

**SCHOOL PRINCIPAL K-12
ADMINISTRATIVE CERTIFICATION PROGRAM
EDAD 798 INTERNSHIP**

**COLLEGE OF EDUCATION
AND EDUCATIONAL TECHNOLOGY
INDIANA UNIVERSITY OF PENNSYLVANIA**



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PROGRAM BELIEFS AND EXPECTATIONS

Indiana University of Pennsylvania's Principal Certification Program is distinguished by its performance foundation for administrative certification. The program is designed for committed, experienced educators seeking certification as elementary and secondary school principals. The program emphasizes the achievement of administrative competencies through documented outcomes of field experiences, rather than progression through a sequence of courses. An operational knowledge base and associated projects within each of six major competency areas are developed in the foundational course, EDAD756. Two Internship Action Plans, designed to address Standards for School Administrators at the Building Level, are then implemented within the context of the candidate's home school district during twelve credits of supervised internship, EDAD798. (6 credits at the elementary level, 6 credits in a secondary setting)

IUP is dedicated to the preparation of outstanding educational leaders who see themselves as both scholars and practitioners. This particular program, therefore, reflects the expectations that aspiring principals:

- model credible strategic leadership within their own school district
- demonstrate exemplary interpersonal skills
- exemplify outstanding communication and organizational skills
- reflect a history of continued professional growth and the use of data to inform curricular and pedagogical decisions
- engage in political and community initiatives

This program's knowledge base is grounded in the literature of contemporary school leadership and adult learning. Mastery of theoretical and applied program elements relies heavily on communication and collaboration skills. **Each candidate in this program is required to become a member of one of the following organizations and use that organization's electronic resources and publications to enhance projects developed during the two semester administrative internship:**

National Association of Elementary School Principals

National Association of Secondary School Principals

Association for Supervision and Curriculum Development

American Association of School Administrators

- establish networks of support and cooperation with their building principal and superintendent of the district in which they are completing program requirements
- schedule monthly meetings with their mentor principal to focus on the results of internship projects
- update their progress with faculty advisor via e-mail (on a schedule established with university supervisor)
- maintain an internship log reflecting administrative learning experiences and documenting required 180 hours in each elementary and secondary setting
- visit another school district for one day to expand knowledge of management, staffing patterns, and innovative programs
- develop an exit portfolio that highlights administrative competency as defined by

the standards for school principals established by the National Policy Board for Educational Administration and that addresses each category on IUP's checklist for School Principal Candidates

- complete the state mandated Praxis exam for licensure and certification
- submit to faculty advisor and program director an updated vita
- prepare for continued professional development through the Pennsylvania Inspired Leadership Initiative's Grow and Support Programs

PROGRAM STRUCTURE

Time line of IUP's Certification Program

Program Admission Based On:

- Verification of exemplary teaching experience (Pennsylvania requires 5 years of successful service in your area of certification prior to granting and Administrative Certificate)
- Application letter and writing sample
- Evaluation of performance within the candidate's workplace
- Submission of required materials to IUP's Graduate School (including official transcripts of previous degrees and coursework)

Initial Program Advisement (upon acceptance)

- Examine specific project requirements and program costs
- Preview EDAD 756 syllabus and begin required readings
- Obtain scheduling information

Seminar in School Administration, EDAD 756, 3 credits

- Examine literature and research relative to each competency area
- Meet experts in areas of law and school safety
- Question a panel of past graduates who have successfully made the transition from experienced teacher to novice administrator
- Prepare proposed action plans detailing the candidate's design for meeting internship requirements through projects reflecting the administrative standards expected in each of six core competency domains
- Prepare for ongoing professional development opportunities offered through the Pennsylvania Inspired Leadership Initiative

Internships, EDAD 798, 6 credits elementary & 6 credits secondary

- Enact and document internship action plans
- Log administrative tasks in which you participate
- Develop an exit portfolio and job resume reflecting your administrative experiences in:
 - 1) Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community
 - 2) Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth
 - 3) Ensuring management of the organization, operations, and resources

for a safe, efficient, and effective learning environment

- 4) Collaborating with families and community members, responding to diverse community needs, and mobilizing community resources
 - 5) Acting with integrity, fairness, and in an ethical manner
 - 6) Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context
- Successfully complete the required PRAXIS exam (obtain the most current registration bulletin from Mrs. Judy Geesey at 724-357-2485)
 - Submit certification application to IUP's College of Education and Educational Technology at 104 Stouffer Hall to be approved and forwarded to Harrisburg

Academic Program

Prior to the beginning of the first class, students should explore the web sites of the professional organizations listed on page four to determine which organization is the best fit for their professional goals. Students are encouraged to submit a significant project from their internship as a conference proposal or journal article to one of these organizations. Students should regularly check the PA Department of Education web site for available resources. Prior to committing to this program, students must be certain they have the support and cooperation of the building principal and the superintendent of the district in which they are completing program requirements. There will be an online training module followed by face-to-face contact session for principal mentors. Without this support structure, a performance approach to

administrative certification is not feasible.

During the initial 3 credit course, EDAD 756, the construction of knowledge and skills needed for a successful administrative internship is paramount. Students will examine current research and contemporary thinking in each of six core areas. They will also have the opportunity to discuss model programs with peers in other districts. At the completion of the course, EDAD 756 (School Administration), candidates present their internship plan for developing administrative competency to their assigned faculty supervisor and their on-site administrator. In addition to submitting a hard copy of the initial action plan, students also are to submit a hard electronic copy of internship plan burned to CD. The internship plan for the first of two internships is submitted at the conclusion of the seminar in School Administration, EDAD 756. The plan for the additional internship in the alternate elementary or secondary setting is developed with the faculty supervisor and on site mentor prior to beginning work in that other setting. The internship plan must clearly represent the candidates proposed (an example submission is located in the EDAD 756 syllabus) :

- project intent and link to student learning
- time frame
- evaluation proposal
- unique and innovative aspects
- description of involved personnel

Students must document their progress monthly to their assigned faculty advisor.

Students are expected to meet with their college supervisor for periodic portfolio

reviews, in addition to providing summary reports via email attachments.

During the internship period, candidates work with their principal mentor and university supervisor in implementing projects detailed in their Internship Plan. Each 6-credit internship experience requires the candidate to work in all six areas of this performance-based program and to document administrative competency highlighted in the standards area of each of the program's six core areas. Additionally, students are expected to visit another school district for one day to increase their knowledge of different frameworks of organization and management, staffing patterns, and unique programs. The student's written report about this visit should address a particular goal (for example, to learn more about collaborative assessment strategies or establishing effecting learning communities).

Upon completion of the internship, students will submit their log of administrative tasks and hours (180 in each setting / elementary and secondary) to the program director as well as the university supervisor. Students must complete an exit portfolio clearly documenting evidence of accomplished competency projects. Students must submit an updated copy of their resume to the program director and faculty supervisor. This aids in job placement recommendations. At the completion of the internship, all candidates in IUP's performance-based program are required to successfully complete the state mandated Praxis exam (#0410 until 8/31/12:::#1011/6011 on or after 9/1/12) and prepare for ongoing leadership development provided through the Pennsylvania Inspired Leadership Initiative.

The program design reflects an emphasis on the following PA Inspired Leadership Initiative (PIL) Core Standards:

- 1) The leader has the knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success.
- 2) The leader is grounded in standards-based systems theory and design and is able to transfer that knowledge to his/her job as the architect of standards-based reform in the school.
- 3) The leader knows how to access and use appropriate data to inform decision-making at all levels of the system.

In addition, the PIL Corollary Standards will also be integrated into the program and are as follow:

- 1) The leader creates a culture of teaching and learning with an emphasis on learning.
- 2) The leader manages resources for effective results.
- 3) The leader collaborates, communicates, engages, and empowers others inside and outside of the organization to pursue excellence in learning.
- 4) The leader operates in a fair and equitable manner with personal and professional dignity.
- 5) The leader advocated for children and public education in the larger political, social, economic, legal, and cultural context.
- 6) The leader supports professional growth of self and others through proactive and inquiry.

A matrix relating the specific program domains to Pennsylvania Core and Corollary Standards and Standards established by the Educational Leadership Constituent Council precedes performance project descriptions in the EDAD 756 syllabus and this handbook.

Program Responsibilities and Personnel

Dean of the College of Education

The Dean is the certifying officer for the program with the Department of Education.

Departmental Chairperson

The Chairperson works with the program director in assigning course loads and internship credits.

Program Director

The Program Director plans and evaluates the program, works with the advising faculty to select highly qualified candidates for each cohort, verifies an action plan for each student, determines internship supervision assignments, and coordinates certification processing with the College of Education and Educational Technology.

Faculty Advisors

The faculty advisor, in collaboration with the principal mentor in the candidate's school, is responsible for approving all activities and projects designed and developed by the candidate prior to implementing them within the building and the school district and approving any previously documented projects which meet program guidelines. The faculty advisor is responsible for evaluating assigned candidates during the internship. The advisor works with local school principals and principal interns to assess the performance of each candidate. The faculty advisor may ask teachers and support staff for feedback regarding the candidate's administrative abilities. When the program performances have been completed, a final portfolio review is scheduled. The faculty advisor and program coordinator will then recommend certification to the Dean of the College of Education.

School Principals

A successful internship depends on involvement with the building's administrative routines. The candidate must work closely with the building principal in planning, administering, supervising, and implementing the various administrative routines that make up the duties of the building principal. Students keep a log of these tasks and times. Building principals provide specific tasks through which students meet program performance requirements and core and corollary standards. These six major academic performance areas of the Principal's Certification Program are assessed and evidenced by the Action Plan and implemented internship. It is recommended that principal mentors have a minimum of six years experience, have participated in Pennsylvania Inspired Leadership Programs, and quality performance ratings within their district.

Interns

Students in the program develop and implement a context specific approach to meeting core competencies in elementary and secondary settings. Each candidate in IUP's Performance Based Principal's Program must develop an Internship Action Plan that addresses the six core program competencies. The candidate must present this Internship Action Plan to the faculty advisor, building mentor, and superintendent prior to initiating any specific projects. In addition to implementing the projects described in the Internship Action Plan, candidates participate in and log all school related additional administrative activities (music

events, awards banquets, sporting events, parent advisory groups, etc.) during the internship. Students should plan to take on a major role in each setting in programs designed to enhance the developmental, social, cultural, or athletic needs of school students. Principal candidates must submit a log documenting a minimum of 180 hours of administrative preparation in each setting.

PERFORMANCE CATEGORIES AND REQUIREMENTS

The following matrix relates Core National and State Standards to IUP’s Principal Certification Performance Domains. Specific projects requirements in each performance domain are detailed in the section following this matrix. The checklist used to evaluate your exit portfolio for both elementary and secondary experiences is located at the end of this handbook.

National ELCC Standards	State PIL Standards	Program Performance Domains
1) FACILITATING THE DEVELOPMENT, ARTICULATION, IMPLEMENTATION, AND STEWARDSHIP OF A VISION OF LEARNING THAT IS SHARED AND SUPPORTED BY THE SCHOOL AND COMMUNITY	CORE: 1, 2 CORELLARY: 1, 2, 5	COMMUNICATING SCHOOL MISSION & MANAGEMENT OF CURRICULAR TECHNOLOGY AND INFORMATION SYSTEMS
2) ADVOCATING, NURTURING, AND SUSTAINING A SCHOOL CULTURE AND INSTRUCTIONAL PROGRAM CONDUCTIVE TO STUDENT LEARNING AND STAFF PROFESSIONAL GROWTH	CORE: 1, 2 CORELLARY: 1, 3, 4, 6	SUPERVISION OF INSTRUCTION AND LEARNING
3) ENSURING MANAGEMENT OF THE ORGANIZATION, OPERATIONS, AND RESOURCES FOR A SAFE, EFFICIENT, AND EFFECTIVE LEARNING ENVIRONMENT	CORE: 2, 3 CORELLARY: 2, 5	DEVELOPING SKILLS FOR ORGANIZATIONAL MANAGEMENT & PROVIDING STUDENT SERVICES
4) COLLABORATING WITH FAMILIES AND COMMUNITY MEMBERS, RESPONDING TO DIVERSE COMMUNITY INTEREST AND NEEDS, AND MOBILIZING COMMUNITY RESOURCES	CORE: 1 CORELLARY: 1, 3, 5, 6	IMPROVING HUMAN RELATIONS IN SCHOOL AND COMMUNITY
5) ACTING WITH INTEGRITY, FAIRNESS, AND IN AN ETHICAL MANNER	CORE: 3 CORELLARY: 4, 5	DEMONSTRATING UNDERSTANDING OF SCHOOL LAW, PUBLIC POLICY, AND CONTRACT NEGOTIATIONS
6) UNDERSTANDING, RESPONDING TO, AND INFLUENCING THE LARGER POLITICAL, SOCIAL, ECONOMIC, LEGAL, AND CULTURAL CONTEXT	CORE: 2, 3 CORELLARY: 5, 6	USING EVALUATION DATA AND DEVELOPING MEDIA MANAGEMENT PLAN

Performance Domain: 1. Communication of School Mission & Management of Curriculum

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Candidates must demonstrate a thorough understanding of the instructional leadership role of the administrator in improving teaching and learning. They must engage in a vision of learning that is shared and supported by the culture inside and outside the school. Assessment of projects in this core area must demonstrate team building, staff collaboration, and implementation of a standards-based system.

Candidates should:

- 1.1. Design a project that communicates the mission of your school to teachers, parents, and community. Enable these populations to know more about the district's overall vision of student learning, state standards, national policies and how local data is used to improve individual performance of students and staff.
- 1.2. Design and implement a project through which you empower others in addressing a particular challenge of social economics, race, or ethnicity relative to your school's needs in meeting adequate yearly progress.
- 1.3. Document your involvement in facilitating inclusive practices (through archival documents or other evidence of participation/involvement in your portfolio).
- 1.4. Describe three best case examples of pedagogical strategies where technology is

integrated into specific curricular goals reflecting the district vision for student learning.

1.5. Reflect on how content knowledge from required readings in your course work relate to standards-based systems, and related ELCC and PIL Standards.

Be sure that your projects in this area address Standard One for Administrative Preparation at the Building Level and:

- link relevant leadership and organizational theories with the context of your district and clearly detail your plan to mobilize resources and motivate the community to continue to actualize the district vision for learning.
- draw from a broad base of data that informs your leadership and that enables a variety of communication strategies gathered from your readings that you will discuss with various community stakeholders.

Performance Domain: 2. Supervision of Instruction and Learning Outcomes

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Candidates must demonstrate an understanding of educational leadership through projects that incorporate building collaborative school cultures and that address ongoing learning for both children and youth and the adult teaching staff. They must

articulate how what is taught, learned, and assessed reflect research-based best practices.

2.1. Work with a group of teachers or student teachers to explore best practices for professional growth through differentiated supervision.

2.2. Conduct 20 (10 elementary and 10 secondary) clinical observations of peers.

2.3. Compare your district's staff training model to two other districts. Prepare a brief evaluation report and recommendations.

2.4. Identify three staff members whose instructional strategies reflect alignment with strategic improvement goals and arrange for them to share their successes with novices in your district. Emphasize curricular development and improvement.

2.5. Evaluate your district's staff induction model. Make suggestions to strengthen and add value to the model to support new teachers.

2.6. Describe your district's interviewing process.

2.7. Reflect on how content knowledge from required readings in your course work relate to this core competency area and related ELCC and PIL Standards.

Be sure that your projects in this core area, which addresses Standard Two in the preparation of Building Level School Administrators, show:

- recognition of the diverse culture of the district
- recognition of the pros and cons of various instructional strategies and initiatives
- use of both qualitative and quantitative data and appropriate technologies to profile student performance as a whole, individually and in subgroups

- promoting recognized means of inspiring the professional growth of the staff

Performance Domain: 3. Organizational Management

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Your administrative competency in this area should reflect in depth conversations with your mentor regarding different leadership strategies for initiating, monitoring, and evaluating change in your building and across the district. Your final portfolio should document the following managerial skills.

3.1. Learn the operation of the school plant in relationship to:

- routine maintenance responsibilities of custodial staff.
- work schedules and responsibilities for cafeteria staff.
- safety codes in relation to compliance level of school building.
- health and safety regulations for staff and students in the cafeteria, physical education facilities, laboratories, and grounds.
- emergency information in the event of natural disasters, accidents, and severe weather conditions.
- policies for safe schools, drug-free environments and for dealing with sexual and

physical abuse/harassment.

- transportation schedules and bus policies
- athletic director.

3.2. Summarize your district and building discipline policy.

- Is it grounded in solid theories of child and adolescent development?
- Does it clarify both student and teacher accountability?
- Who handles discipline issues in your building?
- Has the policy been reviewed and updated recently?
- What contemporary social issues are reflected in it? Did the community have input into its development?
- Do you have available statistics on the results of this policy? For example, vandalism is down 3% or school absenteeism was reduced by 4%. If not, start gathering data.

3.3. Learn how to prepare a master schedule for the year.

3.4. Develop mastery of issues of finance and budget. Make an appointment to interview your district's business manager. Consult with him/her regarding federal, state, and local fiduciary resources, how these resources are calculated, and the influence of the budget cycle on the district. Be sure to include the weight of any grants, foundations, and private contributions to the district in your consultation with the business manager. Identify and non-fiscal resources at the district level. Repeat this process with one or more principals in your district focusing on any negotiations that occur between the schools and the district office to acquire a greater percentage of the

district's funds for the schools or other factors particular to your district. Write a reflective statement noting your perception of the relationship between equity and funding in your district insights gained into the politics and distribution of school funding, and recommendations that you have to improve the resource situation as you have found it to be.

3.5. Develop or improve upon advisement, counseling, and guidance services. First select several (3-4) articles on the topic of strengthening guidance services in schools. Interview three school guidance counselors, one in your district and one each from two additional districts. Determine the job responsibilities for each counselor and ask how these duties interface with those of the administration and with the remainder of the school. Compare and contrast expectations with responsibilities that the counselors believe *should* be their job description. Identify corollary services that assist with the overall counseling mission of the respective schools, i.e., outside agencies or externally-generated packaged programs. Write a reflective statement noting what you have found and what your beliefs are in regards to establishing and supporting an effective and comprehensive guidance program. Based on your readings and your interview findings, make realistic recommendations for improving the guidance program in *your* school or school district including any limitations or problems you believe would be faced in doing so.

3.6. Principals must be aware of the community agencies that have direct and indirect interactions with students and their families. In order to better understand these organizations, the services they provide, and how to contact particular personnel, all

candidates should 1) Locate the Human Services Directory and/or Community Resources Manual for your county. 2) Discuss provided services of applicable agencies from extensive county listings first with school personnel such as guidance counselors and psychologists. 3) Contact these agencies to gather updated information about services and contact personnel. Confer with your school nurse regarding connections between services such as the American Respiratory Alliance and needs of parents of children with asthma or Eating Disorder Support Groups for at risk teens. Update or develop a handbook to share with the entire staff.

3.7. Reflect on how content knowledge from required readings in your course work relate to this core competency area and related ELCC and PIL Standards.

Be sure that your internship projects in this core area address Standard Three in the preparation of Building Level Administrators through

- synthesizing research reflecting the most effective means of learning and teaching
- managing data and resources in a responsible manner
- demonstrating the application of legal principles in an effective and ethical manner that promotes safety and accountability inside and outside the school environment
- demonstrating the understanding of financial flow and current organizational management procedures

Performance Domain: 4. Human Relations in School & Community

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

As principals assume leadership roles that are less authoritative and solitary and more connective and collaborative, relationships between school and community becomes a central issue in effective leadership. Candidates must not only communicate with diverse community groups, but mobilize resources and support from the business community and establish useful connections with service agencies.

Projects in this area require candidates to describe initiating, sustaining, and evaluation challenges in:

4.1. A project that will bring new resources, partnerships, or supportive services to your school. This may involve a grant proposal to a foundation, business, state agency, federal government, or intermediate unit. This project may address a particular developmental need for students, or additional attention to student advisement or guidance services. Detail your interactions with other governing boards.

4.2. A service learning oriented project that takes the school into the community to address a particular population or issue. You should arrange for media coverage and detail how you facilitated the interpretation of academic information for others.

4.3. Students gather data through an interview or focus group project about community stakeholders' perceptions of school place to workplace transitions.

4.4. Evaluate your district's communication with minority families and parents of

students with special needs.

4.5. Reflect on how content knowledge from required readings in your course work relate to this core competency area and related ELCC and PIL Standards.

Be sure that your internship projects in this core area address Standard Four in the preparation of School Administrators at the Building Level through

- efforts that unify community resources in addressing student learning
- knowledge of relational, marketing, and media strategies that can integrate health and social organization in the community around the best interests of the community's children and youth
- candidate visibility in the community and ability to translate school / community issues around shared concerns for students
- ability to advocate for students with special and exceptional needs
- ability to identify key community leaders and motivate their involvement in school improvement programs

Performance Domain: 5. School Law, Public Policy & Contract Negotiations

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Educators making the transition from a successful teaching career to an administrative position cite the knowledge and application of law as one of their greatest challenges. A strong knowledge base better enables candidates to act with integrity

and fairness in ethical problem resolutions.

5.1. Synthesize at least twenty recent legal cases and document an understanding of the legal principles. A useful source is the National School Board Association site.

Here you will find various categories and recent cases under the School Law link.

Implement an idea for advocacy developed in EDAD 756. Read these updates on a regular basis throughout the rest of your career.

5.2. Become familiar with the PA School Law Handbook and your district's Board Policy.

5.3. Become familiar with your district's collective bargaining process, including union and school board perspectives.

5.4. Document your involvement in and knowledge of legal responsibilities relative to:

- special education, due process, and least restrictive environment
- suspension, expulsion, medication regulations
- student records and privacy laws

5.5. Reflect on how content knowledge from required readings in your course work relate to this core competency area and related ELCC and PIL Standards.

Be sure that your internship addresses Standard Five in

- planning how you will provide evidence of respect for the rights of others, respect for dignity, confidentiality and ethical considerations in decision making

Performance Domain: 6. Data Informed Decision Making & Information

Management

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Candidates must present evidence that they can monitor and propose to influence the larger societal context in which their school is situated. Candidates should make extensive use of the capabilities of software programs that will facilitate qualitative and quantitative data displays. Work in this competency area should empower candidates to a more active role in engaging in political, social, and cultural reforms.

6.1. Design a survey to collect quantitative or qualitative data that addresses a particular issue of concern in your school or district. Analyze the data and prepare a summary report. Present finding from either of these projects to faculty, service personnel, community agencies, or parents.

6.2. Describe your school's tracking process for adequate yearly progress.

6.3. Describe your district's approach to dealing with media coverage and explore an incident in which your school responded to confusing or inaccurate media perceptions.

6.4. Make use of SAS and other district databases in order to support adequate progress and make future recommendations

6.5. Reflect on how content knowledge from required readings in your course work relate to this core competency area and related ELCC and PIL Standards.

Be sure that your internship addresses Standard Six in

- linking research and theory to your plans
- understanding causes of and conditions of community poverty

The rubric on pp. 27-30 is provided as a checklist to organize the accomplishments of Action Plan competency projects. Be sure to carefully read each project description in the body of this handbook to fully understand expectations.

INDIANA UNIVERSITY OF PENNSYLVANIA
Professional Studies in Education
EDAD 798: Principal Internship

***Note that this form is required for BOTH the elementary and secondary internships of 6 credits each**

PRINCIPAL INTERNSHIP CHECKLIST AND RUBRIC

Name: _____ Semester: _____

Supervisor: _____

1. Join one of the following organizations to foster ongoing administrative development:

NAESP _____

NASSP _____

ASCD _____

2. Resume: _____

3. Action Plan:

Elementary _____

Secondary _____

3. Monthly Progress Reports E-Mail: _____

4. Intern School Visitation (Another School District): _____

5. Monthly Review Meetings with Building Principal: _____

6. Semester review of work by faculty supervisor _____

7. Internship Log: _____

8. Mentorship established and verified _____

9. Final Documentation Portfolio: _____

Note: Your portfolio documentation must discuss the impact on student learning in each category.



ACTION PLAN COMPETENCIES AND REQUIRED READINGS

Competencies marked with an asterisk (*) require both an elementary and a secondary project/plan.

<i>I. Communication of School Mission & Management of Curriculum</i>			3	2	1
1.1. Project that communicates the mission of your school *					
1.2. Project that empowers others to address issues of social economics, race, or ethnicity and mandates of NCLB *					
1.3. Documentation of involvement in facilitating inclusive practices.					
1.4. Technology integration into present curricular goals & long-range planning *					
1.5. Required readings					
<i>3: Target</i>	<i>2: Acceptable</i>	<i>1: Unacceptable</i>			
Candidate exceeds expectations related to demonstrating the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.	Candidate meets expectations related to demonstrating the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.	Candidate fails to meet expectations related to demonstrating the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.			
<i>II. Supervision of Instruction and Learning Outcomes</i>			3	2	1
2.1. Explore best practices for professional growth through differentiated supervision					
2.2. 20 observations (Peers: 10 elementary/10secondary)					
2.3. Comparative evaluation of staff development models					
2.4. Identify 3 cases of exemplary instructional improvement *					
2.5. Evaluate district's staff induction model					
2.6. Understand district's interview process					
2.7. Required readings					
<i>3: Target</i>	<i>2: Acceptable</i>	<i>1: Unacceptable</i>			
Candidate exceeds expectations related to promoting success for all students by promoting a positive school culture, providing an effective instructional program, applying best practice to students learning, and designing comprehensive professional growth	Candidate meets expectations related to promoting success for all students by promoting a positive school culture, providing an effective instructional program, applying best practice to students learning, and designing comprehensive professional growth plans for staff.	Candidate fails to meet expectations related to promoting success for all students by promoting a positive school culture, providing an effective instructional program, applying best practice to students learning, and designing comprehensive professional growth plans for staff.			

plans for staff.				
III. Organizational Management		3	2	1
3.1. Monitor operation of school plant*				
3.2. Discipline policy summary*				
3.3. Learn how to prepare master schedule/Note equity and funding issues*				
3.4. Document the relationship between district economics and equity*				
3.5. Improvement plan for student counseling and guidance*				
3.6. Community agency project relative to needs at elem & sec levels*				
3.7. Required readings				
3: Target	2: Acceptable	1: Unacceptable		
Candidate exceeds expectations related to promotion of success of all students by managing the organizations, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.	Candidate meets expectations related to promotion of success of all students by managing the organizations, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.	Candidate fails to meet expectations related to promotion of success of all students by managing the organizations, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.		
IV. Human Relations in School & Community		3	2	1
4.1. Project to bring new resources to school*				
4.2. Service-oriented project taking the school into the community*				
4.3. Students gather data through an interview or focus group project about community stakeholders' perceptions of school place to workplace transitions (secondary only)				
4.4. Evaluate your district's communication with minority families and parents of students with special needs.				
4.5. Required Readings				
3: Target	2: Acceptable	1: Unacceptable		
Candidate exceeds expectations in promotion the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.	Candidate meets expectations in promotion the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.	Candidate fails to meet expectations in promotion the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.		

V. School Law & Negotiations			3	2	1
5.1. Review 20 legal cases and document understanding of school law principles, and advocacy activity.					
5.2. Familiarity with PA Code of Professional Practice and District Board Policy					
5.3. Familiarity with District’s collective bargaining process					
5.4. Document involvement in and knowledge of legal responsibilities (Special education, medication dispensing, suspension, student records)					
5.5. Required readings					
3: Target		2: Acceptable	1: Unacceptable		
Candidates exceed expectations to promote the success of all students by acting with integrity, fairness, and in an ethical manner.		Candidates meet expectations to promote the success of all students by acting with integrity, fairness, and in an ethical manner.	Candidates fail to meet expectations to promote the success of all students by acting with integrity, fairness, and in an ethical manner.		
VI. Data Informed Decision-making & Information Management			3	2	1
6.1. Survey of identified concern*					
6.2. Use and interpretation of data regarding adequate yearly progress (AYP)*					
6.3. Examples of media management strategies in the district*					
6.4. Make use of SAS/other databases to assess academic progress					
6.5. Required readings					
3: Target		2: Acceptable	1: Unacceptable		
Candidates exceed expectations to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.		Candidates meet expectations to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	Candidates fail to meet expectations to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.		

Overall Rating: _____

Comments: _____

Dear Aspiring Principal:

Congratulations on choosing to further your education here at IUP! The Professional Studies in Education's goal is your success. So that you experience during your principal internship is the best it can be, this handbook provides one location for information essential to you.

Signing below indicates that you acknowledge your responsibilities for all information outlined in this handbook.

Student's Name

Date