

IUP Principal Certification Program (PCP)

EDAD 798 Internship Handbook

Indiana University of Pennsylvania
Department of Professional Studies in Education
Davis Hall, Room 303
570 South Eleventh Street
Indiana, PA 15705-1080
Phone: 724-357-2400
Fax: 724-357-2961

<http://www.iup.edu/pse/grad/principal-certification/>



Program Coordinator:

Dr. Susan M. Sibert (smsibert@iup.edu)

Program Advisors/Internship Supervisors:

Dr. Shirley Johnson (Shirley.Johnson@iup.edu)

Dr. DeAnna Laverick (D.M.Laverick@iup.edu)

Dr. Crystal Machado (Crystal.Machado@iup.edu)

Dr. Kelli Paquette (Kelli.Paquette@iup.edu)

Dr. Sue Rieg (srieg@iup.edu)

Dr. Susan M. Sibert (smsibert@iup.edu)

Updated 08/2017

TABLE OF CONTENTS

Important Offices to Know	2
Organization	3
Program Beliefs and Expectations	3
Program Structure	5
Timeline	5
Completion of the Program	7
Academic Program	8
PA Inspired Leadership Standards	9
Responsibilities and Personnel	10
Performance Categories and Requirements	12
Communication of School Mission & Management of Curriculum	13
Supervision of Instruction & Learning Outcomes	14
Organizational Management	15
Human Relations in School & Community	17
School Law, Public Policy & Contract Negotiations	18
Data Informed Decision Making & Information Management	19
Checklist for Exit Portfolio Assessment	20
Scholarship Application	34
Course Sequence Sheet	35
Internship Handbook Acknowledgement Statement	37

Important Offices for Your Questions/Concerns

1. Financial Aid Questions/Concerns

IUP Financial Aid Office

200 Clark Hall
1090 South Drive
Indiana, PA 15705

<http://www.iup.edu/financialaid/>

Phone: (724)-357-2218

Fax: (724)-357-2094

Email: financial-aid@iup.edu

2. Cost & Payment Questions/Concerns

Bursar's Office

Clark Hall, Lobby
1090 South Drive
Indiana, PA 15705

<http://www.iup.edu/bursar/>

Phone: (724)-357-2207

Fax: (724)-357-5578

Email: bursars-office@iup.edu

3. Program Academic Advisement

Contact Dr. Susan M. Sibert, PCP Coordinator. The program coordinator generally advises PCP students.

Davis Hall, Room 328
1090 South Drive
Indiana, PA 15705

Phone: (724)-357-2400

Email: smsibert@iup.edu

4. Registration Technical Questions

Registrar's Office

Clark Hall
1090 South Drive
Indiana, PA 15705

<http://www.iup.edu/registrar/>

Phone: (724)-357-2217

Fax: (724)-356-4858

Email: registrars-office@iup.edu

5. PDE Administrative Certification Application

College of Education and Educational Technology (COE-ET)

Office of Educator Preparation

Stouffer Hall, Room 104
1175 Maple Street
Indiana, PA 15705

Phone: (724)-357-2480

Fax: (724)-357-5595

Email: coeet-info@iup.edu

6. Praxis Exam – Educational Testing Service (ETS): <https://www.ets.org/praxis>

7. PDE – Teacher Certification

Find more information on the Pennsylvania Department of Education's website at:

<http://www.education.pa.gov/Teachers%20-%20Administrators/Certifications/Pennsylvania%20Certification/Pages/default.aspx#tab-1>

8. Program Completion Information

PCP students are not seeking and therefore do not earn a degree. This is an administrative certification preparation program. Students who complete the program do not apply for graduation. Following successful completion of the second internship, students take the PRAXIS for building level administration through the ETS. It is the student's responsibility to register for the PRAXIS. Following successful completion of the coursework and PRAXIS, principal candidates may contact The IUP Office of Educator Preparation for support to complete the application to PDE for the principal certification. There is a fee for both the PRAXIS test (payable to ETS) and for the PDE certification (payable to PDE). There is a fee to IUP for processing the certification request. Fees are the responsibility of the student.

Organization

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, EDAD 756. 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, EDAD 798 (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, and
- Engage in political and community initiatives.

This program's knowledge base is grounded in the literature of contemporary school leadership and principles of 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(s) 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 their IUP Internship Supervisor through email or online learning platform or as designated by the Internship Supervisor on a schedule established by the Internship Supervisor
- Maintain an internship log reflecting administrative learning experiences and documenting required minimum of 180 hours in each elementary and secondary setting
- Visit another school district for one full day to expand knowledge of management, staffing patterns, and innovative programs. Record hours and write a reflection about this experience.
- Develop an exit portfolio that highlights administrative competency as defined by the ELCC standards for school principals established by the National Policy Board

for Educational Administration and that address each category on IUP's checklist for School Principal Candidates and Core and Corollary PA Leadership Standards.

- Complete the state mandated Praxis exam for licensure and certification.
- Submit to Internship Supervisor an updated vita.
- Prepare for continued professional development through Pennsylvania Inspired Leadership (PIL) Programs and PA Act 45.

Program Structure

Timeline of IUP's Certification Program

Program Admission Based On (see program website for more details):

- Master's degree or master's equivalence (official certificate from PDE) in educationally-related field.
- Verification of exemplary teaching experience (Pennsylvania requires 3 years of relevant professional experience in an educational setting that is related to the instructional process). A PDE Instructional II certification provides verification of work experience.
- Application and writing sample
- Evaluation of performance within the candidate's workplace.
- Submission of required materials to IUP's Graduate School - Admissions (including official transcripts of all previous degrees and coursework, two letters of recommendation, and a goal statement)
- Initial Program Advisement (upon acceptance).
- Examine specific project requirements as related to program costs through the office of the Bursar.
- Preview EDAD 756 syllabus and begin required readings • Obtain scheduling information.

Seminar in School Administration, EDAD 756, 3 credits.

- Attendance at all sessions is important. Candidates should check personal and professional schedule to ensure attendance at all sessions.
 - Examine literature and research relative to each competency area.
 - Interview experts in areas of school law and school safety.
 - Question a panel of practicing principals who have successfully made the transition from experienced teacher to administrator.

- Prepare proposed internship 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 (PIL) Initiative.

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

Note 1: Be sure to register for each internship in a timely fashion. Delay in registration may incur late fees (see Registrar’s webpage) or losing the opportunity to register for your preferred internship semester if seats fill or if Add/Drop deadlines are missed.

Note 2: A requirement of all internship students at IUP is to have an **internship affiliation agreement with your district prior to commencing your internship experience**. Students in special education circumstances (IU employees, private alternative venues, and/or others) will need an affiliation agreement with each and all districts in which you will be conducting your internship(s). Once accepted into the program, students should determine if their internship sites have viable agreements in place by consulting with your school district offices. Ask if a valid IUP Internship agreement exists. The Office of Educator Preparation (104 Stouffer Hall, Indiana University of Pennsylvania, 1090 South Drive, Indiana, PA 15705 - Phone: 724-357-2485 - Fax: 724-357-3294 – website: IUP-TeacherEducation@iup.edu) oversees internship agreements with the school district. Students should ensure that an agreement is 1) in place first by checking with their district office, and 2) covers a valid timeline for internship. These agreements are generally approved for a period of time and renewed.

Note 3: Students must be enrolled in EDAD 798 and working under the supervision of the university supervisor and on-site mentor during the time internship action plans are executed and time is logged.

- 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 online). Mrs. Judy Geesey in the Office of Teacher Preparation (104 Stouffer Hall, IUP) works with graduate students who have completed the program credits and achieved a passing score on the PRAXIS to apply for the PDE certification. Submit certification application to IUP's College of Education and Educational Technology at 104 Stouffer Hall to be approved and forwarded to PDE, Harrisburg, PA.

Completion of the Principal Certification Program

The 15-credit graduate certification program is generally completed in one year. Students begin the program in the summer session by taking the 3-credit course, EDAD 756, which is offered on IUP's main campus in Indiana, PA. The course meets on nine half- days in July. Because of the intense nature of the course and volume of coursework, including the development of the first internship proposal, attendance at each and every session is imperative. It is recommended that perspective students examine both personal and professional calendars for potential conflicts. If conflicts exist, students should plan to begin the program by scheduling the course the following summer.

In the subsequent two semesters, fall and spring, the two internships (elementary and secondary, in either order) are generally completed. The course is EDAD 798, six credits each of two semesters (fall and spring) for a total of 12 credits. Students may elect to complete an internship in the subsequent summer session if the internships cannot be completed during the academic school year.

If a student is unable to complete the internships in the subsequent semesters (fall and spring) following the summer completion of EDAD 756, students must notify the principal certification program coordinator with an intended schedule of program completion. Students have five years to complete the program from the time they begin, but it is highly recommended that students complete the program no longer than two years after entry in consideration of PRAXIS success/knowledge of current educational leadership practices.

If there are extenuating circumstances that require students to exceed completion of the program in five years, the departmental committee will consider, on a case-by

case basis, students who make the request in writing to the Principal Certification Coordinator prior the end of the fifth year from the start of the program, and no later than the last day of the fifth spring semester. Additional work may be required for the student to complete the program.

Academic Program

Prior to the beginning of the first class, students should explore the websites 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 website for available resources. Prior to committing to this program, students must be certain they have the support and cooperation of the building principals and the superintendent of the district in which they are completing program requirements. Principal candidates are required to share this IUP Principal Certification Program Handbook with principal mentors. Without an on-site administrative 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 paper copy of the initial action plan, students are also required to submit a Word document on a flash drive to the EDAD 756 instructor. The internship plan for the first of two internships is submitted at the conclusion of the seminar in School Administration, EDAD 756. The instructor will provide feedback at the end of EDAD 756. Students will then make any required revisions to the internship plan. The plans will then be given to the IUP Internship Supervisor, who ultimately approves the plan. The second internship plan is developed during the first internship. That plan is submitted to the second IUP internship supervisor for approval. The plan for the second internship in the alternate elementary or secondary setting is developed with the faculty supervisor and on-site mentor prior to beginning work in the second internship 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 IUP internship supervisor. Students are expected to meet with their internship supervisor for periodic portfolio reviews, in addition to providing summary reports via email attachments or online learning platform, as specified by the internship supervisor.

During the internship period, candidates work with their school principal mentor and university internship 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 effective learning communities).

Upon completion of the internship, students will submit their log of administrative tasks and hours (minimum of 180 in each setting / elementary and secondary – total minimum 360 hours) to the Internship Supervisor, who will submit the log to the Principal Certification Program Coordinator.

Students must complete an exit portfolio clearly documenting evidence of accomplished competency projects. Students must submit an updated copy of their resume to the Internship Supervisor. At the completion of the internship, all candidates in IUP's performance-based program are required to successfully complete the state-mandated Praxis exam (#6011) and prepare for ongoing leadership development provided through the Pennsylvania Inspired Leadership Initiative and Act 45.

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.

Program Responsibilities and Personnel

Dean of the College of Education and Educational Technology (COE-ET)

The Dean is the certifying officer for the program within the COE-ET and the Office of Teacher Preparation, 104 Stouffer Hall.

Department Chairperson

The Chairperson of the Department of Professional Studies in Education (PSE) works with the Principal Certification Program Coordinator in assigning course loads and internship credits.

Principal Certification Coordinator

The Program Coordinator plans and evaluates the program, works with the PCP committee/PSE faculty to select highly qualified candidates for each cohort, advises most PCP candidates, and coordinates certification processing with the COE-ET.

IUP Internship Supervisor

The IUP Internship Supervisor is a PSE faculty member who, in collaborating with the school 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 with the building and the school district, and approving any previously documented projects which meet program guidelines. The IUP Internship Supervisor is responsible for evaluating assigned candidates during the internship. The advisor works with school principal mentor(s) and principal interns to assess the performance of each

candidate. The IUP Internship Supervisor 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 IUP Internship Supervisor and Program Coordinator will then recommend certification to the Dean of the COE-ET.

School Principal Internship Mentor

A successful internship depends on involvement with the building's administrative routines. The candidate must work closely with the certificated 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 of experience, have participated in Pennsylvania Inspired Leadership Programs, and quality performance ratings within their district.

PCP 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 conducive 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 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 strengthening your PA School Performance Profile (SPP).

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.** Describe your district's Cycle of Supervision as detailed in PDE's Administrative Manual. Discuss the Differentiated Supervision process and outcomes with teachers involved in the process and your principal regarding this approach to teacher evaluation; draw conclusions and offer practical recommendations to strengthen the process.
- 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? As examples, 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 website. Here you will find various categories and recent cases under the School Law link. 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. 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 findings from either of these projects to faculty, service personnel, community agencies, or parents.

6.2. Describe your school's tracking process (or proposed tracking process) regarding indicators related to your PA School Performance Profile (SPP). **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 strengthening your school's School Performance Profile (SPP) 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 Appendix B 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.

EDAD 798

Rubric for I. Communication of School Mission and Management of Curriculum

TASK	ELCC Standard	Target 3	Acceptable 2	Unacceptable 1
Communicate the Mission/Vision of your School	1.1	Candidate creates a project that demonstrates how the mission and vision were collaboratively developed and a plan to communicate clearly the mission and vision of the school as they relate to performance data, to teachers, parents, and community members	Candidate creates a project that demonstrates how the mission and vision were developed and a plan to communicate the mission and vision of the school as they relate to performance data, to teachers, parents, and community members	Candidate does not create a project to articulate the mission and vision and/or there is no plan to communicate the mission and vision of the school to teachers, parents, or community members
Empower Others to Address Issues of Social Economics, Race, or Ethnicity related to the School Performance Profile Indicators	1.2 1.4	Candidate effectively collects and uses School Performance Profile data to empower several stakeholders to appropriately address issues of social economics, race, and ethnicity	Candidate collects and uses School Performance Profile data to empower at least one stakeholder to address issues of social economics, race, and/or ethnicity	Candidate inaccurately uses School Performance Profile and/or does not empower others to address issues of social economics, race, and/or ethnicity
Involvement in Facilitating Inclusive Practices	1.3 2.1	Candidate effectively demonstrates the facilitation of inclusive practices that can sustain a school culture and instructional program conducive	Candidate demonstrates the facilitation of inclusive practices that can sustain a school culture and/or instructional program conducive to student learning	Candidate did not demonstrate clearly the facilitation of inclusive practices or the inclusive practices were not sustainable to a school culture and/or instructional program; high expectations for

		to student learning and one that demonstrates high expectations for all students	and one that demonstrates high expectations for most students	students were not evident
Integrate Technology into Present Curricular Goals and Long-Range Plans	2.4	Candidate thoroughly describes three best case examples of pedagogical strategies where technology is integrated effectively into specific curricular goals reflecting the district vision for student learning.	Candidate describes three examples of pedagogical strategies where technology is integrated into specific curricular goals reflecting the district vision for student learning.	Candidate describes one or two examples of pedagogical strategies where technology is integrated into specific curricular goals; technology integration does not clearly reflect the district vision for student learning.
Reflection of Required Readings	1.0	Candidate reflects thoughtfully and critically on how content knowledge from required readings in the coursework relate to standards-based systems, and related ELCC and PIL Standards.	Candidate reflects on how content knowledge from required readings in the coursework relate to standards-based systems, and related ELCC and PIL Standards.	Candidate does not reflect on how content knowledge from required readings in the coursework relate to standards-based systems, and/or the reflection is not related ELCC and/or PIL Standards.

<i>I. Communication of School Mission & Management of Curriculum</i>	3	2	1
Project 1.1. Project that communicates the mission of your school * (ELCC 1.1)			
Project 1.2. Project that empowers others to address issues of social economics, race, or ethnicity related to the indicators of your School Performance Profile (SPP) * (ELCC 1.1, 1.2, 1.4)			

Project 1.3. Documentation of involvement in facilitating inclusive practices. (ELCC 1.3, 2.1)			
Project 1.4. Technology integration into present curricular goals & long-range planning * (ELCC 1.2, 2.4)			
Project 1.5. Required readings (ELCC 1.0)			

EDAD 798

Rubric for II. Supervision of Instruction and Learning Outcomes

TASK	ELCC Standard	Target 3	Acceptable 2	Unacceptable 1
Recommendations Regarding Differentiated Supervision	2.3	Candidate thoroughly describes the district's cycle of supervision as detailed in the Pennsylvania Department of Education's Administrative Manual, illustrates examples of appropriate discussions about the Differentiated Supervision process and outcomes with teachers, and draws thoughtful conclusions and offers practical recommendations to strengthen the supervision process	Candidate describes the district's cycle of supervision as detailed in the Pennsylvania Department of Education's Administrative Manual, illustrates examples of discussions about the Differentiated Supervision process and outcomes with teachers, and draws conclusions and offers recommendations to strengthen the supervision process	Candidate does not accurately describe the district's cycle of supervision as detailed in the Pennsylvania Department of Education's Administrative Manual, does not illustrate examples of appropriate discussions about the Differentiated Supervision process and outcomes with teachers, and draws inaccurate conclusions and/or offers no practical recommendations to strengthen the supervision process
Peer Observations (10 elementary, 10 secondary)	2.3	Candidate conducts 20 Observations (10 elementary and 10 secondary) and reflects thoughtfully on the usefulness of the observations in relationship to	Candidate conducts 20 Observations (10 elementary and 10 secondary) and reflects on the usefulness of the observations in relationship to	Candidate does not conduct 20 Observations (10 elementary and 10 secondary) and does not reflect on the usefulness of the observations in

		teacher improvement and student achievement	teacher improvement and/or student achievement	relationship to teacher improvement and/or student achievement
Comparative Evaluation of Staff Development Models	1.3 2.2	Candidate thoroughly compares district's staff development model with two other districts, evaluates critically the district's model, and makes appropriate recommendations to improve staff development for sustainable school improvement	Candidate compares district's staff development model with two other districts, evaluates the district's model, and makes recommendations to improve staff development for sustainable school improvement	Candidate does not compare district's staff development model with two other districts, does not evaluate the district's model, and makes no recommendations to improve staff development for school improvement
Identification of Instructional Improvement	2.1 2.2	Candidate identifies three staff members whose instructional strategies clearly reflect alignment with strategic improvement goals in the areas of curriculum development and instructional improvement; demonstrates appropriate facilitation of the three members identified to share their successes with novice educators	Candidate identifies three staff members whose instructional strategies reflect alignment with strategic improvement goals in the areas of curriculum development and/or instructional improvement; demonstrates facilitation of the three members identified to share their successes with novice educators	Candidate does not identify three staff members whose instructional strategies clearly reflect alignment with strategic improvement goals in the areas of curriculum development and instructional improvement; does not demonstrate facilitation of the three members identified to share their successes with novice educators

Evaluation of District's Staff Induction Model	1.3 2.3	Candidate critically evaluates the district's new staff induction model and makes appropriate suggestions to strengthen and add value to the model to support new teachers and promote school improvement	Candidate evaluates the district's new staff induction model and makes suggestions to strengthen and add value to the model to support new teachers and promote school improvement	Candidate does not evaluate the district's new staff induction model and/or makes inappropriate suggestions to strengthen and add value to the model to support new teachers or promote school improvement
District's Interview Process	2.3	Candidate thoroughly describes the district's interviewing process and clearly relates the process to the instructional and leadership capacity of the school staff	Candidate describes the district's interviewing process and relates the process to the instructional and leadership capacity of the school staff	Candidate does not describe the district's interviewing process and/or does not relate the process to the instructional and leadership capacity of the school staff
Reflection of Required Readings	2.0	Candidate reflects thoughtfully and critically on how content knowledge from required readings in the coursework relate to standards-based systems, and related ELCC and PIL Standards.	Candidate reflects on how content knowledge from required readings in the coursework relate to standards-based systems, and related ELCC and PIL Standards.	Candidate does not reflect on how content knowledge from required readings in the coursework relate to standards-based systems, and/or the reflection is not related ELCC and/or PIL Standards.

<i>II. Supervision of Instruction and Learning Outcomes</i>	3	2	1
--	----------	----------	----------

Project 2.1. Describe Cycle of Supervision/Recommendations regarding Differentiated Supervision. (ELCC 2.3)			
Project 2.2. 20 observations (Peers: 10 elementary/10secondary) (ELCC 2.3)			
Project 2.3. Comparative evaluation of staff development models (ELCC 1.3, 2.2)			
Project 2.4. Identify 3 cases of exemplary instructional improvement * (ELCC 2.1, 2.2)			
Project 2.5. Evaluate district's staff induction model (ELCC 1.3, 2.3)			
Project 2.6. Understand district's interview process (ELCC 2.3)			
Project 2.7. Required readings (ELCC 2.0)			

EDAD 798

Rubric for III. Organizational Management

TASK	ELCC Standard	Target 3	Acceptable 2	Unacceptable 1
Operation of School Plant	3.1, 3.2	Candidate clearly documents familiarity with operations of the school including policies and information on safety, emergencies, harassment and abuse, transportation, and athletics.	Candidate documents familiarity with operations of the school including policies and information on safety, emergencies, harassment and abuse, transportation, and athletics.	Candidate Does not adequately document familiarity with operations of the school including policies and information on safety, emergencies, harassment and abuse, transportation, and athletics.
Discipline Policy	3.1, 3.2, 3.3	Candidate clearly summarizes the district and building discipline policy.	Candidate summarizes the district and building discipline policy.	Candidate does not adequately summarize the district and building discipline policy.
Master Schedule and as related to equity and funding	3.4, 3.5	Candidate clearly documents how the master schedule is prepared and relates to equity and funding.	Candidate documents how the master schedule is prepared and relates to equity and funding.	Candidate does not adequately document how the master schedule is prepared and relates to equity and funding.
Relationship between district economics and equity	3.5	Candidate Clearly documents interviews with district business manager and principal and how the budgeting process	Candidate documents interviews with district business manager and principal and how the budgeting	Candidate does not adequately documents interviews with district business manager and principal and how the

		works between the two offices.	process works between the two offices.	budgeting process works between the two offices.
Improvement Plan for guidance and counseling	3.5, 4.1	Candidate clearly documents three school counseling program articles read, interviewing three counselors in regard to job responsibilities, reflecting on the information, and providing recommendation for program improvement.	Candidate documents three school counseling program articles read, interviewing three counselors in regard to job responsibilities, reflecting on the information, and providing recommendation for program improvement.	Candidate does not document three school counseling program articles read, interviewing three counselors in regard to job responsibilities, reflecting on the information, and providing recommendation for program improvement.
Community Agency Project	3.5, 4.1	Candidate clearly documents review of human services directory and contact with three agencies, and conferment with school nurse to update or develop related handbook.	Candidate documents review of human services directory and contact with three agencies, and conferment with school nurse to update or develop related handbook.	Candidate does not document review of human services directory and contact with three agencies, and conferment with school nurse to update or develop related handbook.
Readings	3.0	Candidate reflects thoughtfully and critically on how content knowledge from required readings in the coursework relate to standards-based systems, and related ELCC and PIL Standards.	Candidate reflects on how content knowledge from required readings in the coursework relate to standards-based systems, and related ELCC and PIL Standards.	Candidate does not reflect on how content knowledge from required readings in the coursework relate to standards-based systems, and/or the reflection is not related ELCC and/or PIL Standards.

III. Organizational Management	3	2	1
Project 3.1. Monitor operation of school plant* (ELCC 3.1, 3.2)			
Project 3.2. Discipline policy summary* (ELCC 3.1, 3.2, 3.3)			
Project 3.3. Learn how to prepare master schedule/Note equity and funding issues* (ELCC 3.4, 3.5)			
Project 3.4. Document the relationship between district economics and equity* (ELCC 3.5)			
Project 3.5. Improvement plan for student counseling and guidance* (ELCC 3.5, 4.1)			
Project 3.6. Community agency project relative to needs at elem & sec levels* (ELCC 4.2, 4.3, 4.4)			
Project 3.7. Required readings (ELCC 3.0)			

EDAD 798

Rubric for IV. Human Relations in School and Community

TASK	ELCC STANDARD	TARGET 3	ACCEPTABLE 2	UNACCECPTABLE 1
New Resources to School Project	4.1, 4.4	Candidate clearly documents a project to bring new resources to the school.	Candidate documents a project to bring new resources to the school.	Candidate does not document a project to bring new resources to the school.
Service Oriented Project in Community	3.4, 4.3, 4.4	Candidate thoroughly describes a service learning project that takes the	Candidate describes a service learning project that takes the school into the	Candidate does not describe a service learning project that takes the school into the community and

		school into the community and documents detailed information on arranging media coverage.	community and documents arranging media coverage.	does not document arranging media coverage.
Community Stakeholders' Perceptions	4.3	Candidate thoroughly describes data gathered through interview or focus group project about community stakeholders' perceptions of school to workplace transitions.	Candidate describes data gathered through interview or focus group project about community stakeholders' perceptions of school to workplace transitions.	Candidate does not describe data gathered through interview or focus group project about community stakeholders' perceptions of school to workplace transitions.
Communication with parents of minority and students with special needs	4.3	Candidates provides a detailed evaluation of the district's communication with minority families and parents of students with special needs.	Candidate provides an evaluation of the district's communication with minority families and parents of students with special needs.	Candidate does not provide a detailed evaluation of the district's communication with minority families and parents of students with special needs.
Required Readings	4.0	Candidate reflects thoughtfully and critically on how content knowledge from required readings in the coursework relate to standards-based systems, and	Candidate reflects on how content knowledge from required readings in the coursework relate to standards-based systems, and	Candidate does not reflect on how content knowledge from required readings in the coursework relate to standards-based systems, and/or the reflection is not

		related ELCC and PIL Standards.	related ELCC and PIL Standards	related ELCC and/or PIL Standards.
--	--	------------------------------------	-----------------------------------	---------------------------------------

<i>IV. Human Relations in School & Community</i>	3	2	1
Project 4.1. Project to bring new resources to school* (ELCC 4.1, 4.4)			
Project 4.2. Service-oriented project taking the school into the community* (ELCC 3.4, 4.2, 4.4)			
Project 4.3. Students gather data through an interview or focus group project about community stakeholders' perceptions of school place to workplace transitions (secondary only) (ELCC 4.3)			
Project 4.4. Evaluate your district's communication with minority families and parents of students with special needs. (ELCC 4.3)			
Project 4.5. Required Readings (ELCC 4.0)			

EDAD 798

Rubric for V. School Law and Negotiations

TASK	ELCC Standard	Target 3	Acceptable 2	Unacceptable 1
Legal Cases and School Law Principles	5.4	Candidate thoroughly and accurately synthesizes twenty or more recent legal cases and documents a clear understanding of the legal principles	Candidate synthesizes twenty recent legal cases and documents an understanding of the legal principles	Candidate synthesizes fewer than twenty legal cases and/or does not document understanding of the legal principles
PA Code of Professional Practice and District Board Policy	5.1 5.2 5.4 6.2	Candidate clearly documents familiarity with, and critical analysis of, the PA Code of Professional Practice and the relationship of the Code to the district's Board Policy	Candidate documents familiarity with, and analysis of, the PA Code of Professional Practice and the relationship of the Code to the district's Board Policy	Candidate does not adequately document familiarity with, or analysis of, the PA Code of Professional Practice and the relationship of the Code to the district's Board Policy
District's Collective Bargaining Process	5.1, 5.2, 5.3, 5.4, 6.2	Candidate clearly documents familiarity with, and critical analysis of, the district's collective bargaining process, including union and school board perspectives	Candidate documents familiarity with the district's collective bargaining process, including union and school board perspectives	Candidate does not adequately document familiarity with the district's collective bargaining process, including union and school board perspectives
Legal Responsibilities	5.2 5.3 5.4 6.1	Candidate clearly documents active involvement in and knowledge of legal responsibilities relative to special education, due process, least restrictive environment,	Candidate documents involvement in and knowledge of legal responsibilities relative to special education, due process, least restrictive	Candidate does not provide clear documentation of involvement in or knowledge of legal responsibilities relative to special education, due

		suspension, expulsion, medication regulations, student records, and privacy laws	environment, suspension, expulsion, medication regulations, student records, and privacy laws	process, least restrictive environment, suspension, expulsion, medication regulations, student records, and privacy laws
Reflection of Required Readings	5.0	Candidate reflects thoughtfully and critically on how content knowledge from required readings in the coursework relate to standards-based systems, and related ELCC and PIL Standards.	Candidate reflects on how content knowledge from required readings in the coursework relate to standards-based systems, and related ELCC and PIL Standards.	Candidate does not reflect on how content knowledge from required readings in the coursework relate to standards-based systems, and/or the reflection is not related ELCC and/or PIL Standards.

<i>V. School Law & Negotiations</i>	<i>3</i>	<i>2</i>	<i>1</i>
Project 5.1. Review 20 legal cases and document understanding of school law principles (ELCC 5.4)			
Project 5.2. Familiarity with PA Code of Professional Practice and District Board Policy (ELCC 5.1, 5.2, 5.4, 5.5, 5.6)			
Project 5.3. Familiarity with District's collective bargaining process (ELCC 5.1, 5.2, 5.3, 5.4, 6.2)			
Project 5.4. Document involvement in and knowledge of legal responsibilities (Special education, medication dispensing, suspension, student records) (ELCC 5.2, 5.3, 5.4)			
Project 5.5. Required readings (ELCC 5.0)			

EDAD 798

Rubric for VI. Data Informed Decision Making and Information Management

TASK	ELCC Standard	Target 3	Acceptable 2	Unacceptable 1
Survey of Identified Concern	5.1 6.1	Candidate designed a detailed survey to collect quantitative or qualitative data that addressed a particular issue of concern in their school or district; analyzed the data appropriately and prepared a detailed summary report; presented the findings from the project to faculty, service personnel, community agencies, and parents.	Candidate designed a survey to collect quantitative or qualitative data that addressed a particular issue of concern in their school or district; analyzed the data and prepared a summary report; presented the findings from the project to faculty, service personnel, community agencies, or parents.	Candidate designed a survey that was not effectively used to collect quantitative or qualitative data that addressed a particular issue of concern in their school or district; did not analyze the data or prepare a summary report; failed to present the findings from the projects to faculty, service personnel, community agencies, and/or parents.
Use and Interpretation of Data Related to PA School Performance Profile	5.5 6.3	Candidate thoroughly describes the district's tracking system based on the interpretation of indicators from the district's School Performance Profile	Candidate describes the district's tracking system based on the interpretation of indicators from the district's School Performance Profile	Candidate does not adequately describe the district's tracking system based on indicators from the district's School Performance Profile
Media Management Strategies	5.2, 5.3, 5.4, 6.1, 6.2	Candidate thoroughly describes the district's approach to dealing with media coverage;	Candidate describes the district's approach to dealing with media coverage;	Candidate does not clearly describe the district's approach to dealing with media

		explores and provides detailed information about an incident in which the school responded to confusing or inaccurate media perceptions.	explores and provides information about an incident in which the school responded to confusing or inaccurate media perceptions.	coverage; does not thoroughly explore and/or provide detailed information about an incident in which the school responded to confusing or inaccurate media perceptions.
Use of Standards Aligned System (SAS) and Other Databases to Assess Academic Progress	5.1 6.2 6.3	Candidate makes use of SAS and multiple other district databases in order to support strengthening the school's School Performance Profile (SPP); makes several, strong recommendations to strengthen the School Performance Profile	Candidate makes use of SAS and a couple of other district databases in order to support strengthening the school's School Performance Profile (SPP); makes a few good recommendations to strengthen the School Performance Profile	Candidate does not make use of SAS or other district databases in order to support strengthening the school's School Performance Profile (SPP); does not make appropriate recommendations to strengthen the School Performance Profile
Reflection of Required Readings	6.0	Candidate reflects thoughtfully and critically on how content knowledge from required readings in the coursework relate to standards-based systems, and related ELCC and PIL Standards.	Candidate reflects on how content knowledge from required readings in the coursework relate to standards-based systems, and related ELCC and PIL Standards.	Candidate does not reflect on how content knowledge from required readings in the coursework relate to standards-based systems, and/or the reflection is not related ELCC and/or PIL Standards.

<i>VI. Data Informed Decision-making & Information Management</i>	3	2	1
Project 6.1. Survey of identified concern* (ELCC 5.1, 6.1)			

Project 6.2. Use and interpretation of data related to your PA School Performance Profile* (ELCC 5.5, 6.3)			
Project 6.3. Examples of media management strategies in the district* (ELCC 5.2, 5.3, 5.4, 6.1, 6.2)			
Project 6.4. Make use of SAS/other databases to assess academic progress (ELCC 5.1, 6.2, 6.3)			
Project 6.5. Required readings (ELCC 6.0)			

Indiana University of Pennsylvania

Principal Certification Program Scholarship Application

Directions: Type your information in the space provided. Send your completed Word document as an attachment to the Principal Certification Program Coordinator. The deadline for this application is September 15th. The award and the amount are completely dependent on funding. If no funding is available, an award will not be made.

First Name, Middle Initial, and Last Name of Applicant:		
Street Address:		
City, State, Zip Code:		
Phone Number (Cell):	(Home):	(Work):
IUP Email:		Alternative Email:
When do you anticipate on graduating from this program? Month:		Year:
Circle:		
Full-Time Student		Part-Time Student
Do you/will you receive tuition reimbursement in any form from any institution, like your employer or another scholarship source? Please <u>be specific</u> as to your tuition reimbursement (list actual amount) relative to your actual tuition cost. Please include only tuition information and no other costs, like fees or books.		



The Indiana University of Pennsylvania Principal Certification Program Department Committee will review applicants and notify the recipient. The funding is provided through the IUP School of Graduate Studies and Research in the form of a small scholarship amount to be applied toward tuition only for one term in the current academic year. The amount will be distributed to a student or divided between students enrolled in the Principal Certification Program. The student can be new to the program or a returning student, and can be enrolled full-time or part-time. The funding is awarded in either the fall or spring semester only and applied directly to tuition. The decision of the committee is final. The scholarship is guaranteed and may change from year to year. The funding must be used in the semester it is awarded. If the student does not enroll or complete the semester, the funding is not transferrable to any other semester.

Indiana University of Pennsylvania
College of Education & Educational Technology
Department of Professional Studies in Education

Principal Certification Program
Student Advising and Tracking Sheet for Sequence of Courses & Program Completion
4 Step Process

The Principal Certification Program is a 15 Credit Graduate Program which consists of three courses. The program can be completed in one year as students begin the program in the summer and then complete one internship in the fall and one internship in the spring or following summer. The first course, EDAD 756: School Administration is a three-credit course and is offered in the summer *only*. After successful completion of EDAD 756, students then complete two, 6-credit internships (one elementary and one secondary, in either order) for a total of twelve internship credits.

Student Name: _____

Banner ID: _____

STEP 1: Complete the on-campus course, EDAD 756:

	Semester	Year	Course Grade
EDAD 756: School Administration – 3 credits -	Summer	- _____	_____

STEP 2: Complete the two on-school site internships:

EDAD 798: Principal Internship – 6 credits _____ - _____ _____

Circle: Elementary or Secondary

Name of Internship School District _____

Name of Internship School _____

List Grades/Levels in Internship School _____

Name of Principal Mentor at Internship School _____

Number of years completed as a principal _____

Name of IUP University Internship Supervisor _____

EDAD 798: Internship – 6 credits _____ - _____ _____

Circle: Elementary or Secondary

Name of Internship School District _____

Name of Internship School _____

List Grades/Levels in Internship School _____

Name of Principal Mentor at Internship School _____

Number of years completed as a principal _____

Name of IUP University Internship Supervisor _____

STEP 3: Complete the PRAXIS:

Remember to have your scores sent to IUP.

DATE PRAXIS COMPLETED _____

Score _____

PASS? Circle One: Yes or No

STEP 4: Apply to PDE for your Principal Certification Certificate

Instructions to apply for a professional educator certification can be found on the PA Department of Education website. Contact the IUP Office of Educator Preparation, Stouffer Hall, for additional support to complete this process.

08/2017

**Principal Certification Program
Internship Handbook Signature Page**

My signature below indicates that I am responsible for reading and understanding the information provided and referenced in this IUP Principal Certification Program Internship Handbook.

_____ [please initial] I understand my program coordinator may share this document with the School of Graduate Studies and Research.

Print Name

Signature

Date

Submit to your university internship supervisor prior to the first day of your first internship. The university supervisor will forward this document to the PCP Director.

The Principal Certification Program in the Professional Studies in Education Department will keep this signed document on file.