

Elementary and Secondary School Principal State Standards

I. Knowing the Content

The student will demonstrate their knowledge of and competence in working in the elementary and secondary public school settings including:

I.A. Theories of educational leadership including:

1. leadership styles, systems theory, and decision making models
2. staff selection, supervision, evaluation, and dismissal procedures
3. staff induction, support, mentoring, and development
4. team building and cultivation of school culture that promotes learning

I.B. The role of the principal as an instructional leader who focuses on teaching and learning including:

1. curriculum development, including for special needs students
2. data driven decision making and problem solving
3. instructional scheduling
4. instructional technology
5. teaching skills, differentiated instruction and inclusionary practices
6. learning theory and student motivation

I.C. School organizations and structures within a social and political environment including:

1. local school boards and community organizations
2. state boards of education and state government
3. special interest groups
4. professional organizations and labor unions

I.D. Historical and contemporary issues in school law and the legal responsibilities of school administrators including:

1. special education, due process, least restrictive environments, and student medications
2. discipline, suspension and expulsion
3. record keeping, assessment data, and privacy
4. safe schools, drug-free schools, and sexual and physical abuse/harassment
5. labor relations/contract management. and due process

I.E. Fiscal operations of the school including:

1. strategic planning for school improvement
2. budget planning and resource allocation
3. facilities management
4. technology selection and utilization

I.F. The proactive role of the principal in school/community relations including:

1. promoting parental participation
2. articulating and marketing the school program, media relations, and public relations
3. interpreting student performance data to parents and community
4. understanding the roles of parents, community and business leaders, school boards, and taxpayers
5. understanding human behavior
6. seeking and using community feedback
7. mediating concerns of students, staff, parents and the community

II. Performances

The professional education program provides evidence that School Principal certification candidates demonstrate their knowledge of and competence in applying the fundamental concepts of school administration during a minimum of 360 hours of participation in authentic simulations, field experiences, and an internship including:

1. completion of identified role expectations and competencies
2. performances at diverse settings and secondary and elementary educational levels
3. customized projects that address identified needs of the candidates
4. use of current research and best practices
5. participation in a 180 hour internship

III. Professionalism

The professional education program provides evidence that each certification candidate demonstrates knowledge and competencies that foster professionalism and ethical practices in school/community settings including:

- III.A. Professional organizations, professional literature, resources and advocacy groups
- III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations
- III.C. Communicating effectively (orally and in writing) with students, colleagues, faculty, families, paraprofessionals, related service personnel, outside agencies and the community
- III.D. Recognizing the professional responsibilities of administrators' and teachers' roles as collaborators, team members, advocates, and service coordinators.

**Professional Portfolio
Guidelines
Elementary and Secondary School Principalship**

Each student will develop a professional portfolio reflecting the work accomplished during the internship experience. The portfolio is to be organized in accordance with the Elementary and Secondary School Principal Standards (attached). The portfolio is to be submitted at the conclusion of the internship experience and will be reviewed by a panel of superintendents and principals.

Guidelines for Organization

1. The professional portfolio consists of one three-ring binder, with tabbed headings for each of the four major sections and sub-headings for section three.
2. Section 1 of the portfolio includes an updated vita and a one paragraph biographical sketch. In addition, this section includes a self-analysis of your strengths and weaknesses related to each of the standards along with your goals for the internship.
3. Section 2 of the portfolio should include a copy of the bi-weekly activity logs and reflection sheets (attached). Submit the log and reflection sheets via email, to your faculty supervisor on a bi-weekly basis for review and response.
4. Section 3 will include separate tabbed headings for each standard (e.g., principal as instructional leader). This section includes a summary of the work you have accomplished in each of the standards and presents specific work products demonstrating your competency in each area. The work product may include written material, audio or videotape, copies of photos and/or computer-based material. For example, a copy of a curriculum map you have constructed along with the resulting curricular decisions would be presented in order to demonstrate competency of the standard related to principal as instructional leader; or, a case study of a specific discipline matter you dealt with including copies of written correspondence would be presented to demonstrate competence of the school law and administration standard.
5. Section 4 presents your final reflection on the internship. In this section, you should relate your internship experience to the specific goals established at the outset of the program and reflect on your learning. In addition, you should set goals for your continued growth as a school leader.

The purpose of the internship is to provide you with practical hands-on experience in leading and managing a school system. The internship requires a minimum of 180 hours of work experience in a school setting. The quality of the experience is judged not only by the time component but includes the quality of work product presented in the professional portfolio and the nature and diversity of the experiences represented in the bi-weekly logs.