

**PURDUE**  
UNIVERSITY  
**FORT WAYNE**

School of Education

# **EDUCATIONAL LEADERSHIP**

**Indiana Building Level Administrator License**

**Master of Science in Education (M.S. Ed.)**

## **PROGRAM GUIDE and ASSESSMENT SYSTEM**

**Cohort Pathway**

**Self-Paced Pathway**

**2019-2020**

**Purdue University Fort Wayne  
School Of Education  
Neff Hall**

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**Purdue University Fort Wayne  
College of Professional Studies  
School of Education  
M. S. Program in Educational Leadership  
and  
Indiana Building Level License**

*Dear Candidates,*

*Welcome to the Educational Leadership Programs in the School of Education in the College of Professional Studies. You are participating in a program that has a long and distinguished record of preparing educators to serve effectively as visionary instructional leaders throughout Indiana and beyond.*

*Educational leaders are committed to creating a school community founded on reflective leadership, standards-based authentic learning for P – 12 students and educators, and collaboration. The purpose of the Educational Leadership Program is to create, refine, and sustain a professional graduate learning environment that supports public and private P – 12 schools by preparing leaders committed to promoting excellence and equity within our school communities. This task is accomplished through ensuring rigor in scholarship, meaningful opportunities for practice and reflection, and a commitment to consistent professional development for the building leader. The Educational Leadership Program prepares educational leaders proficient in theory, practice, scholarship and reflection who can creatively meet the urban, rural, and suburban challenges that confront 21<sup>st</sup> century schools.*

*This Educational Leadership program offers you two pathways toward degree completion - a Self-Paced option and a Cohort option. Both consist of thirty hours of coursework for the completion of a Master of Science (M.S) degree and prepare the candidate to apply for an Indiana Building Level Administrator License. The choice of pathways enables you to determine a time period and manner for completing your program that best meets your personal needs. Take time to explore each pathway and ask questions to help you determine your choice.*

*The following pages explain the program components and expectations, and are intended to assist you in selecting the option that best meets your needs.*

*We look forward to working with you!*

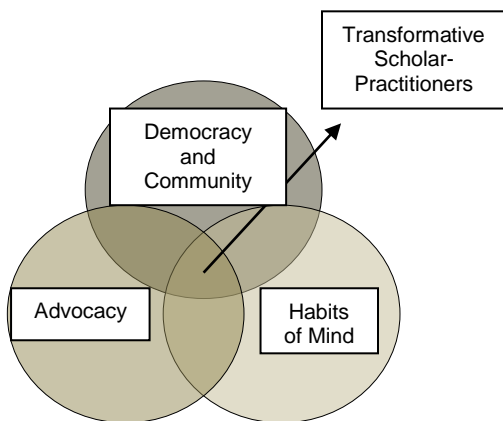
*The Purdue FW College of Professional Studies Faculty and Staff*

## Foundation of the Program

The Educational Leadership Program and assessment system are based on five guiding elements.

### I. The Conceptual Framework

Transformative scholar-practitioners are broadly defined as leaders in education and public policy who weave between research and practice, and theory and experience, constantly working within communities to foster learning and a just, democratic society. Graduates of our programs use their strong foundation of knowledge of content, methodologies, and exemplary practices as well as their habits of mind to critically reflect on those components. They advocate for public policies and practices that benefit the people they serve, the community, and their professions while striving to build a more just, inclusive, democratic community, and to expand and strengthen public voice and identity.



Specifically, the departments strive to prepare future leaders who thoroughly understand, consciously apply, and intentionally use democracy and community, habits of mind, and advocacy in their professional endeavors. We define those concepts as:

#### Democracy and Community

Transformative scholar-practitioners need to be a part of a dynamic, diverse professional community. They actively explore what it means to live and participate in a diverse, just, and global world. They use that knowledge to inform effective practice which demonstrates their respect for and valuing of our multicultural, multilingual, and multi-abled society. Through this they work towards developing communities that are more cognizant of and

compassionate toward democratic encounters over moral, cultural, social, political and economic differences. **Consequently, the departments support transformative scholar-practitioners who strive for and create democratic, just, inclusive communities.**

#### Habits of Mind

Transformative scholar-practitioners develop more powerful cognition and action through their strong knowledge of content, methodologies, and exemplary practices. However, they realize that such knowledge alone is not sufficient. They practice critical thinking and reflection as they explore the reciprocal relationship between scholarship and practice. Within the context of a compassionate, caring community, transformative scholar-practitioners foster habits of minds such as investigating, inquiring, challenging, critiquing, questioning, analyzing, synthesizing, and evaluating. They view such habits of mind as necessary for engaging students, clients, community members, and the public in the process of teaching and learning. **Consequently, the**

**departments foster transformative scholar-practitioners who integrate critical habits of the mind in all aspects of their professional work.**

### **Advocacy**

Transformative scholar-practitioners develop and support the rights of students, clients, and community members as they advocate for the people they serve and the profession. They cultivate professional, public visions informed by historical and cultural perspectives. They strive to set the highest goals for themselves and the profession while inspiring their colleagues to do likewise. Transformative scholar-practitioners resolve professional and ethical challenges through the convergence of knowledge, theory, and practice. **Consequently, the departments facilitate transformative scholar-practitioners' development as professional and community advocates.**

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## **II. Educational Leadership Vision Statement**

Proficiency Model: The Educational Leadership Program prepares leaders proficient in theory, practice, scholarship, and reflection who can creatively take on the educational leadership challenges that confront 21<sup>st</sup> century urban, suburban, and rural schools.

## **III. Education Unit Mission Statement**

To prepare professionals in teaching, counseling, and leadership who demonstrate the capacity and willingness to continuously improve schools and related entities so that they become more effective with their clients by:

- Becoming more caring, humane, and functional citizens in a global, multicultural, democratic society;
- Improving the human condition by creating positive learning environments;
- Becoming change agents by demonstrating reflective professional practice;
- Solving client problems through clear, creative analysis;
- Assessing client performance, creating and executing effective teaching, counseling and educational leadership, by utilizing a variety of methodologies reflecting current related research;
- Utilizing interdisciplinary scholarship, demonstrating technological and critical literacy, and effectively communicating with all stakeholders.

#### **IV. National Educational Leadership Preparation (NELP) Program Standards – Building**

**Standard 1: Mission, Vision, and Improvement**

**Standard 2: Ethics and Professional Norms**

**Standard 3: Equity, Inclusiveness, and Cultural Responsiveness**

**Standard 4: Learning and Instruction**

**Standard 5: Community and External Leadership**

**Standard 6: Operations and Management**

**Standard 7: Building Professional Capacity**

**Standard 8: Internship**

<http://npbea.org/wp-content/uploads/2018/11/NELP-Building-Standards.pdf>

#### **V. Indiana Content Standards for Educators – Building Level Administrator**

**Standard 1 Human Capital Management:** School building leaders use their role as human capital manager to drive improvements in teacher effectiveness and student achievement, including:

1.1 recruiting, hiring, assigning, retaining, and supporting effective teachers who share the school's vision/mission

1.2 prioritizing teacher evaluation over competing commitments and using teacher evaluation systems that credibly differentiate the performance of teachers

1.3 orchestrating aligned, high-quality coaching; workshops; team meetings; and other professional learning opportunities tuned to staff needs based on student performance

1.4 designing and implementing succession plans (e.g., career ladders) for every position in the school, and providing formal and informal opportunities to mentor emerging leaders and promote leadership and growth

1.5 delegating tasks and responsibilities appropriately to competent staff members, monitoring their progress, and providing support as needed

1.6 counseling out or recommending the dismissal of ineffective teachers, carefully following contractual requirements

1.7 strategically assigning teachers and other staff to support school goals and maximize achievement for all students

**Standard 2 Instructional Leadership:** School building leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best

instructional practices, and continuously promote activities that contribute to the academic success of all students, including:

- 2.1 cultivating commitment to and ownership of the school's instructional vision, mission, values, and organizational goals, and ensuring that all key decisions are aligned to the vision
- 2.2 planning, organizing, supervising, and supporting a rigorous instructional program based on research-supported best practices regarding curriculum, instruction, and assessment
- 2.3 using frequent classroom observation and student performance data to evaluate instructional quality, and regularly providing teachers with prompt, high-quality feedback aimed at improving student outcomes
- 2.4 establishing a culture of collaboration in which teamwork, reflection, conversation, sharing, openness, and problem solving about student learning and achievement are aligned to clear instructional priorities
- 2.5 ensuring the use of practices with proven effectiveness in promoting academic success for students with diverse characteristics and needs, including English Learners and students with exceptionalities, including high-ability and twice exceptional students
- 2.6 promoting the sanctity of instructional time, and ensuring that every minute is maximized in the service of student learning and achievement

**Standard 3 Personal Behavior:** School building leaders model personal behavior that sets the tone for all student and adult relationships in the school, including:

- 3.1 modeling professional, ethical, and respectful behavior at all times and expecting the same behavior from others
- 3.2 establishing yearly, monthly, weekly, and daily priorities and objectives, relentlessly keeping the highest-leverage activities front and center
- 3.3 actively soliciting and using feedback and help from all key stakeholders in order to drive student achievement
- 3.4 going above and beyond typical expectations to attain goals, taking on voluntary responsibilities that contribute to school success, and taking risks to achieve results
- 3.5 using reflection, self-awareness, ongoing learning, and resiliency to increase effectiveness in leading school improvement efforts

**Standard 4 Building Relationships:** School building leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results, including:

- 4.1 establishing an organizational culture of urgency in which students, parents/guardians, teachers, staff, and other key stakeholders relentlessly pursue academic and behavioral excellence
- 4.2 skillfully and clearly communicating school goals, needs, plans, and successes (and failures) to all stakeholders (e.g., students, teachers, parents/guardians, the central office, the community, businesses) using a variety of means (e.g., face to face, newsletters, Web sites)
- 4.3 using effective strategies to forge consensus for change, manage and monitor change, and secure cooperation from key stakeholders in planning and implementing change

4.4 working collaboratively with individuals and groups inside and outside the school, striving for an atmosphere of trust and respect but never compromising in prioritizing the needs of students

4.5 demonstrating awareness of the public and political nature of the school building leader position, and deftly engaging the public in addressing controversial issues

**Standard 5 Culture of Achievement:** School building leaders develop a schoolwide culture of achievement aligned to the school's vision of success for every student, including:

5.1 empowering teachers and staff to set high and demanding academic and behavior expectations for every student, and ensuring that students are consistently learning, respectful, and on task

5.2 establishing rigorous academic goals and priorities that are accepted as fixed and immovable

5.3 orchestrating high-quality team collaboration to analyze interim assessment results and formulate action plans for immediate implementation

5.4 implementing systems to promote and enforce individual accountability for results

5.5 ensuring all students full and equitable access to educational programs, curricula, and available supports

5.6 using positive and equitable behavior management systems and ensuring that rules and routines are consistently implemented

5.7 guiding staff to build productive and respectful relationships with parents/guardians and engage them in their children's learning

5.8 developing family and community partnerships that increase access to resources (e.g., classroom volunteers, funds, equipment), as long as they clearly align with and do not distract from the school's goals for student growth and achievement

**Standard 6 Organizational, Operational, and Resource Management:** School building leaders leverage organizational, operational, and resource management skills to support school improvement and achieve desired educational outcomes, including:

6.1 using data to identify needs and priorities within the organization and to address organizational barriers to attaining student achievement goals

6.2 using technological tools and systems to facilitate communication and collaboration, manage information, and support effective management of the organization

6.3 using practices for the safe, efficient, and effective operation of the school's physical plant, equipment, and auxiliary services (e.g., food services, student transportation)

6.4 planning, managing, and monitoring school budgets aligned to school improvement goals, and creatively seeking new resources to support school programs and/or reallocating resources from programs identified as ineffective or redundant

6.5 managing and supervising compliance with laws and regulations, such as those governing building management and reporting; human resource management; financial management; school safety and emergency preparedness; student safety and welfare; and the rights and responsibilities of students, families, and school staff



## Pathways of the Program

Both program pathways begin with Introduction to Educational Administration (EDU 50001), the prerequisite for the remaining courses. After completing fifteen hours of educational leadership courses, students may enroll in a two-semester Practicum in Educational Leadership (EDU 62000 and EDU 69500). Licensure candidates can transfer equivalent graduate coursework from other institutions in accordance with Graduate Bulletin guidelines. Both program options include identical course requirements.

The accelerated **Cohort** pathway is a sequenced set of classes taken over five consecutive semesters, completed in either 15 or 17 months. During the academic year fall and spring, students will participate in 8-week class delivery approach and for summer courses, students will participate in 2 ½ -week class delivery approach. Courses identified as “Hybrid” will meet on Saturday weeks 1 and 5 of the 8-week sessions. All classes assigned as “Online” will be delivered through a fully online approach. The online courses have no on-site class meeting expectations, yet class instructors may schedule some synchronous online student expectations. The advantage of the Cohort pathway is that candidates build professional relationships with cohort peers that can remain strong throughout their administrative careers. Because cohort classes have an assured level of enrollment, they are less subject to cancellation which means that cohort members can complete their programs on schedule. Therefore, it is important to apply early to assure a full cohort of students each winter and spring. All university requirements for transfer courses and degree completion apply to this pathway.

The **Self-Paced** pathway enables candidates to take courses in the sequence and following a timeline determined by the degree candidate. The advantage of the Self-Paced pathway is that candidates control their progression through the program according to their personal needs. However, it must be noted that university enrollment number guidelines must be met for each of the Self-Paced courses to be held. Therefore, early enrollment is encouraged to avoid cancellation of a course offering. The required introductory course for the Self-Paced pathway, EDU 50001 Introduction to Educational Administration, is offered in the Fall and Spring semesters.

## **Program Requirements**

### **Admission to either Program Pathway**

- Submitted official University application
- Official Transcript reflecting 3.0 or better for admission on a 4.0 Grade Point Average
- Two professional reference letters speaking to the applicant's potential as a student and educational leader
- Current resume
- Professional Goal Statement showing alignment of personal interests and program focus
- Copy of teaching license if anticipating applying for Indiana Building Level License
- Graduate Admissions Fee

Application materials are reviewed by the Purdue University Fort Wayne Graduate Office and School of Education faculty. Upon acceptance candidates are assigned a faculty advisor who will meet with the candidate for academic advising and professional mentoring. It is expected that the candidate will maintain regular contact with his/her advisor throughout the program. Licensing advising will be provided by the educational licensing advisor available through the Student Success Center.

### **Admission to Clinical Experience**

- Maintain GPA of 3.0 or above
- No required course grade below C-
- Complete 12 hours in Educational Leadership to enroll in EDU 62000 and EDU 69500 (*Practicum in Educational Leadership*)
- Complete Signature Assessments in associated courses
- Complete a midpoint interview with any candidate struggling to demonstrate academic proficiency or professional dispositions

### **Completion of either Program Pathway**

- Complete all required courses including Practicum/Field Experience
- Conclude with GPA of 3.0 or better
- No required course grade below C-

### **Application for Indiana Building Level License – not required for degree fulfillment**

- Completion of an approved Building Level Leadership preparation program
- Passing score on the state required licensing examination
- Proof of CPR with AED certification
- Documentation of two years teaching experience on a valid Indiana license
- Successfully complete an Exit Interview based on ELCC Standards and the Conceptual Framework

### Field Experience

1. Program candidates are responsible for arranging their own field experience placements following the protocols set by the P-12 school(s)/district(s) in which they will be working. An on-site mentor with demonstrated experience as an educational leader within a school will be selected collaboratively by the intern and program faculty with training by program faculty.
2. Program candidates are expected to provide current evidence of meeting the criminal history check requirements for each P-12 school/district in which they are completing program/course requirements.

### Program Course of Study

EDU 50001	Introduction to Educational Leadership – Hybrid (3 hrs; must be taken first)
EDU 62400	The Principalship (K-12) – Online (3 hrs)
EDU 51000	School and Community Relations – Hybrid (3 hrs)
EDU 51500	Teacher Supervision and Evaluation – Online (3 hrs)
EDU 50002	Instruction in the Context of Curriculum – Online (3 hrs)
EDU 62000	Workshop/Selected Problems – Hybrid (3 hrs)
EDU 63800	Public School Personnel Management – Online (3 hrs)
EDU 63000	Economic Dimensions of Education – Hybrid (3 hrs)
EDU 60800	Legal Perspectives on Education – Hybrid (3 hrs)
EDU 69500	Practicum in Educational Leadership – Hybrid (3 hrs)

Throughout the program, courses blend theory and practice through multiple and substantial field experiences of in the P-12 school setting. Prior to the first class of the fall semester, each candidate in the program is required to provide evidence of meeting the criminal history check requirements of the school/district(s) in which he/she will be engaging in a field experience.

After completing a minimum of twelve credit hours in program courses, candidates are eligible to fulfill a closely supervised clinical experience in the major areas of educational leadership. Structured as an opportunity to engage the candidate in the work of a building leader in each of the NELP standard areas, candidates will complete approximately 210 hours of work outside their regular day and professional responsibilities, over a two semester period. The clinical experience must include authentic experiences at all grade levels represented by the state license. Supervision of clinical experience is provided by a school-based licensed administrator

cooperatively selected by the candidate and program faculty, and by an assigned university supervisor. Assessment of the candidate proficiency is provided by completion of a Signature Assessment and a written evaluation by a qualified on-site mentor. It is recommended that candidates request permission from the school mentor a semester before enrolling in the course, if possible.

## **Program Assessment System**

Throughout the program, assessment data provide information on individual and collective candidate performance and on program effectiveness. Assessments are based upon the Educational Unit Conceptual Framework, NELP Standards, and Indiana Content Standards for Educators as direct evidence of candidate knowledge, skills, and dispositions. To ensure adequacy, all standards and elements have been reviewed and mapped across program courses to assure candidate understanding and to link them to research-based practices for application as a school leader. Both quantitative and qualitative data are captured electronically for regular review for the purpose of program improvement

### **Expectations and Practices**

It is expected that in the development and teaching of the courses in the program, faculty will include assignments that build candidate understanding of standard elements assigned to that course and monitor candidate progress through course assessments and Signature Assessments. While each element serves to provide specific orientation for each standard, program faculty also are encouraged to examine standards as a whole so as to move the elements beyond a checklist and into an integrated approach to leadership principles. Faculty, including both full time faculty and adjuncts, will follow guidelines of the Unit Assessment Handbook in administering program assessments.

At the conclusion of each semester, program faculty review Signature Assessment data and other appropriate data according to the Continuous Improvement Annual Cycle. Aggregated and disaggregated program data are used to identify areas for modification that can lead to improved outcomes. This information is shared internally in the Education Unit and with regional principals who can assist in planning improvement strategies.

It is also expected that candidates view course assessments and Signature Assessments as opportunities to check their learning against standard criteria, for it is through that approach that they can determine areas for personal improvement. Every effort is made throughout the program to provide meaningful feedback to candidates to assist in their self-assessment as candidates are provided their individual performance data.

Candidates are required to maintain active Taskstream account through which Signature Assessment assignments are submitted and scored. Candidates must complete all Signature Assessments and submit them to Taskstream to receive credit in the affiliated course. Students may be requested to revise and resubmit their work in order to demonstrate their proficiency toward standards.

### Course Map of Program Standards

C =coverage within the course      S = program Signature Assessment

#### NELP Standards (under revision and alignment)

	50001	51000	51500	60800	62400	63000	63800	69500	62000	50002
<b>1.0</b>										
1.1										
1.2										
1.3										
1.4										
<b>2.0</b>										
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<b>6.0</b>										
6.1										
6.2										
6.3		S								
	<b>50001</b>	<b>51000</b>	<b>51500</b>	<b>60800</b>	<b>62400</b>	<b>63000</b>	<b>63800</b>	<b>69500</b>	<b>62000</b>	<b>50002</b>

## Indiana Content Standards

	50001	51000	51500	60800	62400	63000	63800	69500	62000	50002
1.0	C									
1.1					C		C			
1.2					C		C			
1.3			C							C
1.4					C		C			
1.5			C	C			C			
1.6			C	C			C			
1.7			C	C			C			
2.0	C									
2.1					C					C
2.2							C			C
2.3			C				C		C	
2.4			C							C
2.5										C
2.6			C							C
3.0	C									
3.1					C					C
3.2					C					
3.3		C								
3.4					C			C		C
3.5					C			C		
4.0	C									
4.1							C		C	
4.2		C								C
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4.4		C						C		
4.5		C			C					
5.0	C									
5.1					C					C
5.2			C							C
5.3			C							C
5.4			C							
5.5					C					
5.6					C					
5.7		C			C					
5.8		C			C					
6.0	C									
6.1			C							C
6.2			C							
6.3						C				
6.4				C		C				
6.5						C				

## **Purdue University Fort Wayne Educational Leadership Signature Assessment Matrix**

Based Upon new National Educational Leadership Preparation (NELP) Program Recognition Standards – Building Level  
Under Revision and Alignment

### **Additional Assessments**

*Program Completer Survey:* Approximately sixth months after the last Purdue Fort Wayne course, each program completer is encouraged to respond to a survey on the content, instructional delivery model, and support for the Educational Leadership program. Data remain anonymous and are used for program improvement.

*Employer Survey:* Principals are asked to complete a survey on the knowledge, skills, and dispositions of the Purdue Fort Wayne Educational Leadership graduates they employ.

*Exit Interview:* As a requirement for recommendation for state licensing, a comprehensive interview is conducted by program faculty to assess program completer proficiency on the themes of the Conceptual Framework and the NELP standards.

All program data are regularly reviewed by program faculty and shared with the College of Professional Studies Assessment Team, other faculty and the School of Education Advisory Council members, and used to inform and monitor improvements to the program.

***EDUCATIONAL LEADERSHIP***  
***Transition Points within the Program***

Transition Point	Assessment	Collection Tool	Criteria
<b>Admission to Program</b>	Grade Point Average	Official Undergraduate Transcripts	3.0 or above on 4.0 scale –
	Professional References	Letters of Recommendation	Includes reference from supervisor Based on contribution to professional work 2 included with application
	Personal statement of professional direction	Formal written goal statement	Included with application  Aligns with program focus of preparing graduates to serve as licensed school principals or other approved school leadership positions  Demonstrates potential to fulfill program requirements
	Criminal History check prior to Field Experience (not required for admission)	Indiana Criminal History or School/District Requirement	Prior to the first class of the fall semester, provide evidence of meeting criminal history check requirements of field experience school/district(s)
<b>Admission to Clinical</b>	GPA	Purdue Fort Wayne transcript	3.0 or above on 4.0 scale to graduate  Registrar provides advisors with updated cumulative GPA
	Assessment of Knowledge, Skills, and Dispositions	Signature Assessments	80% of elements at Target or Acceptable
	Progression through program	Purdue Fort Wayne transcript	12 hours in program courses
<b>Clinical</b>	GPA	Purdue Fort Wayne transcript	3.0 or above on 4.0 scale to graduate  See above
	2 semesters with 9 hours per week	Learning Logs	5 hours per week for 2 semesters or 10 hours per week for one semester
<b>Post-Program Licensing</b>	Exit Interview	Structured interview based on NELP, ICS, and CF	80% of elements at Target or Acceptable



## **Indiana Building Level Administrator License**

Candidates from either program option who complete the thirty hour course requirements according to University criteria and have completed a state-approved principal preparation program including meeting program assessment criteria, are eligible for state licensure after the following requirements have been met:

- Earn a passing score (220 or above) on Indiana CORE Assessment for Educators – (039) Building Level P-12 School Administrator.
- Provide a letter from the candidate's superintendent or designee indicating the candidate has minimally two years of full time teaching experience on a valid Indiana license.
- Proof of CPR/AED/Heimlich certification.
- Proof of Suicide Prevention Training.
- Interview with Educational Leadership faculty for recommendation of the license.

**Master of Science in Education (M. S. Ed.)  
Educational Leadership  
Course of Study**

**30 credit hours required for degree and license  
REPA**

**Student Name** \_\_\_\_\_ **ID #** \_\_\_\_\_

**Teaching License(s) Held** \_\_\_\_\_

**Program Courses**

		Hrs/Grade	Semester
EDU 50001	Introduction to Educational Leadership ( taken first)	3 _____	_____
EDU 62400	The Principalship K-12	3 _____	_____
EDU 51000	School and Community Relations	3 _____	_____
EDU 51500	Teacher Supervision and Evaluation	3 _____	_____
EDU 50002	Instruction in the Context of Curriculum	3 _____	_____
EDU 62000	Workshop/Selected Problems	3 _____	_____
EDU 63800	Public School Personnel Management	3 _____	_____
EDU 63000	Economic Dimensions of Education	3 _____	_____
EDU 60800	Legal Perspectives on Education	3 _____	_____
EDU 69500	Practicum in Educational Leadership	3 _____	_____

**OVER FOR QUALIFICATIONS FOR THE BUILDING LEVEL ADMINISTRATOR LICENSE.**

**Building Level Administrator  
License Requirements for All Schools Setting  
REPA**

The following steps are needed to complete requirements for obtaining an All School Setting Building Level Administrator license:

- \_\_\_\_\_ 1. Completion of a state approved Building Level Administrator Preparation Program (including Purdue Fort Wayne).
- \_\_\_\_\_ 2. Pass the Indiana Teacher Licensing Test – 039 P-12 Building Level Administrator – with a minimum score of 220.
- \_\_\_\_\_ 3. Provide a letter from your superintendent/designee stating that you have minimally two years of full-time teaching experience under a valid license.
- \_\_\_\_\_ 4. Proof of CPR/Heimlich/AED certification.
- \_\_\_\_\_ 5. Proof of Suicide Prevention Training
- \_\_\_\_\_ 6. Interview with Educational Leadership faculty for recommendation of the license.

Recommended ( )                      Not Recommended ( )

Faculty Signature \_\_\_\_\_ Date \_\_\_\_\_

Faculty Signature \_\_\_\_\_ Date \_\_\_\_\_

Additional information on licensing is available through the Purdue Fort Wayne certification office Student Success Center or the Indiana Department of Education website.