

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

A. Protocol

Course Name: Internship

Course Number: ADP 670

Credits: 3

Maximum Class Size (online): 25

Course Description:

The internship is leadership standards based experienced designed to put theory into practice. It is where formal coursework is applied in a field setting. It provides significant opportunities in the workplace to synthesize and apply the knowledge and to practice and develop skills identified in the program competency areas.

An internship with a trained mentor is an important and highly valued part of the program. Each placement will be made in cooperation with the APP faculty, the participating school district, and the intern.

The internship involves an in school year field placement with a carefully chosen and trained principal/mentor (field supervisor) in a K-12 school, who shares the APP program philosophy that the principal should function as a standard driven change agent and facilitator of the reform process as well as a strong instructional leader. The intern is both a participant and observer under the direction of the principal who should provide the intern with as many standards based supervisory and administrative experiences as possible. The intern gains valuable work-related experience and is given the opportunity to learn how academic knowledge and skills can be applied at the worksite with real people, problems and events.

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.

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.

Standard 7.0: A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

7.1 Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences.

7.2 Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment.

7.3 Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.

The ISLLC Standards:

The following ISLLC Standards are addressed in this course:

Standard One

An educational 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 Two

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 Three

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

Standard Four

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 Five

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

Standard Six

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural.

The PA Leadership Standards:

The following PA Leadership Standards are addressed in this course:

Candidates will engage in experiences in all of the Leadership Standards as part of the 6 credit internship.

Key Standards – Main Emphasis on the Following Standards:

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

Core Standard III

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

Corollary I

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

Corollary II

Managing resources for effective results.

Corollary VI

Supporting professional growth of self and others through practice and inquiry

Some Emphasis on the Following Standards:

Core Standard I

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

Corollary III

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

Corollary IV

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

Corollary V

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

B. Objectives of the Course:

At the completion of the Administrative Program for Principals Internship, interns will be able to demonstrate competence in:

- Understanding the role expectations for the principal based on the Pennsylvania Leadership Standards, Educational Leadership Constituent

Council (ELCC) Standards, and the Educational Leadership Policy Standards (ISLLC 2008).

- Performance in observing, participating, and leading activities throughout the internship across the leadership standards.
- Performance of specific skill abilities.
- Participation in a substantial 360 hour internship (minimum of 360 hours with 180 taking place during the school year)
- Participation and performance in diverse settings and educational levels.
- Completion of a customized action research school improvement project focused on teaching and learning.
- Use of current research and best practices.
- Development as a reflective practitioner.

Standards Alignment Matrix:

Objectives Principal candidates will be able to:	ELCC Standards	ISLLC Standards	PDE PA Leadership Standards			Cal U Conceptual Framework	Assessment
			Core	Corollary	Special Ed		
Knowledge/Content							
Understanding the role expectations for the principal based on the Educational Leadership Constituent Council (ELCC) Standards, School Policy Leadership Standards (ISLLC 2008), and the Pennsylvania Leadership Standards	1-6	1-6	I, II, III	I, II, III, IV, V, VI	All	1 A, B, C 2 A, B, C 3 A, B, C	Principal Program Candidate Electronic Portfolio Reflections Logs Praxis Principal Mentor Evaluation forms Key Assessment: Action-based research project designed to improve student achievement - School Improvement Project
Skills/Performance							
Performance in	1-6	1-6	I, II, III	I, II, III, IV, V, VI	All	1 A,B,C 2 A, B, C	Evaluation of Intern by Principal Mentor

observing, participating, and leading activities throughout the internship across the leadership standards						3 A, B, C	Evaluation by university supervisor Key Assessment: Action-based research project designed to improve student achievement - School Improvement Project
Performance of specific skill abilities (refer to evaluation form)	1-6	1-6	I, II, III	I, II, III, IV, V, VI	All	1 A, B, C 2 A, B, C 3 A, B, C	Evaluation of Intern by Principal Mentor Evaluation by university supervisor Key Assessment: Action-based research project designed to improve student achievement - School Improvement Project
Participation in a substantial 360 hour internship (minimum of 360 hours with 180 taking place during the school year)	1-6	1-6	I, II, III	I, II, III, IV, V, VI	All	1 A, B, C 2 A, B, C 3 A, B, C	Principal Candidate Program Portfolio Principal Mentor Evaluation forms Hours Verification Forms
Participation and performance in diverse settings and educational levels	1-6	1-6	I, II, III	I, II, III, IV, V, VI	All	1 A, B, C 2 A, B, C 3 A, B, C	Principal Candidate Program Portfolio Principal Mentor Evaluation forms Key Assessment: Action-based research project designed to improve student achievement - School Improvement Project

Completion of a customized project focused on teaching and learning.	1-6	1-6	I, II, III	I, II, III, IV, V, VI	All	1 A, B, C 2 A, B, C 3 A, B, C	Intern Plan Daily Logs Weekly reflections Portfolio artifacts Key Assessment: Action-based research project designed to improve student achievement - School Improvement Project
Use of current research and best practices	1-6	1-6	I, II, III	I, II, III, IV, V, VI	All	1 A, B, C 2 A, B, C 3 A, B, C	Principal Candidate Program Portfolio Discussions/ seminar chats Praxis Key Assessment: Action-based research project designed to improve student achievement - School Improvement Project
Dispositions/Professionalism							
Develop as a reflective educational leader.	1-6	1-6	I, II, III	I, II, III, IV, V, VI	All	1 A, B, C 2 A, B, C 3 A, B, C	Principal Candidate Program Portfolio Daily Logs Weekly reflections Key Assessment: Action-based research project designed to improve student achievement - School Improvement Project Personal Reflection and Goal Setting
Become aware of the professional resources , professional development opportunities and Act 48/Act 45 requirements related to school leadership	1-6	1-6	I, II, III	I, II, III, IV, V, VI	All	1 A, B, C 2 A, B, C 3 A, B, C	Daily Logs Weekly reflections Seminar discussions Personal Reflection and Goal Setting

C. Catalog Description:

The internship is leadership standards based experienced designed to put theory into practice. It is where formal coursework is applied in a field setting. It provides significant opportunities in the workplace to synthesize and apply the knowledge and to practice and develop skills identified in the program competency areas.

An internship with a trained mentor is an important and highly valued part of the program. Each placement will be made in cooperation with the APP faculty, the participating school district, and the intern.

The internship involves an in school year field placement with a carefully chosen and trained principal/mentor (field supervisor) in a K-12 school, who shares the APP program philosophy that the principal should function as a standard driven change agent and facilitator of the reform process as well as a strong instructional leader. The intern is both a participant and observer under the direction of the principal who should provide the intern with as many standards based supervisory and administrative experiences as possible. The intern gains valuable work-related experience and is given the opportunity to learn how academic knowledge and skills can be applied at the worksite with real people, problems and events.

D. Outline of the Course:

- The course content is determined by the learning experiences provided by the mentor. The learning expectation is for the intern to experience activities related to all of the ELCC and Pa leadership standards.
- The course will be a minimum of 180 hours during the school year and minimum total of 360 overall.

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

- Frequent face to face interaction with mentor
- Frequent reflections on the internship activities
- Participation in the various meetings, planning, community interactions as they arise
- Technology based group discussions
- Quality Matters[™] Statement – The online course follows the standards of the Quality Matters[™] rubric.

F. Text:

Title: Leadership Gold

Author: John Maxwell

G. Assessment Activities:

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: Action-based Research Project Designed to Improve Student Achievement - School Improvement Project:

An internship requirement is to identify and implement the School Improvement Project with a focus on improving teaching and learning at their internship site. With the mentors assistance and approval each intern candidate will identify a specific school based project and develop an action plan. The action plan will include a vision statement, supporting research/data, a plan for implementation, evaluation of the project, how it aligns to the leadership standards, and a reflection on the assignment. The School Improvement Project must be submitted for approval by the university supervisor. **Specific details regarding the course project and rubric for evaluation will be provided.**

Key Program Assessment: Principal Candidate Program Portfolio:

Complete and submit the Live Text Portfolio for review by the university supervisor. The intern should also share the portfolio with their mentor for feedback prior to submission. In your first course, you were introduced to the program requirement – Principal Candidate Program Portfolio. At the end of each course, you were to 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. **Refer to the Portfolio information and detailed rubric for details.**

The portfolio includes the following components:

Section 1: Introduction

Section 2: Resume

Section 3: Leadership Philosophy

Section 4: Credentials

Section 5: Program of Study (Sections 6-12 each contain artifacts, rationale, and a section on reflection/personal growth)

Section 6: Vision

Section 7: School Culture and Instruction

Section 8: Management

Section 9: Collaboration, Responding to Community, Mobilizing Resources

Section 10: Acts with Integrity, Fairly, Ethically

Section 11: Political, Social, Economic, Legal and Cultural Context

Section 12: Internship
Section 13: Future Goals

Internship Hours:

Participate in a minimum of 360 hour internship, with a minimum of 180 hours during the school year.

Internship Log:

Keep and submit the Internship Experience Log keyed to the leadership standards.

Internship Reflections:

Submit a weekly reflection describing their internship experiences.

Internship Plan:

Design and Submit an Internship Plan. The Internship Plan will:

- Be Standards based
- Be Individualized
- Include planned activities to Observe – Participate – Lead
- Be Collaborative: Discussed with mentor and university supervisor for input/feedback
- Include a School Improvement Project focused on Teaching and Learning (key assessment: Action-based research project designed to improve student achievement)
- Engage the intern in reflection of experiences

Internship Standards Based Activities:

Attend and participate fully in all internship standards based activities and projects as assigned by the principal and faculty supervisor.

Personal Reflection and Goal Setting:

Part of your role as an Intern is to be a willing learner and reflective educational leader. You are required to complete the Personal Reflection and Goal Setting Piece as part of your Portfolio. Details are provided within the Portfolio.

Mentor Evaluations and Internship Hour Verification Form - Submission of Documents:

Provide an original of each of the following items at the end of your internship experience:

- Internship Evaluation Form for each site (must be original – keep copies for your record)
- Internship Experience Verification Form for each site signed by principal detailing hours and satisfactory completion of the internship (must be original – keep copies for your records)

**Post-Internship:
Evaluation of Internship Experience**

Evaluate the internship experience through a university-designed instrument.

Survey

Program survey

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>

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.

Bibliography/References:

Blackburn, Barbara, Williamson, Ronald, (2009) The Principalship from A to Z. Eye on Education, Larchmont , NY

Munro, Joyce,(2005) Educational leadership, Round Table Vie Point _McGraw Hill Companies, New York, N. Y.

Johnson, D.W. & Johnson, R.T. (1995). Reducing School Violence Through Conflict Resolution. Virginia: ASCD.

Lambert, L. (1998). Building Leadership Capacity in Schools. Virginia: ASCD.

Maurer, R.E. (1991). Managing Conflict: Tactics for School Administrators. Boston: Allyn and Bacon.

Sapp, S.E. (2000). Guide to Best Practices for New School Administrators. Scarecrow Press, Inc.: Lanham, MD.

Sergiovanni, T.J. (1995) The Principalship: A Reflective Practice Perspective. Needham Heights: Allyn and Bacon.

Sergiovanni, T.J. (1992). Moral Leadership: Getting to the Heart of School Improvement. San Francisco: Jossey- Bass.

Sizer, T.R. (1984). Horace's Compromise: The Dilemma of the American High School. Boston: Houghton Mifflin.

Short, P.M. & Greer, J.T. (1997). Leadership in Empowered Schools: Themes From Innovative Efforts. New Jersey: Prentice Hall.

Smoker, M. (1996) Results: The Key to Continuous School Improvement. Virginia: ASCD

Sparks, D. & Hirsh, S. (1997). A New Vision for Staff Development. Virginia: ASCD.

Weller, D.L. (1999) Quality Middle School Leadership. Scarecrow Press, Inc.: Lanham, MD

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 Leadership	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
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 Evaluation	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. 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 Compliance	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		
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	