IUP Graduate Handbook

Principal Certification Program

Department of *Professional Studies in Education*

Handbook Updated *2021-22*

Principal Certification Program

Department of Professional Studies in Education

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Program Website: http://www.iup.edu/pse/grad/principal-certification/

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Introduction

Welcome to the IUP Principal Certification Program. Indiana University of Pennsylvania's Principal Certification Program is distinguished by its performance foundation for PK-12 administrative certification. The program is designed for committed, experienced educators seeking certification as elementary and secondary school principals.

IUP's Civility Statement

As a university of different peoples and perspectives, IUP aspires to promote the growth of all people in their academic, professional, social, and personal lives. Students, faculty, and staff join together to create a community where people exchange ideas, listen to one another with consideration and respect, and are committed to fostering civility through university structures, policies, and procedures. We, as members of the university, strive to achieve the following individual commitments:

To strengthen the university for academic success, I will act honestly, take responsibility for my behavior and continuous learning, and respect the freedom of others to express their views.

To foster an environment for personal growth, I will honor and take care of my body, mind, and character. I will be helpful to others and respect their rights. I will discourage intolerance, hatred, and injustice, and promote constructive resolution of conflict.

To contribute to the future, I will strive for the betterment of the community, myself, my university, the nation, and the world.

Affirmative Action
www.iup.edu/gradcatalog

Title IX Reporting Requirement
www.iup.edu/gradcatalog

Student Conduct and Student Rights
www.iup.edu/studentsupportandstandards/policies/
www.iup.edu/gradcatalog

Department of Professional Studies in Education

Welcome to the Department of Professional Studies in Education (PSE) at Indiana University of Pennsylvania. Our department is housed in Davis Hall and is part of the College of Education and Communications.

IUP was originally known as the Indiana Normal School when it was founded in 1875. In 1920, the name was changed to Indiana State Teachers College, and it was at that time when the institution began granting teaching degrees.

PSE is proud to continue the tradition of graduating prepared and successful educational professionals in a multitude of occupations, grade levels, and content areas. These occupations include early childhood/special education teachers; middle-level teachers; elementary, middle, and high school principals; reading specialists; curriculum coordinators; and superintendents. Our faculty consist of those with experience in these various occupations. This wealth of experience benefits our students' learning immensely. The department offers programs at the bachelor, master, and doctoral levels.

PSE is committed to providing a high-quality education for all future educators. In this vein, the importance of providing field experiences in a multitude of settings is vital. We believe it is important for **all** children at **all** ages in **all** areas be given highly effective teachers, principals, and superintendents and we strive to make this happen. We are proud of our IUP students and graduates; they are making a difference in the many lives they touch.

As a graduate student in our principal certification program, you will be positively impacting the lives of others. Welcome to our department and to a challenging program and to a new adventure!

Department of Professional Studies in Education

Mission Statement and Program Objectives

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, middle, 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. Our program is designed to provide maximum convenience to the working professional by having the internships completed within the context of the candidates' home district. Our program is considered a leading principal certification program in Pennsylvania, the entirety of which can be completed in a year

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.

Faculty and Staff

https://www.iup.edu/pse/faculty/

Admission

The IUP Principal Certification Program (PCP) is a performance-based program. To be successful in this program, students must have the support of the district superintendent and principals at the elementary and secondary levels in order to accomplish the competency requirements as detailed in the Internship information.

Minimal Professional Requirements to Apply

- An earned master's degree [or a PDE master's equivalence (ME)] with a 3.0 or higher G.P.A.
- An instructional or instructionally-related and certificated position within a school district
- Those seeking the principal certification must initially be certified as a teacher, guidance counselor, librarian, school psychologist, or some other instructional-related professional position in the school prior to engaging in principal certification work and have three complete years of experience upon applying for PDE Administrative I certification. Applicants to our program must hold a Level II PDE Certification (Instructional II or Specialist II).
- *Be aware that, at the completion of this program and upon application for certification from the Pennsylvania Department of Education, you will be required to provide verification of completion of three years of relevant Pennsylvania professional experience from your district superintendent.*

Transfer of Credit from Other Programs

Because of the competency nature of this program, credits from other program are generally not transferable. This is a 15 credit program. There is one, 3-credit course, EDAD 756, and two, 6-credit internships (EDAD 798 – one elementary level and one secondary level). All internship activities must be completed while enrolled in an internship course (EDAD 798) and under the supervision of both an on-site mentor and university supervisor.

How to Apply

Prospective students apply to both The IUP Graduate School (to seek university graduate school admission) and The IUP Principal Certification Program (to seek principal certification program admission).

The application is submitted electronically through a platform called iRecruit, the IUP Graduate School of Admissions application system. Please visit the site and complete and send the following materials electronically to the School of Graduate Studies and Research.

Department of Professional Studies in Education

Questions about the application process should be sent to: graduate-admissions@iup.edu

1. Completed Application for Admission
2. Official transcripts from every college or university you have attended (regardless of whether or not you earned a degree). These transcripts must be sealed by the registrar and remain sealed until their arrival at the School of Graduate Studies and Research. A completed master's degree or PDE Master's Equivalency (M.E.) is required. GPA of 3.0 or higher.
3. Two letters of written recommendation from supervisors who have evaluated your work, preferably principals. One letter must be from a current principal. The letters must be current, dated, and specifically written recommending you for this school leadership program.
4. Numerical Rating Scale of Leadership Competencies – submitted to iRecruit from your current supervising principal.
5. Professional goal statement – why you want to earn a principal certification.
6. $50 nonrefundable, one-time-only application fee, paid by credit card only
7. Copy of PDE Level II Teaching Certificate (A minimum of three years of successful teaching in your certified area is required for consideration for program admission.)
8. Please read the program handbook and submit the signed acknowledgment statement (one page only at the end of the handbook).

Application Deadlines

EDAD 756, the 3-credit Administration Leadership course, is offered in the summer only through online instruction, some which is synchronous. The course is 9, half-days and is generally offered over the period of two or three weeks on weekdays in the morning.

Following the successful completion of the course, students register for two separate internships, completing one internship each of two semesters. If this sequence is followed, the program can be completed in one calendar year. Students begin in summer and complete one internship in fall and one internship in spring the following calendar year, ending in May.

Applicants may apply for to be part of the next summer cohort at any time, but the deadline to begin the application process is March 15. Electronic applications must be started by March 15 and application materials must be completed by April 15 to be considered for that summer's cohort. Applications not started by March 15 and/or completed by April 15 will be considered for the next summer's cohort.

Graduate Admissions: www.iup.edu/admissions/graduate/
For more information regarding Admission Classification and Provisional Admission for International Graduate Application, view the Graduate Catalog: www.iup.edu/gradcatalog

Financial Assistance

Graduate Assistantships

- As candidates in this program generally hold full-time positions working in schools, while completing program internships, no graduate assistantships are offered.
- https://www.iup.edu/admissions/graduate/financialaid/index.html
- Office of Financial Aid: www.iup.edu/financialaid/

Academic Advisement

Candidate in the Principal Certification Program are assigned an IUP Academic Advisor, who is generally the program coordinator. Your advisor will be your point of contact to register for coursework and any questions related to registration, such as providing a PIN (personal identification number) in the fall and spring to register for your internships.

The IUP Internship Supervisor is an IUP PSE faculty member who, in collaborating with the on-site 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 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.

Campus Resources & Student Support

The School of Graduate Studies and Research: www.iup.edu/graduatestudies/
Graduate Catalog: www.iup.edu/gradcatalog
Office of Student Billing: https://www.iup.edu/student-billing/
Office of the Registrar: www.iup.edu/registrar/
Disability Support Services: www.iup.edu/disabilitysupport/
Office of Social Equity: www.iup.edu/socialequity/
IUP Campus Library: www.iup.edu/library/
MyIUP: www.iup.edu/myiup/
IT Support Center: www.iup.edu/itsupportcenter/
Veterans and Service Members: www.iup.edu/veterans/resource-center/
IUP Writing Center: www.iup.edu/writingcenter/
IUP Career and Professional Development Center: www.iup.edu/career/
IUP Parking Services and Visitor Center: www.iup.edu/parking/
University Policy: www.iup.edu/police/ |724-357-2141
Crisis Intervention 24/7 Hotline: 1-877-333-2470
Student Registration: www.iup.edu/registrar/students/registration-resources/index.html
PDE Administrative Certification Application College of Education and Educational Technology (COEC), Office of Educator Preparation, 104 Stouffer Hall https://www.iup.edu/teachereducation/
Educational Testing Services (ETS) for Praxis Exam: https://www.ets.org/praxis
PDE – Teacher Certification: https://www.education.pa.gov/Educators/Certification/Pages/default.aspx

IUP Email

IUP offers an email account to all active students. **Your IUP email address is the primary means by with the university will contact you with official information and you should use for all IUP official communications. It is your responsibility to check your IUP email regularly.** Visit https://www.iup.edu/itsupportcenter/get-support/e-mail-and-calendar/general/ to learn more about setting up this account. For more information regarding University Policy on email communications, view the Graduate Catalog: www.iup.edu/gradcatalog

Graduate Student Assembly

The Graduate Student Assembly (GSA) represents the graduate student body's interests at IUP and within the Indiana community. The GSA makes recommendations related University-wide and graduate-specific policies and in areas of concern in the cultural, intellectual, and social life of the part- and full-time graduate student. Visit www.iup.edu/graduatestudies/gsa for more information.

Programs and Degrees

Certificates and/or Certification and/or Licensure

The IUP Principal Certification Program is a Pennsylvania Principal Certification preparation program. Upon successful completion of the program, PDE requirements, and PDE required PRAXIS exam, students may make application to the PA Department of Education for consideration of a PA Principal Certification. PDE is the sole certification granting agency.

Course Descriptions

EDAD 756 School Administration

Designed as a basic course in school administration, this course serves as an introduction to the principles and practices of school administration for students who aspire to a supervisory or administrative position in public schools. Human aspects of educational administration are emphasized.

During the initial three-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.

* EDAD 756, the 3-credit Administration Leadership course, is offered in the summer online. The course is 9, half-days (either morning or afternoon) and is generally offered over the period of two or three weeks on weekday mornings.

EDAD 798 Principal Internship: Two 6 Credit Internships (One Elementary/One Secondary)

At the completion of the course, EDAD 756 (School Administration), candidates present their internship plan for developing administrative competency to their assigned University Internship Supervisor and their On-site Building Principal Mentor. Internship plans completed by students throughout the program must clearly represent the candidates proposed project intent and link to student learning; time frame; evaluation proposal; unique and innovative aspects; and description of involved personnel.

Evaluation of Students

For information regarding School of Graduate Studies and Research policies on grading, view the Graduate Catalog: www.iup.edu/gradcatalog

Candidates will be evaluated through two internships completed after coursework is finished. During the internship period, candidates work with their principal school 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. Internships follow the IUP academic calendar/semester dates as set by the IUP Registrar's Office.

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

Degree Completion

The Principal Certification Program is a certification only program. An earned master's degree is one requirement for applicants. Students who complete the program course work must "apply for graduation" during the final semester of the program. Although this program is not a degree granting program, applying for graduation provides a program completion process and designation on transcript of program completion.

Students must also complete the PRAXIS examination offered through Educational Testing Service (ETS). Following successful completion of the 15 credit program and the PRAXIS, students then contact The IUP Office of Educator

Department of Professional Studies in Education

Preparation to make arrangements to apply for the PDE certification. This office will verify you have completed all PDE requirements and support your application process.
Both ETS – PRAXIS and PDE require a fee for their services. There is also an IUP fee to process the certification. Principal candidates are responsible for these costs.

For more information, view the Graduate Catalog: www.iup.edu/gradcatalog

Applying for Graduation

Students in this program are working to complete coursework and apply to the PA Dept. of Education for an Administrative I certification to become a school principal. Although students do not actually graduate from a degree program, there is a procedure that must be followed to complete the program, which includes applying for graduation. During the semester of the second internship, students should apply to the IUP Graduate School for graduation. This is an online procedure.

For more information, view the Graduate Catalog: www.iup.edu/gradcatalog

University Policies and Procedures

University policy is the baseline policy. Programs may have policy that is more stringent than the University baseline policy; however, not less stringent than the University baseline policy. For questions regarding this statement, please contact [Program Coordinator] or the School of Graduate Studies and Research.

Academic Calendar
View the IUP Academic Calendar: www.iup.edu/news-events/calendar/academic/

The Following University and SGSR policies can be found at www.iup.edu/gradcatalog
Academic Good Standing
Academic Integrity
Bereavement-Related Class Absences
Continuous Graduate Registration for Dissertation and Thesis
Grade Appeal Policy
Graduate Fresh Start Policy
Graduate Residency Requirement
Leave of Absence Policy
Time Limitations
Time-to-Degree Masters/Doctoral Dismissal Appeal Policy
Time-to-Degree Extensions for Master's Thesis and Doctoral Dissertation
Transfer of Credits Policy

Principal Certification Program Transfer of Credit from Other Programs
Because of the competency-based nature of this program, credits from other programs generally are not transferable. This is a 15 credit program. There is one, 3-credit course, EDAD 756, and two, 6-credit internships (EDAD 798 – one elementary level and one secondary level). All internship activities must be completed while enrolled in an internship course (EDAD 798) and under the supervision of both an on-site principal mentor and university supervisor.

Research

www.iup.edu/gradcatalog
www.iup.edu/research/
https://www.iup.edu/library/

Appendices

Internship Information

Appendix A
Internship Information

Each candidate in this program is required at the beginning of the program coursework to become a member (a student membership is acceptable) of The Pennsylvania Principals Association, the premier PA school principal organization that offers support, resources and publications to enhance projects developed during the two semester administrative internship:

Also, beginning in 2021, candidates are required to purchase a subscription to an online repository, LiveText by Watermark at www.livetext.com

- Establish networks of support and cooperation with their building principal(s) and superintendent of the district in which they are completing program requirements
- Engage with qualified (PDE Principal Certification) and experienced (PDE Administrative II certification) principal mentors who are qualified to serve as school-based educational leadership mentors and can be present for a significant portion of internship hours.
- Schedule monthly communication with their mentor principal to focus on the results of internship projects
- Update their progress with their IUP Internship Supervisor through 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 (total minimum 360 hours)
- Visit another school district for one full day during each of the two internships to expand knowledge of management, staffing patterns, and innovative programs. Record hours and write a reflection about this experience. This experience should expand upon your two internship placements. Examples include: urban, suburban, rural, virtual, alternative school, elementary, middle, secondary to allow practice in a wide range of relevant, school-based knowledge and leadership skills. Using the seven NELP Standards as a framework, reflect on the experience.
- Develop an electronic exit portfolio that highlights administrative competency as defined by the NELP standards for school principals established by the National Educational Leadership Preparation Program 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.
- Apply for graduation (to signify completion of the program) on My IUP during the final internship semester.
- Submit to Internship Supervisor an updated resume.
- Prepare for continued professional development through Pennsylvania Inspired Leadership (PIL) Programs and PA Act 45.

Program Structure
Timeline of IUP's Certification Program

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 seven NELP standards.
- Prepare for ongoing professional development opportunities offered through the Pennsylvania Inspired Leadership (PIL) Initiative.
- Completion of Title IX Training and Protection of Minors training prior to internship experience.
- Completion of Internship Agreement.
- Obtain proof of liability insurance (required while in the program), which can be obtained through a membership with PSEA or student PSEA or private insurance and must have a minimum of $1,000,000 per claim with an aggregate of $3,000,000 per occurrence if obtained via private insurance.
- Proof of all clearances required of school of employment and/or internship and the visitation schools (one school each of two internships).

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. Interns are responsible to contact internship supervisors and regularly review online learning platforms for EDAD 756 and EDAD 798 and regularly check IUP email, the required email to contact IUP personnel.

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 both internships. These agreements are generally approved for a period of time and renewed.

Note 3: Follow IUP Academic Semester Schedule and EDAD 798 course schedule for internship schedule. Students must be enrolled in EDAD 798 *and* working under the supervision of the university supervisor *and* on-site principal mentor

during the time (see IUP semester schedule as to the first and last day of the semester enrolled) internship action plans are executed and time is logged. Internship activities are *in addition to* regular, compensated workload.

- 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 as Praxis tests and test numbers have changed over time and may continue to do so). The Clinical Services Specialist 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 online with some synchronous instruction. The course meets on nine half- days in summer session. 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 completed. The internship course is EDAD 798, six credits each of two semesters (fall and spring) for a total of 12 credits. Students may elect, with reason and permission, 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 seek membership (student membership is allowable) in the PA Principal Association. Proof of membership is part of the Action Plan Proposal *and* evidentiary portfolio. Membership must be secured prior to the first day of the internship. Students are encouraged to submit a significant project from their internship as a conference proposal or journal article to the PA Principal Association. 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. Some school districts require interns (even those employed by the school district) to seek and receive school board approval to complete an internship. Check within your district to determine procedures.

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. The internship action plan for the first of two internships is designed and reviewed with the consultation of the principal mentor. The proposed plan is submitted at the conclusion of the seminar in School Administration, EDAD 756. The instructor will provide feedback to the candidate. 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 plan is also submitted to the on-site principal mentor for approval. The second internship action plan proposal is developed during the first internship by the intern. 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 input of the faculty supervisor and on-site principal mentor prior to beginning work in the second internship setting. The internship plan and tasks/projects must clearly represent the candidate's proposal for:

- Project intent and link to student learning
- Time frame
- Evaluation proposal
- Unique and innovative aspects
- Specific description of involved personnel

Students must document their progress monthly to their assigned IUP internship supervisor. Students are expected to communicate with their internship supervisor for periodic progress and/or portfolio

reviews, in addition to providing summary reports through online learning platform, or as specified by the internship supervisor. Virtual meetings are available, as well as phone conferences at intern request.

During the internship period, candidates work with their on-site principal mentor and university internship supervisor in implementing projects detailed in their Internship Plan. Each 6-credit internship experience requires the candidate to work with all seven NELP standards 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 in each of the two internships 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 in an urban setting).

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 on-site principal mentor and to the University Supervisor, who will submit the summary rubric to the Principal Certification Program Coordinator.

Students must complete an electronic 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 current state- mandated Praxis exam 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 Communications (COEC)

The Dean is the certifying officer for the program within the COEC 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 graduate committee/PSE faculty to select highly qualified candidates for each cohort, advises most PCP candidates, and coordinates certification processing with the COEC.

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. The IUP Internship Supervisor is responsible for evaluating assigned candidates during the internship. The university supervisor receives input from the 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 IUP College of Education and Communications.

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 and hold an Administrative II certification, have participated in Pennsylvania Inspired Leadership Programs, and quality performance ratings within their district, and have reviewed the IUP Principal Certification Program Handbook. Beginning with the 2021 cohort, the principal mentor accesses an online repository called LiveText to complete the internship rubric. Links to training modules are provided to the principal mentor as well as the program handbook, which contains the evaluation rubric.

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 university supervisor, principal 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 (e.g.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 NELP Standards	State PIL Standards	Program Performance Domains
1.0 Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.	Core: 1, 2 Corollary: 1, 2, 5	Communicating school mission & management of curricular technology and information systems
2.0 Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.	Core: 1, 2 Corollary: 1, 3, 4, 6	Supervision of instruction and learning
3.0 Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.	Core: 2, 3 Corollary: 2, 5	Developing skills for organizational management & providing student services
4.0 Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data	Core: 1 Corellary: 1, 3, 5, 6	Improving human relations in school and community

systems, supports, and assessment.		
5.0 Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community	Core: 3 Corellary: 4, 5	Demonstrating understanding of school law, public policy, and contract negotiations
6.0 Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.	Core: 2, 3 Corollary: 5, 6	Using evaluation data and developing media management plan
7.0 Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.	Core: 1 Corollary: 1, 6	Building professional capacity

Indiana University of Pennsylvania
College of Education and Communications
Department of Professional Studies in Education

EDAD 798: PRINCIPAL INTERNSHIP

Seven Rubrics Aligned with NELP Standards for Internship Outcomes

Intern Name: _____Date of Evaluation: _____

Location of Internship: _____

Circle one: **Intern Self-Evaluation On-Site Mentor Evaluation IUP Faculty Supervisor Evaluation**

IUP Principal Certification Program

EDAD 798: Internship in PK-12 Principal Certification Program

Assessment Rubric for Internship

This assignment meets NELP 2018 Standards 1.1, 1.2,2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 7.4

Standard 1: Mission, Vision, and Improvement Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities.			
Standard/Component	Approaching Standard	Meets Standard	Exceeds Standard
Component 1.1 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities.	Candidates understand the role and importance of a school's vision and mission as well as processes for evaluating and collaboratively developing a mission and vision.	Candidates understand the role and importance of a school's vision and mission as well as processes for evaluating and collaboratively developing a mission and vision.	Candidates understand the role and importance of a school's vision and mission as well as processes for evaluating and collaboratively developing a mission and vision.

Key question: How do candidates use their understanding of developing a vision and mission to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities?	Candidates do not demonstrate the capacity to engage in the following: 1) evaluate an existing mission and vision statement, 2) collaboratively design a school mission and vision that reflects a core set of values and priorities, and 3) develop a comprehensive plan for communicating the mission and vision.	Candidates apply their understanding to: 1) evaluate an existing mission and vision statement, 2) collaboratively design a school mission and vision that reflects a core set of values and priorities, and 3) develop a comprehensive plan for communicating the mission and vision.	Candidates apply their understanding to: 1) evaluate an existing mission and vision statement, 2) collaboratively design a school mission and vision that reflects a core set of values and priorities, and 3) develop a comprehensive plan for communicating the mission and vision. Candidates use their understanding and capacity to undertake and implement this work within a school setting.

Component 1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation. Key question: How do candidates use their understanding of the improvement process to lead improvement processes that include data use, design, implementation, and evaluation?	Candidates understand the process of continuous improvement and are knowledgeable of research on school improvement and implementation theory and research. Candidates do not demonstrate the capacity to engage in the following: 1) evaluate or design an improvement process, and 2) develop an implementation process that supports school improvement.	Candidates understand the process of continuous improvement and are knowledgeable of research on school improvement and implementation theory and research. Candidates apply their understanding to: 1) evaluate existing improvement processes, 2) design a collaborative improvement process that includes key components (i.e., data use, design, implementation, and evaluation), and 3) develop an implementation process that supports the components and goals of the improvement process.	Candidates understand the process of continuous improvement and are knowledgeable of research on school improvement and implementation theory and research. Candidates apply their understanding to: 1) evaluate existing improvement processes, 2) design a collaborative improvement process that includes key components (i.e., data use, design, implementation, and evaluation), and 3) develop an implementation process that supports the components and goals of the improvement process. Candidates use their understanding and capacity to undertake and implement this work within a school setting.

Standard 2: Ethics and Professional Norms Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.			
Standard/Component	Approaching Standard	Meets Standard	Exceeds Standard
Component 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (e.g., fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) that support the educational success and well-being of each student and adult. Key question: How do candidates demonstrate their understanding and capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms that support the educational success and well-being of each student and adult?	Candidates understand the role and importance of reflective practice and professional dispositions and norms that support the educational success and well-being of each student. Candidates do not demonstrate the capacity to engage in reflective practice, cultivate, model, and communicate professional norms that support the educational success and well-being of each student and adult.	Candidates understand the role and importance of reflective practice and professional dispositions and norms that support the educational success and well-being of each student. Candidates demonstrate the capacity to engage in reflective practice and cultivate, model, and communicate professional norms that support the educational success and well-being of each student and adult.	Candidates understand the role and importance of reflective practice and professional dispositions and norms that support the educational success and well-being of each student. Candidates demonstrate the capacity to engage in reflective practice and cultivate, model, and communicate professional norms that support the educational success and well-being of each student and adult. Candidates use their understanding and capacity to undertake and implement this work within a school setting.

Component 2.2 Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions. Key question: How do candidates demonstrate their understanding and capacity to evaluate, communicate about, and advocate for ethical and legal decisions?	Candidates understand ethical and legal decision making. Candidates do not demonstrate the capacity to evaluate the ethical dimensions of issues, analyze decisions in terms of established ethical frameworks, or communicate about and advocate for ethical and legal decisions.	Candidates understand ethical and legal decision making. Candidates demonstrate the capacity to evaluate the ethical dimensions of issues, analyze decisions in terms of established ethical frameworks, or communicate about and advocate for ethical and legal decisions.	Candidates understand ethical and legal decision making. Candidates demonstrate the capacity to evaluate the ethical dimensions of issues, analyze decisions in terms of established ethical frameworks, or communicate about and advocate for ethical and legal decisions. Candidates use their understanding and capacity to undertake and implement this work within a school setting.
Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others. Key question: How do candidates demonstrate their understanding and capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others?	Candidates understand ethical behavior and the importance of: 1) modeling ethical behavior in their personal conduct and relationships, and 2) cultivating ethical behavior in others. Candidates do not demonstrate the capacity to model ethical behavior in their personal conduct and relationships and/or cultivate ethical behavior in others.	Candidates understand ethical behavior and the importance of: 1) modeling ethical behavior in their personal conduct and relationships, and 2) cultivating ethical behavior in others. Candidates can demonstrate the capacity to: 1) model ethical behavior in their personal conduct and relationships, and 2) cultivate ethical behavior in others.	Candidates understand ethical behavior and the importance of: 1) modeling ethical behavior in their personal conduct and relationships, and 2) cultivating ethical behavior in others. Candidates can demonstrate the capacity to: 1) model ethical behavior in their personal conduct and relationships and 2) cultivate ethical behavior in others.

			Candidates use their understanding and capacity to undertake and implement this work within a school setting.

Standard 3: Equity, Inclusiveness, and Cultural Responsiveness Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive and inclusive school culture.			
Standard/Component	Approaching Standard	Meets Standard	Exceeds Standard
Component 3.1 Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture. Key question: How do candidates demonstrate their understanding and capacity to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture?	Candidates understand the knowledge and theory on how to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture. Candidates do not demonstrate the capacity to evaluate school culture, design and cultivate a supportive and inclusive school culture, develop strategies for improving school culture, and advocate for a supportive and inclusive school culture.	Candidates understand the knowledge and theory on how to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture. Candidates can demonstrate the capacity to evaluate school culture, design and cultivate a supportive and inclusive school culture, develop strategies for improving school culture, and advocate for a supportive and inclusive school culture.	Candidates understand the knowledge and theory on how to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture. Candidates can demonstrate the capacity to evaluate school culture, design and cultivate a supportive and inclusive school culture, develop strategies for improving school culture, and advocate for a supportive and inclusive school culture. Candidates use their understanding and capacity to undertake and implement this work within a school setting.

Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.	Candidates understand the knowledge and theory about how to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.	Candidates understand the knowledge and theory about how to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.	Candidates can understand the knowledge and theory about how to evaluate, cultivate, and advocate in a school setting for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.
Key question: How do candidates demonstrate their understanding and capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student?	Candidates do not demonstrate the capacity to: 1) evaluate sources of inequality and bias in the allocation of educational resources and opportunities, 2) cultivate the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values, and 3) advocate for equitable access to educational resources and opportunities that support the educational success and well-being of each student.	Candidates can demonstrate the capacity to: 1) evaluate sources of inequality and bias in the allocation of educational resources and opportunities, 2) cultivate the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values, and 3) advocate for equitable access to educational resources and opportunities that support the educational success and well-being of each student.	Candidates can demonstrate the capacity to: 1) evaluate sources of inequality and bias in the allocation of educational resources and opportunities, 2) cultivate the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values, and 3) advocate for equitable access to educational resources and opportunities that support the educational success and well-being of each student. Candidates use their understanding and capacity to undertake and implement this work within a school setting.

Component 3.3 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff. Key question: How do candidates demonstrate their understanding and capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff?	Candidates understand the knowledge and theory to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff. Candidates do not demonstrate the capacity to: 1) evaluate the root causes of inequity and bias, 2) cultivate equitable, inclusive, and culturally responsive practice among teachers and staff, and 3) advocate for equitable practices among teachers and staff.	Candidates understand the knowledge and theory to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff. Candidates demonstrate the capacity to: 1) evaluate the root causes of inequity and bias, 2) cultivate equitable, inclusive, and culturally responsive practice among teachers and staff, and 3) advocate for equitable practices among teachers and staff.	Candidates understand the knowledge and theory to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff within a school setting. Candidates demonstrate the capacity to: 1) evaluate the root causes of inequity and bias, 2) cultivate equitable, inclusive, and culturally responsive practice among teachers and staff, and 3) advocate for equitable practices among teachers and staff. Candidates use their understanding and capacity to undertake and implement this work within a school setting.

Standard 4: Learning and Instruction Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, supports, and assessment.			
Standard/Component	Approaching Standard	Meets Standard	Exceeds Standard
Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non- academic student programs. Key question: How do candidates demonstrate their understanding and capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs?	Candidates understand the knowledge and theory concerning how to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs. Candidates do not demonstrate the capacity to apply knowledge and theory to: 1) evaluate curricula and use of technology and other supports in academic and non-academic systems, and 2) develop and implement high-quality, technology-rich, and coherent curricula programs and other supports for academic and non-academic student programs.	Candidates understand the knowledge and theory concerning how to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs. Candidates demonstrate the capacity to: 1) evaluate curricula and use of technology and other supports in academic and non-academic systems, and 2) develop and implement high-quality, technology-rich, and coherent curricula programs and other supports for academic and non-academic student programs.	Candidates understand the knowledge and theory concerning how to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs. Candidates demonstrate the capacity to: 1) evaluate curricula and use of technology and other supports in academic and non-academic systems, and 2) develop and implement high-quality, technology-rich, and coherent curricula programs and other supports for academic and non-academic student programs. Candidates use their understanding and capacity to undertake and implement this work within a school setting.

Component 4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non- academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems. Key question: How do candidates demonstrate their understanding and capacity to evaluate, develop, and implement high-quality and equitable academic and non- academic instructional practices, resources, technologies, and services that support student and adult learning?	Candidates understand the knowledge and theory concerning how to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems. Candidates do not demonstrate the capacity to: 1) evaluate coordination and coherence among the practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems, and 2) develop plans and implementation strategies for improving the impact of academic and non-academic practices, resources, technologies, and services that support student learning.	Candidates understand the knowledge and theory concerning how to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems. Candidates demonstrate the capacity to: 1) evaluate coordination and coherence among the practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems, and 2) develop plans and implementation strategies for improving the impact of academic and non-academic practices, resources, technologies, and services that support student learning.	Candidates understand the knowledge and theory concerning how to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems. Candidates demonstrate the capacity to: 1) evaluate coordination and coherence among the practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems, and 2) develop plans and implementation strategies for improving the impact of academic and non-academic practices, resources, technologies, and services that support student learning. Candidates use their understanding and capacity to undertake and implement this work within a school setting.

Component 4.3 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being. Key question: How do candidates demonstrate their understanding and capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support instructional improvement and student learning and well-being?	Candidates understand the requisite knowledge and theory to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being. Candidates do not demonstrate the capacity to: 1) evaluate the quality of formative and summative assessments of learning, 2) implement formal and informal culturally responsive and accessible assessments of student learning, 3) interpret data from formative and summative assessments for use in educational planning, and 4) cultivate teachers' capacity to improve instruction based on analysis of assessment data. .	Candidates understand the requisite knowledge and theory to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being. Candidates demonstrate the capacity to: 1) evaluate the quality of formative and summative assessments of learning, 2) implement formal and informal culturally responsive and accessible assessments of student learning, 3) interpret data from formative and summative assessments for use in educational planning, and 4) cultivate teachers' capacity to improve instruction based on analysis of assessment data.	Candidates understand the requisite knowledge and theory to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being. Candidates demonstrate the capacity to: 1) evaluate the quality of formative and summative assessments of learning, 2) implement formal and informal culturally responsive and accessible assessments of student learning, 3) interpret data from formative and summative assessments for use in educational planning, and 4) cultivate teachers' capacity to improve instruction based on analysis of assessment data. Candidates use their understanding and capacity to undertake and implement this work within a school setting.

Component 4.4 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner. Key question: How do candidates demonstrate their understanding and capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner?	Candidates understand requisite knowledge and theory to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner. Candidates do not demonstrate the capacity to: 1) engage faculty in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence of the school's curriculum, instruction, technology, data systems, and assessment practices, 2) propose designs and implementation strategies for improving coordination and coherence among the school's curriculum, instruction, technology, data systems, and assessment practices, and	Candidates understand requisite knowledge and theory to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner. Candidates demonstrate the capacity to: 1) engage faculty in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence of the school's curriculum, instruction, technology, data systems, and assessment practices, 2) propose designs and implementation strategies for improving coordination and coherence among the school's curriculum, instruction, technology, data systems, and assessment practices, and	Candidates understand requisite knowledge and theory to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner. Candidates demonstrate the capacity to: 1) engage faculty in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence of the school's curriculum, instruction, technology, data systems, and assessment practices, 2) propose designs and implementation strategies for improving coordination and coherence among the school's curriculum, instruction, technology, data systems, and assessment practices, and

	3) use technology and performance management systems to monitor, analyze, implement, and evaluate school curriculum, instruction, technology, data systems, and assessment practices and results.	3) use technology and performance management systems to monitor, analyze, implement, and evaluate school curriculum, instruction, technology, data systems, and assessment practices and results.	3) use technology and performance management systems to monitor, analyze, implement, and evaluate school curriculum, instruction, technology, data systems, and assessment practices and results. Candidates use their understanding and capacity to undertake and implement this work within a school setting.

Standard 5: Community and External Leadership Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.			
Standard/Component	Approaching Standard	Meets Standard	Exceeds Standard
Component 5.1 Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school. Key question: How do candidates demonstrate their understanding and capacity to collaboratively engage diverse families in strengthening student learning in and out of school?	Candidates understand the importance of and how to collaboratively engage diverse families in strengthening student learning in and out of school. Candidates do not demonstrate the capacity to gather information about families, cultivate collaboration among staff and families, and foster two-way communication with families.	Candidates understand the importance of and how to collaboratively engage diverse families in strengthening student learning in and out of school. Candidates demonstrate the capacity to develop processes for gathering information about families and family funds of knowledge, cultivating partnerships between staff and families, and fostering two-way communication with families.	Candidates understand the importance of and how to collaboratively engage diverse families in strengthening student learning in and out of school and use this knowledge to develop processes for gathering information about families and family funds of knowledge, cultivating partnerships between staff and families, and fostering two-way communication with families. Candidates use their understanding and capacity to undertake and implement this work within a school setting.

Component 5.2 Program completers understand and demonstrate the capacity to understand, collaboratively engage, and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development. Key question: How do candidates demonstrate their understanding and capacity to understand, collaboratively engage, and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development?	Candidates understand the importance of and how to understand, collaboratively engage, and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development. Candidates do not demonstrate the capacity to identify and use diverse community resources or to engage with and cultivate regular, two-way communication with them.	Candidates understand the importance of and how to understand, collaboratively engage, and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development. Candidates demonstrate the capacity to identify diverse community resources and devise plans for the following: 1) using such resources to benefit school programs and student learning, 2) engaging with community members, partners, and other constituencies around shared goals, and 3) cultivating regular, two- way communication with them.	Candidates understand the importance of and how to understand, collaboratively engage, and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development. Candidates demonstrate the capacity to identify diverse community resources and devise plans for the following: 1) using such resources to benefit school programs and student learning, 2) engaging with community members, partners, and other constituencies around shared goals, and 3) cultivating regular, two- way communication with them. Candidates use their understanding and capacity to undertake and implement this work within a school setting.

Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their school and community. Key question: How do candidates demonstrate their understanding and capacity to communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their school and community?	Candidates understand the importance of and how to communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their school and community. Candidates do not demonstrate the capacity to: 1) develop a plan for identifying and accessing resources, 2) gather information about the district and policy context, 3) develop targeted communication for oral, written, and digital distribution, and 4) advocate for school and community needs.	Candidates understand the importance of and how to communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their school and community. Candidates demonstrate the capacity to develop a plan that includes the following: 1) conducting a needs assessment of the school and community, 2) identifying and accessing resources, 3) gathering information about the district and policy context, 4) developing targeted communication for oral, written, and digital distribution, and 5) advocating for school and community needs.	Candidates understand the importance of and how to communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their school and community. Candidates demonstrate the capacity to develop a plan that includes the following: 1) conducting a needs assessment of the school and community, 2) identifying and accessing resources, 3) gathering information about the district and policy context, 4) developing targeted communication for oral, written, and digital distribution, and 5) advocating for school and community needs. Candidates use their understanding and capacity to undertake and implement this work within a school setting.

Standard 6: Operations and Management Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.			
Standard/Component	Approaching Standard	Meets Standard	Exceeds Standard
Component 6.1 Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school. Key question: How do candidates demonstrate their understanding and capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school?	Candidates understand the importance of and how to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems. Candidates do not demonstrate the capacity to: 1) audit the equity of school processes and operations and their impact on resource allocation, personnel decisions, and students' experiences and outcomes, 2) analyze and identify strategic and tactical challenges for the school's systems, 3) develop and implement management, communication, assessment, technology, school-level governance, and operation systems, and 4) develop a school's master schedule.	Candidates understand the importance of and how to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems. Candidates demonstrate the capacity to develop a plan to: 1) audit the equity of school processes and operations and their impact on resource allocation, personnel decisions, and students' experiences and outcomes, 2) analyze and identify strategic and tactical challenges for the school's systems, 3) develop and implement management, communication, assessment, technology, school-level governance, and operation systems, and 4) develop a school's master schedule.	Candidates understand the importance of and how to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems. Candidates demonstrate the capacity to develop a plan to: 1) audit the equity of school processes and operations and their impact on resource allocation, personnel decisions, and students' experiences and outcomes, 2) analyze and identify strategic and tactical challenges for the school's systems, 3) develop and implement management, communication, assessment, technology, school-level governance, and operation systems, and 4) develop a school's master schedule.

			Candidates use their understanding and capacity to undertake and implement this work within a school setting.

Component 6.2 Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development. Key question: How do candidates demonstrate their understanding and capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development?	Candidates understand the importance of and how to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development. Candidates do not demonstrate the capacity to: 1) evaluate resource needs, 2) use data ethically and equitably to develop a multi-year resourcing plan aligned to school goals and priorities, and 3) advocate for resources in support of needs.	Candidates understand the importance of and how to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development. Candidates demonstrate the capacity to develop a plan to: 1) evaluate resource needs, 2) use data ethically and equitably to a develop a multi-year resourcing plan aligned to school goals and priorities, and 3) advocate for resources in support of needs.	Candidates understand the importance of and how to evaluate, develop and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development. Candidates demonstrate the capacity to develop a plan to: 1) evaluate resource needs, 2) use data ethically and equitably to develop a multi-year resourcing plan aligned to school goals and priorities, and 3) advocate for resources in support of needs. Candidates use their understanding and capacity to undertake and implement this work within a school setting.

Component 6.3 Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being. Key question: How do candidates demonstrate their understanding and capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being?	Candidates understand the importance of and how to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being. Candidates do not demonstrate the capacity to: 1) reflectively evaluate situations and policies with regard to legal, ethical, and equity issues, 2) analyze how law and policy are applied consistently, fairly, equitably, and ethically within a school, 3) communicate policies, laws, regulations, and procedures to appropriate school stakeholders, and 4) monitor and ensure adherence to laws, rights, policies, and regulations.	Candidates understand the importance of and how to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being. Candidates reflectively evaluate situations and policies with regard to legal, ethical, and equity issues. Candidates demonstrate the capacity to develop a plan to: 1) analyze how law and policy are applied consistently, fairly, equitably, and ethically within a school, 2) communicate policies, laws, regulations, and procedures to appropriate school stakeholders, and 3) monitor and ensure adherence to laws, rights, policies, and regulations.	Candidates understand the importance of and how to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being. Candidates reflectively evaluate situations and policies with regard to legal, ethical, and equity issues. Candidates demonstrate the capacity to develop a plan to: 1) analyze how law and policy are applied consistently, fairly, equitably, and ethically within a school, 2) communicate policies, laws, regulations, and procedures to appropriate school stakeholders, and 3) monitor and ensure adherence to laws, rights, policies, and regulations. Candidates use their understanding and capacity to undertake and implement this work within a school setting.

Standard 7: Building Professional Capacity

Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

Standard/Component	Approaching Standard	Meets Standard	Exceeds Standard
Component 7.1 Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff. Key question: How do candidates demonstrate their understanding and capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff?	Candidates understand the importance of and how to develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff. Candidates do not demonstrate the capacity to: 1) evaluate a school's professional staff capacity needs, 2) use research and data to plan and engage in candidate recruitment and selection that reflects the diversity of the student body, and 3) evaluate applicant materials.	Candidates understand the importance of and how to develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff. Candidates demonstrate the capacity to: 1) evaluate a school's professional staff capacity needs, 2) collect and use data to plan candidate recruitment and selection that reflects the diversity of a school's student body, and 3) develop a strategy for evaluating applicant materials.	Candidates understand the importance of and how to develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff. Candidates demonstrate the capacity to: 1) evaluate a school's professional staff capacity needs, 2) collect and use data to plan candidate recruitment and selection that reflects the diversity of a school's student body, and 3) develop a strategy for evaluating applicant materials. Candidates use their understanding and capacity to undertake and implement this work within a school setting.

Component 7.2 Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school. Key question: How do candidates demonstrate their understanding and capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school?	Candidates understand the importance of and how to engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school. Candidates do not demonstrate the capacity to: 1) develop a comprehensive plan for providing school community members with a healthy and positive school building environment, 2) design and cultivate a collaborative professional culture, and 3) model and foster effective communication.	Candidates understand the importance of and how to engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school. Candidates demonstrate the capacity to: 1) develop a comprehensive plan for providing school community members with a healthy and positive school building environment, 2) design a collaborative professional culture, and 3) develop a process for modeling and fostering effective communication.	Candidates understand the importance of and how to engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school. Candidates demonstrate the capacity to: 1) develop a comprehensive plan for providing school community members with a healthy and positive school building environment, 2) design a collaborative professional culture, and 3) develop a process for modeling and fostering effective communication. Candidates use their understanding and capacity to undertake and implement this work within a school setting.

Component 7.3 Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success. Key question: How do candidates demonstrate their understanding and capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success?	Candidates understand the importance of and how to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success. Candidates do not demonstrate the capacity to: 1) evaluate professional staff capacity needs and management practices, 2) identify leadership capabilities of staff, 3) plan opportunities for professional growth that promote reflection, cultural responsiveness, digital literacy, school improvement, and student success, 4) engage staff in leadership roles, and 5) utilize digital technology in ethical and appropriate ways to foster professional learning for self and others.	Candidates understand the importance of and how to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success. Candidates demonstrate the capacity to: 1) evaluate professional staff capacity needs and management practices, 2) identify leadership capabilities of staff, 3) plan opportunities for professional growth that promote reflection, cultural responsiveness, digital literacy, school improvement, and student success, 4) plan opportunities for engaging staff in leadership roles, and 5) develop a plan for utilizing digital technology in ethical and appropriate ways to foster professional	Candidates understand the importance of and how to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success. Candidates demonstrate the capacity to: 1) evaluate professional staff capacity needs and management practices, 2) identify leadership capabilities of staff, 3) plan opportunities for professional growth that promote reflection, cultural responsiveness, digital literacy, school improvement, and student success, 4) plan opportunities for engaging staff in leadership roles, and 5) develop a plan for utilizing digital technology in ethical and appropriate ways to foster professional

		learning for self and others.	learning for self and others. Candidates use their understanding and capacity to undertake and implement this work within a school setting.

Component 7.4 Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success. Key question: How do candidates demonstrate their understanding and capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success?	Candidates understand the importance of and how to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success. Candidates do not demonstrate the capacity to: 1) observe teaching in a variety of classrooms, 2) gather and review district policies on instructional expectations, 3) provide teaching staff with actionable feedback to support improvement, and	Candidates understand the importance of and how to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success. Candidates demonstrate the capacity to: 1) observe teaching in a variety of classrooms, 2) gather and analyze district policies on instructional expectations, 3) provide teaching staff with actionable feedback to support improvement, and	Candidates understand the importance of and how to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success. Candidates demonstrate the capacity to: 1) observe teaching in a variety of classrooms, (*Complete a minimum of 10 practice observations in every grade level and across every department and/or subject in the school). 2) gather and analyze district policies on instructional expectations, 3) provide teaching staff with actionable feedback to support improvement, and

	4) develop a system for monitoring whether supervision and evaluation strategies promote improvement.	4) develop a system for monitoring whether supervision and evaluation strategies promote improvement.	4) develop a system for monitoring whether supervision and evaluation strategies promote improvement. Candidates use their understanding and capacity to undertake and implement this work within a school setting.

Definition of Rubric Performance Levels

The basis for evaluating building-level leadership candidate competence is defined as the following three performance levels and is to be applied with the NELP assessment rubrics.

Level 1—*Approaching.* Level 1 represents a level of developing candidate performance in which there is evidence that the candidate meets some but not all of the component's expectations. At this level, the candidate has developed content knowledge and understanding, but there is not sufficient evidence of a candidate's ability for independent practice for all parts of the component expectations.

Level 2—*Meets*. Level 2 represents a level of candidate performance in which the candidate understands and demonstrates the capacity to meet component expectations at an acceptable level for a candidate who is completing a building-level educational leadership preparation program and is ready to begin independently leading in a K-12 school.

Level 3—*Exceeds*. Level 3 represents a level of performance in which the candidate demonstrates performance characteristics that exceed the component's expectations by demonstrating his/her understanding and skills through effective leadership practice within a school context. This level represents exemplary practice for a candidate who is completing a building-level educational leadership preparation program and is ready to begin independently leading in a K-12 school.

Name of Evaluator: _____

Signature: _____Date: _____

Candidates: Please submit your self-evaluation and include it in your electronic evidentiary internship project portfolio.

On-Site Mentors: Please complete your evaluation within LiveText.

Signature Page

Dear Aspiring Principal,

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

My signature below indicates that I am responsible for reading and understanding the information provided and referenced in this IUP Principal Certification Program 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 this one page (only) signature page with your electronic application to the program and complete again (revised handbook) prior to completing the first internship and submit to the instructor of EDAD 756.

The Department of Professional Studies will keep this signed document on file.