

EDUCATIONAL LEADERSHIP PROGRAM

College of Education, Lehigh University

Supervisor of Curriculum and Instruction Certification

All candidates must have an earned Master's degree in an educationally related area (e.g., Elementary/Secondary Education, Educational Leadership, Curriculum and Instruction, or Teaching, Learning & Technology). In addition, the candidate must have a minimum of four years of elementary and or secondary school teaching experience. Students will be admitted as a cohort group. Each cohort will begin course work during the summer. Prior to receiving endorsement from the College of Education for certification the student must submit passing scores on the PRAXIS Supervision and Administration examination (#0410) and shall have demonstrated a minimum of five years of certificated teaching experience.

COURSES TAKEN	COURSES RECOMMENDED	RECOMMENDED SEQUENCE (minimum of 19 credit hours)
		<p><u>Summer 1 (6 cr. hrs.)</u></p> <p>EdL 400 Introduction to Organizational Leadership: Theory and Practice</p> <p>EdL 422 Curriculum Management for the School Executive</p>
		<p><u>Fall (5 cr. hrs.)</u></p> <p>EdL 468 Applied Learning Theory for School Leadership</p> <p style="text-align: center;">AND</p> <p>EdL 428 Practicum in Supervision of Curriculum and Instruction I</p>
		<p><u>Spring (5 cr. hrs.)</u></p> <p>EdL 467 Supervision and Professional Development</p> <p style="text-align: center;">AND</p> <p>EdL 429 Practicum in Supervision of Curriculum and Instruction II</p>
		<p><u>Summer 2 (3 cr. hrs.)</u></p> <p>EdL 420 Data-Driven Curriculum Design</p>

Student _____ Advisor _____ Date _____

[4/24/08]

EXIT REQUIREMENTS:

At the completion of the program students are required to submit a portfolio demonstrating evidence of competency in each of the PA State Standards for Supervisors of Curriculum and Instruction and demonstrate evidence of proficiency in the following core Supervisory competencies.

The supervisory candidate:

- a) Understands the central concepts of organizational leadership, tools of research and inquiry, and principles of teaching and learning that make supervision effective and efficient.
- b) Understands how children learn and develop and configures resources to support the intellectual, social and personal growth of students.
- c) Know and understands effective instructional strategies and encourages and facilitates employment of them by teachers.
- d) Uses an understanding of individual and group motivation to create a professional development environment that engages teachers to develop and apply effective instructional techniques for all students.
- e) Is an effective communicator with various school communities.
- f) Organizes resources and manages programs effectively.
- g) Understands and uses formative and summative assessment strategies to gauge effectiveness of people and programs on student learning.
- h) Understands the process of curriculum development, implementation and evaluation and uses this understanding to develop high quality curricula for student learning in collaboration with teachers, administrators, parents and community members.
- i) Possesses knowledge and skills in observation of instruction and conducting conferences with professional staff that are intended to improve their performance and enhance the quality of learning experiences for students.
- j) Thinks systematically about practice, learns from experience, seeks the advice of others, draws upon educational research and scholarship and actively seeks out opportunities to grow professionally.
- k) Contributes to school effectiveness by collaborating with other professionals and parents, by using community resources, and by working as an advocate to improve opportunities for student learning.