

Washington State Educational Leadership Intern Grant

Question I: Learning Improvement Efforts

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.

Look-fors:

- Specific examples of work in learning improvement efforts.
- Leadership roles assumed in learning improvement efforts, potential to work with and through adults as a school leader.

Question II: Safe and Caring School Environment

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.

Look-fors:

- Participation and leadership in improvement efforts related to safe/caring school environment.
- Expressed understanding of relationship between safe/caring environment and continuous improvement of student achievement.

Question III: Leading for Educational Justice

As a future school leader, how would you address systemic inequities by advocating for educational justice and create a culture of belonging and inclusivity, particularly for students of marginalized/underrepresented identities (ability, race, ethnicity, language, or other intersecting identities)?

Please draw on your personal experiences, knowledge, and any work you have been involved in or plan to be part of to support these goals. Share a specific issue you feel strongly about, describe the leadership strategies you would use to address it, and explain the positive equity-focused impact you hope to make on students and the school community.

Look-fors:

- Knowledge of data and historical patterns for traditionally marginalized/underrepresented populations.
- Understanding of school systems that create barriers for traditionally marginalized/underrepresented populations.
- Evidence of advocacy and action related to engaging colleagues, communities, students, and other stakeholders in the elimination of inequitable practices.
- Sharing and connecting personal or lived experience(s)