district constituencies
- Develop champions of district and schools' visions and plans for supporting student success
- Advocate for district and community needs

Standard 6: Operations and Management

Component 6.1 Program completers understand and demonstrate the capacity to develop, communicate, implement and evaluate data-informed and equitable management, communication, technology, district-level governance, and operation systems that support schools in realizing the district's mission and vision.

- Evaluate management and operation systems, including understanding variation in schools' contexts and needs
- Use research and data ethically and equitably to develop a district continuous improvement plan
- Communicate with relevant stakeholders about the relationship between the district's management, operation and governance systems and districts mission and vision
- Use research and digital literacy to develop a plan for the coordination of management and operation systems aligned to the district's mission and vision

Component 6.2 Program completers understand and demonstrate the capacity to develop, communicate, implement and evaluate a district resourcing plan and support schools in developing their school-level resourcing plans.

- Use data to evaluate district resource needs and practices
- Use research and data to design an equitable district resourcing plan and support schools in designing school resourcing plans that coordinate resources with needs
- Communicate about and advocate for resources in support of district needs
- Coordinate efforts to seek additional resources from a variety of sources (e.g., grant writing)

Component 6.3 Program completers understand and demonstrate the capacity to develop, implement and evaluate coordinated systems for hiring, retaining, supervising, developing and cultivating school and district staff in order to support the district's collective instructional and leadership capacity.

- Use data to evaluate district human resource needs
- Use research and data to develop a district-level system for hiring, retention, development, and supervision of school/district personnel
- Evaluate candidate's materials for instructional and leadership positions
- Develop pathways for effective leadership development and succession
- Implement systems of leadership supervision, evaluation, feedback and support

Standard 7: Policy, Governance and Advocacy

Component 7.1 Program completers understand and demonstrate the capacity to represent the district, advocate for district needs and cultivate a respectful and responsive relationship with the district’s board of education focused on achieving the shared mission and vision of the district.

- Represent the mission and vision of the district in board communications
- Cultivate a positive, respectful and collaborative relationship with the board
- Advocate for board actions that will support the mission and vision of the district

Component 7.2 Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.

- Evaluate district governance and stakeholder engagement systems
- Design governance systems that engage multiple and diverse stakeholder groups
- Implement strategies (e.g., communication) that support stakeholder engagement in district governance
- Cultivate and coordinate an effective and collaborative system for district governance

Component 7.3 Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state and national policy, laws, rules, and regulations.

- Evaluate the implications of educational policy for district practices
- Develop a plan for the communication and implementation of laws, rights, policies, and regulations
- Monitor and ensure adherence to laws, rights, policies, and regulations
- Coordinate decisions and district policies with policies and/or regulations from local, state and federal policy entities

Component 7.4 Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations, and advocate for the needs and priorities of the district at the local, state, and national level.

- Use data to evaluate district needs and priorities vis-à-vis education policy conversations and emerging challenges
- Represent and advocate for the needs and priorities of the district

Standard 8: Internship

Component 8.1 Candidates are provided a variety of coherent, authentic, field or clinical internship experiences within multiple district environments that afford opportunities to interact with stakeholders and synthesize and apply the content knowledge, and develop and refine the professional skills articulated in each of the components included in NELP District-Level Program Standards 1-7.

Component 8.2 Candidates are provided a minimum of six-months of concentrated (10-15 hours per week) internship or clinical experiences that include authentic leadership activities within a district setting.

Component 8.3 Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a district setting; understands the specific district context; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the district, and program faculty; and is provided with training by the supervising institution.