K-12 Principal Certification Program

Student Handbook

Principal Field Experience and Internship Guide

School of Education

84 West South Street

Wilkes-Barre, Pennsylvania 18766

2015-2016 edition
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Dear Principal Certification Candidate,

Welcome to the Graduate program in Educational Leadership (EDLS) offered through the Department of Educational Leadership at Wilkes University. This program is designed to prepare practicing educators to become certified as K-12 principals in compliance with Pennsylvania Department of Education (PDE) standards. The mission of the Master's Program in Educational Leadership is to prepare visionary leaders with demonstrated potential to fill the need that exists within the public schools for qualified principals and assistant principals to improve the achievement of all students through implementation of research based practices in curriculum, instruction and assessment.

This program is challenging, yet practical, for working educators who choose to pursue this career path and add this area of certification to their credentials. Candidates will be recommended for K-12 principal certification upon successful completion of: the program of study, the PDE required principal certification exam (Praxis 6011) administered by ETS, and five years of professional school experience. Students should follow the course sequence listed in the Graduate Bulletin in order to complete all necessary requirements.

"Certification only" is available to students who already possess a master's degree from Wilkes or another accredited institution; however, all program requirements for the K-12 principal certificate must be met. The total number of credits needed for certification is determined after an individual transcript review is completed. If all courses are needed for certification, the total number is 27 credits.

Please review this handbook to become familiar with the policies and requirements for the Field Experience and the Educational Leadership internship. Any specific questions about the program may be directed to the program coordinator or department chair.

We are pleased that you have chosen to enroll in the Master's Educational Leadership Program at Wilkes. We will do everything we can to make your field experience and internship experience interesting, meaningful, and successful.

Sincerely,

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PROGRAM MISSION & REQUIREMENTS

Educational Leadership Program Mission

The mission for the Educational Leadership Program of Wilkes University is to prepare visionary leaders with demonstrated potential to fill the need that exists within the public schools for qualified principals and assistant principals to improve the achievement of all students through implementation of research based practices in curriculum, instruction and assessment.

Program Requirements

This master’s program will enable candidates to serve as a principal or assistant principal upon the successful completion of all program requirements, in addition to the successful completion of all PDE certification requirements.

Applicants for this program must complete all Wilkes University application procedures for admission related to the graduate program in Educational Leadership and meet that program’s admission criteria.

Applicants must possess and provide evidence of a baccalaureate degree from an accredited institution, a minimum of an Instructional I teaching certificate, and a minimum of three years of professional experience to be admitted to this program.

Students enrolled in the Master’s of Education in Educational Leadership Program will complete the coursework designed to meet Pennsylvania Department of Education Leadership Standards for Principals for this certification. Thirty-six credits are required for both the degree and the principal’s certification.

An applicant who possesses a previous Master’s degree in Education may elect to apply for admission as a non-degree candidate, seeking principal certification-only. The number of credits required to obtain the PA K-12 principal’s certificate is 27 credits, if an applicant holds a previously earned master’s degree.

Candidates may transfer up to six master’s credits pending an evaluation of official transcripts from accredited institutions for comparable courses. A final determination of the courses for transfer will be made by the department chair upon transcript review.

To be eligible for principal certification at the end of this program, candidates must provide evidence of five years of teaching or other professionally certificated service in an elementary, middle, or high school.
ADMISSION TO K-12 PRINCIPAL CERTIFICATION PROGRAM

Qualifications for Admission to the M.S. Educational Leadership Program with Principal Certification

Application: The Wilkes Graduate Education Application is required for admission. In addition, an EDLS Admission Portfolio must be submitted at the time of application.

Teaching Experience: The applicant must provide evidence in the application of compliance with PDE requirements that at least three years of full-time teaching or certificated professional experience will have been completed at the time of admission.

EDLS Admission Portfolio

Phase I Admission: The following items are required of students applying for the Educational Leadership program (EDLS) for the Master of Education degree with K-12 Principal certification or for K-12 Principal certification only. All the documents listed below are to be gathered and submitted as an Admission Portfolio by the applicant & submitted together in one admission package to Student Services.

- Two Recommendations of the Applicant’s Professional Abilities & Leadership Potential from School District Personnel (submitted in sealed envelopes)
  Two letters recommending the applicant for admission to the principal certification program are required from the school district in which the applicant is employed. The recommendations must be dated within the last 18 months and submitted by individuals familiar with the applicant’s professional abilities and potential to perform as a principal. One letter must be from a supervisor in the place of employment and verify at least three years of full-time teaching or certificated professional experience.

- Copy of Teaching Certificate

- Educational Philosophy
  A written statement of the applicant’s educational philosophy is required in the admission portfolio

- Essay
  A one-page essay on the topic, “How Principals Shape Learning in Their Schools,” is required as part of an admission portfolio.

- Transcripts of all undergraduate and graduate coursework
Phase II Admission: The following are assessed in the required entry-level course ED 517, The Principal as Educational Leader. The course instructor makes a recommendation for admission to the department chair based on the students’ performance in this entry course.

- Professional Project/Paper and Abstract
  One example of a professional project or paper from previous coursework, or a work-related project (ex: curriculum document, grant application, in-service session conducted by the applicant, which the applicant considers an indication of leadership and scholarship in the field of education) is required.

  A two-to-three paragraph abstract, written by the applicant, must be attached to the submission. The abstract must be written by the student and summarizes the submission AND explains how this submission indicates potential for leadership and scholarship. Use the title PROFESSIONAL PROJECT/PAPER and ABSTRACT on the cover page of this submission.

Admission Status: If the applicant is accepted, admission is on a provisional basis until the successful completion of the first required EDLS course ED 517, The Principal as Educational Leader, and demonstration of the following competencies and overall performance in that course:

- Problem-Solving Ability
  Problem-based learning activities are embedded throughout the course. The student must demonstrate problem solving and decision-making abilities in discussions, case studies, and in the final submission of the field experience project report.

- Presentation Ability
  Opportunities for presentation skills are embedded in the first course through discussions and in a PowerPoint presentation designed by the student appropriate to a designated audience.

To be fully admitted to the EDLS program for K-12 Principal Certification, students must successfully demonstrate these competencies and earn an overall course grade of 3.0 or higher in ED 517.

The course instructor will verify that the requirements were satisfactorily met and make a recommendation for admission. The final determination for full acceptance into the program will be made by the department chair in consultation with the course instructors. Students will receive a letter indicating an acceptance decision after the course concludes.
PRINCIPAL CERTIFICATION COURSES

The following is the 27-credit program sequence for principal certification offered over the 12-month school cycle. Additional courses, totaling 9 additional credit hours, are required for the 36-hour Master of Science in Education degree in Educational Leadership (see Appendix A). Courses having required field experience or intern hours are indicated below.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Field Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 517</td>
<td>Principal as Educational Leader</td>
<td>30</td>
</tr>
<tr>
<td>ED 523</td>
<td>Administrative Leadership in Curriculum &amp; Instruction</td>
<td>30</td>
</tr>
<tr>
<td>ED 571</td>
<td>Special Education Programming and Administration</td>
<td>30</td>
</tr>
<tr>
<td>ED 573</td>
<td>Evaluation of Educational Programs</td>
<td>30</td>
</tr>
<tr>
<td>ED 575</td>
<td>School Law for Principals</td>
<td>0</td>
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<tr>
<td>ED 576</td>
<td>School Management &amp; Communication</td>
<td>30</td>
</tr>
<tr>
<td>ED 578</td>
<td>Staff Development &amp; Supervision</td>
<td>30</td>
</tr>
<tr>
<td>ED 592 A</td>
<td>Principal Internship Part A</td>
<td>90 (Intern Hours)</td>
</tr>
<tr>
<td>ED 592 B</td>
<td>Principal Internship Part B</td>
<td>90 (Intern Hours)</td>
</tr>
</tbody>
</table>

The Wilkes University Field Experience Project Requirements for Principal and Superintendent Certification Courses with Field Hours follow. The rubric for the 30-hour field experience coursework appears in Appendix B.

The field experience log used for both field experience and internship hours appears in Appendix C. A cover page for final internship logs appears in Appendix D.
WILKES UNIVERSITY
FIELD EXPERIENCE PROJECT REQUIREMENTS
FOR PRINCIPAL AND SUPERINTENDENT CERTIFICATION COURSES WITH FIELD HOURS

Students will complete 360 hours of field work by completing 180 hours in coursework and 180 hours in an internship over the 12 month life cycle of the school year. The mentoring administrator is required to be with an experienced practicing administrator with a minimum of three years satisfactory experience at the certification level sought.

For principal certification, students will meet the 360 hours of field experience by completing 30 hours in the six courses listed previously and by completing 90 hours in both ED 592 A and 592 B. The course schedule assures that the student will complete 360 hours of field experience over the 12 month life cycle of the school year.

When developing and completing this project, the following is required by Wilkes University to meet PDE requirements for principal and superintendent certification:

1. The designated field experience hours for each course are to be addressed in a field experience project specific to the school or district at which the field experience is taking place AND specific to the PDE core and corollary standards addressed in this course.

2. A field experience log (see Appendix C) is to be maintained and completed by the student to document the required field hours related to activities conducted at the school or district site. The majority of these hours must directly relate to the field experience project.

3. The field experience project must be developed in conjunction with the University instructor and an identified site-based administrator (mentor) who has three years satisfactory administrative experience and who holds a K-12 leadership position equivalent to that of the student’s intended certification (i.e. assistant principal/principal for principal certification or assistant superintendent/superintendent for superintendent certification).

4. The identified mentor does not have to be the same individual for every field experience but does have to be at the appropriate certification level. The mentor should have expertise in the area related to the field experience project and have three years of satisfactory administrative experience.

5. The field experience project must relate to the course objectives and the corresponding PDE standards.

6. The project’s design must directly or indirectly strive to improve student achievement based on the needs of the school or district.

7. The field experience project is to include a proposal with components of one or more of the following types of assessment evidence (E) designated by the PDE:
E. 1. Action-based research project designed to improve student achievement
E. 2. Development & implementation of a curriculum project focused on improving student achievement
E. 3. Tools project (application of current tools made available by PDE)
E. 4. Multiple measures of data project focused in student achievement
E. 5. Case study focusing on improving student achievement

**Project Proposal Requirements**

8. The student must have the proposal completed and evaluated by deadline set by the University instructor, typically before the mid-point of the semester. The student cannot begin the project’s activities until the proposal is approved.

9. The student and mentor will review the project proposal and the mentor will evaluate the proposal using the field experience project proposal rubric (see Appendix B). The student will submit the proposal and the rubric to the course instructor. The course instructor will then evaluate the proposal.

10. The proposal should include the following:
    a. The name of the mentor and position, district, and contact information
    b. Project title, description, & timeline
    c. Project goal(s) and objectives aligned to the PDE core and corollary standards in a matrix-format
    d. Justification as to how the project will strive to improve student achievement based on the needs of the school or district.
    e. The evidence (E 1-5) that will be provided attesting to the attainment of the project goal(s), objectives, and PDE standards, as well as the fulfillment of the designated field experience hours.

**Final Project Requirements**

11. The final project--evidence and log--will be submitted electronically in the designated area in the course management or will be given to the University instructor.

12. The student and mentor will review the final project and the mentor will evaluate the project and the log using the project rubric (see Appendix B).

13. The fulfillment of the designated field experience hours must be documented, verified by the mentor, and submitted to the University instructor or an incomplete will be issued.

14. The student will submit the final project, the signed log, and the mentor’s rubric to the University instructor. The University instructor will then evaluate the final project and log using the project rubric (see Appendix B).

15. The University instructor will issue the grades for the proposal and the final project and determine the grade for the course.
Recommended K-12 Principal Field-based Project Proposal Template

Student Name:

Name of Mentoring Administrator:
Position:
District:
School:
School Address:
Contact Information (email | phone)
Years as Principal or Assistant Principal (cannot be under three years as per PDE guidelines):

Project Title:

Description of Project (1-2 concise paragraphs):

Description of how the project will strive to improve student achievement based on the needs of the school (1-2 concise paragraphs):

Project Goal(s):

Project Matrix: (You can create your own or use the template below.)

<table>
<thead>
<tr>
<th>Project's Objectives (3-5 objectives that support attainment of the project goals)</th>
<th>Alignment to PDE Core (C) &amp; Corollary (CL) Standards (See syllabus &amp; use letter number coding)</th>
<th>Key Tasks (The main tasks to be completed related to each objective. There can be more than one task per objective and some tasks can be repeated.)</th>
<th>Timeline (Target dates for completion of the tasks within the semester.)</th>
<th>Evidence (See Field Experience Project Requirements E1-5. Select one category, and determine the specific evidence to be turned in to document achievement of the project's objectives. Evidence must be able to be submitted electronically.)</th>
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Guidelines: Final Project Report
K-12 Principal Field Experience

Directions: Review your log and the completion of the key tasks. Be certain you added an analysis of these tasks on the log directly under each task.

Before beginning the final project report, review your field experience proposal to assess your achievement of the identified goals, objectives, and PDE standards. The evidence you identified as part of your project must be submitted with this project report. You may add to or modify the evidence you planned to provide with an explanation in the Project Report.

You should follow the course directions to upload the field experience log with the mentoring administrator’s signature. If you do not have access to a scanner, you can have the administrator send the instructor an email that verifies the number of hours completed with an attachment of the final assessment of your field experience and project.

The Field Experience Log and Project Rubrics appear in this document. There are different rubrics for the mentoring administrator and the course instructor.

You must upload the following to the dropbox:

1. The Field Experience Log
2. Field Experience Project Report
3. Evidence
4. Mentoring Administrator Rubric (Completed) This rubric can also be emailed to the instructor by the mentoring administrator with verification of the completion of the field hours and project.
Field Experience Project Recommended Report Structure

Project Title:

Student Name:

Mentoring Administrator:

Total Field Hours Completed:

Project's Goal: Restate the goal

Project's Objectives & PDE Standards: List the objectives and the alignment to the PDE Core and Corollary Standards.

Project Report

A. Description & Analysis

1. Describe the final project and cite the research that informed your work. Refer to the evidence that you are submitting to document your attainment of the project’s goal and objectives.
2. Analyze your work on this project: Did you achieve the goal and objectives you identified? Were there any modifications made?
3. Analyze your attainment of the PDE Core and Corollary Standards that were identified: Did you address these standards? Were modifications made?
4. Explain how the project directly or indirectly improved student achievement.

B. Reflections & Recommendations

5. Reflect on what you learned from this project and throughout the field experience, and what you would do differently or continue to do in the future as a school principal.
6. Draw conclusions from what you accomplished and provide recommendations for your practice as a school leader.

C. References

List references for any research or information cited in the report. Use APA format for your citations and references.

Evidence

Attach relevant evidence related to your project as Appendices or upload these as separate documents to the dropbox. Be certain to label and refer to the evidence in your report as Appendix A, Appendix B, etc. The lettering follows the order the appendices are referred to in the report.
Final Field Experience Project Report Guidelines

Follow the format provided and use the headings that appear in bold to structure your project report.

The paper should have a running head, title page, narrative, reference page, and appendices. An abstract is not required.

Use 1 inch margins, double spacing throughout, and Times New Roman 11 or 12 pt. font.

Write in complete sentences using indented paragraphs. Avoid bulleted lists of your accomplishments with the exception of your Project’s Objectives and the PDE Standards.

Follow APA for the paper format, in-text citations, and references.

You can use first person in the project narrative because it is not a formal research paper.

Cite any research or curricular programs used to complete this project or to inform your work and add a reference page at the end of the narrative. Remember that in-text citations and references must correspond.

Appendices should follow the reference page.

Proofread your report to ensure that it reflects graduate level writing conventions and the professional writing required of an educational leader.
PRINCIPAL INTERNSHIP REQUIREMENTS

Purpose

The purpose of the 180-hour internship for the K-12 Principal’s certificate is to provide the candidate with an opportunity for meaningful, competency-based administrative experiences at the principal’s level. These experiences will enable the candidate to:

1. apply the knowledge and skills acquired through coursework and previous field-work to the actual problems and day-to-day administrative duties faced by principals,

2. integrate the knowledge and skills from prior learning experiences to address and resolve school-based problems with a focus on improving student achievement,

3. become involved in innovative projects, routine management functions, and problem-based activities of school district administration.

This internship program will provide opportunities for candidates to synthesize and apply knowledge to develop the skills and dispositions identified in consonance with PA Department of Education (PDE) guidelines for preparation of K-12 principals through field-based work in school settings.

The internship program is planned and guided by Wilkes University course instructors and mentoring principals and assistant principals who have three years of administrative experience. This internship must be executed at the building level with a broad range of K through grade 12 administrative experiences.

Prerequisites

The principal internship is the culminating field-based experience for candidates enrolled in the Educational Leadership program at the master’s level who have successfully completed all required coursework in this program with the minimum required 3.0 G.P.A. for the program.
General Requirements of the Internship

Each candidate will develop an INTERNSHIP PROPOSAL based on an assessment of the school district’s needs and the School Improvement Research Project requirements outlined in the ED 592 A syllabus distributed during the first internship seminar meeting with the University instructor.

The project goals and outline will undergo a preliminary assessment by the mentoring principal and the University instructor during ED 592A. This assessment will guide the development of the School Improvement Research Project and the tasks and performances to be undertaken in the internship experience.

The School Improvement Research Project must relate to the course objectives and the corresponding PDE standards. The project’s design must directly or indirectly strive to improve student achievement based on the needs of the school or district.

The project is required to address E1 below and can include components of one or more of the other types of assessment evidence (E2-E5) designated by the PDE:

E. 1. Action-based research project designed to improve student achievement

E. 2. Development & implementation of a curriculum project focused on improving student achievement

E. 3. Tools project (application of current tools endorsed by and made available by PDE)

E. 4. Multiple measures of data project focused in student achievement

E. 5. Case study focusing on improving student achievement

The candidate must develop a proposal for the School Improvement Research Project in ED 592 A by the deadline set by the University instructor. The candidate cannot begin the project’s activities until the proposal is evaluated and approved.

The candidate and mentoring principal will review the project proposal and the mentor will evaluate the proposal using the project proposal rubric in the ED 592A course syllabus. The student will submit the proposal and the rubric to the University instructor. The University instructor will then evaluate the proposal.

In ED 592A and B Principal Internship, the tasks and experiences related to the internship will be refined to address the candidate’s strengths and needs, as determined by their performance and previous field experiences and projects related to the core and corollary standards.

Upon signature of the internship application by the student, mentoring principals, and university instructor, a contract exists between the intern and the internship site, as well as between the intern and the University. Interns are expected to fulfill this contractual agreement even if more hours are necessary than originally anticipated. A minimum of 180 field hours is required for the principal internship.
Procedures

1. The candidate will contact the assigned University program coordinator one semester in advance of registering for the internship course. The candidate and the program coordinator will review the candidate’s coursework, to date, to determine eligibility and the specific settings and internship experiences that will best achieve the Internship Competencies and PDE Standards as set forth by the Pennsylvania Department of Education (see Appendix F).

2. The candidate will submit his/her application for the internship (see Appendix E) by the second seminar meeting (or conclusion of unit 2 in the online course) for the ED 592 A Principal Internship.

3. This Internship Application will guide the development of the Internship Proposal, which will outline the tasks and performances to be undertaken during the internship experience.

4. It is the responsibility of the candidate to identify the internship site and to secure a principal to serve as the mentoring administrator. The administrator must possess three years of satisfactory experience. This administrator will then serve as the site supervisor for the internship. The mentoring principals’ signatures on the application conveys approval of the internship from the school district school.

5. The application (with the mentoring principals’ signatures) will be submitted by the candidate to the University instructor.

6. When the site supervisor has been secured, the internship proposal will be developed by the candidate.

Internship Proposal and Competencies

Mastery of specific PDE standards, identified as Internship Competencies, are to be substantiated with supporting evidence provided by the candidate throughout their coursework is required at the conclusion of the internship. The Internship Proposal will outline what will be done by the candidate to attain mastery of the competencies and PDE guidelines, what additional evidence will be provided, and what experiences will address the candidate’s strengths and needs during the internship.

The Principal Internship is the culminating experience of the Educational Leadership program and the capstone course for Principal certification. The experiences and evidence included in the Internship Proposal will be determined collaboratively by the University supervisor, the candidate, and the mentoring administrator serving as the site supervisor. This evidence will be compiled by the candidate to serve as documentation of the candidate’s knowledge, skills and disposition to perform administrative and leadership duties.

A general plan for addressing the program competencies and PDE guidelines will be described in the internship application. A tentative schedule as to how the intern will meet the required internship hours will also be described. In addition, the candidate will convey how the internship will be beneficial to the district to ensure that the experience is both meaningful to the candidate and to the school district.
THE INTERNSHIP PROPOSAL &
SCHOOL IMPROVEMENT RESEARCH PROJECT

The internship proposal will be developed by the candidate in collaboration with the University instructor and mentoring principal. The University instructor and mentoring principal approve the final proposal and check for its correlation to Program Competencies and PDE Guidelines.

Internship Proposal Format
The proposal, completed during the first semester, will consist of the first three (of five) sections of the School Improvement Research Project, which will be completed during the second semester of the internship. The specific requirements will be described in the course syllabi.

Proposal for the School Improvement Research Project
The School Improvement Research Project proposal should have a title page and a table of contents page. The proposal should be a minimum of 20 pages in length (not including the cover page, references, and appendices) and adhere to the most current APA format. The proposal should have three sections, as follows:

Section I. Introduction and Statement of the Problem
The statement of the problem presents the problem to be addressed by the school improvement research and introduce the research project. This introduction should describe the nature and purpose of the research study, identify the problem (based upon data review), present the guiding research questions, and explain the significance of and justification for conducting the study.

The project may be district-wide or focus on a building or department. The introduction should be no less than five pages; critical questions to consider include:

- After a discussion with my mentor, what are the needs of the building/district as they relate to some aspect of student achievement and/or school improvement?
- Can the needs of the project be supported by data? If so, what data supports the development and implementation of this project?
- What is the intent of the research project, and why is it important?
- How was the focus of the research project determined?
- How will the research project improve student achievement?
- What questions will I be attempting to answer as a result of this research project?

Section II. Review of the Literature
The review and discussion of recent literature related to the topic of study connects the project to existing research. A review of previous scholarly work places the study in its context and recognizes the significance of the topic in relationship to the work of other scholars. Citation of and specific credit to these earlier works is critical to the integrity of the project. The review of the literature should be no less than 12 pages and should focus on:

- Prior research findings and conclusions that are pertinent to the problem addressed in the proposal (what is known about the topic);
- A description of the relationship between the problem and existing theory and research (justify the need for action);
- Gaps within the literature as they relate to your project.
Section III. Methods and Procedures

Section III describes, in detail, how the research project will be conducted. The research approach and design is clearly identified and justified in this section. This section should be no less than three pages and is typically divided into the following subsections:

- Research approach and design
- Sample and population data collection and instruments (including scoring methods)
- Specific procedures (when, where, and how data will be collected)
- Data analysis methods and procedures
- Ethical considerations for the research

Critical questions to consider include:

- Where will the project take place?
- What population (students, faculty, community) will be used?
- What instruments (tests, surveys, student records) will be used for data collection?
- How will it contribute to school improvement and student achievement?
- How will the data be analyzed?
- What tasks will be used in the implementation of the project?
- How will collaboration with administrator(s) take place?

References

References at the end of the proposal must match all in-text citations appearing in the proposal. All references must appear in the text of the document as in-text citations. The most current edition of the APA Manual provides guidelines and examples for accurately citing work in the text and for compiling a reference list.

Appendix

The appendix provides detailed information and documents that would be distracting to a reader in the main body of the text. The appendices of the project may include:

- data collection tools,
- consent forms,
- letters of introduction to subjects,
- questionnaires, survey forms, etc.

The project may contain more than one appendix, each labeled with a capital letter in the order mentioned in the main text (e.g. Appendix A, Appendix B). The appendix section should appear on the Table of Contents page. Each appendix may have its own cover page.
Final School Improvement Research Project to be completed in ED 592 B

Documentation of the School Improvement Research Project must be submitted at the completion of the internship. It should contain a minimum of 30 pages (Sections I-V, not including cover page, reference page, and appendices). The final School Improvement Research Project must contain the revised research proposal (Sections I, II, III) and an updated reference list. The final project must include a research-based response to the identified school needs based on data-driven decisions that recommend or carry out a course of action within the school(s) or district. APA format is required.

The final project should have the following pages and five major sections with the following section titles:

- Title Page
- Table of Contents
- Section I. Introduction and Statement of Problem
- Section II. Review of the Literature
- Section III. Methods and Procedures
- Section IV. Analysis and Discussion of Data
- Section V. Summary and Conclusions
- References
- Appendices (as needed)

In ED 592B, students will complete Sections IV and V, which report the results from the research, the data and its analysis, and results of the project.

Section IV. Analysis
This section will restate the purpose of the action research study and describe the following:

- The analysis of the data based on the methods and procedures identified in Section III and the results,
- The research-based response to the identified needs in the school or district,
- Tables that convey the results.

Note: Any surveys or lengthy documents should be in the appendices but referred to in this section.

Section V. Summary and Conclusions
This section will summarize the project’s results and make recommendations for future action. In this section, the following should be described:

- The steps to be taken or that were taken to implement the plan of action, including the people involved, resources used, funding or approvals that are needed or that were obtained,
- The benefits of the project related to school improvement and student achievement,
- The results of the project and any future actions required,
- The important contribution to the school/district or to the field of education.

References: This section of your project should have grown and must be updated. Note: All in-text citations and references must adhere to the most current APA format.
Appendix: Actual project work samples or documents developed in response to the needs or problems may be included as appendices. The appendix provides detailed information and documents that would be distracting to a reader in the main body of the text. The appendices of the project may include: data collection tools, consent forms, letters of introduction to subjects, questionnaires, survey forms, etc. The project may contain more than one appendix, each labeled with a capital letter in the order mentioned in the main text (e.g. Appendix A, Appendix B). The appendix section should appear on the Table of Contents page. Each appendix may have its own cover page.
RESPONSIBILITIES OF THE INTERN

The intern is responsible for:

1. Upholding Pennsylvania’s Code of Professional Practice and Conduct for Educators (see Appendix G) and the Standards for K-12 Principals (see Appendix F).

2. Maintaining all necessary written records of the internship experience to include a log, containing a personal reflection of internship activities.

3. Providing the mentoring principals with copies of rubrics needed and course syllabi.

4. Submitting the log and evidence to the University instructor, after review and signature by the mentoring principal, and submitting completed rubrics from the mentoring principals to the University instructor.

5. Maintaining regular communication with the University instructor and mentoring principals and providing them with all necessary materials in a timely manner.

6. Communicating regularly with the University instructor on the progress of the internship and scheduling school visits.

7. Participating in professional tasks and in the development of projects, as determined in the proposal or as suggested by the mentoring principals or University instructor.

Internship Field Experience Log & Evidence

The Internship Field Experience Log is intended to provide a dated record of administrative and leadership tasks and activities completed in the internship with an analysis component (See Appendix C). The intern should complete a log entry for every day during which time is spent on relevant internship activities and indicate what they learned from the activity as related to what they have learned in the program. Logs should be kept in chronological order. Entries should be completed with enough detail to provide the necessary information to serve as a useful reference throughout the internship.

It is recommended that logs be kept electronically and in a loose-leaf binder with related evidence as to the tasks completed, as documented in the log. The logs and the corresponding evidence will provide documentation that the intern will need in review meetings with the University instructor and mentoring principals.
Final Internship Field Experience Log Submission Format  
ED 592 A and B

The log will contain the **hours accrued to date**.

The body of the log should be divided into columns or areas using the **required template (SEE APPENDIX C)**.

The intern should identify the appropriate **PDE Core, Corollary, and Special Education Standard(s) addressed**.

The intern should **briefly describe the tasks and activities** related to the standards identified.

For each of the tasks and activities described, the intern should provide a brief, **qualitative analysis** of the experience.

The **actual time devoted** to each activity should be identified.

Signatures are **required on each log page as indicated after review by the mentoring administrator and the University instructor**.

The **internship log cover page is to be attached and submitted at the end of each Principal Internship Part A and Part B** and contained dated signatures as indicated verifying the log’s accuracy as to the tasks and activities completed and the hours completed. Corresponding evidence must be submitted. The original, signed cover page and cumulative log and evidence must be assessed by the mentoring principal and the University instructor. The completed rubric and evidence will be submitted to the University instructor on the assigned date.

**Professional Portfolio**

It is **recommended** that the intern maintain a professional portfolio to include, but not be limited to:

- Sample letter of application to potential hiring agent
- Resume
- Copies of professional certificates
- Copies of licensure examination results (if applicable & completed)
- School Improvement Research Project and other noteworthy projects completed in the principal certification program
ASSESSMENT OF THE INTERNSHIP

The intern will be evaluated by the mentoring principals and the University instructor, who will issue the grade. The evaluation consists of a comprehensive assessment of the intern’s performance in areas consistent with the purpose of the Principal Internship and the PDE Principal Standards.

The Mentoring Principal’s Role in the Intern’s Evaluation

The intern and mentoring principal are to schedule meetings at mid-semester each term to discuss the performance of the intern and to review the work completed to date with evidence as documented in the Internship Field Experience Log.

The mentoring principal must complete the following forms/rubrics appearing in the course syllabi (ED 592 A and B): the Internship Application, Internship Log Cover Sheet, Internship Logs, and the appropriate School Improvement Research Project Rubrics (Proposal rubric in Part A and Final Project rubric in Part B). All forms/rubrics are located in the ED 592 A and B syllabi.

The evaluation at the culmination of the internship in ED 592 B will be a summative assessment and outline of the intern’s accomplishments, areas of strength, and areas needing further development based on the intern’s performance.
Reference Documents & Forms

APPENDIX A

Wilkes University
Principal Certification Program with MS in Educational Leadership
Course Requirement Checklist

Student ___________________________    WIN # ___________________________

Program: Degree____ Certification-only ___ Admission: Semester _____ Year____
Advisor: _______________________ Completion: Semester _____ Year ____

Core Courses
Required for Master’s of Education in Educational Leadership
(2014 program revision requirements)
9 credits (Each course is 3 graduate credits.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 508</td>
<td>Intercultural Communication</td>
</tr>
<tr>
<td>ED 525</td>
<td>Introduction to Educational Research</td>
</tr>
<tr>
<td>ED 587</td>
<td>Technology Leadership</td>
</tr>
</tbody>
</table>

Educational Leadership Courses
Required for K-12 Principal Certification & Master’s of Education in Educational Leadership
27 credits (Each course is 3 graduate credits.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 517</td>
<td>Principal as Educational Leader (field hours)</td>
</tr>
<tr>
<td>ED 523</td>
<td>Administrative Leadership in Curriculum &amp; Instruction (field hours)</td>
</tr>
<tr>
<td>ED 571</td>
<td>Special Education Programming &amp; Administration (field hours)</td>
</tr>
<tr>
<td>ED 573</td>
<td>Evaluation of Educational Programs (field hours)</td>
</tr>
<tr>
<td>ED 575</td>
<td>School Law for Principals</td>
</tr>
<tr>
<td>ED 576</td>
<td>School Management &amp; Communication (field hours)</td>
</tr>
<tr>
<td>ED 578</td>
<td>Staff Development and Supervision (field hours)</td>
</tr>
<tr>
<td>ED 592A</td>
<td>Principal Internship Part A (intern hours)</td>
</tr>
<tr>
<td>ED 592B</td>
<td>Principal Internship Part B (intern hours)</td>
</tr>
</tbody>
</table>

NOTES:
APPENDIX B
Wilkes University
Field Experience Project Rubrics (for all courses with field hours EXCEPT the internship)

Field Experience Proposal Rubric: Mentoring Administrator & Instructor

Student Name:

Mentoring Administrator Name & Title:

Signature of Mentoring Administrator: Date:

Note: Signature Designates Acceptance of Field Placement Student

<table>
<thead>
<tr>
<th>Project Proposal Rubric: Mentoring Administrator &amp; Instructor</th>
<th>Project Proposal and Design Meets Expectations</th>
<th>Project Proposal and Design are Adequate but Require Additional Development (as indicated)</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score from each is combined to total up to 16 points.</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Project title, description, &amp; timeline were complete and detailed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project goal(s) and objectives were aligned to the PDE core and corollary standards in a matrix-format.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>An explanation as to how the project will directly or indirectly improve student achievement specific to the school or district was provided.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The evidence (E 1-5) that will be provided is aligned to the project’s goal(s), objectives, and PDE standards.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Project Proposal Total Points earned out of 8 pts.

Note: The final score from the instructor and mentoring administrator are added together by the instructor and entered into the gradebook to total up to 16 points.
### Field Experience Final Project & Log Rubric: Mentoring Administrator

**Student Name:**

**Mentoring Administrator Name & Title:**

<table>
<thead>
<tr>
<th>Field Experience Final Project &amp; Log Rubric: Mentoring Administrator</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>The evidence met the project’s goal(s), objectives, and PDE standards as identified in the proposal.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Field hours and corresponding tasks were verified with a log to meet the required number of hours set in the course.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Justification was provided as to how the final project directly or indirectly improved student achievement to meet the needs of the school or district.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A descriptive analysis of the final project and its results were provided with conclusions and recommendations derived from the analysis.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application of writing conventions was at the graduate level with the most current form of APA followed to document (cite and reference) sources of information.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The final project was professional in its organization and its appearance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Final Project Total Points earned out of 18 points:**

**Evaluated by:**

**Date:**
# Field Experience Final Project & LogRubric: Course Instructor

## Student Name:

<table>
<thead>
<tr>
<th>Field Experience Final Project &amp; Log Rubric: Course Instructor</th>
<th>Advanced 4</th>
<th>Proficient 3</th>
<th>Average 2</th>
<th>Below Average 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Field Experience Log:</strong> The log documented the hours and corresponding tasks.</td>
<td>A high level of detail and documentation were provided.</td>
<td>Hours were listed and tasks were provided.</td>
<td>Hours and tasks were listed.</td>
<td>The log was incomplete.</td>
</tr>
<tr>
<td><strong>Field Experience Log:</strong> The tasks were analyzed and reflective practice was evident.</td>
<td>A detailed analysis and evidence of reflective practice were provided.</td>
<td>Analysis was evident with some reflective practice evident.</td>
<td>Analysis was evident but not detailed.</td>
<td>Analysis was limited or almost nonexistent.</td>
</tr>
<tr>
<td><strong>Field Experience Project Report:</strong> Description &amp; Analysis The final project and research that informed the project were described and analyzed. The project’s goals, objectives, and the attainment of the PDE Core and Corollary Standards were discussed and any modifications made were described.</td>
<td>A high level of detail was provided and the research supporting the project was discussed. The description and analysis reflected the thought process of a future educational leader.</td>
<td>The project was described and documentation and discussion addressed the goals, objectives, and PDE standards.</td>
<td>The project was described but analysis was limited. There was superficial discussion of the goals, objectives, and PDE Standards.</td>
<td>The project was not clearly described and/or discussed.</td>
</tr>
<tr>
<td><strong>Field Experience Project Report:</strong> Description &amp; Analysis Explanation was provided how the project directly or indirectly improved student achievement.</td>
<td>The project explanation showed a clear direct or indirect relationship to student achievement.</td>
<td>The project explanation provided its relationship to student achievement.</td>
<td>The project explanation was somewhat connected to student achievement.</td>
<td>The project report did not clearly convey its relationship to student achievement.</td>
</tr>
<tr>
<td><strong>Field Experience Project Report:</strong> Reflections &amp; Recommendations A reflection of what was learned about school leadership was included and conclusions were drawn that informed recommendations for future practice as a school leader.</td>
<td>Insightful reflective practice was evident with conclusions and recommendations demonstrating strong potential as a school leader.</td>
<td>Reflective practice was evident with conclusions and recommendations demonstrating emerging potential as a school leader.</td>
<td>Reflective practice was somewhat evident with limited conclusions and recommendations. Reflection needs to be further developed as a school leader.</td>
<td>Reflective practice was not evident and needs to be developed as a school leader.</td>
</tr>
<tr>
<td><strong>Writing:</strong> Application of writing conventions was at the graduate level.</td>
<td>Excellent writing skills were evidenced.</td>
<td>Satisfactory writing skills were evidenced. Some additional proofreading was needed.</td>
<td>Writing skills need improvement and proofreading was lacking.</td>
<td>Writing skills need development.</td>
</tr>
<tr>
<td><strong>Format:</strong> The most current form of APA was followed to document (cite and reference) sources of information and research.</td>
<td>APA format was followed with 0-3 errors.</td>
<td>APA format was followed but with 4-6 errors. Proofreading was needed.</td>
<td>APA errors were numerous and closer proofreading was required.</td>
<td>APA was disregarded.</td>
</tr>
<tr>
<td><strong>Organization &amp; Style:</strong> The final project was professional in its organization and its appearance.</td>
<td>Project was well organized and easy to follow project. Highly professional in appearance and format required of a school leader.</td>
<td>Project was organized and somewhat easy to follow. Professional appearance of an emerging school leader.</td>
<td>Project required some additional organization and refinement to be of a professional quality for a school leader.</td>
<td>Project was disorganized and not of a standard required of a school leader.</td>
</tr>
</tbody>
</table>
## APPENDIX C

**Wilkes University**

**Field Experience and Internship Log**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Semester/Year:</th>
<th>Page:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course: ED</td>
<td>Instructor Signature:</td>
<td>Date:</td>
</tr>
<tr>
<td>Total Hours:</td>
<td>Administrator Signature:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dates</th>
<th>Time/Hours</th>
<th>Task Description &amp; Analysis (summarize similar tasks and analyses)</th>
<th>PDE Core &amp; Corollary Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Task: Analyses: Reaction:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Task: Analyses: Reaction:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Task: Analyses: Reaction:</td>
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<td>Task: Analyses: Reaction:</td>
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<td>Task: Analyses: Reaction:</td>
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<td>Task: Analyses: Reaction:</td>
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<td>Task: Analyses: Reaction:</td>
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<td></td>
<td>Task: Analyses: Reaction:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Task: Analyses: Reaction:</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX D

Wilkes University

Principal Internship Log Cover

K-12 Field Experience

90 Hours/semester

ED:

Semester of Internship:
Part of Internship:

Intern’s Name:

Mentoring Principal’s Name:

University Instructor:

Cumulative Elementary Level Hours:

Cumulative Middle Level/Secondary Level Hours:

Total Hours:

Mentoring Principal’s Signature:

University Instructor’s Signature:
Candidate:
WIN #
Address:
Contact Information:
Phone:
Email:
Date:

Years of Educational Experience (explain certification area and employment history):

School Name, Address, & Phone Number where intern can be reached:

Name, Address, & Phone Number of School District where internship will take place:

Name of Superintendent of School District:

Name of Mentoring Principal(s) & Contact Information (including phone number & email):

Provide a description of a general plan, which includes work experiences and preliminary ideas for the school improvement research project that will fulfill the competencies for the internship.
Outline a tentative schedule and time frame to meet the required internship hours.

Explain how you envision your internship duties to result in benefits to the school district and student achievement.

Candidate's Signature:  
Date:  
~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

University Instructor's Signature:  
Date:  

**University Instructor Approval**

☐ All required coursework completed prior to Internship Part A semester

Courses in progress:

Courses to be completed during internship:

☐ Approval from District Superintendent received

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

☐ Approval given

☐ Approval denied with plan to address deficiencies

University Instructor:
APPENDIX F

Pennsylvania K-12 Principal Core (C) and Corollary (CL) Standards

C 1. The leader has knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success.
   A. Understands major challenges that schools face as they enable students to reach high standards to be successful adults in the new world economy.
   B. Understands how to lead and motivate a school or district in creating a vision and strategic plan focused on higher student achievement.
   C. Understands the process of change in order to improve student achievement.
   D. Understands the concepts of vision, mission, and strategy.
   E. Understands the conceptual framework for thinking strategically.

C 2. The leader is grounded in standards-based systems theory and design and is able to transfer knowledge to his/her job as an architect of standards-based reform in the school.
   A. Understands historical and contemporary issues in the development of national, state and local PK-12 academic standards.
   B. Understands current Federal, state and district standards and requirements for demonstrating and reporting student performance data.
   C. Understands standards-based systems theory and design, including the elements of a standards-based school system, which are aligned and focused on strong results for students:
      • Clear standards (content vs. performance)
      • Fair assessments (formative and summative)
   D. Understands the implications of communicating assessment results to students, teachers, parents, government and the community-at-large.
   E. Understands current research and strategies on school reform and school design models.
   F. Understands the importance of a coherent curriculum and effective instruction as key strategies for improving student performance.

C 3. The leader knows how to access and use appropriate data to inform decision-making at all levels of the system.
   A. Understands the critical role of data in informing decisions, setting targets, and interpreting results for learning.
   B. Understands available technologies that can be used to gather and maintain data systems.
   C. Understands how to access data needed to address the long-term and strategic planning needs of the school in the areas of personnel, fiscal operations, facilities, technology and other leadership initiatives.
   D. Understands how student achievement data are used in decisions on curriculum and instruction and how to access data from national, state and local sources.
   E. Understands how to use data from many sources reported in multiple formats to improve student achievement. Examples of various data categories would include: demographics, student achievement and learning, school processes, perceptions.

CL 1. The leader creates a culture of teaching and learning with an emphasis on learning.
   A. Understands current research in teaching and learning.
   B. Understands the importance of taking responsibility as lead learner in his/her school environment.
   C. Understand the culture for learning that includes and engages families to be involved in the learning process.
   D. Understands how to develop teacher leaders.
CL 2. The leader manages resources for effective results.
   A. Understands wide variety of resources available (time, space, facilities, financial, human, organizational, both internal/external) and how to make informed decisions using appropriate analyses (e.g., cost benefit).
   B. Knows how to create a well organized, effective, and safe learning environment linked to strategic plan and research based practice.
   C. Knows how to assess, hire, assign, support and retain highly qualified and effective staff consistent with district strategic plan, core beliefs, and research based practice.

CL 3. The leader collaborates, communicates, engages, and empowers others inside and outside of the organization to pursue excellence in learning.
   A. Understands and accepts the role of the leader in creating and maintaining an effective learning culture.
   B. Knows how to effectively communicate including writing, speaking, listening and possesses cultural literacy to communicate across groups.
   C. Understands empowerment and how the formal and informal governance structures relate to satisfaction, performance, and engagement.

CL 4. The leader operates in a fair and equitable manner with personal and professional integrity.
   A. Understands the power and importance of modeling and demonstrating trustworthiness and integrity in all decisions and actions.
   B. Knows code of conduct for his/her position.
   C. Understands, and respects diverse student and staff populations and the impact on individuals, school and community.

CL 5. The leader advocates for children and public education in the larger political, social, economic, legal, and cultural context.
   A. Knows how to promote success of students by working within laws, policies, and regulations.
   B. Understands how to communicate with and educate all decision makers inside and outside the school community in order to operate schools on behalf of students and families.
   C. Advocates for all students.

CL 6. The leader supports professional growth of self and others through practice and inquiry.
   A. Understands the process of aligning professional development activities with student performance goals.
   B. Understands the importance of continuous learning within the context of a learning organization.
   C. Understands the importance of motivating, mentoring and modeling to improve professional practice.

SP 1. Overrepresentation of Diverse Students in Special Education
   1. Identify factors contributing to the over-representation of culturally and linguistically diverse students in programs for individuals with disabilities and implement strategies for reduction of the over-representation.
   2. Demonstrate an understanding of over-representation of minorities in special education so as to not misinterpret behaviors that represent cultural, linguistic differences as indicative of learning problems.
   3. Demonstrate ability to interact and meet effectively with families.
   4. Distinguish between the culture of the family and the economic situation of the family and how poverty affects families.
   5. Identify how the family’s culture and values affects how they view disabilities.
6. Celebrate heritages and cultures and link directly to learning.
7. Incorporate stories and resources from many cultural and ethnic traditions.
8. Build on students’ strengths when teaching literacy skills to language minority students.
9. Directly use best, evidenced-based practices for teaching students from diverse backgrounds.
10. Implement processes that successfully prevent inappropriate placement and ensure that the opportunities for educational achievement to minority students equal those offered to the majority group.

**SP 2. Prevention and Early Intervening**
1. Connect general education curriculum, compensatory and special education in providing high quality standards-based instruction/intervention that is matched to students’ academic, social emotional and behavioral needs.
2. Demonstrate high-quality instruction for all students, through scientific research and evidence-based practice to produce high rates of learning for all students.
3. Implement universal screening of all students with periodic monitoring of students’ progress in the curriculum.
4. Provide interventions for struggling learners provided at increasing levels of intensity and matched to individual student need.
5. Implement an integrated system of assessment and data collection for identification of students struggling to meet academic and behavioral expectations.
6. Monitor students’ learning rates and levels of performance and use that information in ongoing problem solving and decision making.
7. Determine which students need additional help regarding the intensity and likely duration of interventions, based on each student’s response to instruction across multiple tiers of intervention.
8. Participate in school wide approaches to intervention and effective instruction.
9. Demonstrate evidenced-based practices for use in both the special and regular education settings in the school.

**SP 3. Effective Instructional Strategies for Students with Disabilities in Inclusive Settings**
1. Identify effective instructional strategies to address areas of need.
2. Scaffold instruction to maximize instructional access to all students.
3. Monitor student progress to provide mediated scaffolding and increase academic rigor when appropriate.
4. Provide feedback to students at all levels to increase awareness in areas of strength, as well as areas of concern.
5. Strategically align standard based curriculum with effective instructional practices.
6. Identify and implement instructional adaptations based on evidence-based practices (demonstrated to be effective with students with disabilities) to provide curriculum content in a variety of ways without compromising curriculum intent.
7. Analyze performance of all learners and make appropriate modifications.
8. Design and implement programs that reflect knowledge, awareness and responsiveness to diverse needs of students with disabilities.
9. Use research supported methods for academic and non-academic instruction for students with disabilities.
10. Develop and implement universally designed instruction.
11. Demonstrate an understanding of the range and the appropriate use of assistive technology (i.e., no tech, low tech, high tech).
12. Demonstrate efficient differentiated instruction and an understanding of efficient planning, coordination, and delivery for effective instruction required for inclusive settings.
APPENDIX G

Pennsylvania's Code of Professional Practice and Conduct for Educators

Section 1. Mission
The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

Section 2. Introduction
(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. §§ 12-1251 - 12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10).
(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

Section 3. Purpose
(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.
(b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

Section 4. Practices
(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

Updated August 12, 2015
(b) Professional educators are expected to abide by the following:

1. Professional educators shall abide by the Public School Code of 1949 (24 P. S. §§ 1-101 - 27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P. S. §§ 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.

2. Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

3. Professional educators shall maintain high levels of competence throughout their careers.

4. Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.

5. Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.

6. Professional educators shall impart to their students principles of good citizenship and societal responsibility.

7. Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.

8. Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.

9. Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

10. Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

Section 5. Conduct
Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of §§ 235.6-235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

Section 6. Legal obligations
(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. §§ 12-1251-12-1268), known as the Teacher Certification Law.

(b) The professional educator may not engage in conduct prohibited by:

1. The Public School Code of 1949 (24 P. S. §§ 1-101-27-2702) and other laws relating to the schools or the education of children.

2. The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. §§ 401-413), known
as the Public Official and Employee Ethics Law.
(c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 7. Certification
The professional educator may not:
(1) Accept employment, when not properly certificated, in a position for which certification is required.
(2) Assist entry into or continuance in the education profession of an unqualified person.
(3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 8. Civil Rights
The professional educator may not:
(1) Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.
(2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Section 9. Improper personal or financial gain
(1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.
(2) Exploit a professional relationship for personal gain or advantage.

Section 10. Relationships with students
The professional educator may not:
(1) Knowingly and intentionally distort or misrepresent evaluations of students.
(2) Knowingly and intentionally misrepresent subject matter or curriculum.
(3) Sexually harass or engage in sexual relationships with students.
(4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Section 11. Professional relationships
The professional educator may not:
(1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
(2) Knowingly and intentionally distort evaluations of colleagues.
(3) Sexually harass a fellow employee.
(4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
(5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

Details on PA's Code and the Professional Educator Disciple Act are available at:
http://www.education.state.pa.us/portal/server.pt/gateway/PTARGS_6_2_149657_21086_1272095_43/
APPENDIX H

Pennsylvania Department of Education Principal Certification Application

The Department of Education will issue the appropriate Certification for appointment as a Principal or Assistant Principal to an applicant who shall provide the following information and application forms available on the PDE web site required for K-12 principal certification:

**Teacher Information Management System TIMS**

Page with links to TIMS resources, log-in, certification information:
http://www.education.pa.gov/Teachers%-20-%20Administrators/Certifications/Pages/default.aspx#.Vctsm2CslW0

Log-in Instructions:
http://www.education.pa.gov/Documents/Teachers-Administrators/Certifications/TIMS/Educator%20Instructions%20for%20Logging%20into%20TIMS.pdf