

**EDUCATIONAL LEADERSHIP PROGRAM**

College of Education, Lehigh University

**Supervisor of Special Education Certification**

All candidates must meet the College of Education Admission criteria for the Masters degree. In addition, the candidate must possess a Masters degree in Special Education and have at least three years of special education teaching experience at the time of entry into the program. Candidates not possessing a Masters degree in Special Education must be enrolled in the Special Education program at Lehigh University. Students will be admitted as a cohort group to the Educational Leadership program. 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 have demonstrated a minimum of five years of certificated experience as a special education teacher.

COURSES TAKEN	COURSES RECOMMENDED	RECOMMENDED SEQUENCE (19 credit hours minimum)
		<p><b><u>Summer 1 (6 cr. hrs.)</u></b></p> <p>EdL 400 Introduction to Organizational Leadership: Theory and Practice</p> <p>EdL 430 Development and Administration of Special Education Programs</p>
		<p><b><u>Fall (5 cr. hrs.)</u></b></p> <p>EdL 432 Special Education and Pupil Services Law</p> <p align="center"><b>AND</b></p> <p>EdL 438 Practicum in Supervision of Special Education and Pupil Services Program I</p>
		<p><b><u>Spring (5 cr. hrs.)</u></b></p> <p>EdL 467 Supervision and Professional Development</p> <p align="center"><b>AND</b></p> <p>EdL 439 Practicum in Supervision of Special Education and Pupil Services Program II</p>
		<p><b><u>Summer 2 (3 cr. hrs.)</u></b></p> <p>EdL 434 Leadership and Management of Special Education Programs</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 Special Education 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.

**Notes:** Individuals who earned the Master's degree in special education more than five years prior to entering the supervisory program are encouraged to update their knowledge of current issues and research in special education through the addition of elective courses in special education.