

California University of Pennsylvania  
Department of Secondary Education and Administrative Leadership  
Course Syllabus  
Approved: xx/xx/2013

**A. Protocol**

Course Name: School Community Relations

Course Number: ADP 641

Credits: 3

Maximum Class Size (online): 25

**Course Description:**

This course is for educators who hope to become principals or teachers who wish to assume a greater leadership role in the school where they teach. The purpose of this seminar is twofold: (1) to help school administrators and leaders develop an understanding of the conditions, diversity and changes that affect school-community interaction and its impact on student achievement and, (2) to help administrators and school leaders have an understanding of the strategic planning process, board policy on community relations, research on community partnerships and then apply this information to develop a five year plan on the importance of school and community partnerships in relation to student achievement.

**Field Experience:** All candidates will be required to complete project that is infused as part of the course work and may be referred to as homework assignments, field based experiences, or authentic simulations and are designed to reinforce and extend upon the learning objectives of the course.

**Conceptual Framework and Accreditation standards**

Through the content and experiences of this course, candidates will construct knowledge, skills, and dispositions that are necessary for principal candidates to become effective leaders of schools as proposed by the ELCC standards, ISLLC standards, Pennsylvania Department of Education Leadership Standards, and are related to The Three Principles of the Cal U Conceptual Framework.



California University of Pennsylvania

Conceptual Framework for Teacher  
Education and Educational  
Specialists



At California University, our theme for our conceptual framework is “Preparing Tomorrow’s Educational Leaders through Knowledge, Professional Practices, and Professionalism.” The conceptual framework for California University of Pennsylvania’s teacher education and educational specialist program is based upon the three principles of Knowledge, Professional Practices, and Professionalism, which form our philosophical foundation. Three elements support each of the conceptual framework principles, creating a strong base for our candidates to build the knowledge, skills, and dispositions required of a 21<sup>st</sup> century educational leader and teacher.

## **Conceptual Framework Principles**

Principle #1: Knowledge

### Content (1A)

Content is the significant information that establishes the foundation for each discipline. Mastering content is challenging in an information age when knowledge grows and evolves quickly.

### Standards (1B)

Standards set the minimum requirements for achievement, thereby forming the building blocks for education.

### Technology (1C)

Technology refers to the integration of appropriate and meaningful technological devices to enhance learning. Understanding and using technology is critical for our education candidates and educational specialists.

Principle #2: Professional Practices

### Child Development (2A)

Child development focuses on the physical, emotional, psychological, and educational growth of children and adolescents.

### Diversity (2B) must

Diversity is recognizing that all students come from unique backgrounds. California University of Pennsylvania is committed to meeting the diverse learning and social needs of P-12 students and of our own education candidates.

### Design, Implement, & Assess (2C)

Sound learning begins with the ability to design, implement, and assess educational experiences for students.

Principle #3: Professionalism

### Professional Disposition (3A)

Professional disposition is the set of values, commitments, ethics, and attitudes that distinguish our education candidates and educational specialists as professionals.

### Leadership Development (3B)

Leadership development is the activity by which education candidates and educational specialists guide students and constituents to achieve success.

### Personal Learning (3C)

Personal learning refers to the commitment of lifelong intellectual, personal, and professional growth.

**Standards with which this course is aligned are sanctioned by:**

- National Council for Accreditation of Teacher Education (NCATE)
- Educational Leadership Constituent Council Standards (ELCC)
- Educational Leadership Policy Standards (ISLLC 2008)
- Pennsylvania Department of Education (PDE) Leadership Standards
- The California University of PA College of Education and Human Services Conceptual Framework

The ELCC Standards:

The following ELCC Standards are addressed in this course:

**Standard 4.0:** A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school's educational environment.

4.2 Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.

4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.

4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.

**Standard 6.0:** A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

6.1 Candidates understand and can advocate for school students, families, and caregivers.

6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

The ISLLC Standards:

The following ISLLC Standards are addressed in this course:

Standard 4 *A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.*

Standard 6 *A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.*

The PA Leadership Standards:

The following PA Leadership Standards are addressed in this course:

**Key Standards – Main Emphasis on the Following Standards:**

Core Standards:

- I. Knowledge and skills to think and plan strategically creating an organizational vision around personalized student success.

Corollary Standards:

- III. Collaborating, communicating, engaging and empowering others inside and outside the organization to pursue excellence in learning.
- V. Advocating for children and public education in the larger political, social, economic, legal and cultural context.

**Some Emphasis on the Following Standards:**

Core Standards:

- III. The ability to access and use appropriate data to inform decision-making at all levels of the system

Corollary Standards:

- I. Creating a culture of teaching and learning with an emphasis on learning.
- II. Managing resources for effective results

**B. Objectives of the Course:**

After successful completion of this course, principal candidates will be able to:

- Interpret student achievement data to parents and community
- Understand the role of all groups within the community
- Promote Parental Participation
- Seeking and using community feedback
- Mediating concerns of students, staff, parents and community
- Understand standards related to administration
- Identify the impact the district’s strategic plan has on a school’s vision for student achievement
- Critique local school district board policy on community partnerships and parent involvement
- Plan and develop a final project on from a case study of a school district: 5 year vision

**Standards Alignment Matrix:**

Objectives Principal Candidates Will Be Able To:	ELCC	ISLLC	PDE PA Leadership Standards		CAL U Conceptual Framework	Assessment
			Core	Corollary		
Interpret student achievement data to parents and community	Standard 1  Standard 2  Standard 4  Standard 6	1  2  4  6	I  III	I  II  III  V	1A  1C	Discussion  Group Activities  Partnership Plan
Understand the role of all groups within the community	Standard 6	6	I	V	1A  1C  3B	Discussion  Group Activities  One page summaries
Identify the impact the	Standard	6	III	V	1A	Discussion

district's strategic plan has on a school's vision for student achievement	6				1B 2C 3B	One page summary Partnership Plan
<b>Skills/Performance</b>						
Promote Parental Participation	Standard 4  Standard 6	4  6	I	III V	1C  3B	Discussion  Group Activities  One page summaries  Partnership Plan  Field Based activity
Seeking and using community feedback	Standard 6	6	III	V	1C  3B	Discussion  Group Activities  One page summaries  Partnership Plan  Field based activity
Mediating concerns of students, staff, parents and community	Standard 4  Standard 6	4  6	I III	III V	1A  1C  1F	Discussion  Group Activities  One page summaries  Field based activity

Plan and develop a final project on from a case study of a school district: 5 year vision	Standard 4 Standard 6	4 6	I III	III V	1A 1B 1C 2A 2B 2C 3A 3B 3C	Discussion Chat Summaries Field based activity Partnership Plan
<b>Dispositions/Professionalism</b>						
Understand standards related to administration	Standard 4 Standard 6	4 6	III	III V	1C 3A	Discussion Group Activities Field based activity Partnership Plan
Understand local school district board policy on community partnerships and parent involvement	Standard 4 Standard 6		I	III V	1A 3C	Field based activity Partnership Plan

**C. Catalog Description:**

This course is for educators who hope to become principals or teachers who wish to assume a greater leadership role in the school where they teach. The purpose of this seminar is twofold: (1) to help school administrators and leaders develop an understanding of the conditions, diversity and changes that affect school-community interaction and its impact on student achievement and, (2) to help administrators and school leaders have an understanding of the strategic planning process, board policy on community relations, research on community partnerships and then apply this information to develop a five year plan on the importance of school and community partnerships in relation to student achievement.

**D. Outline of the Course:**

- Review of a Comprehensive Framework
- Use of a Framework to Reach School Goals
- Strategic Planning Process
- Research of Partnership Plans
- Develop District and State Leadership for Partnerships
- Planning a Partnership Plan

- E. Teaching Methodology:** To accomplish these objectives, principal candidates will engage in a variety of methodologies including but not limited to:
- Threaded discussions
  - Chats
  - Field work
  - Print based materials
  - Final project
  - Reactions to real life scenarios
  - Quality Matters<sup>™</sup> Statement – The online course follows the standards of the Quality Matters<sup>™</sup> rubric.

**F. Text:**

Title: School, Family, and Community Partnerships: Your Handbook for Action  
Author: Joyce L. Epstein  
Publisher: Corwin Press  
ISBN: 9781412959025; Edition: 2009

**G. Assessment Activities/Evaluation:**

Specifically, you will be assessed on your progress in this course by successful participation, completion, and passing grade in each of the following requirements:

Key Assessment: Case Study: Focusing on Improving Student Achievement;  
PowerPoint and Paper. In your paper and PowerPoint make sure you included the following:

- A clear 5 year vision identifying the What of the plan (based on the data you have reviewed from you own school district) Include the strengths and weaknesses on the school's data
- Research the district's strategic plan and identify the ways the plan addresses increasing student achievement
- The How of the plan (the steps or actions that will be put into place to follow through with your vision)
- The Time Line for the plan (This is where we are in year one and this is where we need to be by year five)
- Identify a plan for collaborating, communicating and engaging others outside the organization to improve student achievement
- PA Leadership standards that apply
- PA Special Education competencies that apply
- Bibliography



Additional details regarding the course project and rubric for evaluation will be provided in class.

### Discussions

Candidates will engage in a variety of discussions throughout the semester as it relates to the course content. Discussions will be part of your course grade and will be assessed utilizing the rubric provided in class.

### Field Based Activities

Throughout the course of the semester, candidates will engage in various field experiences as it relates to the course objectives and aligns to the various leadership standards. Details will be provided in the course shell

### Small Group Chats

Candidates will engage in small group chats throughout the semester as it relates to the course content. Chats will be part of your course grade and will be assessed utilizing the rubric provided in class.

Key Program Assessment: Principal Candidate Program Portfolio (ongoing throughout the program): In your first course, you were introduced to the program requirement – Principal Candidate Program Portfolio. At the end of each course, you must take time to reflect upon your course work, field, and internship experiences to determine one or more work samples that demonstrates your knowledge, skills, and dispositions of one or more leadership standards. For 641 School and Community you should submit your PowerPoint presentation and your paper on your Comprehensive Partnership Plan Case Study: Focusing on Student Achievement. In addition, you will want to include self selected work samples that also contributed to your development. Portfolio information and detailed rubric should be referred to throughout your program of study.

### **IMPORTANT: Program Grading Policy**

*Grading for this course will use the traditional letter grades: A, B, C, and F. Grades will be determined using rubrics, point values and/or percentages according to the following format:*

**A = 90% - 100%**

**B = 80% - 89%**

**C = 70% - 79%**

**F = 69% and below**

Please note the official stance of California University of Pennsylvania Administrative Leadership Programs regarding maintenance of grade averages in the ADP program: Students will "maintain at least a 'B' average in all course work, with not more than one 'C' grade included in this average. Obtaining a second grade

of 'C' will cause the student to repeat the course, pending review by the program coordinator.

#### **H. Accommodations for Students with Disabilities:**

Students reserve the right to decide when to self-identify and when to request accommodations. Students requesting approval for reasonable accommodations should contact the Office for Students with Disabilities (OSD). Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

Students will present the OSD Accommodation Approval Notice to faculty when requesting accommodations that involve the faculty.

Contact Information:

- Location: Carter Hall - G-35
- Phone: (724) 938-5781
- Fax: (724) 938-4599
- Email: [osdmail@calu.edu](mailto:osdmail@calu.edu)
- Web Site: <http://www.calu.edu/osd>

A. Title IX Syllabus Addendum

Revised January 2018

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**California University of Pennsylvania  
Reporting Obligations of Faculty Members under Title IX  
of the Education Amendments of 1972, 20 U.S.C. §1681, *et seq.***

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California University of Pennsylvania and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with the Title IX of the Education Amendments of 1972 and guidance from the Office of Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator, Dr. John A. Burnett, Special Assistant to the President for EEO, Office of Social Equity, South Hall 112, [Burnett@calu.edu](mailto:Burnett@calu.edu), 724-938-4014. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (person under 18 years of age) when

the abuse allegedly occurred to the person designated in the University protection of minors policy.

The University's information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at:

- **Office of Social Equity**, South Hall 112, 724-938-4014
    - Social Equity Home Page [www.calu.edu/SocialEquity](http://www.calu.edu/SocialEquity)
    - Social Equity Policies [www.calu.edu/SEpolicies](http://www.calu.edu/SEpolicies)
    - Social Equity Complaint Form [www.calu.edu/SEcomplaint](http://www.calu.edu/SEcomplaint)
  - **Counseling Center**, Carter Hall G53, 724-938-4056
  - **End Violence Center**, Natali Student Center 117, 724-938-5707
  - **Student Affairs**, Natali Student Center 311, 724-938-4439
  - **Wellness Center**, Carter Hall G53, 724-938-4232
  - **Women's Center**, Natali Student Center 117, 724-938-5857
  - **Threat Response Assessment and Intervention Team (T.R.A.I.T.) & Dept. of Public Safety & University Police**, Pollock Maintenance Building, 724-938-4299
- EMERGENCY:** From any on-campus phone & Dial **H-E-L-P** or go to any public pay phone & **Dial \*1**. (\*Identify the situation as an emergency and an officer will be dispatched immediately.)

**I. Supportive Instructional Materials, e.g. library materials, web sites, etc.**

**Library Services:**

As a Cal U student, you have access to the print and electronic resources of the Manderino Library. You may receive reference assistance, library instruction, document delivery, limited interlibrary loan, and access electronic course reserves. To learn more about resources and services, please go to the Library's Web page at:

<http://library.calu.edu/home> .

**D2L Technical Support:**

If you are having difficulties using D2L course tools, please contact Desire2Learn Technical Support at **1-877-325-**

7778 and/or <http://d2l.calu.edu/> . The D2L Help Desk is available 24 hours a day, 365 days a year.

**Academic Integrity Policy:**

Attention must be paid to standard practices relating to plagiarism. Violation of the above policy can result in a failing grade for the entire course.

**Confidentiality:**

The opportunity may exist in this course for your input regarding your current and/or recently past work circumstances. **Please be aware that our forum in this class is completely confidential.** Although you are requested not to mention your workplace colleagues by specific name, some conclusions may be able to be drawn about specific people in your work environment based on the information you provide. Be reassured that this information is for class use only and will not be shared outside of our class community.

**Bibliography/References:**

**National PTA Organization** [www.pta.org](http://www.pta.org)

**Mt. Lebanon School District**

[www.caluglobalonline.net/ec/crs/default.learn?CourseID=3243608&47=2361674&dt=11%2F13%2F2007+4%3A14%3A32+PM&Page=dcs&bhcp=1](http://www.caluglobalonline.net/ec/crs/default.learn?CourseID=3243608&47=2361674&dt=11%2F13%2F2007+4%3A14%3A32+PM&Page=dcs&bhcp=1)

**Standards and Poor Report** [www.schoolmatters.com](http://www.schoolmatters.com)

**Effective Teachers and Principals Report**

[www.aspeninstitute.org/sites/default/files/content/docs/commission%20on%20no%20child%20left%20behind/NCLB\\_Section1.pdf](http://www.aspeninstitute.org/sites/default/files/content/docs/commission%20on%20no%20child%20left%20behind/NCLB_Section1.pdf)

**Parents and Teachers Working Together** [www.education-world.com/a\\_curr/profdev/profdev124.shtml](http://www.education-world.com/a_curr/profdev/profdev124.shtml)

**Schools as Communities** [www.ericdigests.org/1997-4/schools.htm](http://www.ericdigests.org/1997-4/schools.htm)

**J. Proposed Instructors:**

Administrative Leadership Faculty or Approved Temporary Faculty

**K. Rationale for the Course:** To meet Educational Leadership Constituent Council Standards (ELCC) and Pennsylvania Leadership Standards

**L. Specialized Equipment or Supplies Needed:** Web based courses. Internet and computer hardware needed for the learning management system.

**M. Answer the following questions using complete sentences:**

1. Does the course require additional human resources? No.
2. Does the course require additional physical resources? No.
3. Does the course change the requirements in any particular major?  
No.
4. Does the course replace an existing course in your program? No.
5. How often will the course be taught? Two times per year.
6. Does the course duplicate an existing course in another Department or College? No.

**N. Not applicable.**

**O. Graduate Level Course – Not on the General Ed Menu.**

Competency Domain	Requirement is Met When:	Course Addressed	Key Assessment	Other Course/Program Assessments
<b>Field Experience Competencies</b>				
<b>All Administrative and Education Specialist Certificates Principal; Superintendent; Education Specialist; and Supervisory</b>				
Competency Domain	Requirement is Met When:	Course Addressed	Key Assessment	Other Course/Program Assessments
<b>A. Assessment and Evaluation</b>	The candidate:			
	1. Demonstrates the appropriate use of data in forming decisions, utilizing resources, setting targets and interpreting results aimed at continuous improvement in curriculum, personnel and/or programs.	ADP 626, ADP 661	Multiple Measures of Data Project Principal, Tools Project	
	2. Accesses and interprets data from available technologies and resources to address long-term and strategic planning needs of the school in areas of personnel, fiscal operations, facilities, technology and/or other school district initiatives.	ADP 626, ADP 661	Multiple Measures of Data Project Principal, Tools Project	
	3. Examines data from local, state and national sources to monitor and enhance student achievement.	ADP 626, ADP 661	Multiple Measures of Data Project, Tools Project	
	4. Determines the type of data that is communicated to each group of stakeholders, how data is presented and the implications of information dissemination.	ADP 641	School and Community Plan (case study)	
<b>B. Curriculum and Instruction</b>	The candidate:			

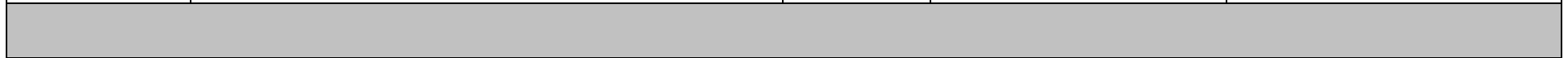
	1. Demonstrates clear connections between theory and practice in curricular and instructional leadership.	ADP 621, ADP 626	Curriculum Project, Multiple Measures of Data Project	
	2. Participates in the process of development, assessment and/or refinement of standards-based curriculum.	ADP 621, ADP 626	Curriculum Project, Multiple Measures of Data Project	
	3. Demonstrates knowledge, skills and dispositions related to one's leadership responsibility to support curricular and instructional excellence.	ADP 621, ADP 626	Curriculum Project, Multiple Measures of Data Project	
	4. Articulates a vision for student success and a positive school climate that supports equal access to curricular and instructional excellence.	ADP 621, ADP 626	Curriculum Project, Multiple Measures of Data Project	
<b>C. Professionalism</b>	The candidate:			
	1. Fosters relationships with stakeholders and acts with integrity, fairness and in an ethical manner as stated in the "PA Code of Professional Practice and Conduct for Educators."	ADP 631, ADP 661		Review of PA School Code Integrity, Fairness and Ethics Assignment through discussions
	2. Evaluates the effectiveness of his/her actions and interactions with all stakeholders via verbal and non-verbal communication.	ADP 661	Principal Tools Project	Principal as a Culture Shaper Assignment
	3. Actively seeks current information to support their on-going short- and long-term professional development goals.	ADP 647, program	Principal Program Livetext Portfolio	Personal Assessment of the Leadership Standards

	4. Maintains a current level of knowledge of school district, state and federal regulations, policies and professional practices.	ADP 631		Review of School Board Policy and School Laws through discussions.
<b>D. Statutory and Regulatory Compliance</b>	The candidate:			
	1. Reports on examples of field-based federal, state and local legislation, regulations, mandates, policies, and procedures that impact school district operations at macro and micro levels.	ADP 631		Review of School Board Policy, PA Basic Education Circular and PA School Code through discussions.
	2. Determines specific roles and responsibilities for adherence/compliance with federal, state and local legislation, regulations, mandates, policies and procedures.	ADP 631		Review of School Board Policy, PA BEC and PA School Code through discussions.
	3. Assists with the completion of all compliance documentation.	ADP 631		Review of School Board Policy, PA BEC and PA School Code through discussions.
	4. Reports on how the school district disseminates information on regulatory changes to appropriate stakeholders	ADP 631		Review of School Board Policy, PA BEC and PA School Code through discussions.
	5. Identifies example(s) of compliance problems and assists with alternative actions to resolve targeted compliance issues.	ADP 631		Review of School Board Policy, PA BEC and PA School Code through discussions.
<b>E. Organizational Leadership</b>	The candidate:			



	1. Describes the working relationships within the school district's organizational-chart including external partnerships.	ADP 661		The Evolving Role of the Principal Field Experience
	2. Demonstrates knowledge of functional relationships in the organizational chart to systemic functions.	ADP 661		The Evolving Role of the Principal Field Experience
	3. Identifies the role of their certification area within the organization to include responsibilities, relationships, constraints, opportunities and resources.	ADP 661		The Evolving Role of the Principal Field Experience
	4. Identifies a problem within the scope of their certification area and creates a visionary action plan, consistent with the organization and sensitive to the change process; including resolution of conflicts, communication, collaboration, needs assessment and advocacy.	ADP 661		The Evolving Role of the Principal Field Experience
<b>F. Diverse Learners</b>	The candidate:			
	1. Reports on current policies and practices designed to support children, caregivers and families from diverse backgrounds.	ADP 626, ADP 641		School Supports At-A-Glance Assignment: Universal, Targeted & Intensive , Recognizing Diversity in Families Field Experience
	2. Analyzes current efforts to support diverse learners and how the broader community views learning differences.	ADP 626, ADP 641	Multiple Measures of Data Project	Recognizing Diversity in Families Field Experience
	3. Fosters communication with families of English language learners (ELL) to ensure that learners and their families have access to communication in the native language.	ADP 641		Recognizing Diversity in Families Field Experience

	4. Identifies the use of strategies and resources for students with diverse needs including, but not limited to, gifted, ELL and students with disabilities.	ADP 626, ADP 664		School Supports At-A-Glance Assignment: Universal, Targeted & Intensive, Field Project Special Ed Focus
	5. Advises and supports educators in modifications to the learning environment that are evidence-based practices that do not compromise curricular intent and rigor.	ADP 641, ADP 664	Multiple Measures of Data Project	School Supports At-A-Glance Assignment: Universal, Targeted & Intensive, Field Project Special Ed Focus
	6. Demonstrates positive and appropriate interactions with all stakeholders in the school environment and community at large.	ADP 626	Multiple Measures of Data Project	
	7. Participates with educators and social agencies working with diverse learners to create learning opportunities.	ADP 661		Creating a Collaborative Community Project



**Practicum and Internship Competencies**

**All Administrative and Education Specialist Certificates** Principal; Superintendent; Education Specialist; and Supervisory

Competency Domain	Requirement is Met When:	Course Addressed	Key Assessment	Other Course/Program Assessment
<b>A. Assessment and Evaluation</b>	The candidate:			
	1. Uses data from multiple sources including PSSA and PVAS in forming decisions, utilizing resources, setting targets, and interpreting results aimed at continuous improvement in student achievement, curriculum, personnel and/or programs.	ADP 670	School Improvement Project	

	2. Accesses and interprets data from available technologies and resources to address long-term and strategic planning needs of the school in areas of student achievement, personnel, fiscal operations, facilities, technology and/or other school district initiatives.	ADP 670	School Improvement Project	
	3. Compares data from local, state and national sources to develop an action plan designed to enhance student success.	ADP 670	School Improvement Project	
	4. Communicates an action plan to a select group of stakeholders that is responsive to how data is presented and the implications of information dissemination.	ADP 670	School Improvement Project	
<b>B. Curriculum and Instruction</b>	The candidate:			
	1. Presents clear connections between theory and practice in curricular and instructional leadership.	ADP 670	Principal Program Live Text Portfolio	
	2. Participates in the development, assessment and/or refinement of standards-based curriculum.	ADP 670	Principal Program Live Text Portfolio	
	3. Demonstrates knowledge, skills and dispositions related to one's leadership responsibility to support curricular and instructional excellence.	ADP 670	Principal Program Live Text Portfolio	
	4. Creates a vision for student success and a positive school climate that supports equal access to curricular and instructional excellence.	ADP 670	Principal Program Live Text Portfolio	

<b>C. Professionalism</b>	The candidate:			
	1. Fosters relationships with stakeholders and acts with integrity, fairness and in an ethical manner as stated in the “PA Code of Professional Practice and Conduct for Educators.”	ADP 670	Principal Program Live Text Portfolio	
	2. Evaluates the effects of his/her actions and interactions with all stakeholders via verbal and non-verbal communication.	ADP 670	Principal Program Live Text Portfolio	
	3. Engages in programs designed to support his/her on-going short- and long-term professional development goals.	ADP 670	Principal Program Live Text Portfolio	
	4. Avoids inappropriate relationships, conduct, and contact with students, colleagues, families and the broader community.	ADP 670	Principal Program Live Text Portfolio	
	5. Demonstrates an understanding of current school district, state and federal regulations, policies and professional practices.	ADP 670	Principal Program Live Text Portfolio	
<b>D. Statutory and Regulatory Compliance</b>	The candidate:			
	1. Participates in site-based federal, state and local legislation, regulations, mandates, policies, and procedures that impact school district operations at macro and micro levels.	ADP 670	Principal Program Live Text Portfolio, Mentor Evaluation	
	2. Performs in the specific roles and responsibilities for adherence/compliance with federal, state and local legislation, regulations, mandates, policies and procedures.	ADP 670	Principal Program Live Text Portfolio, Mentor Evaluation	

	3. Assists with the completion of all compliance documentation.	ADP 670		
	4. Participates in the school district dissemination of information on regulatory changes to appropriate stakeholders.	ADP 670		
	5. Identifies example(s) of compliance problems and designs alternative actions to resolve targeted compliance issues.	ADP 670		
	6. Develops and presents plans on the allocation of resources needed to maintain and/or improve compliance.	ADP 670		
<b>E. Organizational</b>	The candidate:			
	1. Demonstrates knowledge of all systemic relationships in the organizational chart and their corollary systemic functions.	ADP 670	Principal Program Live Text Portfolio	
	2. Participates within the defined role of their certification area within the organization to include responsibilities, relationships, constraints, opportunities and resources.	ADP 670	Principal Program Live Text Portfolio	
	3. Identifies a problem within the scope of their certification area and creates and presents a visionary action plan, consistent with the organization and to promote a culture of change; including resolution of conflicts, communication, collaboration, needs assessment and advocacy.	ADP 670	School Improvement Project	

<b>F. Diverse Learners</b>	The candidate:			
	1. Reports on current policies and practices designed to support children, caregivers and families from diverse backgrounds.	ADP 670	Principal Program Live Text Portfolio	
	2. Analyzes, reports and presents on current efforts to support diverse learners and how the broader community views learning differences.	ADP 670	Principal Program Live Text Portfolio	
	3. Communicates with families of English language learners (ELL) and culturally diverse learners to ensure that learners and their families have access to communication in their native language.	ADP 670	Principal Program Live Text Portfolio	
	4. Advocates for the use of effective strategies and resources for students with diverse needs including, but not limited to, gifted, ELL and students with disabilities.	ADP 670	Principal Program Live Text Portfolio	
	5. Advises and supports educators in modifications to the learning environment that are evidence-based practices that do not compromise curricular intent and rigor.	ADP 670	Principal Program Live Text Portfolio	
	6. Demonstrates positive and appropriate interactions with all stakeholders in the school environment and community at large.	ADP 670	Principal Program Live Text Portfolio	
	7. Collaborates with educators and social agencies working with diverse learners to create a coherent vision for learning opportunities.	ADP 670	Principal Program Live Text Portfolio	

