

Supervisor of Pupil Services

Entrance requirements:

All candidates must meet the College of Education Admission criteria for the Master's degree. In addition, the candidate must possess a Masters degree in one of the following areas: Counseling, School Health, Social Work, Human Development or possess an Educational Specialists degree or equivalent in School Psychology. Candidates not possessing an earned degree in one of the specialty areas must be enrolled in either the School Psychology or Counseling Psychology programs at Lehigh. Students will be admitted as a cohort group. Each cohort will begin course work during the summer.

Program Requirements:

The proposed program requires at minimum 19 credits earned at Lehigh University.

- EdL 400 Educational Leadership: Theory and Practice
- EdL 440 Development and Administration of Pupil Services Programs. Exploration of the research and practice of an effective comprehensive pupil services program. Emphasis on involvement of community agencies, field-based research, and databased decision-making, program design and evaluation, and the relationship of the pupil services program to the regular and special education curriculum.
- EdL 442 Leadership and Management of Pupil Services Programs. Overview of the management practices related to effective leadership of pupil services programs, including budget development and management, staffing, instructional practices, community agency partnerships, student assessment, legal issues, and parent involvement.
- EdL 467 Supervision and Professional Development. This course is designed to develop specific human resource management and supervisory skills, including staff selection, assessment and feedback methods, managing a diverse workforce, and developing professional growth opportunities.
- EdL 479 Special Education and Pupil Services Law
- EdL 438/439 Internship in Pupil Services Supervision (2 credits each). The internship is a yearlong experience requiring a minimum of 300 hours of supervised work experience. In addition to the field-experience, individuals will be involved in monthly group meetings, site visits by the supervisor, and the completion of a variety of projects and learning modules. The internship is designed to complement the course work.

Note: Individuals are encouraged to enroll in courses in school psychology or counseling psychology to broaden their knowledge base beyond their original area of expertise. In addition, the Special Education Law Seminar is highly recommended as an elective.

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 Pupil Services 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 which 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

Note : Prior to receiving endorsement from the College of Education for certification the student MLTST submit passing scores on the PØS Supervisory examination and have demonstrated a minimum of five years of certificated experience as a counselor or school psychologists.

Advisor Signature

Student Signature

Date