California University of Pennsylvania
Department of Secondary Education and Administrative Leadership
Course Syllabus
Approved 4/8/2013

A. Protocol

Course: Field Project-Research and Evaluation
Course Number: ADP 673
Credits: 3 (Global Online)
Maximum Class Size (online): 25

Course Description:

> Problem solving activities and field experiences planned cooperatively with university and school district personnel are designed in the area of Research and Evaluation. This practice-centered approach requires students to apply their knowledge, and demonstrate proficiency in those skills that contribute to effective performance as an administrator or teacher leader.

FIELD EXPERIENCE: All candidates will be required to complete a field project that are 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

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 PDED) 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
- National Board Professional Teaching Standards

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 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.

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 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

NBPTS's Five Core Propositions:

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

PA Leadership Standards:
The following PA Leadership Standards are addressed in this course:

Key Standards: Main Emphasis is on the following standards:

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

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

Some Emphasis is on the following standards:

Core Standard I
Knowledge and skills to think and plan strategically creating an organizational 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.

B. **Course Objectives:**
    After successful completion of this course, principal candidates/ education leader will be able to:

- know and understand the basics of research
- identify and recognize components of good educational research
- apply the research process in creating and implementing a field project
- formulate research questions
- conduct a literature review
- collect and analyze data
- formulate conclusions related to research
- use the Internet for educational research
- analyze a number of research issues related to education, drawing conclusions and apply to solving administrative/teacher leader problems
- become aware of the ELCC/ISLLC/PDE /NBPTS standards as it relates to the course objectives.
- become a discerning consumer of educational research
- reflect in your role of "principal as researcher" or "education leader as researcher"

Standards Alignment Matrix:

The Matrix below provides an overview of the alignment between course objectives, standards, and assessments.

Objectives Principal Candidates Will Be Able To:	ELCC	ISLLC	PDE PA Leadership Standards		CAL U Conceptual Framework NBPTS Proposition	Assessment
Knowledge/Content			**Core**	**Corollary**		
Know and understand the basics of research	Standard 1, 2, 3	Standard 1, 2, 3	Core I, II, III	Corollary I	(1A) (1C) Proposition: 4	Quizzes Discussions/ Group activities Written assignments Field project
Identify the components of good educational research	Standard 1, 2, 3	Standard 1, 2, 3	Core I, II, III	Corollary I	(1A) Proposition: 4	Quizzes Discussions/ Group activities Written assignments Field project
Skills/Performance						
Formulate research questions	Standard 1, 2, 3	Standard 1, 2, 3	Core I, II, III	Corollary I	(1A) (2A) (2B) (2C)	Field project Discussions/Group activities
Conduct a review of the literature	Standard 1, 2, 3	Standard 1, 2, 3	Core I, II, III		(1A) (2C) Proposition: 5	Written assignment Field project Discussions
Collect and analyze data	Standard 1, 2, 3	Standard 1, 2, 3	Core IIII		(1A) (2C)	Field project Discussions
Formulate conclusions	Standard 1, 2, 3	Standard 1, 2, 3	Core I, II, III		(1A) (2C)	Field project Discussions
Use the Internet for educational research	Standard 1, 2, 3	Standard 1, 2, 3	Core III	I	(1A) (2C)	Discussions Written

						assignment Field Project
Analyze a number of research issues related to education, drawing conclusions and apply to solving administrative/teacher leader problems	Standard 1, 2, 3	Standard 1, 2, 3	Core III	I	(1A) (2A) (2B) (2C) Proposition: 3	Field project Quizzes Discussions
Dispositions/Professionalism						
Become aware of the ELCC/ISLLC/PDE/NBPTS standards as it relates to the course objectives.	Standard 5	Standard 5		Corollary IV, VI	(3A) (3B) (3C)	Field Project Discussions
Become a discerning consumer of educational research	Standard 5	Standard 5		Corollary IV, VI	(3A) (3B)	Field Project Discussions
Reflect in your role of "principal/teacher Leader as researcher"	Standard 5	Standard 5		Corollary IV, VI	(3A) (3B) (3C)	Field Project Discussion

C. **Catalog Description:**
Problem solving activities and field experiences planned cooperatively with university and school district personnel are designed in the area of Research and Evaluation. This practice-centered approach requires students to apply their knowledge, and demonstrate proficiency in those skills that contribute to effective performance as an administrator or teacher leader.

D. **Outline of Course Content:**
- Introduction to research in education
- Research problems, variables, and hypotheses
- Locating and reviewing related literature
- Using the Internet for educational research
- Participants, subjects and sampling
- Foundations of educational measurement
- Types of educational measures
- Non Experimental quantitative research designs
- Experimental research designs
- Understanding statistical inferences
- Qualitative research designs and analysis
- Mixed-method and action research
- Discussion and conclusions
- The intelligent consumer - putting it all together

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E. **Teaching Methodology:** To accomplish these objectives, principal candidates will engage in a variety of methodologies including but not limited to:
- discussions
- chat sessions
- readings/print based materials
- individual/group activities
- research
- field work/field project
- problem based learning
- – The online

F. **Textbooks(s):**
1. Educational Research: Fundamentals for the Consumer (5th Edition) by James McMillan. Pearson Education.

or

2. A Short Guide to Action Research (4th Edition, Andrew P. Johnson, ISBN-13: 978-0132685863, Pearson; 4 edition (August 27, 2011)

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:
- **Field Research Project**
Throughout the course of the semester, candidates will engage in a field research project.   Principal candidates will identify a research question, conduct a review of the literature, collect and analyze data, and produce a written report of the research. The field project will take place over the course of the semester. Your field project will be assessed utilizing the following rubric:

Criteria	Distinguished 3	Proficient 2	Basic 1	Unsatisfactory 0
Cover Page	Includes ALL identifying information: -name -title -course name and number	Includes MOST identifying information	Includes SOME identifying information	Includes FEW or NO identifying information
Abstract	Abstract is clearly written and includes ALL of the following: -50 to 150 words -Provides brief summary of the entire research study and includes the problem, method, and findings	Abstract is clearly written and includes MOST of the indicated criteria	Abstract is written but may lack some clarity and includes SOME of the indicated criteria	Abstract is missing or lacks focus and includes FEW or NONE of the indicated criteria
Introduction	Introduction is clearly written and includes ALL of the following criteria: -1 to 3 paragraphs	Introduction is clearly written and includes MOST of the criteria	Introduction is written but may lack some clarity and includes	Introduction is missing or lacks focus and includes FEW or NONE of the

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			SOME of the criteria	criteria
	-statement of context for research/describes the context -provides significance of the research -indicates the research problem investigated			
Review of the Literature	Review of the Literature is clearly written and includes ALL of the following criteria: -synthesizes the literature as it relates to the research focus	Review of the Literature is clearly written and includes MOST of the criteria	Review of the Literature is written but lacks clarity and includes SOME of the criteria	Review of the Literature is missing or lacks focus and includes FEW or NONE of the criteria
Research Question	Research question provides a problem that includes ALL of the following criteria: Problem is... -researchable -significant -manageable -contextual -clearly stated -open-ended -self reflective	Research question provides a problem that includes MOST of the criteria	Research question provides a problem that includes SOME of the criteria	Research question provides a problem that includes FEW or NONE of the criteria
Data Collection/ Method	Data collection is clearly presented and provides ALL of the following: -What data was collected -How the data was collected -When the data was collected -Why this data was collected	Method is clearly written and provides MOST of the criteria	Method is provided but lacks clarity; provides SOME of the criteria	Method is missing or lacks focus; provides FEW or NONE of the criteria
Data Analysis	Section is written clearly and provides ALL of the following criteria: -description of how the data was analyzed; responds to the question "What story does the data tell?" -presentation and explanation of results -use of graphs, tables, charts, or other visual as part of the result presentation	Section is clearly written and provides MOST of the criteria	Section is written but lacks clarity and provides SOME of the criteria	Section is missing or lacks focus; provides FEW or NONE of the criteria

Plan of Action/ Conclusion	Section is written clearly and provides ALL of the following criteria: -Summary statements reflect overall answers to the research question -Supporting details provided -Plan of action clearly indicated	Section is written clearly and include MOST of the criteria	Section is written but lacks clarity; includes SOME of the criteria	Section is missing or lacks focus; include FEW or NONE of the criteria
References	References are clearly identified and include ALL of the following criteria: -APA style is followed -Required 8 references -Eight references are from more reliable and professional sources	References are identified and include MOST of the criteria	References are listed and include SOME of the criteria	References are missing and include FEW or NONE of the criteria
Organization	Organization of the Field Project Report is distinguished by the following criteria: -all project components are included -excellent use of graphs/charts to display results -Flow of the project is excellent	Organization of the field project report includes MOST of the criteria; provides an overall good organization	Organization of the field project report includes SOME of the criteria	Organization of the field project report includes FEW or NONE of the criteria
Writing Conventions	ALL writing conventions followed	MOST writing conventions followed	SOME writing conventions followed	FEW or NO writing conventions followed

- **Key Program Assessment:** (ongoing throughout the program): . 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.

- **Quizzes**
  Candidates will demonstrate their understanding and application of content via various forms of quizzes including multiple choice, short answer and essay.

- **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 following rubric:

2 Distinguished Exceeds Expectations	1 Proficient Meets Expectations	0 Does Not Meet Expectations
Participation is timely, sincere, honest, thorough and demonstrates the ability of the candidate to think like an administrator and/or teacher leader. Quality of work demonstrated to be a building principal is excellent. Candidate not only responds, but responds thoughtfully to various classmates in discussions. Candidate poses questions that are reflective of the discussion and focuses on the intent of the assignment.	Participation is timely, sincere, honest, thorough and demonstrates the potential of the candidate to think like an administrator and/or teacher leader . Quality of work demonstrated to be a building principal is satisfactory. Candidate responds and responds satisfactorily to at least one other classmate. Candidate's responses address the focus of the discussion	Participation is limited, lacks focus, or does not participate. The student is not demonstrating the potential to think like an administrator and/or teacher leader . Quality of work demonstrated to be a building principal is questionable and unsatisfactory

- **Group Activities**
  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 following rubric:

2 Distinguished Exceeds Expectations	1 Proficient Meets Expectations	0 Does Not Meet Expectations
Thorough contribution to the group session; contributes to the group session by providing extensive and meaningful participation as it relates to the required task; task is complete; present for the entire group session	Contributes to the group session by providing some participation as it relates to the required task; task is mostly complete; present for most of the group session	No contribution or limited contribution to the group session; little or no participation as it relates to the required task; not present for the group session

- **Written Assignments**
Throughout the course of the semester, candidates will engage in various course assignments that focus on research. Specific details will be provided.

Criteria	3 Distinguished Exceeds Expectations	2 Proficient Meets Expectations	1 Basic	0 Does Not Meet Expectations
Content	All required content/sections for the assignment are included; all sections were articulated and reflect a thorough understanding of the content	Most required content/sections for the assignment are included; most sections were articulated and reflect a good understanding of the content	Some required content/sections for the assignment are included; some sections were articulated and reflect a basic understanding of the content; some gaps are evident in candidate's learning	Few or no required content/sections for the assignment are included; few or no sections were articulated and do no reflect a basic understanding of the content; many gaps are evident in the candidate's learning
Writing	All writing conventions were followed	Most writing conventions were followed	Some writing conventions were followed	Few or no writing conventions were followed
Directions	All directions for set-up and completion were followed	Most directions for set-up and completion were followed	Some directions for set-up and completion were followed	Few or no directions for set-up and completion were followed
Reflection	Reflection is very clear and directly relates to the assignment; candidate is able to thoroughly make many connections to what he/she has learned in relation to the assignment	Reflection is mostly clear and relates to the assignment; candidate is able to make some connections to what he/she has learned in relation to the assignment	Reflection is somewhat clear; some relation/connection to the assignment is evident; candidate is able to make a few connections to what he/she has learned in relation to the assignment or connections may not be	Reflection is not clear; little or no relation/connection to the assignment; candidate is not able to make connections to what he/she has learned in relation to the assignment

			clearly evident	

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 EEEO, 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:

Educational Research accompanying website
http://wps.ablongman.com/ab_mcmillan_edresearch_5/65/16694/4273674.cw/index.html

Educational Leadership Constituent Council Standards (ELCC)
http://npbea.org/major_projects/

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

National Board Certification for Educational Leaders (NBCEL)
http://www.nbpts.org/products_and_services/national_board_certifica1

National Board for Profession Teaching Standards – The Five Core Propositions
http://www.nbpts.org/

Various web links (Introduction on research, Action research, statistical design, etc.)

eThemes of the Times - The New York 2004 . http://ethemes.pearsoncmg.com/0205426875/

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McMillan, James, (2004) Educational Research - Fundamentals for the Consumer, 4th Edition. Pearson Education, Inc., New York

Mills, Geoffrey E.(2003). Action Research: A guide for the teacher researcher. Upper Saddle River, NJ: Merrill/Prentice Hall

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	ADP 670	Principal Program Live Text Portfolio, Mentor Evaluation	

	procedures.			
	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	

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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	