Standards Aligned System (SAS) Cover Sheet

Applicant Information

(Complete one application for each course or program submitted)

Date Submitted:

Organization Name:

Address:

City: State: Zip Code:

Telephone: Email:

Contact Person:

Type of Entity (Check Type)

Institution of Higher Education   School District

Non-profit Organization   Intermediate Unit

Professional Association   Corporation, Partnership or Limited Liability Company

Submitting a proposal for (Check Appropriate Box(s))

Continuing Professional Education for School & System Leaders (CPE)
(Must address one or more of the nine PA leadership standards.)

Principal Induction Program (PIP)
(Must address three core standards in depth.)

Framework for Leadership (Check Domain(s) if applicable)
    Domain 1   Domain 2   Domain 3   Domain 4

Check Appropriate Box

Course Proposal: Title　　　　　　　Program Proposal: Title

Total hours for Course: Minimum- 30 (14 in class; 16 job embedded) not to exceed 50 hours in value

Total hours for Program: Minimum- 25; not to exceed 40 hours in value

Total hours for Principal Induction Program course: Minimum- 25 hours/Maximum 36 hours per year not to exceed 40 hours in value.

Minimum hours for full Induction Program: 80 hours; Maximum 108 hours; not to exceed 140 hours in value.

Title of Program/Course*
Program/Course must be advertised and offered using this title.

Has this program/course been approved for another entity?　　　YES　　　　NO

If yes, please provide:

Name of Entity:　　　　　　　　　　　　　Date Approved:

Identify Target Audience

　　　Number of in-class hours

　　　On-line Hours

　　　Job-Embedded Hours

　　　Total Hours for Course or Program

Will this program/course be provided by a second-party, contracted organization?　　YES　　NO

If yes, please provide name of organization:

Submittal/Re-submittal Information
(Check appropriate box and fill in date)

　　　First-time Submittal of Proposal

　　　Re-submittal　　　Date Originally Submitted – Not Approved:

　　　Re-submittal　　　Date Originally Submitted – Approved:

Provider Assurances

As directed, provide convincing evidence that each assurance is met.

1. The proposed course or program is based on research and /or best practices aimed at helping leader's impact teacher and student success. *Include the research and/or best practices below OR indicate the page number(s) in this application where the research and/or best practices are identified.*

2. The faculty or program leaders have had recent experience (within the last five years) as a successful school or system leader. Team teaching that pairs instructors without recent leadership experience with those more recently in the field is also permitted.

   Please complete the Faculty Data Sheet on page 9 of this application for each member of the faculty. Refer to the reviewer's guide under Highly Qualified Staff to identify components needed to meet the expectations for this part of the application.

3. The provider will maintain quality control measures to ensure that the proposed course or program is achieving the desired outcomes, such as follow-up surveys of participants, their supervisors, and their subordinates. Identify the measures below or indicate the page number(s) in this application where the measures are identified.*

    *If approved, the Pennsylvania Department of Education will request course/program participant enrollment information and will randomly select participants to complete confidential, on-line surveys to help maintain quality control measures.

4. The provider does not discriminate in its educational programs, activities or employment practices based on race, color, natural origin, sex, sexual orientation, disability, religion, ancestry, union membership, or any other protected category, in accordance with applicable state and federal law. **Provide non-discriminatory evidence below.**

Standards Aligned System (SAS) Framework Application

This application is presented in six parts:

    I.   Program Description

    II.   PA Standards

    III. Curriculum Framework

    IV. Course Instruction

    V.   Culminating Project

    VI. Qualified Staff Information

A separate application is required for each course or program submitted.

All attachments should be labeled and included at the end of the application.

I. Program Description

The course or program description will be a brief narrative which includes:

- A clear and concise description of the major ideas in the course or program.
- An explanation of how the course or program will help participants increase student achievement within their school entity or organization.

A. Provide a clear and concise description of the major ideas of the course or program.

B. Explain how the course or program will help participants increase student achievement within their school entity or organization.

II. PA Standards Alignment and Articulation

Explain and provide evidence that the course or program is aligned and fully articulated with one or more of the PA Leadership Standards. Proposals for the Principals' Induction Program must be aligned with the three core standards.

For each standard, please describe, explain or provide:

A. The expected knowledge needed to address each standard.

B. The measurable competencies needed to demonstrate knowledge of each standard.

C. Evidence of how the knowledge and skills associated with the standard will be measured.

D. How the application of the knowledge and skills associated with the standard will impact student achievement within the participant's school entity or organization.

Standard(s) Addressed:

List the standards both core and corollary being used in the course or program. Each standard must show a corresponding letter A-D. This goal can be accomplished in a variety of ways. One example of how this could be accomplished is through a table format like the one shown below.

A. Explain the expected knowledge needed to address each standard.

B. Describe the measurable competencies needed to demonstrate knowledge of each standard.

C. Provide evidence of how the knowledge and skills associated with each standard will be measured.

D. Explain how the application of the knowledge and skills associated with each standard will impact student achievement within the participant's school entity or organization.

III. Curriculum Framework

The curriculum framework describes what the course or program is designed to accomplish and how it will be measured. The curriculum framework has six required components:

A. Big Ideas
B. Key Concepts
C. Competencies
D. Essential Questions
E. Key Terminology
F. Materials and Resources

Evidence must be provided that the implementation of the course or program will result in increased student achievement within the participant's school entity or organization.

A. **Big Ideas.** Big ideas are declarative statements that describe concepts that transcend the content of the course or program. They are overarching principles that are essential to provide focus on specific content for all participants. Each big idea must flow into key concepts for that big idea.

B. **Key Concepts.** Key concepts describe what participants should know as a result of this course.

C. **Competencies.** Competencies describe what participants should be able to do, key skills developed as a result of this course. Competencies are performance measures of the key concepts and big ideas

D. **Essential Questions.** Essential questions specifically link to the big ideas which frame participant inquiry and assist in learning transfer. Essential questions provide a framework for the transfer of knowledge and development of skills.

E. **Key Terminology.** Define key terminology that is linked to the standards, big ideas, concepts and competencies identified.

F. **Materials and Resources.** List the names and/or titles of books, websites, articles, and other materials and resources that will be used to develop the competencies.

IV. Course or Program Syllabus (SAS Framework)

Lesson Plans

The course or program proposal must include a syllabus (series of lesson plans) developed to successfully present and deliver the material in the course or program.

All in- class hours, on-line hours and blended hours must be documented in a separate lesson plan for each day and /or component of instruction.

In addition, each lesson plan must contain the number of hours required for the day or component and the number of hours associated with each job-embedded assignment.

Each course or program syllabus will provide a clear connection with the standards-aligned system (SAS) components identified below: standards, assessments, curriculum framework, instruction, materials and resources, and interventions – all aligned to student achievement.

The syllabus must strongly demonstrate alignment to student achievement.
The following lesson plan template contains the components that should be completed for **each day and/or component of instruction** which completes the syllabus for the course or program.

Course Syllabus (SAS Framework)
Lesson Plan Template

A lesson plan must be completed for each component of instruction and must include all elements shown below.

    A. **PA Standard(s):**

    B. **Key Concept(s):**

       Competency(ies):

       Essential Question(s):

    C. **Instruction:** The instruction component describes the detailed activities that would be used to deliver the course or program and should include the approach to learning; e.g. case studies, simulations, large and small group discussion, etc.

    D. **Assessments:** Assessments demonstrate how participant growth will be measured, and measurement criteria must align with the stated competencies. Provide the assessment measures that will be used to measure the participant's mastery of the concepts and competencies of the course or program. Also include a copy of the evaluation form used to determine the effectiveness of the course or program.

    E. **Job-embedded assignment(s):** Describe the out-of class assignment(s) for each lesson and how they will demonstrate the application of the standards, big ideas, concepts and competencies and how the assignments are related to student achievement within the participant's school entity or organization. The hours for each job embedded assignment must be included with the assignment.

    F. **Materials and Resources:** List the materials and resources needed for each lesson.

    G. **Interventions:** Identify ways that the adult learners in this course or program will be provided with supports they need to meet or exceed the course expectations.

The reviewers will look for the ways that the complete syllabus demonstrates direct alignment to student achievement.

V. Culminating Project

Describe, explain or provide the culminating project information as follows:

A. Describe the project and how the project corresponds to the application of the standards, big ideas, concepts and competencies being developed in the course?

B. Describe how the project is related to increasing student achievement in the participant's school entity or organization?

C. Provide measurement rubrics or scoring guides that assess proficiency in assimilating the content of the course through the project. The measurements must focus on measuring the standards, big ideas, concepts and competencies being developed in the culminating project in relation to the course.

VI. Qualified Staff Information

Faculty Data Sheets must be completed for all course or program instructors. Each instructor must provide information on his/her highest degree and positions held in the last five years. At least one of the instructors must have had recent experience as a school or educational system leader within the last five years. Finally, all instructors must relate their academic preparation and professional experience to their ability to deliver the course content. **Please complete this data sheet for all instructors. Do not attach resumes.**

Highly Qualified Staff
(Limit Responses to One Page per Faculty Member)

Name:

Highest Degree, Granting Institution, and Year Attained:

Present Position:

Positions held in last five years:

Specifically, and succinctly describe how any or all listed positions qualify as experience in schools and/or as an educational leader.

Specifically, and succinctly explain how your academic preparation and experience qualify you to be an instructor for this course.