

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

A. Protocol

Course Name: Educational Leadership

Course Number: ADP 661

Credits: 3

Maximum Class Size (online): 25

Course Description:

This course provides an introduction to the theory and practice of educational administration. The course progresses from an overview of leadership and leadership style, to a review of the structures and management systems that can make good educational leadership possible, and finally focuses on leadership skills needed by administrators to be effective leaders in education today. Included are such topics as organizational culture, power in and around schools and the resolution of conflict, motivation, and ethics and moral leadership.

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 21st 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.

Personal Learning (3C)

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 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 – A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2 – A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3 – A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

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.

PA Leadership Standards:

The following PA Leadership Standards are addressed in this course:

Key Standards – Main Emphasis on the Following Standards:

Core Standards

Core Standard I

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

Core Standard 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 II

Managing resources for effective results.

Some Emphasis on the Following Standards:

Corollary I

Creating a culture of teaching and learning with an emphasis on learning.

Corollary V

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

PDE Special Education Competencies

Analyze performance of all learners and make appropriate modifications.

Identify factors contributing to the over-representation of culturally and linguistically diverse students in programs for individuals with disabilities and implement strategies for reduction of the over-representation

Demonstrate an understanding of over-representation of minorities in special education so as to not misinterpret behaviors that represent cultural, linguistic differences as indicative of learning problems

B. Objectives of the Course:

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

- Describe and analyze findings from research and apply those findings to the school.
- Make judgments about extremely complex problems and analyze a range of available alternatives.
- Predict the specific kinds and combinations of behaviors that principals can and should exhibit on a day-to-day basis to bring about improvement in schools.
- Identify the characteristics of a school that functions as a collaborative learning community and the principal's role in creating such a community.
- Explain and defend the value premises and ethical principles that will guide and govern their behavior.
- Compile the key attributes of skilled instructional leaders.
- Assess your own effectiveness in communicating priorities.
- Identify strategies for responding to those who resist school improvement efforts.

- Identify leadership skills necessary for implementation of an effective Special Education Program.
- Strategize steps for budget procedures that will impact changes and programs needed in the school
- Explain the professional leadership competencies demanded by the position of school principal and articulate the criteria for assessing the effectiveness of a principal.

Standards Alignment Matrix:

Objectives Principal Candidates Will Be Able To:	ELCC	ISLLC	PDE PA Leadership Standards		CAL U Conceptua I Framework	Assessmen t
			Core	Corollar y		
1. Explain the professional leadership competencies demanded by the position of school principal and articulate the criteria for assessing the effectiveness of a principal.	1,2,3,6	1,2,3,6	I,II	II,V	1A,1C 2A,2B,2C 3A 3B, 3C	Field Experience, Exams
Compile the key attributes of skilled instructional leaders.	2	2	II	I	1A,1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C	Field Experience, Exams, Assignments.
Identify strategies for responding to those who resist school improvement efforts.	2,6	2,6	II	I,V	1A,1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C	Field Experience, Exams, Assignments
Strategize steps for budget procedures that will impact changes and programs needed in the school.	3,6	3,6		II,V	1A,1C 2A,2B,2C 3,A 3B, 3C	Written Reflection, Exams
Skills/Performance						
2. Describe and analyze findings from research and apply those findings to the school.	1,2,3,6	1,2,3,6	I,II	II,V	1A,1C 2A,2B,2C 3A 3B 3C	Field Experience, Assignments Exams
Make judgments about extremely complex	3,6	3,6		II, V	1A, 1C, 2A, 2B, 2C, 3B,	Field Experience,

problems and analyze a range of available alternatives.						Assignment s, Exams
Identify leadership skills necessary for implementation of an effective Special Education Program.	1,2,3, 6	1,2,3, 6	I,II	II,IV	1A,1C,2A,2 B, 2C,3A,3B,3 C	
Dispositions/Professional ism						
Predict the specific kinds and combinations of behaviors that principals can and should exhibit on a day-to-day basis to bring about improvement in schools.	1,2,3, 6	1,2,3, 6	I,II	II,V	1A,1C 2A,2B,2C, 3A 3B, 3C	Field Experience
Identify the characteristics of a school that functions as a collaborative learning community and the principal's role in creating such a community.	1,6	1,6	I	V	1A,1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C	Field Experience, Assignment s, Exams
Explain and defend the value premises and ethical principles that will guide and govern their behavior.						
Assess your own effectiveness in communicating priorities.						

C. Catalog Description:

This course provides an introduction to the theory and practice of educational administration. The course progresses from an overview of leadership and leadership style, to a review of the structures and management systems that can make good educational leadership possible, and finally focuses on leadership skills needed by administrators to be effective leaders in education today. Included are such topics as organizational culture, power in and around schools and the resolution of conflict, motivation, and ethics and moral leadership.

D. Outline of the Course:

- View of the principal's job.
- Leadership Theories

- Professional Learning Communities.
- Principal as a Culture Shaper
- Creating a Culture of Adult Learning.
- Shared Leadership
- Leadership and Change
- Integrity, Fairness, Ethics
- School Budget

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

- Written Reflection
- Midterm and final exams
- Discussions
- Field Experience Project
- Individual/group activities
- Readings
- Presentations
- Quality Matters[™] Statement – The online course follows the standards of the Quality Matters[™] rubric.

F. Text:

Title: Lincoln on Leadership: Executive Strategies for Tough Times

Author: Donald T. Phillips.

Publisher: Warner Books

ISBN: 0446394599

Edition: reprint edition, 1992

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: Tools Project

This assessment will focus on improved student achievement through the application of data tools endorsed by the PDE. The goal will be to link the knowledge gained to classroom practice. Each candidate is to work with building principal to assist the principal with a specific area related to reform or improvement with an emphasis on student achievement

- Identify the PDE tools used to review data and decisions related to this information to improve instruction
- Identify a project to work with the building principal as it relates to applying the use of the data reviewing tools to link to classroom instruction and practice
- Identify budgetary needs of the school based upon the review of the achievement data and make recommendation

Field Experience

As a Field Experience students will shadow a school administrator for twenty hours during the semester. With the cooperation of the principal students will participate in a variety of activities that meet the standards selected for the course and the assessment goals of the Key Assessment. Students will be expected to maintain a log of the activities and provide a written reflection.

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. 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.

Discussions

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

Group Activities/Chats

Throughout the course of the semester, candidates will engage in small and/or large group activities that focus on the course objectives. Group activities will be part of your course grade and will be assessed utilizing the rubric provided in class.

Written Assignments

Throughout the course of the semester, candidates will engage in various course assignments that focus on instruction. Specific details will be provided.

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
- 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.**

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, 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
 - Social Equity Policies www.calu.edu/SEpolicies
 - Social Equity Complaint Form 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.

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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.

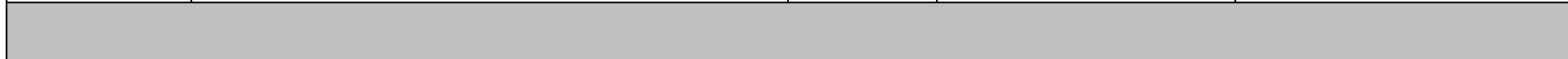
Competency Domain	Requirement is Met When:	Course Addressed	Key Assessment	Other Course/Program Assessments
Field Experience Competencies				
All Administrative and Education Specialist Certificates Principal; Superintendent; Education Specialist; and Supervisory				
Competency Domain	Requirement is Met When:	Course Addressed	Key Assessment	Other Course/Program Assessments
A. Assessment and Evaluation	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. Curriculum and Instruction	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	
C. Professionalism	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.
D. Statutory and Regulatory Compliance	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.
E. Organizational	The candidate:			

Leadership	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
F. Diverse Learners	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
A. Assessment and	The candidate:			

Evaluation	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. Curriculum and Instruction	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	
C. Professionalism	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	
D. Statutory and Regulatory	The candidate:			

Compliance	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		
E. Organizational	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	
F. Diverse Learners	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	