



PROVIDENCE COLLEGE

Graduate Program in School Leadership

Handbook

2023-2024

Providence College
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The Mission of Providence College

Providence College is a Catholic, Dominican, liberal arts institution of higher education and a community committed to academic excellence in pursuit of the truth, growth in virtue, and service of God and neighbor.

History

Providence College was founded in 1917 by the Dominican Friars at the invitation of Bishop Harkins to provide a Catholic education in the arts and sciences.

Faith and Reason

Providence College is confident in the appeal of reason, believes that human beings are disposed to know the truth, and trusts in the power of grace to enlighten minds, open hearts, and transform lives. Providence College maintains that the pursuit of truth has intrinsic value, that faith and reason are compatible and complementary means to its discovery, and that the search for truth is the basis for dialogue with others and critical engagement with the world.

Academic Excellence

Providence College is committed to academic excellence, and holds itself to the highest standards in teaching, learning, and scholarship. Its core curriculum addresses key questions of human existence, including life's meaning and purpose, and stresses the importance of moral and ethical reasoning, aesthetic appreciation, and understanding the natural world, other cultures, and diverse traditions. Providence College honors academic freedom promotes critical thinking and engaged learning, and encourages a pedagogy of disputed questions.

Community and Diversity

Providence College seeks to reflect the rich diversity of the human family. Following the example of St. Dominic, who extended a loving embrace to all, it welcomes qualified men and women of every background and affirms the God-given dignity, freedom, and equality of each person. Providence College promotes the common good, the human flourishing of each member of the campus community, and service of neighbors near and far.

Veritas and Providence

Providence College brings the eight-hundred-year-old Dominican ideal of veritas to the issues and challenges of today. It seeks to share the fruits of contemplation in an increasingly global and diverse society, and to praise and bless all that is good and vital in human endeavors. Providence College supports the Dominican mission of preaching the gospel of Jesus Christ to a new generation of students and helping them discover God's providence in their lives.

The Mission of Providence College School of Professional Studies

The Providence College School of Professional Studies (SPS) equips future professionals to elevate the well-being of individuals and society.

Vision Statement

Our graduates cultivate human flourishing and foster a more just society.

Reflection

We are dedicated to reflective teaching and learning that integrates critical thinking, writing, discussion, and practice. Through this approach, our faculty and staff challenge students to develop lifelong learning skills and to be ethical and values-driven professionals.

Inclusivity

We are unwavering in our efforts to build and support diverse, equitable, and inclusive communities. To this end, our faculty, staff, and students promote justice and intercultural understanding and honor the value and dignity of every person.

Engagement

We are committed to innovative teaching and learning models that bind together student-centered instruction, engaged learning, and professional field experiences that foster tangible, real-world involvement.

Excellence

We promote evidence-based pedagogies, impactful research, and responsive faculty-student mentorship. This results in distinctive educational experiences that prepare our students to lead lives of meaning and purpose.



Overview of the Graduate School Leadership Program

The Master's in School Leadership Program at Providence College is a 36-credit program consisting of ten courses (30 credits), a two-semester internship (6 credits), three points of assessment, and a culminating yearlong action research project. Candidates may complete all requirements over the course of three or more academic years (up to 5 years allowed). Courses focus on the Rhode Island Standards for Educational Leadership (RISEL) 2018 (Appendix A). The Professional Standards for Educational Leaders (PSEL) 2015 are consistent with the RI standards. By addressing these standards through coursework, candidates develop the knowledge, skills, and dispositions of a school leader, apply those competencies in clinical/field projects, and gain proficiency through a school-based internship.

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The program also emphasizes the International Society for Technology in Education Standards for Administrators 2016 (ISTE), (see Appendix B). Candidates must be proficient in technology as both a teacher and a leader. Instructors use a myriad of tools within their courses to embed technology throughout the program.

Strand I of the School Leadership Program consists of five courses and includes data driven decision-making, school law, supervision of personnel, family engagement, and using technology for multiple purposes (i.e., instruction, administration, school improvement, and communication). Strand II consists of five courses including applying research methodology, supervising instruction, curriculum and teaching standards, instructional leadership, and finance. Potential principals require competency in each of these areas when assuming their first positions. Candidates begin compiling their E-Portfolio in their first course to demonstrate and document proficiency.

Self-reflection and self-assessment are major components of the program and emphasized throughout the program. Best practice requires constant examination by a leader in all performance areas from daily management to visionary planning and serves as a hallmark for the lifelong learner.

Self-assessment occurs at the end of Strand I. Candidates complete a chart indicating their strengths and challenges with the RISEL standards and in fourteen leadership competencies. The self-assessment is in written form in addition to a presentation to the program director. At the end of Strand II, candidates go through a similar process with the director and their future clinical supervisor and it serves as the second assessment point. The purpose of each assessment is to determine: (1) progress toward acquiring the knowledge and dispositions set forth in the standards, (2) readiness for moving forward in the program, and (3) areas needing additional support. The Strand II assessment also serves as the basis for developing each candidate's Individual Learning Plan (ILP) for Strand III, that is, the internship.

The ILP outlines the hands-on residency-based experiences agreed to by both the clinical educator (mentoring principal) and clinical supervisor (college professor). Candidates

demonstrate their competencies by assuming authentic leadership roles and responsibilities for various initiatives. In addition to their primary clinicians, students gain experiences with other administrators who practice in settings that differ from the interns' teaching levels (elementary, middle and secondary) and geographical locales (urban core, urban ring and suburban).

The internship culminates in a summative evaluation of knowledge, skills, competencies and growth at the end of the program. This assessment also includes a comprehensive presentation of each intern's year-long action research project which must focus on school improvement and increased student academic performance or social/emotional well-being.

Part I: Application and Admission Process

A. Application Process

Timeframe for Application to the Program

The application form for the Graduate Program in School Leadership at Providence College is online at <https://apply.providence.edu/apply/>. All individuals who have or will have three (3) years of professional experience in a school (required for RI certification) are welcome to apply for admission to this principal-preparation program. Applications are reviewed according to the following cycles:

Date of Admission	Start Date of Coursework
March 1	Summer 1 or 2
July 1	Fall
November 1	Spring

Accepted candidates attend a required orientation following acceptance.

Application Materials

All applicants must submit the following materials online:

- Completed online application (<https://apply.providence.edu/apply/>)
- Application fee of \$65.00
- Official undergraduate and graduate transcripts
- Contact information for two references (one from your principal or supervising administrator) emailed to recommenders.
- Professional Statement (approximately 1,000 words)

Guidelines for Professional Statement

Applicants should refer to the following questions when developing their professional statement:

- What experiences have motivated you to pursue a career as a school principal?
- What competencies do you bring to the position? Describe 3-5 competencies and provide specific examples of how they will benefit you in your anticipated role or position.

Consider the following:

- a) the core values and beliefs that you bring to the position
- b) the experiences that have shaped your thinking
- c) your observations of other professionals in this position
- d) the impact you hope to have on a school community

Materials required for admission to the program provide evidence of a candidate's potential for success as a school leader, as indicated by the RISEL standards (2018). While no single piece of evidence is considered an absolute indicator of success, all materials offer insight into a candidate's knowledge, skills and dispositions as a principal.

B. Admission Process

Admission Criteria

An admission team will seek candidates who demonstrate commitment to and potential for further development in the following areas:

- an undergraduate transcript indicating a grade point average (GPA) of 3.0
- positive dispositions related to sound theoretical and research-based perspectives
- commitment to student-centered practices and standards-based instruction
- positive dispositions related to student diversity (cultural, linguistic, developmental, economic)
- commitment to creating a school environment reflective of leadership standards (RISEL)
- commitment to professional learning and continuous growth in necessary competencies such as interpersonal relationships, data-based decision-making, self-reflection, and oral and written communication.
- evidence of technology skills appropriate for promoting visionary planning, digital age learning, innovative instruction, efficient operational management, systemic improvement, and the safe, legal, and ethical use of resources (ISTE)
- evidence of proficient writing skills as demonstrated through the application documents
- two references indicating leadership potential

Through the application process, candidates should demonstrate evidence of or a disposition toward the above criteria. Candidates will be expected to show growth and improvement in all areas and to achieve proficiency or distinction upon program completion.

Support of Superintendent and Principal

Immediately following notification of acceptance into the Leadership Program, candidates must submit to the director the following signed documents:

- **Letters of Support** (see Appendix C) from the School Superintendent indicating that the candidate has 17 days of release time over the 2 to 4 years of the program for field/clinical experiences, each being one day in length.
- **Signed Release of Records** for the PC program to communicate with the district superintendent and school principal. The program seeks to engage the candidate's administrative team in providing leadership opportunities and support outside of coursework, such as participation on committees, serving as chairperson when possible; making presentations to faculty, parents, or school committee; or leading staff and school professional development sessions.
- In the rare case where a superintendent will not sign the Letter of Support, candidates must submit a self-signed **Letter of Commitment for Clinical Experiences** (see Appendix D) indicating that they will use whatever time they have available to them (i.e., vacation days, professional development days, etc.) in order to complete clinical/field experiences.

Part II: Coursework

A. College and Program Policies and Procedures

Grading

A letter grade of C is the lowest passing grade for graduate courses. Following is a letter/numerical grade conversion chart applied to projects:

A	A-	B+	B	B-	C+	C	C-
94-100	90-93	87-89	84-86	80-83	77-79	74-76	70-73

All projects will be carefully reviewed according to a rubric, which will be provided and discussed in class. Projects may be graded with both a letter and numerical grade and returned to candidates with comments. The numerical grades of all projects will be weighted as indicated above and averaged. The final course grade will be posted on Cyberfriar in accordance with the Providence College grading timeline. Candidates are required to maintain a “B” average in all coursework, or they will be placed on academic probation.

Revision of Course Projects

Projects graded with an A or B **may not be revised** for a higher grade and may be placed into the portfolio if designated as a portfolio project(Appendix E) . Projects graded lower than a B:

- Must be revised if designated as a portfolio project.
- May be revised once only.
- May be revised at the discretion of the student and instructor if not designated as a portfolio project.
- Will receive a grade no higher than B after revision.

Request for Feedback on a Draft

- Reading multiple projects twice is unreasonable to ask instructors.
- If a student wants feedback, s/he may ask the instructor a specific question regarding an identified section of the project.

Extensions for Project Due Dates

- Projects/assignments are due on the date(s) specified in the course syllabus.
- Penalties for assignments submitted later than the due dates are at the discretion of the instructor.

Withdrawal from a Course

Candidates who withdraw from a class once the semester begins should notify both the instructor and the program director at the time of withdrawal.

Grade of Incomplete (New Policy as of Fall 2023)

An Incomplete (grade of “I”) indicating unfinished course requirements may be given to a student who is unable to fulfill all requirements of a course due to extenuating circumstances. The student may request that the instructor, before the course withdrawal

deadline, assign an end-of-term grade of “I.” The instructor may agree to this request when, as a result of serious illness or other justifiable cause, the work cannot be completed by the end of the term.

A grade of “I” will not be granted to a student who has been excessively absent during the term,

or fails to complete 60% or more of the coursework. A student who receives an “I” grade may not attend class meetings in a future semester in order to make up outstanding requirements.

Students must submit incomplete work to instructors in accordance with the following schedule:

- Summer Incompletes by the following Fall mid-semester date;
- Fall and Winter Incompletes by the following Spring mid-semester date;
- Spring Incompletes by the end of the following Summer Session 2.

Instructors then have seven business days to review work and submit grade changes to their School Dean’s Office.

After the deadline, any remaining “I” grade will be recorded as an “NC” (“No Credit”) which will earn 0.00 quality points per credit hour in the GPA. In order to receive course credit following an “NC,” the student must register for and successfully complete the course again. Once an “I” converts to an “NC” it can only be changed to another (standard) grade after a successful appeal to the Graduate Council Exceptions Committee and with the approval of the instructor.

Extensions to the above deadlines may be given in cases of deployment of students who are on active duty in the United States Armed Forces, National Guard, or Reserve, or by appeal to the Exceptions Committee of the Graduate Council.

Written Format

American Psychological Association (APA) format is required for all citations, references, and formal research papers (<https://apastyle.apa.org/>).

Class Attendance/ Participation

Leadership candidates are expected to attend all scheduled classes each semester and to demonstrate the completion of weekly readings, assignments, and projects to support the development of knowledge in their field and to allow for in-depth participation in class discussions.

- Candidates **should not schedule vacations** that interfere with class attendance. This is true of any semester, **but especially the summer sessions**. Since the amount of time missed during a summer session would be substantial, instructors may deny participation in the course due to the significant amount of instruction that would be missed.

- Candidates who are **absent from one or more classes due to scheduled professional events**, such as parent conferences or school meetings should inform the instructor ahead of time and make up missed work. Candidates who **miss one or more classes due to illness** should contact the instructor and submit missed work as soon as possible.

Science of Reading

Teachers are required to be “aware” or “proficient” in structured literacy, depending on the grade level and subject area in which they teach. Consequently, principals should be knowledgeable of this legislation (Rhode Island, 2019). All candidates admitted to the program as of November 1, 2022, will be required to demonstrate proficiency at the “awareness” level in the science of reading by one of the following methods:

- Take and pass the online training provided by RIDE free of charge through their site, Bridge-RI.
- Participate in district-level training that meets the awareness level of proficiency.

Candidates will place a **Certificate of Completion from either of the above sources in their portfolios**.

Digital Devices/ PC Email

All candidates are expected to bring their own devices to class unless otherwise directed by the professor. Cell phones, I-pads and personal computers may be used for instructional purposes; however, all candidates should refrain from personal use of digital devices during class time.

All candidates must use their PC email addresses to communicate with instructors and staff. Candidates are expected to check their PC email accounts and are held responsible for notices and due dates communicated through the PC account.

Transfer of Credits

Approval of the program director is needed for students requesting to transfer course credits. Up to 6 graduate credits from an approved four-year college or university may be considered for transfer if the courses have not been applied to another degree. The content of a transferred course must also demonstrate at least 50% consistency with the replaced course and must be listed on the student’s transcript with a grade of B or higher. Courses considered for transfer must have been taken within 5 years of the student’s application to the leadership program.

Praxis Exam

Taking the Praxis Exam, that is, the School Leadership Licensure Assessment, is a requirement for the M.Ed. in the School Leadership Program. Check the RI Department of Education website for the number of the test required for RI certification (https://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Certification/Cert-main-page/RI_Required_Certification_Tests.pdf).

Candidates may register for the exam by going to the Educational Testing Service (ETS)

website (<https://www.ets.org/sls>).

Application for Graduation

Candidates must apply to receive their degree and/or to participate in the graduation ceremony. Students may choose to participate or not to participate in the graduation ceremony. All students, regardless of choice, **must apply to graduate** to receive their degrees.

- When the Dean receives an application for graduation from a candidate, a notice is sent to the School Leadership Program Director who reviews the individual's transcript and signs the Degree Clearance Form indicating (a) approval for graduation or (b) "degree hold." The director will certify each degree and release diplomas that are on hold at a later date when all requirements are documented.
- Degrees are conferred in December (no ceremony) and May (with or without ceremony).
- Candidates must take the Praxis exam before graduation. Passing the Praxis is required for RI Department of Education certification. Out-of-state students may substitute their state-testing requirement for the Praxis.

Class Cancellation

In the event that class is cancelled because of College closings or the inability of the instructor to meet with the class, students will be informed via PC email and/or Sakai as quickly as possible. A cancelled class may be made up during exam week or at a time negotiated with the class.

Length of Program

Candidates must complete all requirements of the Master of Education (M.Ed.) Program within five years. Exceptions may be granted because of extenuating circumstances (illness, accident, etc.). Requests for an extension or leave of absence must be made in writing.

Scholarship Funds

Scholarship funds (Monahan, Sullivan, and Coccia) are distributed annually to provide small (usually 1-course) tuition scholarship grants to deserving underrepresented students enrolled in a Providence College Master of Education degree program. Candidates must complete the Graduate Education Scholarship Form (Appendix F) to be considered for this honor.

Academic Support Services

The Office of Academic Services (OAS) offers all Providence College students a variety of support services, including individual and group tutoring in writing and academic skills. For information about academic support services, contact OAS at 401-865-2494 or <https://academic-services.providence.edu/>.

Disability Accommodations

Providence College offers equal educational and employment opportunities to all members of the College community according to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Students with a documented disability should arrange for accommodations

with the Office of Academic Services at
<https://academic-services.providence.edu/services/rights-responsibilities>.

Classroom Safety Policy

In the event that building fire alarms are activated, all occupants must exit from the building. Students who require assistance during an emergency evacuation should make arrangements with the course instructor in advance. All students should become familiar with emergency exits.

Inclusivity Statement

Providence College is committed to welcoming and retaining a diverse faculty and student body. Leadership candidates should know that diversity, equity and inclusivity are major factors in every decision made at the college.

Academic Integrity

All graduate students are expected to understand and avoid violations of academic integrity and to adhere to the highest standards of integrity in all academic work. The following statement reflects the college's position on academic integrity and the actions that are considered to be in violation of that position (Providence College Graduate Catalog 2021-2023):

https://catalog.providence.edu/content.php?catoid=32&navoid=1143#Academic_Integrity

We recognize that violations of integrity are harmful not only to our own pursuit of truth but are detrimental to the entire learning community of our College in that they dishonor our efforts and compromise our dedication to a spirited pursuit of learning. The principal violations of academic integrity include, but are not limited to plagiarism, cheating, forgery, lying, and collusion.

Further information about the Providence College Copyright Policy and Guidelines can be found at: <https://pml.providence.edu/research/academic-integrity-copyright/>. All violations will be reported to Fr. Mark Nowel, Assistant to the Provost.

B. Organization of the School Leadership Program

The Graduate Program in School Leadership is conceptually organized into three strands. Students start by taking Strand 1 courses **whenever possible, especially EDU 810 because of its foundational nature**. After completing Strand 1 courses, candidates proceed to Strand 2. Courses within a strand may be taken in any order.

The final order of courses, however, may be impacted by scheduling and **adjusted at the discretion of the director**. Since the number of courses offered per semester is limited, candidates design their individual “course maps” with consideration of the sequencing and pacing that best suits them. The program director gives final approval for each map. **Any changes to the course map (Appendix G) must be approved by the director** which are used for projecting course counts and scheduling. (Appendix H).

All courses in Strands 1 and 2 must be completed before beginning Stand 3, that is, the internship.

Strand I Courses:

- EDU 810 Data Analysis, Technology, and the Principal
- EDU 504 Supervision of Personnel Problems in Education
- EDU 505 School Law
- EDU 512 Family and Community Engagement: Promoting Culturally Responsive Schools
- EDU 522 Operations and Management: Organizing Schools for Success

Strand II Courses:

- EDU 513 Supervision of Instruction
- EDU 514 Program Evaluation: Research for Continuous School Improvement
- EDU 515 Principal as Instructional Leader: Building Capacity to Support All Students
- EDU 516 School and District Finance: Maximizing Resources for Effective Schools
- EDU 532 Curriculum Design and Construction

Strand III: Internship

Strand III consists of a two-semester, 6-credit internship (EDU 530 Internship 1 (200 hours) and EDU 536 Internship 2 (200 hours) totaling 400 hours where candidates demonstrate in practice the competencies acquired throughout the program.

Internships are personally designed considering candidates’ strengths, experiences, and areas of growth. Candidates complete the internship in the school where they are teaching under the supervision of the principal as clinical educator (CE) and the college-assigned clinical supervisor (CS). An Individual Learning Plan is mutually developed and signed by the candidate, CE, and CS to specify leadership roles, to maximize the intern’s professional

growth, and to address authentic needs of the school.

The internship has four major components:

- **Eight (8) one-day clinical experiences** (4 per semester) in schools different in grade level and demographics from the candidates' home school.
- **Four (4) performance-based projects/assessments** (2 per semester) that demonstrate the skills and competencies necessary to be highly effective administrators. Translating theory into practice through applied, experiential, independent, and authentic leadership opportunities is emphasized.
- **Bi-weekly seminars** focused on problems of practice and collegial learning. Syllabi are provided each semester by the CS.
- **Yearlong action research** project targeting an authentic problem in need of improved student performance.

C. Additional Certification Paths: Director of Special Education and Superintendent

Candidates who complete the **Graduate Program in School Leadership** and who aspire to be either a district-level Director of Special Education or Superintendent of Schools may take additional courses offered by the program and required for certification for these positions.

- **For Director of Special Education:**
EDU 567 Supervision of Special Education Services is required for certification as Director of Special Education and an additional 9 graduate credits in advanced special education.
- **For Superintendent of Schools:**
EDU 527 School Plant Planning is required for certification as Superintendent of Schools.

Candidates should check the RI Department of Education website for specific certification requirements:

<https://www.ride.ri.gov/TeachersAdministrators/EducatorCertification/PathstoCertification.aspx>

D. Course Descriptions

Following is a description of each course in the Graduate Program in School Leadership.

STRAND I

EDU 810 Data Analysis, Technology, and the Principal

Explores school data-collection websites and analyzes this data for potential school leaders to make data-driven decisions about improving their schools. Using technology as the medium, coupled with utilizing office productivity software, instruction will culminate with students creating and demonstrating a tangible product to promote teaching and learning for all stakeholders within the school community.

EDU 504 Supervision/Personnel Problems in Education

Problems involved in selecting teachers, clerical, and maintenance staffs, as well as recruiting, selecting, training, and retaining are explored. Relations between administrators and school committees to various policy-making bodies are also covered.

EDU 505 School Law

Selected principles of constitutional, statutory, and common law affecting schools will be studied. Cases will be used to trace the foundations of school law, the implementation of court decisions, as well as the emergence of key legal concepts that are the basis for legal decisions rendered today. Additionally, students will analyze current legal issues and situations which administrators face throughout the school year.

EDU 512 Family and Community Engagement: Promoting Culturally Responsive Schools

Focuses on how leaders engage stakeholders (parents, businesses, politicians, family support agencies, etc.) as allies in the academic and social/emotional development of students. Challenges to equity and diversity are confronted. Participants explore implicit bias and its impact on leading culturally responsive schools that support an asset-based view of students who are multi-lingual or have varying learning abilities.

EDU 522 Operations and Management: Organizing Schools for Success

Explores how principals manage resources of time, space, and personnel to maximize student learning. Other topics include developing a school improvement plan, engaging the school improvement team, and organizing the operations of a school to promote a safe, efficient, and effective learning environment. Students analyze policies and procedures, such as classroom management, emergency protocols, scheduling, facilities, and time management.

STRAND II

EDU 513 Supervision of Instruction

An exploration of social and psychological theories as they relate to supervision and evaluation systems. Emphasis on the analysis, planning, and feedback in management of objective context. The role of the instructional leader, techniques of supervision, methods to evaluate instruction, and strategies to initiate change will be addressed.

EDU 514 Program Evaluation: Research for Continuous School Improvement

Explores research methods: formulating questions, data collection, statistical methods, and interpreting findings. Accessing, reviewing, applying, and communicating research on issues of practice are critical skills for principals. Candidates develop action research through an equity lens to improve student academic success or social/emotional well-being. Developing a research mindset that is continuous and applicable in school settings is a primary focus.

EDU 515 Principal as Instructional Leader: Building Capacity to Support All Students

Focuses on the principal's role in developing a school culture that promotes and sustains teaching at the highest levels, is guided by adult learning principles, and empowers teacher leadership. Transforming schools into professional learning communities builds collective efficacy. Principals must have the knowledge, skillset, and cultural proficiency required to increase instructional capacity and ensure all children succeed in all classrooms.

EDU 516 School and District Finance: Maximizing Resources for Effective Schools

Explores business management practices effecting school/district budgeting (i.e., state funding formula, federal and grant funding, taxation, facilities, enrollment forecasting, staffing, contract negotiations, salary scales, purchasing policies, uniform chart of accounts, legislation, etc.). Legal matters related to business ethics, diversity, and equity in budget allocations are a priority. Field experiences include district business managers, principals, school committees, and town councils.

EDU 532 Curriculum Design and Construction

Focuses on the improvement of curriculum, teaching, and learning. Emphasis given to the major phases of curriculum improvement: planning, development, implementation, and evaluation in the K-12 educational settings. Students employ action-research and problem-based learning strategies to conduct research on current curriculum, instruction, and assessment-related problems and issues.

STRAND III

EDU 530 School Leadership Internship I

Field experience in a school where the intern develops the proficiencies of a beginning school principal. The intern participates in and documents administrative experiences. The intern works under the supervision of both a school principal and college supervisor. Participation in seminars held at the college allows for peer reflection and sharing of experiences. A portfolio documents the intern's authentic performances.

EDU 536 School Leadership Internship II

Field experience in a school where the intern develops the proficiencies of a beginning school principal. The intern participates in and documents administrative experiences. The intern works under the supervision of both a school principal and college supervisor. Participation in seminars held at the college allows for peer reflection and sharing of experiences. A portfolio documents the intern's authentic performance.

E. Standards and Competencies

The Graduate Program in School Leadership is based on two sets of standards and a set of leadership competencies.

RI Standards for Educational Leaders (RISEL)

Candidates are introduced to the RISEL (2018) at a new student orientation following acceptance into the program. These standards are the foundation upon which the program is developed. The RI Standards enhance the skills of school leaders and combine leadership with effective educational processes and valued outcomes.

Course syllabi indicate the **specific primary standards that are addressed in each course**. These core, primary standards are **assessed to determine proficiency in that course**. Other standards may crossover and arise in discussion because the standards are interconnected, but each course has a primary focus.

With each course project or activity, candidates **write a thorough rationale** explaining how the project addresses the standard and indicators aligned to the project and designated in each syllabus (See Portfolio Cover Page for Coursework, Appendix I). This is a critical aspect of all assignments because it requires the standards to be at the forefront of candidates' thinking and actions.

- **The RISEL and Course Alignment Chart**

The RISEL and Course Alignment Chart indicates which courses align to each standard and vice versa. Multiple courses address multiple standards which reflects the reality of schools where nothing happens in isolation. Each course carries substantial responsibility for teaching content required to achieve proficiency in one or more designated standards. The primary standards addressed in each course are identified in the RISEL and Course Alignment Chart (p. 16). Certain topics such as ethics and diversity, equity, and inclusion are addressed in all courses.

- **The RISEL and Project Alignment Chart**

The RISEL and Project Alignment Chart identifies the specific projects within each course that are designed to engage candidates in experiences reflective of the respective standard and its indicators. Since multiple sources address multiple standards from the varied topical perspective of the course, candidates broaden and deepen their understanding and perspective. Projects and/or activities serve as evidence, that is, measures of proficiency, for developing leadership skills that meet the standards.

Competencies for Effective Leaders

Candidates will focus on demonstrating high proficiency in the following leadership skills/dispositions:

1. Collaborative, community builder
2. Interpersonal skills
3. Self-reflective
4. Student-centered
5. Commitment to diversity, equity and social justice
6. Written communication skills
7. Oral communication skills
8. Visionary, strategic planner
9. Use of PK-12 standards
10. Commitment to professional growth
11. Use of technology
12. Knowledge of teaching/learning based on theory and research
13. Knowledge of new and state-based initiatives
14. Data-based decision-making

Strong leaders must be proficient in each of these competencies which are also essential for achieving the standards. Candidates must continually reflect on their strengths and challenges in each area (RISEL and the Competencies) as the basis for growth and development throughout the program. This growth is the focus for the three points of assessment—midpoint, end of coursework, and end of program. Candidates should be aware of these skills throughout their coursework and when observing leaders in practice. During field/clinical experiences, candidates will observe how these skills manifest themselves in practice and how they contribute to a person's success as a school leader.

International Society for Technology in Education Standards (ISTE)

To achieve the RISEL standards, candidates are expected to be highly proficient in the use and application of technology. The ISTE standards for administrators delineate the competencies that candidates must master over the course of the program. The goal is to integrate appropriate technologies to maximize teaching and learning as well as to apply technology to enhance their own administrative practice and productivity.

The course EDU 810 Data, Technology and the Principal explores these standards in depth and investigates the use of technology for multiple purposes: analyzing data, instructional practice, efficient communication, parental and community engagement, visionary and strategic planning, public relations, budgeting, curriculum review and assessment, assessments, etc. Technology is now interwoven into the daily life of the educator and must be used meaningfully and prudently to accelerate the purpose of our schools, that is, to promote the academic success and social-emotional well-being of our students.

F. RISEL and Course Alignment Chart

STANDARD 1: Mission, Vision, and Core Values Effective educational leaders collaboratively develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and social and emotional well-being of each student.	514 Program Evaluation: Research	522 Operations and Management	
STANDARD 2: Ethics and Professional Responsibilities Effective educational leaders act ethically and in accordance with professional standards to promote each student’s academic success and social and emotional well-being.	All	504 Supervision of Personnel	505 School Law
STANDARD 3: Equity and Cultural Responsiveness Effective educational leaders ensure equity of educational opportunity and culturally responsive practices to promote each student’s academic success and social and emotional well-being.	All	512 Family and Community	
STANDARD 4: Curriculum, Instruction and Assessment Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and social and emotional well-being.	513 Supervision of Instruction	532 Curriculum	810 Data and Technology
STANDARD 5: Community of Care and Support for Students Effective Educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and the social and emotional well-being of each student.	512 Family and Community	504 Supervision of Personnel	
STANDARD 6: Professional Capacity of School Personnel Effective educational leaders, in collaboration with stakeholders, develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being	513 Supervision of Instruction	515 Instructional Leader	810 Data and Technology
STANDARD 7: Professional Community for Teachers and Staff Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and social and emotional well-being	514 Program Evaluation: Research	513 Supervision of Instruction	515 Instructional Leader
STANDARD 8: Meaningful Engagement of Families and Community 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.	512 Family and Community	810 Data and Technology	
STANDARD 9: Operations and Management Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.	505 School Law	516 Finance	522 Operations and Management
STANDARD 10: School Improvement Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.	514 Program Evaluation: Research	810 Data and Technology	522 Operations and Management

**Revised August 2021*

F. RISEL and Project Alignment Chart

<p>RISEL 1: Mission, Vision, and Core Values: Effective educational leaders collaboratively develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and social and emotional well-being of each student.</p>	<p>EDU 522 Operations & Management – School Improvement Plan EDU 514 Program Evaluation -- Action Research project</p>
<p>RISEL 2: Ethics and Professional Responsibilities: Effective educational leaders act ethically and in accordance with professional standards to promote each student’s academic success and social and emotional well-being.</p>	<p>EDU 505 Law-Staffing policy, student inclusion policy, or comparison and analysis of 3 district policy manuals. EDU 504 Personnel-Digital Footprint</p>
<p>RISEL 3: Equity and Cultural Responsiveness: Effective educational leaders ensure equity of educational opportunity and culturally responsive practices to promote each student’s academic success and social and emotional well-being.</p>	<p>EDU 512 Family and Community-Institutional Bias EDU 512 Family and Community-Identity and Cultural Biography EDU 516 Finance-Budget Analysis</p>
<p>RISEL 4: Curriculum, Instruction, and Assessment: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and social and emotional well-being.</p>	<p>EDU 532 Curriculum-Standards- Based Unit of Instruction EDU 513 Supervision of Instruction-Lesson Plan Structure EDU 810 Data, Technology and Principal-Data Presentation</p>
<p>RISEL 5: Community of Care and Support for Students: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and the social and emotional well-being of each student.</p>	<p>EDU 504 Personnel- Incident Command FEMA IS-100.b Online Training and Certification EDU 512 Family and Community- Community/Stakeholder Partnership Field Site Project</p>
<p>RISEL 6: Professional Capacity of School Personnel: Effective educational leaders, in collaboration with stakeholders, develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.</p>	<p>EDU 513 Supervision and Instruction-Lesson Observation Field experience EDU 515 Principal as Instructional Leader-Common Core Standards Project</p>
<p>RISEL 7: Professional Community for Teachers and Staff: Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and social and emotional well-being.</p>	<p>EDU 515 Principal as Instructional Leader-Professional Learning Community Facilitator EDU 515 Principal as Instructional Leader-Field Experience Reflection</p>
<p>RISEL 8: Meaningful Engagement of Families and Community: 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.</p>	<p>EDU 512 Family and Community- Community/Stakeholder Partnership Field Site Project EDU 512 Family and Community-Student Analysis/Community Stakeholder Reflection</p>
<p>RISEL 9: Operations and Management: Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.</p>	<p>EDU 516 Finance-School Budget EDU 505 Law-Analysis of 5 IEPs or writing an anti-bullying policy</p>
<p>RISEL 10: School Improvement: Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.</p>	<p>EDU 514 Program Evaluation-Action Research project EDU 810 Data, Technology, and Principal-Technology Plan for Your School EDU 522 Operations and Management-School Accountability</p>

G. Important Skills for School Leadership

School principals must be proficient in three skills that cross over all content areas, are reflected in all standards, and impact all aspects of administrative effectiveness:

- Oral Communication
- Written Communication
- Self-Reflection

Oral and Written Communication

Principals constantly provide and receive information orally, in writing, or via technology. Administrators also gather information in more subtle ways, that is, through actions, behavior, emotions, and verbal/non-verbal cues. Developing new and varied means of communication is lifelong and a skill that an administrator will perpetually improve.

Even when communication is effective, problem solving requires analyzing information, connecting it to knowledge and experiences, and assessing the impact of action on others. Hence, sound decision-making depends on the **skill of reflection**. Reflection is a lifelong process and a high priority in this administrative program.

Faculty have developed two rubrics to address oral presentations and writing (see Appendices J and K). These rubrics will assist in communicating the importance of these skills and provide coherence within the program. Each instructor will discuss the rubrics with students and apply them appropriately given their content and instructional strategies. Instructors may also add content-specific rubrics as appropriate for each course.

As an aspiring school leader, graduate candidates must demonstrate a commitment to learning and academic work in their own lives and serve as models for the children and adults in their communities. High personal standards are essential to promote high standards for students.

The task of writing a clear and effective report, memo, letter, case study, or reflection is challenging. Candidates must work beyond a first or second draft. Revision and editing involve undivided attention to content and grammar. Candidates are expected to exemplify sound oral and written communication skills. The written work submitted in this graduate program will be evaluated according to standards that are reflective of a highly literate professional.

Self-Reflection

Reflective writing is a skill candidates will use throughout their graduate coursework at Providence College. The major purpose of reflective writing is to demonstrate learning through a structured and in-depth examination of prior knowledge, personal feelings and beliefs, insight into concepts, behavior and interactions, connections between theory and practice, and impact on future learning, thinking and performance.

The two most common forms of reflective writing are:

- 1. Reading Reflection:** Reflecting on an assigned reading or book demonstrates the candidate's level of understanding of the text as well as the beliefs, values and

assumptions that influence the interpretation of the material.

2. Experiential Reflection: The purposes for reflecting on an experience are:

- to assess professional practice and to discern the reasons for behavior (positive or negative)
- to think critically about skills and competencies
- to assess theoretical learning as it applies to authentic practice
- to conduct a self-appraisal of strengths and challenges demonstrated through the situation
- to discover the needed knowledge and skills to react in future situations (how to do better next time)

Experiential reflection may follow field/clinical experiences, class presentations, authentic, independent leading during internship and other situations deemed appropriate by instructors.

Reflective writing may be used in other forums, as appropriate, for a particular course. For example, interns may keep a **reflective journal** on everyday experiences and observations. Following a group project or discussion with colleagues, candidates may write a **dialogue reflection**. Reflection is a way of thinking critically and may be applied in multiple settings as established by a particular professor.

Reflective writing is probably one of the few times in graduate school where candidates will write in the first person (using *I, me, my, we, us*). This may give the impression that reflective writing is informal. However, “personal,” may be a better descriptor. Reflective writing is personal, but it is still being done in an academic setting. Conventions of grammar and punctuation should be followed. Writing should be clear and well-structured to communicate ideas as effectively as possible. Ideas should be supported with correct references and citations. This is particularly important when making connections to particular theories or texts.

Many websites explain the art of reflective writing and provide examples. **A protocol and rubric are included in Appendix L and are used in all classes.**

H. Coursework Documentation

A major component of all courses is the development of a digital Coursework Portfolio (CWP). Compilation of the CWP begins in the first course. CWP process is adapted from Jon Mueller's Authentic Assessment Toolbox (<http://jfmuelller.faculty.noctrl.edu/toolbox/portfolios.htm>).

Portfolio Cover age for Coursework

The Portfolio Cover Page for Coursework (see Appendix I) **must be completed and attached to each assignment that is entered into the portfolio**. Any document (i.e. activity, project, reflection, research paper, etc.) identified in the RISEL and Project Alignment Chart (p. 17) submitted for feedback and grading purposes must accompany the work sample (electronically or in hard copy, as designated by the instructor). The purpose of this form is to highlight the correlation of coursework with the standards. Thoughtfully articulating the rationale is critical for candidates:

- to demonstrate proficiency in each standard
- to deepen insight and understanding of each standard
- to assess the skills required to be proficient in each standard

Given the importance of this reflection, the rationale must be clear, concise, and thorough.

When completing the Portfolio Cover Page for Coursework , candidates should refer to both the RISEL and Project Alignment Chart and to the course syllabus. The chart identifies the particular standard addressed in a course, and the syllabus cites the specific indicators.

Purpose of the Coursework Portfolio

The primary reasons for creating a CWP are to reflect on work, to engage in self-assessment, and to set goals for improving skills/competencies. The portfolio serves several purposes:

- To show **growth** or change over time: developing process skills such as self-assessment and goal setting, identifying strengths and weaknesses, and tracking the development of performances.
- To **showcase** accomplishments: identifying best or most important work, and demonstrating aptitude as a future leader.
- To **evaluate** progress: meeting the standards and assessing individual goals in the internship.

Introduction to the E-Portfolio

As of Fall 2023, the College will use Canvas as its site for all course syllabi, assignments, and resources. The former Sakai site (School Leadership E-Portfolio) is no longer in service. Candidate portfolios will live on One-Drive. During 2023-2024, all candidates will move their work from wherever it is currently stored to the portfolio in One-Drive. Work that may be important to a candidate but is not required in the portfolio may be stored personally by each candidate.

The E-Portfolio has four major sections:

- Section #1: Assessments
 - **Midpoint Portfolio Review**
 - Written responses to the questions
 - Completed chart on opportunities and level of competency in each standard
 - Presentation (PowerPoint or other)
 - Director's Feedback Form (completed)
 - **End of Coursework Review**
 - Written responses to the questions
 - Completed chart on opportunities and level of competency in each standard
 - Presentation (PowerPoint or other)
 - Director and Clinical Supervisor Feedback Form (completed)

- Section #2: Coursework
 - Course Projects with Portfolio Cover Pages (completed with instructor grades and comments)
 - Field Experiences with Portfolio Cover Pages (completed with instructor grades and comments)

- Section #3: Personal Information
 - Original resume as submitted with application
 - Final resume as developed in the internship
 - Course Map as initially completed and with updates
 - Science of Reading Certificate – BridgeRI or school district documentation

- Section #4: Internship
 - 2 Individual Learning Plans – one for each semester
 - Projects with Portfolio Cover Pages, supervisor grades and comments
 - Action Research Project with supervisor grade and comments
 - 8 Field Experiences with a Portfolio Cover Page , supervisor grades and comments
 - Clinical Supervisor Feedback Forms (4)
 - Clinical Educator Feedback Forms (bi-weekly)
 - Log of Internship Hours (400) and Activities
 - End of Program Review by Director and CS

I. Field/Clinical Experiences

Field/clinical experiences provide candidates with authentic opportunities to integrate theory and practice in real time and settings.

Types of Clinical Experiences

Candidates will have two types of field experiences:

- on-site, in the candidate's home school/district
- off-site in a school/district other than the candidate's home district.

Clinical experiences have multiple purposes:

- To diversify and broaden candidates' exposure to a variety of educational settings, cultures, and leadership styles. Those who teach in a suburban district, for example, go to an urban or urban ring district; those who teach in secondary schools visit elementary/middle schools and vice versa. (See Classification of Cities and Towns, Appendix M).
- To provide authentic, on-the-job opportunities to deepen learning so that candidates may apply and translate theory to practice.
- To network with experienced professionals in the field.

Time for Clinical Experiences

Letters of Support from school superintendents are a condition of acceptance (See Section on Letters of Support). That is, superintendents agree to provide candidates with seventeen release days over the span of the program:

- One release day per course for nine of the ten courses are required. All courses, except the research course (EDU 514), include a field component. Instructors design clinical experiences to correlate with course content, goals, and standards.
- An additional eight release days (four per semester) are required for field experiences during the 2-semester internship. Some field experiences may be completed during the summer prior to the internship. These summer opportunities are established by the program and led by exemplary principals around the state to include specific topics and activities that occur during the summer months.

Level of Clinical Experiences

These standards-based, site-specific experiences provide candidates with involvement with multiple leaders and schools. Clinical experiences have four levels: (1) observing (2) participating (3) leading with oversight and (4) independent leading/responsibility (Martin et.al p. 9). Levels 1 and 2 occur primarily during coursework and Levels 3 and 4 during internship. When feasible, Levels 1 or 2 may rise to Levels 3 or 4. For example:

- In EDU 810 Technology, Data Analysis, and the Principal, candidates may attend a meeting where school test data is presented to parents, faculty or school committee. This activity is observational (Level 1).
- Candidates may review and analyze their school test data, then prepare and present

their findings to faculty, parents, or school committee. Responsibility for the analysis and presentation with the principal raises the experience to Level 3.

Instructors, with the on-site clinical educator (principal), decide what the appropriate clinical experiences are for each course and the level of the experience.

Documentation of Clinical/Field Experiences

For this apprentice-like process, candidates will place the following documents in the appropriate section of the E-portfolio:

- A Portfolio Cover Page for Field Experiences with grades and instructor comments for each of nine courses.
- An in-depth written reflection for each field experience, using the program's reflection process and rubric for reflections.

J. Program Assessments

Midpoint Coursework Assessment

The Midpoint Assessment occurs upon the completion of five courses. The purpose of the Midpoint is to provide both the candidate and program leaders to determine the following:

1. Understanding of the RISEL
2. Progress toward acquiring the knowledge, skills, and dispositions set forth in the standards
3. Readiness for moving forward in the program
4. Need for additional supports

The program maintains a tracking system to oversee the number of courses each candidate acquires every semester since candidates are accepted at three different points during the year (March 1, July 1, November 1) according to college policy. Candidates are responsible, however, for notifying the Program Director when they have completed five courses (15 credit hours) so the Midpoint Assessment (see Appendix N) can be scheduled.

1. Candidates prepare a **self-assessment** rating (a) the **opportunities** they have had to demonstrate the leadership skills required by each standard and (b) the **competency level** they believe they have demonstrated in the performance of each standard. Ratings may include both course activities as well as work experiences that have enhanced their personal and professional growth over the span of the five courses in the leadership program. Since the program works in partnership with local schools/districts, experiences that grow out of either domain are germane to student growth.
2. Candidates write several **narrative responses** to specific prompts designed to generate and elicit their growth in knowledge and practice of the standards and the leadership competencies. Candidates are required to use specific examples of how their thought processes are changing and how their leadership skills are applied in their projects and work experience.
3. Candidates lead the program director through their presentation (usually with a PowerPoint or other similar platform) by summarizing their self-assessment as delineated in Steps #1 and #2. Since the director does not serve in a teaching capacity, s/he brings an open perspective to the assessment and to the candidate with no preconceived notion of how this candidate has been performing.

The Program Director will schedule a date and time for the review. Candidates should place all parts of the assessment (narrative responses, Chart of Opportunities and Competencies, and the PowerPoint (or other format) for their presentation into their portfolios in the Assessment Section one week prior to the scheduled assessment so that the director will have sufficient time to read each one.

Following the in-person (or remote) presentation, the director and candidate will discuss in more

detail the candidate's progress, questions, suggestions, etc. The director provides feedback to the candidates about their growth over the first five courses, their new knowledge and on-going development of leadership skills, and determines whether the candidate needs more support, or is independently ready to continue with Strand II. Within a week, the director will complete the Midpoint Assessment Faculty Rating Form (see Appendix O) and email it to the candidate. Candidates will place the Feedback Form into their portfolios in the Assessment Section.

End-of-Coursework Assessment

The End of Coursework Assessment (see Appendix P) occurs when candidates have completed all coursework (10 courses). This assessment is conducted by the program director and the clinical supervisor assigned to mentor the candidate through his/her internship. This assessment is similar to the Midpoint in that it allows both the candidates and program leaders to determine the following:

1. Understanding of the RISEL
2. Progress toward acquiring the knowledge, skills, and dispositions set forth in the standards
3. Readiness for moving forward in the program to Strand 3, the internship
4. Preliminary information about the candidate's strengths and challenges that may be addressed in the first semester Individual Learning Plan (ILP) for the internship
5. Need for additional supports

Students are responsible for notifying the Program Director when they have completed their tenth course (30 credit hours) so the End-of-Coursework Assessment (see Appendix P) can be scheduled. End of Coursework Reviews are scheduled twice each year, i.e., May/June and December/January in keeping with the starting dates of the internship.

1. Candidates prepare a **self-assessment** rating (a) the **opportunities** they have had to demonstrate the leadership skills required by each standard and (b) the **competency level** they believe they have demonstrated in the performance of each standard. Ratings may include both course activities as well as work experiences that have enhanced their personal and professional growth over the span of the five courses in the leadership program. Since the program works in partnership with local schools/districts, experiences that grow out of either domain are germane to student growth.
2. Candidates write several **narrative responses** to specific prompts designed to generate and elicit their growth in knowledge and practice of the standards and the leadership competencies. Candidates are required to use specific examples of how their thought processes are changing and how their leadership skills are applied in their projects and work experience.
3. Candidates lead the Assessment Team (minimally the director and assigned clinical supervisor) through their End of Coursework Review based on the above in Steps #1 and #2. Candidates will construct a visual/graphic

representation of the conclusions drawn in their self-reflective commentary. There is no one way to complete this task. Various technology tools may be used, and candidates are encouraged to be as creative as possible developing their visual/graphic representation of growth and level of skill in achieving the standards.

The Program Director will schedule a date and time for the review. Candidates should place all parts of the assessment (narrative responses, Chart of Opportunities and Competencies, and the PowerPoint (or other format) for their presentation into the Assessment Section of the portfolio one week prior to the scheduled assessment so that the Assessment Team will have sufficient time to read each one.

Following the in-person (or remote) presentation, the Assessment Team will discuss in more detail the candidate's progress, questions, suggestions, etc. The Team provides feedback to the candidates about their growth over the ten courses, their new knowledge and on-going development of leadership skills, and suggest directions the candidates make take in their internship. For example, the assessment may reveal that the candidate is strong in curriculum and instruction but lacks experience or opportunities working with parents. The CS might suggest a project involving parents for the internship to fill that gap. The team also determines whether the candidate needs more support, or is independently ready to continue to the internship (Strand III). Within a week, the Assessment Team will complete the End of Coursework Assessment Faculty Rating Form (see Appendix Q) and email it to the candidate. Candidates will place the Feedback Form in the Portfolio Assessment Section immediately upon receipt.

The Review Team completes the Strand II End-of-Coursework Assessment Faculty Rating Form (Appendix Q) and will return the feedback form via email. The team provides feedback to the candidates, highlighting the following points made in the presentation:

- Strengths and challenges in the candidates' knowledge, skills and dispositions
- Strategies to continue growth and development of leadership skills and performance
- Personalized experiences and supplemental activities needed in the internship
- Initial suggestions for the upcoming Individual Learning Plan

The ILP ensures the continued development of the competencies, personalized to each intern, to provide authentic, hands-on, residency-based experiences during this culminating year-long phase of the administrative program.

Part III: Internship

Interns are expected to apply the knowledge acquired through coursework when independently performing or participating in leadership experience provided by daily encounters within a school setting. The internship allows the students to witness the actualization of the RISEL Standards as well as gain awareness of how the ISTE Standards are assimilated into the school environment. It provides an opportunity to fully develop the essential competencies utilized by all highly successful leaders. Seeing the theory gained through coursework applied in the everyday practice of leading in various school settings, urban, urban ring, suburban, elementary, middle, and high, is the reason why all candidates for a degree in School Leadership must participate in this rigorous two-semester internship.

A. Individual Learning Plans

The Individual Learning Plans (Appendices S and T) is the foundation of the internship and represents the collaborative effort of the clinical supervisor, clinical educator, and the intern. The ILP is the contract that outlines the terms, requirements, and projects that the intern will assume as principal-in-training, the role of the clinical educator as primary coach/mentor, and the responsibility of the clinical supervisor as administrator, instructor, and evaluator overseeing the whole process. The ILP delineates not only the intern's responsibilities but also how those endeavors will benefit the students and the school.

The ILP is developed twice during the intern's yearlong experience:

- At the beginning of the first semester of internship (September or January)
- At the beginning of the second semester of internship (January or September)

The ILP specifies the following:

- **The four major projects** (two per semester) to be completed by the intern under the daily coaching of the clinical educator
- **The yearlong action research project** conducted by the intern in his/her school with a goal of improving a specific aspect of student achievement.

Leadership Projects: RISEL and ISTE

Interns must create four school-based projects covering the ten RISEL standards. Each project will also integrate one or more of the ISTE standards where appropriate. These initiatives are authentic; that is, the principal would ordinarily assume the leadership role for these initiatives. Interns must lead these initiatives from start to finish. For example, the intern might lead the school improvement team and implement one of the recommendations, including all the organizational, engaging, and leadership responsibilities required by such an effort.

Projects have multiple purposes:

- To impact performance such as improved student learning, achievement, and social-emotional well-being
- To close the performance gap among populations (special education, second language learners, racial and/or ethnic groups, etc.)

- To apply strategies toward improved performance such as effective use of applicable technology by students, teachers, or administrators
- To develop competencies for success as a principal such as facilitation of group processes, strategies for engaging parents or community stakeholders, managing school operations (i.e., finances, scheduling, safety protocols), developing innovative programs to address local or state mandates, etc.

Projects may address more than one RISEL standard and integrate the use of the ISTE standards as appropriate. Interns should plan their projects so they will have addressed all ten RISEL by the completion of the four projects and the action research project.

The gradual release model for leadership has four levels: (a) observation (b) participation (c) initial leading or co-leading, and (d) independent leading. Field experiences are at an observational level and may include some participation, but projects are designed to provide the intern with explicit, authentic experience. One of the projects, usually the first one, may be co-led by the intern and principal or another administrator. The other three projects, however, must be completely organized and orchestrated independently by the intern.

The approved projects, as identified in the ILP, will be evaluated based on the following criteria:

- Written documentation of projects including general information about the work (purpose, goals, description, and impact on student learning), correlation to standards, development of leadership competencies, reflection, supporting documentation, and references using APA style. See **Analysis of Project Components** (Appendix T).
- The **Rubric for Writing** (see Appendix K) will be applied by the clinical supervisor when assessing the written documentation for the project. If a presentation is involved, the **Rubric for Oral Presentation** will be applied (see Appendix J).

Biweekly Seminars

Biweekly seminars led by the clinical supervisor are held throughout the two semesters. These seminars are the mainstay of the internship year and the basis for collegial discussions and sharing, networking, and ongoing professional development. Participation in the seminars is a critical part of the internship program. Please see the Class Participation Rubric for Internship (Appendix U).

Clinical supervisors may plan topical sessions during the seminars, such as panel discussions with experts in specific fields (i.e., special education directors and attorneys regarding case law), presentations by experienced administrators (i.e., assistant principals, curriculum directors, distinguished or honored principals) or simulation activities with outside administrators such as job interviews.

Professional Reading and Other Sources

Current reading and research are essential for life-long professional growth. Understanding the theories, thinking, and concepts of leaders in the field provides a sound foundation and a

basis for connecting theory and practice.

At least one book, such as *The Trust Factor*, will be assigned during the first semester. Other professional readings and sources such as podcasts and journals may serve as the basis for discussion during the biweekly seminars(see syllabus).

Biweekly Video Reflections

The purpose of Biweekly Reflections is to engage students in a deeper understanding of experiences meaningful to their growth as leaders.. The experiences may have challenged or cemented their leadership philosophy, left them seeking answers, or impacted their perspectives, or contributed to their personal growth. Interns will record a 60-90 second video reflection to share among the interns in their cohort for the purpose of collective learning.

Problems in Practice

The study of Problems in Practice in the biweekly seminars have a two-fold purpose:

- To provide interns with an opportunity to share a school-based problem with the seminar group and to seek possible solutions to that problem.
- To lead a professional group independently using a probing protocol to guide discussion.

The intern is required to communicate the issue clearly and succinctly while facilitating the discussion and responding to probing questions to expand thinking. This activity is similar to a principal leading a faculty meeting of teachers, an experience that may be new to interns preparing to be a school leader. Such practice benefits not only the lead intern, but also the whole group is able to learn about a leadership challenge and reflect on possible barriers, challenges, and positive courses of action.

Clinical/Field Experiences

All interns must be exposed to the range of school districts and school levels throughout Rhode Island delineated in the Classification of Cities and Towns (see Appendix M). Experiences in settings that are culturally, linguistically and economically diverse and different from the intern's home school are critical to broaden and deepen the full intern experience. Interns are encouraged to be creative and open to experiences outside of their "comfort zones." Interns are reminded that their Superintendents/Executive Directors have signed, upon the candidate's acceptance, a Letter of Support indicating their willingness to allow the intern the time during the school day to complete these clinical experiences.

Eight clinical experiences (four per semester) are required during the Internship. Interns will be expected to observe, interact and assist leaders in a variety of situations and venues. These

diverse experiences may extend into additional authentic performance-based projects. Clinical experiences are developed and characterized by the following elements:

- Conducted at a school that is different in grade level (elementary, middle, high school) from the intern's teaching level.
- Conducted at a school in a community that has different demographic (urban, urban ring, suburban) than the intern's district.
- Is a daylong experience (minimum of 4 hours).
- Exposes the intern to the authentic and practical experiences of a principal and/or assistant principal.
- Includes a comprehensive reflection of the experience, especially highlighting the knowledge acquired and the intern's emerging, developing perspectives.
- Documented on the Log of Activities and Hours (see Appendix V)

How are clinical experiences determined and scheduled?

- The Program Director organizes a series of clinical experiences at a variety of schools for the summer months. This allows interns to complete three to five clinical experiences when they may not be engaged in classroom teaching. The Director speaks individually with the principals and attains their agreement, whereby, a Google Doc schedule goes out to interns to register for the opportunities of their choice at the beginning of summer.

Clinical supervisors must approve clinical experiences that occur during the school year. Beginning Fall 2023, a new procedure will be used. The Program Director will develop partnerships with outstanding principals who are willing **to host interns for a day while school is in session. Interns will reach out to principals on the partnership list once the field experience has been approved by the CS who will monitor the number of clinical experiences each principal hosts for the semester. No clinical educator will take on more than two interns per semester for a day-long visit. The program must be conscious of not overly imposing on these professionals who serve as a backbone to our program.**

Clinical/Field Experiences allow interns to gain the following types of experiences:

- Shadowing the principal for a day.
- Assisting and planning school data days with a principal
- Conducting instructional observation or “walk-through” with a principal
- Organizing school-wide activities held outside of the school day
- Becoming a “thought partner” with a principal to brainstorm specific topics, situations, or initiatives over time

The above are only suggestions. The clinical supervisors and interns may develop activities that are specifically tailored to individual interns as a supportive or enriching opportunity based on their unique needs and experiences.

What is expected of the intern following each clinical/field experience?

- Interns will log their clinical experiences on the **Clinical Experience Tracking Form** which supervisors provide during seminars.
- Interns will include the **Portfolio Cover Page for Field Experience** (Appendix W) which clearly states (a) the specific setting where the intern works and (b) the setting (school name, level, demographic of the community) where the intern conducted this observation. This allows the reader to immediately ascertain the similarity or difference between the two environments. Most field experience should be in a school/district different than the one in which they teach.
- Interns will write an in-depth reflection following the **Protocol and Rubric for Reflection** (see Appendix L) which the CS uses to review and grade the reflection. The purpose of these clinical experiences is to broaden the intern's perspective on educational matters and to expose the intern to a vast array of responses to a situation or issue depending on the school, personnel, specific circumstances, etc. Interns should reflect on:
 - any powerful "takeaways" or new learning
 - any challenges to personal values/beliefs or biases
 - new feelings or perspectives that the experience uncovered
 - new insights and knowledge gained from the interactions and observations

Log of Activities

Logging all activities and the time spent developing and executing these experiences is imperative. The intent of the Log of Activities and Hours is twofold:

- To record and correlate all leadership activities/experiences to the RISEL Standards.
- To verify the amount of time spent on the above activities/experiences. A minimum of 200 hours per semester is required (400 hours total).

The log will allow interns to generate the following:

- List of activities for each RISEL Standard and sub-standard
- Number of hours spent on each RISEL Standard and Element
- Percent of time spent on each RISEL Standard
- Total number of hours completed during the internship (verification of the 450 hours)
- Graphic representations of each of the above indicators of achievement

Action Research Project

Action research is a process in which participants examine their own educational practice carefully and systematically, using techniques of research. This yearlong process spans the two-semester internship. The major components of the research process and the results will be a significant part of the intern's final comprehensive end-of-program assessment.

Although administrators may undertake many types of research, action research specifically refers to a disciplined inquiry for the following purposes:

- To inform and change the researcher's future practice

- To be carried out within the context of the teacher's/administrator's school and students
- To respond to imminent questions about a current educational matter

Teachers and principals examining their own work collaboratively will be more open to changing practice when they have self-identified the issues.

Interns will apply the skills learned in earlier coursework when developing this project, especially Data, Technology and the Principal (EDU 810) and Program Evaluation: Research for Continuous School Improvement (EDU 514). Action research, when coupled with a strong understanding of data-based decision-making, will be a skill that potential principals will apply within their schools throughout their careers.

The details of the Action Research Project will be reviewed and discussed during Internship Seminar (**Action Research Template**: Appendix X, Action Research Rubric: Appendix Y).

The action research project will be developed in **three stages**:

- **Beginning of Internship**: Identification of the research question and initiation of the project
 - The question must focus on student achievement/improvement.
 - The clinical educator, intern and clinical supervisor must agree that the project is important to both the intern's training and the performance of students in the school.
 - The project must be documented in the ILP.
- **Middle of Internship** (end of the first semester and beginning of the second semester of the internship)
 - Status report is submitted by the intern to the clinical supervisor.
 - If any questions or revisions should be addressed at this time.
- **End of Internship**
 - Presentation of process and research results will be part of the Intern's End of Program Assessment.
 - Written project will be evaluated by the clinical supervisor upon completion.

Support for Action Research

- Candidates learn the process for conducting action research in EDU 514 Program Evaluation: Research for Continuous School Improvement. EDU 514 is a Stand 2 course, and the instructor encourages candidates to begin exploring topics that are relevant to their school and students and might be worthy of exploring further during the internship. The instructor for EDU 514 and the clinical supervisors have coordinated their protocols around action research so that format and content are the same.
- The instructor for EDU 514 also serves as an advisor to the interns around their action research projects. She meets with interns on scheduled dates for seminars on the various stages as described above and confers individually with each intern to the

extent needed. Given this support, interns are expected to develop realistic and meaningful action research to benefit their schools and students.

Understanding Reflective Practice

Reflection is a major component of the program and a skill utilized by all effective leaders. To benefit from all internship experiences, interns must understand reflective practice and develop the habit of reflection. The foundation for reflection should be well established in coursework.

- Reflection is the key to continuous learning and facilitates growth by accomplishing the following:
 - Expands awareness, understanding, insights and personal growth.
 - Makes connections between theory and practice.
 - Generates new hypotheses.
 - Provides opportunities to think deeply about events, discussions, meetings, feedback and other learning instances.
 - Provides opportunities for the intern to assume the perspective of the principal.
 - Develops skills in application, analysis, synthesis and evaluation ([Bloom's Taxonomy](https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/) <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>).
- The Protocol and Rubric for Reflections can be found in Appendix L.
- The text *School Leader Internship* (5th ed.) provides additional resources applicable to reflective practice in general:
 - Reflection in Action, pages 105 – 110
 - Essential Competences for Leadership: Theory into Practice, pages 126-144
 - Sample Case, pages 181-186
 - Guiding questions on page 145
- **Biweekly Reflection and Analysis of Essential Competencies of Leadership**
Reflecting on experience, on what happened, requires that other people be involved in the learning. There is a need to verbalize and unpack the given circumstances of an event. What happened? What may need to be done differently in the future? Otherwise, one risks repeating the same mistakes and missing the meanings of one's experiences, instead of learning from them (Martin et al. 3rd ed. p 107).
 - Interns prepare a biweekly reflection and analysis of situations that occur in their schools. The primary focus is the Essential Competencies of Leadership. Be prepared to discuss reflections in seminars. Maintaining confidentiality is critical if interns are to share openly. The ability to maintain confidentiality is key to developing trust -- an essential competency of leadership.
 - Guidelines for the biweekly reflection:
 - Choose a leadership event in your school that you have observed or in which you were involved during the two weeks between seminars.
 - Refer to the Martin text, *Essential Competencies of Leadership: Theory into Practice* (pages 126-144) to identify the leadership competencies that were or were not demonstrated in this event.

- Analyze these competencies and document the analysis through a digital verbal reflection. Clinical supervisors will determine the schedule and format for submitting the biweekly reflection.

The Internship Section of the E-Portfolio

Interns will keep specific components from each course in their E-Portfolio which is housed on One-Drive. Directions and details can be found in the Coursework Section of this Handbook.

Also included in that E-Portfolio is a separate section that is titled, “Internship.” All elements of an intern’s work must be documented in this E-Portfolio once completed.

The Internship Portfolio represents documented evidence of the intern’s proficiency level in the standards and leadership competencies that form the basis for principal preparation. The E-portfolio will include the following:

- Two Individual Learning Plans, one for each semester
- Four completed projects with supervisor feedback, assessment, and comments
- Video reflections
- Problem-in-practice documentation
- Action research
- Eight field/clinical experience reflections
- Bi-weekly Formative Performance Feedback by Clinical Educator
- Performance Assessment by Clinical Supervisor (4 – 2 per semester)
- Log of Activities and Hours
- Book critiques or any other written work associated with readings
- Vita: current, reflective of leadership experiences, ready for use in a job search and the vita submitted at acceptance into the program
- Any other work deemed significant by the clinical supervisor and intern.

B. Performance Assessment: Formative and Summative

Biweekly Conference with Clinical Educator

1. The intern and clinical educator commit to an agreed upon time for weekly mentoring sessions. Clinical supervisors must be advised of the specific mentoring time to allow them to join sessions if necessary. The clinical educator's ongoing feedback is critical to the intern's growth and development as a leader. Weekly mentoring meetings will provide the opportunity for:
 - relevant feedback regarding the intern's leadership performance
 - determining future performance goals and objectives
 - identifying ancillary activities to broaden the experience
 - processing with a "thought partner" to understand and improve practice
2. Interns will document the clinical educator's feedback using **the Biweekly Formative Performance Feedback by Clinical Educator** (see Appendix Z). Submit forms biweekly to clinical supervisors.
3. The Essential Competencies of Leadership are the basis for assessing the intern's ongoing performance. Focusing on the development of these competencies assures a well-balanced internship experience while implementing individual projects specified in the ILP.
4. The specific projects outlined in the ILP are the intern's primary focus. Being a principal, however, entails a myriad of roles and responsibilities, all of which cannot be delineated. The clinical educator may facilitate such experiences over the course of the yearlong internship. Examples of such experiences may include, but not be limited to, the following:
 - Morning office duties around absences and tardiness
 - Attending district or school leadership meetings
 - Assisting with scheduling
 - Observing a variety of meetings: special education, 504, etc.
 - Serving as acting "principal for a day"
 - Conducting walk-throughs or observations of instruction

On-Site Observations of Performance by Clinical Supervisor

1. The clinical supervisor will observe and provide feedback to the intern **twice each semester**. Observations will occur when interns are **actively and independently engaged in a leadership role**. A conference to provide constructive feedback about the intern's performance will follow the observation.
 - Clinical supervisors will observe interns in leadership roles. Examples might include leading the school improvement team, leading a faculty meeting using a specific protocol, leading a professional development session with staff.
 - The above examples are only a sample of possibilities. Leading any **project agreed to in the ILP** would be appropriate.
2. Observations are not restricted to the school day and may include after school or evening sessions. Interns are responsible for arranging these visits well in advance to avoid conflicts since events often cannot be rescheduled. This protocol will facilitate

collaboration and ensure that interns regularly receive feedback regarding their performances related to the RISEL and the Leadership Competencies from both clinical educator and clinical supervisor. Joint observations will promote collaboration and coherent, consistent feedback about the intern's growth and development.

3. Observations will focus on the intern's **progress and growth**. Does the intern require additional support or experiences? Can we explore and arrange further opportunities? Are outside clinical/field experiences appropriate?

Summative End of Program Assessment

1. The purpose of the End of Program Assessment (see Appendix AA) is to evaluate the intern's level of proficiency in meeting the RISEL and ISTE standards and the leadership competencies that have been emphasized throughout the program. Is the intern ready to seek a position as a principal or assistant principal in local school?
2. The End of Program Assessment consists of the following parts:
 - A self-assessment of growth over the course of the program including the level of proficiency achieved.
 - Interns rate themselves on the opportunities they have had and the overall competency level mastered based on each standard. They also reflect on four developmental questions which is consistent with the Midpoint and End of Coursework Assessments.
 - Interns should comprehensively review their experiences including their work (biweekly reflections, projects, and written work with feedback, etc.), feedback from clinical educator and supervisor, deliberations with colleagues and fellow interns, seminar discussions, etc.
 - A comprehensive critique will add depth to the intern's analysis and synthesis of growth over the last two semesters, should be clearly articulated in the culminating presentation and verified by specific and authentic examples of your work.
 - The action research project by summarizing each component of the project and explaining the impact their project had on student improvement/achievement, the principal's core vision and goal.
 - Technology of choice may be used to create a succinct, engaging, and relevant presentation.
3. The End of Program Assessment is scheduled for one hour and occurs in the final four weeks of the internship. Each intern will make a 45-minute engaging presentation to the assessment team:
 - Clinical supervisor
 - Clinical educator
 - Director/designee or one other faculty member

The team provides the intern with verbal feedback in the 15 minutes allotted and documents its conclusions using the **End of Program Faculty Rating Form** (see Appendix BB).

C. Praxis: School Leaders Licensure Assessment (SSLA)

All interns are required to take the Praxis Exam/SSLA prior to graduation and to have the results sent to the Providence College Graduate School Leadership Office. The RI Department of Education requires a passing score to be eligible for K-12 Administration Certification. This version of the exam may be changed at any time by RIDE. Interns should check the RIDE website to be sure of the number before registering:

https://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Certification/Cert-main-page/RI_Required_Certification_Tests.pdf

Candidates may register for the exam by going to the Educational Testing Service (ETS) website (<https://www.ets.org/sls>).

The program annually reviews and aggregates student performance, reviews results with faculty, and revises aspects of the program based on this data.

Part IV: Appendices

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Appendix A

Rhode Island Standards for Educational Leaders (RISEL) 2018

Standard 1. Mission, Vision, and Core Values

Effective educational leaders collaboratively develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and social and emotional well-being.

Effective Leaders:

- a. Collaboratively develop a mission for the district/school to promote the academic success and social and emotional well-being of each student.
- b. Develop and promote a vision for the district/school, in collaboration with members of the school community, on the successful learning and development of each child and on instructional and organizational practices that promote such practices.
- c. Articulate, advocate, and cultivate core values that define the district's/ school/s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- d. Continuously review the district's/school's mission and vision and make adjustments to changing expectations and opportunities for the school, and changing needs and situations of students.
- e. Develop a shared understanding of and commitment to the mission, vision, and core values within the district/school and the community.
- f. Model and pursue the district's/school's mission, vision, and core values as fundamental in all aspects of leadership.

Standard 2. Ethics and Professional Responsibilities

Effective educational leaders act ethically and in accordance with professional standards to promote each student's academic success and social and emotional well-being.

Effective Leaders:

- a. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all aspects for school leadership.
- b. Act according to and promote the professional traits of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- c. Place the needs of children at the center of all educational decision making and accept responsibility for each student's academic and social and emotional success.
- d. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- e. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
- f. Provide moral direction for the district/school community and promote expected ethical and professional behavior among all staff and district/school community members.

Appendix A

Rhode Island Standards for Educational Leaders (RISEL) 2018

Standard 3. Equity and Cultural Responsiveness

Effective educational leaders ensure equity of educational opportunity and culturally responsive practices to promote each student's academic success and social and emotional well-being.

Effective Leaders:

- a. Act with cultural competence and responsiveness in all interactions, decision-making, and practice and ensure that each student, staff member, and school community member is treated fairly, respectfully, and with an understanding of culture and context.
- b. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- c. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- d. Develop student policies and address student behavior, fair, and unbiased manner.
- e. Confront and challenge institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, socio-economic status, culture and language, gender and sexual orientation, and disability or special status.
- f. Prepare students to live productively in and contribute to the diverse cultural contexts of a global society.
- g. Consider and address matters of equity and cultural responsiveness in all aspects of leadership.

Standard 4. Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and social and emotional well-being.

Effective leaders:

- a. Implement coherent systems of curriculum, instruction, and assessment that the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- b. Align and focus systems of curriculum, instruction, and assessment within and vertically across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
- c. Facilitate instructional practice that is consistent with knowledge of student learning and development, effective pedagogy, and individual student needs.
- d. Ensure instructional practices that are intellectually challenging, authentic to student experiences, recognize student strengths, and are differentiated and personalized.
- e. Promote and facilitate the effective use technology in service of teaching and learning.
- f. Develop and utilize multiple valid assessments that are consistent with knowledge of learning and development and technical standards of measurement to monitor student progress and improve instruction.
- g. Use assessment data appropriate and with technical limitations to monitor student progress and improve instruction.

Appendix A

Rhode Island Standards for Educational Leaders (RISEL) 2018

Standard 5. Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and the social and emotional well-being of each student.

Effective Leaders:

- a. Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
- b. Create and sustain environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- c. Develop and lead coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d. Endorse and foster adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- e. Cultivate and reinforce student engagement and leadership and positive student behavior.
- f. Infuse the district's/school's learning environment with the cultures and languages of the community.

Standard 6. Professional Capacity of School Personnel

Effective educational leaders in collaboration with stakeholders, develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Effective Leaders:

- a. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and ensure their development into an educationally effective faculty.
- b. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of personnel.
- c. Develop teachers' and staff members' professional knowledge, skills, and instructional practice through differentiated opportunities for learning and development of adults' professional and ongoing learners.
- d. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- e. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- f. Develop the leadership capacity, opportunities, and support for teacher leadership and for other professionals in the district.
- g. Promote the personal and professional health, well-being, and work-life, and work-life balance of faculty and staff.
- h. Tend to their own learning and effectiveness through reflection, study, and improvement, while maintaining a healthy work-life balance.

Appendix A

Rhode Island Standards for Educational Leaders (RISEL) 2018

Standard 7. Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and social and emotional well-being.

Effective Leaders:

- a. Support a workplace culture that is open, productive, caring, and trusting.
- b. Develop a culture for professional staff that promotes the improvement of practice through research and effective professional learning and promotes high levels of student learning.
- c. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the district/school.
- d. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- e. Ensure mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- f. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- g. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- h. Enable faculty-initiated improvement of programs and practices.

Standard 8. Meaningful Engagement of Families and Community

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.

Effective Leaders:

- a. Are approachable, accessible, and welcoming to families and members of the community.
- b. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- c. Engage in regular and open two-way communication with families and the community about the district/school, students, needs, problems, challenges and accomplishments.
- d. Maintain a presence in the community to understand its strengths and needs. Develop productive relationships, and engage its resources for the district/school.
- e. Create means for the school community to partner with families to support student learning in and out of school.
- f. Understand, value, and employ the community's cultural, intellectual, and political resources to promote student learning and school empowerment.
- g. Openly advocate for the district and school, and for the importance of education and

Appendix A

Rhode Island Standards for Educational Leaders (RISEL) 2018

- student needs and priorities with families and the community.
- h. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

Standard 9. Operations and Management

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Effective Leaders:

- a. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the district/school.
- b. Strategically manage staff resources, assigning and scheduling educators and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- c. Acquire, and manage fiscal, physical environment, and other resources to support curriculum, instruction, and assessment; student learning; professional capacity; and family and community engagement.
- d. Act responsibly and in an ethical manner with the district's/ school's monetary and nonmonetary resources, engaging in effective budgeting, spending and accounting practices.
- e. Protect teachers' and other staff members' work and learning from disruption and create an environment where students are able to learn.
- f. Employ systems to improve the quality and efficiency of operations and management.
- g. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- h. Know, comply with, and help the district/ school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- i. Develop productive professional relationships with the district office staff, school staff, and the school board so as to promote effective transitions and student success.
- j. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- k. Manage governance processes and internal and external politics toward achieving the district's/school's mission and vision.

Standard 10. School Improvement

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Effective Leaders:

- a. Continuously seek to make school more effective for each student, teachers and staff, families, and the community.
- b. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c. Prepare the district/school and community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to success in improvement.
- d. Employ situation ally appropriate strategies for improvement, including

Appendix A

Rhode Island Standards for Educational Leaders (RISEL) 2018

- transformational and incremental, adaptive approaches and attention to different phases of implementation.
- e. Assess and develop the capacity of staff to determine the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
 - f. Adopt a system's perspective and promote coherence among improvement efforts and all aspects of the district/school organization, programs, and services.
 - g. Develop technically appropriate systems of data collection, management, analysis, and use, connection as needed to the district office and external partners for support in planning, implementation, monitoring, feedback and evaluation.
 - h. Manage uncertainty, risk, competing initiative, and politics of change with courage, resilience and perseverance. Openly communicate the need for the process of and outcomes of improvement efforts.
 - i. Develop and promote systems of shared leadership among teachers and staff for inquiry, experimentation, innovation, and initiating and implementing improvement

Appendix B

International Society for Technology in Education Standards (ISTE) 2016

Standard 1. Visionary Leadership

Principals and assistant principals inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

Performance Indicator 1A: Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital age resources to meet and exceed learning goals, supports effective instructional practice and maximizes performance of district and school leaders.

Profile 1a: Participate in the development of the district vision and ensure that it is communicated, understood and supported by school personnel.

Performance Indicator 1B: Engage in an ongoing process to develop, implement and communicate technology- infused strategic plans aligned with a shared vision.

Profile 1b: Engage stakeholders in the development and implementation of a technology-infused school improvement plan aligned with district vision and strategic goals.

Performance Indicator 1C: Advocate on local, state and national levels for policies, programs and funding to support implementation of a technology-infused vision and strategic plan.

Profile 1c: Use school-based examples and action research results to advocate on local, state and national levels for policies, programs and funding opportunities that support effective technology integration.

Standard 2. Digital Age Learning Culture

Principals and assistant principals create, promote and sustain a dynamic, digital age learning culture that provides a rigorous, relevant and engaging education for all students.

Performance Indicator 2A: Ensure instructional innovation focused on continuous improvement of digital age learning.

Profile 2a: Work with staff to organize learning teams focused on employing a cycle of continuous improvement to advance their professional practice and student achievement through the use of digital age tools.

Performance Indicator 2B: Model and promote the frequent and effective use of technology for learning.

Profile 2b: Establish expectations for and acknowledge the effective use of technology resources at the school level to improve student learning.

Performance Indicator 2C: Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners.

Profile 2c: Acquire, manage and equitably provide technology teaching and learning resources to meet the identified needs of all students.

Performance Indicator 2D: Ensure effective practice in the study of technology and its infusion across the curriculum.

Profile 2d: Establish and promote contributions to a school repository of effective technology integration practices.

Performance Indicator 2E: Promote and participate in local, national and global learning communities that stimulate innovation, creativity and digital age collaboration.

Profile 2e: Work with teachers to identify collaborative partners from other schools or communities to implement innovative school or classroom projects.

Appendix B

International Society for Technology in Education Standards (ISTE) 2016

Standard 3. Excellence in Professional Practice

Principals and assistant principals promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

Performance Indicator 3A: Allocate time, resources and access to ensure ongoing professional growth in technology fluency and integration.

Profile 3a: *Provide opportunities for continuous professional learning in the use of new tools and resources, including on-site and online support for teachers in the use and integration of technology into classroom.*

Performance Indicator 3B: Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty and staff in the study and use of technology.

Profile 3b: *Contribute ideas and provide opportunities and resources to support learning communities for lifelong learning, leadership and productivity.*

Performance Indicator 3-C: Promote and model effective communication and collaboration among stakeholders using digital age tools.

Profile 3c: *Use online communication tools to exchange information with colleagues, staff, parents, teachers and the community, including school news, important dates and digital resources to support continuous learning.*

Performance Indicator 3D: Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning.

Profile 3d: *Stay current with emerging educational trends and research and share information with school staff to support their selection of resources for effective technology integration.*

Standard 4. Systemic Improvement

Principals and assistant principals provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.

Performance Indicator 4A: Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources.

Profile 4a: *Model and encourage staff to share proven practices of technology- infused instructional strategies and share success stories with the field, the community and policy makers.*

Performance Indicator 4B: Collaborate to establish metrics, collect and analyze data, interpret results and share findings to improve staff performance and student learning.

Profile 4b: *Use data to make informed decisions regarding the acquisition and effective use of digital age resources to meet the learning needs of students.*

Performance Indicator 4C: Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals.

Profile 4c: *Implement district hiring policies and evaluation procedures to ensure that building-level staff have the necessary skills to support a technology-infused school improvement plan.*

Performance Indicator 4D: Establish and leverage strategic partnerships to support systemic improvement.

Profile 4d: *Promote and support the involvement of local, national and global partners to contribute to the improvement of student learning through the use of collaborative technologies.*

Performance Indicator 4E: Establish and maintain a robust infrastructure for technology

Appendix B

International Society for Technology in Education Standards (ISTE) 2016

including integrated, interoperable technology systems to support management, operations, teaching and learning.

Profile 4e: *Allocate funding and assign support personnel as needed to make effective use of technology resources to improve teaching and learning and to support management and operations.*

Standard 5. Digital Citizenship

Principals and assistant principals' model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.

Performance Indicator 5A: Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners.

Profile 5a: *Support school- and classroom-based assistance for implementing new technology resources, including adaptive and assistive technologies, designed to support targeted student learning needs and collaboration.*

Performance Indicator 5B: Promote, model and establish policies for safe, legal and ethical use of digital information and technology.

Profile 5b: *Support, inform and oversee school-level implementation of policies and procedures designed to guide the safe, legal and ethical use of digital information and technology resources among students and stakeholders.*

Performance Indicator 5C: Promote and model responsible social interactions related to the use of technology and information.

Profile 5c: *Oversee implementation of school policies concerning acceptable use, legal and ethical responsibilities toward all learners and guidelines for online resources.*

Performance Indicator 5D: Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools.

Profile 5d: *Promote use of digital age tools and resources to establish collaborative learning projects among students within and outside the school setting.*

- i. The Standards for School Administrators can be found on the website: <http://www.iste.org>. Also located in *School Leader Internship* 4th by Martin, et al. (Appendix F, page 178)

Appendix C Letters of Support



*Office of Graduate Programs
Graduate Program in School Leadership*

_____, 2023

Dear Superintendent _____,

One of your teachers, _____, at _____, has been accepted to the Graduate School Leadership Program at Providence College.

The purpose of this letter is to ask your support for this teacher as a future principal. The PC program consists of *ten graduate courses, each of which requires a daylong out-of-district field experience*. Such opportunities serve multiple purposes. Rhode Island certification covers K-12 schools (elementary, middle and high school) in urban, urban ring and suburban districts. Given this, our future leaders need time in a variety of settings to broaden their knowledge.

A two-semester internship follows completion of coursework. If his/her principal agrees to serve as a mentor, the intern may utilize time before school, after school, and during preparation periods to fulfill requirements. Field experiences, however, continue to be a need. We ask that you release the intern for *four days per semester during the two internship semesters*.

Engaging this teacher in district or school-wide initiatives is another aspect of preparation. Could this principal-in-training be involved in efforts such as strategic planning, curriculum writing, a school improvement team, NEASC accreditation preparation or any other ongoing effort? Perhaps this candidate could be a part of organizational functions such as scheduling, budgeting, or school policy and procedure development.

Classroom learning at the graduate level is only one component of leadership training. The more opportunities we provide at the “teacher leadership” level, the better prepared our candidates will be.

The support explained in this letter will be essential. We appreciate your assistance in preparing our future leaders. If you have questions or ideas, I would be happy to discuss them with you.

Sincerely,



Diane DiSanto, Ed.D.
Director
Graduate School Leadership Program

Appendix C
Letters of Support

Letter of Support for Clinical/Field Experiences

Superintendent's Record of Support

Teacher _____ Date _____

School _____

District _____ Superintendent _____

The above-named teacher is accepted to the Graduate School Leadership Program at Providence College.

Participation in our program requires the following support:

- One day per course for out-of-district field experiences (9 days total over the time period that it takes a candidate to complete ten courses)
- Four days each semester during a two-semester internship (8 days totals after courses are completed)
- Opportunities for involvement in school and/or district initiatives, if possible

Our district is able to provide this Providence College student the type of support required by the Graduate School Leadership Program:

_____ Yes

_____ No

Superintendent's Signature _____ Date _____

Appendix D
Letter of Commitment for Clinical Experiences



PROVIDENCE
COLLEGE

School of Professional Studies
Graduate Program in School Leadership

Candidate's Commitment to Field/Clinical Experiences

Name:

Date accepted into the M.Ed. Program at PC: _____

This form acknowledges that the Superintendent of Schools in my school district,
_____, is not able to sign the Letter of Support granting me 20
days for field/clinical experiences. Since these field/clinical experiences are a requirement of the
Providence College Graduate Program in School Leadership, I will use alternative means to meet
this requirement, such as professional days or other opportunities available to me.

Candidate's Signature: _____

Date: _____

Appendix E
Projects Designated for the Portfolio

Directions: Place the following projects in your E-Portfolio. For example, in the “Standard 1” folder, you should upload your School Improvement Plan from EDU 522 and your Action Research Project from EDU 514.

RISEL #1	Mission, Vision, and Core Values: Effective educational leaders collaboratively develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and social and emotional well-being of each student.
EDU 522 Operations & Management	School Improvement Plan
EDU 514 Program Eval: Research	Action Research Project: Framing the problem, clarification of vision and targets, review of the literature, theory of action; methodology; final proposal.
RISEL #2	Ethics and Professional Responsibilities: Effective educational leaders act ethically and in accordance with professional standards to promote each student’s academic success and social and emotional well-being.
EDU 505 School Law	One of the following: Staffing policy, student inclusion policy, or comparison and analysis of 3 district policy manuals.
EDU 504 Supervision of Personnel	Digital Footprint
RISEL #3	Equity and Cultural Responsiveness: Effective educational leaders ensure equity of educational opportunity and culturally responsive practices to promote each student’s academic success and social and emotional well-being.
EDU 512 Family & Community Engagement	Institutional Bias: Student Data Analysis and Plan for equitable access to education.
EDU 512 Family & Community Engagement	Identity and Cultural Autobiography: Impact of race, gender, social class, sexual orientation, faith, ableness, and identity. (Student choice: If not used due to personally sensitive information, student may substitute another project to meet this standard.)
EDU 516 School & District Finance	Budget Analysis: Review a school budget using the equity tool provided.
RISEL #4	Curriculum, Instruction, and Assessment: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and social and emotional well-being.
EDU 532 Curriculum	Standards-Based Unit of Instruction
EDU 513 Supervision of Instruction	Lesson Plan Structure: Visual Representation of a Highly Effective Lesson Plan

Appendix E
Projects Designated for the Portfolio

RISEL #5	Community of Care and Support for Students: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and the social and emotional well-being of each student.
EDU 504 Supervision of Personnel	Incident Command FEMA IS-100.b Online training and Certification: first in ICS series designed to meet the all-hazard, all-agency NIMS ICS requirement for operational personnel.
EDU 512 Family & Community Engagement	Community/Stakeholder Partnership Field Site Project: Identify school needs (student data analysis), visit a community-based organization (CBO) to support the need, and develop a plan for community support. (Include this assignment if the CBO you chose supports the social and emotional well-being of students.)
RISEL #6	Professional Capacity of School Personnel: Effective educational leaders, in collaboration with stakeholders, develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.
EDU 513 Supervision of Instruction	Lesson Observation Field Experience: <u>Formal</u> observation using the RI Model Evaluation and Support System Guidebook focusing on Domains 2 and 3.
EDU 515 Principal as Instructional Leader	Common Core Standards Project: Analysis of a standard (or subgroup) demonstrating the progression, rigor, student output, teaching strategies, and resources based on data trends.
RISEL #7	Professional Community for Teachers and Staff: Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and social and emotional well-being.
EDU 515 Principal as Instructional Leader	Professional Learning Community Facilitator: Simulation of a Professional Learning Community based on: Aguilar, Elena. <i>The Art of Coaching Teams: Building Resilient Communities that Transform Schools</i> . San Francisco: Jossey-Bass, 2016
EDU 515 Principal as Instructional Leader	Field Experience Reflection of an Interview with an instructional leader connecting interview, theory, and research pertaining to the culture for professional staff that promotes improvement of practice and high levels of student learning.
RISEL #8	Meaningful Engagement of Families and Community: 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.
EDU 512 Family & Community Engagement	Community/Stakeholder Partnerships Field Site Project: Identify school needs (student data analysis), visit a community-based organization (CBO) to support the need, and develop a plan for community support.
EDU 512 Family & Community Engagement	Student Analysis/Community Stakeholder Reflection Write a reflection on your learning from the student analysis, CBO meeting, and peer feedback.
RISEL #9	Operations and Management: Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.
EDU 516 School Finance	School Budget: Prepare a school budget and school improvement plan using the prototypical school data provided.
EDU 505 School Law	Analysis of 5 IEPs (non-special educators) or writing an anti-bullying policy (special educators).

Appendix E
Projects Designated for the Portfolio

RISEL #10	School Improvement: Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.
EDU 514 Program Evaluation: Research	Action Research Project: Framing the problem, clarification of vision and targets, review of the literature, theory of action; methodology; final proposal.
EDU 810 Data, Tech, & the Principal	Technology Plan for Your School: Explanation and rationale for the proposed SIS system, current technology, needs (devices and infrastructure), equity, barriers, professional development, cost estimates, and projected school committee questions.
EDU 522 Operations & Management	School Accountability: Simulation of your RIDE school accountability score to school committee, examining sub-categories, plans for gaining/maintaining points, strategies for school improvement, community perspective, etc.

Appendix F
Graduate Education Scholarship Funds

Graduate Education Scholarship Funds

The annual distribution for the three Graduate Education Scholarship Funds (Monahan, Sullivan, Coccia) is used to provide small (usually 1-course) tuition scholarship grants to deserving underrepresented students who are enrolled in a Providence College Master of Education degree program.

Please complete the following application if you wish to be considered for this honor.

Student's Name: _____

Banner ID#: _____

Address: _____

Phone Number: _____

E-Mail Address: _____

Graduate Program of Study: _____

Current GPA: _____

In a maximum one-page response, please explain why you feel that you are deserving of this scholarship.

Please return this application and your written response to:

Jill E. Souza
Assistant Dean
School of Education and Social Work
Providence College
228 Harkins Hall
One Cunningham Square
Providence, RI 02918-0001

Appendix G Course Map

Name _____

Date _____

Please check any courses you have taken:

Strand 1: ___EDU 810 ___EDU 504 ___EDU 505 ___EDU 512 ___EDU 522

Strand 2: ___EDU 514 ___EDU 513 ___EDU 515 ___EDU 516 ___EDU 532

Strand 3: ___EDU 530 ___EDU536

Please indicate which courses you tentatively plan to take each semester. Neither you nor the program are bound to this schedule. We use program maps to assist with scheduling; however, we must recognize that circumstances sometimes change for both parties and adjustments must be made. We try to maintain some flexibility without requiring you to follow a rigid path and sequence. Please refer to the Course Sequence Chart (outlined above) when planning your schedule. Thank you for your assistance.

		Fall 2023	Spring 2024
Summer I 2024	Summer II 2024	Fall 2024	Spring 2025
Summer I 2025	Summer II 2025	Fall 2025	Spring 2026
Summer I 2026	Summer II 2026	Fall 2027	Spring 2027
Summer 1 2027	Summer II 2027	Fall 2028	Spring 2028

Anticipated graduation date _____

**Modifications must be approved by the director. Submit a newly revised course map to the Graduate Assistant, Nakyah Dagraca, ndagraca.ga@providence.edu*

Appendix H Course Sequence Chart

Course Sequence Chart 2023-2024

Fall

	Monday	Tuesday	Wednesday	Thursday
4:00-6:30 pm		EDU 532 Curriculum Design and Construction (P. Cummings)	EDU 530 Internship I EDU 536 Internship II (O'Brien/Capellan) EDU 505 School Law (S. Adams)	EDU 514 Program Eval: Research for Continuous Improvement (S Kite)
7:00-9:30 pm		EDU 513 Supervision of Instruction (M Almeida)	EDU 504 Personnel (L Filippelli)	EDU 516 School & District Finance (K Stringfellow) EDU 810 Data, Technology, & Principal (T Napolitano)

Spring

	Monday	Tuesday	Wednesday	Thursday
4:00-6:30 pm	EDU 512 Family and Community Engagement (A Zia)	EDU 515 Principal as Instructional Leader (C Arnold)	EDU 505 School Law (S Adams) EDU 530 Internship I EDU 536 Internship II (O'brien/Capellan)	EDU 567 Sup of Special Ed (P. Vigeant) EDU 522 Operations & Management (M Hobin) *SoRI Cohort only*
7:00-9:30 pm		EDU 513 Supervision of Instruction (M. Almeida)	EDU 504 Personnel (L. Filippelli)	EDU 516 School & District Finance (K Stringfellow) EDU 810 Data, Technology, & Principal (T. Napolitano)

Summer I

	Monday/Wednesday	Tuesday/Thursday
4:30-8:00pm	EDU 532 Curriculum Design/Construction (F Leary) EDU 515 Principal as Instructional Leader (C Arnold)	EDU 514 Program Eval Research for Continuous Improvement (S Kite)

Summer II

	Monday/Wednesday	Tuesday/Thursday
4:30-8:00pm	EDU 512 Family & Community Engagement (A Zia) EDU 527 School Plant Planning (L Filippelli)	EDU 810 Data, Technology, & Principal (T Napolitano) EDU 522 Operations & Management (M Hobin)

Appendix I
Portfolio Cover Page for
Coursework

Portfolio Cover Page for Coursework

Candidate: _____ Date: _____

EDU: _____ Course Title: _____

1. Briefly describe the assignment.

2. Identify the one RI Standard for Educational Leaders (RISEL) that is most relevant and applicable to this project or assignment.

a. RISEL #:

b. Performance indicators (may identify any number for the standard selected):

c. Rationale: Explain how your assignment relates to the above standard.

3. Please check the **skills and competencies you demonstrated in this assignment/project.**

- | | |
|--|---|
| <input type="checkbox"/> Collaborative, community builder | <input type="checkbox"/> Self-reflective |
| <input type="checkbox"/> Interpersonal skills | <input type="checkbox"/> Commitment to professional growth |
| <input type="checkbox"/> Oral communication skills | <input type="checkbox"/> Students-centered |
| <input type="checkbox"/> Written communication skills | <input type="checkbox"/> Use of technology |
| <input type="checkbox"/> Knowledge of new and state-based Initiatives | <input type="checkbox"/> Data-based decision-making |
| <input type="checkbox"/> Visionary, strategic planning | <input type="checkbox"/> Use of PK-12 Standards |
| <input type="checkbox"/> Commitment to diversity, equity, and social justice | <input type="checkbox"/> Knowledge of teaching/ learning based on theory and research |

4. Instructor's Comments:

5. Instructor's Signature

Grade

Date

Appendix J

Rubric for Oral Presentations

Criteria	Exemplary 3	Proficient 2	Not Acceptable 1
<p>Language</p> <p>Delivery</p> <p>Style</p>	<p>Speaks clearly, effectively, and confidently (e.g. volume, pace, articulation); language flows easily.</p> <p>Creatively engages the audience.</p> <p>Use a creative presentation style that suits the purpose and audience.</p> <p>Uses vocabulary that is rich and varied, appropriate for context and audience; uses correct grammar.</p>	<p>Speaks clearly (e.g. volume, pace, articulation).</p> <p>Engages the audience somewhat.</p> <p>Uses a presentation style that suits the purpose and audience.</p> <p>Uses appropriate vocabulary for the audience and context; uses correct grammar.</p>	<p>Does not speak clearly at times (e.g. volume, pace, articulation).</p> <p>Does not engage the audience.</p> <p>Uses a presentation style that does not suit the purpose and audience.</p> <p>Rarely uses appropriate vocabulary for the audience and context; uses correct grammar.</p>
<p>Organization and Preparation</p>	<p>Introduces the topic clearly and creatively.</p> <p>Maintains a strong focus.</p> <p>Includes smooth transitions between key points.</p> <p>Concludes with compelling application / implications.</p> <p>Organizes the presentation in a creative, coherent way appropriate to its purpose.</p>	<p>Introduces the topic clearly.</p> <p>Maintains a focus.</p> <p>Includes transitions between key points.</p> <p>Concludes with generalization or moderate point.</p> <p>Shows a basic organization to the presentation.</p>	<p>Does not introduce the topic.</p> <p>Loses focus at time.</p> <p>Rarely includes transitions between key points.</p> <p>Concludes with a summary or concludes abruptly.</p> <p>Ineffectively organizes the presentation.</p>
<p>Content</p>	<p>Defines topic or main ideas in a clear, engaging manner.</p> <p>Supports main ideas with substantive and accurate information.</p> <p>Provides a strong, tenable link between research theory and field work.</p> <p>Applies theory to practice; demonstrates significant insight (in-depth analysis and synthesis).</p>	<p>Defines the topic or main idea.</p> <p>Supports main ideas with relevant information.</p> <p>Links research theory and fieldwork.</p> <p>Applies theory to practice; demonstrates moderate insight and analysis.</p>	<p>Attempts to define topic or main ideas but is ineffective.</p> <p>Does not support main ideas with information.</p> <p>Does not link research theory and fieldwork.</p> <p>Does not analyze and synthesis the information or experience.</p>
<p>Responsiveness to Audience</p> <p>-Verbal Interaction</p> <p>-Body Language</p>	<p>Consistently clarifies, restates, and responds to questions knowledgably and confidently; summarizes when needed.</p> <p>Body language reflects comfort interacting with audience.</p>	<p>Responds to questions generally; misses opportunities for interaction.</p> <p>Body language reflects some discomfort interacting with audience.</p>	<p>Attempts to answer questions but does not do so and/or provides inadequate information.</p> <p>Body language communicates a reluctance to interact with audience.</p>

Appendix K

Rubric for Writing

Criteria	Exemplary 3	Proficient 2	Not Acceptable 1
Purpose/ Focus	<p>Establishes a clear, insightful point at the opening.</p> <p>Skillfully engages the audience and holds reader's attention.</p> <p>Maintains a cohesive focus throughout the paper.</p>	<p>Establishes a point at the opening.</p> <p>Writes with a sense of audience and generally holds the reader's attention.</p> <p>Maintains focus.</p>	<p>Does not establish a clear point at the opening.</p> <p>Does not hold the reader's attention.</p> <p>Focus is weak or lacks focus.</p>
Organization/ Content	<p>Information is presented in an orderly manner, increasing understanding and interest throughout the paper.</p> <p>Content is accurate; shows depth in the writer's understanding of concepts, theory, and research; integrates theory and practice.</p> <p>Transitions between points are smooth; ideas flow from one idea to the next and clearly lead to the writer's major conclusion.</p> <p>Reader's understanding of the topic builds naturally and cohesively throughout the paper.</p> <p>Conclusion is logical, answers an insightful question, reinforces thoughts/ideas, and offers possibilities for further inquiry, analysis, or study.</p>	<p>Information is generally presented in an orderly manner. Interest and understanding grow somewhat throughout the paper.</p> <p>Content is accurate and shows understanding of concepts, theory and research; connects theory and practice.</p> <p>Transitions between points are clear and generally lead to the writer's conclusion.</p> <p>Reader's understanding of the topic increases throughout the paper.</p> <p>Conclusion wraps up the argument or points made throughout.</p>	<p>Information is presented in a disconnected manner and does not lead to better understanding nor engage the reader.</p> <p>Content is superficial and does not show an understanding or clear link to concepts, theory and research.</p> <p>Transitions may be attempted, but do not always show a reader how ideas are connected.</p> <p>Reader is confused or has difficulty following points, no cohesion.</p> <p>Conclusion may be redundant, abrupt, or unsupported.</p>
Written Language	<p>Word choice, sentence length/structure, and paragraphing enhance the meaning of the text.</p> <p>Basically error-free in terms of spelling, usage, capitalization, punctuation, etc.</p>	<p>Word choice, sentence length/structure, and paragraphing are appropriate to the text.</p> <p>Contains a few errors in spelling usage, capitalization, punctuation, etc., but they do not impair readability.</p>	<p>Word choice, sentence length / structure, and paragraphing are weak, inappropriate to the text, or confusing to the reader.</p> <p>Too many errors impair understanding and distract the reader.</p>
Format	<p>APA conventions are followed accurately when appropriate to the paper.</p> <p>APA format is used accurately for citations and references.</p>	<p>APA conventions are followed when appropriate to the paper.</p> <p>APA format is used for citations and references.</p>	<p>Errors in APA format compromise information regarding tests.</p> <p>APA format is not used for citations and reference.</p>

Appendix L
Protocol and Rubric for Reflection

Your Name:		Date:			
Context					
Description	Guiding Questions	Responses			
A	What school did you visit?				
B	Who is the administrator you observed or interviewed?				
C	What activities did you observe? Provide a bulleted list.				
D	What is the most powerful idea or observation that you will analyze in this reflection?				
Analysis					
A	What were positive and/or negative aspects of the observation, reading, or discussion? What hidden variables may have been operative? Cite factors that helped or hindered the situation. Explain causes and consequences.				
		4 – Highly Proficient	3 - Proficient	2 – Needs Improvement	1 - Unacceptable
		Clearly and meaningfully identifies factors that fueled or tempered the situation. Presents an in-depth understanding of multiple variables in the case. Analyzes in-depth the whole experience with details and examples.	Identifies factors that tempered or fueled the situation. Understands variables underlying the case. Analyzes the experience with some detail.	Identifies some factors that had an impact on the situation. Presents some variables underlying the case. Analyzes the focus superficially; lacks depth and detail.	Does not identify factors that had an impact on the situation. Does not explain underlying variables in the case. Does not analyze the situation.

Appendix L
Protocol and Rubric for Reflection

B	From a principal’s perspective, what could have been done differently in this scenario? How would you apply the ideas/points made in the discussion or reading? What were you, as principal, thinking?				
		4 – Highly Proficient	3 - Proficient	2 – Needs Improvement	1 - Unacceptable
		Clearly assumes the principal’s role; articulates what the building leader would do in the situation.	Somewhat assumes the principal’s role. Has some ideas about what a principal would do.	Vacillates between the teacher and principal’s role. Not clear about the leader’s actions.	Does not assume the principal’s role. Stays in the teacher/other role.
C	How does theory, coursework, readings, etc. relate to this situation? Make connections to the circumstances of this reflection. Cite ideas from your current course, other courses, or personal readings, as appropriate.				
		4 – Highly Proficient	3 - Proficient	2 – Needs Improvement	1 - Unacceptable
		Thoughtfully synthesizes learning (i.e., coursework, theory, etc.) related to the topic. Applies theory meaningfully to practice. References are clear and appropriate.	Identifies theory and coursework that apply to the situation or practice.	Discusses some theory or coursework but does not apply it specifically to the situation of practice.	Does not discuss theory or coursework.
Take-Away and Self-Assessment					
A	What is your biggest take-away from this experience? Why?				
		4 – Highly Proficient	3 - Proficient	2 – Needs Improvement	1 - Unacceptable
		Clearly and succinctly explains the new knowledge about	Explains in general what s/he learned about leadership	Minimally expresses any new learning about leadership gained from	Does not articulate any new learning from the experience.

Appendix L
Protocol and Rubric for Reflection

		leadership gained through this experience.	gained from this experience.	the experience.	
B	Did you learn anything about yourself from this experience, discussion, or reading? If so, what?				
		4 – Highly Proficient	3 - Proficient	2 – Needs Improvement	1 - Unacceptable
		<p>Demonstrates an open, non-defensive attitude to critique self.</p> <p>Demonstrates ability to question own biases, stereotypes, or assumptions.</p> <p>Asks probing questions about self. Reveals new thinking based on the analysis.</p>	<p>Demonstrates an open attitude to critique self and attempts to identify growth and frustrations.</p> <p>Questions own biases and beliefs but at times is self-justifying.</p> <p>Explains some new ideas based on the analysis.</p>	<p>Demonstrates a somewhat cautious attitude toward critiquing own work.</p> <p>Minimally questions own biases and beliefs. Tries to self-justify conclusions.</p> <p>Expresses minimal new understanding of the situation.</p>	<p>Demonstrates a defensive attitude and/or does not critique own work.</p> <p>Does not question own biases or assumptions.</p> <p>Does not come to a new way of thinking based on the reflection.</p>
C	Did this reflection reveal competencies where you need to improve (see list below)? Do you need more techniques, strategies, or knowledge to handle situations? What can you do now to improve these skills?				
		4 – Highly Proficient	3 - Proficient	2 – Needs Improvement	1 - Unacceptable
		<p>Clearly and specifically identifies the leadership skills s/he needs to improve.</p> <p>Clearly and specifically delineates the steps s/he will take to refine the</p>	<p>Identifies leadership skills that s/he needs to improve.</p> <p>Discusses the direction in general that s/he will take to</p>	<p>Discusses leadership skills in general but not how they relate to self.</p> <p>Vague in planning for the future.</p>	<p>Does not articulate what leadership skills s/he needs to improve.</p> <p>Does not present a plan for self-improvement</p>

Appendix L
Protocol and Rubric for Reflection

		identified skills.	improve his/her skills.		
D	Given the feelings you initially identified in this reflection, how did those feelings affect your reactions to this experience, reading or discussion? How are those feelings significant to your learning?				
		4 – Highly Proficient	3 - Proficient	2 – Needs Improvement	1 – Unacceptable
		Clearly explains the relationship between feelings and actions and how those feelings impact learning. Shows depth.	Explains the relationship between feelings and actions.	Minimally articulates the relationship between feelings and actions.	Does not connect feelings during the activity with his/her actions.
Writing					
		1 Additional Point	No Points	Rewrite	Rewrite
	Writing: <ul style="list-style-type: none"> • Grammar and spelling • Word choice • Organization and structure 	Free of errors in grammar and spelling. Well-organized, concise, and on topic. Excellent variation in word choice and language.	Only a few errors in grammar and spelling. Fairly well-organized, concise, and on topic. Good variation in word choice and language	Multiple errors in grammar and spelling. Shows some organization; could be more concise and on point. Limited variation in word choice and language.	Many errors in grammar and spelling. Not organized, too wordy, and at times off topic. Repetitive word choice and little variation in language.
Scoring					
	Scoring	Highly Proficient Sub-total: _____	Proficient Sub-total: _____	Needs Improvement Sub-total: _____	Unacceptable Sub-total: _____
	Total for Reflection: _____ / 29 possible points				

Appendix L
Protocol and Rubric for Reflection

Scoring Guide	A+	$29/29 = 100\%$	B-	$24/29 = 82.7\%$
	A	$28/29 = 96.5\%$	C+	$23/29 = 79.3\%$
	A-	$27/29 = 93.1\%$	C	$22/29 = 75.8\%$
	B+	$26/29 = 89.6\%$	C-	$21/29 = 72.4\%$
	B	$25/29 = 86.2\%$	D	20/29 or below

Leadership Competencies:

Collaborative, community builder	Commitment to diversity, equity, and social justice	Use of PK – 12 standards	Knowledge of teaching/ learning based on theory and research
Interpersonal skills	Written communication skills	Commitment to professional growth	Knowledge of new and state-based initiatives
Self-reflective	Oral communication skills	Use of technology	Data-based decision making
Student centered	Visionary, strategic planner		

Appendix M
Classifications of Cities and Towns

	Urban Core	Urban Ring	Suburban
Cities and Towns	Central Falls	Cranston	Barrington
	Pawtucket	East Providence	Bristol
	Providence	Johnston	Burrillville
	Woonsocket	Newport	Charlestown
		North Providence	Coventry
		Warwick	Cranston
		West Warwick	Cumberland
			East Greenwich
			Exeter
			Foster
			Gloucester
			Hopkinton
			Johnston
			Lincoln
			Little Compton
			North Kingstown
			North Smithfield
			Richmond
			Scituate
			Smithfield
		South Kingstown	
		Tiverton	
		Westerly	
		West Greenwich	

Appendix N
Mid-Point Assessment
 (After 5 courses)

Part 1:

Directions: When completing your self-assessment, please reflect on your leadership skills. Rate them according to each scale and cite examples (evidence) of the specific leadership skills you demonstrated through your projects and/or experiences.

Opportunity:

- N = I have had no opportunities to explore this standard.
- 1 – My experience is limited to readings and coursework.
- 2 – My experience is limited to observing school leaders.
- 3 – My experience is at a co-leading or semi-independent level.
- 4 – My experience is at a leading or independent level.

Competency:

If No Opportunity, leave Competency Level blank.

- 1 – Fundamental Awareness:** I have basic knowledge of this standard but need to begin demonstrating the leadership skills necessary to transition from theory into practice.
- 2 – Novice:** I have knowledge of this standard and some limited (or inconsistent) experiences co-leading; that is, limited experiences demonstrating leadership skills in practice.
- 3 – Effective:** I exhibit strong leadership skills while co-leading initiatives and taking some independent responsibilities.
- 4 – Highly Effective:** I exhibit outstanding leadership skills while independently leading three or more initiatives and taking full responsibility.

Standard	Opportunity		Competency Level	PRIMARY Work Sample(s) May include evidence from courses or work experience.	Course(s)
RISEL 1	N	1 2 3 4	1 2 3 4		
RISEL 2	N	1 2 3 4	1 2 3 4		
RISEL 3	N	1 2 3 4	1 2 3 4		
RISEL 4	N	1 2 3 4	1 2 3 4		
RISEL 5	N	1 2 3 4	1 2 3 4		
RISEL 6	N	1 2 3 4	1 2 3 4		
RISEL 7	N	1 2 3 4	1 2 3 4		
RISEL 8	N	1 2 3 4	1 2 3 4		
RISEL 9	N	1 2 3 4	1 2 3 4		
RISEL 10	N	1 2 3 4	1 2 3 4		
ISTE 1	N	1 2 3 4	1 2 3 4		
ISTE 2	N	1 2 3 4	1 2 3 4		
ISTE 3	N	1 2 3 4	1 2 3 4		
ISTE 4	N	1 2 3 4	1 2 3 4		
ISTE 5	N	1 2 3 4	1 2 3 4		

Appendix N
Mid-Point Assessment
(After 5 courses)

Part 2: Midpoint Assessment

Write a response of no more than 300 words to each of the following prompts:

1. What have you learned about yourself as a learner and as a leader? Has your perspective changed? How?
2. What were your two most valuable leadership experiences or projects thus far? Why? (If you are engaged in leadership initiatives within your current school, you may include them as well as coursework projects.)
3. How do you see your leadership potential exhibiting itself? Reflect specifically on the leadership competencies listed below which are essential to being an effective leader. Which are your strengths? Challenges?
4. Review the standards (RISEL and ISTE). Which standards reflect your strengths? Which standards remain a challenge? Explain using specific examples

Part 3

Prepare a presentation using your modality of choice (PowerPoint, Prezi, etc.) to address the key points articulated in response to the questions. Be as creative as you like. Your goal is to present a comprehensive, but concise, picture of yourself and the impact that the Graduate School Leadership Program has had on your development as a potential principal.

Presentation length: 30 minutes (20-minute presentation and 10 minutes questions/discussion)

Leadership Competencies:

1. Collaborative, community builder
2. Interpersonal skills
3. Oral communication skills
4. Written communication skills
5. Visionary, strategic planner
6. Student-centered
7. Self-reflective
8. Commitment to diversity, equity, and social justice
9. Data-driven decision making
10. Use of PK-12 student standards
11. Use of technology
12. Knowledge of teaching and learning based on theory and research
13. Current in research-based initiative
14. Commitment to professional development

Appendix O

Mid-Point Assessment Faculty Rating Form

Candidate Name: _____

Date: _____

1. Standard Competency Rating Scales:

1 = Ineffective – Experience limited to readings and coursework. (OR) Exhibits low performance while leading or co-leading initiatives.

2 = Developing – Experience is limited to observing school leaders. (OR) Exhibits inconsistent or moderate performance while leading or co-leading initiatives.

3 = Effective – Exhibits strong performance level while co-leading initiatives with some independent responsibilities. Exhibits quality school leadership behaviors and professional responsibilities.

4 = Highly Effective – Exhibits outstanding performance level while independently leading three or more initiatives. Exhibiting high quality school leadership behaviors and professional responsibilities.

Criteria	Strength	Focus	Competency Rating
Standard Competency			
RI Leadership Standards			(1 2 3 4) X 2 = ____
ISTE Standards			1 2 3 4

2. Leadership Competency Rating Scales:

1 = Poor 2 = Limited 3 = Satisfactory 4 = Exceptional

Leadership Competency				
Interpersonal Skills	Facilitation skills, conflict resolution, collaboration, demeanor.	1	2	3 4
Leadership Potential	Vision, disposition, problem solver, initiates action, use of data for decision making.	1	2	3 4
Self-Reflection / Assessment	Systematically assesses one’s own practice to gain a deeper understanding of knowledge and competencies; plan for professional growth.	1	2	3 4
Communication	Oral and written communication.	1	2	3 4

Appendix O

Mid-Point Assessment Faculty Rating Form

3. Commendations		Qualitative Feedback			
4. Recommendations					
5. Determination		Program Completion Not Endorsed	13 or Less Pts.		
		Additional Evidence / Work Required	14-15 Pts.		
		Program Completion	16-23 Pts.		
		Program Completion w/ Distinction	24+ Pts.		

Reviewer Signatures:

Appendix P

End of Coursework Assessment

Part 1:

Directions: When completing your self-assessment, please reflect on your leadership skills. Rate them according to each scale and cite examples (evidence) of the specific leadership skills you demonstrated through your projects and/or experiences.

Opportunity:

- N = I have had no opportunities to explore this standard.
- 1 – My experience is limited to readings and coursework.
- 2 – My experience is limited to observing school leaders.
- 3 – My experience is at a co-leading or semi-independent level.
- 4 – My experience is at a leading or independent level.

Competency:

If No Opportunity, leave Competency Level blank.

- 1 – Fundamental Awareness:** I have basic knowledge of this standard but need to begin demonstrating the leadership skills necessary to transition from theory into practice.
- 2 – Novice:** I have knowledge of this standard and some limited (or inconsistent) experiences co-leading; that is, limited experiences demonstrating leadership skills in practice.
- 3 – Effective:** I exhibit strong leadership skills while co-leading initiatives and taking some independent responsibilities.
- 4 – Highly Effective:** I exhibit outstanding leadership skills while independently leading three or more initiatives and taking full responsibility.

Standard	Opportunity		Competency Level	PRIMARY Work Sample(s) May include evidence from courses or work experience.	Course(s)
RISEL 1	N	1 2 3 4	1 2 3 4		
RISEL 2	N	1 2 3 4	1 2 3 4		
RISEL 3	N	1 2 3 4	1 2 3 4		
RISEL 4	N	1 2 3 4	1 2 3 4		
RISEL 5	N	1 2 3 4	1 2 3 4		
RISEL 6	N	1 2 3 4	1 2 3 4		
RISEL 7	N	1 2 3 4	1 2 3 4		
RISEL 8	N	1 2 3 4	1 2 3 4		
RISEL 9	N	1 2 3 4	1 2 3 4		
RISEL 10	N	1 2 3 4	1 2 3 4		
ISTE 1	N	1 2 3 4	1 2 3 4		
ISTE 2	N	1 2 3 4	1 2 3 4		
ISTE 3	N	1 2 3 4	1 2 3 4		
ISTE 4	N	1 2 3 4	1 2 3 4		
ISTE 5	N	1 2 3 4	1 2 3 4		

Appendix P

End of Coursework Assessment

Part 2: End of Coursework Assessment

Write a response of no more than 300 words to each of the following prompts:

1. Review the list below of leadership competencies. Which three are your strongest? Which three are your greatest challenge? Explain using specific examples from your portfolio and/or work experiences.
2. Review the standards (RISEL and ISTE). Which standards reflect your strengths? Which standards remain a challenge? Explain using specific examples from your portfolio and/or work experiences.
3. In Questions #1 and #2, you reflected on the competencies and standards. What do you expect from your internship? What personal and professional growth do you anticipate? What is your plan for addressing your challenges?
4. Describe your clinical experiences. What impact have they had on your thinking about leadership? After reflecting on them, have you gained any new insights that you can apply in practice?
5. How have you progressed as a **learner** and as a **leader**? Now that you have completed all your coursework, how have you changed from the person you were when you entered the program?

Part 3

Prepare a presentation using your modality of choice (PowerPoint, Prezi, etc.) to address the key points made articulated in response to the questions. Be as creative as you like. Your goal is to present a comprehensive, but concise, picture of yourself and the impact that the Grad Admin Program has had on your development as a potential principal.

Presentation length: 30 minutes (20-minute presentation and 10 minutes questions/discussion)

Leadership Competencies:

1. Collaborative, community builder
2. Interpersonal skills
3. Self-reflective
4. Student centered
5. Commitment to diversity, equity, and social justice
6. Written communications skills
7. Oral communication skills
8. Visionary, strategic planner
9. Use of PK-12 student standards
10. Commitment to professional growth
11. Use of technology
12. Knowledge of teaching and learning based on theory and research
13. Data-driven decision-making
14. Current in research-based initiative

Appendix Q

End of Coursework Assessment Faculty Rating Form

Candidate Name: _____

Date: _____

1. Standard Competency Rating Scales:

1 = Ineffective – Experience limited to readings and coursework. (OR) Exhibits low performance while leading or co-leading initiatives.

2 = Developing – Experience is limited to observing school leaders. (OR) Exhibits inconsistent or moderate performance while leading or co-leading initiatives.

3 = Effective – Exhibits strong performance level while co-leading initiatives with some independent responsibilities. Exhibits quality school leadership behaviors and professional responsibilities.

4 = Highly Effective – Exhibits outstanding performance level while independently leading three or more initiatives. Exhibiting high quality school leadership behaviors and professional responsibilities.

Criteria	Strength	Focus	Competency Rating
Standard Competency	Strength	Focus	
RI Leadership Standards			(1 2 3 4) X 2 = ____
ISTE Standards			1 2 3 4

2. Leadership Competency Rating Scales:

1 = Poor 2 = Limited 3 = Satisfactory 4 = Exceptional

Leadership Competency				
Interpersonal Skills	Facilitation skills, conflict resolution, collaboration, demeanor.	1	2	3 4
Leadership Potential	Vision, disposition, problem solver, initiates action, use of data for decision making.	1	2	3 4
Self-Reflection / Assessment	Systematically assesses one’s own practice to gain a deeper understanding of knowledge and competencies; plan for professional growth.	1	2	3 4
Communication	Oral and written communication.	1	2	3 4

Appendix Q

End of Coursework Assessment Faculty Rating Form

3. Commendations		Qualitative Feedback			
4. Recommendations					
5. Determination		Program Completion Not Endorsed	13 or Less Pts.		
		Additional Evidence / Work Required	14-15 Pts.		
		Program Completion	16-23 Pts.		
		Program Completion w/ Distinction	24+ Pts.		

Reviewer Signatures:

Appendix R
First Semester Individual Learning Plan

Intern:	Clinical Educator (CE):	
School:	School Level:	School District:

Yearlong Action Research Project #1: First Semester Progress Report: Date Completed:

Level of Leadership: 1, 2 and 3. NA 4. Leading Independently: _____

Standard /Focus /Purpose	Description

Project #2: Date Completed:

Level of Leadership: 1 and 2. NA 3. Co-leading/partial responsibility: _____ 4. Leading: _____

Standard /Focus /Purpose	Description

Please note: Only one of your six projects may be at Level 3 Co-leading.

Appendix R
First Semester Individual Learning Plan

Project #3:

Date Completed:

Level of Leadership: 1 and 2: NA

3. Co-leading/partial responsibility ____

4. Leading: ____

Standard /Focus /Purpose	Description

Other Requirements:

1. Weekly Mentoring Conferences: CE and intern will meet one hour per week for mentoring, guidance and feedback:

Day:

Time:

2. Assessment by Clinical Educator. The CE will provide the intern with weekly feedback. Interns will document that feedback using the appropriate form which is then signed by the CE and submitted to the CS at the biweekly seminars. This form provides the CS with feedback regarding the intern’s competencies and performance. Mentoring the intern is a joint effort, and communication between educator and supervisor are critical in maximizing the intern’s growth and development.

3. Clinical Supervisor Observations. On two occasions per semester, the CS will observe the intern on-site during a time when s/he is engaged in leading one of the above projects. Other conferences with the intern and CE may occur on an as needed basis.

4. Signatures of Understanding indicate that the intern, clinical educator and clinical supervisor have jointly developed the activities outlined in this ILP and agree to the intern’s leading the stated initiatives. The clinical educator and supervisor will mentor the intern throughout this principal preparation process as required by Providence College and the RI Department of Education.

Intern _____ Clinical Educator _____

Clinical Supervisor _____ Date _____

Appendix S
Second Semester Individual Learning Plan

Intern:	Clinical Educator (CE):	
School:	School Level:	School District:

Project #4: Date Completed:

Level of Leadership: 1, 2, and 3 NA 4. Leading Independently: ____

Standard /Focus /Purpose	Description

Project #5: Date Completed:

Level of Leadership: 1, 2, and 3 NA 4. Leading Independently: ____

Standard /Focus /Purpose	Description

Appendix S

Second Semester Individual Learning Plan

Other Requirements:

- 1. Weekly Mentoring Conferences:** CE and intern will meet one hour per week for mentoring, guidance and feedback:
Day: _____ Time: _____
- 2. Assessment by Clinical Educator.** The CE will provide the intern with weekly feedback. Interns will document that feedback using the appropriate form which is then signed by the CE and submitted to the CS at the biweekly seminars. This form provides the CS with feedback regarding the intern's competencies and performance. Mentoring the intern is a joint effort, and communication between educator and supervisor are critical in maximizing the intern's growth and development.
- 3. Clinical Supervisor Observations.** On two occasions per semester, the CS will observe the intern on-site during a time when s/he is engaged in leading one of the above projects. Other conferences with the intern and CE may occur on an as needed basis.
- 4. Signatures of Understanding** indicate that the intern, clinical educator and clinical supervisor have jointly developed the activities outlined in this ILP and agree to the intern's leading the stated initiatives. The clinical educator and supervisor will mentor the intern throughout this principal preparation process as required by Providence College and the RI Department of Education.

Intern _____ Clinical Educator _____

Clinical Supervisor _____ Date _____

Appendix T
Analysis of Project Components

Intern:
Project:

Date:
Title:

I	General Information	
	Purpose	
	Goal(s) of the project	
	Description of project	
	Impact on Student Learning and/or Learning Environment	
II	Standards	
	Focus RISEL Standard /Indicator(s)	
	Additional RISEL Standard /Indicator(s)	
	ISTE Standards	
	Integration of ISTE Standard(s)	
III	Leadership Development	
	Competencies #	
IV	Reflection	
V	Documents	
VI	References (APA Style)	

Appendix U
Class Participation Rubric

EDU 530/ 536

	Excellent <i>4 points</i>	Good <i>3 points</i>	Fair <i>2 points</i>	Poor <i>1 point or no points</i>
Attendance	<p align="center">Excellent</p> <p>Student is always on time and regularly attends classes.</p>	<p align="center">Good</p> <p>Student is late once or twice.</p>	<p align="center">Fair</p> <p>Student is late three times and absent once.</p>	<p align="center">Poor</p> <p>Student has four or more absences in the semester. Zero points for 5+ absences.</p>
Level of Engagement and Behavior	<p align="center">Excellent</p> <p>Student often asks questions and participates in pair/group discussions.</p>	<p align="center">Good</p> <p>Student sometimes asks questions and participates in pair/group discussions.</p>	<p align="center">Fair</p> <p>Student rarely participates in class and struggles with pair/group discussions.</p>	<p align="center">Poor</p> <p>Student never participates in class and does not participate in pair/group discussions.</p>
Preparation	<p align="center">Excellent</p> <p>Student is always prepared for class with assignments and required materials.</p>	<p align="center">Good</p> <p>Student is usually prepared for class with assignments and required materials. Minimal attempts to submit materials late.</p>	<p align="center">Fair</p> <p>Student is frequently unprepared for class with assignments and required materials/ Attempts to submit some materials late.</p>	<p align="center">Poor</p> <p>Student is almost always unprepared for class with assignments and required materials. Often attempts to submit materials late.</p>

**Appendix V
Log of Activities and Hours**

Date	Description of Activity	Hours	District	School Type	Diversity	RISEL Standards	RISEL Elements

Appendix W

Portfolio Cover Page for
Field Experience

Portfolio Cover Page for Field Experience

Student: _____ Date: _____
School: _____ Elementary Middle Secondary
District: _____ Urban Urban Ring Suburban
EDU: _____ Course title: _____ Professor: _____

Location of the field experience:

School: _____ Elementary Middle Secondary
District: _____ Urban Urban Ring Suburban

1. Briefly describe the assignment.

2. Identify the one RI Standard for Educational Leaders (RISEL) that is most relevant and applicable to this project or assignment.

- a. RISEL #:
- b. Performance indicators (may identify any number for the standard selected):
- c. Rationale: Explain how your assignment relates to the above standard.

3. Please check the **skills and competencies** you demonstrated in this assignment/project.

- | | |
|--|--|
| <input type="checkbox"/> Collaborative, community builder | <input type="checkbox"/> Self-reflective |
| <input type="checkbox"/> Interpersonal skills | <input type="checkbox"/> Commitment to professional growth |
| <input type="checkbox"/> Oral communication skills | <input type="checkbox"/> Student-centered |
| <input type="checkbox"/> Written communication skills | <input type="checkbox"/> Use of Technology |
| <input type="checkbox"/> Knowledge of new and state-based initiatives | <input type="checkbox"/> Data-based decision-making |
| <input type="checkbox"/> Visionary, strategic planning | <input type="checkbox"/> Use of PK-12 standard |
| <input type="checkbox"/> Commitment to diversity, equity, and social justice | <input type="checkbox"/> Knowledge of teaching/learning based on theory and research |

4. Instructor's Comments:

5. Instructor's Signature _____ Grade _____ Date _____

Appendix X
Action Research Template

ACTION RESEARCH PROPOSAL

Action Research for Program Evaluation

You will identify a program or initiative at your school that you wish to evaluate. You will be progressing through this project weekly throughout the term. There are three progress reports; Framing the Problem, Review of the Literature, and Methodology. The progress reports allow you to think through the stages of a proposal to evaluate the program and receive feedback prior to the final submission.

Purpose of the Proposal

This proposal is a plan for engaging in action research to address an issue in education and/or evaluate a current program. The research proposal presents a comprehensive justification for the research and explains the study so that non-experts in the field may understand the rationale for undertaking the research and the justification for using the selected approach.

Proposals typically address many questions, including but not limited to the following:

- What is already known on this topic?
- What is to be learned from the proposed study?
- Why is the proposed study worth doing?
- Why was the particular method of exploration or investigation selected?
- How valid will the conclusions of the proposed study be?

A complete and thoughtful proposal is often possible only after some preliminary inquiry has begun. The research focus often changes as the study matures, and the particular content and organization of the conceptual framework within which the project is situated may require redefinition.

This is the full template you will use for your final Action research project in the Program Internship. In this course, you will complete a proposal for an action research study, not the full study. No data will be collected.

Instructions: Use this template as both a guide and a worksheet to organize your Action Research Project. Completing each section will move you through the steps to both design and then implement an action research project in your practice.

Appendix X
Action Research Template

Framing the Problem - Clarifying Vision & Targets – Progress Report One

Name of Project: Create a title that clearly articulates the action research you will be conducting

Describe the Site:

School/district description should include all pertinent information needed to understand your study.

Problem Rational: Present the problem or situation to provide context for the reader.

Overview of the circumstances, issues, and background of the problem.

Establish and justify the importance of addressing the problem.

This section addresses the current state of uncertainty surrounding the problem, the need for change, and the insufficiency of current knowledge or practice.

Program/Initiative: Describe the program/initiative you will investigate.

What problems or issues will the program/initiative will address? (If different or more specific than described above)

Are there unique factors influencing the issue?

What are the indicators for success?

What metrics are in place?

What additional metrics/measures do you recommend?

Purpose of the Study: Conclude with the purpose of the study, which summarizes the research objectives, the target population under study, the methodological approach, and theory/theoretical frameworks, if appropriate. Relevant personal background factors, including biases and motivation, may also be addressed.

Research Question: What questions drive this work? (What student challenges are you attempting to address)?

RISEL Standards Addressed:

List out all standards your action research study will address.

References

The reference list includes all documents cited in the proposal. APA 7th Edition formats are required. (See the *Publication Manual of the American Psychological Association*.)

Appendix X

Action Research Template

Review of the Literature, Theory of Action –Progress Report Two

The second progress report consists of a review of the relevant literature to further frame the problem. You will find five (5) articles to inform the topic; with at least two articles from peer reviewed journals and empirical in nature. The review should provide a broader view of the problem the school experienced and the program or initiative instituted. Efforts should be made to gather literature that both supports and refutes the program.

The literature review describes previous research, perspectives, actions, or theoretical frameworks related to the study. This section reviews the literature to establish the body of knowledge on which the study is based and from which it derives its intellectual moorings. The purpose of the review is to ground the study in the theoretical and conceptual frameworks underlying the problem. The discussion includes the status of knowledge on the problem, theoretical perspectives, tested solutions or inconclusive results.

The review must use primary sources, not secondary sources, although secondary sources may be used as starting points; must be critical, not merely descriptive, by assessing the strengths and weaknesses of existing knowledge; and must be integrative, not iterative, by synthesizing knowledge into a cohort whole.

The review of literature should be based on empirical research; journal articles discussing research studies. Avoid using anecdotal articles, unless they are based on the research or are from reputable experts in the field.

This progress report is an annotated bibliography of your sources. You should include the full APA citation for the article, and bullet points of the key points that support your study.

References

The reference list includes all documents cited in the proposal. APA 7th Edition formats are required. (See the *Publication Manual of the American Psychological Association*.)

Appendix X Action Research Template

Methodology – Progress Report Three

The third progress report consist of the proposed methodology for the program evaluation. You should identify, defend, and describe the approach, research design, sampling, and instruments for the evaluation.

Research Design:

What approach and design will you employ?

Briefly (1-2 sentences) describe the roll out of the study.

Why is this the best choice?

Identify two advantages to the design(s) you have chosen

Identify two disadvantages to the design(s) you have chosen

What are two safeguards you may need to employ?

How might you triangulate the findings?

Sample:

What sampling method(s) will you employ?

Why is/are this/they the best choice?

Identify two advantages to the sample (s) you have chosen

Identify two disadvantages to the sample (s) you have chosen

What are two safeguards you may need to employ?

Will the sample be equitable (include all groups)? If not, defend.

Instrument:

What instrument(s) will you employ?

Why is this the best choice?

Identify two advantages to the instrument(s) you have chosen

Identify two disadvantages to the instrument(s) you have chosen

What are two safeguards you may need to employ?

Is/are the instruments a fair and equitable assessment for all? If not, defend

Is a benchmark needed?

Research Design: Planning (this is a table or chart just listing, no details)

Research Question 1 (Repeat as needed)

Baseline measures, Data sources, sample, limitations

Interventions and Data Sources:

List and describe interventions and data sources. Identify and describe the sample, data collection, and limitations. (This section is a narrative with details of the content above)

References

APA 7th Edition formats are required.

Reflective Critique

Reflection on the Action Research Proposal and future plans for your study.

What might influence or prohibit the accurate gathering of data with fidelity?

How might you ensure that your blind spots are addressed?

How might you reduce bias?

Support/Advancement of Culture, Climate, Mission, and Vision: (Be sure to cite all sources)

How does the program or process support the culture and climate of the school? (be sure to address both culture and climate)

What is the mission and vision for the school? (be sure to cite)

Appendix Y
Action Research Rubric

Progress Report Rubric 1

Criteria	Exemplary 3	Proficient 2	Not Acceptable 1
Purpose/ Focus	<p>Establishes a clear, insightful point at the opening.</p> <p>Skillfully engages the audience and holds reader's attention</p> <p>Maintains a cohesive focus throughout the paper</p>	<p>Establishes a point at the opening.</p> <p>Writes with a sense of audience and generally holds the reader's attention.</p> <p>Maintains focus</p>	<p>Does not establish a clear point at the opening.</p> <p>Does not hold the reader's attention.</p> <p>Focus is weak or lacks focus.</p>
Organization/ Content	<p>Information is presented in an orderly manner, increasing understanding and interest throughout the paper</p> <p>Content is accurate; shows depth in the writer's understanding of concepts, theory, and research; integrates theory and practice</p> <p>Transitions between points are smooth; ideas flow from one idea to the next and clearly lead to the writer's major conclusion</p> <p>Reader's understanding of the topic builds naturally and cohesively throughout the paper</p> <p>Conclusion is logical, answers an insightful question, reinforces thoughts/ideas, and offers possibilities for further inquiry, analysis, or study</p>	<p>Information is generally presented in an orderly manner. Interest and understanding grow somewhat throughout the paper.</p> <p>Content is accurate and shows understanding of concepts, theory and research; connects theory and practice.</p> <p>Transitions between points are clear and generally lead to the writer's conclusion.</p> <p>Reader's understanding of the topic increases throughout the paper.</p> <p>Conclusion wraps up the argument or points made throughout.</p>	<p>Information is presented in a disconnected manner and does not lead to better understanding nor engage the reader.</p> <p>Content is superficial and does not show an understanding or clear link to concepts, theory and research.</p> <p>Transitions may be attempted, but do not always show a reader how ideas are connected.</p> <p>Reader is confused or has difficulty following points; no cohesion.</p> <p>Conclusion may be redundant, abrupt or unsupported.</p>
Written Language	<p>Word choice, sentence length/structure, and paragraphing enhance the meaning of the text.</p> <p>Basically error-free in terms of spelling, usage, capitalization, punctuation, etc.</p>	<p>Word choice, sentence length / structure, and paragraphing are appropriate to the text.</p> <p>Contains a few errors in spelling usage, capitalization, punctuation, Etc. But they do not impair readability.</p>	<p>Word choice, sentence length / structure, and paragraphing are weak, inappropriate to the text, or confusing to the reader.</p> <p>Too many errors impair understanding and distract the reader.</p>
Format	<p>APA conventions are followed accurately when appropriate to the paper</p> <p>APA format is used accurately for citations and references</p>	<p>APA conventions are followed when appropriate to the paper.</p> <p>APA format is used for citations and references.</p>	<p>Errors in APA format compromise information regarding tests.</p> <p>APA format is not used for citations and reference.</p>

Appendix Y
Action Research Rubric

<p>Site Description PRI and Final</p>	<p>Description provides pertinent details for the reader to understand the site.</p> <p>Provides readers with enough contextual data to consider the uniqueness of the context.</p>	<p>Description adequately provides enough detail for the reader to understand the site.</p> <p>Recognizes and addresses the relevant and unique characteristics of the study context</p>	<p>Description does not provide enough detail for the reader to understand the site.</p> <p>Reports on context but leaves out several critical details</p>
<p>Significance of the issue PRI and Final</p>	<p>Accurately and completely identifies the problem of the study.</p> <p>Makes a strong case for the need for improvement</p> <p>Perceives and explores a broad range of implications beyond the case at hand.</p>	<p>Identifies the problem of the study.</p> <p>Adequately explains the benefits for teaching and learning</p> <p>Recognizes and explains the applicability of this inquiry to other educators</p>	<p>Identifies an area of concern.</p> <p>Declares the hope for change and improvement</p> <p>Does not address applicability beyond the case at hand</p>
<p>Research Question(s) PRI and Final</p>	<p>Problem is accurately translated into a research question(s).</p> <p>The research question is measurable as stated.</p>	<p>Problem is adequately translated into a research question(s).</p> <p>The research question contains some evidence of being measurable as stated.</p>	<p>Research questions are stated; however, they do not reflect the problem under investigation.</p> <p>The research question is not measurable as stated.</p>

Appendix Y
Action Research Rubric

Progress Report 2 Rubric

Criteria	Exemplary 3	Proficient 2	Not Acceptable 1
Purpose/ Focus	<p>Establishes a clear, insightful point at the opening.</p> <p>Skillfully engages the audience and holds reader's attention</p> <p>Maintains a cohesive focus throughout the paper</p>	<p>Establishes a point at the opening.</p> <p>Writes with a sense of audience and generally holds the reader's attention.</p> <p>Maintains focus</p>	<p>Does not establish a clear point at the opening.</p> <p>Does not hold the reader's attention.</p> <p>Focus is weak or lacks focus.</p>
Organization/ Content	<p>Information is presented in an orderly manner, increasing understanding and interest throughout the paper</p> <p>Content is accurate; shows depth in the writer's understanding of concepts, theory, and research; integrates theory and practice</p> <p>Transitions between points are smooth; ideas flow from one idea to the next and clearly lead to the writer's major conclusion</p> <p>Reader's understanding of the topic builds naturally and cohesively throughout the paper</p> <p>Conclusion is logical, answers an insightful question, reinforces thoughts/ideas, and offers possibilities for further inquiry, analysis, or study</p>	<p>Information is generally presented in an orderly manner. Interest and understanding grow somewhat throughout the paper.</p> <p>Content is accurate and shows understanding of concepts, theory and research; connects theory and practice.</p> <p>Transitions between points are clear and generally lead to the writer's conclusion.</p> <p>Reader's understanding of the topic increases throughout the paper.</p> <p>Conclusion wraps up the argument or points made throughout.</p>	<p>Information is presented in a disconnected manner and does not lead to better understanding nor engage the reader.</p> <p>Content is superficial and does not show an understanding or clear link to concepts, theory and research.</p> <p>Transitions may be attempted, but do not always show a reader how ideas are connected.</p> <p>Reader is confused or has difficulty following points; no cohesion.</p> <p>Conclusion may be redundant, abrupt or unsupported.</p>
Written Language	<p>Word choice, sentence length/structure, and paragraphing enhance the meaning of the text.</p> <p>Basically error-free in terms of spelling, usage, capitalization, punctuation, etc.</p>	<p>Word choice, sentence length / structure, and paragraphing are appropriate to the text.</p> <p>Contains a few errors in spelling usage, capitalization, punctuation, Etc. But they do not impair readability.</p>	<p>Word choice, sentence length / structure, and paragraphing are weak, inappropriate to the text, or confusing to the reader.</p> <p>Too many errors impair understanding and distract the reader.</p>
Format	<p>APA conventions are followed accurately when appropriate to the paper</p> <p>APA format is used accurately for citations and references</p>	<p>APA conventions are followed when appropriate to the paper.</p> <p>APA format is used for citations and references.</p>	<p>Errors in APA format compromise information regarding tests.</p> <p>APA format is not used for citations and reference.</p>

Appendix Y
Action Research Rubric

Theoretical/ Literature Perspective PRII and Final	<p>Provides a thorough literature review presented in a logical, clear, and concise manner</p> <p>The Proposed intervention logically follows from the findings of others and the researcher's own theory or thinking.</p>	<p>Demonstrates an understanding of key research findings or commentaries on the issue or problem</p> <p>The proposed intervention is justified based on the researcher's theoretical stance.</p>	<p>Demonstrates awareness of the procedures recommended by developers of an intervention</p> <p>Explains how the researcher intends to implement the intervention</p>
Synthesis PRII and Final	<p>Detailed, logical, and clear presentation of the literature is provided.</p> <p>Literature is presented and synthesized to draw larger conclusions to support the study.</p>	<p>Provides a logical and clear explanation of the literature.</p> <p>Literature is presented and partially synthesized to draw larger conclusions to support the study</p>	<p>Logical and clear explanation of the literature is difficult to follow</p> <p>Literature is presented but not synthesized to draw larger conclusions to support the study</p>
Depth and Breadth PRII and Final	<p>Review is complete, presenting the depth and breadth necessary to support the study.</p>	<p>Review is complete, presenting adequate depth and/or breadth necessary to support the study.</p>	<p>Review is missing some necessary support.</p>

Appendix Y
Action Research Rubric

Progress Report Rubric 3

Criteria	Exemplary 3	Proficient 2	Not Acceptable 1
Purpose/ Focus	<p>Establishes a clear, insightful point at the opening.</p> <p>Skillfully engages the audience and holds reader's attention</p> <p>Maintains a cohesive focus throughout the paper</p>	<p>Establishes a point at the opening.</p> <p>Writes with a sense of audience and generally holds the reader's attention.</p> <p>Maintains focus</p>	<p>Does not establish a clear point at the opening.</p> <p>Does not hold the reader's attention.</p> <p>Focus is weak or lacks focus.</p>
Organization/ Content	<p>Information is presented in an orderly manner, increasing understanding and interest throughout the paper</p> <p>Content is accurate; shows depth in the writer's understanding of concepts, theory, and research; integrates theory and practice</p> <p>Transitions between points are smooth; ideas flow from one idea to the next and clearly lead to the writer's major conclusion</p> <p>Reader's understanding of the topic builds naturally and cohesively throughout the paper</p> <p>Conclusion is logical, answers an insightful question, reinforces thoughts/ideas, and offers possibilities for further inquiry, analysis, or study</p>	<p>Information is generally presented in an orderly manner. Interest and understanding grow somewhat throughout the paper.</p> <p>Content is accurate and shows understanding of concepts, theory and research; connects theory and practice.</p> <p>Transitions between points are clear and generally lead to the writer's conclusion.</p> <p>Reader's understanding of the topic increases throughout the paper.</p> <p>Conclusion wraps up the argument or points made throughout.</p>	<p>Information is presented in a disconnected manner and does not lead to better understanding nor engage the reader.</p> <p>Content is superficial and does not show an understanding or clear link to concepts, theory and research.</p> <p>Transitions may be attempted, but do not always show a reader how ideas are connected.</p> <p>Reader is confused or has difficulty following points; no cohesion.</p> <p>Conclusion may be redundant, abrupt or unsupported.</p>
Written Language	<p>Word choice, sentence length/structure, and paragraphing enhance the meaning of the text.</p> <p>Basically error-free in terms of spelling, usage, capitalization, punctuation, etc.</p>	<p>Word choice, sentence length / structure, and paragraphing are appropriate to the text.</p> <p>Contains a few errors in spelling usage, capitalization, punctuation, etc. but they do not impair readability.</p>	<p>Word choice, sentence length / structure, and paragraphing are weak, inappropriate to the text, or confusing to the reader.</p> <p>Too many errors impair understanding and distract the reader.</p>
Format	<p>APA conventions are followed accurately when appropriate to the paper</p> <p>APA format is used accurately for citations and references</p>	<p>APA conventions are followed when appropriate to the paper.</p> <p>APA format is used for citations and references.</p>	<p>Errors in APA format compromise information regarding tests.</p> <p>APA format is not used for citations and reference.</p>

Appendix Y
Action Research Rubric

<p>Research Design PRIII and Final</p>	<p>The research approach and design are accurately identified.</p> <p>The research approach and design choices are defended, showing the reader why the choice is best.</p> <p>The study is described to illustrate the proper use the research approach and design chosen.</p> <p>The description of the study is clear, logical, and organized.</p> <p>Two advantages and two disadvantages are provided and are accurately identified.</p> <p>The safeguards control for most apparent and possible extraneous or intervening variables</p>	<p>The research approach and design are identified.</p> <p>The research approach and design choices are defended</p> <p>The study is described</p> <p>The description of the study is clear.</p> <p>Two advantages and two disadvantages are provided.</p> <p>The safeguards adequately control for most apparent and possible extraneous or intervening variables</p> <p>The research approach and design are accurately identified.</p>	<p>The research approach and design are partial identified or are incorrect.</p> <p>The research approach and design choices are not properly defended.</p> <p>The study description is incomplete</p> <p>The description of the study is not clear, logical, and/or organized.</p> <p>Two advantages and two disadvantages are not provided or are inaccurate.</p> <p>The safeguards do not adequately control for most apparent and possible extraneous or intervening variables</p> <p>A technique or techniques are proposed to demonstrate outcomes</p> <p>The techniques have the potential for accurately reflecting performance</p>
<p>Sample PRIII and Final</p>	<p>The sampling is accurately identified, defended, and described for each phase of the study.</p> <p>The sampling methods are complete, making accurate findings highly likely.</p> <p>Two advantages and two disadvantages are provided and are accurately identified.</p> <p>The safeguards controls for most apparent and possible extraneous or intervening variables</p>	<p>The sampling is identified, defended, and described for each phase of the study.</p> <p>The sampling methods are complete, covering most areas and increasing likelihood of accurate findings.</p> <p>Two advantages and two disadvantages are provided a .</p> <p>The safeguards adequately control for most apparent and possible extraneous or intervening variables</p>	<p>The sampling methods for the study are missing details.</p> <p>The sampling methods are incomplete, not covering all areas and increasing the likelihood of accurate findings</p> <p>Two advantages and two disadvantages are provided, but are not the best pertinent.</p> <p>The safeguards are not identified or are inaccurate to control for most apparent and possible extraneous or intervening variables</p>

Appendix Y
Action Research Rubric

<p style="text-align: center;">Data Sources PRIII and Final</p>	<p>The data collection methods for the study are accurately identified, defended, and described for each phase of the study.</p> <p>The data collection methods are complete, covering all areas and increasing the likelihood or accurate findings.</p> <p>Two advantages and two disadvantages are provided and are accurately identified.</p> <p>The safeguards adequately control for most apparent and possible extraneous or intervening variables</p> <p>Data sources should provide valuable evidence of the effectiveness of the plan</p>	<p>The data collection methods for the study are mostly identified, defended, and described for each phase of the study.</p> <p>The data collection methods are complete, covering most areas and increasing the likelihood or accurate findings</p> <p>Two advantages and two disadvantages are provided.</p> <p>The safeguards are identified, and reasonably control for most apparent and possible extraneous or intervening variables</p> <p>Some of the data sources may provide valuable evidence of the effectiveness of the plan</p>	<p>The data collection methods for the study are missing details.</p> <p>The data collection methods are incomplete, not covering all areas and increasing the likelihood or accurate findings</p> <p>Two advantages and two disadvantages are provided, but are not the best pertinent.</p> <p>The safeguards are not identified or are inaccurate to control for most apparent and possible extraneous or intervening variables</p> <p>Data sources presented but not supported.</p>
<p style="text-align: center;">Table/Visual PRIII and Final</p>	<p>A visual flow of the study (table, chart, timeline, etc.) clearly identifies how the research questions will be addressed.</p>	<p>A visual flow of the study (table, chart, timeline, etc.) identifies how the research questions will be addressed.</p>	<p>A visual flow of the study (table, chart, timeline, etc.) is not complete.</p>

Appendix Y
Action Research Rubric
Rubric for Final Proposal

Criteria	Exemplary 3	Proficient 2	Not Acceptable 1
Purpose/ Focus	<p>Establishes a clear, insightful point at the opening.</p> <p>Skillfully engages the audience and holds reader's attention</p> <p>Maintains a cohesive focus throughout the paper</p>	<p>Establishes a point at the opening.</p> <p>Writes with a sense of audience and generally holds the reader's attention.</p> <p>Maintains focus</p>	<p>Does not establish a clear point at the opening.</p> <p>Does not hold the reader's attention.</p> <p>Focus is weak or lacks focus.</p>
Organization/ Content	<p>Information is presented in an orderly manner, increasing understanding and interest throughout the paper</p> <p>Content is accurate; shows depth in the writer's understanding of concepts, theory, and research; integrates theory and practice</p> <p>Transitions between points are smooth; ideas flow from one idea to the next and clearly lead to the writer's major conclusion</p> <p>Reader's understanding of the topic builds naturally and cohesively throughout the paper</p> <p>Conclusion is logical, answers an insightful question, reinforces thoughts/ideas, and offers possibilities for further inquiry, analysis, or study</p>	<p>Information is generally presented in an orderly manner. Interest and understanding grow somewhat throughout the paper.</p> <p>Content is accurate and shows understanding of concepts, theory and research; connects theory and practice.</p> <p>Transitions between points are clear and generally lead to the writer's conclusion.</p> <p>Reader's understanding of the topic increases throughout the paper.</p> <p>Conclusion wraps up the argument or points made throughout.</p>	<p>Information is presented in a disconnected manner and does not lead to better understanding nor engage the reader.</p> <p>Content is superficial and does not show an understanding or clear link to concepts, theory and research.</p> <p>Transitions may be attempted, but do not always show a reader how ideas are connected.</p> <p>Reader is confused or has difficulty following points; no cohesion.</p> <p>Conclusion may be redundant, abrupt or unsupported.</p>
Written Language	<p>Word choice, sentence length/structure, and paragraphing enhance the meaning of the text.</p> <p>Basically error-free in terms of spelling, usage, capitalization, punctuation, etc.</p>	<p>Word choice, sentence length / structure, and paragraphing are appropriate to the text.</p> <p>Contains a few errors in spelling usage, capitalization, punctuation, Etc. But they do not impair readability.</p>	<p>Word choice, sentence length / structure, and paragraphing are weak, inappropriate to the text, or confusing to the reader.</p> <p>Too many errors impair understanding and distract the reader.</p>
Format	<p>APA conventions are followed accurately when appropriate to the paper</p> <p>APA format is used accurately for citations and references</p>	<p>APA conventions are followed when appropriate to the paper.</p> <p>APA format is used for citations and references.</p>	<p>Errors in APA format compromise information regarding tests.</p> <p>APA format is not used for citations and references</p>

Appendix Y
Action Research Rubric

Site Description PRI and Final	<p>Description provides pertinent details for the reader to understand the site.</p> <p>Provides readers with enough contextual data to consider the uniqueness of the context.</p>	<p>Description adequately provides enough detail for the reader to understand the site.</p> <p>Recognizes and addresses the relevant and unique characteristics of the study context</p>	<p>Description does not provide enough detail for the reader to understand the site.</p> <p>Reports on context but leaves out several critical details</p>
Significance of the issue PRI and Final	<p>Accurately and completely identifies the problem of the study.</p> <p>Makes a strong case for the need for improvement</p> <p>Perceives and explores a broad range of implications beyond the case at hand.</p>	<p>Identifies the problem of the study.</p> <p>Adequately explains the benefits for teaching and learning</p> <p>Recognizes and explains the applicability of this inquiry to other educators</p>	<p>Identifies an area of concern.</p> <p>Declares the hope for change and improvement</p> <p>Does not address applicability beyond the case at hand</p>
Research Question(s) PRI and Final	<p>Problem is accurately translated into a research question(s).</p> <p>The research question is measurable as stated.</p>	<p>Problem is adequately translated into a research question(s).</p> <p>The research question contains some evidence of being measurable as stated.</p>	<p>Research questions are stated; however, they do not reflect the problem under investigation.</p> <p>The research question is not measurable as stated.</p>
Theoretical/Literature Perspective PRII and Final	<p>Provides a thorough literature review presented in a logical, clear, and concise manner</p> <p>The Proposed intervention logically follows from the findings of others and the researcher's own theory or thinking.</p>	<p>Demonstrates an understanding of key research findings or commentaries on the issue or problem</p> <p>The proposed intervention is justified based on the researcher's theoretical stance.</p>	<p>Demonstrates awareness of the procedures recommended by developers of an intervention</p> <p>Explains how the researcher intends to implement the intervention</p>
Synthesis PRII and Final	<p>Detailed, logical, and clear presentation of the literature is provided.</p> <p>Literature is presented and synthesized to draw larger conclusions to support the study.</p>	<p>Provides a logical and clear explanation of the literature.</p> <p>Literature is presented and partially synthesized to draw larger conclusions to support the study</p>	<p>Logical and clear explanation of the literature is difficult to follow</p> <p>Literature is presented but not synthesized to draw larger conclusions to support the study</p>
Depth and Breadth PRII and Final	<p>Review is complete, presenting the depth and breadth necessary to support the study.</p>	<p>Review is complete, presenting adequate depth and/or breadth necessary to support the study.</p>	<p>Review is missing some necessary support.</p>

Appendix Y
Action Research Rubric

<p style="text-align: center;">Research Design PRIII and Final</p>	<p>The research approach and design are accurately identified.</p> <p>The research approach and design choices are defended, showing the reader why the choice is best.</p> <p>The study is described to illustrate the proper use the research approach and design chosen.</p> <p>The description of the study is clear, logical, and organized.</p> <p>Two advantages and two disadvantages are provided and are accurately identified.</p> <p>The safeguards control for most apparent and possible extraneous or intervening variables</p>	<p>The research approach and design are identified.</p> <p>The research approach and design choices are defended</p> <p>The study is described</p> <p>The description of the study is clear.</p> <p>Two advantages and two disadvantages are provided.</p> <p>The safeguards adequately control for most apparent and possible extraneous or intervening variables</p> <p>The research approach and design are accurately identified.</p>	<p>The research approach and design are partial identified or are incorrect.</p> <p>The research approach and design choices are not properly defended.</p> <p>The study description is incomplete</p> <p>The description of the study is not clear, logical, and/or organized.</p> <p>Two advantages and two disadvantages are not provided or are inaccurate.</p> <p>The safeguards do not adequately control for most apparent and possible extraneous or intervening variables</p> <p>A technique or techniques are proposed to demonstrate outcomes</p> <p>The techniques have the potential for accurately reflecting performance</p>
<p style="text-align: center;">Sample PRIII and Final</p>	<p>The sampling is accurately identified, defended, and described for each phase of the study.</p> <p>The sampling methods are complete, making accurate findings highly likely.</p> <p>Two advantages and two disadvantages are provided and are accurately identified.</p> <p>The safeguards controls for most apparent and possible extraneous or intervening variables</p>	<p>The sampling is identified, defended, and described for each phase of the study.</p> <p>The sampling methods are complete, covering most areas and increasing likelihood of accurate findings.</p> <p>Two advantages and two disadvantages are provided a .</p> <p>The safeguards adequately control for most apparent and possible extraneous or intervening variables</p>	<p>The sampling methods for the study are missing details.</p> <p>The sampling methods are incomplete, not covering all areas and increasing the likelihood of accurate findings</p> <p>Two advantages and two disadvantages are provided, but are not the best pertinent.</p> <p>The safeguards are not identified or are inaccurate to control for most apparent and possible extraneous or intervening variables</p>

Appendix Y
Action Research Rubric

<p style="text-align: center;">Data Sources</p> <p>PRIII and Final</p>	<p>The data collection methods for the study are accurately identified, defended, and described for each phase of the study.</p> <p>The data collection methods are complete, covering all areas and increasing the likelihood or accurate findings.</p> <p>Two advantages and two disadvantages are provided and are accurately identified.</p> <p>The safeguards adequately control for most apparent and possible extraneous or intervening variables</p> <p>Data sources should provide valuable evidence of the effectiveness of the plan</p>	<p>The data collection methods for the study are mostly identified, defended, and described for each phase of the study.</p> <p>The data collection methods are complete, covering most areas and increasing the likelihood or accurate findings</p> <p>Two advantages and two disadvantages are provided.</p> <p>The safeguards are identified, and reasonably control for most apparent and possible extraneous or intervening variables</p> <p>Some of the data sources may provide valuable evidence of the effectiveness of the plan</p>	<p>The data collection methods for the study are missing details.</p> <p>The data collection methods are incomplete, not covering all areas and increasing the likelihood or accurate findings</p> <p>Two advantages and two disadvantages are provided, but are not the best pertinent.</p> <p>The safeguards are not identified or are inaccurate to control for most apparent and possible extraneous or intervening variables</p> <p>Data sources presented but not supported.</p>
<p style="text-align: center;">Table/Visual</p> <p>PRIII and Final</p>	<p>A visual flow of the study (table, chart, timeline, etc.) clearly identifies how the research questions will be addressed.</p>	<p>A visual flow of the study (table, chart, timeline, etc.) identifies how the research questions will be addressed.</p>	<p>A visual flow of the study (table, chart, timeline, etc.) is not complete.</p>
<p style="text-align: center;">Reflection</p>	<p>Reflection on the process and future plans for the study are thoughtful.</p> <p>Issue influencing or prohibiting the accurate gathering of data with fidelity are identified and addressed.</p> <p>Critically identified blind spots and discussed ways to reduce bias.</p>	<p>Reflection on the process and future plans for the study are thoughtful.</p> <p>Issue influencing or prohibiting the accurate gathering of data with fidelity are identified</p> <p>Identified blind spots and discussed ways to reduce bias.</p>	<p>Reflection on the process and future plans for the study are not thoughtful .</p> <p>Issue influencing or prohibiting the accurate gathering of data with fidelity are not fully identified nor addressed.</p> <p>Failed to identify blind spots and discussed ways to reduce bias.</p>

Appendix Z
Biweekly Formative Performance Feedback by Clinical

Intern _____ Clinical Educator _____

School _____ District _____

____ Elementary ____ Middle ____ High School Date: _____

Documentation of Feedback for Skill/Area:

“What is **one thing** you see me doing -- or failing to do -- that is getting in my own way?”

Feedback:

Indicate the competency/skill/area that will be the focal point for the following week:

Intern Signature: _____

Clinical Educator Signature: _____

Place this completed form in your feedback folder every two weeks.

Appendix AA

End of Program Assessment

Part 1:

Directions: When completing your self-assessment, please reflect on the standards you addressed through your internship projects and on your leadership skills. Rate them according to each scale and cite examples (evidence) of the specific leadership skills you demonstrated through your projects and/or experiences.

Opportunity:

- N = I have had no opportunities to explore this standard.
- 1 – My experience is limited to readings and coursework.
- 2 – My experience is limited to observing school leaders.
- 3 – My experience is at a co-leading or semi-independent level.
- 4 – My experience is at a leading or independent level.

Competency:

If No Opportunity, leave Competency Level blank.

- 1 – Fundamental Awareness:** I have basic knowledge of this standard but need to begin demonstrating the leadership skills necessary to transition from theory into practice.
- 2 – Novice:** I have knowledge of this standard and some limited (or inconsistent) experiences co-leading; that is, demonstrating leadership skills in practice.
- 3 – Effective:** I exhibit strong leadership skills while co-leading initiatives and taking some independent responsibilities.
- 4 – Highly Effective:** I exhibit outstanding leadership skills while independently leading three or more initiatives and taking full responsibility.

Standard	Opportunity	Competency Level	PRIMARY Work Sample(s)	Course(s)
RISEL 1	N 1 2 3 4	1 2 3 4	May include evidence from courses or work experience.	
RISEL 2	N 1 2 3 4	1 2 3 4		
RISEL 3	N 1 2 3 4	1 2 3 4		
RISEL 4	N 1 2 3 4	1 2 3 4		
RISEL 5	N 1 2 3 4	1 2 3 4		
RISEL 6	N 1 2 3 4	1 2 3 4		
RISEL 7	N 1 2 3 4	1 2 3 4		
RISEL 8	N 1 2 3 4	1 2 3 4		
RISEL 9	N 1 2 3 4	1 2 3 4		
RISEL 10	N 1 2 3 4	1 2 3 4		
ISTE 1	N 1 2 3 4	1 2 3 4		
ISTE 2	N 1 2 3 4	1 2 3 4		
ISTE 3	N 1 2 3 4	1 2 3 4		
ISTE 4	N 1 2 3 4	1 2 3 4		
ISTE 5	N 1 2 3 4	1 2 3 4		

Appendix AA

End of Program Assessment

Part 2:

Using the above analysis, write a response (no more than 300 words each for #1, 3, and 5) to the following four prompts. Demonstrate specific competencies by using the Leadership Skills listed below the questions.

1. Reflect comprehensively on your internship. Use all artifacts such as the reflective journal, projects, written papers with feedback. Recall situations: advice and conversations with colleagues and fellow interns, seminar discussions, and unique unplanned situations. As the final analysis and synthesis of experiences over the last two semesters, draw three to five conclusions about how your expectations, perceptions and/or beliefs have changed from the beginning of this program.
2. Describe your action research project to address student achievement. What problem did you choose to address? What were your objectives? Plan? Research method? What data did you collect and how? What were your results and conclusions and what would be your next steps (no more than 700 words)?
3. Do you feel ready to accept a principal's position? Why or why not? Use specific examples from your internship that highlight whatever strengths or challenges you face as a new administrator. At what level and in what type of demographic community do you see yourself? Why?
4. Prepare your vita/resume (no specific word count). Compare it to the vita you prepared at admission to the program. How has it changed?
5. Reflecting upon your internship, prepare a professional development plan for yourself over the next year. Now that you have completed your degree, what are your personal and professional growth goals? How do they align with the leadership standards? How will your goals address personal and professional aspirations, student achievement, and school improvement/district goals?

Leadership Skills:

1. Collaborative, community builder
2. Interpersonal skills
3. Self-reflective
4. Student-centered
5. Commitment to diversity, equity, and social justice
6. Written communication skills
7. Oral communication skills
8. Visionary, strategic planner
9. Use of PK – 12 standards
10. commitment to professional growth
11. Use of technology
12. Knowledge of teaching/ learning based on theory and research
13. Knowledge of new and state-based initiatives
14. Data-based decision-making

Appendix BB
End of Program Assessment Faculty Rating Form

Candidate Name: _____

Date: _____

1. Standard Competency Rating Scales:

- 1 = Ineffective – Experience limited to readings and coursework. (OR) Exhibits low performance while leading or co-leading initiatives.
- 2 = Developing – Experience is limited to observing school leaders. (OR) Exhibits inconsistent or moderate performance while leading or co-leading initiatives.
- 3 = Effective – Exhibits strong performance level while co-leading initiatives with some independent responsibilities. Exhibits quality school leadership behaviors and professional responsibilities.
- 4 = Highly Effective – Exhibits outstanding performance level while independently leading three or more initiatives. Exhibiting high quality school leadership behaviors and professional responsibilities.

Criteria	Strength	Focus	Competency Rating
Standard Competency			
RI Leadership Standards			(1 2 3 4) X 2 = ____
ISTE Standards			1 2 3 4

2. Leadership Competency Rating Scales:

1 = Poor 2 = Limited 3 = Satisfactory 4 = Exceptional

Leadership Competency					
Interpersonal Skills	Facilitation skills, conflict resolution, collaboration, demeanor.	1	2	3	4
Leadership Potential	Vision, disposition, problem solver, initiates action, use of data for decision making.	1	2	3	4
Self-Reflection / Assessment	Systematically assesses one’s own practice to gain a deeper understanding of knowledge and competencies; plan for professional growth.	1	2	3	4
Communication	Oral and written communication.	1	2	3	4

Appendix BB
End of Program Assessment Faculty Rating Form

3. Commendations	Qualitative Feedback			
4. Recommendations				
5. Determination		Program Completion Not Endorsed	13 or Less Pts.	
		Additional Evidence / Work Required	14-15 Pts.	
		Program Completion	16-23 Pts.	
		Program Completion w/ Distinction	24+ Pts.	

Reviewer Signatures:
