WILLIAM PATERSON UNIVERSITY
COLLEGE OF EDUCATION

Dr. Candace Burnes, Dean

Dr. Dorothy Feola, Associate Dean

Department of Educational Leadership and Professional Studies

Educational Leadership Program

Dr. Kevin J. Walsh, Program Director

Faculty and Student Handbook

Educational Leadership Cohort Programs

Masters Degree - 39 credits

Principal and Supervisor Licensure - 30 credits

Principal Licensure - 21 credit programs

Supervisory Endorsement Programs

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Department of Educational Leadership and Professional Studies

Educational Leadership Program

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National Accreditation

The M. Ed. Educational Leadership Program at William Paterson University has gone through the National Council for Accreditation of Teacher Education (NCATE) accreditation process and has gained "National Recognition" by the Educational Leadership Constituent Council (ELCC) for its program.

The National Council for Accreditation of Teacher Education (NCATE) is an accrediting agency established to help increase the quality of departments, schools, and colleges of education. NCATE accreditation is a voluntary peer review process of the professional education units responsible for the preparation of teachers and other professional school personnel based on national standards developed by professors and practitioners. Accredited institutions are reviewed on a seven-year cycle.

The Educational Leadership Constituent Council (ELCC) is an affiliation of three administrator groups (ASCD, NAESP and NASSP). It is authorized by NCATE to review preparation programs for educational administrators using standards developed by the National Policy Board for Educational Administration (NPBEA). The ELCC conducts rigorous peer reviews of departments of educational administration on behalf of NCATE and determines which programs are deserving of "National Recognition."

NJ Critical Friends Review

As part of the NJ Department of Education's recertification process, all educational leadership programs were reviewed by both the department and its consultant, [Professor Joseph Murphy](). He is a nationally noted scholar and author who teaches at Vanderbilt University, Peabody College (TN). His scholarly work is in the area of school improvement, with special emphasis on leadership and policy. He has authored or co-authored 13 books in this area and edited another 11. His most recent authored volumes include: *The Quest for a Center: Notes on the State of the Profession of School Administration* (1999), *The Productive High School* (2001), and *Understanding and Assessing the Charter School Movement* (2002). He has also authored over 150 articles and book chapters.

Professor Murphy evaluated our program in its foundations, recruitment and selection of students, teaching and program delivery, monitoring student progress, university-school partnership, faculty development, program assessment, and course content.

Here are some of Professor Murphy's comments about our program: "Let us begin by saying that you have developed a great program, one of the two or three most thoughtful and carefully built masters programs that we have seen in our travels throughout the United States. It really looks like a **national model** about how to undertake the business of preparing school leaders for tomorrow's schools. Major kudos to all involved."

"To set this CFR in context, we must tell you that praise in our reports is a precious commodity. That is clearly not the case here. You have quite simply built a marvelous program. Our hats are off to you. And unless we hear from you otherwise, we plan to talk about William Patterson as an exemplary model as we roam about the U.S. On behalf of all of us in school administration, thank you."

Educational Leadership Program

Overview

Philosophical Perspective

Considering the lack of qualified leaders for the principalship in New Jersey and throughout the nation, how do we begin to prepare those who aspire to these positions? How do we support these leaders once they are appointed to the principalship to ensure that they will continue to create influencing relationships that affect substantive change and that will result in improved student learning?

The first of these questions addresses three components: (1) attracting people; (2) knowing the people who are attracted have the capacity to become highly qualified; and (3) designing a graduate program that will answer the question- what should all good leaders understand, know, and be able to do? The second question suggests that our program should not end when candidates receive their degree.

To meet these challenges, what should our program look like? How do we attract people? How do we assess the people who are attracted and know they have the capacity to become highly effective principals? What are the components of a graduate program that will clearly define what good leaders should understand, know, and be able to do?

Our graduate program is closely aligned with school district partnerships so our prospective candidates will have an environment in which they will engage in reflective practice, collaborative action research, and problem-based learning. In the school environment, candidates will have the support of a principal as mentor throughout their graduate program. They will begin to build professional relationships that will be critical during their early years as principals. Unlike other graduate programs that require field-based experiences during a designated semester, our graduate program will provide continuous experiences throughout the two-years and require prospective candidates to fulfill this requirement in a school environment. For these reasons, prospective candidates must have unqualified support from their principals who also will serve as the candidate's regular mentor. It will be the responsibility of these prospective

candidates to establish active partnerships with practicing school leaders in a school setting throughout this program.

Although the focus of this program is on the principalship, teachers who want to develop their leadership skills and serve as teacher leaders are encouraged to apply for admission to this program.

Our graduate programs, designed for teachers who aspire to leadership positions in schools, value democratic collaboration, diversity, equity, theory, critical inquiry, reflective practice, continuous improvement, student success, and ethical practice. These values build upon the beliefs that support the four I's of transformational leadership: idealized influence, individualized consideration, inspirational motivation, and intellectual stimulation. Throughout this program, candidates will embrace a personal vision that encourages supportive, collaborative behaviors within their school organizations and enables them to become architects of continuous change.

Our programs strike a balance between the competing tensions of management and leadership. Courses focus on the development of skills that enable aspiring principals to understand how to manage schools successfully. At the same time, our graduate programs focus on nurturing a deep commitment to leadership that promotes influencing relationships between leaders and followers. These relationships inspire, challenge, and look at schools as communities of inquiring learners and leaders.

Courses become centers around which candidates form smaller groups that vary according to needs and interests. These micro-groups meet throughout each course to engage in discussions on specific questions related to the central focus of study. Candidates are given opportunities to become facilitators for micro-groups and lead other participants in reflective inquiry and problem-based learning activities. Field experiences and technology competencies are integrated into each course.

Theory to Practice

Our principal licensure graduate programs support a deep commitment to leadership that will enable candidates to construct meaning and knowledge together (Lambert, et al., 1995). Courses are a center around which candidates will form smaller, micro-groups that will vary according to needs and interests. These groups meet throughout each course to focus on specific questions related to the course of study. Candidates will be given opportunities to become facilitators in micro-groups and lead the other participants in reflective inquiry and problem-based learning activities. This model will necessarily restructure course time and develop a value for life-long learning outside the context of classrooms. Candidates will meet with the cohort for longer and less frequent time periods in the macro-group. The smaller micro-groups will meet throughout the semester in between scheduled class meetings. Quality and depth will become more important than quantity and breath.

Our principal licensure programs provide opportunities for candidates to share their understandings by reading about past and current leaders. Our graduate programs provide candidates with an opportunity to reflect through conversation and application on these works in each course. Therefore, rather than a single text for each course, instructors are encouraged to provide a variety of readings to our candidates to achieve this objective.
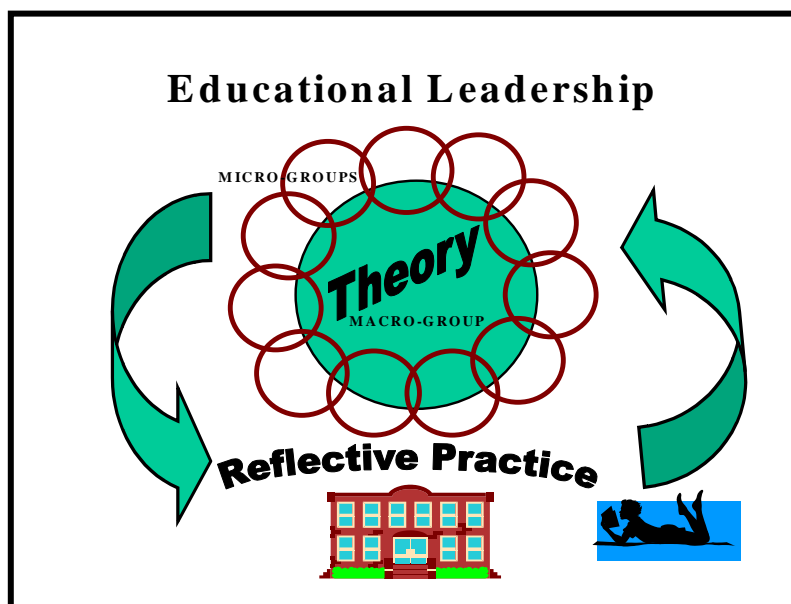
Educational Leadership Program

Program Objectives

- Attract a diverse pool of highly competent educators who wish to aspire to leadership positions in education.
- Nurture highly competent educators to develop a personal vision and capacity to lead.
- Effectively prepare educational leaders who are focused on the continuous improvement of student learning outcomes within the context of learning communities.
- Build understandings about initiating and sustaining substantive and lasting change within complex organizational structures.
- Prepare and assist candidates to acquire leadership positions.
- Create a program in which aspiring principals and teacher leaders work together effectively to understand their roles, responsibilities, and relationships in educational organizations.
- Provide support through continued collegiality and professional development for graduates who acquire principal positions

Educational Leadership Program

Program Descriptions

Degree Program:

M.Ed. in Educational Leadership (39 credits)
Successful candidates will receive supervisory endorsement and a NJ certificate of eligibility for principal.
This program is intended for candidates who have:
- completed a bachelors degree
- completed five years teaching experience under a NJ teaching certificate

Non-degree Programs:

Principal Licensure Program (30/36* credits)
Successful candidates will receive a NJ certificate of eligibility for principal.
This program is intended for candidates who:
- have completed a bachelors degree
- have completed five years of teaching experience

*Note: Candidates who wish to obtain their supervisory endorsement must take six additional credits or two courses (EDLP 612 and 618).

Principal Licensure Program (21 credits)
Successful candidates will receive a NJ certificate of eligibility for principal.
This program is intended for candidates who:
- have completed a masters degree
- have completed four years of supervisory experience
- will complete five or more years of supervisory experiences prior to completing the program.

Supervisory Endorsement Program (12/6* credits)
Successful candidates will receive a supervisory endorsement of their NJ teaching certificate.
This program is intended for candidates who:
- have completed a masters degree

Note: William Paterson University masters graduates may be given credit for six of the required 12 credits. Contact the program director for transcript review.

Educational Leadership Program

Admission Requirements

Each applicant must clearly demonstrate that s/he can fulfill the requirements of the program and have the capacity to complete graduate level work. **Documentation of these requirements must be sent to the Office of Graduate Services, Raubinger Hall Room #139:**

A. Transcripts
- Official transcripts from all institutions of higher education previously attended.
- Applicants must have a bachelor's degree from an accredited college or university with a GPA of not less than 3.0 on a 4.0 scale.
- An applicant who has a graduate degree from an accredited college or university must have a GPA of not less than 3.5 on a 4.0 scale.

B. Admission Testing
- Official copy of the results of MAT or GRE
- This requirement is waived if your master's GPA was at least 3.5 on a 4.0 scale.
- Applicants must have a scale score of at least 400 on the Miller Analogies Test.
- Applicants who take the Graduate Record Exam must obtain a minimum of 475 on the verbal score *and* a minimum score of 525 on the quantitative score *or* a total score of at least 1000 *and* obtain at least a 4.5 on the written essay.

C. Teaching
- Evidence of completion of at least five years of successful school experience under a teaching, educational service, and/or administrator certificate.
- Include all certificates you hold as part of your portfolio.
- Applicants with fewer than five but at least three years of successful school experiences or other related experiences may be considered for admission contingent upon materials submitted in their portfolio that would strongly support their leadership potential.

D. Letters of Recommendation
- Two letters of professional recommendation, at least one being from your school principal or equivalent. All letters must be on official letterhead with original signatures.

E. Portfolio
- All applicants must prepare a portfolio as described below.
- Your portfolio must support your ability to teach and lead.
- Include evidence that you have successfully undertaken leadership roles in you school and/or community.
- You **must** include your resume and an essay that describes your reasons for applying to this program as well as your career goals.
- When it is completed, call the department secretary at 973-720-2639 and request an appointment for an interview
- Bring your completed portfolio to the interview.

F. Interview
- A personal interview will be required before being accepted for matriculation.
- Applicants who do not meet the grade point average or minimum admissions test requirements may supplement the portfolio with additional materials that support their academic and leadership potential for successful completion of this graduate program.
- At the interview, you will be requested to respond in writing to a case study. The interview and written response will take approximately one hour.

Educational Leadership Program

Program Components

Cohort Model

Our principal licensure graduate programs require selected candidates to become an integral member of a cohort. Cohorts encourage collegial, collaborative learning environments. The cohort model will also enable our faculty to deliver a coherent, integrated curriculum. In her research on cohort programs, Hresko (1998) found the cohort concept is viewed as improving the overall quality of educational administration programs. This provides for the enhancement of networking, continuation of student relationships, and enhanced student-professor relationships. This study found that students and faculty give excellent or good assessments to such programs.

Culture, Beliefs, and Values

Our principal licensure graduate programs value democratic collaboration, diversity, equity, theory, critical inquiry, reflective practice, continuous improvement, student success, and ethical practice. These values will build upon the beliefs that emanate from a culture that supports the four I's of transformational leadership- idealized influence, individualized consideration, inspirational motivation, and intellectual stimulation (Bass & Avolio, 1994). Each of our candidates should embrace a personal vision that will encourage supportive, collaborative behaviors within their school organizations that will enable them to become architects of continuous change.

Our principal licensure graduate programs strike a balance between the competing tensions of management and leadership. Courses focus on the development of skills that will create savvy principals who understand how to manage schools. At the same time, our principal licensure graduate programs focus on nurturing a deep commitment to leadership that will promote influencing relationships between the leaders and followers. These relationships will inspire, challenge, and look at schools as communities of inquiring learners and leaders where individuals become ". . . bonded together by natural will and who are together bound to a set of shared ideas and ideals" (Sergiovanni, 1996).

Personal Leadership Plan

Candidates must develop and maintain a Personal Leadership Plan (PLP) throughout the program. The PLP consists of both long- and short-range career goals, a personal analysis of leadership style, and an analysis of the candidates strengths and areas needing improvement that are necessary for successful organizational management of and

leadership in schools. The PLP will become an ongoing agenda for both individual and collective topics of discussion, collaborative action research, and field-based experiences by the members of the cohort throughout this program. The Educational Leadership Policy Standards become the basis for the development of one's PLP.
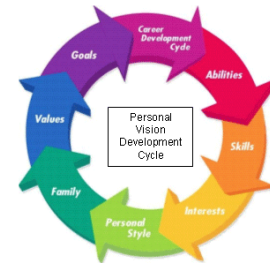
Learning Journals

Learning journals are required throughout the program. They promote reflective inquiry and personal growth. Entries will focus on field-based situations, people, actions, and the writer's personal reflections. The purpose of the journals is to give candidates the opportunity to examine

their beliefs and to develop understandings about the relationships between their beliefs and behaviors. The reflective journals should become a topic of conversation between the candidates and the faculty during each of the courses of study.

Dispositions

As part of their Personal Leadership Plan, candidates will be asked to complete a dispositions survey five times during our program. The initial PLP is developed during the first summer course and is reviewed and updated at the end of each subsequent semester. The survey is a personal assessment of one's dispositions. These dispositions are from the Educational Leadership Policy Standards.

Additionally, each M.Ed. candidate is asked to complete anonymously a ten question Dispositions Survey three times during the two-year cohort. Copies of these surveys are sent to the program director and are part of the data that is collected and reviewed for NCATE re-certification.

Field Experiences

Unlike other graduate programs that require field-based experiences during a designated semester, the principal licensure programs provide continuous field experiences throughout the program and require prospective candidates to fulfill this requirement in their school and community. For these reasons, prospective candidates must have unqualified recommendations from their principals who must be willing to invest time in our program with the candidates. A school-based experience is required. Candidates will receive three credits each for completing EDLP 613 and EDLP 614, Field Experiences I and II at the conclusion of each spring semester.

Each candidate must develop her field-based experiences from the Personal Leadership Plan. This plan is a self-assessment of one's strengths and areas in need of development in the knowledge, dispositions, and performances that are grounded in the Educational Leadership Policy Standards.

Field experiences will create a relationship among the candidate, her/his principal, and the university faculty. For that reason, a full-time or adjunct faculty member will be assigned to each candidate during the program. The advisor will meet regularly with her candidate to discuss the Personal Leadership Plan, learning journals, and his on-going experiences in the field. Advisors will visit candidates each semester at their school sites.

Educational Leadership Program

Field Experience

Field Experience I and II (EDLP 613 and EDLP 614)

These graduate courses are designed for candidates to apply and evaluate theory within the context of practice. In each of the courses throughout this program, candidates will have the opportunity to engage in collaborative action research and application of theory to practice by participating in problem-based learning activities in schools and other school related institutions/organizations. The experiences in these courses will enable candidates to apply their knowledge and understandings to practice.

Number of Field-based hours assigned to each course: 150
Total hours for ELDP Program: 300

Evaluation Rubric:

- ☐ A grade of A will be earned if the candidate:
    - ✓ successfully completes **more than 150 hours** of field-based experiences by May 1st
    - ✓ clearly shows relationships among one's experiences, one's Personal Leadership Plan, and each of the Educational Leadership Policy Standards
    - ✓ has experiences that include classroom, grade level, school, district and community agencies
    - ✓ has included experiences that are related to each of the courses taken in the summer, fall, and spring
    - ✓ All required outcomes were submitted on time

- ❑ A grade of A- will be earned if the candidate:
    - ✓ successfully completes 150 hours of field-based experiences by May 1st
    - ✓ clearly shows relationships among one's experiences, her Personal Leadership Plan, and each of the Educational Leadership Policy Standards
    - ✓ has experiences that include classroom, grade level, school, district, and community agencies
    - ✓ has included experiences that are related to each of the courses taken in the summer, fall, and spring
    - ✓ submitted all required Personal Leadership Plans and is not missing more than one journal entry ; some submissions were not timely

- ❑ A grade of B+ will be earned if the candidate:
    - ✓ successfully completes 150 hours of field-based experiences by May 1st
    - ✓ clearly shows relationships among one's experiences, her Personal Leadership Plan, and each of the Educational Leadership Policy Standards

- ✓ has experiences that include classroom, grade level, school, district and community agencies
- ✓ has included experiences that are related to most of the courses in the summer, fall, and spring
- ✓ submitted all required PLPs and is not missing more than two journal entries; some submissions were not timely

- ❑ A grade of B will be earned if the candidate:
  - ✓ successfully completes 150 hours of field-based experiences by May 1st
  - ✓ clearly shows relationships among one's experiences, her Personal Leadership Plan, and each of the Educational Leadership Policy Standards
  - ✓ has experiences that include classroom, grade level, school, district and community agencies
  - ✓ has included experiences that are related to some of the courses in the summer, fall, and spring
  - ✓ is missing one PLP and is not missing more than three journal entries; most submissions were late

NOTES:
- □ Candidates who complete **less than 150 hours** of field-based experiences during each year of this program will receive an Incomplete, an In Progress, or a grade of F according to individual circumstances.
- □ Candidates will earn three credits in each spring semester for successfully completing the course requirements.
- □ All internship experiences must include the types of activities that are listed in the handbook as required. **A candidate who is missing any one of the required activities may not receive the grade of A regardless of the number of hours recorded in the log.**
- □ In general, no more than 25 hours in each year may be approved for any single activity. Advisors have the discretion to approve field experiences.

Educational Leadership Program

Field Experiences Expectations

Fall Semester - Year One
- Send your PLP electronically to their advisor by *end of the Fall semester.*
- Send **five** journal entries per semester to your advisor that focus on field-based situations. The journal entries should focus on your feelings and reactions to these experiences rather than a detailed narrative of the details of the event or experience. The focus is on growth and development.
- The initial visit should provide the advisor an opportunity to meet your mentor, introduce the program, and discuss expectations and field experience possibilities.
- The advisor should meet independently with the candidate to discuss field experience possibilities, the Personal Leadership Plan (PLP), the Learning Journal, and the Field Experience Electronic Log and its relationship to the Educational Leadership Policy Standards.

Spring Semester - Year One
- Send your revised PLP electronically to your advisor by the *end of the Spring semester.*
- Send **five** journal entries per semester to your advisor that focus on field-based situations. The journal entries should focus on your feelings and reactions to these experiences rather than a detailed narrative of the details of the event or experience. The focus is on growth and development.
- Paper copies of the Field Experience Electronic Log (seven forms) are due to your advisor by the *end of the Spring semester.* Your hours may be projected through June 30. In that case, a revised log form must be submitted to your advisor by July 5th.
- The PLP from the fall will be compared to the candidate's field experiences to date. Additional field experiences will be discussed with the candidate.
- The candidate will discuss any revisions to her/his PLP.
- New field experiences that will take place during the summer, fall, and spring of the second year will be discussed.
- During this visit, the candidate will arrange for a meeting between the mentor and advisor.
- The candidate will review progress toward the collaborative action research project with the advisor.

Fall Semester - Year Two
- Send your revised PLP electronically to their advisor by *end of Fall semester.*
- Send **five** journal entries per semester to your advisor that focus on field-based situations.
- The revised PLP from the spring will be compared to the candidate's field experiences to date.
- Additional field experiences that will take place during the fall will be discussed.
- The candidate will plan final revisions to her/his PLP and any new field experiences that will take place during the spring of the second year.
- During this visit, the candidate will arrange for a meeting between the mentor and advisor to discuss the field experiences and the candidate's PLP.
- The candidate will review progress toward the collaborative action research project with the advisor.
- A copy of your final action research project is due to your advisor by the *end of the Fall semester*.

Spring Semester – Year Two
- Submit paper copies (seven forms) of your completed Field Experience Log to their advisor by *April 15th*.
- Send **five** learning journal entries this semester to your advisor that focus on field-based situations.
- Your final journal entry must be a qualitative evaluation of the program including its value to you now and in the future. *A copy of this summative journal entry must also be sent to the program director*.
- Your hours may be projected through May 1st. In that case, you must send a revised total log hours form to your advisor by May 5th.
- During this final field visit prior to March 15th, the candidate will discuss the results of the field experiences, how those experiences complimented the PLP, how the Learning Journal promoted reflective inquiry, and suggest any other field experiences that may be needed.
- During this visit, the advisor will have a final meeting with the mentor, discuss the results of the candidate's field experiences, and complete an evaluation for this component of the program.
- The candidate will review progress toward the collaborative action research plan's implementation with the advisor.

Portfolio Requirements for EDLP 613 and 614

1. The revised PLP during the fall of year two.
2. Eight selected learning journal entries, two from each semester- do not use confidential journals.
3. An electronic copy of the final summary field experience log reflecting 300 hours in total from the two year field experience.

The field experience log is an electronic file that requires the candidate to use MS ACCESS. Paper copies of the logs will be sent to one's advisor by the due dates each year and will be filed with the program director. You are required to send seven reports annually- one for each standard and one total hours report.

Educational Leadership Program

Field Experience

Required Field Experiences- Two Years

- ❑ **12 hours**- shadowing a principal for a full day (or two half-days) in a school setting different from your school's setting by both configuration (K-8, 9-12, etc) and designated Socioeconomic Status (SES). Shadowing experiences must be selected one from each group of school districts categorized by the NJDOE as District Factor Group (DFG) rating of A through E (1) and a second school district rated F through J.
- ❑ **12 hours**- shadowing a vice-principal for a full day (or two half-days) in a school setting different from your school's setting by both configuration (K-8, 9-12, etc) and designated Socioeconomic Status (SES). Shadowing experiences must be selected one from each group of school districts categorized by the NJDOE as District Factor Group (DFG) rating of A through E (1) and a second school district rated F through J.
- ❑ **12 hours**- attendance at one professional development workshop or conference each year that focuses on curriculum design and/or leadership topics. Six hours is considered one conference (one all-day or two part-day conferences).
- ❑ **30 hours-** Meeting with your mentor in a school setting for discussions, authentic case studies, planning, etc.
- ❑ Leading a professional development grade level, school level, or district level program as a presenter at **least once during the two-year program.**
- ❑ Experiences with peer coaching and/or mentoring.
- ❑ Meeting with community based agencies through professional development activities and/or visits to sites at least **once each year.**
- ❑ Experiences with a business administrator and district level personnel that include working with software programs that include scheduling, budgeting, and/or curriculum design.
- ❑ Understand the importance of developing a school-level technology plan and participate in various school level leadership activities that focus on the school-level technology plan and programs.
- ❑ Experience what a principal does before and after school's opening. Spend at least **25 hours** with your mentor principal (or another principal) the weeks before school opens and/or after school closes for students and staff. The maximum number of hours is not limited and at the discretion of your advisor.

Notes:
If you are a department chair or hold a position of leadership in your district outside a classroom assignment, you may include some of your experiences in that position. Your faculty advisor will determine the number of hours and the types of experiences that may be included in your log.

Course outcomes that require you to engage in leadership activities in your school/district may not be included in your field hours. For example, as part of the requirements for EDLP 610, candidates create a school level budget with their principal/mentor. The outcome is graded. The hours spent in discussions and learning with your principal specific to this outcome during the semester the course is taken may not be used however; subsequent hours related to budget development may be applied.

Example: I spent 15 hours with my mentor learning about and developing a school level budget during my first year of my field experience. I also subsequently spent 2 hours developing the spreadsheet as part of the outcome requirement for EDLP 610. The latter outcome will be graded. The 15 hours may count for your log field hours but the two hours spent developing the spreadsheet may not.

Educational Leadership Program

Field Experience

Twenty-six Suggestions that Qualify for Field-Based Experiences

1. Participation on school level and grade level committees as chair
2. Participation on district level committees as member or chair
3. Presenter at professional development activities
4. Presenter to staff and/or board of education on selected topics
5. Mentoring novice teachers; cooperating teacher for student teacher, practicum student
6. Budget preparation- school, department, grade level
7. Peer observations and/or evaluations of teachers, support staff
8. Interviewing prospective teachers, support staff
9. Parent association liaison; coordinating parent activities at a grade level or building level (not classroom level)
10. Teacher in charge assignments- building level, summer school
11. Member/chair of a planning committee for institutes, district level events, school-wide events
12. Scheduling activities at a grade or school level (not classroom level)
13. Designated representative to the district professional development committee
14. Curriculum development at a grade, school, or district level
15. Coordinating grade level or school-wide events such as trips, graduation, assemblies
16. Initiating new programs for teachers, students, parents
17. Attending board of education meetings
18. Completing special assignments for your principal/district level administrators
19. Management activities related to grade level, school-wide scheduling, trip planning, etc.
20. Authoring school wide (not classroom) newsletters and memos for the principal
21. Whole School Reform facilitator
22. Member/chair of the school based management team
23. Elected officer to local, state, or national associations: attendance at meetings
24. Author of publications in state or national magazines or journals
25. Participation in cohort leadership experiences such as recruiting, presenting for another cohort, etc.
26. Reflective conversations with principal/mentor

WILLIAM PATTERSON
UNIVERSITY

May 2010

I am pleased to inform you that _____ has been selected to participate in our Cohort program designed to prepare candidates for leadership positions in schools. At the end of this experience, this candidate will receive a certificate of eligibility for principal licensure (contingent upon passing the SLLA exam). Our program is approved by the NJ Department of Education. Candidates who complete the M.Ed. program are also eligible to receive the supervisory endorsement.

Our M.Ed. and other certification programs are designed to support highly competent educators as they develop a personal vision for leadership. We are confident that our program will meet this challenge and prepare effective leaders for the 21st century who have the capacity to develop influencing relationships, encourage followership, initiate substantive and lasting changes, and design highly effective school programs. We will encourage our candidates to become visionary leaders who build collaborative and supportive climates and create learning communities in our schools.

During this one or two-year experience, including two one-week summer courses, candidates will have opportunities to engage in collaborative action research and apply theory to practice. They will participate in problem-based learning activities in schools and other educational institutions and/or organizations. The candidate's faculty advisor, _____ _____, will work closely with you as the candidate's mentor and will develop meaningful field experiences throughout the program. We expect each candidate to complete **at least 150 hours** of field-based experiences during each of the two-years in the program. These experiences will be designed around the candidate's Personal Leadership Plan and the Educational Leadership Policy Standards.

You are invited to attend our meeting with your protégé on **Thursday, June 12, 2008 from 4-6 PM** in the auditorium at 1600 Valley Road in Wayne, NJ. I encourage you to attend with the candidate.

During each semester of the program, our faculty advisors will be meeting with you and the candidate to discuss the field experiences. The candidates should make you aware of the initial and subsequent visits during each semester of the program. Should you have any questions about our program, please do not hesitate to call me.

Thank you for your support.

Sincerely,

Kevin Walsh, Ed.D.
Program Director

Educational Leadership Program

Policy Standards

Model standards for school leaders originated from the Council of Chief State School Officers. In 1996, a consortium of 24 state education agencies and representatives from professional organizations created the Interstate School Leaders Licensure Consortium (ISSLC) and established standards for school leaders http://www.npbea.org/projects.php.

> Principal quality is linked statistically and practically to student achievement. ISLLC standards, translated into a rubric of actual workplace behaviors, describe how effective principals work. Principals can use these data to improve their own performance as instructional leaders as they seek to increase their schools' teaching quality and raise their students' achievement (Kaplan, Owings & Nunnery, 2005, p. 43).

The seven Educational Leadership Constituent Council Standards (ELCC) incorporated the six standards developed by the Council of Chief State School Officers and were endorsed by the Interstate School Leaders Licensure Consortium (ISLLC) (http://www.ccsso.org). ELCC added a seventh standard that focuses on field experiences. "These new standards for the preparation and development of school principals were created jointly by the National Council for the Accreditation of Teacher Education (NCATE) (http://www.ncate.org/) and the Interstate School Leaders Licensure Consortium (ISLLC). These standards are now know as the Educational Leadership Policy Standards and were revised in 2007. They are of critical importance in creating, nurturing, and sustaining a culture and climate that values the soul of the school within its political, social, economic, legal, and cultural context. These standards acknowledge the changing role of school leaders. Each course of study objective in the syllabus contains references to the knowledge and disposition indicators for the appropriate standards. The standards and performance indicators will become the model for the development of each candidate's Personal Leadership Plan. The standards and indicators are included in the Appendix of this handbook. New Jersey has adopted the former ISLLC Standards. The NJDOE added a seventh standard that focuses on technology competencies. The National Policy Board for Educational Administration (NCPEA) oversees accreditation for leadership programs and follows the Educational Leadership Policy Standards. The site for the NJ standards is http://www.state.nj.us/njded/profdev/profstand/standards.pdf. The new standards may be located at http://www.npbea.org/projects.php.

Educational Leadership Program

Technology Competencies

Golden (2004) suggests the challenge facing principals appears to not be a failure to recognize the power and capabilities of technology, but a lack of the acquired expertise necessary to be technology leaders who are able to facilitate technology's integration. Accompanying this is an ability to create with teachers a shared vision of technology in the school and to implement a plan that reflects the shared vision. Principals' attention to acquiring technology expertise and collaborating with teachers to achieve an agreed upon vision for technology in schools can quicken the pace for attaining the promise of technology (Brockmeier, Sermon & Hope, 2005, p. 56).

Our graduate program provides opportunities for candidates to become proficient in technology. There is a technology strand in each course. Candidates are required to maintain active e-mail accounts and have access to the Internet. There will be opportunities for instructors to use the Internet and engage in cyber talk between and among candidates as well as the instructors. Chat rooms and threaded discussions, as well as video conferencing and other technologies, will become integral teaching strategies. Specific technology competencies are listed for each course. Competencies include productivity tools, the Internet, electronic mail, distance learning, database research, list serves, statistics software, teaching and curriculum design with technology, web page design, electronic spreadsheets, administrative software, and electronic portfolios. This integrated approach offers candidates opportunities to apply technology skills to authentic, problem-based learning (Tomei, 1999).

The home page for the International Society for Technology in Education is located at http://www.iste.org// The NETS web site is located at http://cnets.iste.org. The NETS for Administrators is located at http://cnets.iste.org/administrators/a_stands.html .

Candidates are responsible for acquiring technology competencies through IT courses that are free to graduate students (http://www.wpunj.edu/irt/default2.htm), through other cohort members, and/or your colleagues at your workplace. Acquiring these competencies is part of your responsibility outside of class meeting time. Candidates will show evidence of their technology competencies in course outcomes and in their exit portfolio. The Department of Educational Leadership will offer special exit portfolio sessions each semester.

Educational Leadership Program

Integrated Technology Competencies

EDLP 601
Leadership in Learning Communities: From Theory to Practice

- ✓ Use e-mail programs to communicate effectively with the educational community including access, open, read, reply, forward, create, edit, send, add file attachments, open attachments; and create, archive messages and organize an e-mail address book.
- ✓ Use asynchronous and synchronous communication to participate in collaborative problem-solving activities for the purpose of developing collegial solutions to leadership issues that may arise inside and outside the cohort group.
- ✓ Manipulate Internet browsers to set the homepage, enter and connect to sites, create and organize bookmarks, set preferences, print and save web pages, and e-mail web pages.
- ✓ Use basic computer systems for file management tasks, to manipulate operating systems (windows platforms) and to use peripheral devices.
- ✓ Apply word processing tools including file, edit, view, insert, format, tools, tables, windows and help menus.

EDLP 603
Educational Research: Qualitative and Quantitative Design

- ✓ Use statistical software to evaluate collaborative action research projects.
  Note: *21-credit candidates must attend an orientation session for this process. They do not take this course.*

EDLP 604
Curriculum Design: Theory and Practice

- ✓ Understand how to integrate technology for a variety of diverse student teaching-learning strategies that include selection and application of software programs, online correspondence, information processing, problem solving, web quests and online conferencing.
- ✓ Understand and apply resources for adaptive assistive devices for students with special needs.

EDLP 605
Understanding Group Process and the Psychology of Organizations
- ✓ No new technologies are introduced in this course.

EDLP 606
The Principalship: The Person and the Profession

- ✓ Learn and apply multimedia tools including presentation software to develop products for internal and external audiences.
- ✓ Use graphic files to enhance presentations.
- ✓ Import and export graphic files.
- ✓ Download, scale, rotate, paint and color graphic files using graphic software.

EDLP 608
Clinical Projects in Educational Leadership

- ✓ Use imaging devices including a scanner, digital and video cameras.
- ✓ Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information that is related to one's collaborative action research project.
- ✓ Apply data for research purposes.
  Note: *30-credit and 21-credit candidates complete their collaborative action research projects but do not complete a formal, six-chapter paper. Instead, they complete a two-three page report on their project.*

EDLP 609
Supervision and Evaluation: Performance Appraisal

- ✓ Use video and distance learning to support communications and presentations for effective staff development.
- ✓ Use web page design programs to create homepages for internal and external audiences that include hyperlinks and anchors.
  Note: *21-credit candidates do not take this course.*

EDLP 610
School Management Functions: Finance, Structures, Resources

- ✓ Use spreadsheet programs to manipulate cell information, create and apply basic formulas, utilize tool and data menus, and create charts and graphs from cell information.
- ✓ Understand budgeting software programs.

EDLP 611
Problems in Practice: Legal and School Centered Issues

- ✓ Demonstrate and advocate for legal and ethical behaviors among the educational community regarding the use of information technology and software piracy.
- ✓ Apply understandings about equity, ethical, legal and human issues related to technology using case studies.

EDLP 612.
The Supervision and Evaluation of Support Staff and Educational Programs

- ✓ Use technologies for problem solving, data collection, information management, communications, research, presentations and decision making within the context of the course objectives.
- ✓ Understand the value of searching for and evaluating web sites that are applicable to course objectives, and effectively use search engines including operators to achieve this objective.
  Note: *30-credit and 21-credit candidates do not take this course*

EDLP 613 and 614
Field Experiences I and II

- ✓ Collaborate with peers and experts including technology coordinators to contribute to a content-related knowledge base using technology to compile, synthesize, produce and disseminate information and other creative works related to each course's objectives in the Educational Leadership Program.
- ✓ Design, access, generate and manipulate data using a database program.
- ✓ Understand the importance of developing a school-level technology plan and participate in various school level leadership activities that focus on the school-level technology plan and programs.
  Note: *21-credit candidates register for EDLP 613 only.*

EDLP 618.
Curriculum Design: Developing, Writing, and Implementing Curriculum in the Classroom

- ✓ Understand how to integrate technology for a variety of diverse student teaching-learning strategies that include selection and application of software programs, online correspondence, information processing, problem solving, Web Quest and online conferencing.
- ✓ Understand the value of searching for and evaluating web sites that are applicable to course objectives, and effectively use search engines including operators to achieve this objective.
  Note: **-** *30-credit and 21-credite candidates do not take this course*

All Courses

- ✓ Understand the value of searching for and evaluating web sites that are applicable to course objectives, and effectively use search engines including operators to achieve this objective.

Teaching Strategies

Faculty will teach courses using varied strategies that may include but are not limited to the following:

- Case study, lecture/discussion, group problem solving, micro-conferencing technology, role playing, and simulations
- Focus questions may be given to participants to facilitate group discussions and provide additional opportunities to analyze, synthesize and evaluate the course content
- Candidates and faculty will participate in large and small group discussions that will vary according to needs and interests. These groups will meet throughout each course to focus on specific questions related to the central focus of study. Candidates will be given opportunities to become facilitators in each group and lead the other participants in reflective inquiry and problem-based learning activities
- Candidates will be expected to apply knowledge and understandings in their on-going, field-based, collaborative action research experiences that will be related to the course objectives
- Candidates and faculty will participate in chat rooms, threaded discussions, and/or video conferencing as well as in other technologies
- Candidates will develop and maintain a **Personal Leadership Plan** (PLP) throughout this graduate program. The PLP will contain both long- and short-range career goals, a personal analysis of one's leadership style, and an analysis of the candidates strengths and areas needing improvement that are necessary for successful organizational management of and leadership in schools. The PLP is a continuous process that will lead to topics for discussion, collaborative action research, and field-based experiences by the members of the cohort throughout this program
- Candidates will develop and maintain a **learning journal** as a way to promote reflective inquiry and personal growth. Entries will focus on field-based situations, people, actions, and the writer's personal reflections. The purpose of the journal is to give candidates the opportunity to examine their beliefs and to develop understandings about the relationships between their beliefs, actions, and behaviors. The reflective journal will become a focus of conversation between the candidates and the faculty during each of the courses of study.

Course Evaluation

Candidates will be evaluated on criteria that may include but are not limited to the following:

- Participation in class discussions, small group discussions, threaded discussions, and e-mail correspondence
- Demonstrating an ability to analyze, synthesize and evaluate required readings
- Completing a field-based, collaborative action research/problem-based learning activity that demonstrates an understanding of the objectives of the course
- Completing required outcomes that will become part of one's electronic portfolio
- Integrating the technology competencies into the course projects and activities
- Completing all required readings.

Attendance/Program Dismissal Policy
Revised January 2006

We believe that cohort interaction and participation is essential in each course. Candidates are expected to attend all class sessions. Each weekend is approximately one-third of the course. Should an event that is outside your locus of control arise that causes you to be absent from any class, you must notify the professor in advance. Unexcused absences within your locus of control for a Friday evening or its equivalent will result in a reduction of one grade (ex: A to A-) and for a Saturday or its equivalent will result in a reduction of two grades (ex: A to B+). The effect that partial absences on Friday evenings or Saturdays have on the course grade, if they cumulate to less than three hours, is at the sole discretion of the professor. Totals in excess of three hours will result in at least a reduction of one grade.

If you are absent more than one weekend (Friday and Saturday in any combination) in any one course regardless of the reason, the professor is required to notify the director. Family or social events such as attendance at weddings, anniversaries or similar situations are generally considered within your locus of control.

Exceptions to this policy (not within your locus of control):

- If your absence is due to a death in your immediate family (mother, father, spouse, child, mother-in-law, father-in-law, step children, sister, brother, sister or brother-in-law) and it does not exceed one weekend or its equivalent in hours, will be excused without any impact on your grade unless you do not complete all course outcomes and in-class required outcomes for the session(s) from which you were absent. Professors have the discretion to allow excused absences for the death of those outside these relationships depending upon the circumstances.

- If your absence is due to illness (Professors/instructors may require a doctor's note) and it does not exceed one weekend or its equivalent in hours, will be excused without any impact on your grade unless you do not complete all course outcomes and in-class required outcomes for the time you were absent..

- Illness of a child in your immediate household that requires you to be present (Professors/instructors may require a doctor's note), and does not exceed one weekend or its equivalent in hours, will be excused without any impact on your grade unless you do not complete all course outcomes and in-class required outcomes for the time you were absent.

- If you inform the chair of an anticipated event in advance of your acceptance into the program, you may be excused up to the one weekend limit if the reason is deemed acceptable by the director. However, you are required to complete all course outcomes and in-class required outcomes for the time you were absent. If the reason for your absence is not deemed acceptable, you will not be accepted into the program but you may reapply for the next cohort.

* For any absence, it is the candidate's responsibility to meet with the professor and complete any required outcomes or in-class activities that were missed. Whether these outcomes are to be completed prior to or following the absence is at the discretion of the professor.

Candidates are expected to be punctual at all times.

Incomplete Grades

Work relating to grades of Incomplete must be completed and submitted by the end of the fourth week of classes in the semester subsequent to the semester in which the Incomplete grade was issued. In all cases, the due date may not exceed 30 days following the end of the semester in which the Incomplete is requested. The due date, however, is up to the discretion of the professor teaching the course.

Grades of Incomplete may be assigned only when the candidate has successfully completed most of the outcomes required for a course and, due to extraordinary circumstances, s/he is unable to submit a portion of course outcomes or the final outcome by the end of the semester. Under no circumstances should an Incomplete be assigned when, through negligence or with no acceptable excuse, a candidate fails to take an examination or to submit required outcomes on time.

Grades of Incomplete may be given only with a **signed agreement** of mutual understanding between the faculty member and the student using. The signed agreement shall contain the reason for the Incomplete, the outcome(s) that must be completed, the outcomes that were completed timely for a grade, and deadline for completion.

A copy of this agreement must be signed by the faculty member and student and approved by the Department Chair, with copies to the Dean of the College and the Registrar, when the grade of Incomplete is submitted.

Requirements for Graduation

1. The completion of 39 (M. Ed.), 30 or 21 (non-degreed programs) credits of graduate study within the Educational Leadership Program course offerings, including six credits assigned to on going field-based experiences (three for 21-credit candidates), and successful completion of the technology competencies listed in the syllabus of each course. All candidates must participate in the required courses as a cohort throughout this program.

2. The completion of an electronic portfolio that will support one's competency both in technology and in each of the courses.

3. A collaborative action research final project that will clearly demonstrate one's competence in analysis, synthesis, application, and evaluation of the program's mission, beliefs, values, and goals and that will focus on quantitative decision-making as it relates to school settings and school issues.

4. A summative performance assessment that will demonstrate one's ability to support one's final project and professional portfolio. Faculty members will designate one or more course outcomes from each course that will be included in the candidate's portfolio.

5. Candidate enrolled in the 21-credit program must complete five or more years of full-time supervisory experience before completing the program.

PORTFOLIO AND SUMMATIVE PERFORMANCE ASSESSMENT RUBRIC
Department of Educational Leadership

The summative performance assessment and final portfolio are a required component of the Educational Leadership M.Ed. and 30-credit program. This rubric defines distinguished, proficient, acceptable, and unacceptable performance. Candidates who receive the rating of unacceptable performance will be notified subsequent to the summative performance assessment and graduation/completion may be delayed.

The portfolio is a learner-centered capstone outcome. It is a collection of artifacts that is linked to learning outcomes in each of the courses. It includes your Personal Leadership Plan and reflective journal entries. The learning outcomes are linked to the Educational Leadership Policy Standards and meet the NCATE standards for accreditation. Validation and feedback occurs after each course learning outcome is reviewed by the faculty during the two-year program. The portfolio supports individual learning, growth, and professional development. Helen Barrett (*Pedagogical Issues in Electronic Portfolio Implementation, 2002*) lists these criteria at the highest level (7) of portfolio implementation.

All files in your portfolio are expected to be edited subsequent to their evaluation by course instructors. Failure to do this could result in a portfolio evaluation of UNSATISFACTORY.

Exceptional Performance

Portfolio
- Meets all distinguished criteria
- All files are in PDF (Adobe Acrobat) format to allow for seamless transportability.

Summative Performance Assessment
- The candidate was on time for the summative performance assessment process.
- The panel of examiners **unanimously agreed** that the candidate demonstrated competency in her knowledge, understanding, analysis, application, and evaluation of theories to practice in responding to **all questions** during the summative performance assessment.

Distinguished Performance

Portfolio
- The electronic portfolio was submitted timely and Auto run enabled the PowerPoint presentation to run.
- The portfolio exhibits included all required course outcomes with revisions that were recommended by the faculty in each course.
- All files were submitted in program format (MS Word, Excel, etc) that may not allow for seamless transportability without a computer that has the executable programs installed.
- The links to each of the exhibits were active.
- Changes that demonstrate creativity and technology competency were made to the basic template.
- The portfolio contains a PPT slide show and evidence of word, spreadsheet, and data base files. At least one other media type file is included (video clip, music clips).

Summative Performance Assessment

- The candidate was on time for the summative performance assessment process.
- **More than half but not everyone** on the panel of examiners agreed that the candidate demonstrated competency in her knowledge, understanding, analysis, application, and evaluation of theories to practice in responding to **all questions** during the summative performance assessment. **Some examiners** felt that the candidate demonstrated competency in her knowledge, understanding, analysis, application, and evaluation of theories to practice in responding to **most questions** during the summative performance assessment.

<center>**Proficient Performance**</center>

Portfolio

- The electronic portfolio was submitted timely and Auto run enabled the PowerPoint presentation to run.
- The portfolio exhibits included all required course outcomes with revisions that were recommended by the faculty in each course.
- All files were submitted in program format (MS Word, Excel, etc) that may not allow for seamless transportability without a computer that has the executable programs installed.
- **The links to 80% of the exhibits were active.**
- **No changes were made to the basic template. The candidate chose to use it as designed.**
- **The portfolio contains a PPT slide show and evidence of word, spreadsheet, and data base files as required for the course outcomes.**

Summative Performance Assessment

- The candidate was on time for the summative performance assessment process.
- **Half or fewer** of the examiners agreed that the candidate demonstrated competency in her knowledge, understanding, analysis, application, and evaluation of theories to practice in responding to **all questions** during the summative performance assessment. **The other examiners** felt that the candidate **demonstrated competency** in her knowledge, understanding, analysis, application, and evaluation of theories to practice in responding to **most but not all questions** during the summative performance assessment.
- *If all examiners felt that the candidate demonstrated competence to most questions, the assessment will be rated as **Acceptable.***

<center>**Unacceptable Performance**</center>

A candidate may not graduate/complete the 30 or 21 credit program with her Cohort if either the portfolio or the summative performance assessment is rated UNSATISFACTORY.

Portfolio- The candidate may resubmit the portfolio to the department chair for reevaluation.

- **The electronic portfolio was not submitted timely and Auto run enabled the PowerPoint presentation to run only after significant assistance from the professors.**
- **The portfolio exhibits did not included all required course outcomes with revisions that were recommended by the faculty in each course.**
- All files were submitted in program format (MS Word, Excel, etc) that may not allow for seamless transportability without a computer that has the executable programs installed.
- **The links to less than 80% of the exhibits were active.**
- No changes were made to the basic template. The candidate chose to use it as designed.

- The portfolio contains a PPT slide show and evidence of word, spreadsheet, and data base files as required for the course outcomes. No other media files were used.

Summative Performance Assessment- the candidate shall have the opportunity to appear before a panel of examiners to qualify for graduation/completion. If the candidate is not successful in her second summative performance assessment, graduation/completion will be denied. The candidate has the right to appeal to the Dean of the College of Education subsequent to a second unsatisfactory rating.

- **The candidate was late for the summative performance assessment** but not as a result of circumstances beyond their control**.** The department chair in consultation with the full-time faculty of the department shall determine what is beyond the candidate's control if this should occur.
- **More than half** the examiners felt that the candidate did not demonstrate competency in her knowledge, understanding, analysis, application, and evaluation of theories to practice in responding to **most questions** during the summative performance assessment.

Post Graduate Opportunities

Our faculty will offer opportunities to the graduates of this program to become involved in continuous professional development through supportive networks. Our annual winter holiday meeting is held in December and gives all graduates an opportunity to network together. Graduates are invited to attend special speaker events and other professional development opportunities sponsored by the College of Education.

Current New Jersey Licensure Requirements and the SLLA Exam

Under current NJ regulations, all candidates for principal licensure must pass the six-hour Praxis Exam in Educational Leadership- the SLLA (case studies) exam. The passing score is **148** or higher. Information on NJ Licensure and the Praxis Exam may be found on the following sites:

✓ This test is given by ETS. Visit this link for test dates. They are usually available in late July for the upcoming year.

✓ Additional information may be found at this link or by contacting ETS:

The School Leadership Series
Educational Testing Service
P.O. Box 6051
Princeton, NJ 08541-6051
(800) 772-9476

✓ Also, visit this link for NJ Licensure and Credentials.

✓ Visit this link for information on Principal Licensure.

✓ Test Requirements for Licensure in NJ from ETS is available at this link.

✓ The listing of County Superintendents- NJ DOE home page- is available at this link.

✓ SLLA information is available at this link.

Residency- Mentoring

When you start your position as principal, please have your district call to register you in the Mentor-Directed Residency that leads to Standard Certification. Your mentorship will be two years in length and will reflect the NJ Standards for School Leaders.

The number to call is 609-984-6377. The site to visit is NJ L2L at a Glance.

Student ID Number

Each candidate will be issued a student id number. The numbers will begin with the numbers 855. If you do not remember your student ID number, call the department secretary for assistance (Cathy Lee- 9733-720-2639). All incoming candidates need to know their 855 ID number. This is your password for Blackboard, student e-mail and WPConnect.

Curriculum

Required courses M. Ed.……………………………………………………………… 39 credits

Required courses 30-Credit Program ………………………………………… 30 credits *

Required courses 21-Credit Program……………………………………… 21 credits #

Supervisory Endorsement Courses are designated with (S)

* # EDLP 601 Leadership in Learning Communities: From Theory to Practice

*   EDLP 603- Educational Research: Qualitative and Quantitative Design

* # EDLP 604- Curriculum Design: Theory and Practice **(S)**

* # EDLP 605- Understanding Group Process and the Psychology of Organizations

   EDLP 618- Curriculum Design: Developing, Writing, and Implementing Curriculum in the
       Classroom **(S)**

* # EDLP 606- The Principalship: The Person and the Profession

   EDPL 608- Clinical Projects in Educational Leadership

*   EDLP 609- Supervision and Evaluation: Performance Appraisal **(S)**

* # EDLP 610- School Management Functions: Finance, Structures, Resources

* # EDLP 611- Problems in Practice: Legal and School Centered Issues

   EDLP 612- The Supervision and Evaluation of Support Staff and Educational Programs **(S)**

* # EDLP 613- Field Experiences I

*   EDLP 614- Field Experiences II

Catalogue Course Descriptions
M.Ed. (All courses listed)
30-Credit Program*
21-Credit Program

   All courses are 3 credits. Specific technology competencies are included in each course. They include productivity tools, the Internet, electronic mail, distance learning, database research, list serves, statistics software, teaching and curriculum design with technology, web home page design, electronic spreadsheets, administrative software, and electronic portfolios. This approach will offer candidates opportunities to apply technology skills to authentic, problem-based learning. These courses are open only to candidates in this cohort program and must be taken in the sequence offered.

   Each course includes the following technology competency: understand the value of searching for and evaluating web sites that are applicable to course objectives, and effectively use search engines including operators to achieve this objective.

EDLP 601 * #
Leadership in Learning Communities: From Theory to Practice

This graduate course is designed to provide a framework to examine one's thinking and belief system and its relationship to leadership and the change process. Specifically, candidates will be guided to examine their belief systems, critical experiences**,** and leadership styles. Charismatic, transformational, transactional, moral, participative and contingency theories of effective leadership are presented, examined, and applied through case studies. Leadership processes and strategies that affect decision-making, influence people and build relationships are examined in this course. Theoretical constructs of power, teams, communication, conflict resolution, and change are analyzed, synthesized and evaluated through use of case studies, field experiences and seminar discussions.

EDLP 603*
Educational Research: Qualitative and Quantitative Design

This graduate course is designed to develop an understanding of qualitative and quantitative research designs. It will focus on basic descriptive and inferential statistics to assist candidates in designing a quantitative study for their final project; and on qualitative designs to assist candidates who may choose to complete their project using this type of research. It will also focus on quantitative decision-making as it relates to school settings and school issues. During this course, candidates will understand the research process and begin to develop a plan for their final project that is required for this program. During each of the subsequent semesters of this program, candidates will have continuing opportunities to meet both individually and collaboratively with the other members of the cohort and the faculty as their final project is developed. The fifteen field hours assigned to this course will be used for that purpose.

EDLP 604 * #
Curriculum Design: Theory and Practice

This graduate course is designed to develop an understanding of the philosophies upon which the curriculum design is built and the societal influences that affect curriculum design. Candidates will be guided to understand the curriculum design model as a decision-making process- deciding what to do, the conditions under which it is to be done, and how it is to be evaluated. The knowledge, dispositions and activities in this course provide a framework for understanding curriculum design as both process and

content. Current theories as well as historical trends will be included. This course will extend the participant's understanding of the process of curriculum design, its implementation and assessment. Current issues as well as historical trends about standards, neuroscience research, conceptual design and urban education are some of the topics that are analyzed, synthesized and evaluated through case studies, field experiences and seminar discussion.

EDLP 605 * #
Understanding Group Process and the Psychology of Organizations

This graduate course is designed to provide a theoretical basis for understanding the school as a social system. Skills in group and organizational dynamics, including covert patterns that impede effectively carrying out the educational mission will be analyzed in the context of case studies. Candidates will experientially reflect on and examine the cohort's own group process to come to a deeper understand of organizational dynamics. Models of organizational change will also be discussed and critiqued. In addition, class members will be encouraged to share their experience in the organizations in which they practice to apply these theories to explain and solve current dilemmas.

EDLP 618
Curriculum Design: Developing, Writing, and Implementing Curriculum in the Classroom

This graduate course bridges theory and practice in curriculum development. It will focus on the skills needed for auditing, developing, writing, and implementing curriculum within the framework of one's curriculum platform. This course will increase the professional competence of teachers and aspiring school leaders in their desire to develop new courses of study and to improve existing courses of study from pre-school through high school. Candidates will design and implement integrated units of study that will be aligned to NJ's Core Curriculum Content Standards. They will model effective teaching-learning-assessment strategies within the context of their units of study. Current theories in curriculum design and learning will be analyzed, evaluated, and applied within the context of integrated, interdisciplinary units of study.

EDLP 606 * #
The Principalship: The Person and the Profession

This graduate course is designed to provide participants with an opportunity to identify and reflect upon the assumptions that support their leadership behaviors in four domains: communication, management, leadership and problem solving. Given the complexity of school leadership, candidates for the principalship will need to rely on a strong and deep understanding of themselves and the myths and assumptions that support the theories, models, concepts, strategies and techniques, and that define their approach to school leadership. Participants will examine their assumptions as they relate to specific components of school leadership, including but not limited to scheduling, parent/community partnerships, technology, learning theory, observation and evaluation, staff development and teacher recruitment.

Participants will identify the specific adaptive challenges that must be addressed in order to facilitate the conditions that research indicates support successful schools. Additionally, participants will identify, understand and apply a change model that can be implemented in a school setting to address adaptive challenges.

The purpose of this course is to cultivate a deep understanding of the assumptions that support leadership behaviors and to develop an understanding and a means of addressing the issues and adaptive challenges that define and shape the successful school principal.

EDLP 608
Clinical Projects in Educational Leadership

This graduate course is designed to give candidates opportunities to analyze, synthesize, apply and evaluate theoretical constructs in the context of learning communities. In striking a balance between the competing tensions of management and leadership, candidates will have an opportunity through independent research to create a project in a clinical setting that will apply leadership and management theories, curriculum design, organizational psychology, and/or supervision and evaluation processes to current issues and challenges facing educational leaders in varied educational settings. Projects will be supported by qualitative and/or quantitative designs.

EDLP 609 *
Supervision and Evaluation: Performance Appraisal

This graduate course is designed to examine the historical aspects and current practices of supervision and evaluation in educational settings. Goals, processes and functions of supervision and evaluation are studied in depth and connected to theories of leadership, motivation and change. A strong emphasis is placed upon communication skills and interpersonal qualities of the effective supervisor. Creative collaboration, clinical supervision, and staff development are examined in the context of effective leadership. The candidate is expected to acquire a repertoire of models, techniques and skills in supervision and evaluation by the conclusion of this course. This highly interactive course builds upon theory to provide experiences with supervision not only in educational settings, but also in business and other organizational environments.

EDLP 610 * #
School Management Functions: Finance, Structures, Resources

This graduate course is designed to examine the principles of administering and managing a school's budget and facilities on a day-to-day basis. Topics will include the operations of the school as related to budgeting of resources, management of the plant, and design of the organization's structure within the building. Site based management, whole school reform, facility use, plant maintenance, delegation of responsibility, and accountability will also be included.   The use of technology to assist and enhance these functions will also be explored.

EDLP 611 * #
Problems in Practice: Legal and School Centered Issues

This graduate course is designed to examine the challenges confronting educational leaders within and without the framework of federal and state laws relating to education. The course will examine legal concepts relating to students, staff, the board of education, and the community in the context of the life of an educational leader. Specific attention is given to issues such as tenure; special education; collective negotiations; student residency issues; the law governing desegregation and integration and implications for New Jersey schools; discrimination issues under federal and state laws; and laws relating to curriculum. These issues will be examined from the perspective of educational leadership.

EDLP 612
The Supervision and Evaluation of Support Staff and Educational Programs

This graduate course is designed to provide an in-depth understanding of the various contexts within which school leaders must evaluate and supervise support personnel and educational programs. The course will include the role, responsibilities, and evaluation of the school nurse, custodial staff, secretarial staff, child study teams, school counselor, department chairs, and assistant principals. School level policies, which define the role of school leaders within the context of these services, will be examined. This course will develop an in-depth understanding of how to use data to evaluate school level programs effectively as they relate to the NJ Core Curriculum Content Standards and national NCLB requirements. Various assessment tools and techniques that will enhance the skills of school leaders to supervise programs effectively will be included.

EDLP 613 * #
Field Experiences I

This graduate course is designed for candidates to apply and evaluate theory within the context of practice. In each of five courses, candidates will have the opportunity to engage in collaborative action research and application of theory to practice by participating in problem-based learning activities in schools and other institutions/organizations closely related to education and schooling. The experiences in this course will enable candidates to construct meaning from knowledge. The courses will become a center around which candidates will form smaller groups that will vary according to needs and interests. These groups will meet throughout each course to focus on specific questions related to the central focus of study. Candidates will be given opportunities to become facilitators in each group and lead the other participants in reflective inquiry and problem-based learning activities from their individual field-based experiences.

EDLP 614 *
Field Experiences II

This graduate course is designed for candidates to apply and evaluate theory within the context of practice. In each of five courses, candidates will have the opportunity to engage in collaborative action research and application of theory to practice by participating in problem-based learning activities in schools and other institutions/organizations closely related to education and schooling. The experiences in this course will enable candidates to construct meaning from knowledge. The courses will become a center around which candidates will form smaller groups that will vary according to needs and interests. These groups will meet throughout each course to focus on specific questions related to the central focus of study. Candidates will be given opportunities to become facilitators in each group and lead the other participants in reflective inquiry and problem-based learning activities from their individual field-based experiences.

Educational Leadership
Calendar

Cohort XI
William Paterson University
Wayne, NJ

On Campus
2010-2012
Note: If classes are cancelled due to weather or other emergency conditions at the university, they will be rescheduled. Dates are contingent upon the final university calendar.

Orientation

May 20 Thursday (5:00 PM – 9:00 PM)

Summer 2010

EDLP 601- Leadership in Learning Communities: From Theory to Practice (3)
June 1; June 28; June 29 (5:00 – 9:00 PM),
June 30 (9:00 AM – 4:00 PM);
July 1 (9:00 AM – 4:00 PM);
July 6 (9:00 AM – 12:00 Noon),
July 7 (1:00 – 5:00 PM)
July 8 (9:00 AM – 4:00 PM)

Fall 2010

EDLP 603
Educational Research: Qualitative and Quantitative Design (3)
Fridays (4:45pm-9pm) and Saturdays (9am-4pm)
Sept 10, 11
Oct 8, 9
Nov 12, 13
Dec 4 (Saturday)
Individual candidate meeting time with professors as appropriate for proposal preparation.
Individual candidate time as needed in dyads for statistical course competencies. Technology competencies lab as appropriate for individual needs.

EDLP 604
Curriculum Design: Theory to Practice (3)
Fridays (4:45pm-9pm) and Saturdays (9am-4pm)
Sept 24, 25
Oct 22, 23
Nov 19, 20
Dec 11 (Saturday)
Micro groups meet for a minimum of 4 hours prior to and during this course. Technology competencies lab as appropriate for individual needs.
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EDLP 610
School Management Functions: Finance, Structures, Resources, (3)
Fridays (4:45pm-9pm) and Saturdays (9am-4pm)
Sept 24, 25
Oct 15, 16
Nov 19, 20 **(Note that Nov. 6, Election Day, may replace Nov 17 at the discretion of the instructor)**
Dec 4 (Saturday)
Individual candidate meeting with mentors for budget development prior to and during this course. Technology competencies as appropriate for individual needs. Attendance at a board meeting outside of class meeting time is required.

Spring 2011

EDLP 605
Understanding Group Process and the Psychology of Organizations (3)
Fridays (4:45pm-9pm) and Saturdays (9am-4pm)
Jan 21, 22
Feb 11, 12
March 4, 5
Apr 16 (Saturday)
Micro groups meet for a minimum of 4 hours prior to and during this course. There are no new technology competencies introduced in this course. A field visit to a business setting outside of class time is required during this course.

EDLP 618
Curriculum Design: Developing, Writing, and Implementing Curriculum in the Classroom (3)
Fridays (4:45pm-9pm) and Saturdays (9am-4pm)
Jan 28, 29
Feb 25, 26
Mar 25, 26
Apr 30 (Saturday)
Micro groups meet for a minimum of 5 hours prior to and during this course. Technology competencies lab as appropriate for individual needs.
* 30-credit candidates may elect to take this course that will be credited toward supervisory licensure in addition to EDLP 612.

EDLP 611
Problems in Practice: Legal and School Centered Issues (3)
Fridays (4:45pm-9pm) and Saturdays (9am-4pm)
Feb 4, 5
Mar 4, 5
Apr 1, 2
May 7
Micro groups meet appropriately prior to and during this course. No new technology competencies are required.

EDLP 613
Field Experiences I (3)
Candidates will engage in field experiences throughout this graduate program. Credits for this course depend upon successful completion of 150 hours of fieldwork. Technology competency with MS Access as appropriate for individual needs.
Note: During Fall 2007 and Spring 2008, candidates are required to attend appropriate sessions for their electronic portfolio development. This is completed during year one. Optional sessions are also offered during year two.

Summer 2011

EDLP 606- The Principalship: The Person and the Profession (3)
June 7- Tuesday (4 pm-9pm)
July 18, 19, 20, 21, 22 - 9am-4pm
Micro groups meet for a minimum of 4 hours prior to and during this course. Technology competencies lab as appropriate for individual needs.

Fall 2011
EDLP 608
M ED only
Clinical Projects in Educational Leadership (3)
Hours arranged with advisor for candidate completion of collaborative action research paper.

EDLP 609
Supervision and Evaluation: Performance Appraisal (3)
Fridays (4:45pm-9pm) and Saturdays (9am-4pm)
Sept 9, 10, 30
Oct 1
Nov 4, 5
Dec 3 (Saturday)
Micro groups meet for a minimum of 4 hours prior to and during this course. Technology competencies lab as appropriate for individual needs.

EDLP 610
School Management Functions: Finance, Structures, Resources, (3)
Fridays (4:45pm-9pm) and Saturdays (9am-4pm)
Sept 16, 17
Oct 21, 22
Nov 18, 19 **(Note that Nov. 4, Election Day, may replace Nov 15 at the discretion of the instructor)**
Dec 17 (Saturday)
Individual candidate meeting with mentors for budget development prior to and during this course. Technology competencies as appropriate for individual needs. Attendance at a board meeting outside of class meeting time is required.

Spring 2012
EDLP 611
Problems in Practice: Legal and School Centered Issues (3)
Fridays (4:45pm-9pm) and Saturdays (9am-4pm)
Feb 3, 4
Mar 2, 3
Apr 13, 14
May 5
Micro groups meet appropriately prior to and during this course. No new technology competencies are required.
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EDLP 612
Supervision and Evaluation of Educational Programs and Support Services (3)
Fridays (4:45pm-9pm) and Saturdays (9am-4pm)
Jan 20, 21
Feb 17, 18
Mar 16, 17
Apr 28
Micro groups meet for a minimum of 4 hours prior to and during this course. Technology competencies lab as appropriate for individual needs.
* 30-credit candidates may elect to take this course and it will be credited toward supervisory licensure in addition to EDLP 618.

EDLP 614
Field Experiences II (3)
M ED and 30-CREDIT
Candidates will engage in field experiences throughout this graduate program. Credits for this course depend upon successful completion of 150 hours of fieldwork.

Portfolio Presentations and Exit Assessment for Graduation
Candidates will present their portfolios during the weeks of **April 27 and May 4** before a panel of principals, assistant principals, and/or supervisors in addition to adjunct and full-time field advisors. This process requires approximately 3 hours (4 to 7 PM).

Program Outcomes and Assessments

1. Candidates will know, understand, and be able to apply the knowledge and skill indicators for each of the six Educational Leadership Policy Standards and seven NJ Standards for School Leaders. For each of the standards and its knowledge and skill indicators, candidates will complete specific outcomes in each of the courses for their portfolio. Each of the outcomes has a rubric that defines distinguished performance.

2. Candidates will know, understand, and be able to apply each of the technology competencies included in this program. Some of the performance learning outcomes in (1) above will contain imbedded technology competencies. Each of the activities will have a rubric that defines distinguished performance.

3. *Field Experience I and II (EDLP 613and 614)*: Each candidate has a faculty advisor. The advisor will visit each candidate in her/his field-based setting during each of the four semesters of the program. The advisor maintains a Field Experience Log to document each visit. Candidates are expected to: (1) successfully complete a total of 150 hours or more of field-based experiences during each year of the program including the two summers; (2) clearly show the relationships among one's experiences, one's Personal Leadership Plan, and each of the Educational Leadership Policy Standards throughout their field experiences; (3) include classroom, grade level, school, and district and/or community agencies experiences; and (4) include experiences that are related to each of the courses in this program.

4. The completion of an electronic portfolio that will support (1-3) above.
   - ❑ Candidates will demonstrate their knowledge and understanding of the objectives and topics presented in each course by completing required portfolio assignments.

5. A collaborative action research project that will clearly demonstrate one's competence in analysis, synthesis, application, and evaluation of the program's mission, beliefs, values, and goals; and that will focus on quantitative decision-making as it relates to school settings and school issues.

   A. *EDLP 603 and 608:* During EDLP 603, candidates will understand the research process and develop a plan for their final project. During each of the subsequent semesters of this program, candidates will have opportunities to meet both individually and collaboratively with the other members of the cohort and the faculty as they complete their final collaborative action research project. M. Ed. candidates will complete a five-chapter paper that describes their collaborative action research. They will earn three credits (EDLP 608) upon successful completion of the paper. *Thirty-credit candidates complete their collaborative action research project and submit a final report to their field advisor but are not required to complete EDLP 608.*

   B. Faculty action research advisors will discuss each candidate's collaborative action research project as needed during the program. Appropriate entries will be recorded in the Field Experience Log to document the candidate's progress. Candidates may log leadership hours for the time spent at the school site in developing and carrying out this project.

   Goal:

- ❑ All candidates will complete a collaborative action research project following APA format that includes each of the following components: problem formulation, review of literature, data collection, data analysis, and action planning.
- ❑ A summative performance assessment that will demonstrate one's ability to support one's final collaborative action research project and professional portfolio.

6. Completion Rate

   Goal:
   - ❑ Seventy-five percent of candidates who begin the program will graduate.

7. Licensure Exam

   Goal:
   - ❑ By the awarding of the M. Ed. or the completion of the 30-credit program, 90% of candidates will have passed the School Leadership Licensure Assessment.

8. Program Satisfaction

   Goal:
   - ❑ Eighty percent of the items on a Likert-type survey will be rated in the agree range (1-3 on a 1-6 point scale).
   - ❑ A qualitative analysis of the summative journal entries completed during the last semester of the program will support candidates' satisfaction with the cohort programs.
   - ❑ A qualitative analysis of the summative performance assessments with mentors will support mentors' satisfaction with the candidate/mentor relationship during the two-year cohort program.

SUPERVISORY PROGRAMS

Endorsement Programs
M. Ed. Program

Candidates who complete the M.Ed. in Educational Leadership will receive the supervisory endorsement in addition to the certificate of eligibility for principal (contingent upon passing the SLLA). Courses that are now credited toward supervisor in the M.Ed. include EDLP 604, 609, 612, and 618. Candidates who are in the 30-credit program for principal licensure must take the two optional courses, EDLP 612 and 618, if they want to receive this endorsement.

Applicants, who completed a master's degree at WPUNJ in any one of the concentrations listed below, may be eligible to receive a supervisory endorsement if they complete EDLP 604 and 609 in addition to the courses listed below. Applicants must also submit a copy of their certification and a letter signed by a district level administrator indicating they completed a minimum of three years of full-time teaching.

Required Courses (6 semester hours)
EDLP 604   Curriculum Design: Theory and Practice
EDLP 609   Supervision and Evaluation: People, Programs, and
                and Performance Appraisal

WPUNJ M. Ed. Graduates

Bilingual/ESL (Maximum 6 credits)
TBED 640   Content Area Instruction and Assessment in Teaching
                English to Speakers of Other Languages
TBED 641   Methods, Materials, and Assessment in TESOL
TBED 645   Content Areas in Bilingual Education

Early Childhood
CIEC 602   Curriculum Development and Classroom Management
                in Early Childhood Education
CIEC 634   Issues in Early Childhood Education

Language Arts (Former titles acceptable)
CIEE 603   Language Arts in the Elementary School
CIRL 617   Children's Literacy in the 21st Century
                (Introduction to Literacy in the Technology Age)

Learning
Technologies   (Former titles acceptable) (Maximum 6 credits)
CIEE 611   Designing and Evaluating Technology-Supported Learning
                (Hypermedia: Theories and Applications)
CIEE 612   Assessing Educational Achievement with Technology
CIEE 625   Leadership and Planning for Learning Technologies
Note: This course may be approved if completed during or before Spring I 2005 only

Reading   (Former titles acceptable)
CIRL 617   Children's Literacy in the 21st Century
                (Introduction to Literacy in the Technology Age)
CIRL 624   Administration and Supervision of Reading Programs

School Library Media (Maximum 6 credits)
CIEM 611   Supervision and Management of the School Library Media Program
CIEE 611   Designing and Evaluating Technology-Supported Learning
CIEE 612   Assessing Educational Achievement with Technology
CIRL 617   Children's Literacy in the 21st Century

Teaching Children Math (Maximum 6 credits)
CIEE 614   Multiple Representations of Mathematics across the Curriculum
CIEE 616   Contemporary Issues and Trends in Mathematics Education
CIEE 628   Mathematics Education Research Seminar
Note: This course may be approved if completed during or before Spring 2005 only

Social Studies
CIED 652   History of Curriculum and Instruction in America
CIED 653   Advanced Curricula and Methods for Teaching Social Studies

12-Credit Supervisory Program

Applicants who completed a master's degree at a regionally accredited college or university may be eligible to receive a supervisory endorsement if they complete the NJ State approved 12-credit program at WPUNJ. Applicants must also submit a copy of their certification and a letter signed by a district level administrator indicating they completed a minimum of three years of full-time teaching.

Program Requirements

Required Courses (12 semester hours)

EDLP 604   Curriculum Design: Theory and Practice
Note: this course is a prerequisite or co-requisite for EDLP 615 and 616

EDLP 609   Supervision and Evaluation: People, Programs, and
                       and Performance Appraisal

EDLP 615   Curriculum Design: Language Arts Literacy across the Disciplines

EDLP 616   Curriculum Design: Technology across the Disciplines
                 This is a hybrid course and meets both on campus and on-line. You must be technologically able to use Blackboard.

Leadership Standards

Educational Leadership Policy Standards: ISLLC 2008
as adopted by the National Policy Board for Educational Administration (NPBEA)
December 12, 2007

Standard 1: *An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders*

Functions:

A. Collaboratively develop and implement a shared vision and mission.

B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning

C. Create and implement plans to achieve goals

D. Promote continuous and sustainable improvement

E. Monitor and evaluate progress and revise plans

Standard 2: *An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

Functions:

A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations

B. Create a comprehensive, rigorous, and coherent curricular program

C. Create a personalized and motivating learning environment for students

D. Supervise instruction

E. Develop assessment and accountability systems to monitor student progress.

F. Develop the instructional and leadership capacity of staff

G. Maximize time spent on quality instruction

H. Promote the use of the most effective and appropriate technologies to support teaching and learning

I. Monitor and evaluate the impact of the instructional program

Standard 3: *An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.*

Functions

A. Monitor and evaluate the management and operational systems

B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources

C. Promote and protect the welfare and safety of students and staff

D. Develop the capacity for distributed leadership

E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4: *An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.*

Functions

A. Collect and analyze data and information pertinent to the educational environment

B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources

C. Build and sustain positive relationships with families and caregivers

D. Build and sustain productive relationships with community partners

Standard 5: *An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.*

Functions

    A. Ensure a system of accountability for every student's academic and social success

    B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior

    C. Safeguard the values of democracy, equity, and diversity

    D. Consider and evaluate the potential moral and legal consequences of decision-making

    E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6: *An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.*

Functions

    A. Advocate for children, families, and caregivers

    B. Act to influence local, district, state, and national decisions affecting student learning

    C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Personal Leadership Plan

How do you get to know yourself? You must become a reflective practitioner. You must take the time to develop a Personal Leadership Plan and revise it throughout your career. Your PLP should include your long- and short-range career goals. It will identify your strengths and areas in need of improvement. Your PLP is a conversation not only with yourself but also with your critical friend. Take time to listen to your inside voice, listen to your outside voice, and learn how to become authentic. Your PLP is your road map to success as leader.

Complete the section titled *My Capacity to Lead* individually. Ask your critical friend to complete the same section. Then sit down and have a conversation together. Compare your results.

Complete the remaining sections individually or with your critical friend. When you are finished, look in the mirror. Whom do you see?
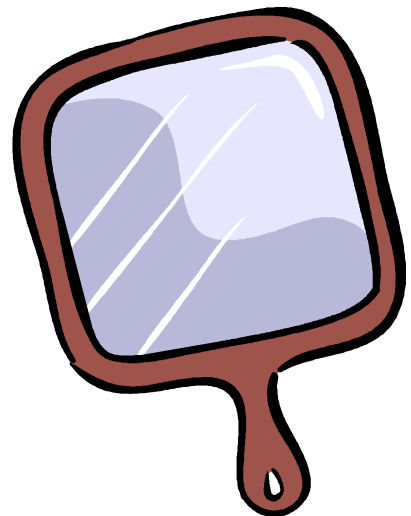
You should choose a different font color for your entries for each reflection. Over the course of the four semesters, your PLP will provide evidence of growth and development.

Personal Leadership Plan

1. When obstacles get in my way, do I look out the window to blame others or do I look in the mirror first?

2. Am I ready to shape my life as leader? Am I in charge of myself or do I let others take charge of me?

3. Leaders influence followers by the stories they tell. Do I teach others through stories? Are my stories authentic?

4. Moral leaders know themselves. What are my values and beliefs, qualities, attitudes, and/or habits as person and as leader that I like? Are my personal and professional values and beliefs the same or different? Do I value knowing myself and listen to my inner voice?

5. When others see what I do and listen to what I say, do they recognize who I am? Am I authentic? What don't they see or hear? How will I become more of who I am and less of what I do not want to be?

6. Do I realize that I need others to help me find my way? Do I have a critical friend? Do I allow my critical friend to guide me, to help me listen to my inner voice?

7. What are some limitations that I place on myself? What can't I do? Why? How can I overcome my limitations and become more effective?

8. If I don't eat the yellow bananas, they eventually turn brown and rot. Green bananas, on the other hand, continue to ripen. When I look in the mirror, do I perceive myself as being more like a yellow or green banana? Am I too complacent? How can I continue to ripen as person and leader?

9. What are my short-range personal/career goals? What will I do to achieve these goals?

10. What are my long-range personal/career goals? What will I do to achieve these goals?

My Strategic Plan for Building Leadership Capacity
Green to Growing to Knowing

Green	Growing	Knowing
Here is where I am green….	This is what I will do about it…	This is how I will know that I have arrived… my banana is beginning to turn yellow!

My Capacity to Lead

Key:
1- I do not have this trait
2- I think I have this trait
3- Someone told me he sees this trait in me
4- More than one person has told me they see this trait in me
5- Several people, including someone who is in a leadership position, have told me they see this trait in me

	1 Infrequently	**2**	**3** Definite	**4**	**5** Very Evident
I am…					
Self-confident	1	2	3	4	5
Trustworthy	1	2	3	4	5
Extrovert	1	2	3	4	5
Assertive	1	2	3	4	5
Emotional	1	2	3	4	5
Enthusiastic	1	2	3	4	5
Humorous	1	2	3	4	5
Tolerant	1	2	3	4	5
Passionate	1	2	3	4	5
Adaptable	1	2	3	4	5
Persistent	1	2	3	4	5
Initiator	1	2	3	4	5
Caring	1	2	3	4	5
Risk taker	1	2	3	4	5
Decisive	1	2	3	4	5
Knowledgeable	1	2	3	4	5
Imaginative	1	2	3	4	5
Insightful	1	2	3	4	5

	1 Infrequently	2	3 Definite	4	5 Very Evident
I am skilled at …					
Planning/organizing	1	2	3	4	5
Sharing leadership	1	2	3	4	5
Time management	1	2	3	4	5
Solving problems	1	2	3	4	5
As leader, I (am) …					
Inspire	1	2	3	4	5
Tell stories	1	2	3	4	5
Energetic	1	2	3	4	5
Build relationships	1	2	3	4	5
Collaborate	1	2	3	4	5
Ethical	1	2	3	4	5
Authentic	1	2	3	4	5
Communicate effectively	1	2	3	4	5
Respect diversity	1	2	3	4	5

Adapted from Dubin, 2005

My Wheel of Life
Balanced or Unbalanced?

Here are some indicators from Gordon Patterson (2005) to assess our level of balance.

You hear yourself saying that you must make more time for yourself because you're the most meaningful person in your life.

1	**2**	**3**	**4**	**5**
Infrequently		**Definite**		**Very Evident**

You must begin to make more time for biking, exercise, running, writing, reading, or whatever your recreational interests.

1	**2**	**3**	**4**	**5**
Infrequently		**Definite**		**Very Evident**

You begin to become more serious and less playful.

1	**2**	**3**	**4**	**5**
Infrequently		**Definite**		**Very Evident**

You begin to feel sorry for yourself and do not understand why others don't understand how busy you really are.

1	**2**	**3**	**4**	**5**
Infrequently		**Definite**		**Very Evident**

You are an expert at multitasking and others are amazed at your skill to get things done.

1	**2**	**3**	**4**	**5**
Infrequently		**Definite**		**Very Evident**

You listen to others tell of personal joys but hope those "things" are as important as their work.

| **1**	**2**	**3**	**4**	**5**
Infrequently		**Definite**		**Very Evident**

Here are some reflective questions from Joan Gurvis (2005) that may help us get more balance in our lives.

- What percentage of time do you spend at work as compared to family, recreational, and self-needs?
- How much time do you take each day for yourself?
- What rejuvenates you and how much time did you spend on becoming "recharged?"
- Who controls your time? Why?
- How did you get to "ought to do" rather than do activities?

A Balanced Life

Keep track of what you do each day for a week. At the end of each day, categorize the items: work, recreation, family, personal, inner self (spiritual). Approximate the number of hours allocated to each of the five categories. When you are ready to enter your data, left click once over the top of the chart and a blue rectangle will appear. Double click inside this rectangle to reveal the spreadsheet chart for data entry. Enter the approximate number of hours you have allocated to each of the five categories. When you enter the data, a pie chart will automatically adjust to visually display the relative percentages allocated to each category and reinforce the extent to which your life is in balance. As you move through this program, you should strive to get more balance in your life to ensure effective leadership! Is your life in balance? How can you begin to get more balance in your life?
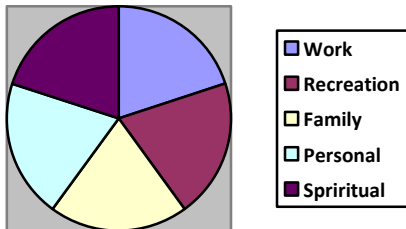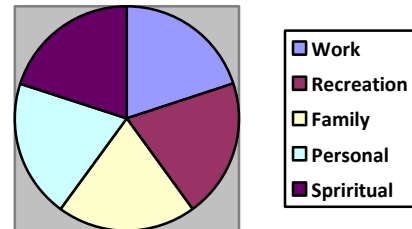
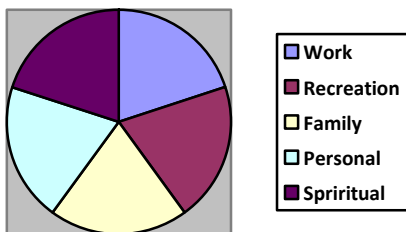### Summer Session
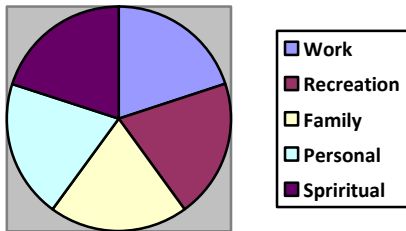
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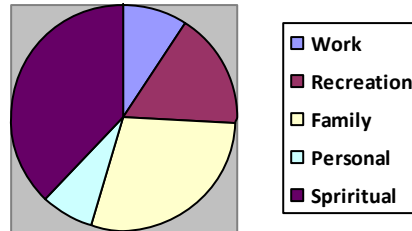
Semester Spring Yr. 1

Semester Fall Yr. 2

Semester Spring Year 2

Personal Reflections

Dispositions Survey- Self Assessment
Educational Leadership
WPUNJ

1   I do not feel this disposition is evident in me.
2   This disposition is evident in what I do infrequently.
3   This disposition is usually evident in what I do.
4   This disposition is usually evident in what I do and other colleagues have told me they also see this disposition in what I do.
5   This disposition is usually evident in what I do, other colleagues have told me they also see this disposition in what I do, and at least one person (or more) in a leadership position at my workplace has told me they also see this disposition in what I do.

As I prepare for a school leadership position:

1. I reflect on my personal and professional values.

1	2	3	4	5
No evidence	Emerging	Evident	Evident to Others	Distinguished

2. I demonstrate that I believe in a personal and professional code of ethics at my workplace.

1	2	3	4	5
No evidence	Emerging	Evident	Evident to Others	Distinguished

3. I demonstrate values, beliefs, and attitudes in my behaviors that inspire others to higher levels of performance.

1	2	3	4	5
No evidence	Emerging	Evident	Evident to Others	Distinguished

4. I serve as a role model to others.

1	2	3	4	5
No evidence	Emerging	Evident	Evident to Others	Distinguished

5. I accept responsibilities for my position.

1	2	3	4	5
No evidence	Emerging	Evident	Evident to Others	Distinguished

6. I consider the impact of my professional/leadership practices on others.

1	2	3	4	5
No evidence	Emerging	Evident	Evident to Others	Distinguished

7. I use my influence to enhance educational programs for the good of the team or organization rather than for personal gain.

1	2	3	4	5
No evidence	Emerging	Evident	Evident to Others	Distinguished

8. I treat people fairly, equitably, and with dignity and respect.

1	2	3	4	5
No evidence	Emerging	Evident	Evident to Others	Distinguished

9. I protect the rights and confidentiality of students and colleagues.

1	2	3	4	5
No evidence	Emerging	Evident	Evident to Others	Distinguished

10. I demonstrate appreciation for and sensitivity toward diversity in the school community.

1	2	3	4	5
No evidence	Emerging	Evident	Evident to Others	Distinguished

11. I recognize and respect the position others have in the school community.

1	2	3	4	5
No evidence	Emerging	Evident	Evident to Others	Distinguished

12. I examine and consider the prevailing values of the diverse school community.

1	2	3	4	5
No evidence	Emerging	Evident	Evident to Others	Distinguished

13. I expect that others in the school community will demonstrate integrity and exercise ethical behaviors.

1	2	3	4	5
No evidence	Emerging	Evident	Evident to Others	Distinguished

14. I encourage openness and candor with all the stakeholders in our school community.

1	2	3	4	5
No evidence	Emerging	Evident	Evident to Others	Distinguished

15. I fulfill my legal and contractual obligations.

1	2	3	4	5
No evidence	Emerging	Evident	Evident to Others	Distinguished

16. I apply laws and/or procedures fairly, wisely, and considerately.

1	2	3	4	5
No evidence	Emerging	Evident	Evident to Others	Distinguished

Descriptor	No Evidence	Emerging	Evident	Evident to Others	Distinguished
(A) Number of replies in this descriptor					
(B) Value	**1**	**2**	**3**	**4**	**5**
(A) x (B)					

Total _____

Reflective Comments:

Dispositions Rating Scale for Candidates in M.Ed. Programs

Please complete the rating scale below and return to the Professor or Supervisor indicating:
Semester in which completed___   Program for which completed__   Rating Time (1, 2, or 3) _____

DO NOT INDICATE YOUR NAME.

Disposition	Most of the time	Some of the Time	Rarely	Unable to Say
Disposition 1: I contribute to a positive climate in the university classroom and/or in the field placement or other professional setting.	O	O	O	O
Disposition 2: I am competent in written and spoken language for a variety of purposes and audiences within the context of the candidate's professional field and roles.	O	O	O	O
Disposition 3: I am a thoughtful and responsive listener.	O	O	O	O
Disposition 4: I am committed to reflection, assessment, and learning as an ongoing process.	O	O	O	O
Disposition 5: I am willing to give and receive help from peers.	O	O	O	O
Disposition 6: I take supervision well and can benefit from constructive feedback.	O	O	O	O
Disposition 7: I show respect for others' talents and perspectives and am sensitive to community and cultural norms in the context of the university classroom, professional setting, and the community in my field placement or where I work.	O	O	O	O
Disposition 8: I value the development of critical thinking, independent problem solving, and performance capabilities in myself and others.	O	O	O	O
Disposition 9: I keep abreast of new ideas and understandings in the field of education.	O	O	O	O
Disposition 10: I demonstrate a level of responsibility appropriate for my profession.	O	O	O	O

Syllabus

The Syllabus is defined for the purposes of the Middle States Accreditation Self-Study as the document distributed by the instructor of a course to students in a course at the beginning of a semester, outlining the work of the course or section for the semester. It consists of the following items:

1. Title of course and number
2. Department and secretary's telephone number and e-mail address
3. Semester offered
4. Faculty member's name, office hours, telephone number and e-mail address
5. Required texts, suggested readings, and other materials for study
6. Course objectives (minimally, those that appear in the Course Outline)
7. Student learning outcomes (defined as "statements of actual performances expected of students as an outcome of the teaching/learning process; performances that are assessable")
8. Topical outline of the course content
9. Teaching methods (e.g., lecture, discussions, presentations, etc.)
10. Course expectations:
    a. Reading Assignments
    b. Tentative timeline for submission of written assignments or other work
    c. Attendance
    d. Participation in out-of-class activities (e.g. in labs, workshops, performances, etc.)
    e. Examinations (tentative dates, make-up policy, etc.)
    f. Class participation
11. Grading and other methods for assessing student academic performance
12. Additional information such as availability of academic support services, tutoring, etc.

FINANCIAL AID

Graduate Students

If you file the Free Application for Federal Student Aid (FAFSA), located at www.fafsa.ed.gov, you are eligible for Federal Stafford Student Loans and the Federal Work-Study Program. The university's federal school code number for the FAFSA is 002625.

Additional information about each of these programs can be found in the university publications or on the University's financial aid internet home page located at http://ww2.wpunj.edu/finaid/famain.htm. You should request the booklet titled Financial Aid and Scholarships. There are several graduate level scholarships available and they are listed in this publication. You may get additional information from the Alumni Office (973 720 2175) or the Foundation Office (973 720 2615).

The Financial Aid Office is located in Morrison Hall, lower level, or call 973 7202202. For information on payment plans, call the Bursar's Office at 973 720 2234.

Transfer Procedures

William Paterson University
College of Education
Department of Educational Leadership
Kevin Walsh, Ed.D.
Program Director

Requirements	M. Ed.	30-Credit Program
Transcripts BA/MA	BA and MA (if applicable)	BA/MA
Teaching Certificate	Yes	Yes
Two Letters of Recommendation	Yes	Yes
Essay	Waived	Waived
GRE/MAT*	Yes unless the applicant has a M Ed	Waived
Admission Date	Fall	Summer I
* At the interview, the program directors will decide if the Master's GPA is sufficient to waive the GRE/MAT or to require that the applicant take the GRE/MAT		

All 30-credit candidates who want to transfer to the M.Ed. program must make that decision prior to August 15th of year one of the program. If candidates choose to enter the M.Ed., they must complete a new application for the M.Ed. in Educational Leadership prior to September 1st. The chair will make a recommendation as to their acceptance into the M.Ed. in a timely manner to enable the candidates to enroll in EDLP 603 and 604.

All M.Ed. candidates who already have an earned Master's degree from a regionally accredited university who want to transfer to the 30-credit program must make that decision prior to August 15th of year one of the program. If candidates choose to enter the 30-credit program, they must complete a new application for the program prior to September 1st. The chair will approve their acceptance in a timely manner to enable the candidate to enroll in EDLP 603.

During EDLP 601, the chair will ask if anyone who qualifies wants to remain as or change to a 30-credit candidate; or change from a 30-credit candidate to a M.Ed. candidate. Each candidate will sign and date a letter that clearly indicates their choice to remain in or enter the 30-credit non-degreed program or transfer to the M. Ed. program (attached). After September 1st of the first year of this program, candidates may NOT transfer between programs.

WILLIAM PATERSON
UNIVERSITY

August 2010

30-credit program acknowledgement (already earned an M. Ed.)
I acknowledge that I have had the opportunity to apply for the M. Ed. program in Educational Leadership but I am choosing to remain in the 30-credit program that is approved by the NJ Department of Education for principal licensure contingent on my passing the SLLA exam. I understand that the 30-credit program is not a degree program. I also understand that I may not apply for the M.Ed. program in Educational Leadership after signing this letter.

_____   _____
Signature   Date

Transfer from M. Ed. to 30-credit program (already earned an M.Ed.)
I acknowledge that I was accepted for the M. Ed. program in Educational Leadership but I am choosing to transfer to the 30-credit program that is approved by the NJ Department of Education for principal licensure contingent on my passing the SLLA exam. I understand that the 30-credit program is not a degreed program. I also understand that I may not reapply for the M.Ed. program in Educational Leadership after signing this letter.

_____   _____
Signature   Date

Transfer from 30-credit program to M. Ed.
I acknowledge that I was accepted for the 30-credit program in Educational Leadership but I am choosing to transfer to the M. Ed. program that is approved by the NJ Department of Education for principal licensure contingent on my passing the SLLA exam. I understand that I may not reapply for the 30-credit program in Educational Leadership after signing this letter.

_____   _____
Signature   Date

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