



**STATE OF WASHINGTON
OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
PROFESSIONAL EDUCATION AND CERTIFICATION OFFICE**

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

STANDARD V: KNOWLEDGE AND SKILLS – PRINCIPALS AND PROGRAM ADMINISTRATORS:						
(2) Principals and Program Administrators –Residency principal and program administrator candidates, in order to support student achievement of the state learning goals and essential academic learning requirements, will complete formalized learning opportunities, including an internship (pursuant to WAC 181-78A-325), in an approved program that includes:						
Criteria	Unmet		Met		Exemplary	
					In addition to met standard, the following are examples of exemplary performance/ practice:	
(i) Successful demonstration of standards. A school administrator is an educational leader who promotes the success of all students by:						
(1) Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community: <i>Strand 1: Creating a site-specific vision for learning</i> –Articulates purposes and rationale for a school vision and demonstrates how one develops the vision for a school. <i>Strand 2: Operationalizing the vision for learning</i> –Identifies objectives and strategies to implement a school vision. Analyzes how systems are affected by a school vision and suggests changes to an existing system. Uses systems theory to understand the dynamics of change promoting success for all students.	The residency preparation program does not prepare candidates to facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.		The residency preparation program prepares candidates to facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.			

Criteria	Unmet		Met		Exemplary In addition to met standard, the following are examples of exemplary performance/ practice:	
<p>Strand 3: Developing stewardship of the vision- Understands principal's role as keeper of the vision. Identifies ways, including technology, to evaluate the match between vision and students within the learning community. Understands how to use the vision to facilitate effective communication, to nurture and maintain trust, and to develop collaboration among stakeholders. Develops a plan to celebrate efforts and achievement of the vision.</p>						
<p>(2) Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. Strand 1 Advocating, nurturing, and sustaining a school culture – Understands that student learning is the fundamental purpose of schools. Identifies the features of a site-specific culture. Analyzes how the school culture affects student learning. Uses a variety of skill and strategies to design systems that respect and support a culture of diversity in order to promote success of all students. Engages in the creation or implementation of a School Improvement Plan that supports a culture of continuous learning. Strand 2 Advocating, nurturing, and sustaining student learning Understands theories of how student learning is structured for understanding, learning experiences are designed to engage and support all students in learning, assessment is used to direct learning, effective learning</p>	<p>The residency preparation program does not prepare candidates to demonstrate the competencies to advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.</p>		<p>The residency preparation program prepares candidates to demonstrate the competencies to advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.</p>			

Criteria	Unmet		Met		Exemplary In addition to met standard, the following are examples of exemplary performance/ practice:	
<p>(2) (cont.) environments are maintained, and students are prepared to live and work in our changing world. Know how to use a continuous cycle of analysis and technology to ensure that all students have equitable opportunities to learn and to meet high standards.</p> <p>Strand 3-Advocating, nurturing and sustaining professional development – Understands the process for using data to create professional development systems. Understands that professional development is embedded within a continuous learning process, including technology proficiency. Knows processes for effective use of School Improvement Plans to support professional development. Knows processes for coaching teachers and conducting staff evaluation using a professional growth plan to improve student learning.</p>						
<p>(3) Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. Strand 1 Uses a continuous cycle of analysis to ensure efficient and effective systems- Understands how to use a continuous and repeating cycle of analysis for evaluating the effectiveness of school programs, systems, and examining school issues. The continuous cycle of analysis includes problem framing, data collection and interpretation, synthesis, using data to outline options for action, implementing chosen action, and</p>	<p>The residency preparation program does not prepare candidates to demonstrate the competencies necessary to manage the organization, operations, and resources for a safe, efficient, and effective learning environment.</p>		<p>The residency preparation program prepares candidates to demonstrate the competencies necessary to manage the organization, operations, and resources for a safe, efficient, and effective learning environment.</p>			

Criteria	Unmet		Met		Exemplary In addition to met standard, the following are examples of exemplary performance/ practice:	
<p>(3) (cont.) gathering data to check progress and to judge effectiveness.</p> <p>Strand 2 Ensuring efficient and effective management of the organization. Demonstrates understanding of organizational theory and applies these to analyzing structures within a building that promote school safety, classroom and school-wide behavior management, and other site-specific issues. Demonstrates understanding of developmentally appropriate behavior expectations and discipline policies that are balanced with students' emotional and personal needs.</p> <p>Strand 3 Ensuring efficient and effective management of the operations – Demonstrates understanding of legal and ethical issues impacting school operations, bargaining and other contractual agreements, group process and consensus-building, and problem-framing and problem-solving skills necessary to the establishment of effective building-wide procedures.</p> <p>Strand 4 Ensuring management of the resources for a safe, efficient, and effective learning environment- Demonstrates understanding of procedures necessary to the management and maintenance of a clean and orderly learning environment. Identifies the responsibilities related to financial, human, and materials resources as required by state law, board policy, and employee contracts. Engages in the creation or implementation of a School Improvement Plan to ensure responsible management of the resources.</p>						

Criteria	Unmet	Met	Exemplary In addition to met standard, the following are examples of exemplary performance/ practice:
<p>(4) Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. Strand 1 Collaborating with families – Understands that parental support affects student success in school. Understands that sustaining successful partnerships with parents is not easy, knows the critical partnership issues that must be addressed, the barriers to success, and ways , including technology, to overcome them. Demonstrates collaboration and partnership skills with diverse students and families in support of student academic performance.</p> <p>Strand 2 Collaborating and responding to diverse communities – Recognizes the diversity within the community. Understands the complex characteristics of US ethnic, racial, and cultural groups. Understands that knowledge is socially constructed and reflects the personal experiences and the social, political, and economic contexts in which students live and work. Demonstrates understanding of the importance of all students having opportunities to participate in extra and co-curricular activities that are congruent with the academic and interpersonal goals of the school.</p> <p>Strand 3 Mobilizing community resources- Recognizes the importance of funding and distribution of resources, including technology, to ensure that all students have equal opportunities to access learning. Engages in the creation or implementation of a School Improvement</p>	<p>The residency preparation program does not prepare candidates to demonstrate the competencies necessary for collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.</p>	<p>The residency preparation program prepares candidates to demonstrate the competencies necessary for collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.</p>	

Criteria	Un met		Met		Exemplary In addition to met standard, the following are examples of exemplary performance/ practice:	
<p>(4) (cont.) Plan to obtain adequate resources. Investigates potential community resources appropriate to the furthering of the Plan.</p>						
<p>(5) Through professional leadership by acting with integrity, fairness, and in an ethical manner. <i>Strand 1 Uses the continuous cycle of analysis for self-assessment of professional leadership-</i> Understands the standards, responsibilities, and indicators for the principal’s role in a democratic school. Knows how to create a professional growth plan, identify needed growth, plan professional growth activities, and gather data to document that professional growth has led to improvements in school systems and increased student learning. <i>Strand 2 Acts with integrity, fairness, and in an ethical manner –</i> Understands the career expectation for working within legal, and moral frameworks. Articulates one’s personal values and beliefs to guide actions. Treats people fairly, equitably, and with dignity.</p>	<p>The residency preparation program does not prepare candidates to demonstrate the competencies to provide leadership by acting with integrity, fairness, and in an ethical manner.</p>		<p>The residency preparation program prepares candidates to demonstrate the competencies to provide leadership by acting with integrity, fairness, and in an ethical manner</p>			
<p>(6) Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. <i>Strand 1 Understands the role of education in renewing a democratic society and the career expectation that the leader influence the larger political, social, economic, legal, and cultural context.</i></p>	<p>The residency preparation program does not prepare candidates to demonstrate an understanding of and the ability to respond to and influence the larger political, social, economic, legal, and cultural context.</p>		<p>The residency preparation program prepares candidates to demonstrate an understanding of and the ability to respond to and influence the larger political, social, economic, legal, and cultural context.</p>			

EXAMPLES OF EVIDENCE

Portfolios		
Candidate Interviews		
Faculty Interviews		
Follow-Up Survey Data		
Unit Analysis and Summaries of Performance Assessment		
Data on Student Learning		
Research Paper		
Course Syllabi		
Anchor Assignments to Demonstrate Student Competency		

Candidates preparing to work in schools as other school personnel demonstrate the knowledge, skills, and dispositions necessary to meet professional, state, and institutional standards. These roles include the positions of: school administrators, including principals and program administrators; school counselors; school psychologists; school superintendents; school social workers.

Candidates in these graduate programs develop the ability to apply research and research methods. They also develop knowledge of learning, the social and cultural context in which learning takes place, and practices that support learning in their professional roles. Candidates might assess the school environment by collecting and analyzing data on student learning as it relates to their professional roles and developing positive environments supportive of national and/or state review prior to and during the on-site visit.