

IUP Graduate Handbook

Principal Certification Program Handbook

Principal Certification Program
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Program Website <http://www.iup.edu/pse/grad/principal-certification/>

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occupations. This wealth of experience benefits our students 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 children at all ages in all areas be given highly effective teachers, principals, 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.

Be a part of positively impacting a child's life. We welcome you to call, email, or visit our department for more information about any of our exciting programs.

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 candidate's 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:

- ¾ Model credible strategic leadership within their own school district,
- ¾ Demonstrate exemplary interpersonal skills,
- ¾ Exemplify outstanding communication and organizational skills,
- ¾ Reflect a history of continued professional growth and use of data to inform curricular and pedagogical decisions, and
- ¾ Engage in political and community initiatives.

Faculty and Staff

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Admission

The IUP Principal Certification Program (PCP) is a performance-based program that provides students with the support of the district superintendent and principals at the elementary and secondary levels to accomplish the requirements as detailed in the internship information.

Minimal Professional Requirements to Apply

- ¾ A master's degree or a PDE master's equivalence (ME)
- ¾ An instructional position within a school district
- ¾ Those seeking the principal certification must initially be certified as a teacher, guidance counselor, library school psychologist, or some other instructional-related professional position in the school prior to engaging in principal certification work and have three consecutive years of experience applying for certification.
- ¾ Be aware that, at the completion of this program and upon application to 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 programs 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 a university supervisor.

How to Apply

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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).

I. The first part of the application process is completed electronically through 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.

For this part of the application (items 1-7 below), please send the appropriate electronic materials and/or questions 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 and remain sealed until their arrival at the School of Graduate Studies and Research. A completed master's degree or PDE Master's Equivalency is required.
3. Two letters of written recommendation from supervisors who have evaluated your work.
4. Professional goal statement – why you want to earn a principal certification.
5. \$50 nonrefundable, one-time-only application fee, by credit card only (via the IUP Marketplace).
6. 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.)
7. Please read the Internship information and submit the signed acknowledgment statement (one only at the end of the handbook).

II. Please ask your current supervising principal to complete and send the following materials (item 8 below) as an email attachment to msibert@iup.edu (Dr. Susan M. Sibert, Coordinator of Principal Certification Program).

The following item should be sent to the program coordinator directly, rather than through the prospective student:

8. [Numerical Rating Scale of Leadership Competencies](#) (This is emailed directly from your principal to the principal certification program coordinator.)

The document for the above items can be found on the IUP Principal Certification website under [How to Apply](#)

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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 Service (ETS) for Praxis Exam: <https://www.ets.org/praxis>
PDE – Teacher Certification <https://www.education.pa.gov/Educator/Certification/Pages/default.aspx>

IUP Email

IUP offers an email account to all active students. Your IUP email address is the primary means by which 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 www.iup.edu/itsupportcenter/howTo.aspx?id=23401 to learn more about setting up this account. For more information regarding University policy on email communication, 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 on 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 program. Upon successful completion of the program and PRAXIS exam, students may make application to the Pennsylvania Department of Education for 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 explore 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 days (either morning or afternoon) and is generally offered over the period of three weeks on Tuesdays, Wednesdays, and Thursdays.

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

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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 at www.iup.edu/news-events/calendar/academic/

The following University and SGSR policies can be found at www.iup.edu/gradcatalog

Academic Good Standing

www.iup.edu/gradcatalog

Academic Integrity

www.iup.edu/gradcatalog

The Source: A Student Policy Guide www.iup.edu/studentconduct/thefsource/

Bereavement-Related Class Absences

www.iup.edu/gradcatalog

Continuous Graduate Registration for Dissertation and Thesis

www.iup.edu/gradcatalog

Grade Appeal Policy

www.iup.edu/gradcatalog

Graduate Fresh Start Policy

www.iup.edu/gradcatalog

Graduate Residency Requirement

www.iup.edu/gradcatalog

Leave of Absence Policy

www.iup.edu/gradcatalog

Time Limitations

www.iup.edu/gradcatalog

Time-to-Degree Masters/Doctoral Dismissal Appeal Policy

www.iup.edu/gradcatalog

Time-to-Degree Extension for Master's Thesis and Doctoral Dissertation

www.iup.edu/gradcatalog

Transfer of Credits Policy

www.iup.edu/gradcatalog

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). All intern-ship activities must be completed while

Appendix – 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 one of the following organizations and use that organization's electronic resources and publications to enhance projects developed during the two semester administrative internship:

- ¾ National Association of Elementary School Principals
- ¾ National Association of Secondary School Principals
- ¾ PA Principals' Association

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 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 schedule established by the Internship Supervisor
- Maintain an internship log reflecting admin

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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 Collateral PA Leadership Standards.
- Complete the state mandated Praxis exam for licensure and certification.
- Apply for graduation (to signify completion of the program) on MyUP 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.
-

internship action plans are executed and metrics 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

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If a student is unable to complete the internship 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 it is highly recommended that students complete the program no longer than two years after entry in consideration of PRAXIS success/knowledge of current educational leadership practices.

If there are extenuating circumstances that require students to exceed completion of the program in five years, the departmental committee will consider, on a case-by case basis, students who make the request in writing to the Principal Certification Coordinator prior the end of the fifth year from the start of the program, and no later than the last day of the fifth spring semester. Additional work may be required for the student to complete the program.

Academic Program

Prior to the beginning of the first class, students should explore the websites of the school principal professional organizations noted above to determine which organization is the best fit for their professional goals and join that organization. Proof of membership is part of the Action Plan Proposal and evidentiary portfolio. Deadline to join an organization is July 10 at the start of the program. Students are encouraged to submit a significant project from their internship as a conference proposal or journal article to one of these organizations. Students should regularly check the PA Department of Education website for available resources. Prior to committing to this program, students must ascertain 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 the 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 two internships is designed and reviewed with the consultation of the principal mentor. submitted at the conclusion of the seminar in School Administration, EDAD 756. The instructor will provide feedback at the end of EDAD 756. Students will then make any needed 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
- 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 listed in their Internship Plan. Each 6-credit internship experience requires the candidate to work with eleven 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 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 establish 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 exit portfolio early documenting evidence of accomplished competency projects. Students must submit a dated copy of their resume to the Internship Supervisor. At the completion of the internship, all candidates in IUP's performance-based program are required to successfully complete the state-mandated Praxis exam (6990) 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 Pennsylvania 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 theory and design and is able to transfer that knowledge to his/her job as the architect of standards-based reform in the school.

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 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 Intraprofessional Leadership Programs, and quality performance ratings within their district, and have reviewed the IUP Principal Certification Program Handbook and Internship Handbook. Beginning with the 2021 cohort, the principal mentor accesses a digital repository called LiveText to complete the internship rubric. Links to training modules are provided to the mentor as well as the internship guide.

PCP Interns

Students in the program develop and implement a context specific approach to meeting core competencies in elementary and secondary settings. Each candidate in IUP's Performance Based Principal's Program must develop an Internship Action Plan that addresses the six core program competencies. The candidate must present this Internship Action Plan to the faculty advisor, building mentor, and superintendent prior to initiating any specific projects. In addition to implementing the projects described in the Internship Action Plan, candidates participate in and log all school related additional administrative activities (music events, awards banquets, sporting events, parent advisory groups, etc.) during the internship. Students should play a major role in each setting in programs designed to enhance the developmental, social, cultural, or athletic needs of

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 table 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	Core: 1 Corollary: 1, 3, 5, 6	Improving human relations in school and community

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<p>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 systems, supports, and assessment.</p>		
<p>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</p>	<p>Core: 3 Corellary: 4, 5</p>	<p>Demonstrating understanding of school law, public policy, and contract negotiations</p>
<p>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</p>		

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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

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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.

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<p>Key question: How do candidates use their understanding of developing a vision and mission to collaboratively evaluate, develop, and communicate a school mission designed to reflect a core set of values and priorities?</p>	<p>Candidates do not demonstrate the capacity to engage in the following:</p> <ol style="list-style-type: none"> 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. 	<p>Candidates apply their understanding to:</p> <ol style="list-style-type: none"> 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. 	<p>Candidates apply their understanding to:</p> <ol style="list-style-type: none"> 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
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<p>Component 1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.</p> <p>Key question: How do candidates use their understanding of the improvement process to lead improvement processes that include data use, design, implementation, and evaluation?</p>	<p>Candidates understand the process of continuous improvement and are knowledgeable of research on school improvement and implementation theory and research.</p> <p>Candidates do not demonstrate the capacity to engage in the following:</p> <ol style="list-style-type: none"> 1) evaluate or design an improvement process, and 2) develop an implementation process that supports school improvement. 	<p>Candidates understand the process of continuous improvement and are knowledgeable of research on school improvement and implementation theory and research.</p> <p>Candidates apply their understanding to:</p> <ol style="list-style-type: none"> 1) evaluate existing improvement processes, 2) design a collaborative improvement process that includes key components (i.e., data use, design, implementation, and evaluation), and 	<p>Candidates understand the process of continuous improvement and are knowledgeable of research on school improvement and implementation theory and research.</p> <p>Candidates apply their understanding to:</p> <ol style="list-style-type: none"> 1) evaluate existing processes, 2) design a collaborative improvement process that includes key components (i.e., data use, design, implementation, and evaluation), and
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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
<p>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.</p> <p>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?</p>	<p>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.</p> <p>Candidates do not demonstrate the capacity to engage in reflective practice, cultivate, model, and communicate professional norms that support the educational</p>	<p>Professional dis[(professional n)-6.4(o)-.1(rms 7 9.48 190.14 372.24 Tm 0 g</p>	

Component 2.2 Program
completers understand

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
<p>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.</p> <p>Key question: How do candidates demonstrate their understanding and capacity to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture?</p>	<p>Candidates understand the knowledge and theory on how to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.</p> <p>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.</p>	<p>Candidates understand the knowledge and theory on how to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.</p> <p>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.</p>	<p>Candidates understand the knowledge and theory on how to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.</p> <p>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.</p> <p>Candidates use their understanding and capacity to undertake and implement this work within a school setting.</p>

<p>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.</p> <p>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?</p>	<p>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.</p> <p>Candidates do not demonstrate the capacity to:</p> <ol style="list-style-type: none"> 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. 	<p>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.</p> <p>Candidates demonstrate the capacity to:</p> <ol style="list-style-type: none"> 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. 	<p>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.</p> <p>Candidates demonstrate the capacity to:</p> <ol style="list-style-type: none"> 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. <p>Candidates use their understanding and capacity to undertake and implement this work within a school setting.</p>
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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.

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.

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 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 understand the requisite knowledge and theory to evaluate, develop, and implement formal and informal

<p>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.</p> <p>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?</p>	<p>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.</p> <p>Candidates do not demonstrate the capacity to:</p> <ol style="list-style-type: none"> 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, 	<p>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.</p> <p>Candidates demonstrate the capacity to:</p> <ol style="list-style-type: none"> 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, 	<p>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.</p> <p>Candidates demonstrate the capacity to:</p> <ol style="list-style-type: none"> 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,
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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
<p>Component 5.1 Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.</p> <p>Key question: How do candidates demonstrate their understanding and capacity to collaboratively engage diverse families in strengthening student learning in and out of school?</p>	<p>Candidates understand the importance of and how to collaboratively engage diverse families in strengthening student learning in and out of school.</p> <p>Candidates do not demonstrate the capacity to gather information</p>		

<p>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.</p> <p>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?</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>Candidates demonstrate the capacity to identify diverse community resources and devise plans for the following:</p> <ol style="list-style-type: none"> 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. 	<p>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.</p> <p>Candidates demonstrate the capacity to identify diverse community resources and devise plans for the following:</p> <ol style="list-style-type: none"> 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. <p>Candidates use their understanding and capacity to undertake and implement this work within a school setting.</p>
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<p>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.</p> <p>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?</p>	<p>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.</p> <p>Candidates do not demonstrate the capacity to:</p> <ol style="list-style-type: none"> 1) develop a plan for identifying and accessing resources, 2) gather information 	<p>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.</p>	<p>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.</p>
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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
<p>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.</p> <p>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?</p>	<p>Candidates understand the importance of and how to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems.</p> <p>Candidates do not demonstrate the capacity to:</p> <ol style="list-style-type: none"> 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. 	<p>Candidates understand the importance of and how to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems.</p> <p>Candidates demonstrate the capacity to develop a plan to:</p> <ol style="list-style-type: none"> 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. 	<p>Candidates understand the importance of and how to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems.</p> <p>Candidates demonstrate the capacity to develop a plan to:</p> <ol style="list-style-type: none"> 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. <p>Candidates use their understanding and capacity to undertake and implement this work within a school setting.</p>

<p>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.</p> <p>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?</p>	<p>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.</p> <p>Candidates do not demonstrate the capacity to:</p> <ol style="list-style-type: none"> 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. 	<p>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.</p> <p>Candidates demonstrate the capacity to develop a plan to:</p> <ol style="list-style-type: none"> 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. 	<p>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.</p> <p>Candidates demonstrate the capacity to develop a plan to:</p> <ol style="list-style-type: none"> 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.
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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, comm .934 .9t, and

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 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 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.

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

Component 7.3 Program
completers understand
and have the capacity
to personally engage in,

<p>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.</p> <p>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?</p>	<p>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.</p> <p>Candidates do not demonstrate the capacity to:</p> <ol style="list-style-type: none"> 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, 	<p>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.</p>	<p>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.</p>
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there is evidence that the candidate meets ~~some~~ not all of the component's expectations. At this level, the candidate has developed ~~critical~~ 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 ~~the~~ expectations at an acceptable level for a candidate who is ~~completing~~ a building-level educational leadership preparation program and is ready ~~to~~ begin independently ~~to~~ 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 ~~in~~ 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 ~~to~~ 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 email this evaluation directly to the university supervisor

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 department/program student 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 by March 15

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