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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 Administration Program

The Providence College Graduate Administration Program is dedicated to developing high quality professional leaders for twenty-first century public or private schools at all levels and in varied geographic locales. We affirm the dignity and uniqueness of all individuals, recognize that diversity is our strength, and commit to ethics, equity and excellence for all children.

Within this context, the mission of the Providence College Administration Program is

...to prepare school administrators who possess the competencies to lead school communities that demonstrate continuous student improvement and inspire life-long learning.

Preparing Administrators Based on Standards and Competencies

High performing certified teachers who emerge as teacher/leaders in their schools possess a solid foundation for principal preparation. The school leader must become highly competent in the knowledge, dispositions and skills articulated in the Rhode Island Standards for Educational Leaders (2008), the Professional Standards for Educational Leaders (2015), and the International Society for Technology in Education (2012). As candidates read, research, discuss, share, write, and reflect upon leadership theory, they internalize the elements of best practice and apply those principles in fieldwork experiences.

Leading the School Community

With competencies and confidence gained in project-based work, future principals begin their leadership journey. In the twenty-first century, leading requires innovation to transform schools from mediocrity to excellence, from low performing to high performing. To promote change, leaders must possess a vision that embraces inclusivity, diversity, and equity. ALL stakeholders within the school family—students, parents, teachers, staff, socio-political representatives and the community at large—must engage in the transformation process together.

Demonstrating and Inspiring All Stakeholders

Establishing one vision of success for all children is imperative. To perpetuate itself, success must be demonstrated, observable, measurable, and ultimately, infectious. A true leader will inspire all members of the learning community, welcome questions and challenges, celebrate small steps, transform failure into opportunity, and affirm the needs of the individual within the whole. A leader’s genuine respect for all members of the learning community prompts the same response from others. Parents will model by instilling the value of school in their children. Teachers will know they can take risks. The community will step forward. Children will succeed.

Driving Success for All

The principal’s essential goal as leader is continuous student improvement. Academic achievement, however, is not enough. Far more must happen in the life and mind of the child. When learning becomes fulfilling, gratification instills hope beyond the harsh reality of circumstances. When talent is identified, a passion is awakened that can be nurtured. When love of learning is realized, new paths are accessible for creative exploration. These factors will exponentially drive achievement. Success for ALL children in ALL schools is non-negotiable and the galvanizing force behind exceptional principals.

This is the goal of the Providence College Graduate Administration Program and the commitment of the faculty.
Overview of the Graduate Administration Program

The Master’s in Administration Program at Providence College is a 36-hour credit program consisting of 30 credits of coursework, a 6 credit internship, two major portfolio presentations, and a culminating summative evaluation that includes a comprehensive presentation. The program is designed so candidates can complete all requirements over the course of three or more academic years (up to 5 years allowed). Courses focus on two sets of standards:

- Standards for Educational Leadership in Rhode Island 2018 (RISEL), Appendix A.
- The Rhode Island standards are consistent with the Professional Standards for Educational Leaders 2015 (PSEL)
- International Society for Technology in Education Standards for Administrators 2009 (ISTE), Appendix B

By addressing these standards through coursework, candidates develop the knowledge, skills and dispositions of a school leader, apply those competencies in clinical/field projects, and gain proficiency in a two semester school-based internship.

Strand I of the Administration Program consists of two courses, one in research and one in technology. Understanding research, applying appropriate methodology, and using technology in multiple ways (i.e. classroom, office/administration, school improvement, and communication) are integral to all coursework and essential in the principal’s everyday life. Candidates begin compiling their Coursework Portfolio (CWP) in this strand. The reflective process is a major component of the program and is emphasized throughout the program.

Strand II consists of eight courses that focus on the skills and competencies that potential principals need to be “ready” to assume their first position upon graduation. Those skills set the benchmark for best practice across a wide range of performance areas from daily management to visionary planning. Strand II includes a midpoint portfolio assessment after completing five courses 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) need for additional supports.

The next major assessment comes as a transition point between Strand II and Strand III. Candidates present their completed CWP and an in-depth self-assessment to a team of three faculty. This assessment serves as the basis for developing each candidate’s Individual Learning Plan (ILP), the first step in the internship process, which begins Strand III.

The ILP outlines the hands-on residency-based experiences agreed to by both the clinical educator (mentoring principal) and clinical supervisor (college professor). Candidates demonstrate their competencies by assuming authentic leadership roles and responsibilities for various initiatives. In addition to their primary clinicians, students gain experiences with other administrators who practice in settings that differ from the interns’ teaching levels (elementary, middle and secondary) and geographical locales (urban core, urban ring and suburban).

The internship culminates in a summative evaluation of knowledge, skills, competencies and growth over the course 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.
POLICIES AND PROCEDURES

Acceptance into the Program
Candidates formally begin the program at three intervals per year:
- Students accepted in the March 1st application group begin the program in Summer 1 and/or Summer 2.
- Students accepted in the July 1st application group begin the program in the Fall Semester.
- Students accepted in the November 1st application group begin the program in the Spring Semester.
A required orientation to the program will be conducted by the director for each of the above groups. Candidates will be notified of the date and time in their acceptance letter.

Notification of Superintendent and Principal
The district superintendent and school principal, who initially affirmed each candidate’s leadership potential and application to the program, will be notified of the candidate’s acceptance. The program seeks to engage the candidate’s administrative team in providing leadership opportunities and support outside of coursework. Examples of support include participating on committees and/or serving as chairperson; presenting to faculty, parents, school committee; engaging in authentic problem-solving in real time; and leading staff and school professional development sessions.

Length of Program
Candidates must complete all requirements of the Master’s 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.

Course Sequence
Strand I of the Administration Program consists of two courses (6 credits) which are prerequisites for all Strand II courses. No candidate may take more than two courses before being accepted into the program. All ten courses (30 credits) are prerequisites to Strand III, that is, the internship.

Course Grade
Candidates are required to maintain a “B” average in all coursework, develop a portfolio that demonstrates mastery of the RISEL Standards which is assessed once at the midpoint and then again at the end of coursework. During the internship, a second portfolio is required as well as a concluding end-of-program assessment.

Course Grade of Incomplete
Candidates who receive a grade of Incomplete at the end of a semester must complete required coursework within one year. If the one-year deadline is not met, the candidate must re-register for the course.

Transfer of Credits
No more than six credits may be transferred into the program.
**Praxis Exam**
Taking the Praxis Exam, that is, the School Leadership Licensure Assessment (SLLA), is a requirement for the M.Ed. in Administration program.

**Bring Your Own Device (BYOD)**
All candidates are expected to bring their own devices to class unless otherwise directed by the professor.

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

**Application for Graduation**
Candidates must apply to receive their degree and/or to participate in the graduation ceremony.

1. 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.
2. When the Dean receives an application for graduation from a candidate, a notice is sent to the Administration Program Director who reviews the individual’s transcript and signs the Degree Clearance Form indicating (a) approval for graduation or (b) “degree hold.” The director will certify each degree and release diplomas that are on hold at a later date when all requirements are documented.
3. Degrees are conferred in December (no ceremony) and May (with or without ceremony).
4. 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.

**Written Format**
American Psychological Association (APA) format is required for all citations, references, and formal research papers.
## COURSE DESCRIPTIONS

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

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>EDU ST 770</td>
<td>Research in Leadership</td>
<td>This course will explore current research about school leadership and prepare future principals to conduct action research in their schools. Students will access, critically review, and effectively communicate research on current issues of practice. Students will also prepare an action research proposal on student improvement that specifically focuses on equity and diversity. The major purpose of this course is to develop a research mindset that is continuous and applicable in a school setting.</td>
</tr>
<tr>
<td>EDU 501</td>
<td>Fundamentals of Research</td>
<td>Explores the methods of scientific inquiry, including analysis of educational research methods in formulation of problems, observation, case study, sampling, questionnaire, and statistical applications. Required for all graduate students in education.</td>
</tr>
<tr>
<td>EDU 504</td>
<td>Supervision/Personnel Problems in Education</td>
<td>Students examine problems in recruiting and selecting teachers and support staff, issues in continuous professional growth at the school level, and the complexity of other interactions, such as school committees, policy makers, and constituents. They explore how relationships and dealing with difficult people/situations affect the school culture and how leadership theory and style influence staff, the learning environment, student achievement, and the resolution of school problems.</td>
</tr>
<tr>
<td>EDU 505</td>
<td>School Law</td>
<td>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 a basis for legal decisions rendered today. Additionally, students will analyze current legal issues and situations which administrators face throughout the school year.</td>
</tr>
<tr>
<td>EDU 508</td>
<td>Program Evaluation - Systems Approach to School Improvement</td>
<td>Focuses on how principals and administrators can assess programs to improve teaching and learning within their schools. Attention given to academic research published in the field, project evaluations conducted by outside evaluators and visiting teams, and practitioner research performed by instructional and administrative staff in a school using self-reflective inquiry strategies. Students explore system methods that transform the traditional school into a learning community by fostering a cycle of continuous growth as part of the school culture.</td>
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<tr>
<td>EDU 512</td>
<td>School-Community Relations</td>
<td>Examines the relative effects of school, family, social background, and community on student outcomes. Objective is to confront the major challenge facing American education in the 21st century: how to structure schools so as to maximize both equality and achievement. This requires training in data-driven decision making, which is central to statewide systematic initiatives in place throughout the country.</td>
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<tr>
<td>EDU 513</td>
<td>Supervision of Instruction</td>
<td>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.</td>
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<tr>
<td>EDU 516</td>
<td>School Finance</td>
<td>A detailed examination of the sound business management practices affecting the operation of the educational enterprise. Special emphasis on making and presenting school budgets and related budgetary procedures.</td>
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<tr>
<td>EDU 522</td>
<td>Organization and Administration of Schools</td>
<td>This course explores how principals manage the resources of time, space and personnel to maximize student learning. Attention is given to how the organization and operations of the school promote a safe, efficient, and effective learning environment. Students analyze policies and procedures at each level (elementary, middle and secondary) such as classroom management, emergency protocols, consistency, time management and school improvement planning.</td>
</tr>
<tr>
<td>EDU 532</td>
<td>Curriculum Design and Construction</td>
<td>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 setting. Students employ action-research and problem-based learning strategies to conduct research on current curriculum, instruction, and assessment-related problems and issues.</td>
</tr>
<tr>
<td>EDU 530/ EDU 536</td>
<td>Internship in Administration</td>
<td>Field experience in a school where the intern develops the proficiencies of a beginning school principal. The intern participates in and documents administrative experiences to meet International Society for Technology in Education (ISTE) Standards and Rhode Island Standards for Educational Leadership (RISEL). The intern works under the supervision of both a school principal and college supervisor. Participation in seminars held at the college allow for peer reflection and sharing of experiences. Portfolios document the intern’s authentic performances. <strong>Prerequisite:</strong> Completion of all other courses and End-of-Coursework Assessment.</td>
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ORGANIZATION OF THE ADMINISTRATION PROGRAM

**Strand I**
Once formally accepted into the program, candidates take the following two courses:
EDU ST 770 Research in Leadership (replaces EDU 501)
EDU 810 Technology, Data Analysis and the Principal

This content is integrated into all other coursework. Understanding, interpreting and developing action research are required skills for a principal. Using technology effectively is essential to every aspect of a leader’s responsibilities, such as classroom instruction, efficiently completing administrative tasks, or communicating with multiple audiences.

**Strand II**
Strand II consists of the following eight (8) courses that focus on more of the skills and competencies that potential principals need when assuming their first position. These skills set the benchmark for best practice across a wide range of performance areas from daily management to visionary planning:

EDU 504: Supervision of Personnel
EDU 505: School Law
EDU 508: Program Evaluation
EDU 512: School/Community Relations
EDU 513: Supervision of Instruction
EDU 516: School Finance
EDU 522: Organization and Administration of Schools
EDU 532: Curriculum Design and Construction

**Strand III**
Strand III consists of a two-semester, 6-credit internship (EDU 530 and EDU 536) consisting of 450 hours. Candidates may register for EDU 530 and 536 in any order as the internship is personally designed according to candidates’ strengths, experiences, and areas in need of growth. An Individual Learning Plan is developed for each candidate to guide the internship experience. The internship provides candidates with a multitude of leadership opportunities at various school levels and in diverse, demographic settings.

The internship is performance-based. As future leaders, interns are expected to demonstrate the skills and competencies necessary to be highly effective administrators in their first positions upon graduation. Emphasis is placed on translating theory into practice through applied, experiential, and independent opportunities for leadership. Specific expectations and requirements are found in the Internship Handbook.
ALIGNMENT OF COURSEWORK TO STANDARDS

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

Each course syllabi indicates the specific primary standards that are addressed in each class. Primary standards are the core standards for each course and the ones that are assessed to determine proficiency. Other standards may arise in discussion or may be connected to coursework, but they are not assessed as part of course performance.

With each course requirement or activity, candidates write a thorough rationale explaining how the assignment addresses specific standards and indicators. This is a critical aspect of all assignments because it requires the standards to be at the forefront of candidates’ thinking and actions.

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

The Coursework and RISEL Alignment Chart
The Coursework and RISEL Alignment Chart indicates which courses cover each standard. The term “cover” indicates that the course carries the primary responsibility for teaching content required to achieve proficiency in the designated standard. This being said, courses do not independently address only one standard. Projects and/or activities serve as evidence that is measures of proficiency developing leadership skill to meet the standards. More than one course may address a standard.

The ISTE Standards are not included on the alignment chart Application of the standards may vary by assignment and course.
# The Coursework and RISEL Alignment Chart

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<th>ST: 770</th>
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<td><strong>STANDARD 1: Mission, Vision, and Core Values</strong></td>
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<td>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.</td>
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<td><strong>STANDARD 2: Ethics and Professional Responsibilities</strong></td>
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<td>Effective educational leaders act ethically and in accordance with professional standards to promote each student’s academic success and social and emotional well-being.</td>
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<td><strong>STANDARD 3: Equity and Cultural Responsiveness</strong></td>
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<td>Effective educational leaders ensure equity of educational opportunity and cultural responsive practices to promote each student’s academic success and social and emotional well-being.</td>
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<td><strong>STANDARD 4: Curriculum, Instruction and Assessment</strong></td>
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<td>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.</td>
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<td><strong>STANDARD 5: Community of Care and Support for Students</strong></td>
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<td>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.</td>
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<tr>
<td>STANDARD 6: Professional Capacity of School Personnel</td>
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<tr>
<td>Effective educational leaders cultivate and inclusive, caring, and supportive school community that promotes the academic success and the social and emotional well-being of each student.</td>
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<td>STANDARD 7: Professional Community for Teachers and Staff</td>
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<td>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.</td>
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<td>STANDARD 8: Meaningful Engagement of Families and Community</td>
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Please note:
- In the syllabus, faculty will indicate clearly which sub-standard(s) are being addressed by each project, assignment, etc. The candidate’s work serves as evidence of proficiency.
- For standards 2 and 3 (Ethics and Equity) the boxed capital X indicates the courses responsible for major portfolio assignments that reflect the standards.
- For Standard 3 (Equity), a written reflection for a case study in the Gorski book is the minimum requirement for each course.
EXPECTATIONS FOR COURSEWORK

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

- Oral Communication
- Written Communication
- Self-Reflection

Oral and Written Communication
Principals constantly provide and receive information orally, in writing, or via technology. The administrator also gathers 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 another lifelong process and a high priority in the administrative program.

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

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

The two most common forms of reflective writing are:

1. **Reading Reflection**: Reflecting on an assigned reading or book demonstrates the candidate’s level of understanding of the text as well as the beliefs, values and assumptions that influence the interpretation of the material.

2. **Experiential Reflection**: The purposes for reflecting on an experience are:
   - to assess professional practice and to discern the reasons for behavior (positive or negative);
   - to think critically about skills and competencies;
   - to assess theoretical learning as it applies to authentic practice;
   - to conduct a self-appraisal of strengths and challenges demonstrated through the situation; and
   - 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, to a particular course. For example, interns may keep a **reflective journal** on everyday experiences and observations. Following a group project or discussion with colleagues, candidates may write a **dialogue reflection**. Reflection is a way of thinking critically and may be applied in multiple settings as established by a particular professor.

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

The Graduate Administration Program uses a model designed by Graham Gibbs for in-depth reflection. **Instructors will inform their classes when to apply the Gibbs model to writing assignments.** Guidelines for reflection in the form of a rubric can be found in Appendix E along with other tools, such as a Vocabulary Aid, in Appendix F.

COURSEWORK DOCUMENTATION

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

Coursework Cover Sheet
The coursework Cover Sheet (Appendix G) must be completed and attached to each assignment submitted to a professor. Any written document (i.e. activity, project, reflection, research paper, etc.) submitted for feedback or grading purposes must accompany the work sample electronically or in hard copy, as designated by the instructor. The purpose of this form is to highlight the correlation of the coursework with the standards. Thoughtfully articulating the rationale is critical to deepen insight into the standards and skills required to be proficient in them. Hence, the rationale must be clear and thorough.

When completing the Coursework Cover Sheet, candidates should refer to the Coursework and RISEL Alignment Chart and to the course syllabus. The chart generally identifies the RISEL addressed in a course, and the syllabus also cites the specific indicators.

Purpose of the Coursework Portfolio
The primary reasons for creating a CWP are to reflect on work, to engage in self-assessment and to set goals for improving future work. The portfolio serves several purposes:
- To show growth or change over time, to develop process skills such as self-assessment and goal-setting, to identify strengths and weaknesses, and to track the development of performances.
- To showcase accomplishments, to identify best or most important work, and to communicate aptitude as a future leader.
- To evaluate progress towards meeting the RISEL and ISTE standards and to assess, plan and set goals for the internship.

The Coursework Portfolio should include the following documents:
- All coursework or assessment pieces identified in the rest respective syllabus as aligned to a standard(s) should be induced in the portfolio. This work should include the instructor’s comments, grade and signature.
- The completed Coursework Cover Sheet should accompany each work sample. This crossover is evident syllabus should be consistent in the standards identified by each project or work sample.

The Coursework Portfolio should be organized as follows:
- The CWP should have fourteen (15) sections:
  - Section 1: Resume or Vita(submitted for admittance into the program)
  - Section 2: Course Map completed at orientation following acceptance
  - Sections 3-12: One section per RISEL for work products
  - Section 13: Clinical experiences
  - Section 14: Midpoint Portfolio Assessment
  - Section 15: End of Coursework Assessment

The College does not have a specific digital portfolio platform at this time. Students may maintain their work electronically (and are encouraged to do so) and/or in hard copy. Candidates should place work samples in the CWP at the completion of each course. Professors may have specific instructions about how to submit work in their respective courses. Each syllabus will be available on Sakai.
CLINICAL EXPERIENCES

Authentic experiences integrating theory and practice during coursework through clinical work.

Types of Clinical Experiences

Candidates will have two types of field experiences: (1) on-site, in the candidate’s home school/district and (2) off-site in a school outside their 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 H).
- To provide authentic, on-the-job experience to deepen learning whereby candidates apply and translate theory to practice.

Time for Clinical Experiences

Beginning in 2017-2018, letters of support from school superintendents were requested as a condition of acceptance. That is, superintendents agree to provide candidates with one release day per course (10) for clinical experiences and ten (10) release days during the 2-semester internship. Professors design full-day clinical experiences to correlate with course goals. Candidates who entered the program prior to this date are encouraged to request time from districts. Professors will adjust expectations if formerly accepted candidates cannot obtain time.

Level of Clinical Experiences

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

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

For this apprentice-like process, candidates will include:

- A log of clinical experiences (date, place, activity, principal, level and demographic and include it in your portfolio.
- A Clinical Experience Cover Sheet to summarize each experience (Appendix I).
- A reflection for each clinical experience, as directed by the instructor.


**ASSESSMENTS IN STRAND II**

**Midpoint Coursework Assessment**
The Coursework Portfolio is assessed after completion of five courses and is necessary to continue in the program. This allows both the candidates and instructors to review:

1. Progress toward acquiring the knowledge and dispositions set forth in the standards
2. Readiness for moving forward in the program
3. Need for additional supports

Candidates are responsible for notifying the Program Director when they have completed five courses (15 credit hours) so the Midpoint Assessment (Appendix J) can be scheduled.

1. Candidates prepare a **self-assessment** where they rate (a) the types of opportunities they have had to demonstrate the leadership skills required by each standard and (b) the competency level they believe they have demonstrated through performance of each standard. Ratings may include course activities as well as work experiences during the time of their administrative program.

2. Candidates write a narrative response (no more than 300 words each) to four prompts, using specific examples of the Leadership Skills and RISEL/ISTE cited throughout the program.

3. Candidates lead the review of their CWP before the program Assessment Team and present their self-assessments orally and with any visual aids they choose to summarize their conclusion.

The review team completes the Strand II Midpoint Coursework Assessment. (Appendix K). The team 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 is ready to continue with Strand II.

**End-of-Coursework Assessment**
The End of Coursework Assessment (Appendix L) occurs when candidates have completed all coursework. This assessment allows both the candidates and instructors to review:

1. Readiness for the internship (Strand III)
2. The initial direction for the Individual Learning Plan (ILP) at the start of internship
3. Need for additional supports.

Students are responsible for notifying the Program Director when they have completed their ten courses (30 credit hours) so the End-of-Coursework Assessment can be scheduled.

1. Candidates prepare a **self-assessment** where they rate (a) the types of opportunities they had throughout their coursework to demonstrate the leadership skills required by each standard and (b) the competency level they believe they demonstrated through performance of each standard. Ratings may include course activities as well as work experiences.

2. Candidates write a narrative response (no more than 300 words each) to four prompts, using specific examples of the Leadership Skills and RISEL/ISTE standards.

3. Candidates lead the review of their CWP before the program Assessment Team. 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 to create this visual/graphic representation of growth and level of skill in achieving the standards.

Final CWP Reviews are scheduled twice each year, i.e. May/June and December/January in keeping with the starting dates of the internship. The Review Team completes the Strand II End-of-Coursework Assessment (Appendix M). The team provides feedback to the candidates, highlighting the following points made in the presentation:

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

The ILP ensures the continued development of the competencies, personalized to each intern, to provide authentic, hands-on, residency-based experiences during this culminating year-long phase of the administrative program.
Appendix A
Rhode Island Standards for Educational Leaders (RISEL)

### Standard 1. Mission, Vision, and Core Values
Effective educational leaders collaboratively develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and social and emotional well-being.

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

### Standard 2. Ethics and Professional Responsibilities
Effective educational leaders act ethically and in accordance with professional standards to promote each student’s academic success and social and emotional well-being.

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

**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.

**Standard 4. Curriculum, Instruction, and Assessment**
Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and social and emotional well-being.

**Effective leaders:**

a. Implement coherent systems of curriculum, instruction, and assessment that the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.

b. Align and focus systems of curriculum, instruction, and assessment within and vertically across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.

c. Facilitate instructional practice that is consistent with knowledge of student learning and development, effective pedagogy, and individual student needs.

d. Ensure instructional practices that are intellectually challenging, authentic to student experiences, recognize student strengths, and are differentiated and personalized.

e. Promote and facilitate the effective use technology in service of teaching and learning.

f. Develop and utilize multiple valid assessments that are consistent with knowledge of learning and development and technical standards of measurement to monitor student progress and improve instruction.

g. Use assessment data appropriate and with technical limitations to monitor student progress and improve instruction.
## Appendix A
Rhode Island Standards for Educational Leaders (RISEL)

### Standard 5. Community of Care and Support for Students
Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and the social and emotional well-being of each student.

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

### Standard 6. Professional Capacity of School Personnel
Effective educational leaders in collaboration with stakeholders, develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.

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

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.
Appendix A
Rhode Island Standards for Educational Leaders (RISEL)

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<td>Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.</td>
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**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.

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**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.
Appendix A
Rhode Island Standards for Educational Leaders (RISEL)

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 for School Administrators (ISTE) 2012

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.
Appendix B

International Society for Technology in Education: Standards for School Administrators (ISTE) 2012

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.

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

**Providence College**  
*Graduate Administration Program*

### Rubric for Oral Presentation

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Not Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Delivery Style</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaks clearly, effectively, and confidently (e.g. volume, pace, articulation); language flows easily</td>
<td>Exemplary</td>
<td>Proficient</td>
<td>Not Acceptable</td>
</tr>
<tr>
<td>Creatively engages the audience</td>
<td>Exemplary</td>
<td>Proficient</td>
<td>Not Acceptable</td>
</tr>
<tr>
<td>Use a creative presentation style that suits the purpose and audience</td>
<td>Exemplary</td>
<td>Proficient</td>
<td>Not Acceptable</td>
</tr>
<tr>
<td>Uses vocabulary that is rich and varied, appropriate for context and audience; uses correct grammar</td>
<td>Exemplary</td>
<td>Proficient</td>
<td>Not Acceptable</td>
</tr>
<tr>
<td><strong>Organizational and Preparation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduces the topic clearly and creatively</td>
<td>Exemplary</td>
<td>Proficient</td>
<td>Not Acceptable</td>
</tr>
<tr>
<td>Maintains a strong focus</td>
<td>Exemplary</td>
<td>Proficient</td>
<td>Not Acceptable</td>
</tr>
<tr>
<td>Includes smooth transitions between key points</td>
<td>Exemplary</td>
<td>Proficient</td>
<td>Not Acceptable</td>
</tr>
<tr>
<td>Concludes with compelling application / implications</td>
<td>Exemplary</td>
<td>Proficient</td>
<td>Not Acceptable</td>
</tr>
<tr>
<td>Organizes the presentation in a creative, coherent way appropriate to its purpose</td>
<td>Exemplary</td>
<td>Proficient</td>
<td>Not Acceptable</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Exemplary</td>
<td>Proficient</td>
<td>Not Acceptable</td>
</tr>
<tr>
<td>Defines topic or main ideas in a clear, engaging manner</td>
<td>Exemplary</td>
<td>Proficient</td>
<td>Not Acceptable</td>
</tr>
<tr>
<td>Supports main ideas with substantive and accurate information</td>
<td>Exemplary</td>
<td>Proficient</td>
<td>Not Acceptable</td>
</tr>
<tr>
<td>Provides a strong, tenable link between research theory and fieldwork</td>
<td>Exemplary</td>
<td>Proficient</td>
<td>Not Acceptable</td>
</tr>
<tr>
<td>Applies theory to practice; demonstrates significant insight (in-depth analysis and synthesis)</td>
<td>Exemplary</td>
<td>Proficient</td>
<td>Not Acceptable</td>
</tr>
<tr>
<td><strong>Responsiveness to Audience</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consistently clarifies, restates, and responds to questions knowledgeably and confidently; summarizes when needed</td>
<td>Exemplary</td>
<td>Proficient</td>
<td>Not Acceptable</td>
</tr>
<tr>
<td>Body language reflects comfort interacting with audience</td>
<td>Exemplary</td>
<td>Proficient</td>
<td>Not Acceptable</td>
</tr>
<tr>
<td><strong>Responsiveness to Audience - Verbal Interaction</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body language reflects comfort interacting with audience</td>
<td>Exemplary</td>
<td>Proficient</td>
<td>Not Acceptable</td>
</tr>
<tr>
<td><strong>Responsiveness to Audience - Body Language</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body language reflects comfort interacting with audience</td>
<td>Exemplary</td>
<td>Proficient</td>
<td>Not Acceptable</td>
</tr>
<tr>
<td><strong>Responsiveness to Audience - Non-Verbal Interaction</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body language communicates a reluctance to interact with audience</td>
<td>Exemplary</td>
<td>Proficient</td>
<td>Not Acceptable</td>
</tr>
</tbody>
</table>
## Appendix D

### Providence College

**Graduate Administration Program**

### Rubric for Writing

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

**Guidelines for Reflection**

**Based on Gibbs Model of Reflection**

<table>
<thead>
<tr>
<th>Guiding Questions</th>
<th>Criteria</th>
<th>1 - Highly Proficient</th>
<th>2 - Proficient</th>
<th>3 - Needs Improvement</th>
<th>4 - Unacceptable</th>
</tr>
</thead>
</table>
| **What happened?**
  Does the reader need some brief background? What happened? Who was involved? Where? When? Why (is this experience relevant to you and your course goals)? | **Description** | Explains the scenario specifically but concisely. Creates a clear mental picture; draws in reader. | Explains the scenario. Creates a mental picture of the scenario for the reader. | Explains too many or too few details about the scenario. Creates vague picture of the scenario. | The scenario is unclear and does not engage the reader. Selects a situation somewhat related to course goals. |
| **What were your feelings?**
  …during the experience? …after the experience? | **Feelings** | Describes clearly and succinctly what you were feeling and thinking during the experience. | Describes what you were feeling and thinking during the experience. | Minimally describes what you were feeling and thinking during the experience. | Does not describe what you were feeling and thinking during the experience. |
| **What was positive and/or negative about the experience?**
  How did you react? How did others react? What went well? What did not go well? Was the situation resolved? Why or why not? | **Evaluation** | Identifies specifically the most important aspects of the experience. Discusses clearly and meaningfully the interplay of positive and/or negative factors of the situation. | Identifies important aspects of the experience. Discusses the interplay of positive and/or negative factors of the situation. | Discusses the experience as a whole and identifies minimally relevant parts. Identifies various factors involved in the situation. | Does not break down or explain relevant parts of the experience. Does not discuss the various factors related to the situation. |
| **What are the underlying factors in this situation? How can you explain the situation? (Analyze the experience.)** | **Analysis** | Clearly and meaningfully identifies factors that fueled or tempered the situation. Presents an in-depth understanding of multiple variables in the case. Thoughtfully synthesizes learning (i.e. coursework, theory, etc.) related to the topic. Applies theory meaningfully to practice. References are clear and appropriate. Analyzes in-depth the whole experience with details and examples. | Identifies factors that tempered or fueled the situation. Understands variables underlying the case. Identifies theory and coursework that apply to the situation/practice. Analyzes the experience with some detail. | Identified some factors that had an impact on the situation. Presents some variables underlying the case. Discusses some theory or coursework but does not apply it specifically to the situation/practice. Analysis is lacking depth and detail. | Does not identify factors that had an impact on the situation. Does not explain underlying variables in the case. Does not discuss theory or coursework. Does not analyze the situation. |
# Appendix E

**Guidelines for Reflection**  
Based on Gibbs Model of Reflection

<table>
<thead>
<tr>
<th>What did you learn from this event?</th>
<th>Conclusion</th>
<th>What do you need to learn going forward as you prepare for the role of principal?</th>
<th>Your Personal Action Plan in Preparation for the Role of Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>If the experience were positive, would you do the same thing if it re-occurred? If negative, what could you have been done differently or avoided? What were the key factors?</td>
<td>Demonstrates an open, non-defensive attitude to critique self; discusses growth and frustrations.</td>
<td>What leadership skills do you need to improve while preparing to become a principal?</td>
<td>Clearly and specifically identifies the leadership skills you need to improve.</td>
</tr>
<tr>
<td>What role did you play in this situation? Why did you do what you did? What could you have done? What stopped you? What did you learn about yourself (positive or negative, strengths or weaknesses)?</td>
<td>Demonstrates ability to question own biases, stereotypes, or assumptions. Takes risks; asks probing questions about self. Reveals new thinking based on the analysis.</td>
<td>Do you need more techniques, strategies, etc. in handle such situations effectively? How will you acquire those skills needed as a principal?</td>
<td>Clearly and specifically delineates the steps you will take to refine your skills.</td>
</tr>
<tr>
<td>From a principal’s perspective, how would you have handled the situation?</td>
<td>Clearly assumes the principal’s role; articulates what the building leader would do in the situation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix F
Vocabulary Aids for Reflective Writing Using the 6-Step Gibbs Model*

**Description**

If you are reflecting on an experience, briefly describe it. Include relevant details, as appropriate, in response to the 5Ws: who, what, where, when and why. The range of experiences is endless.

If you are reflecting on a reading or observation of others, highlight the significant points concisely.

In either case, create a vivid mental picture of what happened to engage the reader.

**Feelings**

Previously,  
At the time,  
At first,  
Initially,  
Subsequently,  
Later,  

I  

thought (did not think)…  
felt (did not feel)…  
know (did not know)…  
noticed (did not notice)…  
questioned (did not question)…  
realized (did not realize)…

confident  
excited  
anxious  
pleased, etc.

**Evaluation**

For me, the [most]  
meaningful  
significant  
important  
relevant  
useful  
positive  
negative

aspect(s)  
element(s)  
experience(s)  
issue(s)  
idea(s)

was (were)…  
arose from…  
happened when…  
resulted from…

[Alternatively,]  
[Equally,]  
This

might be  
is perhaps  
could be  
is probably

because of…  
due to…  
explained by…  
related to…
# Appendix F

## Vocabulary Aids for Reflective Writing Using the 6-Step Gibbs Model*

### Analysis

<table>
<thead>
<tr>
<th><strong>Having</strong></th>
<th><strong>I now</strong></th>
<th><strong>This situation or individual</strong></th>
<th><strong>This situation or individual</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>read…</td>
<td>feel…</td>
<td>escalated</td>
<td>thinking on…</td>
</tr>
<tr>
<td>experienced…</td>
<td>think…</td>
<td>complicated</td>
<td>theory of…</td>
</tr>
<tr>
<td>applied…</td>
<td>realize…</td>
<td>intensified</td>
<td>position on…</td>
</tr>
<tr>
<td>discussed…</td>
<td>wonder…</td>
<td>spiraled out</td>
<td>concept of…</td>
</tr>
<tr>
<td>analyzed…</td>
<td>question…</td>
<td>improved</td>
<td>perception of…</td>
</tr>
<tr>
<td>learned…</td>
<td>know…</td>
<td>recovered</td>
<td>because…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>regained</td>
<td>model of…</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>supports…</td>
</tr>
</tbody>
</table>

- contributed positively…
- contributed negatively…

**I did… which**

- revealed my…
- reflected a past…
- showed my…

**My reaction or response…**

- was similar to…
- unlike…
- different than

**[Un]Like… this**

- reveals…
- demonstrates…

---

*Note: The 6-Step Gibbs Model is a framework for reflective writing. It involves six steps: Description, Evaluation, Feeling, Analysis, Conclusion, and Action.*
Appendix F
Vocabulary Aids for Reflective Writing Using the 6-Step Gibbs Model*

Conclusion

[Additionally,] [Furthermore,] [Most importantly,] I have learned that…

I have… significantly slightly developed improved my skills in… my understanding of… my knowledge of… my ability to…

However, I have not [sufficiently]

This knowledge is essential to me as a learner [because…]
This understanding could be important to me as a practitioner [because…]
This skill will be useful to me as a practitioner [because…]

Action Plan

Because I did not… have not yet… am not yet certain about… am not yet confident about… I will now need to…
do not yet know… do not yet understand…

As a next step, I need to
Candidate: _____________________________________ Date: ______________________

EDU: _____ Course title: ____________________________

1. **Describe the assignment.**

____________________________________________________________________________________

2. **Connect the assignment to the appropriate standards.**

**RISEL**
Standard # _____, _______________________________________________________________________

Sub-standard ____, ______________________________________________________________________

**RISEL**
Standard # _____, _______________________________________________________________________

Sub-standard #_____, _____________________________________________________________________

**ISTE**
Standard # _____, _______________________________________________________________________

Performance: ____, ______________________________________________________________________

3. **Write a thorough rationale.**
   Describe how your assignment relates to the above standards

____________________________________________________________________________________

4. **Instructor’s Comments**

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Instructor’s Signature .................................................. Grade .......... Date _______________

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# Appendix H
## Classification of Cities and Towns in Rhode Island

<table>
<thead>
<tr>
<th>Cities and Towns</th>
<th>Urban Core</th>
<th>Urban Ring</th>
<th>Suburban</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Falls</td>
<td>Cranston</td>
<td>Barrington</td>
<td></td>
</tr>
<tr>
<td>Pawtucket</td>
<td>East Providence</td>
<td>Bristol</td>
<td></td>
</tr>
<tr>
<td>Providence</td>
<td>Johnston</td>
<td>Burrillville</td>
<td></td>
</tr>
<tr>
<td>Woonsocket</td>
<td>Newport</td>
<td>Charlestown</td>
<td></td>
</tr>
<tr>
<td>North Providence</td>
<td>Coventry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Warwick</td>
<td>Cranston</td>
<td></td>
<td></td>
</tr>
<tr>
<td>West Warwick</td>
<td>Cumberland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>East Greenwich</td>
<td>Exeter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster</td>
<td>Gloucester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hopkinton</td>
<td>Johnston</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Johnston</td>
<td>Lincoln</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Little Compton</td>
<td>North Kingstown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>North Kingstown</td>
<td>North Smithfield</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Richmond</td>
<td>Scituate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smithfield</td>
<td>South Kingstown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>South Kingstown</td>
<td>Tiverton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Westerly</td>
<td>West Greenwich</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Clinical/Field Experience Cover Sheet

<table>
<thead>
<tr>
<th>Student ___________________________</th>
<th>Date ______________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>School ____________________________</td>
<td>☐ Elem ☐ Middle ☐ Secondary</td>
</tr>
<tr>
<td>District __________________________</td>
<td>☐ Urban ☐ Urban Ring ☐ Suburban</td>
</tr>
<tr>
<td>EDU _____ Course title _____________</td>
<td>Professor __________________</td>
</tr>
</tbody>
</table>

#### Location of the field experience

<table>
<thead>
<tr>
<th>School ____________________________</th>
<th>☐ Elem ☐ Middle ☐ Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>District __________________________</td>
<td>☐ Urban ☐ Urban Ring ☐ Suburban</td>
</tr>
</tbody>
</table>

1. **Assignment/Purpose of the field experience:**

2. **Standard(s) addressed in the field experience and rationale explaining the connection between your observation/activity and one or more standards.**

3. **Observation**

4. **Reflection**

#### Comments by Professor

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Appendix J
Mid-Point Assessment
(After 5 Courses)

Part 1:
Directions: When completing your self-assessment, please reflect on your leadership skills. Rate them according to each scale and cite examples (evidence) of the specific leadership skills you demonstrated through your projects and/or experiences.

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

Competency:
If No Opportunity, leave Competency Level blank.
1 – Fundamental Awareness: I have basic knowledge of this standard but need to begin demonstrating the leadership skills necessary to transition from theory into practice.
2 – Novice: I have knowledge of this standard and some limited (or inconsistent) experiences co-leading; that is, limited experiences demonstrating leadership skills in practice.
3 – Effective: I exhibit strong leadership skills while co-leading initiatives and taking some independent responsibilities.
4 – Highly Effective: I exhibit outstanding leadership skills while independently leading three or more initiatives and taking full responsibility.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Opportunity</th>
<th>Competency Level</th>
<th>PRIMARY Work Sample(s)</th>
<th>Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RISEL 1</td>
<td>N</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>May include evidence</td>
</tr>
<tr>
<td>RISEL 2</td>
<td>N</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>from courses or work experience.</td>
</tr>
<tr>
<td>RISEL 3</td>
<td>N</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>RISEL 4</td>
<td>N</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>RISEL 5</td>
<td>N</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>RISEL 6</td>
<td>N</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>RISEL 7</td>
<td>N</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>RISEL 8</td>
<td>N</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>RISEL 9</td>
<td>N</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>RISEL 10</td>
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<td>1 2 3 4</td>
<td>1 2 3 4</td>
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</tr>
<tr>
<td>ISTE 1</td>
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<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td></td>
</tr>
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<td>ISTE 4</td>
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<td>1 2 3 4</td>
<td></td>
</tr>
<tr>
<td>ISTE 5</td>
<td>N</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
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</tr>
</tbody>
</table>
Appendix J
Mid-Point Assessment
(After 5 Courses)

Part 2:
Using the above analysis, write a response (no more than 300 words each) to the following four prompts. Demonstrate competency by using the Leadership Skills listed below the questions.

- What have you learned about yourself as a learner and as a leader and how has your perspective changed?
- 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.)
- How do you see your leadership potential exhibiting itself? Reflect specifically on some of the Leadership Skills listed below which are essential to being an effective leader.
- What do you expect from the next five courses in the program?

Part 3:
Please attach your Midpoint Map (sequence and dates of remaining courses and internship).

Leadership Skills:

1. Collaborative, community builder
2. Interpersonal skills
3. Communication skills (oral and written)
4. Visionary, strategic planner
5. Student-centered
6. Self-reflective
7. Commitment to diversity, equity and social justice
8. Data-driven decision making
9. Use of PK-12 student standards
10. Use of technology
11. Knowledge of teaching/learning/leadership
12. Intellectual/academic ability
13. Current in research-based initiative
Appendix K
Mid-Point of Coursework Assessment
Faculty Rating Form

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

<table>
<thead>
<tr>
<th>Standard Competency</th>
<th>Strength</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI Leadership Standards</td>
<td></td>
<td>1 2 3 4 X 2 =</td>
</tr>
<tr>
<td>ISTE Standards</td>
<td></td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

2. **Leadership Competency Rating Scales:**
   1 = Poor   2 = Limited   3 = Satisfactory   4 = Exceptional

<table>
<thead>
<tr>
<th>Leadership Competency</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal Skills</td>
<td>Facilitation skills, conflict resolution, collaboration, demeanor.</td>
</tr>
<tr>
<td>Leadership Potential</td>
<td>Vision, disposition, problem solver, initiates action, use of data for decision making.</td>
</tr>
<tr>
<td>Self-Reflection / Assessment</td>
<td>Systematically assesses one's own practice to gain a deeper understanding of knowledge and competencies; plan for professional growth.</td>
</tr>
<tr>
<td>Communication</td>
<td>Oral and written communication.</td>
</tr>
</tbody>
</table>


## Appendix K

**Mid-Point of Coursework Assessment**

**Faculty Rating Form**

<table>
<thead>
<tr>
<th>3. Commendations</th>
<th>Qualitative Feedback</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>4. Recommendations</th>
</tr>
</thead>
<tbody>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Determination</th>
<th>Advancement Not Supported / Approved</th>
<th>13 or Less Pts.</th>
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<tbody>
<tr>
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<td>14-15 Pts.</td>
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<td>Advancement to Strand II</td>
<td>16-23 Pts.</td>
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</tr>
<tr>
<td>Advancement to Strand II w/ Honors</td>
<td>24+ Pts.</td>
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</table>

**Reviewer Signatures:**

__________________________  ______________________________  ______________________________
Appendix L
End of Coursework Assessment

Part 1:
Directions: When completing your self-assessment, please reflect on your leadership skills. Rate them according to each scale and cite examples (evidence) of the specific leadership skills you demonstrated through your projects and/or experiences.

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

Competency:
If No Opportunity, leave Competency Level blank.
1 – Fundamental Awareness: I have basic knowledge of this standard but need to begin demonstrating the leadership skills necessary to transition from theory into practice.
2 – Novice: I have knowledge of this standard and some limited (or inconsistent) experiences co-leading; that is, demonstrating leadership skills in practice.
3 – Effective: I exhibit strong leadership skills while co-leading initiatives and taking some independent responsibilities.
4 – Highly Effective: I exhibit outstanding leadership skills while independently leading three or more initiatives and taking full responsibility.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Opportunity</th>
<th>Competency Level</th>
<th>PRIMARY Work Sample(s)</th>
<th>Course(s)</th>
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<tr>
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<td>N</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>May include evidence</td>
</tr>
<tr>
<td>RISEL 2</td>
<td>N</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>from courses or work experience.</td>
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<tr>
<td>RISEL 3</td>
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<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td></td>
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<td>RISEL 6</td>
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<td>RISEL 7</td>
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<td>RISEL 8</td>
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<td>RISEL 9</td>
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Appendix L
End of Coursework Assessment

Part 2:
Using the above analysis, write a response (no more than 300 words each) to the following four prompts. Demonstrate competency by using the Leadership Skills listed below the questions.

- Review the list below of 13 leadership skills. Which three are your strongest? Why? Which three are your greatest challenge? Why? Provide specific examples from your portfolio and/or your work experiences that demonstrate your strengths and challenges.

- You have now taken ten courses that involved quite a bit of reading. Do any authors or readings resonate with you as being particularly relevant and meaningful to your leadership style? How have these specific ideas influenced your thinking and how have you begun to implement them?

- Describe your clinical experiences. What impact have they had on your thinking about leadership? After reflecting on them, have you gained any new insights that you can apply in practice?

- What do you expect from your internship? In the first response, you identified three challenging areas. What is your plan for addressing these skills during your internship? What personal and professional growth do you anticipate?

Leadership Skills:

14. Collaborative, community builder
15. Interpersonal skills
16. Communication skills (oral and written)
17. Visionary, strategic planner
18. Student-centered
19. Self-reflective
20. Commitment to diversity, equity and social justice
21. Data-driven decision making
22. Use of PK-12 student standards
23. Use of technology
24. Knowledge of teaching/learning/leadership
25. Intellectual/academic ability
26. Current in research-based initiatives
## Appendix M

### End of Coursework Assessment

**Faculty Rating Form**

1. **Standard Competency Rating Scales:**
   1. **1 = Ineffective** – Experience **limited** to readings and coursework. (OR) Exhibits **low** performance while leading or co-leading initiatives.
   2. **2 = Developing** – Experience is **limited** to observing school leaders. (OR) Exhibits **inconsistent or moderate** performance while leading or co-leading initiatives.
   3. **3 = Effective** – Exhibits **strong** performance level while co-leading initiatives with some independent responsibilities. Exhibits **quality** school leadership behaviors and professional responsibilities.
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### Appendix M

#### End of Coursework Assessment

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</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Determination</th>
<th>Advancement Not Supported / Approved</th>
<th>Advancement to Strand II w/ Mentor</th>
<th>Advancement to Strand II</th>
<th>Advancement to Strand II w/ Honors</th>
</tr>
</thead>
</table>

**Reviewer Signatures:**

_________________________________________          ___________________________________________         ________________________________________________