



**THE MASTER OF EDUCATION
DEGREE**

IN

EDUCATIONAL LEADERSHIP

AND

**THE PRINCIPAL CERTIFICATION
PROGRAM**

Lincoln University
Graduate Education Program
3020 Market Street
Philadelphia, PA 19104

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Program Overview

The Educational Leadership/ Principal Certification program has been developed to be aligned with the program standards and guidelines prescribed by the Pennsylvania Department of Education (PDE) to prepare school leaders and professional administrators for leadership roles in K-12 schools. The proposed Master of Education in Educational Leadership and Principal Certification at Lincoln University is a thirty- nine (39) semester-hour program which seeks to promote the role of the principal as a reflective decision maker leading to an informed instructional leader. All requirements for the degree program and principal certification must be completed within 5 years beginning from the date of admission.

Statement of Need

Conveniently located at 3020 Market Street in Philadelphia with easy accessibility to public transportation, Lincoln University's Graduate Education Programs currently offer a Master of Education (M.Ed.) degree and teacher certification in Elementary and Early Childhood Education. In addition, the University offers a Master of Science in Reading (MSR) and Reading Specialist Certification. The development of the Master of Education degree (M.Ed.) in Educational Leadership and the Principal Certification program is based upon the many inquiries from those certified teachers who wish to secure administrative positions in the School District of Philadelphia and surrounding school districts. In recent months, the Office of the Graduate Admissions and Student Service at Lincoln University reported an increase in inquiry phone calls and e-mail messages from potential candidates who are interested in an M. Ed. degree in Educational Leadership and principal certification. Likewise, the Graduate Education Programs Coordinator's office also noted similar phone calls from potential candidates. It should be noted that 17 potential candidates have left their contact information with the Office of Graduate Admission and Student Services to be notified when the program becomes available. In addition, four (4) of our recent graduates are enrolled in Education Leadership programs at surrounding universities that offer Educational Leadership certification programs.

Thus, in order to meet the needs of educators and school administrators in the Tri-State regions, the faculty and staff of the Graduate Education Program developed the Master of Education in Educational Leadership and Principal Certification Programs and have planned to offer courses beginning the fall 2010 semester. The development of this program addresses the Mission Statement of the Graduate Education Program with the focus of meeting the educational needs of the School District of Philadelphia and the surrounding areas. It is important for Lincoln University to take a leadership role in preparing African Americans to be certified as principals and leaders in our basic education schools in the region.

The development of the program and the individual courses follow PDE guidelines. Therefore, upon PDE program approval, candidates with 5 years of teaching experience in their areas of certification who complete all necessary course work, field work, and internships and pass the Praxis II examination will be able to apply for principal certification through PDE. With that certification, candidates are able to apply for any principal position in Pennsylvania. In addition, many districts hire individuals with principal certification as supervisors of specific content areas.

Upon program approval by PDE, Lincoln University will begin marketing the Educational Leadership and Principal Certification programs. As the programs develop, it is perceived that an additional full-time position will be necessary. The individual selected for this position will have both research and practical experience as an administrator. It is envisioned that this individual will be qualified to teach courses in the other Master of Education programs.

Recruitment

Lincoln University, an HBCU, has a mission to service underrepresented populations. Therefore, the university uses a the network of well-established cooperatives with school districts serving its teacher education candidates as well as its relationships with its graduates for recruitment purposes. In conjunction with the Graduate Center's Admissions Department, the Education Department at Lincoln University developed a recruitment brochure which will include the Educational Leadership program and will be used for recruitment once the program is approved by PDE. Brochures are mailed to surrounding schools and school districts with contact information. Information regarding all programs is also noted on Lincoln University's website. Upon approval of the Educational Leadership Program by PDE, this information will be added to the Graduate Program's page on the Lincoln University website.

The recruitment effort that has brought the greatest response has been through our Admissions Department. We recently hired a graduate from our Elementary Education Program who is in a quasi-administrative position in the School District of Philadelphia as our Graduate Education Department Recruiter.

Several Lincoln University faculty members have developed partnership programs that have served as recruitment tools. One such program is the Step-To-College program with the Philadelphia and Coatesville Area School Districts. Another program is with the Parkway School in Philadelphia in which our pre-service teachers work with high school students as they develop lessons for the primary grades. Thus, there is an exchange of visits of our pre-service teachers and their students in both locations. This provides an opportunity for the high school students to attend classes and experience college life. Another program is through the School of the Future in Philadelphia at which an assembly program is planned as a recruitment activity. In addition, articulation agreements exist with Montgomery Community College and the Community College of Philadelphia.

Program Goals

Lincoln University's Master of Education (M.Ed.) degree in Educational Leadership/Principal certification program goals are: (1) to prepare qualified and effective K-12 school administrators and instructional leaders; (2) to prepare effective K-12 school principals who would also serve as positive change agents in the community; and (3) to develop school leaders with the necessary skills and capacity to improve student learning based upon research, assessment and the implementation of best practices. The Educational Leadership program is designed in accordance with the Pennsylvania Department of Education's framework and guidelines for principal preparation programs which also apply to all school system leaders.

Program Evaluation

Both qualitative and quantitative research methods will be utilized to collect data from current and former students on their experiences as students at Lincoln University and as leaders at their work places. Accordingly, the Office of the Graduate Education Programs Coordinator will:

- 1) Conduct interviews with current candidates to obtain data on their overall experience during the semester at Lincoln University. The data will include their experiences with the academic advisor, course design and instruction, and areas that require improvement.
- 2) Annually collect data from those who successfully complete their study in Lincoln University's Educational Leadership program using survey forms to inquire whether the skills they gained at Lincoln University helped them successfully exercise their leadership duties as school administrators and principals.
- 3) Data from both interviews and surveys will be analyzed and the findings will be published on the School of Social Sciences and Behavioral Studies (SSSBS) Newsletter and Lincoln University's Website before the beginning of the next academic year.
- 4) Data from the interviews and surveys will be used to improve the Educational Leadership program by revising the curricula as necessary.

An electronic alumni tracking mechanism will be created to have updated information on graduates from the Educational Leadership program. The contact information will be stored and maintained in the Education Department and/or Graduate Center database.

In consultation with the Chair of the Education Department, the graduate education faculty will create a review team that will review a sample of student papers, thesis projects, and comprehensive examination results at the end of the spring semester to see how well the students are meeting program standards and then recommend areas that need improvement.

At least once a year, Lincoln University's Graduate Council will hear and review a progress report from the Office of the Graduate Education Programs Coordinator on the provisions of the Educational Leadership program, and make recommendations as necessary.

Master of Education Degree in Educational Leadership Admission Requirements¹

Candidates must:

1. submit a completed Graduate Program application.
2. possess an undergraduate degree from an accredited college or university.
3. provide official transcripts of all undergraduate and graduate work completed show in an overall GPA of at least 3.0.
4. Successfully pass Lincoln University's Graduate Education Programs entrance examination.
4. provide three (3) letters of recommendation from instructors and immediate supervisors.
5. submit a \$50.00 nonrefundable application fee (no personal checks accepted).
6. submit a 300-500 word essay explaining future goals based on the selected graduate program.
7. provide an updated resume.

Required Courses for Master of Education (M.Ed.) in Educational Leadership (39 credit hours)

Required Core Courses (27 credit hours)

Course #	Course Titles	Credit Hours
EDU 631.21	Human Resource Management in Education	3
EDU 634.21	School Law	3
EDU 636.21	K-12 School Administration and Assessment	3
EDU 638.21	Curriculum Design & Instructional Improvement	3
EDU 642.21	Supervision and Instruction in K-12 Schools	3
EDU 647.21	School Finance and Fiscal Affairs	3
EDU 656.21	The Principalship	3
EDU 657.21	Instructional Leadership	3
EDU 658.21	School & Community Relations	3
	Total	27

¹ Candidates may transfer up to six (6) credit hours of graduate level coursework from other accredited institutions with the approval of the academic advisor and/or the Chairperson of the Education Department. Required capstone and field experience courses cannot be substituted by transferred courses.

Required Capstone Courses (6 credit hours)

Course #	Course Titles	Credit Hours
EDU 661.21	Research Methods in Education	3
EDU 662.21	M.Ed.EL Thesis Project, or	3
EDU 663.21	M.Ed.EL Comprehensive Examination	
Total		6

Required Field Experience (6 credit hours)

Course #	Course Titles	Credit Hours
EDU 659.21	K-12 Principal Internship I	3
EDU 660.21	K-12 Principal Internship II	3
Total		6

A. Entrance Criteria/Admission Requirements

Those candidates who hold an undergraduate degree who hold a master's degree in another area and are seeking a Master of Education in Educational Leadership and Administration must meet the following requirements for admission:

1. submit a completed Graduate Program application.
2. Possess an undergraduate degree from an accredited college or university
3. Provide official transcripts of all undergraduate and graduate work completed showing an overall GPA of at least 3.0
4. Successfully pass Lincoln University's Graduate Education Programs entrance examination.
5. Be a full-time employee in a public or private school when applying for admission
6. Provide three (3) letters of recommendation from instructors and immediate supervisors
7. Submit a \$50.00 nonrefundable application fee (no personal checks accepted)
8. Submit a 300-500 word essay explaining future goals based on the selected graduate program
9. Provide an updated resume'

B. Retention Criteria

Candidates must:

1. register for at least two graduate level courses during each academic session to maintain full-time status.
2. maintain a minimum **3.0** GPA on a **4.0** scale to stay in the program.
3. abide by Lincoln University's policies as listed in Lincoln University's Bulletin.

C. Exit Criteria

To be eligible for the degree of Master of Education in Educational Leadership, the candidate must:

1. complete a minimum of 39 credit hours.
2. complete all required coursework.
3. maintain a minimum **3.0** GPA on a **4.0** scale.
4. fulfill the academic requirements for the Pennsylvania K-12 Principal Certificate.
5. complete the required coursework within a five-year time frame.
6. write a thesis and successfully pass the oral examination, or successfully pass the comprehensive examination.

Principal Certification

Lincoln University's Principal Certification Program is designed to prepare individuals who will serve as principals or assistant principals for K-12 schools.

Required Administrative Courses (27 credits)

Course #	Course Titles	Credit Hours
EDU 631.21	Human Resource Management in Education	3
EDU 636.21	K-12 School Administration and Assessment	3
EDU 634.21	School Law	3
EDU 656.21	The Principalship	3
EDU 657.21	Instructional Leadership	3
EDU 634.21	School Law	3
EDU 638.21	Curriculum Design and Instructional Improvement	3
EDU 658.21	School & Community Relations	3
EDU 647.21	School Finance and Fiscal Affairs	3
		27

Supervised Field Experience (6 credits) ²

Course #	Course Titles	Credit Hours
EDU 659.21	K-12 Principal Internship I	3
EDU 660.21	K-12 Principal Internship II	3
	Total	6

² The Pennsylvania Department of Education (PDE) Standards for Principal Certification require 360 hours of participation in administrative field-based experiences. The 360 hours of field experience is the minimum number of required hours and culminates in the EDU 659: Internship I (Elementary) and EDU 660: Internship II (Secondary) courses which are to be taken consecutively. To meet the year long field experience, interns are required to register for these internship courses in the Fall and Spring semesters and complete the summer component during the First and Second Summer Sessions that immediately follows their Spring semester. Field experiences are completed in a given school setting and practiced under the supervision of a qualified School Principal or Administrator working in collaboration with Lincoln University's supervisory faculty. All candidates completing the internship requirement must receive a satisfactory rating from their immediate on-the-job supervisor or administrator evaluating their performance during the field experience.

A. Entrance Criteria/Admission Requirements

Candidates who hold an undergraduate degree or who hold a master's degree in another area and are seeking a principal certificate must meet the following requirements for admission:

1. Submit a completed Graduate Program application
2. Possess an undergraduate or graduate degree from an accredited college or university
3. Provide official transcripts of all undergraduate and graduate work completed showing an overall GPA of at least 3.0
4. Possess Pennsylvania's Instructional I teaching certification
5. Have a minimum of 5 years of classroom teaching experience in one's area of certification in a public or private school in order to be eligible for principal certification
6. Be a full-time employee of a public or private school when applying for admission.
7. Provide three (3) letters of recommendation from instructors and immediate supervisors
8. Submit a \$50.00 nonrefundable application fee (no personal checks accepted)
9. Submit a 300-500 word essay explaining future goals based on the selected graduate program

10. Provide an updated resume`

B. Retention Criteria

Candidates must:

1. sign for at least two graduate level courses during each academic session to maintain full-time status.
2. maintain a minimum **3.0** GPA on a **4.0** scale to stay in the program.
3. abide by Lincoln University's policies listed in the Lincoln University Bulletin.

C. Exit Criteria

To be eligible for a K-12 principal's certificate, the candidate must:

1. complete all required coursework.
2. have a minimum of 5 years teaching experience in one's area of certification in public or private schools.
3. maintain a minimum **3.0** GPA on a **4.0** scale.
4. fulfill the academic requirements for the Pennsylvania K-12 Principal Certificate.
5. complete the required coursework within a five-year time frame.
6. successfully pass the PDE required Principal Certification tests.

Advising

Upon acceptance into the Educational Leadership Program, candidates will be assigned a faculty advisor. The Advising Sheet (Appendix 1) outlines the required courses and the field experiences that are required in EDU 659: Internship I (Elementary) and EDU 660: Internship II (Secondary). The courses have been designed to provide students with an opportunity to meet the Pennsylvania Department of Education Core and Corollary Standards as well as the Special Education Competencies outlined in the PDE Educational Leadership Guidelines. All course syllabi identify the course objectives and requirements that lead to the opportunity to acquire these PDE competencies and standards. Page 21 of this document provides a matrix with Core and Corollary Standards and the courses that are designed to meet these standards. The same type of information is provided in the Special Education matrix on page 34 of this document.

The advising sheet has been developed to guide students with course selection while working towards principal certification and highlights the field experience requirements.

The advising sheet outlines the requirements; however, candidates should know the details related to the program in terms of courses and field experience requirements. The advising form provides the basis for discussion between the candidate and the advisor. Candidates should be astutely aware of all requirements to ensure that s/he will have the knowledge, skills and disposition to be successful in working in an administrative position in a school district.

Field Experiences:

The 360 hours of field experience is the minimum number of required hours and culminates in the EDU 659: Internship I (Elementary) and EDU 660: Internship II (Secondary) courses which are to be taken consecutively. To meet the year long field experience, interns are required to register for these internship courses in the Fall and Spring semesters and complete the summer component during the First and Second Summer Sessions that immediately follow their Spring semester. This will provide that candidate with a year long experience in the planning, implementation and evaluation of a program designed to bolster student achievement while working with the faculty, staff and community. The documentation for the field experiences during the Internship program will be monitored through the Mentoring-Intern Monitoring Log (Appendix 2). The list identifies activities that should provide those types of experiences that principals encounter on a daily, weekly, monthly and yearly basis. This electronic document allows for additional activities deemed beneficial to preparing the intern for a full-time principal position.

Selection and Training of Mentors:

Each intern must work with a qualified mentor during the Internship process. A mentor must meet the following criteria:

- a. Possess principal certification
- b. Have a minimum of three years experience as a principal
- c. Have knowledge of data driven decision making
- d. Have experience with curriculum development
- e. Have experience in the selection, mentoring and evaluation of teachers and staff
- f. Have experience in a standards based system that insures student achievement
- g. Demonstrate advocacy for all students
- h. Demonstrate strength in creating a culture that all constituents pursue excellence
- i. Have experience managing resources

The training process is on-going and is conducted twice a year through a group orientation and at the conclusion of the Internship. At the group orientation the program expectations and Handbook are reviewed with special attention given to the types of activities the intern should experience with the guidance of a mentor. At the conclusion of each internship, a session is provided which allows for feedback, an exchange of ideas and an evaluation of the program. Sessions are provided each semester on an individual basis when new mentors are added as needed.

Mentors must convene documented weekly meetings with Interns. Mentors will provide a source of support for interns by exposing them to situations in the building that represent activities and challenges that are typically required of principals. Mentors will encourage interns and provide an opportunity to discuss with the intern his/her reflection of specific situations that represent the duties and challenges of a principal. Mentors will attend the orientation training meeting at the beginning of each new semester. Mentors must attend the culminating session and provide feedback to the Intern, university advisor and the Assistant

Chair or his designee regarding the intern, the program and the activities that the intern experienced in the building.

Candidate Support

Each candidate will be assigned a faculty advisor with the primary responsibility to serve as the point of contact to the candidate throughout the program. Each semester that the candidate is enrolled the advisor will contact the candidate to address any concerns and assess the candidate's portfolio development progress. Candidates that are not enrolled for a semester are contacted by the faculty member to determine if there are any administrative concerns that need to be addressed.

Program Improvement

An opportunity for feedback from all constituents is provided at the conclusion of each internship program. The mentor evaluation instrument (Appendix 3) allows for pertinent written information that provides on-going guidance related to the intern, the program, the mentor and the university supervisor. This information will be the basis for an on-going evaluation of the total Educational Leadership principal certification program. Graduate full-time and adjunct faculty members will meet routinely throughout the year to discuss the program in terms of course selection, course content, course assignments and candidate performance in order to allow for a continuous opportunity for program improvement.

Professional Development

The goal of the Educational Leadership Program is to provide the opportunity for the candidates to gain the knowledge, skills and dispositions of the Instructional Leader in a K-12th grade setting. Throughout the program, emphasis will be placed on the role of the principal in providing opportunities for the faculty and staff to receive professional development in order to meet the needs of all students. The school setting does not exist in a vacuum but rather is a distinctive part of a large community. The role continues to change as new information is garnered through research with reflection upon what is happening in the school, the families, and the community as a whole. Principals must be life-long learners and search for ways to improve student achievement. This entails professional development for both the faculty and staff as well as the administrator. Act 48 is required for teachers and Act 45 is required for principals and administrators. As the educational and instructional leader in the building, principals must be aware of these requirements and the avenues through which these requirements can be met. This opportunity to record exploration of this requirement can be found in the Mentor and Intern Activities Log (Attachment 2) for EDU 659 and EDU 660 Internships I and II.

Course Descriptions

EDU 631.21 HUMAN RESOURCE MANAGEMENT IN EDUCATION (3 credit hours)

This course provides a conceptual and technical background in human resources allocation and management in PK-12 inclusive schools. This course uses computer

technology to examine the human resources available to schools and leadership where students research and analyze human resource policies and practices for recruiting, selecting, hiring, inducting, developing, evaluating, and retaining or dismissing school personnel. Human resource policies will be studied in relation to Special Education/ELL programs and populations. Also, the course will address the importance of school leadership having deep knowledge of the human resources available to them to be informed, to inform others and build leadership capacity within. The course was developed to foster the candidates' knowledge and competence in PDE Core Standards I, II, III and Corollary Standards I, II, III, IV. Course assignments are aligned with the PDE Evidence/ Measures of assessments.

EDU 634.21: SCHOOL LAW (3 credit hours)

This course is designed to provide students with basic knowledge of the law directly affecting public and non-public education in the United States. The material will cover principles of law applied to the problems of education. Students will be required to analyze and synthesize judicial interpretations of state or federal constitution, statutes, rules and regulations, and the common law in an objective manner. The provisions of federal and state special education mandates, judicial interpretations, and the state of Pennsylvania's guidelines regulating the delivery of educational and vocational services to persons with special needs will also be addressed. Moreover, the students will be challenged to concern themselves with federal laws, such as Individuals with Disabilities Education Act (IDEA), Individuals with Disabilities Education Improvement Act (IDEIA), and No Child Left Behind (NCLB), and mandates which clarify not only what school law is but also what it should be. In addition, this course examines in detail several public laws affecting public and non-public educations, which include ADA, P.L. 94-142, P.L. 105-89, etc. The course was developed to foster the candidates' knowledge and competence in the PDE Core Standards II, III and Corollary Standards I, II, and V and Special Education I, II, III. Course assignments are aligned with the PDE Evidence/Measures of assessments.

EDU 636.21: K-12 SCHOOL ADMINISTRATION AND ASSESSMENT (3 credit hours)

This course is designed to equip current and future elementary and secondary principals with the processes, concepts, and competencies required to change complex organizational environments. Each candidate will have clear understanding and acceptance of differences in culture, ethnicity, gender, age, religion, socio-economic status, lifestyle orientation, language, abilities, disabilities, and aspirations of individual learners including special education and English Language Learners. The goal is to prepare effective leaders who can shape and direct effective schools. Emphasis will be given to the various dimensions of the leadership role in educational assessment, problem-solving, and decision-making processes for strategic planning and implementation. The course was developed to foster the candidates' knowledge and competence in PDE Core Standards I, II, III and Corollary Standards I, II, III, IV, VI. Course assignments are aligned with the PDE Evidence/ Measures of assessments.

EDU 638.21: CURRICULUM DESIGN AND INSTRUCTIONAL IMPROVEMENT (3 credit hours)

This course is designed to provide teachers, supervisors, and school administrators with the realistic concepts of curriculum and instruction as used in schools. An emphasis will be placed on an inclusive curriculum aimed to be suitable to all children including those with special needs and English Language Learners. The course examines the major educational curricular philosophies, both historical and current, and their implications for the development of curriculum in a classroom; managing a curriculum in a school or local school setting; curriculum policy-making; and the development of curriculum plans and materials. The course provides opportunity to design instructional units across the various disciplines and develop appropriate assessment techniques to closely assess students' academic performances and achievement, including that of diverse populations. The course was developed to foster the candidates' knowledge and competence in the PDE Core Standards I, II and Corollary Standards I, IV, VI. Course assignments are aligned with the PDE Evidence/Measures of assessments.

EDU 642.21: SUPERVISION AND INSTRUCTION IN K-12 SCHOOLS (3 credit hours)

This course is designed to acquaint candidates with supervision for instructional improvement that increases student achievement. Students will examine the assumptions and goals which have guided supervision of teachers throughout different movements, develop knowledge of the interpersonal characteristics and functions required of a supervisor, and reflect upon the supervisor's role to serve as a change agent to create positive educational change. Further, this course is intended to familiarize candidates with principles, practices, trends, and issues related to ethics in school supervision and instruction. The course will also address school-based management, application of total quality management, and structuring staff evaluation and supervision. The course was developed to foster the candidates' knowledge and competence in the PDE Core Standards I, II, Corollary Standards I, II, III, IV, VI. Course assignments are aligned with the PDE Evidence/Measures of assessments. This course will provide knowledge of the Special Education framework and guidelines by assuring familiarity with PDE Special Education Competencies I, II, III.

EDU 647.21: SCHOOL FINANCE AND FISCAL AFFAIRS (3 credit hours)

This course is designed to help prospective administrators understand how schools and school districts function from a financial perspective. It examines how school finance formulas and structures function in relation to state and local government policies affecting fiscal decision-making. Needs of all programs and student populations are considered, including Special Education and ELL. As future leaders, candidates will learn the essentials in school accounting, budgeting, financing, investing, financial regulations and requirements, and computer applications. The course will also address the importance of using an appropriate assessment technique to make data-driven decisions in creating and meeting a school improvement plan. The course was developed to foster

candidates' knowledge and competence in PDE Core Standards I, II and Corollary Standard I, II and Special Education Competencies I, II, III. Course assignments are aligned with PDE Evidence/Measures of assessments.

EDU 656.21: THE PRINCIPALSHIP *(3 credit hours)*

This course will explore the Principalship using specific points of view such as reflective, proactive practice or instructional leadership. Students will be provided with a clear organizational framework for school leadership. This course will enable potential principals to plan strategically to adjust themselves to unique school environments, students' academic performance and achievement, and the needs of diverse populations such as Special Education and ELL in order to develop a school improvement plan that captures a vision for the future. They will explore strategies for providing systematic ways in which the novice can structure professional social-interaction perspectives with special emphasis on work group development, ongoing instructional leadership, diagnostic methods, and the reflective approach to becoming a highly qualified school principal. The course was developed to foster candidates' knowledge and competence in the PDE Core Standards I, II, III and Corollary Standards III, IV, V, VI and Special Education Competencies I, II, III. Course assignments are aligned with the PDE Evidence/Measures of assessments.

EDU 657.21: INSTRUCTIONAL LEADERSHIP *(3 credit hours)*

This course is designed to help prospective principals and supervisors increase their knowledge and skills in the primary area of curriculum instruction based up on data derived from research. The course presents concepts and research findings that when understood can improve students' problem solving and leadership effectiveness and ability to make data-driven decisions. Emphasis is placed on the development and research skills associated with instruction, pedagogy and evaluation in inclusive classrooms. The various modes of strategic planning for instruction, feedback, and assessment are covered. Further, this course will provide each candidate an opportunity to reflect on her/his personal ethical stances and to analyze and critique ethical issues in a variety of personal contexts as future instructional leader. This course will assess concepts of events on associated with interacting with children with diverse learning abilities and understanding the terms of special Education alignment and standards The course was developed to foster the candidates' knowledge and competence in the PDE Core Standard I and II and Corollary Standard IV. Special Education Course Alignment with Standards I, II and III Course assignments are aligned with the PDE Evidence/Measures of assessment.

EDU 658.21: SCHOOL AND COMMUNITY RELATIONS *(3 credit hours)*

This course explores two areas of school leadership that are essential for improving student achievement: (a) developing a vision of teaching and learning that is shared by all stakeholders, and (b) enhancing school-community relationships. The course examines ways to develop, communicate, implement, and monitor/evaluate a shared vision; and

examines the importance of understanding and responding to community needs, valuing diversity, striving for equal educational opportunity and equity, and improving the quality and nature of school/community interactions. Students will assess, reflect on, and improve their own interpersonal skills; explore basic principles of effective communication and public relations; and apply those skills and principles in authentic settings. The course emphasizes the school leader's role in developing and maintaining sensitive, ethical, and open communication with and among all individuals, communities, and constituencies served by the school. The primary emphases of the course are strategies to involve teachers, administrators, parents and policymakers in decision-making and to maintain effective public relations with key community groups. The course was developed to foster the candidates' knowledge and competence in the PDE Core Standards I, III and Corollary Standards III, IV V and Special Education Competencies I, II, III. Course assignments are aligned with the PDE Evidence/Measures of assessments.

EDU 659.21 & EDU 660.21: K-12 PRINCIPAL INTERNSHIP I & II (6 credit hours)

EDU 659 and EDU 660 are field-based experience courses requiring 180 hours each in an internship program for a total of 360 hours. They are offered consecutively from fall through the summer academic sessions in K-6th Grade (elementary) and 7-12th grade (secondary) school settings and practiced under the supervision of a qualified School Principal or Administrator working in collaboration with Lincoln University's Internship Faculty. The purpose of these internships is to provide potential K-12 school principal candidates a year of experiential learning activities that offer them on-the-job methods and practices of successful school leadership. Candidates will have the opportunity to learn research-based planning skills that help: (1) improve k-12 students academic performance and achievement, (2) create a conducive learning environment to accommodate students with disabilities as well as those from diverse socioeconomic and ethnic backgrounds. In general, candidates will be able to demonstrate integrated experiential, empirical and theoretical knowledge of school administration and leadership.

EDU 661.21: RESEARCH METHODS IN EDUCATION (3 credit hours)

This course is designed to introduce students to education research methods and data-driven decision making. Major emphasis will be placed on Action Research and Case Study research methods. Candidates will have the opportunity to apply the two research approaches to identify educational needs of targeted diverse populations, such as; Special Education and English Language Learners to develop and assess educational intervention procedures and programs and to recommend areas for school improvement and policy focus. Through research and review of the literature, students will have the opportunity to develop their understanding of both quantitative and qualitative research designs, data collections, and analysis. Overall, the course will provide the student with the skills required for accessing, analyzing and contributing to knowledge in the field of education and becoming better educational and behavioral researchers. EDU 661 is a prerequisite for both EDU 662 (M.Ed-EL Thesis Project) and EDU 663 (M.Ed-EL Comprehensive Examination) capstone courses. Only candidates who successfully complete EDU 661

with a minimum of B grade may sign for either course. The course was developed to foster the candidates' knowledge and competence in the PDE Core Standards I, II and III, Corollary Standard I and Special Education Competency I. Course assignments are aligned with the PDE Evidence/Measures of assessments.

EDU 662.21: M.Ed.-EL THESIS PROJECT (3 Credit Hours)

This course is designed for M.Ed. students majoring in the Educational Leadership Program who chose to write a thesis project rather than sit for the Comprehensive Examination. The course was developed to foster the candidates' knowledge and competence in the PDE Core Standard I, Special Education Competencies I, II, III (strategic planning as an advocate for student success), Core Standard II (standards based reform), Core Standard III (data driven decision making), Corollary Standard I (teaching and learning), Corollary Standard II (managing resources—personnel and financial) and Corollary Standard III (empowering others) and Corollary Standard VI (professional development for self and others). Candidates are expected to produce a scientific research report and successfully defend before the thesis committee. It involves either theoretical research or empirical research that identifies an issue or question, reviews the literature, designs a study, gathers and analyzes data or evidence, and presents interpretations or conclusions. EDU 661: Research Methods in Education is a prerequisite for this course. Only candidates who completed EDU 661 with a minimum grade of B or higher may register for this course.

EDU 663.21: M.Ed.-EL COMPREHENSIVE EXAM (3 Credit Hours)

This course is designed for those interested in taking the comprehensive examination on content and practice related to Educational Leadership. The course was developed to assess the candidates' knowledge and competence in the PDE Core and Corollary Standards. Topics for the Educational Leadership comprehensive examination are drawn from the required Educational Leadership courses, which include EDU 631: Human Resource Management in Education, EDU 634: School Law, EDU 636: K-12 School Administration and Assessment, EDU 638: Curriculum Design and Instructional Improvement, EDU 642: Supervision and Instruction in K-12 Schools, EDU 647: School Finance & Fiscal Affairs, EDU 656: The Principalship, EDU 657: Instructional Leadership, and EDU 658: School-Community Relations. EDU 661: Research Methods in Education is a prerequisite for this course. Only candidates, who successfully complete EDU 661 with a minimum grade of B or higher, may register for this course.

Faculty

Joanne R. De Boy, Ed. D.

Dr. DeBoy, Associate Professor and Chair of the Education Department, has a BA degree from University of Michigan and both master and doctorate degrees in Psychology of Reading from Temple University. She also has certifications in Elementary Education, Reading Specialist, and Reading Supervisory as well as Elementary Principal through the Pennsylvania Department of Education. Dr. DeBoy worked as Supervisor of Reading and Language Arts in Southeast Delco School District for 4 years and as principal at Harris School and Darby Township Elementary School in Southeast Delco School District for a total of 13 years. Dr. DeBoy has taught various undergraduate and graduate level courses including Educational Administration and Supervision, Reading in the Content Area, Educational Psychology, Early Childhood and Curriculum Design and Development.

Catherine M. DeCoursey, Ph.D.

EDUCATION: Ph.D., Special Education, The University of Texas at Austin, M.Ed., Special Education, The University of Texas at Austin & B.A., Psychology, Grinnell College

PROFESSIONAL EXPERIENCE: Assistant Professor, Lincoln University, Lincoln University, PA, Assistant Professor, Towson University, Towson, MD, Visiting Assistant Professor, Trinity University, San Antonio, TX, Lecturer/ Research Associate, The University of Texas at Austin Teacher, Austin Independent Schools and Teacher, Chicago Public Schools

COURSES TAUGHT AT LINCOLN: EDU 097 Reading and Study Skills, EDU 203 Education and Psychology of the Exceptional Child, and EDU 206 Foundations of Special Education

RESEARCH INTERESTS, Preservice teachers' dispositions and effective instruction for diverse learners with and without disabilities.

Elizabeth Surplus, Ed. D.

Dr. Surplus, Assistant Professor of Education and Reading Specialist, has a B.S. degree in Elementary Education from the College of New Jersey, an M.A. degree in Reading Education and an Ed. D. degree in Educational Leadership both from Rowan University. She also has Principal Certification in Elementary Education and K-12 Reading Specialist Certification. Dr. Surplus has worked as Reading Consultant for Haddon Township School District Child Study Team in New Jersey for one year, Adjunct Professor in the Secondary Education Department at Rowan University for three years, elementary school teacher in Haddon Township School District for 21 years and as elementary school principal in Haddon Township School District for 10 years. Dr. Surplus taught many undergraduate and graduate level courses. Among graduate level courses are Foundations of Reading, Reading and Language Disabilities, Literature and Literacy, Planning and Organizing Reading Programs, Methods in Elementary School Mathematics Education, and Principalship.

Dr. Carol Ann George-Swayze, Ph. D.

Dr. George, Associate Professor and Director of Student Teaching received her bachelor's degree in theoretical linguistics from the State University New York at Buffalo and her Masters of Education, Foreign and Second Language Education with a TESOL specialty from the same institution. She was invited as a US Department of Education Title VII research fellow in Bilingual Education, with a Specialty in Second and Foreign language Education also at the SUNY Buffalo. She has taught in higher education in both Mexico and the United States including ITESM (Instituto Tecnológico y de Estudios Superiores de Monterrey), Chihuahua and Monterrey Campuses, University of Texas at El Paso, New Mexico State University and at

Lincoln University. Her interest and work in teaching Spanish led her to create a unique method of “Painless Spanish” published at Duquesne University. She has had both administrative and teaching positions including Director of English, and various program directorships and has taught courses both undergraduate and graduate within the Education and Language and Literacy fields.

Admasu E. Tucho, Ed. D.

Dr. Tucho, Associate Professor, Graduate Education Programs Coordinator and Interim Assistant Chair of the Education Department, has a B.A. degree in history from Addis Ababa University (Ethiopia), M. Ed. and M.S. degrees in Educational Administration and Adult & Continuing Education from Cheyney University of Pennsylvania, and Ed. D. in Educational Leadership and Policy Studies from Temple University. He has worked as an acting principal for one and a half years and as a secondary school teacher for six years, adult education instructor at Community College of Philadelphia (CCP) for 14 years, and graduate education academic advisor, coordinator, and instructor at Lincoln University’s Graduate Center in Philadelphia for five years. He has taught both undergraduate and graduate level courses. The courses he taught include Introduction to American Education, Educational Assessment and Evaluation, Foundations of Education, Elementary and Secondary School Administration, Thesis Seminar, School and Community Relations, School Law, and Curriculum Design and Development.

Dr. Patricia Lewis-West, Ed. D.

Dr. Lewis-West, Assistant Professor, has an Ed. D. in School Administration from Widener University and a B. S. in Human Services from Springfield. Dr. Lewis-West has continued her education by attending numerous educational workshops and educational conferences. Dr. Lewis-West has been a full-time Assistant Professor in the Education Department of Lincoln University for the past three years where she has taught both developmental and professional courses. Dr. Lewis-West spent many years in the Chester Upland School District serving as a support system for school administrators where she learned the inside administration of a school system. She worked teaching adult learners for over 10 years and is currently serving in a contractual position as Chief GED Examiner at Chester Upland School District. She also serves as an advisor for Kappa Delta Pi, the Education Honor Society. Dr. Lewis-West served as an elected official in Chester, Pennsylvania where she was the director of several Chester city departments. Her responsibility included the management of city services including a city budget of 33 million dollars.

Yvonne J. Jones, M.Ed and M.A

Ms. Yvonne J. Jones, Adjunct Professor Graduate Education Department, has a BS degree in Secondary Education from Cheyney State University, M. Ed. from Antioch University in Secondary Urban Education and a M.A. in Communications from Norfolk State University. She completed all of the course work and comprehensive examinations with distinction for an Ed. D. degree in Urban Education at Temple University; however, she did not complete the dissertation. She obtained her supervisory and principal certification from Cheyney University. She has a Superintendent Letter of Eligibility from the University of Pennsylvania. She has served as a principal at the middle and high school levels for twenty-three years for the Philadelphia School

District. She participated in the Harvard University Principals Academy Workshops, Oxford University's International Women's Leadership Conference for principals and superintendents, Fordham University's Educational Leadership Principal Conference and the program sponsored by NOVA University and the National Association of Elementary Principals Association to obtain National Principal Mentorship Certification. She has provided adjunct faculty support and service at Temple University, Cheyney University and Lincoln University. She has taught many undergraduate and graduate level courses. The courses include Introduction to American Education, School Law, Curriculum and Assessment, Principalship and School and Community.

Nina D. Brevard , M. Ed.

Prof. Brevard, Adjunct Professor, is an Assistant Principal of Instruction/Special Education at the Discovery Charter School in Philadelphia, Pennsylvania. She has her Master's of Science in Reading and Administrative Certifications in Principal (K-12) and Curriculum and Instruction Supervision. Ms. Brevard began teaching in 2002 and has continuously strived in enhance her professional knowledge related to field of teaching and administration. Currently, as Assistant Principal and Academic Coach at the Discovery Charter School she has the opportunity to provide teachers with professional development in the area of effective instruction and special education inclusion compliance. Ms. Brevard has been an adjunct Professor at both St. Joseph's University and Lincoln University for the past 7 years. This combination of combining the academic world with the practical teaching experiences and supervision has served the students and professional staff well in developing the Educational Leadership Program.

Program Delivery

The Department of Education believes that Principal Preparation Programs should be comprehensive and delivered through a combination of university classroom and school settings. While some online courses may be a component of the program, programs that are delivered completely online will not be approved.

Curriculum, Instructional Strategies and Interventions

Program review guidelines will require evidence that the courses offered in the Principal Preparation Program cover all the required knowledge, skills and dispositions of principals. Institutions will be asked to provide course descriptions and syllabi that detail how each standard is addressed.

Table 1: Alignment with Standards

The following table demonstrates how each of the standards is substantially addressed through the required coursework and field experiences.

Table 1: Alignment of Courses with Standard

#	Course Number	Course Title	Core Std I	Core Std II	Core Std III	Cor. Std I	Cor. Std II	Cor. Std. III	Cor. Std. IV	Cor. Std. V	Cor. Std. VI
1	EDU 631	Human Resource Management in Educ.	E	A	D, E	C	A, C	A, C	B		
2	EDU 634	School Law		A, B	E	A, B	A, B			A, B, C	
3	EDU 636	K-12 School Administration and Assessment	C	A, B, D, F,	A, B, C, D, E	A, C, D	A	A, B, C	A, B, C		A, B, C
4	EDU 638	Curriculum Design & Instructional Improvement	A, B, C	B, C, E, F,	C	A, B			A, B, C		A, B
5	EDU 642	Supervision and Instruction in K-12 Schools	A, B, C, D	A, B, C		C, D	A, B, C,	A, B, C	A		A, B, C
6	EDU 647	School Finance and Fiscal Affairs	C, D	C		A, D	A, B, C				
7	EDU 656	The Principalship	B, D, E	F	B			C	A, B, C	A, B, C	A, B, C
8	EDU 657	Instructional Leadership	B, C, D, E	A, C, E		B, D,	C		A		
9	EDU 658	School & Community Relations	A, B, C, E		B			A, B, C	A, B, C	A, B, C	
10	EDU 659	K-12 Principal Internship I	A, B, C, D, E	A, C, D, F	A, B, C, D, E	A, B	A, C	B, C	A, B, C		B
11	EDU 660	K-12 Principal Internship II	A, B, C, D, E	A, C, D, F	A, B, C, D, E	A, B	A, C	B, C	A, B, C		B
12	EDU 661	Research Methods in Education	A	E	A	A					
13	EDU 662	M.Ed.-EL Thesis Project, or	A	E	B, D	A					
	EDU 663	M.Ed.-EL Comp Exam	A, B, C, D, E	A, B, C, D, E, F	A, B, C, D, E	A, B, C, D	A, B, C	A, B, C	A, B, C	A, B, C	A, B, C

Framework and Guidelines for Principal Preparation Programs

CORE STANDARD ONE: the leader has knowledge and skills to think and plan strategically, creating an organizational vision around personalized student success.

[Major concepts: Challenges, change, strategic thinking, vision and mission]

	Knowledge and Understanding	Competence	Performance/Demonstration	Evidence/ Measure	Course #
A	Understands major challenges that schools face as they enable students to reach high standards to be successful adults in the new world economy.	Able to research the curriculum, learning and skill needs for students in the changing world and incorporate findings into school vision.	Develop an action plan that describes the challenges schools face and how these challenges are being met.	1/2	EDU 638; 642 EDU 658, 659 EDU 660, 661 EDU 662, 663
B	Understands how to lead and motivate a school or district in creating a vision and strategic plan focused on higher student achievement.	Able to lead the development of a consensus vision and strategies that are focused on student achievement	Vision and strategy reflect the social and economic forces that are shaping new educational environments.	3	EDU 638, 642 EDU 656, 657 EDU 658, 659 EDU 660
C	Understands the process of change in order to improve student achievement.	Able to plan and execute a change process designed to improve student learning.	Analyze a change that occurred in a school district, review the actions taken, identify strengths and weaknesses of the plan, and recommend steps to improve the plan.	4/5	EDU 636, 638 EDU 642, 647 EDU 656, 657 EDU 658, 659 EDU 660
D	Understands the concepts of vision, mission, and strategy.	Able to clearly define and incorporate vision, mission and strategies into improvement efforts.	Plan and implement an improvement initiative that is consistent with district vision and mission.	2/5	EDU 642, 647 EDU 656, 657 EDU 659, 660
E	Understands the conceptual framework for thinking strategically.	Able to analyze the economic, social, and political context of a school to determine strategic framework for planning.	Analyze school context and how that context should impact on strategic plans.	1/2/4/5	EDU 631, 656 EDU 657, 658 EDU 659, 660 EDU 663

Framework and Guidelines for Principal Preparation Programs

CORE STANDARD TWO: *The leader is grounded in standards-based systems theory and design and is able to transfer knowledge to his/her job as an architect of standards-based reform in the school.*

[Major concepts: Standards-aligned systems, federal & state guidelines, theory, design, architect]

	Knowledge and Understanding	Competence	Performance/Demonstration	Evidence/ Measure	Course #
A	Understands historical and contemporary issues in the development of national, state and local PK-12 academic standards.	Able to interpret external effects related to local academic standards	Analyze local standards in relation to national, state and district issues.	2/4/5	EDU 631, 634 EDU 636, 642 EDU 657, 659 EDU 660
B	Understands current Federal, state and district standards and requirements for demonstrating and reporting student performance data.	Able to accurately report student performance data	Analyze and report student performance results.	2/5	EDU 634 EDU 636 EDU 638 EDU 642
C	Understands standards-based systems theory and design, including the elements of a standards-based school system, which are aligned and focused on strong results for students: <ul style="list-style-type: none"> • Clear standards (content vs. performance) • Fair assessments (formative and summative) • Curriculum and instruction • Resources & materials for Instruction 	Able to describe how each element of the standards-based education system relates to the other elements	Create a strategic plan to address curriculum alignment, school organization, teacher assignments, and class scheduling.	1/2/5	EDU 638 EDU 642 EDU 647 EDU 657 EDU 659 EDU 660
D	Understands the implications of communicating assessment results to students, teachers, parents, government and the community-at-large	Able to effectively communicate assessment results to various audiences	Analyze and report student performance results.	2/4	EDU 634 EDU 659 EDU 660
E	Understands current research and strategies on school reform and school design models.	Able to apply research-based information and strategies	Plan and implement an improvement initiative consistent with district vision and mission.	1/2/5	EDU 638 EDU 657 EDU 661 EDU 662
F	Understands the importance of a coherent curriculum and effective instruction as key strategies for improving student performance.	Able to adjust curriculum and instruction strategies to improve student performance	Plan and implement an improvement initiative that is consistent with district vision and mission.	1/2/5	EDU 636 EDU 638 EDU 656 EDU 659 EDU 660

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CORE STANDARD THREE: *The leader knows how to access and use appropriate data to inform decision-making at all levels of the system.*

[Major concepts: Technology & tools, multiple measures of data, interpretation, use of data]

	Knowledge and Understanding	Competence	Performance/ Demonstration	Evidence/ Measure	COURSE #
A	Understands the critical role of data in informing decisions, setting targets, and interpreting results for learning.	Able to use data to inform decision making.	Analyze and use student performance results to inform planning decisions.	1/2/4	EDU 636 EDU 661 EDU 663 EDU 659 EDU 660
B	Understands available technologies that can be used to gather and maintain data systems.	Able to effectively apply technologies to access and use data.	Access data using various technologies and compile reports.	1/2/4	EDU 636 EDU 656, 658 EDU 659, 660 EDU 662, 663
C	Understands how to access data needed to address the long-term and strategic planning needs of the school in the areas of personnel, fiscal operations, facilities, technology and other leadership initiatives.	Able to make data informed decisions to make long-term, strategic decisions.	Create a strategic plan to address curriculum alignment, school organization, teacher assignments, and class scheduling.	1/2/4	EDU 636 EDU 638 EDU 659 EDU 660 EDU 663
D	Understands how student achievement data are used in decisions on curriculum and instruction and how to access data from national, state and local sources.	Able to access and use student achievement data to inform curriculum and instruction decisions.	Analyze and use student performance results to inform planning decisions.	1/2/4	EDU 631 EDU 636 EDU 659 EDU 660 EDU 662
E	Understands how to use data from many sources reported in multiple formats to improve student achievement. Examples of various data categories would include: <ul style="list-style-type: none"> • demographics • student achievement and learning • school processes • perceptions 	Able to report on the use of multiple measures of data, discuss implications for student achievement; and make recommendations for changes in classroom practices and/or curricular changes, and/or a school professional development plan.	Analyze and use multiple measures to inform planning decisions.	1/2/4	EDU 631 EDU 634 EDU 636 EDU 659 EDU 660

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COROLLARY STANDARD ONE: *The leader creates a culture of teaching and learning with an emphasis on learning.*

[Major concepts: Research, leadership for learning]

	Knowledge and Understanding	Competence	Performance/Demonstration	Evidence/Measure	Course #
A	Understands current research in teaching and learning.	Able to model for others in order to create a culture that is conducive to successful teaching and learning.	Shares research findings with teachers in order to help them understand the connection to student learning and effective instructional practices.	1/2/5	EDU 634 EDU 636 EDU 638 EDU 647 EDU 659, 660 EDU 661, 662
B	Understands the importance of taking responsibility as lead learner in his/her school environment.	Able to model the attributes of a continuous learner and the expectations for others.	Creates learning communities.	1/5	EDU 634 EDU 638 EDU 657 EDU 659 EDU 660
C	Understand the culture for learning that includes and engages families to be involved in the learning process.	Able to engage families in a learning culture.	Designs learning experiences and opportunities for family involvement.	1/2/5	EDU 631 EDU 636 EDU 642
D	Understands how to develop teacher leaders.	Able to develop leadership skills in teachers.	Identifies and supports emerging leaders.	1/2/5	EDU 636 EDU 642 EDU 647 EDU 657

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COROLLARY STANDARD TWO: *The leader manages resources for effective results.*

[Major concepts: Results-based fiscal planning, human resource management]

	Knowledge and Understanding	Competence	Performance/Demonstration	Evidence/ Measure	Course #
A	Understands wide variety of resources available (time, space, facilities, financial, human, organizational, both internal/ external) and how to make informed decisions using appropriate analyses (e.g., cost-benefit)	Able to effectively employ available resources to maximize benefits.	Demonstrates that spending decisions are aligned with the vision, mission and goals of the strategic plan.	1/2/3/5	EDU 631 EDU 634 EDU 636 EDU 642 EDU 647 EDU 659 EDU 660
B	Knows how to create a well organized, effective, and safe learning environment linked to strategic plan and research based practice.	Able to plan and implement an effective learning environment.	Fosters school environment where teachers, students and others feel physically and psychologically safe, and expectations for student behavior are clearly communicated and regularly reinforced.	1/2/3	EDU 634 EDU 642 EDU 647 EDU 659 EDU 660
C	Knows how to assess, hire, assign, support and retain highly qualified and effective staff consistent with district strategic plan, core beliefs, and research based practice.	Able to assemble and maintain an effective staffing plan.	Creates systemic supports and assigns teachers and other staff to maximize student learning and creates systemic supports for alignment.	1/2/3	EDU 631 EDU 642 EDU 647 EDU 657 EDU 659 EDU 660

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COROLLARY STANDARD THREE: *The leader collaborates, communicates, engages, and empowers others inside and outside of the organization to pursue excellence in learning.*

[Major concepts: Organizational development; communication skills]

	Knowledge and Understanding	Competence	Performance/Demonstration	Evidence/Measure	Course #
A	Understands and accepts the role of the leader in creating and maintaining an effective learning culture.	Able to engage stakeholders in effective improvement efforts.	Identifies and nurtures relationships to enhance organizational culture.	1/2/5	EDU 631 EDU 642 EDU 658 EDU 663
B	Knows how to effectively communicate including writing, speaking, listening and possesses cultural literacy to communicate across groups.	Able to communicate effectively with all stakeholders.	Provides examples of clear, concise communication.	1/2	EDU 642 EDU 658 EDU 659 EDU 660 EDU 663
C	Understands empowerment and how the formal and informal governance structures relate to satisfaction, performance, and engagement.	Able to effectively engage stakeholders in the school governance process.	Documents varied involvement in policy or procedure design, review and implementation.	1/2/5	EDU 631 EDU 642 EDU 656 EDU 658 EDU 659 EDU 660 EDU 663

Framework and Guidelines for Principal Preparation Programs

COROLLARY STANDARD FOUR: *The leader operates in a fair and equitable manner with personal and professional integrity.*

[Major concepts: Organizational development; communication skills]

	Knowledge and Understanding	Competence	Performance/Demonstration	Evidence/ Measure	Course #
A	Understands the power and importance of modeling and demonstrating trustworthiness and integrity in all decisions and actions.	Able to display impartial and reasoned judgment in all decisions and actions.	Models high ethical standards in all decision-making processes, and follows through on commitments to words, values, beliefs, and organizational mission.	1/2	EDU 636 EDU 638 EDU 642 EDU 656 EDU 657 EDU 658 EDU 659 EDU 660
B	Knows code of conduct for his/her Position.	Able to display high quality personal and professional ethics at all times.	Demonstrates integrity in his/her behavior.	1/2/5	EDU 631 EDU 636 EDU 638 EDU 656 EDU 658 EDU 659, 660
C	Understands, and respects diverse student and staff populations and the impact on individuals, school and community.	Able to embrace and utilize diversity to improve performance and learning.	Designs student-centered learning environments to meet diverse student needs.	1/2/3/4/5	EDU 636 EDU 638 EDU 658 EDU 659 EDU 660

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COROLLARY STANDARD FIVE: *The leader advocates for children and public education in the larger political, social, economic, legal, and cultural context.*

[Major concepts: Organizational development; communication skills]

	Knowledge and Understanding	Competence	Performance/Demonstration	Evidence/Measure	Course #
A	Knows how to promote success of students by working within laws, policies, and regulations.	Able to accurately interpret and apply laws, policies and regulations to promote the success of students.	Provides written and oral description of influential actions.	1/2/3/5	EDU 634 EDU 656 EDU 658
B	Understands how to communicate with and educate all decision makers inside and outside the school community in order to operate schools on behalf of students and families.	Able to engage governmental and political leaders to effectively help resolve school issues.	Identifies key stakeholders, explains how they are important to achieving the vision of the school community, and describes in detail how each group is benefiting student progress.	1/2/5	EDU 634 EDU 656 EDU 658
C	Advocates for all students.	Able to promote a continuous focus on children and their learning.	Insists on high expectations for all students by building the capacity for each child via the appropriate time and support.	1/2/3/4/5	EDU 634 EDU 656 EDU 658

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COROLLARY STANDARD SIX: *The leader supports professional growth of self and others through practice and inquiry.*

[Major concepts: Professional development, learning organizations]

	Knowledge and Understanding	Competence	Performance/Demonstration	Evidence/ Measure	Course #
A	Understands the process of aligning professional development activities with student performance goals.	Able to construct staff development activities to address student performance results.	Designs differentiated professional development options that are related to educational goals.	1/2/5	EDU 636 EDU 638 EDU 642 EDU 656 EDU 663
B	Understands the importance of continuous learning within the context of a learning organization.	Able to engage staff and Board members in relevant professional development activities.	Describes a systematic approach that he/she will use to become the lead learner including specific strategies and activities that have the power to ensure that the organization is a learning organization.	1/2/5	EDU 636 EDU 638 EDU 642 EDU 656 EDU 663 EDU 659 EDU 660
C	Understands the importance of motivating, mentoring and modeling to improve professional practice.	Able to generate professional growth plans based on district vision, goals, and individual professional learning needs.	Identifies and provides research-based books and articles and participates in high quality professional development to inform practice.	1/2	EDU 636 EDU 642 EDU 656 EDU 663

Framework and Guidelines for Principal Preparation Programs

Special Education Competencies for School Leaders

Principal Preparation Programs should include the following competencies as well as the knowledge, skills, and demonstration in supervising and evaluating these competencies in others.

I. Over-Representation of Diverse Students in Special Education

Candidates will be able to:

- A. Identify factors contributing to the over-representation of culturally and linguistically diverse students in programs for individuals with disabilities and implement strategies for reduction of the over-representation.
- B. Demonstrate an understanding of over-representation of minorities in special education so as to not misinterpret behaviors that represent cultural, linguistic differences as indicative of learning problems.
- C. Demonstrate ability to interact and meet effectively with families.
- D. Distinguish between the culture of the family and the economic situation of the family and how poverty affects families.
- E. Identify how the family's culture and values affects how they view disabilities.
- F. Celebrate heritages and cultures and link directly to learning.
- G. Incorporate stories and resources from many cultural and ethnic traditions.
- H. Build on students' strengths when teaching literacy skills to language minority students.
- I. Directly use best, evidenced-based practices for teaching students from diverse backgrounds.
- J. Implement processes that successfully prevent inappropriate placement and ensure that the opportunities for educational achievement to minority students equal those offered to the majority group.

II. Prevention and Early Intervention

Candidates will be able to:

- A. Connect general education curriculum, compensatory and special education in providing high quality standards-based instruction/intervention that is matched to students' academic, social, emotional and behavioral needs.
- B. Demonstrate high-quality instruction for all students, through scientific research and evidence-based practice to produce high rates of learning for all students.
- C. Implement universal screening of all students with periodic monitoring of students' progress in the curriculum.
- D. Provide interventions for struggling learners provided at increasing levels of intensity and matched to individual student need.
- E. Implement an integrated system of assessment and data collection for identification of students struggling to meet academic and behavioral expectations.
- F. Monitor students' learning rates and levels of performance and use that information in ongoing problem solving and decision making.
- G. Determine which students need additional help regarding the intensity and likely duration of interventions, based on each student's response to instruction across multiple tiers of intervention.
- H. Participate in school wide approaches to intervention and effective instruction.
- I. Demonstrate evidenced-based practices for use in both the special and regular education settings in the school.

III. Effective Instructional Strategies for Students with Disabilities in Inclusive Settings

Candidates will be able to:

- A. Identify effective instructional strategies to address areas of need.
- B. Scaffold instruction to maximize instructional access to all students.
- C. Monitor student progress to provide mediated scaffolding and increase academic rigor when appropriate.
- D. Provide feedback to students at all levels to increase awareness in areas of strength, as well as areas of concern.
- E. Strategically align standards based curriculum with effective instructional practices.
- F. Identify and implement instructional adaptations based on evidence-based practices (demonstrated to be effective with students with disabilities) to provide curriculum content in a variety of ways without compromising curriculum intent.
- G. Analyze performance of all learners and make appropriate modifications.
- H. Design and implement programs that reflect knowledge, awareness and responsiveness to diverse needs of students with disabilities.
- I. Use research supported methods for academic and non-academic instruction for students with disabilities.
- J. Develop and implement universally designed instruction.
- K. Demonstrate an understanding of the range and the appropriate use of assistive technology (i.e., no tech, low tech, high tech).
- L. Demonstrate efficient differentiated instruction and an understanding of efficient planning, coordination, and delivery for effective instruction required for inclusive settings.

Table 1: Course Alignment with Special Education Competencies for Principal Preparation Program

Course #	Course Title	Sp. Ed. I	Sp. Ed. II	SP. Ed. III
EDU 631	Human Resource Management	A, B, C, G	B, H	K
EDU 634	School Law	A, B, J	C, E, H	
EDU 636	School Administration and Assessment	A, E, J	A, B, C, E, F, G	C, F, G, H, L
EDU 638	Curriculum Design and Instructional Improvement	F, G, H, I	A, B, D, F, G, H, I	A, B, C, D, E, F, G, H, I, J, K
EDU 642	Supervision & Instruction in K-12 schools	I	D, F, G	C, E, K
EDU 647	School Finance and Fiscal Affairs	G	D, E, G	J
EDU 656	The Principalship	A, B, C, D, E, F, H, J	A, B, C, E, F, H, I	A, E, F, H, I, J, L
EDU 657	Instructional Leadership	I	A, B, C, E, F	A, E, F, G, H, I, J, K, L
EDU 658	School and Community Relations	A, C, F, I, J	A, I	A, L
EDU 659	Principal Internship I	H, J	E, G	D, K
EDU 660	Principal Internship II	H, J	E, G	D, K
EDU 661	Research Methods in Education	A, B, D	B, E, F, G, H, I	C, E, G, H, I
EDU 662	M.Ed.-EL Thesis Project	D, E, H, J	B, I	A, G, I,
EDU 663	M.Ed.-EL Comp Exam	H	C, I	C, G

Evidence/Measurement Processes

1. Action-based research project designed to improve student achievement

- _ Design of a standards based instructional systems model
- _ Design of a performance-based teacher evaluation system

2. Development and implementation of a curriculum project focused on improving student achievement

- _ Integrate federal, state and district requirements and policies
- _ Include scheduling, budgeting

3. Tools project (application of current tools endorsed by and made available by PDE)

- _ Focus on student achievement
- _ Use of tools (current tools provided by PDE)
- _ Link to classroom practice

4. Multiple measures of data project focusing on student achievement

- _ Integrate other measures beyond the student test data
- _ Link to improved or enhanced student achievement
- _ Link to school reform

5. Case study focusing on improving student achievement

- _ Choose a school district; research all relevant information about the district; identify strengths and weaknesses of school district; then present a 5-year plan to improve the student achievement in that district.
- _ Research district strategic plan focusing on ways to increase student achievement.
- _ Include a plan for collaborating, communicating, and engaging others inside and outside the organization to improve student achievement.

APPENDIX

Appendix 1: Advisement Sheet

Master of Education in Educational Leadership & Principal Certification

Advising Worksheet

Name: _____ SSN#: _____

Date: _____

Core M.Ed. Courses/Certification Requirements (27 credit hours)

Course Sequence: Core courses listed below may be taken in any sequence. All core courses must be completed before enrolling in the Capstone Courses or the Field Experience Courses.

Educational Courses	Credits	Planned Semester	Completed/ Semester	Grade	Advisor's Initials	Student's Initials
EDU 631 Human Resource Management in Education	3					
EDU 634 School Law	3					
EDU 636 K-12 School Administration and Assessment	3					
EDU 638 Curriculum Design and Instructional Improvement	3					
EDU 642 Supervision and Instruction in K-12 Schools	3					
EDU 647 School Finance and Fiscal Affairs	3					
EDU 656 The Principalship	3					
EDU 657 Instructional Leadership	3					
EDU 658 School Community Relations	3					
Total	27					

Required Capstone Courses for M.Ed. (6 credit hours)

Educational Courses	Credits	Planned Semester	Completed/ Semester	Grade	Advisor's Initials	Student's Initials
EDU 661 Research Methods in Education	3					
EDU 662 M.Ed.EL Thesis Project, or EDU 663 M.Ed.EL Comprehensive Exam	3					
Total	6					

Appendix 2: Principal Candidate/ Intern Evaluation Form

M.Ed./Certification Required Field Experience (6 credit hours)

Educational Courses	Credits	Planned Semester	Completed/ Semester	Grade	Advisor's Initials	Student's Initials
EDU 659 K-12 Principal Internship I	3					
EDU 660 K-12 Principal Internship II	3					
Total	6					

All candidates enrolled in the Master's in Educational Leadership and Principal certification Programs must be prepared to participate in the internship programs during three (3) consecutive course sessions: fall, spring, and summer. The two summer sessions will occur during the same summer.

Field Experience Hours are assigned as follows:

- Fall Semester 10 hours per week for 15 weeks = 150 hours
- Spring Semester 10 hours per week for 15 weeks = 150 hours
- Summer Session I 10 hours per week for 3 weeks = 30 hours
- Summer Session II 10 hours per week for 3 weeks = 30 hours
- Total Field Hours = 360 hours

One field experience placement will be in an Elementary School setting.

One field experience placement will be in a Secondary School setting.

Summer Session I will take place for 3 consecutive weeks beginning in June.

- Focus: planning for the summer school session in the Elementary or Secondary setting

Summer Session II will take place for 3 consecutive weeks beginning in July.

- Focus: implementation and evaluation of the summer school session

To be signed by the Educational Leadership Candidate:

I have read the Field Experience requirements and will meet the requirements as stated.

Candidate's Signature

Date

Name: _____ has received the graduate program advising sheet/program requirements.

Candidate's Signature

Date

Advisor's Signature

Date

Appendix 3: Mentor/Intern Daily/ Weekly Activity Sheet

**Lincoln University
Educational Leadership Program
EDU 659 & EDU 660: Principal Internship I and II
Elementary and Secondary School Settings
Daily / Weekly Field-Based Activities**

Intern's Name _____ Mentor 's Name & Position _____

School _____ Date of Internship _____

As noted throughout our course work it is important that a mentoring relationship between the Principal candidate and mentor allows for observation, participation, and socialization related to the mentor's daily work requirements and the operation of the school.

Below you will find some suggestions for Daily/Weekly Activities that encourage the principal-candidate to experience the role and responsibility of an administrator. It is not necessary for you to complete all of these suggestions, but the richness of your experience will be determined, in part, by the effort you put forth in having a broad base of experiences in your field-based assignment. As you complete each activity you are to reflect on the experience on a daily basis (10 hours per week for 15 weeks for Fall and Spring and 30 hours each for Summer I and Summer II for a total of 360 hours) in your Reflection Journal and send this weekly journal to your professor. Continue this weekly emailing of reflections throughout the semester. Keep a copy of your reflections to include in your Portfolio. You must first obtain permission from the Principal or appropriate staff member before attempting any of these activities.

Activity	Date Completed	Hours	Intern's Initials	Mentor 's Initials*
Review District Policy Manual				
Assist with Cafeteria Duty				
Help with bus loading/unloading				
Review drug policy				
Review emergency response plan				
Review teacher's manual				
Assist with fire drill				
Review PA curriculum guidelines				
Attend student discipline conference				
Review grade reporting system				
Interview counselor and ascertain responsibilities				
Interview assistant principal and ascertain responsibilities				
Interview principal and ascertain responsibilities				

Interview custodian and ascertain responsibilities				
Plan a professional development meeting for faculty				
Interview principal's secretary and ascertain responsibilities				
Interview cafeteria aide and ascertain responsibilities				
Determine what/where student permanent records are kept				
Shadow principal for 2 hours				
Shadow assistant principal for 2 hours				
Review 504 accommodations plan				
Seek permission to attend an IEP meeting				
Help supervise student activity				
Determine staff selection process				
Review teachers' salary scale				
Determine school's yearly in-service program				
Ascertain goals/long range plans for the school				
Review testing program				
Participate in an analysis of student achievement data				
Ascertain textbook adoption process				
Review food services program				
Ascertain school budgeting process				
Review school technology program				
Attend and reflect on PTA/PTO meeting				
Attend and reflect on Board of Education meeting				
Determine type/regularity of communications with parents				
Determine degree of use of parent volunteers in school				
Review teacher observation / evaluation process				
Review student discipline process				
Review student handbooks				
Help chaperone a field trip				
Review medical procedures				
Review procedures for student believed to be under the influence				
Review special education policies				
Determine what the principal believes to be the greatest challenges				
Determine what the assistant principal believes to be the greatest challenges				
Determine what the counselor believes to be the greatest				

challenges				
Determine what the custodian believes to be the greatest challenges				
Determine what the principal believes to be the greatest successes				
Determine what the asst. prin. believes to be the greatest successes				
Determine what the counselor believes to be the greatest successes				
Determine what the custodian believes to be the greatest successes				
Walk hallways and observe for one hour				
Observe a teacher's class for one period – 45 to 82 minutes				
Monitor a study hall for one period - 45 minutes				
Assist a substitute teacher for one period - 45 minutes				
Other:				
Other:				
Other:				
Other:				

This is to certify that (intern's name) _____ has completed

_____ a minimum of 150 hours of intern experiences at _____ in
EDU 659: Principal Internship I (Elementary)

_____ a minimum of 150 hours of intern experiences at _____ in
EDU 660: Principal Internship II (Secondary)

_____ a minimum of 30 hours of intern experiences at _____ in
EDU 659: Summer I Principal Internship I

_____ a minimum of 30 hours of intern experiences at _____ in
EDU 660: Summer II Principal Internship II

I would classify the effort expended and interest demonstrated by this intern as:

Very High _____, High _____, Average _____, Below Average _____, Not Acceptable _____.

Intern's Signature

Date

Supervisor's Signature

Date

Appendix 4: Mentor’s Overall Evaluation of Principal Candidate Internship

Lincoln University Educational Leadership Programs Mentor’s Overall Evaluation of Internship Program

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Orientation to Lincoln’s Education Leadership Program was adequate				
2. Written policies, <i>Handbooks</i> , schedules, and contact information were provided and helpful				
3. Communication between mentor and Lincoln’s Graduate Education faculty was timely and helpful				
4. Lincoln’s Education Leadership interns formed positive, appropriate, effective relationships with faculty, staff, students				
5. Lincoln’s Education leadership intern conducted him/herself in a professional manner (respectful, fair, punctual, dependable role model)				
6. Lincoln’s Educational Leadership intern candidate’s preparation/ competency in the following areas was...	Poor	Good	Fair	Excellent
(a) Curriculum	Poor	Good	Fair	Excellent
(b) Working with Students, Teachers and Staff	Poor	Good	Fair	Excellent
(c) Acquiring and Assessing student learning data	Poor	Good	Fair	Excellent
(d) Analyzing student assessment data	Poor	Good	Fair	Excellent
(e) Budgeting and resource information	Poor	Good	Fair	Excellent
(f) Building a learning culture with students, faculty, staff, parents and community	Poor	Good	Fair	Excellent
(g) Working as an advocate for Special Education and ELL students	Poor	Good	Fair	Excellent
(h) Professional Development/Life-long learner	Poor	Good	Fair	Excellent