

Applicant Information

Contact Person: <u>Theresa L. Carfagno, Ed.D.</u> Title: <u>Assistant Professor of Education</u> Phone: <u>(215) 753-3678</u>		
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Address: <u>9601 Germantown Ave</u> , Education Department		
Street City State Zip Code <u>Philadelphia, PA 19118</u>		
Type of Entity:		
<input checked="" type="checkbox"/> Institution of Higher Education	<input type="checkbox"/> School District	<input type="checkbox"/> Non-Profit Organization
<input type="checkbox"/> Intermediate Unit	<input type="checkbox"/> Professional Association	<input type="checkbox"/> Corporation, partnership or limited liability company
Submitting a proposal for:		
<input checked="" type="checkbox"/> Principal's Induction Program (Must Address three core standards)	<input type="checkbox"/> Continuing Professional Education for School and System Leaders (Must address one or more of the nine PA leadership standards)	

Definitions:

A course is a series of lessons offered for credit by a college/university, intermediate unit, PDE, or an approved entity where each credit is equivalent to 14 hours of study and 16 hours of related, job-embedded assignments, culminating in an evaluated final product that is focused on improving conditions in the school or system that will lead to increased student success.

A program is a series of related professional education activities with a common theme and a results-based focus that is conducted over a period of time. Programs may be offered by a college/university, intermediate unit, PDE, professional associations, school districts, or other approved entities. The program must provide a minimum of twenty- five hours of study inclusive of related, job embedded assignments, culminating in an evaluated final product that is focused on improving conditions in the school or system that will lead to increased student success.

Course and Program Requirements: Please complete the table below with a succinct explanation of how your course or program addresses each of these elements.

<p>• Course Proposal – Must attach syllabus</p> <p>X Program Proposal – Must attach program outline</p>	
PA Leadership Standards Addressed	Each of the three years in the Pennsylvania Education Leaders: Principal Induction Program will be focused on one of the three core standards, supported by identified corollary standards. Supporting the standards are assessment measures; primary activities, and yearly outcomes.
Competencies Developed (See Appendix A for Expectations)	The competencies identified in Core Standard 2 in Appendix A as required for a Principal Induction Program are incorporated into the activities in each of the three-times per year workshops. In Year 1 they will be introduced and analyzed using case study approach; in Year 2 implementation in job-embedded-assignments; in Year 3 conducting a summative evaluation of their performance.
Approaches to Learning	Adult- learning strategies in a seminar/workshop format utilizing experienced faculty members from the college and current practicing school leaders. The Blackboard Learning System will be used to facilitate on-going communication and mentoring.
Related Job-Embedded Assignments – How will the out-of-class assignments demonstrate application of concepts being taught?	The job embedded assignments will demonstrate application of concepts being taught by requiring evidence of theory linked to real-work examples standards-based data collection and analysis, work samples, reflection papers and specific assignments. Major assignments will include a rubric for assessment and evaluation.
Final Product or Culminating Activity (e.g., portfolio, journal)	The culminating activity will be a presentation of their school improvement evaluation study (via portfolio) that encompasses what was learned and accomplished throughout the induction program. This study analyzes the three years of their school improvement process and highlights their successes, challenges and plans for future improvements.
Assessment Measures for Participant Growth and Application of Knowledge	<p>The assessment measures identified in the program outline will be addressed in several ways:</p> <ul style="list-style-type: none"> Reflective Journal entries Mentoring visits and observations using protocol linked to standards and competencies Case Study analysis during workshop seminars On-line communication Job-embedded assignments linked to standards and assessments Leveled-projects at the end of each of the three years as identified in the program outline.

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Provider Assurances

Proposals must include convincing evidence that:

- The proposed course(s) or program(s) are based on research and/or best practices aimed at helping leaders impact teacher and student success. **Program Proposal Page 2**
- The faculty or program leaders have had recent experience (within the last five years) as a successful school or system leader.

Program Proposal Page 3

Please include a list of the faculty with resumes and a summary of teaching evaluations.

Program Proposal Appendix A

- The provider will maintain quality control measures to ensure that the proposed course(s) are achieving the desired outcomes, such as follow-up surveys of participants, their supervisors, and their subordinates. **Program Proposal Page 2**
- The provider will engage with other approved providers and with the Department as part of a learning community for school and system leaders.

Program Proposal Pages 2&3

- 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.

Program Proposal Page 3

Will this course or program be available to school and system leaders throughout the Commonwealth? Yes No

If no, please indicate the counties in which this course or program will be offered.

Chestnut Hill College
Pennsylvania Leaders in Education: Principal Induction Program

Program Outline

Overview:

The Chestnut Hill College's *Pennsylvania Leaders in Education: Principal Induction Program* will support the development of beginning principals to fulfill their roles as a **Visionary**, a **Standards-based Instructional Leader**, and a **Change Agent for Student Improvement**. Focusing on the three Core PA Leadership Standards and corollary standards, program graduates will understand the importance of establishing and maintaining a positive, productive school culture, which functions as a unifying force for all members of the school community. By completing a series of cohort-based activities, participants will hone their skills in leading high-performing schools. To support these goals, the program will emphasize standards-based and data driven instruction; strategic thinking and goal-setting; and strategies for creating a positive learning community so that graduates will lead their schools in making the necessary changes to effectively teach students for the 21st century.

Format:

The Chestnut Hill College's *Pennsylvania Leaders in Education: Principal Induction Program* is a three-year program based on an executive weekend model whereby participants will engage in professional activities through a results-based workshop format that also requires job-embedded assignments related to improved student success. The format is similar to the National Institute for School Leadership, with activities built around participant case studies, interactive tutorials, 'critical friends' discussions and in-depth self reflection. In each of the three years, participants will attend three workshops led by expert educational leaders, and be supported in their work through quarterly on-site mentoring visits in years one and two. On-line communications and discussion will occur throughout the program, to ensure participant success. Inductees will participate approximately 25-36 hours per year.

Quality Control:

The program will engage in a comprehensive quality control process. Inductees, faculty and supervisors will engage in regular, ongoing review. The data utilized in the quality control process comes from the following sources:

- Inductee performance in the program, as reflected in program activities, job-embedded assignments, culminating projects, feedback from faculty and mentors, and self evaluations
- Results of Mentor Evaluation
- Results of the Inductee Program Evaluation Survey
- One-year post-induction follow-up

Research and Practice Bases:

The program will be based on the Interstate School Leadership Licensure Consortium (ISLLC) standards and the nine Pennsylvania leadership standards. Strategies for systems thinking will be based on the theory and research of such education and organization leaders as Ron Elmore, Peter Senge, Ron Heifetz and Rosabeth Moss Kanter. The National Institute for School Leadership curriculum, Reinventing Education Change Toolkit sponsored by IBM and AASA's Center for System Leadership will be significant resources for the program. Strategies to support student improvement will be drawn from such resources as *Ramp-Up Literacy* and *Ramp-Up Mathematics* from America's Choice. Participants will investigate best practices through resources like PublicSchoolInsights.org, an online service of Learning First Alliance.

Provider Learning Community

Chestnut Hill College has a rich history of collaborating with local, state and federal agencies and organizations to improve instruction leading to higher achievement for ALL students, evidenced by participation on committees, grant funding to support urban schools, and leadership positions in organizations. Our educational leadership certification program is led by current leaders at the building and system level in urban and suburban districts. We understand that the Pennsylvania Department of Education has built a strong foundation of leadership programs through their PA Inspired Leadership program and supporting programs such as the state system of higher education's "Principals Leadership Induction". Our *Pennsylvania*

Leaders in Education: Principal Induction Program includes much of the work from these agencies and organizations. Our work in this endeavor will only be strengthened by becoming part of this new opportunity to learn from one another to provide our beginning principals with the tools and time to begin a sustained system of continuous improvement in student achievement.

Highly Qualified Faculty

Chestnut Hill College's *Pennsylvania Leaders in Education: Principal Induction Program* will be led by two energetic, highly motivated and successful principals; one of whom has recently become a full time faculty member in the education department. Dr. Theresa L. Carfagno is a former principal whose urban/suburban elementary school was designated a national Blue Ribbon School of Excellence under her leadership. Dr. Carfagno's teaching evaluations as an adjunct professor in surrounding school leadership programs have been excellent. Ms. Nicole Poncheri is a current principal of an urban middle school with extensive experience in raising student achievement through the use of school improvement plans. Ms. Poncheir also has higher education teaching experience with excellent evaluations by the students. in This team will lead and organize the workshops in conjunction with other exemplary school leaders to enhance the experience of the inductees. Resumes are included in Appendix A.

Nondiscrimination Statement

Chestnut Hill College does not discriminate on the basis of race, color, sex, age, religion, national origin, or disability in any admissions, education program, activities or employment practices. This policy is in accordance with state and federal laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Program Requirements

Content	Hours	Leadership Standards Addressed	Assessment Measure(s)	Primary Activities	Outcomes
<p><u>Year One</u></p> <p><u>The Principal as Visionary</u></p> <ol style="list-style-type: none"> 1. Relationship between leadership and political, economic and cultural change 2. The Principal as analyst and strategic thinker. 3. The Principal as decision maker and motivator. 4. Site based mentoring 	<p>7(wknd)</p> <p>7(wknd)</p> <p>7(wknd)</p> <p>8-15</p>	<p><i>Core Standard #1.</i></p> <p>The leader has knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success.</p> <p><i>Corollary Standards.</i></p> <ol style="list-style-type: none"> 1. Creates a culture of teaching and learning with an emphasis on learning 2. Advocates for children and public education in the larger political, social, economic, legal and cultural context 3. Collaborates, communicates, engages, and empowers others inside and outside of the organization to pursue excellence in learning 4. Operates in a fair and equitable manner with personal and professional dignity 	<p>Participants will improve their knowledge, understanding and application of how to lead and motivate a school through creating a vision and strategic plan focused on higher student achievement evidenced by submission of a collaboratively developed school vision, instructional improvement goals (based on standards) and improved student learning.</p>	<p>* Quarterly on-site mentoring visits using protocol linked to standards</p> <p>* Saturday workshops emphasizing creating and presenting a school’s standards-based vision for student learning; instructional leadership gap analysis; action planning and implementation of the plan.</p> <p>* Job-embedded assignments requiring an evaluation of: participant’s school vision, student achievement; school system for data collection; efficacy of teaching.</p>	<p>Level 1: School Improvement Project Plan</p> <p>At the end of Year 1, participants will demonstrate evidence of: a) comprehensive action plan that includes a strategic vision focused on higher student achievement; supported by an analysis of appropriate data collected throughout year as part of job-embedded assignments.</p>

Content	Hours	Leadership Standards Addressed	Assessment Measure(s)	Primary Activities	Outcomes
<p><u>Year Two</u></p> <p><u>The Principal as Standards-based Instructional Leader</u></p> <ol style="list-style-type: none"> 1. Federal/State standards as related to student performance 2. Strategies for Improving low-achieving schools 3. Utilizing “Best Practice” strategies to improve student performance. 4. Site-based mentoring 	<p>7(wknd)</p> <p>7(wknd)</p> <p>7(wknd)</p> <p>8-15</p>	<p><i>Core Standard #2</i> The leader is grounded in standards-based systems theory and design and is able to transfer that knowledge to his/her job as the architect of standards-based reform in the school.</p> <p><i>Corollary Standards</i></p> <ol style="list-style-type: none"> 1. Creates a culture of teaching and learning with an emphasis on learning 2. Manages resources for effective results. 3. Collaborates, communicates, engages, and empowers others inside and outside of the organization to pursue excellence in learning 6. Supports professional growth of self and others through practice and inquiry. 	<p>Participants will improve their knowledge, understanding and application of standards-based theory evidenced by a presentation of their professional development plan.</p>	<ul style="list-style-type: none"> * Quarterly on-site mentoring visits using protocol linked to standards * Saturday workshops emphasizing systems theory and design; including evaluating and monitoring a standards-based systems plan using a case study approach. * Job-embedded assignments requiring an evaluation of: school’s standards-based instructional system; identify areas where improvements might be made at the school and identify appropriate plan. 	<p>Level 2: School Improvement Plan Implementation</p> <p>At the end of year 2, participants will demonstrate evidence of: a) an instructional plan including professional development to include the six areas of a standards-based instructional system, including a professional development plan.</p>

Content	Hours	Leadership Standards Addressed	Assessment Measure(s)	Primary Activities	Outcomes & Culminating Project
<p><u>Year Three</u></p> <p><u>The Principal as Change Agent for Student Improvement.</u></p> <ol style="list-style-type: none"> 1. Role of the Principal as change agent 2. Utilizing Data for change. 3. How data affects the establishment of a collaborative school culture. 4. Presentation of inductee research and portfolio for critiquing and sharing. 	<p>7(wknd)</p> <p>7(wknd)</p> <p>7(wknd)</p> <p>4</p>	<p><i>Core Standard # 3</i> The leader knows how to access and use appropriate data to inform decision-making at all levels.</p> <p><i>Corollary Standards</i></p> <ol style="list-style-type: none"> 1. Creates a culture of teaching and learning with an emphasis on learning 2. Manages resources for effective results. 4. Collaborates, communicates, engages, and empowers others inside and outside of the organization to pursue excellence in learning 6. Supports professional growth of self and others through practice and inquiry 	<p>Participants will improve their knowledge, understanding and application of their ability to access and use appropriate data to inform decision-making at all levels of the school evidenced by uses of appropriate needs assessment(s); and school-wide data to support curricular changes and create a school professional development plan to improve student achievement.</p>	<p>* Saturday workshops emphasizing development, monitoring and evaluating efficacy of classroom teaching</p> <p>* Job-embedded assignments requiring an evaluation of: analyzing year one through three; identifying future goals and objectives.</p>	<p>Level 3: School Improvement Evaluation Study</p> <p>Presentation of a final portfolio that encompasses an evaluation of their growth as a school leader, including a data-based analysis of their improvement process highlighting the successes, challenges and plans for future improvements leading to student success.</p>

APPENDIX A

Resumes of Lead-Faculty Members

Theresa L. Carfagno, Ed.D.

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East Norriton, PA 19401
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Philadelphia, PA 19118
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PROFESSIONAL EXPERIENCE:

Assistant Professor of Education: Chestnut Hill College 2007

Norristown Area School District

1985 to 2007

Principal: Paul V. Fly Elementary School

- Responsible for the daily operation of an elementary school with a staff of 78 and 550/700 students. Paul V. Fly is a K through 4/5 school with a student body that draws from all economic and demographic boundaries. Twenty percent of the students are ESL with 22 languages and 20 international geographic areas represented. The school has 50% free/reduced lunch enrollment and plays an integral and expanding role in the community. Paul V. fly has an annual budget of \$55,000. I have never gone over budget.
- Oversee nine special education classes for Learning Disabilities; Emotional Disturbance and Mild Mental Retardation. The special education classes also include two Resource Rooms and Inclusion programs. All the classes include meeting the PA Standards and the standards for IDEA(Individuals with Disabilities Education Act).
- Responsibilities include staffing, supervision/evaluation, and Professional Development of faculty.
- Developed formal presentations for Professional Development in the following topics:

Multiple intelligences	Emotional intelligence
Data Driven Decision making	Differentiated Instruction
Reading Essentials	Authentic Assessment
Portfolios	Brain Research and Learning
Higher Order Thinking Skills	Standard-Based Education
No child Left Behind	Multiculturalism in Education
National Reading Panel Report	The Effective Teacher
- Directed and development and implementation of the English as a Second language Program. This program was the first such program in the Norristown Area School District at the elementary level.
- Directed, developed and implemented a program to define and meet the unique needs of economically disadvantaged first grade students through a Development First Grade program.

2002 to 2007

Special Administrative Assignments:

- Developed a formal state approved Mentoring program for the school district involving 200 new teachers and specialized mentors.
- Served as Interim Assistant Superintendent of Schools for six months June, 2002 to January, 2003.

- Served as District Curriculum Director from 1999 to 2003. Developed and implemented a reading curriculum aligned with Pennsylvania State Standards for all Norristown Area School District elementary and middle schools.

1970 to 1985

Faculty: Paul V. Fly Elementary School

- Classroom teacher in a unique English open classroom environment.
- Worked cooperatively with colleagues in team teaching format.
- Instructed Gifted to Below Level students.

Cabrini College

1994 to 207

Adjunct professor: Department of Education, Graduate School

- Developed syllabus and instructional program for the graduate school of education courses in Education and Social Policy (2004 to present) and Current Issues in Education (1994 to 2003).
- Incorporated current events, controversies and political perspectives into classroom curriculum and discussion
- Consistently rated as top professor with rating of 9 each semester (scale of 10).
- Provided training in formal presentations and teaching techniques.

Philadelphia Archdiocese School District

1959 to 1969

Faculty: Saint Anne's School

- Third grade teacher with average student class size of 60 students per class.
- Responsible for integrating the lay faculty with the religious based educational curriculum directed by the Sisters of Saint Joseph.
- Intensive group work
- Served as mentor to new lay faculty.

AWARDS:

School wide:

- National Blue Ribbon School of Excellence, Paul V. Fly School, 2001
- Pennsylvania Blue ribbon School of Excellence, Paul V. Fly School, 2000 and 1998
- Pennsylvania Keystone Award for Adequate yearly Progress, Paul V. Fly School, 2002 through 2006

Professional:

- National Distinguished Principal Award Nominee, 1999 and 2002
- Education of the Year, Central Montgomery County Chamber of Commerce, 1993
- Who's Who in American Education, 1994

INVITED LECTURESHIPS:

- Guest speaker at universities, colleges and community organizations on the following topics:
 - Reading Trends, university of Pennsylvania

- Special Needs Students & Entering the Teaching Profession, St. Joseph's University
- The Principalship, Villanova University
- News Trends in Education, Chestnut Hill College
- ESL Student Deduction & Entering the Teaching Profession, Cabrini College
- Becoming a National Blue Ribbon School of Excellence, The Rotary Club

EDUCATION:

- Bachelor of Arts, Saint Joseph 's University, Philadelphia, PA
 - Awards: Cross Keys Fraternity
- Doctor of Education in Educational Leadership and Curriculum, University of Pennsylvania, Philadelphia, PA
 - Awards: Phi Delta Kappa

CERTIFICATIONS:

- Superintendent Letter of Eligibility, University of Pennsylvania
- Elementary Principal, University of Pennsylvania
- Leadership Academy, University of Pennsylvania

PROFESSIONAL AFFILIATIONS:

- Association of Administrators and Supervisors – President & Vice President
- Association of Supervision and Curriculum Development
- National Association of Elementary School Principals
- Pennsylvania School Board Association
- Pennsylvania Association of Elementary School Principals
- Montgomery County Principals and Supervisors Association
- Cabrini College Teacher Certification Review Team
- Cabrini College Education Advisory Board
- Chestnut Hill College Education Advisory Team

COMMUNITY ACTIVITIES:

- Office of Children and Youth Advisory Board/Program Improvement
- Norristown Police Athletic League Education Board
- Norristown Communities That Care Board
- Education Advisory Council for U.S. Representative Joseph M. Hoffel

NICOLE M. PONCHERI

OBJECTIVE

To utilize my skills as an administrator and instructional leader within the field of education.

EXPERIENCE

June 2007 – Present Cabrini College St. David's PA
Adjunct Professor

- Instruct graduate students in various course topics
- Create and implement a syllabus per course
- Assess students' work and progress within the graduate program

June 2005 –Present Norristown Area School District Norristown, PA
Principal, Eisenhower Middle School

- Implement /monitor Middle level curriculum in accordance with PA Standards
- Work with Staff in the Implementation of the First Things First Initiative
 - Supervise and evaluate all staff; instructional and non instructional
 - Plan and conduct professional development
 - Mentor new administrators / oversee student teachers
 - Write and implement School Improvement Plan and Title I School Wide Plan
 - LEA for special education
 - Responsible for overseeing grounds and facilities
 - Establishment of partnerships within the community
 - Guide instruction to ensure that AYP s attained each year as NCLB
 - Electronic Scheduling for school wide curriculum programs
 - Plan and oversee school wide data studies to ensure AYP within each sub group
 - Served on district level Strategic Planning Committee
 - Member of district level Financial Committee

2003 –June 2005 Norristown Area School District Norristown, PA
Principal, Cole Manor Elementary School

- Implement /monitor Elementary level curriculum and the Full Day Kindergarten Program
- Monitor Reading First grant within the school
 - Supervise and evaluate all staff; instructional and non instructional
 - Allocate a school wide budget, Title I budget, Title I Parental Involvement budget
 - Plan and implement Professional development
 - Mentor new administrators / oversee student teachers
 - Write and implement School Improvement Plan & School-wide Title I plan
 - LEA for special education

- Responsible for overseeing grounds and facilities
- Guide instruction to ensure that AYP attained each year as NCLB (2003-Cole Manor Elementary School was named the elementary school with the most improved reading scores (33% increase)
- Scheduling for school wide curriculum programs, including Extended Day
- Oversee grant writing team to obtain additional school funding

1998-2002 Philadelphia School District Philadelphia, PA
Administrative Assistant

- Supervised a team of 18 teachers within a small learning community
- Monitor curriculum initiatives
- Oversee and attend to all student discipline and consequences as per the code of conduct
- Planned and provided professional development in guided reading, Everyday Math
- Managed the Student Support Process and monitored student progress
- Extended day facilitator
- Organized enrichment for the at risk students through Title I programs

1995-1998 Philadelphia School District Philadelphia, PA
Teacher

- **Grade 1** – implemented a whole language program, worked with parents to establish a positive working relationship between home and school, assessed student learning and participated in school wide events.
- **Math teacher** – implemented a math program for grades K-5- worked with remedial math students in working towards proficiency

EDUCATION

- 2007 Widener University Chester, PA
- ***Pupil Service Director/Superintendent Licensure***
Currently enrolled in a doctoral program
- 2000 Saint Joseph’s University Philadelphia, PA
- ***Principal / Supervisory Certification***
- 1999 Bloomsburg University Bloomsburg, PA
- ***MBA – Curriculum and Instructional***
- 1993 Bloomsburg University Bloomsburg, PA
- ***BS – Elementary Education***
- 1991 Temple University Philadelphia, PA
- ***BA - Journalism***

HONORS

- Graduated Magna Cum Laude in 1993
- Graduated with academic honors in 1999

MEMBERSHIPS & AFFILIATIONS

Honor Society – Delta Phi Alpha

Member : ASCD

President – Association of Administrator and Supervisors – Norristown Area School District

REFERENCES

Available upon request.

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