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**Master of Science in Education: Principal/Supervisor**

**Post-Master’s Certification Endorsement: Supervisor**

**2017-2018**



**MONMOUTH UNIVERSITY SCHOOL OF EDUCATION**

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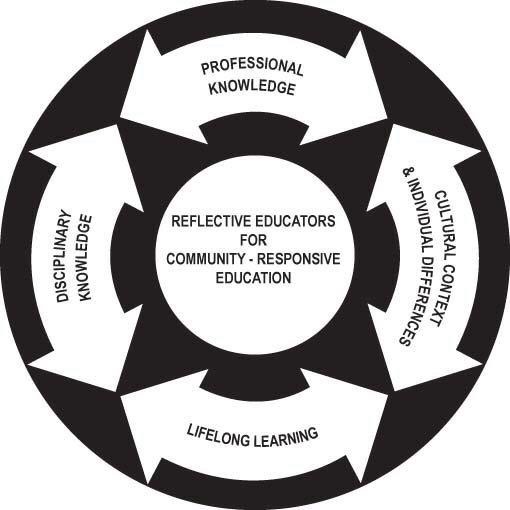
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Mission Statement

The School of Education mission is to be a regional leader in the preparation of highly competent, reflective teachers and other professional educators (e.g., administrators, counselors, and reading specialists) who have the knowledge, skills, and dispositions required to improve teaching and learning in a highly pluralistic democratic society. Toward this end, our candidates are prepared to serve students from diverse backgrounds in terms of abilities, age, culture, ethnicity, family, lifestyle, and socioeconomic status. Our programs link research and practice by ensuring candidates can work with students, teachers, and school leaders in a wide range of local school and community settings. Finally, our programs are designed to instill a commitment to lifelong learning.

School of EducationConceptual Framework



**Candidate Proficiencies**

1. Demonstrate an understanding of the foundational knowledge of their discipline/professional field and apply this knowledge in their professional practice to enhance student performance.

2. Make connections among and across various disciplinary perspectives and integrate knowledge of other disciplines into specific instructional/professional practice.

3. Demonstrate an understanding of principles of human development and the importance of individual differences in learning at various developmental stages and use this knowledge to create a supportive learning environment.

4. Develop a variety of instructional/professional strategies that are based on research-based best practices and promote student learning.

5. Understand how various factors (e.g., social, political, economic, cultural, ethnic, linguistic, etc.) impact education, and use this knowledge to develop strategies to create equitable and inclusive educational learning environments that address the needs of diverse learners and promote educational equity.

6. Demonstrate an understanding of the general goals and professional standards of one’s professional field (e.g., counseling, educational leadership, teaching) and integrate these frameworks into planning and professional practice.

7. Use professional standards and goals to evaluate, select, design, and adapt resources including, but not limited to print, non-print, and technological tools, to promote student learning.

8. Utilize effective communication skills in the classroom/professional practice including verbal and nonverbal techniques, technology, and the media.

9. Demonstrate an understanding of assessment as an on-going process and utilize multiple forms of assessment that are age and level appropriate by implementing purposeful measures that are aligned with standards and established learner outcomes.

10. Analyze and reflect on the results of assessments to

1) evaluate students’ strengths and weaknesses;

2) make decisions regarding future teaching/practice;

3) communicate the results of student performance to all stakeholders; and

4) provide opportunity for discussion with the community members, including families and other professionals, to support student learning.

11. Develop dispositions that demonstrate a commitment to ethical standards and practices of the profession and act as advocates for students, colleagues, and members of the community to promote student learning and educational equity.

12. Engage in professional development opportunities and collaboration with all available partners that promote content knowledge proficiency, self-reflection on instructional/professional practice, and learning growth in the people they serve.

MS.Ed. Principal/Supervisor

Post-Master’s Supervisor

Program Outcomes

The following are the major learner outcomes for the MS Ed Principal Program. They are linked to the *Standards of Advanced Programs in Educational Leadership, 2002* and the School of Education’s Candidate Proficiencies*.*

|  |
| --- |
| Principal Program Outcomes |
| 1. Demonstrate an understanding of the foundational knowledge and research base in educational  administration and apply this knowledge in their interaction with students, staff, and the community. (ELCC 2,3) |
| 2. Demonstrate understanding of theories and best practices of various disciplines, and apply this  knowledge in working with staff, families, and the community. (ELCC 2) |
| 3. Based on research, promote a school culture that meets the developmental, cultural, and  linguistic differences of students to promote student achievement. (ELCC 2) |
| 4. Promote the use of a wide array of research-based instructional strategies, methods, practices,  and materials (including technology) that are appropriate for all learners to increase student learning and designs comprehensive professional growth plans for staff.  (ELCC 2, 3) |
| 5. Use the larger cultural context research to assist and support staff in creating school cultures  and learning environments that address the needs of all learners. (ELCC 1, 2, 6) |
| 6. Use the *Standards for Advanced Programs in Educational Leadership, 2002* and the research  base as the framework for assisting staff and families to promote student learning. (ELCC 1, 2, 3, 4) |
| 7. Use local, state, and national standards and the research base as the framework for assisting  staff to evaluate, select, design, and adapt print, non-print, and technological tools to promote learning for all students and to inform families regarding the selection and use of resources. (ELCC 2, 3, 4) |
| 8. Utilize effective communication and collaboration skills for managing the school operations  and working with staff, students, and the community members. (ELCC 1, 3, 6) |
| 9. Compare, contrast, and analyze a wide array of informal and formal assessment measures,  including student self-assessment to develop, implement, and share a school vision that promotes student achievement. (ELCC 1) |
| 10. Analyze and reflect on assessment results to 1) evaluate students’ strengths and weaknesses;  2) make decisions regarding future programs; 3) communicate the results of student performance to all stakeholders; and 4) provide opportunity for discussion with the community members, including families and other professionals, to support student learning. (ELCC 1, 4) |
| 11. Promote the success of all students by serving as a role model via acting fairly, with integrity,  and in an ethical manner when dealing with employees, students, families and the community. (ELCC 5) |
| 12. Self-evaluate administrative, supervision, and community/family collaboration activities and  promote professional growth in staff members to improve student learning. (ELCC 1, 2) |

M.S.Ed. Principal/Supervisor

Core Program Assessments

During the time you are enrolled in the Principal Program at Monmouth University, you will be completing the following eight core assessments. The table below outlines these core assessments as well as when they are completed during the program. These assessments are components of an overall assessment system which is outlined in the second table.

|  |  |  |  |
| --- | --- | --- | --- |
| M.S.Ed. Principal/Supervisor (32 Crs) | ELCC | Assessment 1: Licensure assessment. School  Leadership Licensure Assessment (SLLA)  Assessment 2: Case Studies  Assessment 3: Curriculum Development and  Planning  Assessment 4: Practicum/Internship Evaluation Form Assessment 5: Analysis of Standardized Test Results Assessment 6: Ideal School Project  Assessment 7: Community Involvement Project  Assessment 8: Peer Coaching Project | Completion  of Course Work:  EDL 532  EDL 536  EDL 588  EDL 606  EDL 504  EDL 533  EDL 569 |

**Transfer Credits:**

If you are transferring credits into the MS Ed Principal (9 credits maximum), you are still

responsible for completing the eight core assessments even if one or more of them take place in a course that you transferred. Please see your advisor to develop a process for completing the assessments.

Post Master’s Supervisor Core Program Assessments

|  |  |  |  |
| --- | --- | --- | --- |
| Supervisor  Endorsement | ELCC | Assessment 1: Comprehensive Exam  Assessment 2: Case Studies  Assessment 3: Long-Term Staff Development Project  Assessment 4: Practicum/Internship Evaluation Form Assessment 5: Peer Coaching Project  Assessment 6: Curriculum Development and Planning  Assessment 7: Supervision/Observation Project  Assessment 8: Instructional Design | EDL 582  EDL 569  EDL 593  EDL 582  EDL 569  EDL 536  EDL 593  EDL 536 |

**Transfer Credits:**

If you are transferring credits into the Post-Master’s Supervisor Endorsement Program (3 credits maximum), you are still responsible for completing the eight core assessments even if one or more of them take place in a course that is transferred.

M.S.Ed. Principal/Supervisor Assessment System

|  |  |  |
| --- | --- | --- |
| Transition  Points | Unit Assessments | Principal Assessments |
| 1. Admission | Letters of recommendation  Essay- 2.75 GPA |  |
| 2. Admission to  Practicum | 3.0 GPA  Lesson plans  Unit plans  Clinical Supervision Technology assessment Course assessments Case Studies | Assessment 2- Case Studies (EDL  532)  Assessment 3- Curriculum Development and Planning Project (EDL 536)  Assessment 6- Ideal School Project (EDL 504)  Assessment 7- Community  Involvement Project (EDL 533)  Assessment 8- Peer Coaching Project (EDL 569) |
| 3. Program  Completion | Comprehensive exams  Capstone projects  Professional Development Plans  Supervised Internships  Case Studies | Assessment 1- State mandated  exam  Assessment 4- Internship Evaluation (EDL 588/589)  Assessment 5- State Report Card Standardized Test Analysis (EDL  606) |
| 4. Post-  Graduate  Assessment | Exit Survey  Employer Survey  Candidate Survey |  |

Post Master’s Supervisor Endorsement

Assessment System

|  |  |  |
| --- | --- | --- |
| Transition  Points | Unit Assessments | Principal Assessments |
| 1. Admission | Letters of recommendation  Essay- 2.75 GPA |  |
| 2. Admission to  Practicum | 3.0 GPA  Lesson plans  Unit plans  Clinical Supervision  Technology assessment  Course assessments  Case Studies | Assessment 2- Case Studies (EDL 569)  Assessment 3- Long-term Staff Development Project (EDL 593)  Assessment 5- Clinical Supervision (EDL 569)  Assessment 6- Curriculum Development and Planning (EDL 536)  Assessment 7- Supervision/Observation Project (EDL 593)  Assessment 8- Instruction Design Project (EDL 536) |
| 3. Program  Completion | Comprehensive exams  Capstone projects  Professional Development Plans  Supervised Internships  Case Studies | Assessment 1- Comprehensive Exam (EDL 582)  Assessment 4- Practicum Evaluation (EDL 582) |
| 4. Post-  Graduate  Assessment | Exit Survey  Employer Survey  Candidate Survey |  |

Field and Clinical Experiences

Each program incorporates integrated field experiences in the curriculum, enabling candidates to work with students in actual K-12 school settings and encouraging interactions with teachers, administrators, and community representatives. The field-based component of each program is implemented in collaboration with local K-12 school districts. Candidates are required to document school-based field work through signed evaluation forms, logs, observations by administrators, and artifacts.

The following table outlines the field experiences in the Principal Program and Supervisor Program.

|  |  |
| --- | --- |
| **Course** | **Field-based Experiences** |
| EDL 504- Introduction  to Educational  Leadership P-12 | 1. Candidates study a school they are familiar with and design an organizational,  curricular, or instructional initiative that addresses identified needs, with a goal of improving student achievement.  2. Candidates present the plan to an administrator or supervisor and discuss the components of the plan. Candidates use the feedback from the  administrator/supervisor to describe adjustments in their ideal school plan. |
| EDL 530-  School Law and Policy | 1. Candidates choose three legal concerns and design a presentation for a faculty  meeting in their schools. The presentation includes an agenda, handouts, and an evaluation sheet.  2. Candidates give their presentation at a school faculty meeting and share their  experiences and feedback with their classmates. |
| EDL 532-  Human Resource Management & School Finance | 1. Candidates analyze their school budget, based on research and readings and  interview the school principal regarding its development.  2. Candidates develop recommendations for how they would develop a budget in their own schools and reflect on the entire process.  3. Candidates design a two-year mentoring program for their school. They  implement sessions with new teachers in their building for two months and collect feedback. They document each of the sessions with handouts and an  evaluation sheet. |
| EDL 533- Community  Relations | 1. Candidates develop a two-year action plan that addresses the six types of  family and community involvement (Epstein). It includes a time table, resources, outcomes, and the roles of all constituents.  2. Candidates present their plan to a group of people that include an  administrator, teachers, parents, and community members.  3. Candidates implement one component of their plan over a two month period and reflect on the process and their professional development growth needs. |
| EDL 536-  Curriculum  Development and  Design | 1. Candidates conduct an analysis of their teaching and student achievement in a  content area that they teach as well as a colleagues’ teaching and student  achievement. They also study their contextual factors and compare their findings to the school’s curriculum, local, state, and national standards. The analysis includes how family and community members are informed and involved.  2. Candidates then meet with the colleague to discuss the results and the related research. In collaboration, with the colleague, they design a two-year plan and  timeline to meet the identified needs. They also reflect on the process and set  professional goals and dispositions. |

|  |  |
| --- | --- |
| EDL 569-  Public School  Supervision and  Communication P-12 | 1. Candidates observe a principal or supervisor conducting an observation and  post-observation conference. They create recommendations for the supervisor regarding feedback and coaching strategies. |
| EDL 582-  Practicum in Supervision and Curriculum, P-12 | 1. .During the one semester practicum, experience, candidates are required to develop, in cooperation with their mentors, a comprehensive plan based on a self-assessment that reflects the ELCC standards. This plan is monitored by the mentor and requires administrative and quasi-administrative experiences. The course professor, in addition to on-site visitations, requires the students to analyze various documents and procedures used in the practicum site and perform tasks aligned with the ELCC standards. |
| EDL 588/589-  Topics in School  Leadership, Supervision and Curriculum I P-12and Advanced Topics in Leadership, Supervision and Curriculum II, P-  12 | 1. During a two semesters candidates are required to engage in performing, analyzing, and reflecting upon a series of specific tasks involving authentic experiences of an educational leader which are aligned with ELCC standards.   2. In addition During EDL 589, candidates will design an action research project linked to student achievement and best practices presentation. |
| EDL 590A and EDL 590B | 1. These 2 courses are each 1 credit and are designed to occur over 2 semesters and culminate in the accruing of 150 internship hours out of the required 300 internship hour required for certification. These hours must be done under the guidance of a building principal and involve the day-to-day responsibilities and activities of the building principal. The first 150 hours may be done in the candidates own building. The second 150 hours must be done in a diverse school setting different from the candidates previous setting (different grade configuration). Candidates will provide weekly logs and reflections. *Co-requisites EDL 588and EDL 589 respectively.* |
| EDL 593-  Administration, Supervision, and  Consultation in  Literacy | 1. Candidates observe language arts literacy and content instruction, develop  evaluations, and conduct pre- and post- observation conferences. Research- based recommendations are provided.  2. Candidates design and implement a long-term staff development initiative with colleagues at their school. The completed design for their staff development  initiative will be based on the district’s vision, the professional literature, and  the professional standards. |
| EDL 606-  Research  Based Program Evaluation and Decision Making | 1. Candidates review and analyze the report card data for their school district,  including sub group data.  2. The candidates meet with a group of teachers to discuss what they are doing in their classrooms and what else they could do to increase student achievement.  3. Candidates design a long range plan for improving the school culture and environment, instruction, student learning, resources, financial support, and comprehensive growth plans. They must include how they will inform and  involve families and the community. |
| EDL 620-  Practicum in Executive  Leadership | During the 150 hour practicum, under the supervision of a district-based  administrator, candidates will participate in a variety of field-based experiences including but not limited to: identifying a problematic situation in the district and developing a plan of action to address the situation, attending and critiquing local school board meetings, interviewing appropriate central office personnel and reporting on the services of the central office related to transportation, food services, facilities and maintenance, health services, personnel management, extra and co- curricular activities, professional development, student services, business administration, and ESL/bilingual programs.  It is recommended that students who are interested in becoming a Superintendent return to Monmouth to take this course as a non-matriculated after completing their course work for the Principal/Supervisor program, |

Monmouth University Electronic Portfolio: Foliotek

The School of Education requires that all undergraduate and graduate students, who enrolled in education courses (EDL, EDS, and/or ED) for the first time in the fall of

2005, or later develop an electronic portfolio. Foliotek is the company that is providing the electronic portfolio service for the School of Education. The portfolio has capabilities for you to use both while you’re a student and after you graduate from Monmouth University. Your subscription to Foliotek will last for six years.

You will be uploading the ***eight*** required core assessments for your program as well as other assessments that faculty ask you to upload. The assessments are given in various courses and during practicum.

Faculty and advisors will inform you about your core assessments and also when you will need to upload them into your electronic portfolio. Most of the core assessments will be completed during your coursework. As one of the graduation requirements, each student must reach the met or target levels on the scoring guides for all of the eight assessments

In addition, you can use the Foliotek system to build a showcase portfolio which can be used when you apply for positions or want to share your best work with others.

Your first step is to register for your electronic portfolio. Send an email to: **foliotek@monmouth.edu** with your name, student identification number, and your program. You will receive an email reply (to your Monmouth email account) that will contain specific directions for registering online.

eCampus Course Management System

One of the courses in the MS Ed Principal programs are online and others are hybrid (a combination of online and on campus sessions), or web-enhanced (course meets on campus, but there is an online component). Each course has its own website that can be accessed by registered students at the beginning of each semester by accessing the following link on the Monmouth University Website: **https://ecampus.monmouth.edu/login.php**

To log in, a student uses his/her Monmouth University ID and email password.

If you do not know your email or Hawkdom2 password please call the University Help Desk at 732-923-4357. You can also change your password by using the “Change Password Form”, which is located on the sign in page. If you don't know your current password, you can reset it by calling 732-923-4600.

After you log in to the site, your current course or courses will appear. You then choose the one that you want to enter. You will see the following components:

 News: This area is used by the professor to post important information and other materials that he/she wants you to see immediately.

 Events: In this area, the professor posts dates, such as when an assignment of assessment is due. He/she may also list the date of an upcoming symposium or meeting.

 Updates: New discussion messages will be displayed in this area.

If you look horizontally across the top of the screen, you will see live links (navigation bar), such as content, discussions, drop box, class list, chat, grades, library, and course home. You will be using some or all of these links during the online class or online component of a course.

 Content: The syllabi and other materials can be accessed here. There may be videos, articles, slideshows, and other items that are pertinent to the course.

 Discussions: This is where the posting of reflections and online dialoguing take place.

 Dropbox: You may be asked to upload your assignments and assessments to this area.

 Class list: This contains the names and email addresses of your classmates.

 Chat: This enables the professor to dialogue with students in real time.

 Grades: This link takes you to your grades on assignments and assessments.

 Library: This is the link to the Monmouth University Library.

 Course Home: This link takes you back to the course main page.

e-FORMS

Most of the forms you will be utilizing will be on-line e-FORMS.\* A complete list of the e-FORMS can be found in your e-FORMS library; however, the following is the list of the most commonly used e-FORMS. Directions for using e-FORMS begin on the next page.

**Sample e-FORMS (complete list of e-FORMS available online):**

|  |  |
| --- | --- |
| Application for Graduation | Grade Report – Student Release |
| Change Address | Leave of Absence |
| Declare Certificate or Endorsement | Transcript Request |
| Declare Minor | Withdraw from University |
| Enrollment Verification | Change Undergraduate Academic Program |
| Enrollment Verification for Insurance Co. | Substitution |
| FERPA | Summer Permission |
| FERPA – Do Not Disclose | UG(undergraduate) Request for GR(graduate)  course |
|  | Waiver of UG(undergraduate) Gen-Ed  Requirement |

\**NOTE:* The Office of Registration and Records still uses some paper forms which are available on WEB Advisor at http://www.monmouth.edu/academics/registrar/forms.asp . Two important forms are: Program Change and the Independent Study Form.

Directions for e-FORMS

The following are directions for e-FORMS. Please note, there is also a Power Point presentation on your WEB student account if you should need more assistance.

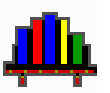
 Go to WEB student menu

 Select e-FORMS

 Enter student ID („s‟ and seven digits) and password

 You will then see following icon on the left top of your screen:

This is the “Library of e-FORMS” icon



 Click on the “Library of e-FORMS”

o A list of forms will be displayed

 Select the e-FORM you need to complete

 The e-FORM will be populated with your student information (i.e., your name, id, program)

 Complete the e-FORM

 Make sure you add comments as you deem necessary on bottom of the e-FORM

 Select “Submit” to electronically submit this for approval

Once you submit your form, it is routed electronically to the necessary offices for approvals. You will receive emails as your e-FORM moves from office to office, noting approvals/denials/comments. Keep your

advisor informed should you have any questions and/or concerns.

Your e-FORM is approved, completed, and reflected on your University

record once you receive an email noting “Archived.”

Checklist MSEd. and Endorsement Program

|  |  |
| --- | --- |
| Date: |  |
| Student’s Last Name: | First Name: |
| Student ID: | Advisor: |
| Program: | Certification: |

Attend the mandatory orientation meeting

Establish minimum cumulative GPA of 3.0

GPA fell below minimum: 1st \_\_\_\_\_\_\_\_\_\_ 2nd \_\_\_\_\_\_\_\_\_\_ 3rd \_\_\_\_\_\_\_\_\_\_

Contact advisor each semester to design and review program plan: Semester 1 Date: Semester 2 Date:

Semester 3 Date: Semester 4 Date: Semester 5 Date: Semester 6 Date:

Copy of current approved program plan in file

Transfer Students Only: Complete any core program assessments that were missed due to transfer credits

Complete early field experience requirements

Receive advisor approval to register for practicum/internships

Complete all practicum/internship requirements

Complete core program assessments

Complete upload of all core assessments to the electronic portfolio (Foliotek) Successfully pass appropriate state required licensing test Not applicable

Must provide an official copy (including sub score for Praxis II) of the state required licensing test to the Office of Certification, Field Placements, and School Partnerships (MU score recipient code: 2416)

Complete MSEd; M.Ed; Endorsement (e.g., Early Childhood, Special Education, ELL)

requirements:

Complete required courses

Complete elective courses

Apply for Graduation (Registrar's Office) Not applicable

**I understand I must complete the above list prior to graduation/program completion**

**Student Signature**: **Date:**

Applying for Graduation

Monmouth University graduates students at January and May Commencement Ceremonies. The dates will be announced each year.

You must apply for graduation:

* An application for Graduation should be filed with the Office of Registration and Records a year in advance of anticipated graduation. It is the student’s responsibility to see that all requirements for graduation are met.
* After applying for graduation, the student will receive an official degree audit from the Office of Registration and Records. Official audits are updated during the last semester. Students can review their academic audits at any time by using their WEB student account.
* Students must continue to check the Registrar’s Home Webpage and their Monmouth University Email Account for all notices pertaining to graduation.

**Graduation applications are available online through**

**Web Advisor on e-FORMS**

Deadlines for filing each semester can be found online on the

Academic Calendar at

**http://www.monmouth.edu/academics/registrar/calendars.asp**

Applying for Certification

**Principal – Certificate of Eligibility and Supervisor Endorsement**

You are eligible to apply for a Certificate of Eligibility (CE) Principal endorsement after five full years of teaching, satisfactory completion of ALL course work. The School Leaders Licensure Assessment (SLLA) test #6011 is required for licensure. Be sure to list Monmouth University as a score recipient (code #2416) and New Jersey (code #7666) when registering with Educational Testing Service (ETS) for the SLLA test. You must include your correct social security number (this is not optional). Only official score reports from ETS are accepted for licensing.

The Supervisor’s Endorsement

**How to Apply**

Apply in person to the Certification, Office in McAllan Hall, completion of all course work and/or gradation. Mrs. Christine Borlan will help you through this process. [cborlan@monmouth.edu](mailto:cborlan@monmouth.edu).

You will be required to:

Complete a Certification Application

o Checks or money orders (no cash) must be made payable to Monmouth

University.

o Credit cards accepted: American Express, Discover, Master Card, or VISA Submit a copy of your current Web Advisor audit

**Principal Certificate of Eligibilty:** Provide documentation evidencing completion of five years of successful educational experience under a valid provisional or standard New Jersey or equivalent out-of-state certificate.

**New Jersey’s Three -Step Certification Process**

Step 1: Certificate of Eligibility (CE): a credential with lifetime validity issued to persons who have completed a degree program of academic study and the applicable test requirements for certification. The CE permits the applicant to seek and accept employment in positions requiring certification.

Step 2: Legalizing Employment and Induction – Provisional Certificate: a two-year certificate issued to candidates who have met the requirements for initial employment (holder of CE) and are employed and part of a state-approved district training program or residency leading to standard certification.

Step 3: Becoming Permanently Certified – Standard Certification: as permanent certificate issued to persons who have met all certification requirements.

Appendix A: APA Style

The Publication Manual of the American Psychological Association, 6th edition, is required reference for citing research in written assignments in the School of Education.

Failure to properly cite sources used in your submitted work may result in charges of

plagiarism by your instructor.

The Monmouth University Writing Center provides access to web pages for APA style

through the Resources for Writers link on the Writing Center Web site:

**http://www.monmouth.edu/writing\_center/resources.asp**

**http://citationmachine.net**

The link provides information on plagiarism and differences in writing a summary and

paraphrasing.

Other Web Pages:

* The APA homepage: **http://www.apastyle.org/index.html.** This page highlights the 6th edition changes and answers most FAQs, especially those regarding electronic sources.
* Western Carolina’s Writing Center lists examples of many resources including emails and movies: **http://www.wcu.edu/writingcenter/isource.asp?page=apa\_format.html**
* University of Indiana’s page provides many examples of the A.P.A format:

**http://www.ipfw.edu/casa/WC/NavBarLinks/handouts.html**

* Examples of unusual citations like listserv, newsgroups, and FTPs can be found at the Bedford/St. Martin Publishing Company website:

**http://www.bedfordstmartins.com/online/citex.html**

Appendix B: Curriculum Charts

**MONMOUTH UNIVERSITY CURRICULUM CHART**

**Curriculum Chart 2014-2015 MSED.EDPR.2014-2015**

|  |  |  |  |
| --- | --- | --- | --- |
| **Master of Science in Education: Principal** | | | |
| **REQUIREMENTS: Credits** | | | |
|  | EDL504: Introduction to Educational Leadership P-12  EDL536: Curriculum Development and Design  EDL569: Public School Supervision and Communication  EDL593: Administration and Supervision of Literacy Practices and Professional Development for School Leaders  EDL530: School Law and Policy  EDL532: Human Resource Management and School Finance  EDL533: Community Relations  EDL606: Research Based Program Evaluation & Decision Making  EDL588: Topics in School Leadership, Supervision and Curriculum P-12 I  EDL589: Advanced Topics in School Leadership, Supervision and Curriculum P-12 II  EDL 509A: Internship for School Leadership I  EDL 590B: Internship for School Leadership II | 3.0  3.0  3.0  3.0  3.0  3.0  3.0  3.0  3.0  3.0  1.0  1.0 |  |

**TOTAL CREDITS FOR MASTER OF SCIENCE IN EDUCATION:**

**PRINCIPAL = 32.0**

**MONMOUTH UNIVERSITY CURRICULUM CHART**

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Master’s Certification Endorsement:**  **Supervisor** | | | |
| **REQUIREMENTS: Credits** | | | |
| EDL536: Instructional Theory & Curriculum Design P-12  EDL569: Public School Supervision  EDL582: Practicum in Supervision and Curriculum, P-12  EDL593: Administration, Supervision, and Consultation in  Literacy | 3.0  3.0  3.0  3.0 |  |

**TOTAL CREDITS FOR POST-MASTER’S CERTIFICATION ENDORSEMENT: SUPERVISOR = 12.0**

**Revised 10/2011**

Appendix C: Course Descriptions

**EDL 504: Introduction to Educational Leadership P-12**

EDL 504 is the entry level course in the Master of Science in Education (Principal) program. It is an introduction to the conceptual, theoretical, and practical foundations of educational administration. The focus of the course is on the school as a social system with emphasis on the role of the educational leader in creating and sustaining an effective learning community.

**EDL 530: School Law and Policy**

A study of court decisions addressing the legal principles affecting education, schools, and school professionals. Constitutional, statute, and administrative laws related to education are examined and analyzed through case studies and Socratic methods.

**EDL 532: Human Resource Management and School Finance**

This course will provide combine theory and practice of human resource management and public school finance in relation to expenditures and resources, and state and federal support of education in local school districts.

**EDL 533: Community Relations**

Examines the theoretical and practical approaches for establishing effective school/community relations and the role of the educational leader in promoting the success of all students by collaborating with families and other community members.

**EDL 536: Curriculum Development and Design**

Examining models of curriculum development, candidates evaluate, design and develop effective curricula to support the instructional process and enhance student learning experiences.

**EDL 569: Public School Supervision and Communication**

Aspiring supervisors and principals will develop a greater understanding of the knowledge, interpersonal skills, and technical processes necessary to provide developmental supervision and professional growth experiences for staff members.

***Prerequisite: Educational Leadership 536 or 565.***



**EDL 582: Practicum in supervision and Curriculum P-12**

This course will focus on the application of duties and responsibilities of the supervisor and/or curriculum specialist to an in-school supervised practicum project.

**EDL 588: Topics in School Leadership I, P-12**

Principles, problems, and techniques relative to the duties and responsibilities of the elementary and secondary school administrator will be discussed in conjunction with the ELCC Standards. Practical application of these concepts will be the primary focus of the course and the course assessments. ***Prerequisite: EDL 569 Co-requisite EDL 590A***

**EDL 589: Advanced Topics in School Leadership II, P-12**

Principles, problems, and techniques relative to the duties and responsibilities of the elementary and secondary school administrator will be discussed in conjunction with the ELCC Standards. As in EDL588, practical application of these concepts will be the primary focus of the course and the course assessments.

***Prerequisite: EDL*** ***588 Co-requisite EDL 590B***

**EDL 590A: Internship for School Leadership, P-12**

The course is designed to occur over 1 semester and culminate in the accruing of 150 internship hours out of the required 300 internship hour required for certification. These hours must be done under the guidance of a building principal and involve the day-to-day responsibilities and activities of the building principal. The first 150 hours may be done in the candidates own building. The second 150 hours must be done in a diverse school setting different from the candidates previous setting (different grade configuration). Candidates will provide weekly logs and reflections. Co-requisite EDL 588.

**EDL 590B: Internship for School Leadership, P-12**

This second course is designed to occur over 1 semester and culminate in the accruing of the second 150 internship hours out of the required 300 internship hour required for certification. These hours must be done under the guidance of a building principal and involve the day-to-day responsibilities and activities of the building principal and must be done in a diverse school setting different from the candidates previous setting (different grade configuration). Candidates will provide weekly logs and reflections. Co-requisite EDL 589.

**EDL 593: Administration and Supervision of Literacy Practices and Professional Development for School Leaders**

Focuses on the principles, methods, and materials applicable to the administration, organization, and supervision of literacy programs as well as the coaching of staff and colleagues. Students are involved in observation, supervision, and a long-term staff development program in schools. ***Prerequisite: EDL 569***

**EDL 606: Research Based Program Evaluation & Decision Making**

This course will examine the key concepts, methods, and approaches in the field of evaluation research. Students will be exposed to the basic principles and practices in educational program evaluation as well as the process of using evaluations to make decisions on the implementation of new programs or on the continuation of existing programs. Research of best practices, data-driven assessment that is unique to each student’s particular school, statistical analysis, combined with a comprehensive range of activities involved in designing and implementing educational programs will be the primary focus of the course. This course will also present students with the larger political, administrative, and financial issues that occur in program evaluation. ***Prerequisite: EDL 569***

**EDL 620: Practicum in Executive Leadership** Issues, principles, and responsibilities of the executive leader at the district level are focused on. Using the ELCC Standards as a guide, the practical applications of contemporary principles of educational leadership through a 150 hour internship

2011 ELCC Building Level Standards

**Standard 1.0: A building-level education leader applies knowledge that promotes the success of**

**every student by collaboratively facilitating the development, articulation, implementation, and**

**stewardship of a shared school vision of learning through the collection and use of data to**

**identify school goals, assess organizational effectiveness, and implement school plans to achieve**

**school goals; promotion of continual and sustainable school improvement; and evaluation of**

**school progress and revision of school plans supported by school-based stakeholders.**

1.1 Candidates understand and can collaboratively develop, articulate, implement, and

steward a shared vision of learning for a school.

1.2 Candidates understand and can collect and use data to identify school goals, assess

organizational effectiveness, and implement plans to achieve school goals.

1.3 Candidates understand and can promote continual and sustainable school improvement.

1.4 Candidates understand and can evaluate school progress and revise school plans

supported by school stakeholders.

**Standard 2.0: A building-level education leader applies knowledge that promotes the success of**

**every student by sustaining a school culture and instructional program conducive to student**

**learning through collaboration, trust, and a personalized learning environment with high**

**expectations for students; creating and evaluating a comprehensive, rigorous and coherent**

**curricular and instructional school program; developing and supervising the instructional and**

**leadership capacity of school staff; and promoting the most effective and appropriate**

**technologies to support teaching and learning within a school environment.**

2.1 Candidates understand and can sustain a school culture and instructional program

conducive to student learning through collaboration, trust, and a personalized learning

environment with high expectations for students.

2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and

coherent curricular and instructional school program.

2.3 Candidates understand and can develop and supervise the instructional and leadership

capacity of school staff.

2.4 Candidates understand and can promote the most effective and appropriate technologies

to support teaching and learning in a school environment.

**Standard 3.0: A building-level education leader applies knowledge that promotes the success of**

**every student by ensuring the management of the school organization, operation, and resources**

**through monitoring and evaluating the school management and operational systems; efficiently**

**using human, fiscal, and technological resources in a school environment; promoting and**

**protecting the welfare and safety of school students and staff; developing school capacity for**

**distributed leadership; and ensuring that teacher and organizational time is focused to support**

**high-quality instruction and student learning.**

3.1 Candidates understand and can monitor and evaluate school management and operational

systems.

3.2 Candidates understand and can efficiently use human, fiscal, and technological resources

to manage school operations.

3.3 Candidates understand and can promote school-based policies and procedures that protect

the welfare and safety of students and staff within the school.

3.4 Candidates understand and can develop school capacity for distributed leadership.

3.5 Candidates understand and can ensure teacher and organizational time focuses on

supporting high-quality school instruction and student learning.

**Standard 4.0: A building-level education leader applies knowledge that promotes the success of**

**every student by collaborating with faculty and community members, responding to diverse**

**community interests and needs, and mobilizing community resources on behalf of the school by**

**collecting and analyzing information pertinent to improvement of the school’s educational**

**environment; promoting an understanding, appreciation, and use of the diverse cultural, social,**

**and intellectual resources within the school community; building and sustaining positive school**

**relationships with families and caregivers; and cultivating productive school relationships with**

**community partners.**

4.1 Candidates understand and can collaborate with faculty and community members by

collecting and analyzing information pertinent to the improvement of the school’s

educational environment.

4.2 Candidates understand and can mobilize community resources by promoting an

understanding, appreciation, and use of diverse cultural, social, and intellectual resources

within the school community.

4.3 Candidates understand and can respond to community interests and needs by building and

sustaining positive school relationships with families and caregivers.

4.4 Candidates understand and can respond to community interests and needs by building and

sustaining productive school relationships with community partners.

**Standard 5.0: A building-level education leader applies knowledge that promotes the success of**

**every student by acting with integrity, fairness, and in an ethical manner to ensure a school**

**system of accountability for every student’s academic and social success by modeling school**

**principles of self-awareness, reflective practice, transparency, and ethical behavior as related to**

**their roles within the school; safeguarding the values of democracy, equity, and diversity within**

**the school; evaluating the potential moral and legal consequences of decision making in the**

**school; and promoting social justice within the school to ensure that individual student needs**

**inform all aspects of schooling.**

5.1 Candidates understand and can act with integrity and fairness to ensure a school system

of accountability for every student’s academic and social success.

5.2 Candidates understand and can model principles of self-awareness, reflective practice,

transparency, and ethical behavior as related to their roles within the school.

5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity

within the school.

5.4 Candidates understand and can evaluate the potential moral and legal consequences of

decision making in the school.

5.5 Candidates understand and can promote social justice within the school to ensure that

individual student needs inform all aspects of schooling.

**Standard 6.0: A building-level education leader applies knowledge that promotes the success of**

**every student by understanding, responding to, and influencing the larger political, social,**

**economic, legal, and cultural context through advocating for school students, families, and**

**caregivers; acting to influence local, district, state, and national decisions affecting student**

**learning in a school environment; and anticipating and assessing emerging trends and initiatives**

**in order to adapt school-based leadership strategies.**

6.1 Candidates understand and can advocate for school students, families, and caregivers.

6.2 Candidates understand and can act to influence local, district, state, and national

decisions affecting student learning in a school environment.

6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in

order to adapt school-based leadership strategies.

**Standard 7.0: A building-level education leader applies knowledge that promotes the success of**

**every student through a substantial and sustained educational leadership internship experience**

**that has school-based field experiences and clinical internship practice within a school setting**

**and is monitored by a qualified, on-site mentor.**

7.1 Substantial Field and Clinical Internship Experience: The program provides significant

field experiences and clinical internship practice for candidates within a school

environment to synthesize and apply the content knowledge and develop professional

skills identified in the other Educational Leadership Building-Level Program Standards

through authentic, school-based leadership experiences.

7.2 Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–

12 hours per week) internship that includes field experiences within a school-based

environment.

7.3 Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as

an educational leader within a school and is selected collaboratively by the intern and

Appendix F: New Jersey Professional Standards for Administrators

**10 Professional Standards for Educational Leaders 2015- New Jersey is in the process of adopting these standards.**

Standard 1: Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.

Effective leaders:

a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, and all aspects of school leadership.

b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

c) Place children at the center of education and accept responsibility for each student’s academic success and well-being.

d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures.

f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

Standard 2. Ethics and Professional Norms

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.

Effective leaders:

a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student’s culture and context.

b) Recognize, respect, and employ each student’s strengths, diversity, and culture as assets for teaching and learning.

c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.

d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.

e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.

g) Act with cultural competence and responsiveness in their interactions, decision making, and practice. h) Address matters of equity and cultural responsiveness in all aspects of leadership.

Standard 3. Equity and Cultural Responsiveness

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.

Effective leaders:

a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.

b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.

c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.

d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.

e) Promote the effective use of technology in the service of teaching and learning. f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.

g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

Standard 4. Curriculum, Instruction, and Assessment

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Effective leaders:

a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.

b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.

c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.

d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

e) Cultivate and reinforce student engagement in school and positive student conduct.

f) Infuse the school’s learning environment with the cultures and languages of the school’s community.

Standard 5. Community of Care and Support for Students

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.

Effective leaders:

a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.

b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.

c) Develop teachers’ and staff members’ professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers’ and staff members’ knowledge, skills, and practice.

f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.

h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.

i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

Standard 6. Professional Capacity of School Personnel

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.

Effective leaders:

a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

d) Promote mutual accountability among teachers and other professional staff for each student’s success and the effectiveness of the school as a whole.

e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.

f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.

g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.

h) Encourage faculty-initiated improvement of programs and practices.

Standard 7. Professional Community for Teachers

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.

Effective leaders:

a) Are approachable, accessible, and welcoming to families and members of the community.

b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.

c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.

d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.

e) Create means for the school community to partner with families to support student learning in and out of school.

f) Understand, value, and employ the community’s cultural, social, intellectual, and political resources to promote student learning and school improvement.

g) Develop and provide the school as a resource for families and the community.

h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.

i) Advocate publicly for the needs and priorities of students, families, and the community.

j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

Standard 8. Meaningful Engagement of Families and Community

Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.

Effective leaders:

a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.

b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student’s learning needs.

c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.

d) Are responsible, ethical, and accountable stewards of the school’s monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.

e) Protect teachers’ and other staff members’ work and learning from disruption.

f) Employ technology to improve the quality and efficiency of operations and management.

g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.

h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.

j) Develop and manage productive relationships with the central office and school board.

k). Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.

l) Manage governance processes and internal and external politics toward achieving the school’s mission and vision.

Standard 9. Operations and Management

Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.

Effective leaders:

a) Seek to make school more effective for each student, teachers and staff, families, and the community.

b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.

c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.

d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.

e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.

f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.

g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.

h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.

i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

Standard 10

Effective educational leaders act as agents of continuous improvement to

promote each student’s academic success and well-being.

Effective leaders:

a) Seek to make school more effective for each student, teachers and staff, families, and the community.

b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.

c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.

d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.

e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of

implementation.

f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.

g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in

planning, implementation, monitoring, feedback, and evaluation.

h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.

i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.