Graduate Program in School Leadership

Handbook

2025-2026

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 Education and Social Work

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

<u>Vision Statement</u>
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 value- 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. Courses focus on the Rhode Island Standards for Educational Leadership (RISEL) 2018. By addressing these standards throughout coursework, candidates develop the knowledge, skills, and dispositions of a school leader, apply those dispositions/competencies in clinical/field projects, and gain proficiency through a school-based internship.

The School Leadership Program focuses on the multiple skills required of leaders in areas such as data driven decision-making, school law, supervision of personnel, family engagement, and using technology for multiple purposes (i.e., data analysis, instructional improvement, and communication). Strand II consists of five courses including applying research methodology, supervising instruction, curriculum and teaching standards, instructional leadership, and finance. Candidates begin compiling their E-Portfolio in their first course to demonstrate and document proficiency.

Self-reflection is emphasized throughout the program. Best practice requires constant examination by a leader in all performance areas from daily management to visionary planning. Self-reflection is at the core of lifelong learning.

The first formal self-assessment occurs at the end of five courses. Candidates reflect on the strengths and challenges they demonstrate in two areas: (1) RISEL and (2) a set of Leadership Dispositions/Competencies reflective of the specific mindset required of a leader. The self-assessment consists of written documentation and a presentation of early growth in the program. The second assessment follows completion of ten courses and prior to the internship. Candidates follow a similar process in their presentations to the director and assigned clinical supervisor. 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 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 dispositions/competencies by assuming authentic independent leadership roles and responsibilities in their schools. Additionally, various candidates 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, dispositions/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 school principal or supervising administrator) who complete a digital questionnaire and narrative recommendation.
- 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 dispositions/competencies do you bring to the position? Describe 3-5 dispositions/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

<u>**Admission Criteria**</u>

Candidates must demonstrate a commitment and potential for leadership in the following areas:
- an undergraduate transcript indicating a grade point average (GPA) of 3.0
- positive dispositions related to 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 Rhode Island Standards for Educational Leaders (Appendix A)
- commitment to professional learning and continuous growth in necessary dispositions/competencies such as interpersonal relationships, data-based decision-making, self-reflection, and oral and written communication.
- evidence of technology skills (ISTE) 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, Appendix B)
- evidence of proficient writing skills as demonstrated through the application documents
- two references indicating leadership potential

Candidates will be expected to show growth and improvement in all areas and to achieve proficiency upon program completion.

<u>**Support of Superintendent and Principal**</u>

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

- Letter of Support (Appendix C) from the School Superintendent indicating the candidate has 17 days of release time over the 2 to 4 years of the program for field/clinical experiences, each one day in length.
- Signed Release of Records (Appendix D) 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 (Appendix E) 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 (or 3.0 GPA) 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 must be placed into the portfolio if designated as a portfolio project (Projects Designated for the Portfolio, Appendix F). 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 about 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 date are at the discretion of the instructor.

Withdrawal from a Course Grade of Incomplete

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, because 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 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 "NC" ("No Credit") which will earn 0.00 quality points per credit hour in the GPA. 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.

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

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, are 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 on hold later 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

If 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 Canvas 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 G) 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
If building fire alarms are activated, all occupants must exit from the building. Students who need help during an emergency evacuation should arrange that assistance 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 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 principle 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

Strand 1: Coursework
The Graduate Program in School Leadership consists of ten courses which must be completed prior to internship.

The final order of courses may be impacted by scheduling and adjusted at the director's discretion. 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 (Course Map, Appendix H). Any changes must be approved by the director. Course maps are used for projecting course counts and scheduling. The course schedule for 2025-2026 is provided for students to use in planning coursework (Course Sequence 2025-2026, Appendix I).

All courses in Strands 1 <u>must be completed</u> before beginning Stand 2, that is, the internship. Following is a suggested order, when possible:

Strand I Courses:
- EDU 810 Data Analysis, Technology, and the Principal
  (Recommended as the first course whenever possible)
- 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
- EDU 513 Supervision of Instruction
- EDU 515 Principal as Instructional Leader: Building Capacity to Support All Students
- EDU 516 School and District Finance: Maximizing Resources for Effective Schools
- EDU 514 Program Evaluation: Research for Continuous School Improvement
- EDU 532 Curriculum Design and Construction

Strand II: Internship
Strand II consists of a two-semester, 6-credit internship (EDU 530 Internship 1 (200 hours) and EDU 536 Internship 2 (200 hours) totaling 400 hours. The internship allows candidates to demonstrate in practice the dispositions/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 principal's supervision as clinical educator (CE) and the college-assigned clinical supervisor (CS).

An Individual Learning Plan (Appendix J) 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 one-day clinical experiences** (4 per semester) in schools different in grade level and demographics from the candidates' home school. Two clinical experiences per semester must be formally written as a Field Experience Reflection using the format rubric provided in the CS.
- **Four performance-based projects/assessments** (2 per semester) that demonstrate the skills and dispositions/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.

<div align="center">STRAND I</div>

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 staff, 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.

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 II

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 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 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 Dispositions/Competencies

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

RI Standards for Educational Leaders (RISEL)

Candidates are introduced to the RISEL 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 arise in discussion because the standards are interconnected, but each course has a primary focus.

Candidates conclude course projects with a **Reflection on RISEL Standards and Indicators** to explain how the project demonstrates the designated standard and indicators and how it shows their individual growth. 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 reflect 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. 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.

Dispositions/Competencies for Effective Leaders

Candidates will focus on demonstrating high proficiency in the following leadership skills and 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 dispositions/competencies which are also essential for achieving the standards. Candidates must continually reflect on their strengths and challenges in each strand and competency 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.

F. RISEL and Course Alignment Chart

Standard			
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 & 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 & 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 & Technology
STANDARD 5: Community of Care and Support for Students Effective Educational leaders cultivate an inclusive, caring, and supportive school community that promotes academic success and the social and emotional well-being of each student.	**512** Family & 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 & 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 & Community	**810** Data & 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 & 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 & Technology	**522** Operations & Management

Revised July 2024

G. RISEL and Project Alignment Chart

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 Evaluation** -- Action Research Project *See Standard 10*
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 Law**-Staffing policy, student inclusion policy, or comparison and analysis of district policy manuals. **EDU 504 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 and Community**- Equity & Cultural Responsiveness Journal Entries **EDU 512 Family and Community**- Class/Classism Autobiography **EDU 516 Finance**- Equity Budget Review
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 **EDU 810 Data, Technology and Principal**-Data Presentation
RISEL 5: Community of Care and Support for Students: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes academic success and the social and emotional well-being of each student.	**EDU 504 Personnel**- Intro to Incident Command FEMA IS-100.b (Online Training and Certification) **EDU 512 Family and Community**- Community of Care Field Site Q&A and Reflection
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 **EDU 515 Principal as Instructional Leader**- Core Standards Project
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 **EDU 515 Principal as Instructional Leader**-Field Experience Reflection
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 and Community**- Meaningful Stakeholder Visual Promo: 1-pager & Reflection **EDU 512 Family and Community**- Meaningful Stakeholder Presentation: PechaKucha & Reflection
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 Finance**-School Improvement Plan and Budget **EDU 505 Law**-Analysis of IEPs or writing an anti-bullying policy
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**- Action Research Proposal **EDU 810 Data, Technology, and Principal**- Technology Plan **EDU 522 Operations and Management**- School Accountability

H. Important Skills for School Leadership

School principals must be proficient in school leadership dispositions/competencies 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
- Technology

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.

Oral and Written Communication
Faculty have developed two rubrics to address oral presentations (Appendix K) and writing (Appendix L). These rubrics will help communicate 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 develop their own content-specific rubrics as appropriate for each course, and incorporate elements of oral and written communication, reflection, and/or technology as appropriate to the project, in their individual course rubrics.

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 the 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 reflecting 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 and the beliefs, values and assumptions that influence interpretation of the material.
2. **Experiential Reflection:** The purposes for reflecting on an experience are:
    a. to assess professional practice and to discern the reasons for behavior (positive or negative)
    b. to think critically about skills and dispositions/competencies
    c. to assess theoretical learning as it applies to authentic practice
    d. to conduct a self-appraisal of strengths and challenges demonstrated through the situation
    e. 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 theories or texts. Many websites explain the art of reflective writing and provide examples. A protocol and rubric are included in Appendix M.

Technology

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 dispositions/competencies that candidates should master over the program. The goal is to integrate appropriate technologies to maximize teaching and learning and to apply technology to enhance 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. Candidates are asked to apply the ISTE standards in their work and to reflect on their growth during each program assessment.

I. Documentation of Proficient Work

A major component of all courses is the development of a digital Coursework Portfolio (CWP). Compilation of the CWP begins in the first course and applies to the ten courses required in the program before internship.

Purpose of the Digital 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/dispositions/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 the 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.

Components of the Digital Portfolio

The College uses Canvas as its site for all course syllabi, assignments, and resources. Candidate portfolios are on One-Drive. Work that may be important to a candidate but is not required in the portfolio should be stored personally by each candidate.

The Digital Portfolio has four major sections:

- **Section #1: Assessments**
  - **Midpoint Portfolio Review**
    - Written responses to specific questions
    - Completed Chart of Opportunities and Competencies in each standard
    - Presentation (PowerPoint or other)
    - Director's Feedback Form (completed)
  - **End of Coursework Review**
    - Written responses to specific questions
    - Completed Chart of Opportunities and Dispositions/Competencies in each standard
    - Presentation (PowerPoint or other)
    - Director and Clinical Supervisor Feedback Form (completed)

- **Section #2: Coursework**
  - Course Projects concluding with the Reflection on RISEL Standards and Indicators (completed with instructor grades and comments)
  - Field Experiences concluding with the Reflection on Standard Indicators (completed with instructor grades and comments)

- **Section #3: Internship**
  - Individual Learning Plan (The ILP describes the four major projects and the Action Research Project)
  - The four internship projects with supervisor's grades and comments and concluding with the Reflections on Standard Indicators
  - Action Research Project with supervisor grade and comments
  - 4 Written Field Experiences with supervisor grades and comments

- o Clinical Supervisor Feedback Forms (4)
- o Biweekly Clinical Educator Feedback Forms
- o Log of Internship Hours (400) and Activities
- o End of Program Review by Director, CS, and CE, when possible
- o Final resume as developed in the Internship

- **Section #4: Personal Information**
  - o Original resume as submitted with application
  - o Course Map as initially completed and with updates
  - o Science of Reading Certificate – BridgeRI or school district documentation

J. 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 N).
- 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 Admission). That is, superintendents agree to provide candidates with seventeen release days over the program. See Admission Section.

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 and 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 written reflection for each field experience, using the program's reflection rubric or format and rubric provided by each instructor.
- Each reflection will conclude with the Reflection Standard and Indicators as explained in a pervious section.

K. Program Assessments

<u>Midpoint Coursework Assessment</u>

The Midpoint Assessment occurs upon completing five courses. The purpose of the Midpoint is to ascertain the candidate's growth in the following areas:

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 monitor the number of courses candidates take every semester since they 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 (Appendices O and P) 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 dispositions/competencies. Candidates must 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 Dispositions/Competencies, and the PowerPoint (or other format) for their presentation into their portfolios in the Assessment Section <u>one week prior to the scheduled assessment</u> 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, ask questions, make 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 (Appendices O and P) and place it in the candidate's portfolio for his/her review.

End-of-Coursework Assessment

The End of Coursework Assessment (Appendices O and P) occurs when candidates have completed all ten 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 like 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 2, the internship
4. Preliminary information about the candidate's strengths and challenges that may be addressed in the 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 can be scheduled. End of Coursework Reviews are scheduled twice each year, i.e., May/June/July 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 dispositions/competencies. Candidates must 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 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.

Candidates should place all parts of the assessment (narrative responses, Chart of Opportunities and Dispositions/Competencies, and the PowerPoint (or other format) 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 progress that each candidate has made and provide feedback about growth over the ten courses as a learner and as a leader, documenting the following:

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

The Review Team completes the End of Coursework Assessment Faculty Rating Form documenting the above discussion and places it in the candidate's portfolio.

Part III: Internship

Interns are expected to apply the knowledge acquired through coursework to their performance and participation in leadership roles within a school setting. This performance is augmented by clinical experiences in schools different than their own in grade level and demographics; biweekly seminars to explore problems of practice; and a major action research project to improve student performance/achievement. This rigorous two-semester, 400-hour internship is the culmination of the Graduate Program in School Leadership.

A. Individual Learning Plans

The Individual Learning Plan (ILP) is the cornerstone of the internship program, representing a partnership between the college clinical supervisor, the district clinical educator (principal), and the intern. This ILP serves as a contract, specifying the terms, requirements, and projects that the intern will undertake as a principal-in-training, the role of the clinical educator as the primary coach/mentor, and the responsibility of the clinical supervisor as instructor and evaluator overseeing the entire process. Projects outlined in the ILP must benefit the students and the school, creating a reciprocal process between the college and the district school.

The ILP is developed at the beginning of the intern's yearlong experience and 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

Interns must create four school-based projects covering the ten RISEL standards. These initiatives are authentic; that is, the leadership role would ordinarily be assumed by the principal. Interns take responsibility from start to finish for these projects. For example, the intern might lead the school improvement team and implement one of the recommendations, including all communication, organization, engagement, 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 dispositions/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. 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, can 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 dispositions/competencies, reflection, supporting documentation, and references using APA style.
- The Rubric for Writing 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.

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 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.

The program provides candidates with support toward developing the Action Research Project in these three stages: Candidates learn the process for conducting action research in EDU 514 Program Evaluation: Research for Continuous School Improvement. EDU 514 is usually taken toward the end of   coursework. The instructor encourages candidates to begin exploring topics that are relevant to their school and students which 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 identical.

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 at 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.

- The details of the Action Research Project will be reviewed and discussed during the Internship Seminar (Action Research Template: Appendix Q, Action Research Rubrics: Appendix R).

B. Other Internship Requirements

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 S).

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 challenge their leadership philosophy, leave them seeking answers, impact their perspectives, or contribute to their personal growth.

Interns will record a 60-90-second video reflection to share among the interns in their cohort to receive feedback. Such collective problem-solving fosters collaboration, prevents isolation, and reinforces the value of networking.

Problems in Practice

The study of Problems in Practice in the biweekly seminars has 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 the lead intern and the whole group can 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. 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 various 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 demographics (urban, urban ring, suburban) than the intern's district.
- Provides 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 written reflection of four (4) experiences, especially highlighting the knowledge acquired and the intern's emerging, developing perspectives.
- Documented on the Log of Activities and Hours (Appendix T).

How are clinical experiences determined and scheduled?

Summer Clinical Experiences
- The Program Director organizes clinical experiences at various schools for the summer. 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 who agree to partner with the PC program for this purpose a schedule goes out to interns to register for the opportunities of their choice at the beginning of summer.

School Year Clinical Experiences
- Clinical supervisors must approve clinical experiences that occur during the school year. The Program Director develops partnerships with outstanding principals 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. The CS will monitor the number of clinical experiences each principal hosts for the semester. No CE 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 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 write four (4) in-depth reflections following the **Protocol and Rubric for Reflection** (Appendix M) 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 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. At least 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 400 hours)
- Graphic representations of each of the above indicators of achievement

C. 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/).
- The Protocol and Rubric for Reflections
- 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 Dispositions/Competencies
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 Dispositions/ 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 dispositions/competencies that were or were not demonstrated in this event.
        - Analyze these dispositions/competencies and document the analysis through a digital verbal reflection. Clinical supervisors will determine the schedule and format for submitting the biweekly reflection.

D. 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. <u>Clinical supervisors must be advised of the specific mentoring time</u> 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 (Appendix U). Submit forms biweekly to clinical supervisors.
3. The Essential Dispositions/Competencies of Leadership are the basis for assessing the intern's ongoing performance. Focusing on the development of these dispositions/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 many 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

Dispositions/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 experience? Can we explore and arrange further opportunities? Are outside clinical/field experiences appropriate?

Summative End of Program Assessment

1. The End of Program Assessment evaluates the intern's proficiency level in meeting the RISEL and ISTE standards and the leadership dispositions/competencies emphasized throughout the program. Is the intern ready to seek a position as a principal or assistant principal in a local school?

2. The End of Program Assessment consists of the following parts:
   - A self-assessment of growth over the program, including the level of proficiency achieved.
   - A self-assessment of the opportunities they have had, and the overall competency level mastered based on each standard. They also reflect on four developmental questions consistent with the Midpoint and End of Coursework Assessments.
   - A review of intern 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.
   - An analysis and synthesis of growth over the last two semesters, clearly articulated in the culminating presentation and verified by specific and authentic examples of your work. Growth in the application of RISEL and in program dispositions must be included.
   - A yearlong action research project including an explanation of the impact the project had on student improvement/achievement.
   - A succinct, engaging, and relevant presentation of the above using the intern's technology of choice.

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** (Appendix P) which goes into the intern's portfolio.

E. The Internship Portfolio

Interns keep specific components from coursework in their digital portfolio housed in Microsoft Teams. A separate section, titled, "Internship" will document all elements of an intern's experience.

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

1) Individual Learning Plan, signed by your clinical supervisor, clinical educator, and intern that describes the following:
    a) Yearlong action research project
    b) Four projects (Two per semester)
2) Two completed projects for each semester with supervisor feedback, assessment, and comments
3) Observations and Feedback
    a) Biweekly Clinical Education Formative Performance Feedback
    b) Four Performance Assessments by Clinical Supervisor (2 per semester)
4) Eight field/clinical experience reflections, four of which are formally written with reflections
5) Action Research Project
6) Log of Internship Activities and Hours
7) Vita: Current and reflective of leadership experiences, ready for use in a job search as compared to the vita submitted upon acceptance into the program
8) Comprehensive Presentation, that is, End of Program Assessment including written responses and PowerPoint presentation
9) Any other work deemed significant by the clinical supervisor and intern

F. School Leaders Licensure Assessment (SSLA)

All interns must take the Praxis Exam/SSLA before graduation and 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

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 skills, 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.

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.

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 an 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.

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 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 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.*

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 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 17)

Appendix C
Letters of Support

PROVIDENCE COLLEGE

Office of Graduate Programs

Graduate Program in School Leadership

_____, 2025

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.

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

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
Release of Records

PROVIDENCE COLLEGE

Office of Graduate Programs
Graduate Program in School Leadership

Student Release Form
Graduate Administration Program

I grant the program director permission to inform the Superintendent of Schools and the School Principal where I am currently teaching of my interest in pursuing a leadership role and certification as a building level administrator. The purpose of this notification is to ask the Superintendent and Principal to provide you with leadership opportunities that may arise in your district/school over the course of time that it takes you to complete your degree.

Authentic, on-the-job training is essential to the development of the dispositions/competencies necessary to be an exceptional principal. Opportunities such as chairing a committee, participating in a NEASC visit, organizing professional development, assisting with a variety of leadership tasks, etc. will be invaluable to your growth as a leader. Your clinical supervisor from the college and your clinical educator (principal) will discuss your performance and progress as a principal-in-training during your internship so they can both mentor you through the process.

Diane DiSanto, Ed.D.
Director, Graduate Administration Program
401-865-2881
ddisanto@providence.edu

Graduate Student (print): _____ Date: _____

Student Signature: _____

Name and Address of Superintendent: _____

_____

Name, School, Address of Principal: _____

_____

1 Cunningham Square ● Providence, RI 02918-0001 ● 401.865.2247 ● Fax 401.865.1147

Appendix E
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 F
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**	Equity & Cultural Responsiveness Journal Entries
EDU 512 **Family & Community Engagement**	Class/Classism Autobiography
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

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 of Care Field Site Q & A and Reflection
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. *The Art of Coaching Teams: Building Resilient Communities that Transform Schools.* 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**	**Meaningful Stakeholder Visual Promo: 1-Page & Reflection**
EDU 512 **Family & Community Engagement**	Meaningful Stakeholder Presentation: PechaKucha & Reflection
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).**

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 G

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 H
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: [OBJ]

Modifications must be approved by the director. Submit a newly revised course map to the Graduate Assistant, Angelica Moschetti, amoschet.ga@providence.edu

Appendix I
Course Sequence Chart 2024-2025

Fall

	Monday	Tuesday	Wednesday	Thursday
4:00-6:30 pm	EDU 567 Supervision of Special Education (P. Vigeant) EDU 512 Family & Community Engagement (A Zia)	EDU 532 Curriculum Design and Construction (P. Cummings)	EDU 530 Internship I (2 sections: O'Brien/Olsen) 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 & 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/Olsen)	EDU 522 Operations & Management (M Hobin)
7:00-9:30 pm		EDU 513 Supervision of Instruction (M Almeida)	EDU 504 Personnel (L. Filippelli)	EDU 516 School & District Finance (K. Stringfellow)

Summer I

	Monday/Wednesday	Tuesday/Thursday
4:30-8:00 pm	EDU 532 Curriculum Design/Construction (P Cummings) EDU 515 Principal as Instructional Leader (C Arnold) EDU 527 School Plant Planning (L Filippelli)	EDU 514 Program Eval Research for Continuous Improvement (S Kite)

Summer II

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

Revised on 7/23/2024 (Subject to Change)

Appendix J
Individual Learning Plan

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

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

Date Completed:

Standard/Focus/Purpose	Description

Project #2:   Date Completed

Standard/Focus/Purpose	Description

Please note: Interns may co-lead only one project.

Project #3:   Date Completed:

Standard/Focus/Purpose	Description

Project #4:   Date Completed:

Standard/Focus/Purpose	Description

Project #5:   Date Completed:

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 dispositions/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 K
Rubric for Oral Presentations

Criteria	Exemplary 3	Proficient 2	Not Acceptable 1
Language **Delivery** **Style**	Speaks clearly, effectively, and confidently (e.g. volume, pace, articulation); language flows easily. Creatively engages the audience. Use a creative presentation style that suits the purpose and audience. Uses vocabulary that is rich and varied, appropriate for context and audience; uses correct grammar.	Speaks clearly (e.g. volume, pace, articulation). Engages the audience somewhat. Uses a presentation style that suits the purpose and audience. Uses appropriate vocabulary for the audience and context; uses correct grammar.	Does not speak clearly at times (e.g. volume, pace, articulation). Does not engage the audience. Uses a presentation style that does not suit the purpose and audience. Rarely uses appropriate vocabulary for the audience and context; uses correct grammar.
Organization and Preparation	Introduces the topic clearly and creatively. Maintains a strong focus. Includes smooth transitions between key points. Concludes with compelling application / implications. Organizes the presentation in a creative, coherent way appropriate to its purpose.	Introduces the topic clearly. Maintains a focus. Includes transitions between key points. Concludes with generalization or moderate point. Shows a basic organization to the presentation.	Does not introduce the topic. Loses focus at time. Rarely includes transitions between key points. Concludes with a summary or concludes abruptly. Ineffectively organizes the presentation.
Content	Defines topic or main ideas in a clear, engaging manner. Supports main ideas with substantive and accurate information. Provides a strong, tenable link between research theory and field work. Applies theory to practice; demonstrates significant insight (in-depth analysis and synthesis).	Defines the topic or main idea. Supports main ideas with relevant information. Links research theory and fieldwork. Applies theory to practice; demonstrates moderate insight and analysis.	Attempts to define topic or main ideas but is ineffective. Does not support main ideas with information. Does not link research theory and fieldwork. Does not analyze and synthesis the information or experience.

Responsiveness to Audience	Consistently clarifies, restates, and responds to questions knowledgably and confidently; summarizes when needed.	Responds to questions generally; misses opportunities for interaction.	Attempts to answer questions but does not do so and/or provides inadequate information.
-Verbal Interaction -Body Language	Body language reflects comfort interacting with audience.	Body language reflects some discomfort interacting with audience.	Body language communicates a reluctance to interact with audience.

Appendix L
Rubric for Writing

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

Format	APA conventions are followed accurately when appropriate to the paper. APA format is used accurately for citations and references.	APA conventions are followed when appropriate to the paper. APA format is used for citations and references.	Errors in APA format compromise information regarding tests. APA format is not used for citations and reference.

Appendix M
Protocol and Rubric for Reflection

A. Rhode Island Standards for School Leaders

Highlight the standards and indicators addressed by this project:

RISEL #1: Mission, Vision, Core Values	1a	1b	1c	1d	1e	1f		
RISEL #2: Ethics/Professional Responsibility	2a	2b	2c	2d	2e	2f		
RISEL #3: Equity and Cultural Responsiveness	3a	3b	3c	3d	3e	3f	3g	
RISEL #4: Curriculum, Instruction, Assessment	4a	4b	4c	4d	4e	4f	4g	
RISEL #5 Com of Care and Support for Students	5a	5b	5c	5d	5e	5f		
RISEL #6 Prof Capacity of School Personnel	6a	6b	6c	6d	6e	6f	6g	
RISEL #7Professional Community for Teachers/Personnel	7a	7b	7c	7d	7e	7f	7g	7h
1aRISEL #8 Engagement of Families/Community	8a	8b	8c	8d	8e	8f	8g	8e
RISEL #9 Operations and Management	9a	9b	9c	9d	9e	9f	9g	9h
RISEL #10 School Improvement	10a	10b	10c	10d	10e	10f	10g	10h

For *each* standard addressed, respond to the questions below.

B. How does this artifact demonstrate knowledge and/or performance related to the standard category and indicator(s) you have selected?

C. How does this artifact influence your work or experience as a future leader? How does it show your growth over the course of the program?

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.
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 leadership gained through this experience.	Explains in general what s/he learned about leadership gained from this experience.	Minimally expresses any new learning about leadership gained from this experience.	Does not articulate any new learning from 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**
		Demonstrates an open, non-defensive attitude to critique self. Demonstrates ability to question own biases, stereotypes, or assumptions. Asks probing questions about self. Reveals new thinking based on the analysis.	Demonstrates an open attitude to critique self and attempts to identify growth and frustrations. Questions own biases and beliefs but at times is self-justifying. Explains some new ideas based on the analysis.	Demonstrates a somewhat cautious attitude toward critiquing own work. Minimally questions own biases and beliefs. Tries to self-justify conclusions. Expresses minimal new understanding of the situation.	Demonstrates a defensive attitude and/or does not critique own work. Does not question own biases or assumptions. Does not come to a new way of thinking based on the reflection.
C	Did this reflection reveal dispositions/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**
		Clearly and specifically identifies the leadership skills s/he needs to improve. Clearly and specifically delineates the steps s/he	Identifies leadership skills that s/he needs to improve. Discusses the direction in general that s/he will take	Discusses leadership skills in general but not how they relate to self. Vague in planning for the future.	Does not articulate what leadership skills s/he needs to improve. Does not present a plan for self-improvement

		will take to refine the identified skills.	to 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: • 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	**High Proficient Sub-total:** _____	**Proficient Sub-total:** _____	**Needs Improvement Sub-total** _____	**Unacceptable Sub-total:** _____
	Total for Reflection: / 29 possible points				

Appendix N
Classification 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 O
Requirements for Assessment Points: Midpoint, End of Coursework, End of Program

Requirements for Assessment Points

General Directions for All Assessment Points:

1. Complete the Chart of Opportunity and Competency. This will help you reflect on all you have achieved, provide a refreshed perspective on your activities, and assist you in drawing conclusions.
2. Prepare written responses to the prompts under each review.
3. Prepare a presentation (PowerPoint or other modality) to explain and to expand upon your responses to the questions. Be creative, engaging, and concise in your presentation.
4. Place your written responses and your presentation in your portfolio (Assessment Section) one week prior to your scheduled assessment date so instructors can review them prior to your appointment.
5. Review the Rubric for Assessments for specific expectations.

Midpoint Assessment (Following 5 Courses)

1. See opening General Directions.
2. Write responses of no more than 300 words to each of the following prompts:
    a. Describe 2 to 3 strengths and 2 to 3 challenges in the RISEL and ISTE standards. Use examples from your course projects, field experiences, or work to demonstrate your points. (Note: Do not elaborate on the details of each project or experience. Explain succinctly what you did and focus more on what you took away from the experience. This prompt is not about "what you did" but more about "what you learned from what you did."
    b. Reflect on the 14 Leadership Competencies which are essential to being an effective leader. Which are your strengths? Which are your challenges? Use specific examples to substantiate the competencies that you select.
    c. What have you learned about yourself as a learner and as a leader? Is your perspective changing? How? Use specific examples to demonstrate your points.
    d. 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.)

End of Coursework Assessment (Following 10 Courses/Prior to Internship)

1. See opening General Directions.
2. Write responses of no more than 300 words to each of the following 5 prompts?
    a. Now that you have completed all your coursework, describe your strengths and challenges in the RISEL and ISTE standards. Have they changed from your Midpoint Assessment? What are you bringing to your internship? Use examples from your course projects, field experiences, or work to demonstrate your points. (Note: Do not elaborate on the details of each project or experience. Explain succinctly what you did and focus more on what you took away from the experience. This prompt is not about "what you did" but more about "what you learned from what you did."

b. Reflect on the 14 Leadership Competencies. Which three are your strongest? Why? Which three are your greatest challenges? Why? Have they changed from your last Midpoint Assessment? Provide specific examples from your portfolio and/or your work experiences that demonstrate your strengths and challenges in the competencies.

c. Describe your field 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?

d. What have you learned about yourself as a learner and as a leader? Has your perspective changed? How? Use specific examples to demonstrate your points.

e. What do you expect from your internship? What personal and professional growth do you anticipate?

End of Program Assessment (Program Completion)

1. See opening General Directions.
2. Write responses of no more than 300 words for each of the following 3 prompts:
   a. In the last two assessments, you reflected on your knowledge and understanding of the RISEL and ISTE standards and the Leadership Competencies. You reflected on how you have been changing as a learner and as a leader. Synthesize this information and draw conclusions about your strengths and challenges in each of these areas.
   b. Reflect comprehensively on your yearlong internship. Use all artifacts such as your journal, projects, feedback from CE and CS; conversations with colleagues; seminar discussions; and unanticipated issues. Draw 3 to 5 conclusions about the impact of your internship on your thoughts, expectations, perceptions and/or beliefs.
   c. Create a leadership portrait of yourself as you conclude this program. Who entered this program a few years ago? Who are you today as you conclude your journey at PC? Where will this new person go and what will you do? …in the short term? …in the long-term?
3. Prepare your vita/resume (no written response necessary). Compare it to the vitae you prepared at admission to the program. How has it changed? Incorporate your insights from this activity into one of the above questions.
4. Describe your action research project addressing student achievement (500 words). What problem did you choose to address? What were your objectives? Research methods? What data did you collect and how? What were your results and conclusions and what would be your next steps?

Appendix P
Rubric for Assessment Points: Midpoint, End of Coursework, End of Program

Candidate:

Date:

Midpoint
End of Coursework
End of Program

- At each assessment point, candidates will complete a self-assessment consisting of (1) Chart of Opportunities and Skills (2) narrative responses to specific questions as provided and (3) a presentation (PowerPoint or other modality of choice) to the assessment team. The focus is personal and professional growth reflective of your stage of development in the program:
  - Midpoint Review: completion of 5 courses
  - End of Coursework Review: completion of all 10 courses
  - End of Program Review: completion of the two-semester internship
- Organizational Expectations:
  - The work is well-written, well-organized, and concise.
  - PowerPoint presentation (or other platform) is well-organized, creative, concise, and provides a clear walk-through of the conclusions drawn from your self-assessment.
  - Timeframe for the presentation is observed allowing for discussion and feedback:
    - Midpoint: 20 minutes (30-minute of appointment)
    - End of Coursework: 30 minutes (45-minute appointment)
    - End of Program: 40 minutes (1-hour appointment)

High Proficiency	Proficiency*
Clearly demonstrates and articulates a strong understanding of RISEL and the Leadership Competencies by providing specific examples and evidence from courses and/or work experience.	Demonstrates and articulates an understanding of RISEL and the Leadership Competencies by providing examples and evidence from courses and/or work experience.
Clearly and with depth identifies *strengths and challenges* in the standards and competencies and explains reasoning for this selection using clear, specific examples.	Identifies strengths and challenges in the standards and competencies and explains reasoning for this selection.
Clearly draws a picture of significant change, that is, demonstrates strong growth as a learner and leader from the beginning to this point in the program and verifies that growth through examples.	Draws a picture of change, that is, demonstrates some growth as a learner and leader from the beginning to this point in the program.
Strongly adheres to all organizational expectations as explained in the chart above on this page.	Adheres to most organizational expectations as explained in the chart above on this page.

*Should a candidate not show proficiency, reasons will be explained in the recommendation section and additional work will be required to determine proficiency.

Qualitative Feedback
Commendations
Recommendations

Determination	Midpoint or End of Coursework	
	Proceed to Next Strand of Program	
	Additional Evidence/Work Required	
	End of Program	
	Graduation	
	Additional Evidence/Work Required	

Reviewers:

Appendix Q
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.

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*.)

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 R
Action Research Rubrics - Progress Report Rubric 1

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

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

Progress Report Rubric 2

Criteria	Exemplary 3	Proficient 2	Not Acceptable 1
Purpose/Focus	Establishes a clear, insightful point at the opening. Skillfully engages the audience and holds reader's attention	Establishes a point at the opening. Writes with a sense of audience and generally holds	Does not establish a clear point at the opening. Does not hold the reader's attention.

	Maintains a cohesive focus throughout the paper	the reader's attention. Maintains focus	Focus is weak or lacks focus.
Organization/Content	Information is presented in an orderly manner, increasing understanding and interest throughout the paper Content is accurate; shows depth in the writer's understanding of concepts, theory, and research; integrates theory and practice Transitions between points are smooth; ideas flow form one idea to the next and clearly lead to the writer's major conclusion Reader's understanding of the topic builds naturally and cohesively throughout the paper Conclusion is logical, answers an insightful question, reinforces thoughts/ideas, and offers possibilities for further inquiry, analysis, or study	Information is generally presented in an orderly manner. Interest and understanding grow somewhat throughout the paper. Content is accurate and shows understanding of concepts, theory and research; connects theory and practice. Transitions between points are clear and generally lead to the writer's conclusion. Reader's understanding of the topic increases throughout the paper. Conclusion wraps up the argument or points made throughout.	Information is presented in a disconnected manner and does not lead to better understanding nor engage the reader. Content is superficial and does not show an understanding or clear link to concepts, theory and research. Transitions may be attempted, but do not always show a reader how ideas are connected. Reader is confused or has difficulty following points; no cohesion. Conclusion may be redundant, abrupt or unsupported.
Written Language	Word choice, sentence length/structure, and paragraphing enhance the meaning of the text. Basically error-free in terms of spelling, usage, capitalization, punctuation, etc.	Word choice, sentence length/Structure, and paragraphing are appropriate to the text. Contains a few errors in spelling usage, capitalization, punctuation, Etc. But they do not impair readability.	Word choice, sentence length/Structure, and paragraphing are weak, inappropriate to the text, or confusing to the reader. Too many errors impair understanding and distract the reader.
Format	APA conventions are followed accurately when appropriate to the paper APA format is used accurately for citations and references	APA conventions are followed when appropriate to the paper. APA format is used for citations and references.	Errors in APA format compromise information regarding tests. APA format is not used for citations and reference.
Theoretical/Literature Perspective PRII and Final	Provides a thorough literature review presented in a logical, clear, and concise manner The Proposed intervention logically follows from the findings of others and the researcher's own theory or thinking.	Demonstrates an understanding of key research findings or commentaries on the issue or problem The proposed intervention is justified based on the researcher's theoretical stance.	Demonstrates awareness of the procedures recommended by developers of an intervention Explains how the researcher intends to implement the intervention

Synthesis PRII and Final	Detailed, logical, and clear presentation of the literature is provided. Literature is presented and synthesized to draw larger conclusions to support the study.	Provides a logical and clear explanation of the literature. Literature is presented and partially synthesized to draw larger conclusions to support the study	Logical and clear explanation of the literature is difficult to follow Literature is presented but not synthesized to draw larger conclusions to support the study
Depth and breadth PRII and Final	Review is complete, presenting the depth and breadth necessary to support the study.	Review is complete, presenting adequate depth and/or breadth necessary to support the study.	Review is missing some necessary support.

Progress Report Rubric 3

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

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

	are complete, covering all areas and increasing the likelihood or accurate findings. Two advantages and two disadvantages are provided and are accurately identified. The safeguards adequately control for most apparent and possible extraneous or intervening variables Data sources should provide valuable evidence of the effectiveness of the plan	are complete, covering most areas and increasing the likelihood or accurate findings Two advantages and two disadvantages are provided. The safeguards are identified, and reasonably control for most apparent and possible extraneous or intervening variables Some of the data sources may provide valuable evidence of the effectiveness of the plan	likelihood or accurate findings Two advantages and two disadvantages are provided, but are not the best pertinent. The safeguards are not identified or are inaccurate to control for most apparent and possible extraneous or intervening variables Data sources presented but not supported.
Table/Visual PRIII and Final	A visual flow of the study (table, chart, timeline, etc.) clearly identifies how the research questions will be addressed.	A visual flow of the study (table, chart, timeline, etc.) identifies how the research questions will be addressed.	A visual flow of the study (table, chart, timeline, etc.) is not complete.

Action Research Rubric
Rubric for Final Proposal

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

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

	The description of the study is clear, logical, and organized. Two advantages and two disadvantages are provided and are accurately identified. The safeguards control for most apparent and possible extraneous or intervening variables	Two advantages and two disadvantages are provided. The safeguards adequately control for most apparent and possible extraneous or intervening variables The research approach and design are accurately identified.	The description of the study is not clear, logical, and/or organized. Two advantages and two disadvantages are not provided or are inaccurate. The safeguards do not adequately control for most apparent and possible extraneous or intervening variables A technique or techniques are proposed to demonstrate outcomes The techniques have the potential for accurately reflecting performance
Sample **PRIII and Final**	The sampling is accurately identified, defended, and described for each phase of the study. The sampling methods are complete, making accurate findings highly likely. Two advantages and two disadvantages are provided and are accurately identified. The safeguards controls for most apparent and possible extraneous or intervening variables	The sampling is identified, defended, and described for each phase of the study. The sampling methods are complete, covering most areas and increasing likelihood of accurate findings. Two advantages and two disadvantages are provided a . The safeguards adequately control for most apparent and possible extraneous or intervening variables	The sampling methods for the study are missing details. The sampling methods are incomplete, not covering all areas and increasing the likelihood of accurate findings Two advantages and two disadvantages are provided, but are not the best pertinent. The safeguards are not identified or are inaccurate to control for most apparent and possible extraneous or intervening variables
Data Sources **PRIII and Final**	The data collection methods for the study are accurately identified, defended, and described for each phase of the study. The data collection methods are complete, covering all areas and increasing the likelihood or accurate findings. Two advantages and two disadvantages are provided and are accurately identified. The safeguards adequately control for most apparent and possible extraneous or intervening variables Data sources should provide valuable evidence of the effectiveness of the plan	The data collection methods for the study are mostly identified, defended, and described for each phase of the study. The data collection methods are complete, covering most areas and increasing the likelihood or accurate findings Two advantages and two disadvantages are provided. The safeguards are identified, and reasonably control for most apparent and possible extraneous or intervening variables Some of the data sources may provide valuable evidence of	The data collection methods for the study are missing details. The data collection methods are incomplete, not covering all areas and increasing the likelihood or accurate findings Two advantages and two disadvantages are provided, but are not the best pertinent. The safeguards are not identified or are inaccurate to control for most apparent and possible extraneous or intervening variables Data sources presented but not supported.

			the effectiveness of the plan	

Table/Visual **PRIII and Final**	A visual flow of the study (table, chart, timeline, etc.) clearly identifies how the research questions will be addressed.	A visual flow of the study (table, chart, timeline, etc.) identifies how the research questions will be addressed.	A visual flow of the study (table, chart, timeline, etc.) is not complete.
Reflection	Reflection on the process and future plans for the study are thoughtful. Issue influencing or prohibiting the accurate gathering of data with fidelity are identified and addressed. Critically identified blind spots and discussed ways to reduce bias.	Reflection on the process and future plans for the study are thoughtful. Issue influencing or prohibiting the accurate gathering of data with fidelity are identified Identified blind spots and discussed ways to reduce bias.	Reflection on the process and future plans for the study are not thoughtful . Issue influencing or prohibiting the accurate gathering of data with fidelity are not fully identified nor addressed. Failed to identify blind spots and discussed ways to reduce bias.

Appendix S
Class Participation Rubric

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

Appendix T
Log of Activities and Hours

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

Appendix U
Biweekly Formative Performance Feedback by Clinical Educator

Intern: _____ Clinical Educator: _____

School: _____ District _____ __ Elem __ Mid __ Sec

===

Documentation of Feedback for Skill/Area   **Date:**

Warm Feedback - What's going well?

Cool Feedback: What do I need to work on?

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

_____   _____

Intern Signature   Clinical Educator Signature

This form will be in your feedback folder every two weeks.