



**WASHINGTON STATE-FUNDED EDUCATION  
LEADERSHIP INTERN PROGRAM  
2012 APPLICATION**



**Candidate Information**

Name: (first) _____ (middle) _____ (last) _____			Date: _____
Current Position: _____		Home Address: _____	
School: _____		Home City/State/Zip: _____	
Work Phone: _____		Home Phone: _____	
Work E-mail: _____		Home E-mail: _____	
School District: _____			
Years in Education: _____	Level: Elem	Middle	High Other
Leadership Experience in the Last Five Years: _____			
Applicant for: <input type="checkbox"/> Principal Program: <input type="checkbox"/> Elementary <input type="checkbox"/> Mid Level <input type="checkbox"/> High School <input type="checkbox"/> Program Administrator <input type="checkbox"/> Superintendent			
Intern Site (if known): _____		Mentor Principal/Supervisor (if known): _____	
College/University Attending: _____		College/University Program Director/Advisor: _____	
Campus location: _____			

**University Information**

**Education Administration Program Approval**

The applicant: Has completed the necessary prerequisites/requirements to enter the intern program.  
Has the support of the Program Director(s) for admission to the intern program. Agrees to develop and implement a written plan structuring the release time experiences in cooperation with the site mentor.

Program Director: \_\_\_\_\_ Signature \_\_\_\_\_ Date: \_\_\_\_\_

**School District Information**

Recommending Administrator: \_\_\_\_\_ Title: \_\_\_\_\_  
Location: \_\_\_\_\_ Phone: \_\_\_\_\_

**District Approval**

- ✓ District agrees to provide the state-awarded release time for the intern during the 2012–13 school year.
- ✓ Actual daily replacement substitute teacher cost for the 2012–13 school year (including salary and benefits): \$ \_\_\_\_\_. The reimbursement amount to districts will be the actual allocation provided by the Legislature for daily substitute rates.
- ✓ District agrees to assign a qualified site mentor to the intern.

Finance Officer (or designee): \_\_\_\_\_ Signature \_\_\_\_\_ Phone: \_\_\_\_\_

Superintendent (or designee): \_\_\_\_\_ Signature \_\_\_\_\_ Phone: \_\_\_\_\_

Date: \_\_\_\_\_

**INCOMPLETE OR LATE APPLICATIONS WILL NOT BE CONSIDERED**

# APPLICATION REQUIREMENTS

Respond to the following questions (I, II, and III, below—limit response to one page per question, single-spaced, and not smaller than 11 pt. Times New Roman font). Please note that included in the application packet is a copy of the rubric (FORM SPI 1651 pages 2a and 2b) that the selection committee will use to score the applications for the State-Funded Intern Program. **Note:** *Please put your name on each page.*

- I. Specifically identify your involvement in the learning improvement efforts in your school, district, ESD, and/or at the state level. Describe any leadership roles you have assumed.
- II. Describe how your participation and leadership in school improvement efforts have contributed to a safe and caring learning environment in your school. As a result of your efforts and experiences, what have you learned about the relationship between a school environment that is physically, socially, and emotionally safe and the continuous improvement of student achievement?
- III. How does a leader's understanding of student diversity relate to improving learning for all students? Include your understanding of diversity and your leadership experiences related to student diversity in your response, recognizing that your school has students with diverse backgrounds. For the purpose of this response, diversity may include but not be limited to: highly capable, special needs, 504 plans, ELL/ESL, ethnicity and culture, religious affiliation, sexual orientation, socio-economic status, or other.

If accepted into the Washington State-Funded Education Leadership Intern Program, I agree to:

- ✓ Seek administrative employment in Washington State upon successful completion of the internship.
- ✓ Participate in the intern program evaluation, job-sharing survey, and any follow-up studies.

## Two-year internship program?

Are you in the first year of a two-year intern program?

Yes

No

If yes, do you want to split your award between two years?

Yes  No

*(If yes, this means that you will use half of your awarded days during the 2012–13 school year and the other half during the 2013–14 school year.)*

**I have a valid and current Washington State teaching certificate.**

\_\_\_\_\_  
Applicant Name

\_\_\_\_\_  
Applicant Signature

\_\_\_\_\_  
Date

School/District \_\_\_\_\_

The Application Packet—2012 Application Form (Form SPI 1651 page 1), Application Requirements (Form SPI 1651 page 2), Scoring Rubric (Form SPI 1651 pages 2a and 2b), Administrator Recommendation and Rating (Form SPI 1651 pages 3 and 4), Résumé (Form SPI 1651 page 5), and optional Personal Information Form (Form SPI 1651 page 6) are to be submitted together in one packet, and must be received by 4:30 p.m., Friday, March 9, 2012. Submit application materials to:

Washington School Principals' Education Foundation  
Education Leadership Intern Program  
1021 8<sup>th</sup> Avenue SE  
Olympia, WA 98501-1500

Incomplete or late applications will not be considered for funding.

Should the State Legislature NOT continue funding the Washington State-Funded Education Leadership Internships for the 2012–13 biennium, this application will be considered null and void.

- **Applicants, districts, and university program directors will be notified by May 4, 2012**, of the names of those individuals who are *selected*, *not selected*, or qualified for *alternate status* for release time funding.

### 2012 NARRATIVE SCORING RUBRIC

**43 Possible Total Points**

MATERIALS	<b>CRITERIA/RUBRIC:</b> Circle the point values awarded for each question and write the awarded points in the spaces provided below. No interim values will be used in this scoring.			COMMENTS
Applicant's Narrative Responses to Three (3) Questions				
Applicant's Narrative Responses (Form SPI 1651 page 2)  21 possible points	<b>Question I: Involvement in Instructional Leadership</b>  1 Limited involvement and experience  3 Demonstrated involvement, experience, and limited leadership  5 Demonstrated some involvement and leadership to implement education reform efforts  7 Extensive involvement as well as demonstrated leadership to implement reform efforts	<b>Question II: Safe and Caring School Environment</b>  1 Limited participation & leadership in improvement efforts contributing to a safe & caring school learning environment  3 Demonstrated participation in learning improvement efforts contributing to safe & caring learning environment; some understanding of relationship between safe environment and continuous improvement of student achievement  5 Both demonstrated participation and leadership in learning improvement efforts contributing to safe & caring learning environment; <b>some</b> understanding of relationship between safe environment and continuous improvement of student achievement  7 Demonstrated participation & leadership in learning improvement efforts contributing to safe & caring learning environment; <b>clearly expressed</b> understanding of relationship between safe environment and continuous improvement of student achievement	<b>Question III: Response to Diverse Student Populations</b>  1 Limited understanding and experience related to interacting with and responding to diverse student populations  3 Demonstrated understanding and experience related to interacting with and responding to diverse student populations  5 Demonstrated understanding, experience, and leadership related to interacting with and responding to diverse student populations  7 Extensive understanding, experience, and leadership related to interacting with and responding to diverse student populations focused on learning improvement for students	
<b>PAGE ONE POINTS</b>	<b>Question I:</b> <input type="text"/> points out of a possible 7	<b>Question II:</b> <input type="text"/> points out of a possible 7	<b>Question III:</b> <input type="text"/> points out of a possible 7	<input type="text"/> Total points out of a possible 21

### 2012 NARRATIVE SCORING RUBRIC

MATERIALS	CRITERIA/RUBRIC: Circle the point values awarded for each question and write the awarded points in the spaces provided below.			COMMENTS																				
<p><b>School Administrator Narrative Recommendation and Rating (Form SPI 1651 pages 3 and 4)</b></p> <p><b>22 possible total points (7 from Part I, 7 from Part II, and 8 from Part III)</b></p>	<p><b>Part I: Score narrative recommendation regarding the applicant's <u>involvement and leadership experience</u> in improving teaching and learning.</b></p> <p>0 <u>Very limited</u> involvement; specific information not provided</p> <p>1 <u>Limited</u> involvement, experience, and/or actual leadership</p> <p>3 <u>Some</u> involvement, experience, and/or actual leadership</p> <p>5 <u>Extensive</u> involvement, experience, and/or actual leadership</p> <p>7 Exemplary involvement, experience, <u>and</u> actual leadership</p>	<p><b>Part II: Score narrative recommendation regarding the applicant's <u>potential</u> in leading the improvement of teaching and learning.</b></p> <p>0 Very limited potential</p> <p>1 Limited potential</p> <p>3 Emerging potential</p> <p>5 Strong potential</p> <p>7 Excellent potential</p>	<p><b>Part III: Total of Numeric Rating from Administrator (Form SPI 1651 page 4 in Application)</b> Assign Points Based on Total Rating Scores:</p> <table border="1"> <thead> <tr> <th>Scores</th> <th>Points</th> </tr> </thead> <tbody> <tr><td>0 – 4</td><td>0</td></tr> <tr><td>5 – 9</td><td>1</td></tr> <tr><td>10 – 14</td><td>2</td></tr> <tr><td>15 – 19</td><td>3</td></tr> <tr><td>20 – 24</td><td>4</td></tr> <tr><td>25 – 29</td><td>5</td></tr> <tr><td>30 – 34</td><td>6</td></tr> <tr><td>35 – 38</td><td>7</td></tr> <tr><td>39 – 40</td><td>8</td></tr> </tbody> </table>	Scores	Points	0 – 4	0	5 – 9	1	10 – 14	2	15 – 19	3	20 – 24	4	25 – 29	5	30 – 34	6	35 – 38	7	39 – 40	8	
Scores	Points																							
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39 – 40	8																							
PAGE TWO POINTS	<p><b>Part I:</b> <input type="text"/> <b>points out of a possible 7</b></p>	<p><b>Part II:</b> <input type="text"/> <b>points out of a possible 7</b></p>	<p><b>Part III:</b> <input type="text"/> <b>points out of a possible 8</b></p>	<p><input type="text"/> <b>Total points out of a possible 22</b></p>																				

SCORING DIRECTIONS: Write the points for pages 2a and 2b in the spaces provided below and add the points for the Grand Total.

43 POSSIBLE TOTAL POINTS: PAGE 2a  / 21

PAGE 2b  / 22

GRAND TOTAL  / 43

## ADMINISTRATOR NARRATIVE RECOMMENDATION OF INTERN APPLICANT

Intern Applicant's Name \_\_\_\_\_

Recommending Administrator's Name \_\_\_\_\_

School/District \_\_\_\_\_

Please concisely address the following topics regarding the applicant's desire to participate in the Washington State-Funded Education Leadership Intern Program. The program requires administrative endorsement of intern applicants. This recommendation will be treated as confidential by the Selection Committee. The Administrator's Letter of Recommendation and Rating of Intern Applicant (**FORM SPI 1651 pages 3 and 4**) must be submitted by the intern applicant in one packet with all other application materials. To maintain confidentiality, the recommending administrator should enclose the completed **pages 3 and 4** in a sealed envelope overlaid with his/her signature.

The recommending administrator's narrative comments and numeric rating are given **significant** consideration by members of the committee making the final selection of applicants. ***The narrative comments (I. below) need to address the items in the numeric rating (FORM SPI 1651 page 4) to result in a consistent recommendation.*** Included in the application packet is a copy of the rubric (FORM SPI 1651 pages 2a and 2b) that the selection committee will use to score the applications for the State-funded Intern Program.

### **I. Narrative:**

Identify and assess the applicant's level and quality of involvement in the improvement of teaching and learning in your school and/or district and any school improvement leadership roles assumed. Please provide specific examples as well as a candid assessment of this person's potential to become a performance-based school leader. Please refer to page two of the scoring rubric when responding. Your comments are limited to one page—this is to be done on school or district letterhead and must be signed by the recommending administrator.

The Application Packet—2012 Application Form (Form SPI 1651 page 1), Application Requirements (Form SPI 1651 page 2), Scoring Rubric (Form SPI 1651 pages 2a and 2b), Administrator Recommendation and Rating (Form SPI 1651 pages 3 and 4), Résumé (Form SPI 1651 page 5), and optional Personal Information Form (Form SPI 1651 page 6) are to be submitted together in one packet, and must be received by 4:30 p.m., Friday, March 9, 2012. Submit application materials to:

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# ADMINISTRATOR RATING OF INTERN APPLICANT

Intern Applicant: \_\_\_\_\_ Recommending Administrator: \_\_\_\_\_

Circle the numeral for each criteria that best meets applicant's performance level as a beginning intern:

CRITERIA	1 (Developing)	2 (Average)	3 (Strong)	4 (Outstanding)
<b>Understanding of Strength/Weaknesses</b> 1   2   3   4	Has done little self-analysis or is not ready for leadership	Shows some awareness of attributes, but limited use for professional growth	Has an understanding of self, feedback from others, and uses some traits in leadership, participates in professional growth	Utilizes a deep understanding of strengths & weaknesses in leadership & uses all traits to set professional growth goals
<b>Change Process</b> 1   2   3   4	Shows some awareness of the role of leaders in the change process	Can analyze others' use of the change process, but has little experience	Exhibits understanding of the first & second order change & uses it	Demonstrates life/school experience in using the change process effectively
<b>Uses Data for Continuous Improvement and Decisions</b> 1   2   3   4	Has general knowledge of school/class demographics but doesn't use student data to make instructional decisions	Shows knowledge how to collect/analyze student data, but does not consistently use it to improve student learning	Uses multiple sources of student data to influence program & instructional decisions	Shows deep understanding of how to effectively use all types of data to improve student learning for the school/district
<b>Relationships</b> 1   2   3   4	Demonstrates strong emphasis on task-completion over relationships	Exhibits ability in building some relationships but not consistently	Understands deeper aspects of relationships & how to sustain them	Demonstrates deep understanding, trust-building & intentionality in nurturing relationships with students, parents, staff, & community
<b>Knowledge of Performance-based Teaching/Learning</b> 1   2   3   4	Focused on teaching without awareness of impact on student learning	Uses knowledge of teaching/learning periodically to inform instructional decisions	Seeks refinement in teaching/learning continuously through student results & student voice	Demonstrates application and knowledge of performance learning in school & district work
<b>Ethical Leadership</b> 1   2   3   4	Shows some leadership instinctively & observes attributes/skills in others	Is learning to involve others, take risks, lead, & analyze the gap in their skills	Uses knowledge of a leader's role in the systems & inspires/motivates others	Demonstrates integrity & significant leadership of the team in school/district projects
<b>Management of Self and Others</b> 1   2   3   4	Exhibits a random style to complete projects individually & with others	Shows efforts to develop goals, organize, & manage projects	Works effectively to set goals, prioritize, organize, & manage multiple group/individual projects at once	Shows the ability to use feedback to anticipate, plan, & use leadership effectively to manage systems
<b>Respect for Others</b> 1   2   3   4	Shows respect to others & desires same	Treats others in a culturally responsive manner	Demonstrates respect of cultures (race, ethnicity, gender, disability)	Applies understanding of cultures & treats others respectfully
<b>Written and Oral Communication Skills</b> 1   2   3   4	Has some communication skills but not effective in both oral & written	Is able to use good communication but does not distinguish appropriateness for different audiences	Understands communication to different audiences, communicates effectively, & listens to others	Listens & communicates clearly & memorably to different audiences for different purposes
<b>Vision</b> 1   2   3   4	Shows some awareness of the importance of shared vision and mission	Demonstrates an understanding of the importance of shared vision and mission	Collaboratively develops and implements a shared vision and mission	Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by stakeholders

**Total Points:** \_\_\_\_\_ (Out of a possible 40)

Recommending Administrator's Name \_\_\_\_\_ Position \_\_\_\_\_

Signature

Date

# RÉSUMÉ

Applicant's Name \_\_\_\_\_

Professional Goal:

College/University Education and Degrees Earned:

Professional Certification:

Work Experience (beginning with current position):

***Applicant information should be limited to one page; only these items in this format will be accepted. Space for each category may be adjusted, but do not exceed one page for your complete Résumé. Do not replace with your own.***

## PERSONAL INFORMATION FORM

We would appreciate your voluntary cooperation in responding to the questions below. This information is strictly confidential and available only to authorized staff. Please check or write appropriate responses. Thank you.

Persons with a disability who need assistance in the application process or those needing this announcement in an alternative format may call TDD (360) 664-3631.  
**Completing this form is voluntary.**

Office of Superintendent of Public Instruction  
Personal Data Sheet  
(Optional)

If you have decided to apply for the Washington State-funded Education Leadership Intern Program, we would appreciate your voluntary cooperation in responding to the questions below. This information will assist in ensuring equal employment opportunity and is strictly confidential, available only to authorized staff and the hiring authority. Please check or write appropriate responses.

1. What race or ethnic group do you consider yourself? Please check all that apply. If your racial/ethnic group is not listed, please indicate "Other Race/Ethnic Group" below.

<input type="checkbox"/> Alaska Native	<input type="checkbox"/> Chinese	<input type="checkbox"/> Hispanic	<input type="checkbox"/> Native American
<input type="checkbox"/> African-American	<input type="checkbox"/> East Indian	<input type="checkbox"/> Japanese	<input type="checkbox"/> Samoan
<input type="checkbox"/> Cambodian	<input type="checkbox"/> Filipino	<input type="checkbox"/> Korean	<input type="checkbox"/> Vietnamese
<input type="checkbox"/> Caucasian	<input type="checkbox"/> Hawaiian	<input type="checkbox"/> Laotian	

Native American tribe: \_\_\_\_\_

Other Race/Ethnic Group: \_\_\_\_\_

2. Are you:     Male             Female
3. Have you ever been on active duty in the U.S. Armed Forces?     Yes  No  
If yes, dates you served: From \_\_\_\_\_ to \_\_\_\_\_  
Disabled veteran: Percentage of disability: \_\_\_\_\_%
4. Do you have a physical, sensory, or mental condition that limits any of your major life functions?    Yes \_\_\_\_\_ No \_\_\_\_\_
5. Date of birth: \_\_\_\_\_