

To Whom It May Concern:

My name is Brian Reynolds. I am currently a First Grade teacher at the South Street Early Learning Center. I have been an employee of the Warren County School District for the past five years. I have been teaching since the 1999-2000 school year.

I am currently enrolled in the Performance Based Principals Program at Indiana University of Pennsylvania. I am requesting permission to complete two six week internships, one elementary based and one high school based, through the Warren County School District.

Thank you for time and consideration in this matter.

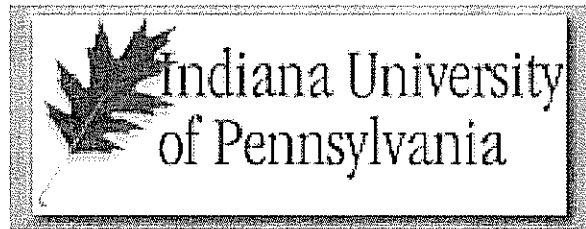
Sincerely,

A handwritten signature in cursive script that reads "Brian Reynolds". The signature is written in dark ink and is positioned above the printed name.

Brian Reynolds

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

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



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PROGRAM BELIEFS AND EXPECTATIONS

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

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

- model credible strategic leadership within their own school district

- demonstrate exemplary interpersonal skills
- exemplify outstanding communication and organizational skills
- reflect a history of continued professional growth and increased use of data to inform curricular and pedagogical decisions
- engage in political and community initiatives

This program is grounded in a knowledge base of contemporary leadership and adult learning. It relies heavily on communication and collaboration skills. It reflects a belief in organizational learning theory in that the synergy resulting from adults with a multitude of specialized skills creates a distinctive and value added program. Each candidate in this program is required to:

- become a member of one of the following organizations and use their electronic resources and publications to improve learning outcomes for students and staff:
National Association of Elementary School Principals
National Association of Secondary School Principals
Association for Supervision and Curriculum Development
American Association of School Administrators
- establish networks of support and cooperation with their building principal and superintendent of the district in which they are completing program requirements
- schedule monthly meetings with their principal to focus on the results of internship projects
- update their progress with faculty advisor via e-mail (on a schedule established with university supervisor)

- maintain an internship log reflecting administrative learning experiences and documenting required 180 hours in each elementary and secondary setting
- visit another school district for one day to expand knowledge of management, staffing patterns, and innovative programs
- develop an exit portfolio that highlights administrative competency in the areas of curriculum, supervision, management, law & ethics, community relations, and effective use of data.
- complete the state mandated Praxis exam for licensure and certification
- submit to faculty advisor and program director an updated vita
- prepare for continued professional development through the Pennsylvania Inspired Leadership Initiative

PROGRAM STRUCTURE

Time line of IUP's Certification Program

Program Admission Based On:

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

Overview Meeting and Initial Program Advisement

- In depth look at specific project requirements within competency areas
- Preview EDAD 756 syllabus and begin the extensive required readings
- Opportunity to meet peers in the cohort group
- Obtain scheduling information and examine program costs

Introductory Seminar, EDAD 756

- Examine literature and research relative to each competency area
- Meet experts in areas of law and school safety
- Question a panel of past graduates who have successfully made the transition from experienced teacher to novice administrator
- Prepare proposed action plans for internship requirements
- Prepare for ongoing professional development opportunities offered through the Pennsylvania Inspired Leadership Initiative

Internship, EDAD 798

- Complete required projects of individualized internship action plans
- Log administrative tasks in which you participate
- Develop an exit portfolio and job resume reflecting the ISLLC standards of leadership in:
 - 1) Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community
 - 2) Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth

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

Academic Program

Prior to the beginning of the first class, students should explore the web sites of the professional organizations listed on page four to determine which organization is the best fit for their professional goals. Students are encouraged to submit a significant project from their internship as a conference proposal or journal article to one of these organizations. Students should regularly check the PA Department of Education web site for available resources. Prior to committing to this program, students must be certain they have the support and cooperation of the building principal and the superintendent of the district in which they are completing program requirements.

Without this support structure, a performance approach to administrative certification is not feasible.

During the initial 3 credit course, EDAD 756, the construction of knowledge and skills needed for a successful administrative internship is paramount. Students will examine current research and contemporary thinking in each of six core areas. They will also have the opportunity to discuss model programs with peers in other districts. At the completion of the course, EDAD 756 (School Administration), candidates present their internship plan for developing administrative competency to their assigned faculty supervisor and their on-site administrator. Students submit three copies of each Internship Plan: one for the program director, one for their faculty advisor, and one for their on-site mentor. The internship plan for the first of two internships is submitted at the conclusion of the seminar in School Administration, EDAD 756. The action plan for the additional internship in the alternate elementary or secondary setting is developed with the faculty supervisor and on site mentor prior to beginning work at the other setting. The internship plan must clearly represent the candidates proposed:

- project intent
- time frame
- evaluation proposal
- unique and innovative aspects
- description of involved personnel

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

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

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

During the internship period, candidates work with their principal mentor and university supervisor in implementing projects detailed in their Internship Plan. Each 6 credit internship experience must permit the candidate to work in all six areas of the performance-based program and meet all six Interstate School Leaders Licensure Consortium Standards for administrative certification. 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 block scheduling, or to explore organizational elements of a successful middle school).

Upon completion of the internship, students should submit their log of administrative tasks to the program director as well as the university supervisor. Students must complete an exit portfolio clearly documenting evidence of accomplished competency projects. Students must submit an updated copy of their resume to the program director and faculty supervisor. This aids in job placement recommendations. At the completion of the internship, all candidates in IUP's performance-based program are required to successfully complete the state mandated Praxis exam and prepare for ongoing leadership development provided through the Pennsylvania Inspired Leadership Initiative.

The program design reflects the following PA Inspired Leadership Initiative (PIL) Core Standards. A matrix reflecting the specific program domains related to each standard precedes performance project descriptions on page 13.

- 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

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

Departmental Chairperson

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

Program Director

The program director plans and evaluates the program, works with the advising faculty to select highly qualified candidates for each cohort, conducts an initial overview meeting for accepted students to prepare them for the expectations of a performance-based program, verifies an action plan for each student, determines internship supervision assignments, and coordinates certification processing with the College of Education and Educational Technology.

Faculty Advisors

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

School Principals

A successful internship depends on involvement with the building's

administrative routines. The candidate must work closely with the building principal in planning, administering, supervising, and implementing the various administrative routines that make up the duties of the building principal. Students keep a log of these tasks and times. Building principals provide a variety of meaningful tasks through which students can expand their capacities in the six major academic performance areas of the Principal's Certification Program.

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

PERFORMANCE CATEGORIES AND REQUIREMENTS

The following matrix relates each project area to Core Standards and program objectives:

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

Communication of School Mission & Management of Curriculum

Candidates must demonstrate a thorough understanding of the instructional

leadership role of the administrator in improving teaching and learning. They must engage in a vision of learning that is shared and supported by the culture inside and outside the school. Projects in this core area must demonstrate team building and staff collaboration. Candidates should:

1. Design a project that communicates the mission of your school to teachers, parents, and community. Enable these populations to know more about the district's strategic plan, state standards, national policies and how data is used to improve individual performance of students and staff.
2. Design and implement a project through which you empower others in addressing a particular challenge of social economics, race, or ethnicity relative to your school's NCLB needs.
3. Document your involvement in facilitating inclusive practice.
4. Describe three best case examples of technology that is truly integrated into current curricular goals and long term planning.
5. Required readings:

Supervision of Instruction and Learning Outcomes

Candidates must demonstrate an understanding of educational leadership through projects that incorporate building collaborative school cultures and that address ongoing learning for both children and youth, and the adult teaching staff. They must articulate how what is taught, learned, and assessed reflect research-based best practices.

1. Work with a group of teachers or student teachers to explore best practices for professional growth through differentiated supervision.
2. Conduct 20 (10 elementary and 10 secondary) clinical observations of peers.
3. Compare your district's staff training model to two other districts. Prepare a brief evaluation report and recommendations.
4. Identify three staff members whose instructional strategies reflect alignment with strategic improvement goals and arrange for them to share their successes with novices in your district. Emphasize curricular development and improvement.
5. Evaluate your district's staff induction model. Make suggestions for a value added program for supporting new teachers.
6. Describe your district's interviewing process.
7. Required readings:

Organizational Management

Your administrative competency in this area should reflect in depth conversations with your mentor regarding different leadership strategies for initiating, monitoring, and evaluating change in your building and across the district. You should obtain a copy of Peter Senge's *Dance of Change* and evaluate a particular managerial challenge through one of the lenses he provides regarding either initiating, implementing, or sustaining change. Your overview report in this area in your final portfolio should reflect your knowledge of systems thinking in addition to your mastery of the following managerial skills.

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

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

2. Summarize your district and building discipline policy.

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

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

4. Develop mastery of issues of finance and budget. Make an appointment to interview your district's business manager. Consult with him/her regarding federal, state, and local fiduciary resources, how these resources are calculated, and the influence of the budget cycle on the district. Be sure to include the weight of any grants, foundations, and private contributions to the district in your consultation with the business manager. Identify and non-fiscal resources at the district level. Repeat this process with one or more principals in your district focusing on any negotiations that occur between the schools and the district office to acquire a greater percentage of the district's funds for the schools or other factors particular to your district. Discuss and identify any non-fiscal resources available to the schools. Write a reflective statement noting what you have found, insights gained into the politics and distribution of school funding, and recommendations that you have to improve the resource situation as you have found it to be.

5. Develop or improve upon advisement, counseling, and guidance services. First select several (3-4) articles on the topic of strengthening guidance services in schools. Interview three school guidance counselors, one in your district and one each from two additional districts. Determine the job responsibilities for each counselor and ask how these duties interface with those of the administration and with the remainder of the school. Compare and contrast expectations with responsibilities that the counselors believe *should* be their job description. Identify corollary services that assist with the overall counseling mission of the respective schools, i.e., outside agencies or externally-generated packaged programs. Write a reflective statement noting what you

have found and what your beliefs are in regards to establishing and supporting an effective and comprehensive guidance program. Based on your readings and your interview findings, make realistic recommendations for improving the guidance program in *your* school or school district including any limitations or problems you believe would be faced in doing so.

6. Principals must be aware of the community agencies that have direct and indirect interactions with students and their families. In order to better understand these organizations, the services they provide, and how to contact particular personnel, all candidates should 1) Locate the Human Services Directory and/or Community Resources Manual for your county. 2) Discuss provided services of applicable agencies from extensive county listings first with school personnel such as guidance counselors and psychologists. 3) Contact these agencies to gather updated information about services and contact personnel. Confer with your school nurse regarding connections between services such as the American Respiratory Alliance and needs of parents of children with asthma or Eating Disorder Support Groups for at risk teens. Update or develop a handbook to share with the entire staff.

7. Required reading:

Human Relations in School & Community

As principals assume leadership roles that are less authoritative and solitary and more connective and collaborative, relationships between school and community

becomes a central issue in effective leadership. Candidates must not only communicate with diverse community groups, but mobilize resources and support from the business community and establish useful connections with service agencies. One of these projects must address the issue of school safety. Projects in this area require candidates to describe initiating, sustaining, and evaluation challenges in:

1. A project that will bring new resources, partnerships, or supportive services to your school. This may involve a grant proposal to a foundation, business, state agency, federal government, or intermediate unit. This project may address a particular developmental need for students, or additional attention to student advisement or guidance services. Detail your interactions with other governing boards.
2. A service learning oriented project that takes the school into the community to address a particular population or issue. You should arrange for media coverage and detail how you facilitated the interpretation of academic information for others.
3. Required readings:

School Law & Negotiations

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

1. Synthesize at least twenty recent legal cases. A useful source is the National School Board Association site. Here you will find various categories and recent cases under the School Law link. Read these updates on a regular basis throughout the rest

of your career.

2. Become familiar with the PA School Law Handbook and your district's Board Policy.
3. Become familiar with your district's collective bargaining process.
4. Document your involvement in and knowledge of legal responsibilities relative to:
 - special education, due process, and least restrictive environment
 - suspension, expulsion, medication regulations
 - student records and privacy laws
5. Required reading:

Data Informed Decision Making & Information Management

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

1. Design a survey to collect quantitative or qualitative data that addresses a particular issue of concern in your school or district. Analyze the data and prepare a summary report. Present finding from either of these projects to faculty, service personnel, community agencies, or parents.
2. Describe your school's tracking process for adequate yearly progress.
3. Describe your district's approach to dealing with media coverage and explore an incident in which your school responded to confusing or inaccurate media perceptions.

4. Required reading:

INDIANA UNIVERSITY OF PENNSYLVANIA

Professional Studies in Education

EDAD 798: Principal Internship *Note that this form is required for BOTH
the elementary and secondary internships of 6 credits each

PRINCIPAL INTERNSHIP CHECKLIST AND RUBRIC

Name: _____ Semester: _____

Supervisor: _____

1. Join one of the following organizations to foster ongoing administrative development:
NAESP _____ NASSP _____ ASCD _____
2. Resume: _____
3. Action Plan: Elementary _____
Secondary _____
3. Monthly Progress Reports E-Mail: _____
4. Intern School Visitation (Another School District): _____
5. Monthly Review Meetings with Building Principal: _____
6. Semester review of work by faculty supervisor _____
7. Internship Log: _____
8. Final Documentation Portfolio: _____

ACTION PLAN COMPETENCIES AND REQUIRED READINGS

Scoring Rubric for Internship Competencies:

3: Target	2: Acceptable	1: Unacceptable
Assignment exceeds the competencies outlined in the course objectives that it assesses.	Assignment meets basic competencies outlined in the course objectives that it assesses.	Assignment fails to meet basic competences out-lined in the course objective(s) and falls significantly below the performance of the class.

Competencies marked with an asterisk () require both an elementary and a secondary project/plan unless pre-approved by your faculty supervisor.*

Communication of School Mission & Management of Curriculum	3	2	1
1. Project that communicates the mission of your school *			
2. Project that empowers others to address issues of social economics, race, or ethnicity and mandates of NCLB *			
3. Documented involvement in facilitating inclusive practices *			
4. Technology integration into present curricular goals & long-range planning *			
5. Required Readings:			

Supervision of Instruction and Learning Outcomes	3	2	1
1. Reaction Report: Professional growth through differentiated supervision			
2. 20 Observations (Peers: 10 elementary/10secondary)			
3. Comparative Evaluation of Staff Development Models			
4. Identify 3 Cases of Exemplary Instructional Improvement *			
5. Evaluate district's staff induction model			
6. Understand the Teacher Interview Process			
7. Required Readings:			
Organizational Management	3	2	1
1. Monitor operation of school plant*			
2. Discipline policy summary*			
3. Learn how to prepare master schedule modifications*			
4. Learn how to develop school budget modifications*			
5. Improvement plan for student counseling and guidance*			
6. Community agency project relative to needs at elem & sec levels*			
7. Required Readings:			
Human Relations in School & Community	3	2	1
1. Project to bring new resources to school*			
2. Service oriented project to take the school into the community*			
3. Required Readings:			
School Law& Negotiations	3	2	1
1. 20 legal cases			
2. Pennsylvania Code of Professional Practice and District Board Policy			
3. District's collective bargaining process (familiarize self)			
4. Document involvement in and knowledge of legal responsibilities (Special education, medication dispensing, suspension, student records)			
5. Required Readings:			
Date Informed Decision-making and Information Management	3	2	1
1. Survey of identified concern*			
2. Use and interpretation of data regarding annual yearly progress*			
3. Examples of redesigned media strategies*			
4. Required Readings:			

Overall Rating: _____

Comments: _____
