

**Commonwealth of Northern Mariana Islands
Public School System
New and Aspiring School Leaders Program**



Associate School Leaders Handbook

Bwughos Street, Susupe
P.O. Box 501370
Saipan MP 96950
www.cnmipss.org

Table of Contents

Board of Education General Philosophy

Public School System Vision Statement

Public School System Mission Statement

New and Aspiring School Leaders Program

- Description and Objective
- Principal Pipeline

New and Aspiring School Leaders Program

- Purpose
- Program Overview

Code of Ethics

Goals of the Field Experience

Roles and Responsibilities

- Principal as a Mentor
- Associate School Leader
- Facilitators of the Program

Guidelines for the Field Experience

- Introduction to the Field Experience
- The Field Experience: Associate School Leader
- The P-12 School Principal
- Timelines

Appendices

1. Appendix A: Evaluation
 - a. Appendix A.1 Balanced Leadership Self- Assessment
 - b. Appendix A.2. Field Experience Evaluation for the Associate School Leader
 - c. Appendix A.3 Field Experience Evaluation for the School Principal (Mentors)
2. Appendix B: Field Experience Action Plan Template
3. Appendix C: Field Observation Form
4. Appendix D: Reflective Journal Guided Format
5. Appendix E : Log of Field Experience Hours Form
6. Appendix F: Memorandum of Agreement (MOA)

Board of Education General Philosophies

The Commonwealth of the Northern Mariana Islands' most important resource is its children. It is the responsibility of parents, the community, agencies, as well as each individual, to provide the opportunity to help children develop into happy, self-respecting, understanding, and contributing members of society.

In carrying out its responsibilities, the Board of Education is guided by the desire to use the resources of the community, PSS staff, and students to provide the highest quality education permitted by the system's financial resources. In reaching decisions, the Board will attempt in every case to act in the best interests of all students.

The Board of Education affirms the right of all students and staff, regardless of race, color, religion, gender, sexual orientation, national origin, age, or disability, to be treated with respect and to be protected from intimidation, discrimination, physical harm, and harassment.

Public School System Vision

Students will graduate college and career-ready to be productive in an independent global society.

Public School System Mission Statements

To offer equal educational opportunity for all students by providing optimum curriculum, instruction, community service, and work experience in academic and career–technical education so that they become productive and contributing members of the Commonwealth and the global world

- To guarantee challenging, engaging, and intentional instruction to ensure curricular pathways to success by providing whole-child student supports through the creation of high-performance school cultures and data-driven “high-reliability” systems.
- To provide certified, qualified, and effective personnel
- To plan, build, and maintain school facilities conducive to learning, safe, orderly, and accessible to all
- To establish effective communications and collaboration among all stakeholders for a meaningful and productive partnership
- To allocate financial and technical resources to meet the educational needs of all students

New and Aspiring Leaders' Program

Program Description

The New and Aspiring School Leaders' Program (ASLP) is a 3-year program designed to assist new and aspiring teacher leaders, school principals, and vice principals to become effective school administrators now and in the future. This program will focus on the National School Principal Standards, PSS certification and licensure requirements, leadership theory of action, and on-the-job training.

Objectives

- Assume a leadership position with a vision for success
- Improve instruction through effective teacher supervision and evaluation
- Foster curriculum collaboration among the faculty
- Utilize resources and time to maximize student achievement
- Discover ways to support all learners in your classrooms
- Achieve community support for the school's mission

Principal Pipeline Buckets

The Five Big Buckets of the Public School System's Principal Pipeline

Bucket #1 Leadership Standards

GOAL: To understand and apply standards for school leaders

These standards provide high-level guidance and insight about the traits, functions of work, and responsibilities they will ask of their school and district leaders. Using the policy standards as a foundation, states can establish a common language and bring consistency to education leadership policy at all levels, thereby setting clear expectations.

Milestones:

1. Standards for Educational Leaders

Bucket #2 High Quality Training and Professional Development

GOAL: To prepare and create highly qualified and effective school leaders

The high-quality training and professional development will prepare candidates to become highly qualified and effective school leaders. The theory of action upon which the high-quality training and professional development is based is Balanced Leadership. The candidates are expected to review and understand the requirements of the school administrator's certification and licensure in the Public School System.

Milestones:

1. Balanced Leadership
2. Certification and Licensure Courses
3. 120 Hours of Professional Development

Bucket #3: Selective Hiring

GOAL: To select, recruit, and hire individuals who have completed the New and Aspiring Leadership program

The New and Aspiring Leaders program is established to enable the Public School System to select and recruit new and aspiring school administrators to fill school principal and vice principal positions. Through this program, the Public School System will have well-prepared and highly qualified, and effective school leaders to meet the school district's hiring criteria and vacancy needs. The Public School System will establish selective recruitment and hiring practices for aspiring school leaders to respond to the needs of the school district.

Milestones:

1. School Leadership Interview
2. Leadership Trailer
3. Shadowing
4. Reference and Letter of Recommendation
5. Professional Portfolio

Bucket #4: On-The-Job Evaluation and Support

GOAL: To provide support on the job for continuous school leadership development and improvement

Support systems such as mentoring and professional development need to be in place to help individuals progress as leaders in their capacity as novice principals and vice principals, and veteran principals and vice principals. Evaluation needs to be done also so principals and vice principals can develop and improve towards the Standards for Educational Leaders.

Milestones:

1. Balanced Leadership Evaluation of School Leaders
2. Professional Development/ Goal
3. Coach/ Mentor during the school year

Bucket #5 Recognition, Reward, and Celebration

GOAL: To celebrate, recognize, and reward the new and aspiring leaders for successful completion of program objectives

Tangible and intangible rewards help to recognize, reward, and celebrate the training accomplishments and achievements of new and aspiring school leaders.

Milestones:

1. Certification Requirements
2. PI and PII
3. Year 1 to 3
4. Certificate of Program Completion

Purpose of the Program

The purpose of the New and Aspiring School Leaders program is to prepare the new and aspiring school leader candidates to be effective and efficient in addressing the many leadership challenges of American schools today. The program is established to guide the new and aspiring school leader candidates to have a vision of effective schooling and to deliver the school's mission in promoting educational excellence. This three (3) year program aims to address the needs of the CNMI Public School System to have an available pool of school administrators who are ready to be in the workforce upon the availability of the school leadership positions.

Program Overview

Year 1

Candidates will be assisted in completing the application process as a school administrator. They will be provided with program description, certification course requirements, and other related information on school leadership. Candidates must attend the required quarterly meeting. In addition, all candidates must take and pass the required Praxis exams.

- **Certification Courses Year 1**
 - Introduction to School Leadership
 - Facilitative Leadership Seminar or Balanced Leadership
 - School Finance
- **Quarterly Meetings:**
 - Orientation on School Administrators' Responsibilities and Expectations
 - Orientation on the PSS Administrators Manual
- **Recognition, Reward, and Celebration**

Year 2

Candidates will be assigned as associate school leaders to shadow a school principal or school vice principal during a full school year. Candidates will work with their designated school principal or vice principal on the day-to-day operations and activities of the school.

- **Certification Courses Year 2**
 - Instructional Supervision and Evaluation (Clinical Supervision)
 - Developmental Perspective
 - Facilitative Leadership Seminar
- **Memorandum of Agreement**
- **Quarterly Meetings**
 - Reflection on Shadowing Experiences
- **Recognition, Reward, and Celebration**

Year 3

Acting/Interim Placement. Candidates will serve as acting/interim school administrators. Each candidate will be assigned to a school. Candidates are expected to complete the school administrator certification and licensure requirements mandated by the State Board of Education.

- **Certification Courses Year 3**
 - School Law/Education Law
 - School Personnel

- Instructional Leadership and Supervision Seminar
- **Quarterly Meetings**
 - Self-Reflection and Journal
 - Balanced Leadership Evaluation of Principals and Vice Principals
 - Balanced Leadership Evaluation of Teachers
- **Recognition, Reward, and Celebration**

COURSE DESCRIPTION:

A. Introduction to School Leadership

This course provides an overview of school leadership roles and responsibilities in the CNMI Public School System and builds foundational skills for aspiring and newly appointed school leaders. Emphasis is placed on the leader's role in improving teaching and learning through a clear school vision, ethical decision-making, and effective management of people, time, and resources. Topics include leadership styles and self-assessment; CNMI PSS governance and school operations; building a positive school culture; communication and collaboration with staff, families, and community partners; supervision basics and feedback for instruction; data-informed decision-making; school improvement planning; student services and discipline frameworks; and essential compliance responsibilities. Participants engage in scenario-based problem solving and practical leadership tools (e.g., meeting facilitation, school walkthrough look-fors, and goal setting) to support safe, orderly, and high-performing schools.

B. Facilitative Leadership Seminar or Balanced Leadership

Balanced Leadership is a research-based leadership development course designed to build the knowledge and practical skills of aspiring and newly assigned school leaders in order to increase their effectiveness in improving the achievement of all students. Grounded in the Principal Pipeline Initiative and aligned to the Interstate School Leaders Licensure Consortium (ISLLC)/Standards for Educational Leaders, the course establishes a common language and clear expectations for leadership practice at the school and district levels.

The course focuses on four core strands: (1) An Overview of Balanced Leadership, (2) Developing a Purposeful Community, (3) Managing Change, and (4) Choosing the Right Focus. Participants examine leadership standards, apply tools and strategies to real school contexts, and connect professional practice to administrators.

C. School Personnel

This course prepares aspiring and current school leaders to effectively manage school personnel to strengthen instruction and support student success. Topics include staffing structures and roles; recruitment and selection practices; employee orientation and professional expectations; effective communication and collaboration; building high-performing teams; employee rights and responsibilities; time and attendance; documentation and recordkeeping; professional learning and coaching supports; and performance management processes (including observation, feedback, growth planning, and addressing performance concerns). The course also addresses essential leadership responsibilities related to workplace culture, professionalism, ethics, confidentiality, conflict resolution, and appropriate responses to misconduct and complaints. Emphasis is placed on practical scenarios and leadership tools that help administrators supervise fairly, support improvement, and maintain a safe, respectful, and productive work environment.

D. School Finance

This course introduces the principles and practices of school finance for school leaders, emphasizing the knowledge and skills needed to plan, manage, and monitor funds in support of student learning. Topics include financial governance and internal controls; the basics of budget development (school-level and program budgets), expenditure planning, and resource allocation; purchasing and procurement processes; payroll and position control; categorical and grant funding basics; allowable vs. unallowable costs; documentation and audit readiness; inventory and property management; and the use of financial reports to track spending, prevent deficits, and ensure compliance. Participants apply concepts through case studies and practical exercises (e.g., building a school budget, aligning spending to school improvement priorities, and interpreting budget-to-actual reports) to promote transparent, efficient, and accountable stewardship of public funds.

E. Instructional Supervision and Evaluation (Clinical Supervision)

This course is designed and offered for school administrators to fulfill the Board of Education School Administrators Certification and Licensure requirement. This course is designed for the practicing administrator and for the master's degree candidates who will be certified as school site administrators. The focus is on the professional and personal development of an administrator through the use of contemporary clinical supervision techniques. The use of various observation instruments, the analysis of data, and skills in conferencing are emphasized. Discussion will also center on the role of the evaluator in

the legal aspects of teacher evaluation. Some attention is given to teacher participation on clinical educator teams, which assist colleagues.

F. School Law/Education Law

This course is designed as an introductory study of the legal basics for the prospective or newly assigned teacher and school administrator. The course provides practical guidance for everyday decision-making and professional conduct so that employee actions are consistent with school district policies and procedures and are more defensible in today's increasingly litigious school environment. Emphasis is placed on applying the American school law principles to common issues in schools, including student rights and responsibilities, due process and discipline, school safety and supervision, confidentiality of student records, mandated reporting, educator liability, and compliance obligations that affect instructional and administrative practice.

G. School Administrator Internship

The School Administrator Internship is a supervised, field-based experience that provides candidates with structured opportunities to apply leadership knowledge and skills in an authentic school setting. Under the guidance of a mentor principal/school leader and internship supervisor, candidates engage in real administrative responsibilities aligned to leadership standards and certification expectations. Experiences typically include supporting instructional leadership (walkthroughs, feedback, data use, and school improvement actions); managing school operations (schedules, safety procedures, facilities, and daily problem-solving); assisting with student services and discipline processes; participating in personnel supervision activities (communication, documentation, and professional learning supports); engaging families and community partners; and contributing to compliance-related tasks tied to school policies and applicable requirements.

Candidates document their internship activities through a log, reflections, and required evidence/products (e.g., plans, communications, meeting agendas/minutes, data summaries), culminating in an evaluation of readiness for school leadership. The internship emphasizes ethical practice, professionalism, confidentiality, and the ability to lead for equitable outcomes and improved achievement for all students.

Code of Ethics

Ethics for School Leaders

Purpose

To establish a code of ethical conduct for aspiring school leaders.

Issue

Aspiring school leaders—who are also leaders in their communities and models of leadership for teachers and students—must maintain standards of exemplary professional conduct.

Code of Ethics

The school leader:

1. Makes the education and well-being of students the fundamental value of all decision-making.
2. Fulfills all professional duties with honesty and integrity and always acts in a trustworthy and responsible manner.
3. Supports the principle of due process and protects the civil and human rights of all individuals.
4. Implements local, state, and federal laws.
5. Implements the board's policies and administrative rules and regulations.
6. Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals or that are not in the best interest of children.
7. Avoids using his/her position for personal gain through political, social, religious, economic, or other influences.
8. Accepts academic degrees or professional certification only from accredited institutions.
9. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.
10. Honors all contracts until fulfillment, release, or dissolution mutually agreed upon by all parties.
11. Accepts responsibility and accountability for one's own actions and behaviors.
12. Commits to serving others above self.

Guiding Principles

What makes PSS School Leaders a Purposeful Community?

The aspiring school leaders committee supports the call for education leaders to promote the success of every student through an agreed-upon process as defined under the Public School System's guiding principles.

INTEGRITY

- We continue to create a “sense of connectedness” by maintaining an environment of respect, trust, dignity, and fairness with our students and each other.
- Our actions should speak of who we are and being able to accomplish our goals, consistent with our principles.
- We are mission-driven.

QUALITY

- We take responsibility and hold ourselves accountable for the quality of our work, at the highest professional standard
- We create meaningful and quality learning experiences for all students
- We render high-quality performance, exemplifying competency and ability throughout our work
- We model effective practices and beliefs to promote diversity, collaboration, and shared responsibility towards a personalized learning system that prepares every student for college, work, and global citizenship

ACCOUNTABILITY

- We are responsible and accountable for our work, the way we behave, and our relationship with each other, our students.
- We account for our actions and decisions in the service we give to our students
- At the end, we all want to improve student learning. Through feedback and honest, genuine sharing, we can learn and grow to better serve our students

ETHICS

- We are ethically responsible in our work, being fair, just, and serving our students following our policies

TRANSPARENCY/OPENNESS

- We openly share knowledge, expertise, and professional learning, with a desire for continuous improvement personally and professionally.

- We are open to sharing our decision-making process with our stakeholders so they understand how decisions are made

Goals of the Field Experience

Goals of the Program

1. Gain a better understanding of the job elements of their career choice.
2. Learn what type of education is needed to gain entry to this career.
3. Make contact with a potential future employer.
4. Determine if the career is compatible with their interests and abilities.

The mentoring program allows new and aspiring school leaders to get a real-life look at a normal workday in the career of a school administrator in which they have expressed interest. Once the Memorandum of Agreement between the associate school leader, the school principal (Mentor), and the school district, the associate school leader is assigned to a school site at the beginning of the school year. During their job shadowing period, the Associate School Leader will help with daily tasks and ask questions about the job.

During the period, the Associate School Leader must reflect on the following:

- The role of the principal is to lead and manage the planning, delivery, evaluation, and improvement of the education of all students in a community through the strategic deployment of resources provided by Central Office and the school community. A key component of this role is to increase the knowledge base of teachers within their school about student learning and quality teacher practice.
- The assistant principal reports directly to the principal. Assistant principals have a primary responsibility for the management of significant areas or functions within the school to ensure the effective development, provision, and evaluation of the school's education program.

Roles and Responsibilities of *Mentoring Principal, Associate School Leader, and the New and Aspiring School Leaders Program Facilitators*

Roles and Responsibilities of the Mentoring Principal

The principal mentor is the school administrator hosting the associate school leader. The primary responsibility of the principal mentor is to the school and district, and then to the associate school leader.

As a Role Model, Mentor, and Coach

- Assume responsibility for direct supervision, oversight, and support of the associate school leader while executing the Internship Plan
- Maintain and document close contact with the associate school leader on a daily basis.
- Confer regularly with the associate school leader concerning his or her performance and progress.
- In conjunction with the New and Aspiring Leaders Committee, develop and monitor any needed remediation plans for strengthening a marginal associate school leader's performance.
- Provide on-site opportunities for the associate school leader to observe, practice, and lead supervisory and administrative activities when and where possible, in accordance with the Internship Plan.
- Assist the associate school leader in reviewing the ISSLC Standards and Principal Self-Assessment data and using that data to build a Field Experience Action Plan.
- Meet with the associate school leaders candidate and the New and Aspiring Leaders committee during the first two weeks of the Internship to review the Field Experience Action Plan and discuss the process for implementation.

As an Evaluator

- In conjunction with the New and Aspiring Leaders committee, develop a formative and summative evaluation of the associate school leader candidate using the Principal Evaluation.
- Participate in a quarterly meeting to discuss the formative evaluation and to discuss the continued implementation of the Field Experience Action Plan for the entire year of the Internship.
- Participate in a face-to-face meeting with the principal candidate and the New and Aspiring Leaders Committee during the last week of internship to review the summative evaluation of the Intern.

Requirements

- Must be certified, endorsed, and/or licensed as an administrator.
- Serving in a leadership position at the site where the Internship will be conducted.

Roles and Responsibilities of the Associate School Leaders

Having completed the coursework during the first year of the New and Aspiring Leaders Program, the candidates of the New and Aspiring School Leaders Program are now designated as Associate School Leaders. The internship is the culminating experience in the associate leader's academic program of study. The internship is an exciting, yet challenging, learning experience that places the new and aspiring leaders in unfamiliar situations, affords intellectually stimulating activities, and allows for empirical application of concepts and skills learned. These experiences

will be offered through scaffolding that includes observation, participation, and actually leading activities.

- Complete a 190-day internship program at the designated school.
- Observe and practice all the abiding rules and regulations of the internship site.
- Practice professional dispositions set forth by the CNMI Public School System and the New and Aspiring School Leaders Program
- Maintain the responsibilities of your coursework, including participation in discussions as appropriate
- Contact and coordinate with your supervisor on a daily basis.
- Develop and implement a Field Experience Action Plan based on the data gathered from the Principal Evaluation Self-Assessment with supervision and guidance from the principal mentor.
- Meet with the mentoring principal and the New and Aspiring School Leaders Program Committee in the first two weeks of the Internship to discuss the Field Experience Action Plan
- Participate in a quarterly meeting to discuss the formative evaluation developed by the New and Aspiring School Leaders Program Committee and to discuss the continued implementation of the Field Experience Action Plan for the rest of the Internship program.
- Complete the Internship Daily Reflective Journal
- Finalize the organization of the portfolio you have been developing throughout the program

Requirements

- Must be an employee of the CNMI Public School System
- Must have successfully completed the first year of the New and Aspiring Leaders Program
- Must be enthusiastic and willing to take the leadership role in the CNMI Public School System
- Must be able to support the CNMI Public School System's Vision and Mission

Roles and Responsibilities of the New and Aspiring School Leaders Program Facilitators

The facilitators of the New and Aspiring Leaders serve as the committee members of the program. The facilitators ensure the overall success of the program by implementing the framework of the five buckets of the CNMI Public School System's principal pipeline.

As a facilitator:

- Conduct a pre-placement orientation (aspiring school leaders were given an opportunity to list their top 3 schools) and an introduction of the Associate School Leader to the nature and purpose of the mentoring and shadowing of the school administrator.
- Orient the Associate School Leader to PSS's organizational structure and operations.
- Orient the Associate School Leader to the PSS's policies, procedures, and regulations regarding appropriate dress, office hours, and applicable leave policies.
- Introduce the Associate School Leader to the appropriate administrative and support staff.
- Provide the Associate School Leader with adequate resources necessary to accomplish job objectives.
- Orient the Associate School Leader to the policies and procedures with regards to confidential matters and confidential documents.
- Provide the Associate School Leader with the required courses needed towards the completion of his/her administrator certification
- Make clear what the expectations are for professional performance.
- Assign and supervise the completion of tasks and responsibilities that are consistent with the Associate School Leader's role in PSS.
- Consult the Administrator/Commissioner of Education in the event that the supervisor becomes aware of personal communication or other problems that are disrupting the Associate School Leader's learning and performance.
- Provide quarterly scheduled supervisory conferences with the Associate School Leader and the Mentoring Principal
- Submit a job description for the Associate School Leader

As an evaluator:

- Participate in joint and individual conferences with the Associate School Leader, Mentoring Principal, and the New and Aspiring School Leaders Program Committee regarding the Associate School Leader's performance.
- Submit an evaluation on the Associate School Leader's job performance.
- Make recommendations for the associate school leaders to accelerate/exit from the New and Aspiring leaders program
- Assume responsibility for the removal/termination of the Associate School Leader from the PSS setting whenever necessary.

Requirements

- Must be certified, endorsed, and/or licensed as an administrator.
- Serving in a leadership position at the CNMI Public School System.
- Must be willing to carry the Mission and Vision of the New and Aspiring School Leaders Program

Guidelines for the Field Experience

Introduction to the Field Experience

The Public School System welcomes you to one of the most significant components of the New and Aspiring School Leadership Program. The PSS and the New and Aspiring School Leadership mentors hope that your participation in the field experience will be professionally stimulating and rewarding.

This section of the Handbook describes policies, requirements, and information, and provides forms related to the field-based component of the New and Aspiring School Leadership program.

You will begin to accumulate field experience hours upon official assignment to your designated school. It is imperative that all Associate School leaders read and digest this handbook in the first semester of preparation.

There are at least five critical purposes for the field experiences:

1. To allow the Associate School Leader to explore the role of the school leader and make an informed choice concerning his/her own career goals;
2. To require the Associate School Leader to actively engage in the work of school assistant principals and principals;
3. To encourage the Associate School Leader to apply concepts and skills gained within the context of his/her field experiences; and
4. To provide formative and summative data relating to the Associate School Leader's progression in the development as a school leader in relation to the PSS school administrator's job classification, the Interstate School Leaders Licensure Consortium (ISLLC) Standards and the PSS school administrator's certification requirements, and the New and Aspiring School Leader's program.
5. The field experience serves as a foundation for the full implementation of theory into practice. The Associate School Leader has the opportunity to participate in a variety of settings while gathering a wealth of information on the wide variation in leadership approaches and institutional challenges. This field experience constitutes an integral component in the preparation of outstanding school principals for 21st-century schools.

Rationale

The field experience component is one school year and is required within the context of the new and aspiring school leaders. The format intends to provide the Associate School Leader with opportunities to experience the many facets of P-12 school leadership.

The Associate School Leader will apply best practices, collaborate with successful administrators, compare processes and procedures, initiate positive changes in the learning climate, produce tangible products, and practice self-reflection. The field experience will be completed in the school environment. It is expected that the Associate School Leader will augment skills and dispositions described in the New and Aspiring School Leadership program, the PSS school administrator's certification requirements, the ISLLC Standards and the PSS School Principal's job description. The professional literature surrounding the topic of principal preparation is full of advocacy for rich field experiences during the pre-service period of the Associate School Leader's development.

Milstein, Bobroff, and Restine (1991) argue that the preparation of educational administrators is primitive and notoriously weak. Jacobson's (1996) surveys of experienced administrators indicate that only 7% of respondents viewed their university preparation as the most beneficial training for the job. In contrast, 61% indicate that their initial experiences on the job were the most enlightening aspect of their training. These administrators long for pre-service experiences that replicate the realities of the assistant principal and principal jobs. —Field experiences are prominent in the recommendations of all groups searching for improved preparation of school principals (NAESP, 1990, p. 38).

The National Association of Elementary School Principals recommends that —the structure and contribution of clinical experiences should be studied further with the goal of providing richer practical components in programs for aspiring principals (1990, p. 38). In addition, the Kentucky Education Professional Standards Board requires that each program submitted for approval include authentic field experiences integrated throughout the principal preparation program.

The field experiences required as part of the New and Aspiring School Leadership's preparation program are designed to meet the recommendations of the researchers devoted to the development of P-12 school leaders.

The Field Experience: Associate School Leader

The New and Aspiring School Leadership program is the avenue for all individuals within PSS seeking a school administrator's certification. The Associate School Leaders in the

New and Aspiring School Leadership program seeking principal certification through the PSS will spend a minimum of one school year engaged in experiences designed to increase and improve the skills, content knowledge, and dispositions necessary for a successful P-12 school leader. The Associate School Leader is responsible for completing all required experiences as well as seeking out and completing other activities that relate to certification requirements and the new and aspiring school leadership program.

The Associate School Leader's responsibilities:

1. Submit an Action Plan no later than the first day of each semester. This plan must be approved by the university supervisor.(Format provided in the appendix)
2. Complete six anchor assessments and a capstone project. Some of the work on these requirements will overlap with the field experience requirements. (Guidelines provided in the appendix)
3. Maintain a log of hours to be submitted on a designated schedule to the university supervisor. (Format provided in the appendix)
4. Maintain a reflective journal to be submitted to the university supervisor on a designated schedule. (Format provided in the appendix)
5. Participate in on-site visits conducted by the university supervisor.
6. Participate in a meeting to inform his/her final Professional Growth Plan and will complete an evaluation of the field experience. (Form provided in the appendix)

The School Principal

The School principal is a valuable member of the field experience team. This individual's role includes mentoring and advising the student; providing opportunities for the associate school leader completion of the course requirements; and participating in an orientation session at the beginning of the semester, participating in at least one interim review of the student's progress during an on-site visit by the New and Aspiring Leaders facilitators, and completing an evaluation of the field experience as well as of the field experience process.

The responsibilities of the school administrator

1. Attends an orientation meeting at the inception of the field experience.
2. At the end of the fall and spring semesters, the school principal will participate in a meeting to inform the students of their final grade, as well as complete an evaluation of the field experience process. (Forms provided in the appendix)
3. Provides an orientation to the Associate School Leader on the roles of assistant principal and principal; introduces the student to people, policies, and processes inherent in these roles
4. Provides the Associate School Leader with opportunities to experience the various facets of the school administrator job.

Sample of Annual Timeline

| Timeline | Description of Activity |
|--------------------------|--|
| June to August 30 | Attend orientation for Field Experience Assignment Complete Memorandum of Agreement (MOA) Attend the School Leadership Institute Complete and submit the Field Experience Reflective Journal to the New and Aspiring Leader Facilitator and principal mentor |
| September to October 30 | Attend Associate School Leadership Institute (1 Day) Participate in on-site observations and conferences with the principal mentor Complete and submit the Field Experience Reflective Journal to the New and Aspiring Leader Facilitator and the school principal |
| November 2 to January 20 | Attend Associate School Leadership Institute (1 Day) Participate in on-site observations and conferences with the principal mentor Complete and submit the Field Experience Reflective Journal to the New and Aspiring Leader Facilitator and the school principal |
| January 21 to March 31 | Attend Associate School Leadership Institute (1 Day) Participate in on-site observations and conferences with the principal mentor Complete and submit the Field Experience Reflective Journal to the New and Aspiring Leader Facilitator and the school principal |
| April 1 to June 3 | Attend Associate School Leadership Institute (1 Day) Participate in on-site observations and conferences with the principal mentor |

| | |
|--|---|
| | Complete and submit the Field Experience Reflective Journal to the New and Aspiring Leader Facilitator and the school principal |
|--|---|

APPENDICES

Appendix A: Evaluation

- Appendix A.1 Balanced Leadership Self-Assessment
- Appendix A.2 Field Experience Evaluation/Associate School Leader
- Appendix A.3 Field Experience Evaluation/ School Principal (Mentors)

Appendix B: Field Experience Action Plan Template

Appendix C: Field Observation Form

Appendix D: Reflective Journal Guided Format

Appendix E: Log of Field Experience Hours Form

Appendix F: Memorandum of Agreement (MOA)