

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

**A. Protocol**

Course Name: Orientation & Assessment

Course Number: ADP 647

Credits: 3

Maximum Class Size (online): 25

**Course Description:**

The Orientation and Assessment Seminar is required of all principal candidates at the beginning of their program in order to explain program philosophy and ongoing assessment activities. It provides students with the opportunity to become familiar with the program mission, philosophy, goals and competencies.

"Orientation" indicates an introduction to the parameters and style of the course. "Assessment" indicates the self-assessment that transpires by the very nature of the course activities. By completing the required assignments, students come to understand the specific areas in which they are most familiar as well as those in which they need to place the most individual emphasis.

Through a review of their personal values, dispositions toward leadership and actual leadership skills, as well as their knowledge and understanding of educational leadership, students will develop deeper understandings with which to guide their personal and professional development as school leaders. This process that promotes self-understanding and professional growth, within the context of educational leadership, is a focus of the Orientation and Assessment Seminar.

**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 1.0:** A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

- 1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.
- 1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.
- 1.3 Candidates understand and can promote continual and sustainable school improvement.
- 1.4 Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

**Standard 2.0:** A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

- 2.1 Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
- 2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.
- 2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.
- 2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

**Standard 3.0:** A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

- 3.1 Candidates understand and can monitor and evaluate school management and operational systems.
- 3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.
- 3.3 Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.
- 3.4 Candidates understand and can develop school capacity for distributed leadership.
- 3.5 Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.

**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 5.0:** A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

5.1 Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.

5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.

5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.

5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.

5.5 Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.

**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 1:**

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

### **Standard 2:**

An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

### **Standard 3:**

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

### **Standard 4:**

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

### **Standard 5:**

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

### **Standard 6:**

An education leader promotes the success of every student by understanding, responding to, and influencing the 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:**

II. An understanding of standards-based systems theory and design and the ability to transfer that knowledge to the leader's job as an architect of standards based reform in the school.

#### **Corollary Standards:**

III. Collaborating, communicating, engaging and empowering others inside and outside the organization to pursue excellence in learning.

IV. Operating in a fair and equitable manner with personal and professional integrity.

#### **Some Emphasis on the Following Standards:**

#### **Core Standards**

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

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.

V. Advocating for children and public education in the larger political, social, economic, legal and cultural context.

VI. Supporting professional growth of self and others through practice and inquiry.

**B. Objectives of the Course:**

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

- Explain the professional leadership competencies demanded by the position of the K-12 principal.
- Identify and describe knowledge, skills, and dispositions/attitudes acquired as it relates to each leadership standard.
- Identify and describe weaknesses or limitations of the knowledge, skills, and dispositions/attitudes as it relates to each leadership standard.
- Interpret and apply your understanding of each leadership standard in a variety of contexts.
- Determine and explain your leadership qualities.
- Develop as a reflective leader.
- Set up your LiveText account and create an introduction to your Principal Candidate Program Portfolio.

**Standards Alignment Matrix:**

Objectives Principal Candidates Will Be Able To:	ELCC	ISLLC	PDE PA Leadership Standards		CAL U Conceptual Framework	Assessment
			Core	Corollary		
Explain the professional leadership competencies demanded by the position of the K-12 principal.	Standards 1-6	Standards 1-6	Core I, II, III	Corollary I, II, III, IV, V, VI	1A,B,C 2A,B,C 3A,B,C	Discussions
Identify knowledge, skills, and dispositions/attitudes acquired as it relates to each leadership standard.	Standards 1-6	Standards 1-6	Core I, II, III	Corollary I, II, III, IV, V, VI	1A,B,C 2A,B,C 3A,B,C	Personal Self Assessment
Identify weaknesses or limitations of the knowledge, skills, and dispositions/attitudes as it relates to each leadership standards.	Standards 1-6	Standards 1-6	Core I, II, III	Corollary I, II, III, IV, V, VI	1A,B,C 2A,B,C 3A,B,C	Personal Self Assessment
<b>Skills/Performance</b>						
Interpret and apply your understanding of each leadership standard in a variety of contexts.	Standards 1-6	Standards 1-6	Core I, II, III	Corollary I, II, III, IV, V, VI	1A,B,C 2A,B,C	Field experience focused on vision (ELCC 1/Core I)  Field experiences
			Special Ed.		3A,B,C	

						<p>focused on school culture/ instruction/ professional growth (ELCC 2/Core 11/Corollary I &amp; VI)</p> <p>Field <b>experience</b> focused on data (ELCC 1&amp;2/Core III)</p> <p>Field <b>experience</b> focused on management of the <b>organization and resources</b> (ELCC 3/Corollary II)</p> <p>Field <b>experience</b> focused on collaboration (ELCC 4/Corollary III)</p> <p>Field <b>experience</b> focused on ethics/integrity (ELCC 5/Corollary IV)</p> <p>Field <b>experience</b> focused on the larger contexts (ELCC 6/Corollary V)</p> <p>Field</p>
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						experience focused on special education (Special ed competencies)  Personal Self Assessment
<b>Dispositions/Professionalism</b>						
Determine and explain your leadership qualities.	Standards 1-6	Standards 1-6	Core I, II, III	Corollary I, II, III, IV, V, VI	3A, 3B, 3C	Leadership project
Develop as a reflective leader.	Standards 1-6	Standards 1-6	Core I, II, III	Corollary I, II, III, IV, V, VI	3A, 3B, 3C	Leadership project  Personal Self Assessment (All standards)

**C. Catalog Description:**

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Through a review of their personal values, dispositions toward leadership and actual leadership skills, as well as their knowledge and understanding of educational leadership, students will develop deeper understandings with which to guide their personal and professional development as school leaders. This process that promotes self-understanding and professional growth, within the context of educational leadership, is a focus of the Orientation and Assessment Seminar.



#### D. Outline of the Course:

- Unit 1 – Introduction to the leadership standards and the Foundation of the Principal Program
- Unit 2 – Introduction to the 7 Habits of Highly Effective People Foundational Information/Connection & Integration with Leadership Standards
- Unit 3 – Habit 1: Be Proactive/Connection to Leadership Standards
- Unit 4 – Habit 2: Begin with the End in Mind/ Connection to Leadership Standards
- Unit 5 – Habit 3: Put First Things First/Connection to Leadership Standards
- Unit 6 – Habit 4: Think Win-Win/Connection to Leadership Standards
- Unit 7 – Habit 5: Seek First to Understand, Then to Be Understood/Connection to Leadership Standards
- Unit 8 – Habit 6: Synergize/Connection to Leadership Standards
- Unit 9 – Habit 7: Sharpen the Saw/Connection to Leadership Standards
- Unit 10 – Bringing it All Together and Principal Candidate Program Portfolio/Livertext Introduction
- Unit 11 – Course Feedback

E. **Teaching Methodology:** To accomplish these objectives, principal candidates will engage in a variety of methodologies including but not limited to:

- Class readings
- Discussions
- Individual activities
- Group activities
- Research
- Personal Self Assessment
- Problem Based Learning
- Field Experiences – Standards Based
- Video Based Learning
- Quality Matters<sup>™</sup> Statement – The online course follows the standards of the Quality Matters<sup>™</sup> rubric.

F. **Text:**

**Required:**

**Title:** The 7 Habits of Highly Effective People

**Author:** Stephen Covey

**Publisher:** Simon & Schuster, Anniversary Edition

**Edition:** 2013

**Title:** The Leader in Me

**Author:** Stephen Covey

**Publisher:** Simon & Schuster  
**Copyright:** 2014

**Electronic Portfolio Required (this is a program requirement) – wait to purchase at the onset of the course – check with your instructor for details**

**Title:** LiveText

**Purchased:** Online at [www.LiveText.com](http://www.LiveText.com)

**Steps to purchase online and register your account:**

1. Go to [www.LiveText.com](http://www.LiveText.com)
2. Go to where it says “Buy Online”
3. Username – Please use your Cal email
4. Use your Cal email to receive notices from LiveText
5. Connect your account to Cal
6. Pick a password you will remember
7. Follow the remaining steps given
8. You will see an Account Activation page
9. An email will be sent to you as a welcome along with a reminder of your account name

You are then ready to log in to LiveText

**Recommended:**

Title: The 21 Indispensable Qualities of a Leader

Author: John C. Maxwell

Publisher: Thomas Nelson Publishers

ISBN: 9780785289043 Edition: 2007

**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:

**Personal Self Assessment**

You will be required to conduct a self assessment as it relates to your current knowledge, skills, and dispositions of the leadership standards. This will be utilized throughout your program to help you identify standards based internship experiences. It is designed to determine your current level of understanding of each of the leadership standards as you prepare in your future role as a principal and help you identify standards based leadership activities. This should be revisited throughout your program of study as a tool for reflection. The Personal Assessment will be assessed utilizing the rubric provided in class.

**Key Program Assessment: LiveText Principal Candidate Program Portfolio** (ongoing throughout the program): In this first course, you will be 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. Your course instructor will have a specific work sample that you must include in the portfolio. This will be noted as part of your course assignment and will be graded as part of your course requirements. 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. In the ADP 647 Orientation and Assessment course, you will be required to complete an introductory assignment for inclusion and shared with your instructor. Specific details will be provided in class.

**Think Like a Principal (problem based learning scenarios): Discussions/Chats**

Throughout the course of the semester, candidates will engage in various problem based learning scenarios titled “Think Like a Principal.” These learning experiences may take the form of discussions, group chats, and individual/group activities. Candidates will engage in a variety of discussions and chats throughout the semester as it relates to the course content. Discussions and group chats will be part of your course grade and will be assessed utilizing the rubric provided in class.

**Leadership Project**

You will be required to complete the Leadership Activity – *Leader in Me*. The activity provides you with an opportunity to bring together your learning throughout the course of the semester in relation to leadership and how the leadership standards and habits relates to you. Specific details and scoring rubric will be provided in class.

**Required Forms (Program)**

As part of the ADP 647 Orientation and Assessment course, you will need to complete and submit the following four forms: 1) **Recommendation** , 2) **University-District Leadership Preparation Memorandum of Understanding**, 3) **Student Agreement**, and 4) **Internship Agreement Form**. These are provided in document sharing. Originals should be printed, completed, and mailed to the Department of Educational Administration and Leadership. A copy should be scanned and submitted to the designated dropbox. A copy should be kept for your own files.

**Mail Internship Forms to:**

California University of Pennsylvania  
Department of Educational Administration and Leadership (Box 75)  
250 University Avenue  
California, PA 15419  
Attn: ADP Program/Internship Forms

**Course Reflection**

You will be asked to complete a course reflection at the end of the

semester in order to provide the professor with feedback.

### **Field Experiences**

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.

### **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

**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:**

Educational Leadership Constituent Council Standards (ELCC)

[http://www.npbea.org/ELCC/ELCCStandards%20\\_5-02.pdf](http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf)

Educational Leadership Policy Standards: ISLLC 2008

(Formerly called the Interstate School Leaders Licensure Consortium Standards for School Leaders)

<http://www.principals.org/isllc>

Pennsylvania Leadership Standards

[http://www.teaching.state.pa.us/teaching/lib/teaching/PrincipalFramework-Guidelines\\_2008-08.pdf](http://www.teaching.state.pa.us/teaching/lib/teaching/PrincipalFramework-Guidelines_2008-08.pdf)

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Marzano, R., Waters, T., & McNulty, B. (2005). *School Leadership that Works from Research to Results*. Association for Supervision and Curriculum Development and McREL.

National Association of Elementary School Principals (2001). *Standards for what principals should know and be able to do*, Washington, DC.

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Pennsylvania's Code of Professional Practice and Conduct of Educators can be found at 22 Pa. Code § 235.1 – 235.11

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Robbins, P. & Alvy, H. (2004). *The New Principal's Fieldbook*. Association for Supervision and Curriculum Development.

Schwahn, C. & Spady, W. (2002). *Total Leaders: Applying the Best Future-Focused Change Strategies to Education*. Rowman & Littlefield Education.

Shipman, N., Queen, J. & Peel, H. (2007). *Transforming School Leadership with ISLLC and ELCC*. Eye on Education.

Stronge, J., Richard, H., & Catano N. (2008). *Qualities of Effective Principals*. Association for Supervision and Curriculum Development.

Wilmore, Elaine. (2002). *Principal Leadership: Applying the New Educational Leadership Constituent Council (ELCC) Standards*. Corwin Press.

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