
APPENDIX A3

**K-12 PRINCIPAL
WORK PROCESS SCHEDULE
AND
RELATED INSTRUCTION OUTLINE**

Program Sponsor



Alaska Department of Education and Early Development representative

9/23/2025

Date

Approved by:

United States Department of Labor representative

9/23/2025

Date



Appendix A3

WORK PROCESS SCHEDULE

K-12 Principal

O*NET-SOC CODE: 25-3099.00 RAPIDS CODE: 3055HY

This schedule is attached to and a part of these Standards for the above identified occupation.

1. APPRENTICESHIP APPROACH

- Time-based
 Competency-based
 Hybrid

2. TERM OF APPRENTICESHIP

The term of the occupation is 1-2 years with a minimum of 2000 OJL hours through attainment of the core workplace competencies and supplemented by the required related instruction courses as per relevant State of Alaska statutory law and relevant Alaska Department of Education & Early Development requirements and regulations.

3. RATIO OF APPRENTICES TO JOURNEYWORKERS

The apprentice to Journey worker ratio is: One (1) apprentice to one (1) Journey worker.

4. APPRENTICE WAGE SCHEDULE

Apprentices shall be paid a progressively increasing schedule of wages based on either a percentage or a dollar amount of the current hourly K-12 Principal journeyworker completion wage rate. The wage rate will be in accordance with any collective bargaining agreement set forth by each of the participating school districts.

The table below indicates minimum pay rates (statewide) for apprentices upon entry and upon completion of the program. Actual pay rates may exceed these rates. Actual pay rates will be based on the employer’s existing compensation policies and apprentice placement. Before an apprentice is advanced to the next segment of training and wage advancement, or to journeyworker completion status, the district (employer) with sponsor support will evaluate all progress to determine whether advancement has been earned by satisfactory performance in their on-the-job learning (OJL) and in related instruction courses.

Wage Schedule: Alaska DEED Teacher Registered Apprenticeship Program*	
Apprentice minimum entry wage	Journeyworker minimum entry wage
\$ 33.85/hour or based on CBA	\$36.96/hour
	<i>Based on a minimum annual salary of \$73,927. Actual hourly rate processed by respective Employers will vary district-to-district based on number of days worked by the apprentice in a calendar year</i>



**Wage schedules and progressive wage increases throughout the apprenticeship shall be subject to review and approval by the employer's Board where applicable, as well as state requirements, and relevant collective bargaining agreements. Apprentices entering the program who have already been employed by the Employer may not experience wage rates lower than what their rate would otherwise be if they did not participate in the apprenticeship program. Additionally, apprentices are not guaranteed placement in a journeyworker (principal position) upon completion of the apprenticeship. In that instance, the apprentice must be granted a wage increase upon completion of the apprenticeship, even if they are remaining in their same position for the time being.*

5. PROBATIONARY PERIOD

Every applicant selected for an apprenticeship will serve a probationary period of 500 hours.

6. SELECTION PROCEDURES

Based on a review of an apprentice's individual qualifications, prior professional experience, and prior academic credits earned for completion of related instruction, Alaska DEED will work with the Employer and the Related Instruction Provider to determine advanced standing towards OJL hours for prior experience to individual apprentices during the apprentice's probationary period. DEED has drafted this [Guidelines for Advanced Standing for P-RAP Program](#) document for guidance to employer partners to work with DEED to determine advanced standing.

STEP 1: Per DEED requirements and regulations for K-12 principals, candidates should have the following **prerequisites**: at least three (3) years of satisfactory employment as a teacher; passage of any Employer-specific requirements for employment, including passage of any required background checks. Note that the Employer may make an exception to the three-year teacher requirement if the apprentice has completed two years of satisfactory employment as a teacher and is being employed in the apprenticeship in a teacher position and thus will have completed three years of satisfactory employment by the time they complete the apprenticeship.

STEP 2: The Alaska DEED (Sponsor) will work with participating Employers to ensure **public notification** of apprenticeship positions and the application period. Alaska DEED shall maintain an optional "Application of Interest Form," in which candidates may submit their basic contact information and resume to DEED, who will forward the information to the relevant participating Employer(s). Candidates may also directly apply via the participating Employers.

STEP 3: Candidates must meet all **minimum admissions requirements** of the institution of higher education, who will be serving as the Related Instruction Provider. Participating employers select their RTI providers, so apprentices employed within the district must use an RTI provider approved as a partner by the participating employer in order to be an apprentice in this program.

STEP 4: The Sponsor will ensure that the employer **screens** all applications received to ensure applicants are eligible and meet all minimum qualifications for the program. The Sponsor will assist the Employer(s) as necessary to ensure that candidates are aware of these minimum admission requirements and build these minimum requirements into all screening material provided to prospective apprentices.



STEP 5: The Sponsor will **retain documentation** from participating Employers of their respective selection procedures and will ensure employers maintain a record of all application material and ratings (if applicable), and wherever practicable, candidates should be assessed against an objective rubric by a committee of representative stakeholders to the district and community and given a score.

STEP 6: Alaska DEED and the Employer(s) shall maintain a **ranking of apprentice candidates** within each district, and the highest-ranking applicants will be enrolled in the apprenticeship first. Apprentices will be notified of their selection/admission into the program on a rolling basis, according to timelines based on the Employer – RTI Provider arrangement. Candidates who complete the application process and who are not selected will be considered eligible for later cohorts, assuming seat availability with the RTI Provider, unless their ranking is so low that the employer would automatically not consider them for future cohorts.

STEP 7: Candidates who are deemed eligible and qualified for selection as apprentices by the Sponsor and Employer will be **notified of their eligibility and recommended for enrollment** in the institution of higher education.

STEP 8: The Sponsor will ensure that the Related Instruction Provider will review individual transcripts to determine any prerequisite courses needed, as well as eligibility for acceptance into the program. Once an apprentice is selected, the Sponsor will assist as necessary the Employer and the Related Instruction Provider in collaborating to ensure they may successfully enroll.



WORK PROCESS SCHEDULE K-12 Principal

O*NET-SOC CODE : 25-3099.00 RAPIDS CODE: 3055HY

Overview: The below on-the-job-learning (OJL) Work Process and associated On-The-Job Competencies correspond to (1) the State of Alaska’s Content [Standards for Administrators](#), (2) [Leader Cultural Standards](#), and (3) best practices in teacher recruitment and retention, inspired by the Alaska [Teacher Recruitment and Retention Playbook](#). The Work Process Schedule and Competencies Table will establish a system of support and development for apprentices, allow for the communication of the knowledge and skills effective Principals in Alaska must demonstrate, and provide a framework for the alignment of statewide initiatives for Alaska DEED, other Sponsors, Local Education Agencies/Districts (Employers), and Educator Preparation Providers (Related Instruction Providers).

Each apprentice will perform training and tasks corresponding to this Work Process Schedule under the supervision of a certified mentor (“journeyworker”), or a team of highly qualified individuals, including a journeyworker. Each Domain represents a core set of knowledge, skills, abilities, and/or behaviors that effective apprentices are expected to be able to demonstrate to be well-prepared for their roles as K-12 Principals. The Competencies describe the skills, actions, and mindsets that apprentices should demonstrate with proficiency.

Table 2 may be used as a guide for the apprentice and their mentor(s). The mentor(s) may indicate the date of activity associated with each training and demonstration of proficiency in each competency.

Competency Indicators: For the Competency Standards aligned to the Alaska Administrator Standards, Employers may assess competency indicators using the Danielson Framework or the Marzano Framework, per existing Employer Principal evaluation policy. Regardless of which framework is selected to assess, all evaluation frameworks conform with the Competencies listed in this application, and the journeyworker or school administrator may use the checklist in this application to indicate progress along the respective evaluation framework.

Training Received: Apprentice receives training or instruction in competency and may execute associated tasks with some assistance.

Some Experience/Developing: Apprentice demonstrates competency, with some assistance, coaching, or intervention, at a level of “Basic” or “Developing”

Proficient in Task: Apprentice demonstrates competency independently and at a level at least between “Basic” or “Developing” and “Proficient,” as assessed by the Employer using the rubric

The Cultural Standards are assessed via portfolio demonstration, using the [“Culture in the Classroom for Leaders” Framework](#) as a guide, as trained and assessed by a trained mentor or a committee, driven by local tribal voice.

The Teacher Recruitment and Retention Standards are also assessed via portfolio demonstration, inspired by the Alaska Teacher Recruitment and Retention Playbook, as trained and assessed by a trained mentor and district leadership.



Table 1: Work Processes

Domain	Standards	Approx Hours
Alaska Administrator Standards (80%)	Organizational Leadership: The Administrator provides leadership for an educational organization.	160
	Instruction & Learning Environment: The Administrator guides instruction and supports an effective learning environment.	160
	Curriculum: The Administrator oversees the implementation of curriculum.	160
	Coordinates Services: The Administrator coordinates services that support student growth and development.	160
	Staffing and Professional Learning: The Administrator provides staff and professional development to meet student learning needs.	160
	Assessment and Evaluation: The Administrator uses assessment and evaluation information about students, staff, and the community in making decisions.	160
	Communication: The Administrator communicates with diverse groups and individuals with clarity and sensitivity.	160
	Ethics: The Administrator acts in accordance with established laws, policies, procedures, and good business practices	160
	Social, Cultural, Political, and Economic Factors: The Administrator understands the influence of social, cultural, political, and economic forces on the educational environment and uses this knowledge to serve the needs of children, families, and communities	160
	Parents and Families: The Administrator facilitates the participation of parents and families as partners in the education of children.	160
Cultural Standards (10%)	Cultural Standards: The Administrator demonstrates cultural proficiency, in alignment with Leader Cultural Standards.	200
Teacher Recruitment and Retention (10%)	Teacher Recruitment and Retention: The Administrator develops and implements systems and strategies to attract, support, and retain effective educators, addressing local challenges and workforce needs.	200
	<i>TOTAL</i>	2000



Table 2: On-The-Job Competencies

Standards	Competency	Training Received (Insert Date)	Some Experience/ Developing (Insert Date)	Proficient in Task (Insert Date)	Evidence and Notes
Organizational Leadership: The Administrator provides leadership for an educational organization.	(A) working with and through individuals and groups				
	(B) facilitating teamwork and collegiality, including treating staff as professionals;				
	(C) providing direction, formulating plans and goals, motivating others, and supporting the priorities of the school in the context of community and district priorities and staff and student needs;				
	(D) focusing on high priority issues related to student learning and staff competence;				
	(E) recognizing and acknowledging outstanding performance;				
	(F) solving or convening others to solve problems and making sound judgments based on problem analysis, best practice, and district goals and procedures;				
	(G) prioritizing and using resources effectively to accomplish organizational goals through planning, involving others, delegating, and allocating resources sufficiently to priority goals;				
	(H) taking action to carry out plans and accomplish goals; and				
	(I) maintaining the administrator's own professional goals.				



Table 2: On-The-Job Competencies

Standards	Competency	Training Received (Insert Date)	Some Experience/ Developing (Insert Date)	Proficient in Task (Insert Date)	Evidence and Notes
Instruction & Learning Environment: The Administrator guides instruction and supports an effective learning environment.	(A) supporting the development of a schoolwide climate of high expectations for student learning and staff performance;				
	(B) ensuring that effective instructional methods are in use;				
	(C) maintaining school or program-level records of student learning and communicating students' progress to the appropriate individuals or entities;				
	(D) developing and supporting instructional and auxiliary programs for the improvement of teaching and learning; and				
	(E) facilitating the establishment of effective learning environments.				
Curriculum: The Administrator oversees the implementation of curriculum.	(A) demonstrating knowledge of current major curriculum design models, including a standards-based curriculum;				
	(A) demonstrating knowledge of current major curriculum design models, including a standards-based curriculum;				
	(C) facilitating staff's alignment of materials, curricula, methods, and goals and standards for student performance; and				
	(D) monitoring social and technological developments as they affect curriculum.				



Table 2: On-The-Job Competencies

Standards	Competency	Training Received (Insert Date)	Some Experience/ Developing (Insert Date)	Proficient in Task (Insert Date)	Evidence and Notes
<p>Coordinates Services: The Administrator coordinates services that support student growth and development.</p>	(A) implementing and overseeing student behavior and discipline procedures that promote the safe and orderly atmosphere of the school;				
	(B) providing for student guidance, counseling, and auxiliary services;				
	(C) coordinating outreach for students, staff and school programs, community organizations, agencies and services;				
	(D) being responsive to parent and family requests for information, involvement in student learning, and outreach assistance;				
	(E) supporting the development and use of programs that connect schooling with plans for adult life; and				
	(F) supporting the development and overseeing the implementation of a comprehensive program of student activities.				
<p>Staffing and Professional Learning: The Administrator provides for staffing and professional development to meet student learning needs.</p>	(A) supervising or arranging for the supervision of staff for the purpose of improving their performance, demonstrating the ability to apply, as appropriate, both collegial and hierarchical models;				
	(B) working with faculty and staff to identify individual and group professional needs and to design appropriate staff development opportunities;				



Table 2: On-The-Job Competencies

Standards	Competency	Training Received (Insert Date)	Some Experience/ Developing (Insert Date)	Proficient in Task (Insert Date)	Evidence and Notes
	(C) evaluating staff for the purpose of making recommendations about retention and promotion; and				
	(D) participating in the hiring of new staff based upon needs of the school and district priorities.				
Assessment and Evaluation: The Administrator uses assessment and evaluation information about students, staff, and the community in making decisions.	(A) developing tools and processes to gather needed information from students, staff, and the community;				
	(B) using information to determine whether student, school, or program goals have been met and implementing changes where appropriate;				
	(C) interpreting assessment information and evaluations for others; and				
	(D) relating programs to desired standards or goals.				
Communication: The Administrator communicates with diverse groups and individuals with clarity and sensitivity.	(A) communicating clearly, effectively, and with sensitivity to the needs and concerns of others, both orally and in writing;				
	(B) obtaining and using feedback to communicate more effectively;				
	(C) recognizing the influence of culture on communication style and communicating with sensitivity to cultural differences; and				
	(D) communicating a positive image of the school in the community.				



Table 2: On-The-Job Competencies

Standards	Competency	Training Received (Insert Date)	Some Experience/ Developing (Insert Date)	Proficient in Task (Insert Date)	Evidence and Notes
Ethics: The Administrator acts in accordance with established laws, policies, procedures, and good business practices	(A) acting in accordance with federal and state statutes, regulations, and other law;				
	(B) working within local policy, procedures, and directives; and				
	(C) administering contracts and financial accounts responsibly, accurately, efficiently, and effectively.				
Social, Cultural, Political, and Economic Factors: The Administrator understands the influence of social, cultural, political, and economic forces on the educational environment and uses this knowledge to serve the needs of children, families, and communities	(A) acting with awareness that schools exist in a political environment and are affected by other systems with which they intersect and interact;				
	(B) identifying relationships between public policy and education;				
	(C) recognizing the appropriate level at which an issue should be resolved, including home, classroom, building, and district levels, and taking appropriate action;				
	(D) engaging in and supporting efforts to affect public policy to promote quality education for students;				
	(E) addressing ethical issues that arise in the educational environment, acting with care and good judgment within appropriate time frames; and				
	(F) enlisting public participation in and support for school programs, student achievement, and the schoolwide climate for learning.				



Table 2: On-The-Job Competencies

Standards	Competency	Training Received (Insert Date)	Some Experience/ Developing (Insert Date)	Proficient in Task (Insert Date)	Evidence and Notes
<p>Parents and Families: The Administrator facilitates the participation of parents and families as partners in the education of children.</p>	(A) supporting and respecting the responsibilities of parents and families, recognizing the variety of parenting traditions and practices in the community;				
	(B) ensuring that teachers and staff engage parents and families in assisting student learning;				
	(C) maintaining a school or program climate that welcomes parents and families and invites their participation; and				
	(D) involving parents and community in meaningful ways in school or program decision-making.				
<p>Teacher Recruitment and Retention: The Administrator develops and implements systems and strategies to attract, support, and retain effective educators, addressing local challenges and workforce needs.</p>	<p>Portfolio demonstration, inspired by the Alaska Teacher Recruitment and Retention Playbook, as trained and assessed by district leadership.</p> <p>Standard A: Engages in collaborative workforce planning with district leadership, tribal entities, and community partners to align educator staffing strategies with local and regional workforce needs.</p> <p>Standard B: Implements school-level practices that promote teacher belonging, engagement, and professional growth.</p> <p>Standard C: Strengthens positive working conditions that enhance teacher retention.</p> <p>Standard D: Supports mentoring and onboarding systems for early-career educators.</p> <p>Standard E: Collects and uses school climate and turnover data to inform recruitment and retention strategies.</p>				
<p>Cultural Standards: The Administrator demonstrates cultural proficiency, in</p>	<p>Portfolio demonstration, using the “Culture in the Classroom for Leaders” Framework as a guide, as trained and assessed by an trained mentor or a committee, driven by local tribal voice.</p>				



Table 2: On-The-Job Competencies

Standards	Competency	Training Received (Insert Date)	Some Experience/ Developing (Insert Date)	Proficient in Task (Insert Date)	Evidence and Notes
alignment with the Leader Cultural Standards.	<p>Standard A: The culturally responsive leader develops culturally proficient procedures and practices that prioritize diverse ways of knowing.</p> <p>Standard B: The culturally responsive leader facilitates educators’ understanding and use of place in designing instruction that is relevant for students.</p> <p>Standard C: The culturally responsive leader safeguards and develops professional relationships characterized by cultural proficiency.</p> <p>Standard D: The culturally responsive leader fosters active family partnerships and complementary educational expectations between home and school.</p> <p>Standard E: The culturally responsive leader promotes high expectations for student success and well-being by developing a culturally sustaining learning environment where all students are challenged to reach their full potential.</p>				



Appendix A3
RELATED INSTRUCTION OUTLINE
K-12 Principal

O*NET-SOC CODE: 25-9042.00 RAPIDS CODE : 0657HY

DEED also requires that Related Instruction Providers signing onto the DEED-sponsored program provide a summary of their institutional policies around academic credit for prior experiences. This information is summarized below.

UNIVERSITY OF ALASKA, ANCHORAGE RELATED INSTRUCTION

University of Alaska, Anchorage:

Other Prior Learning Recognition:

Academic credit may be awarded to students who demonstrate mastery of knowledge or skills that were acquired outside of an accredited college or university. Non-traditional credit evaluations are available for accepted degree-seeking UAA students. Credit is granted for coursework for which students show documented achievement of equivalent outcomes. See UAA’s [Nontraditional Credit Policies](#) for details.

Transfer Credit Policy:

Additionally, up to 9 semester credits not used toward an undergraduate degree may be transferred to UAA from an accredited institution and counted toward a graduate degree. Up to 9 graduate credits may also be transferred in the case of a second master’s degree, although doctoral degree credits may not be used toward an additional master’s degree unless that degree is in a distinctly different field. The Graduate School dean or designee may allow credit earned at other universities within the UA system, excluding thesis credit and credits used toward another degree, to satisfy UAA program requirements, as long as at least 9 credits applicable to the student’s program are earned at UAA after acceptance into that program. Acceptance of transfer credit toward graduate program requirements must be approved by the individual program faculty, college dean and Graduate School.

RTI Provider: University of Alaska Anchorage	
Name: UAA School of Education; Tonia Dousay, Dean	
Address: 3211 Providence Dr., PSB 201, Anchorage, AK 99508	
Email: tadousay@alaska.edu	Phone Number: 907-786-4402
Suggested Related Instruction Hours: 390-525 Contact Hours	



OVERVIEW

The **University of Alaska, Anchorage** (UAA) offers two programs of study for principal apprentices.

- 1.) Master of Educational Leadership (M.Ed.-EDLD) - 35 credit hours total
 - a.) For candidates without a master's degree
 - b.) Includes foundation core plus principal core courses
 - c.) Leads to Type B Administrative Certificate Endorsement
- 2.) Graduate Certificate - Principal - 26 credit hours total
 - a.) For candidates who already have a master's degree
 - b.) Focused on principal core courses only
 - c.) Also leads to Type B Administrative Certificate endorsement

Both the M.Ed. and Graduate Certificate programs prepare educational leaders to effectively serve their schools and communities. Graduates develop the ability to facilitate a shared vision of learning while shaping school culture and instructional programs that prioritize student achievement. They gain expertise in managing operations and resources efficiently, collaborating meaningfully with families and community partners, and acting with unwavering integrity and ethical judgment. Additionally, program participants develop a sophisticated understanding of the broader political, social, and cultural contexts that influence education, enabling them to respond appropriately and advocate effectively within these systems.

Apprentice Admission

Master's degree in educational leadership

- Three (3) years [minimum] experience as a certificated teacher or special services provider.
- A current teacher certificate or evidence of eligibility for an Alaska Teacher Certificate.
- Baccalaureate degree from a regionally accredited institution.
- GPA of 3.0 [minimum] on a 4.0 scale.

Graduate Certificate – Principal

- Three (3) years [minimum] experience as a certificated teacher or special services provider.
- A current teacher certificate or evidence of eligibility for an Alaska Teacher Certificate.
- Master's degree from a regionally accredited institution.
- GPA of 3.0 [minimum] on a 4.0 scale.
- Six (6) credits in educational research methodology.



RELATED INSTRUCTIONS OUTLINE

Master of Educational Leadership (35 credits)

Code	Course Title	Contact Hours	Course Type	Approximate Timing of Delivery
EDRS A661	Data-Informed Instruction & Decision Making	45	Research	Summer Term 1
EDRS A667	Program Evaluation	45	Research	Summer Term 1
EDL A610	Orientation to Graduate Studies	30	Leadership	Summer Term 1
EDL A620	Leadership in AK Culture & Social Justice Issues	45	Leadership	Summer 1
EDL A637	Organizational Theory & Change	45	Leadership	Fall Term 1
EDL A638	Instructional Leadership & Student Learning	45	Leadership	Fall Term 1
EDL A639	Politics, Law & Ethics in Leadership	45	Leadership	Spring Term 1
EDL A644	School Resource Allocation & Management	45	Leadership	Spring Term 1
EDL A692A	Principal's Seminar I	45	Internship	Fall Term 2
EDL A692B	Principal's Seminar II	45	Internship	Spring Term 2
EDL A695	Principal Internship	90	Internship	Fall / Spring Term 2
Total Hours		525		

Graduate Certificate - Principal (26 Credits)

Code	Course Title	Contact Hours	Course Type	Approximate Timing of Delivery
EDL A610	Orientation to Graduate Studies in Leadership	30	Leadership	Summer Term 1
EDL A637	Organizational Theory & Change	45	Leadership	Fall Term 1
EDL A638	Instructional Leadership & Student Learning	45	Leadership	Fall Term 1
EDL A639	Politics, Law & Ethics in Leadership	45	Leadership	Spring Term 1
EDL A644	School Resource Allocation & Management	45	Leadership	Spring Term 1
EDL A692A	Principal's Seminar I	45	Internship	Fall Term 2
EDL A692B	Principal's Seminar II	45	Internship	Spring Term 2
EDL A695	Principal Internship	90	Internship	Fall/Spring Term 2
Total Hours		390		



UNIVERSITY OF ALASKA, SOUTHEAST RELATED INSTRUCTION

Other Prior Learning Recognition:

- Students can challenge a course to potentially earn credit for college-level learning gained outside the classroom and life or work experience, assessed through a portfolio or test.
- Challenging a course is residence credit for UAS programs only and does not affect the student's GPA meaning that students receive a Pass or No Pass grade.

Transfer Credit Policy:

- Students must be admitted to a UAS program for an official evaluation of transfer credit to occur.
- Typically, UAS accepts college-level credits with grades of 1.70 (C-) or higher from other regionally accredited institutions. Credits with grades of 0.70 (D-) or higher transfer from other University of Alaska campuses.
- Acceptance of transfer credit towards specific major or minor requirements is subject to departmental approval.
- UAS converts quarter credits to semester credits (Quarter hours x 0.667 = Semester hours). Courses with a small credit difference may still meet UAS requirements, with the remaining credit covered by electives.
- Transfer credits are not included in a student's UAS GPA, except when determining eligibility for graduation with institutional honors.

RTI Provider: University of Alaska Southeast	
Name: University of Alaska, Southeast School of Education; Carlee Simon, Dean	
Address: 11066 Auke Lake Way, Juneau, AK 99801	
Email: cesimon2@alaska.edu	Phone Number: 907-796-6551
Suggested Related Instruction Hours: 315-540 Contact Hours	

OVERVIEW

The ***University of Alaska Southeast*** (UAS) offers two programs of study for principal apprentices.

- 1.) Master of Educational Leadership (M.Ed.) - 30 credit hours total
 - a.) For candidates without a master's degree
 - b.) Designed for apprentices to complete in two years
- 2.) Graduate Certificate - Educational Leadership - 21 credit hours total
 - a.) For candidates who already hold a master's degree
 - b.) Designed to be completed in three semesters

The M.Ed. Educational Leadership program and graduate certificate program are designed to prepare candidates to become school administrators in Alaska. The programs prepare candidates for the challenges and opportunities inherent in assuming roles as educational leaders in public schools. The programs are designed to prepare building level administrators in both rural and urban districts in the state.



Apprentice Admission

Apprentices admitted into the REAAL (Registered Education Apprenticeship for Alaskan Leaders) program must meet the following minimum criteria:

- **Hold a current Alaska teaching certificate** and be employed in a certificated role within a participating school district.
- **Have a minimum of three years of certified teaching experience**, which may include roles such as teacher, instructional coach, or other certified support positions. Be employed in or transitioning into a **school-based leadership role**, such as assistant principal, principal on an emergency certificate, or teacher on special assignment.
Commitment from employer (school district) to support participation in the apprenticeship program, including mentorship and release time if applicable
- Admission into the participating university’s graduate program offering the related Type B administrative certification track (either as part of a master’s degree or Graduate Certificate pathway).
- Demonstrated readiness for graduate-level coursework and alignment with leadership development goals, assessed through application materials, including letters of support, professional resume, and personal statement.

RELATED INSTRUCTIONS OUTLINE

Master of Educational Leadership (30 credits)

Code	Course Title	Contact Hours	Approximate Timing of Delivery
EDLD S601	Educational Leadership and School Administration	15	1st Semester
EDLD S602	Professional Development and Mentoring	30	1st Semester
EDLD S603	Human Resources and Organizational Management	30	2nd Semester
EDLD S604	School Improvement and Data-Driven Decision Making	30	2nd Semester
EDLD S605	Financial and Resource Management	15	1st Semester
EDLD S606	Policy and Regulatory Compliance	15	2nd Semester
EDLD S607	Community, External Partnerships, and Stakeholder Engagement	15	2nd Semester
EDLD S608	Administrative and Operational Oversight	15	2nd Semester
EDLD S609	Instructional Leadership and Teaching	15	2nd Semester
EDLD S692	Seminar I and II: Educational Leadership Apprentice	90	1st and 2nd Semesters
EDLD S698	Portfolio: Educational Leadership Apprentice	45	3rd Semester
TBD	With the approval of an advisor, complete 9 credits of coursework relevant to the apprentice’s professional focus area[s].	135	3rd and 4th Semesters
Total Hours		450	



Graduate Certificate - Educational Leadership (21 Credit Hours)

Code	Course Title	Contact Hours	Approximate Timing of Delivery
EDLD S601	Educational Leadership and School Administration	15	1st Semester
EDLD S602	Professional Development and Mentoring	30	1st Semester
EDLD S603	Human Resources and Organizational Management	30	2nd Semester
EDLD S604	School Improvement and Data-Driven Decision Making	30	2nd Semester
EDLD S605	Financial and Resource Management	15	3rd Semester
EDLD S606	Policy and Regulatory Compliance	15	3rd Semester
EDLD S607	Community, External Partnerships, and Stakeholder Engagement	15	3rd Semester
EDLD S608	Administrative and Operational Oversight	15	3rd Semester
EDLD S609	Instructional Leadership and Teaching	15	3rd Semester
EDLD S692	Seminar I, II and III: Educational Leadership Apprentice	135	1st, 2nd, and 3rd Semesters
Total Hours		315	