



# SUPERVISORY CERTIFICATION

## IN CURRICULUM & INSTRUCTION K-12

Teachers who desire to go beyond the master's degree may register for a series of courses designed to prepare them for Pennsylvania Department of Education district-wide supervisory certification in curriculum and instruction. Supervisory certification is designed to prepare candidates to supervise instruction, evaluate professional staff, and lead curriculum development and curriculum research efforts.

### Application Process

Apply to the Supervisory Certification program by completing an application online at [moravian.edu/graduate](http://moravian.edu/graduate). An official copy of undergraduate and graduate transcripts must be on file before your application will be reviewed. Candidates interested in earning a graduate degree must possess a valid teaching certificate. Advance standing may be awarded for appropriate coursework completed in an accredited graduate education program as long as those courses have been completed within seven years and are consistent with the objectives of Moravian College's Master of Education program.

### Course Requirements

Pennsylvania Supervisory Certification K-12 candidates must complete the following course sequence (24 credits) with a cumulative Quality Point Average of at least 3.00 with no more than three letter grades less than B-, Final Portfolio, and passing score on Praxis Educational Leadership: Administration and Supervision (Test Code: 5411).

#### EDUC 508 - The Teacher as Evaluator

This course prepares teachers to select, administer, and interpret assessment instruments in an informed and responsible way. Topics include the role of assessment in teaching, issues of reliability and validity, grading practices, and the use and interpretation of standardized and teacher-made tests. Formative and summative assessment instruments and alternative assessment strategies, including portfolio development and performance assessment, are also explored. Pennsylvania's Standards Aligned System (SAS) is integrated throughout the course. (Three credits; Summer; Ziegenfuss)

#### EDUC 622 - School Law & Professional Ethics

This course focuses on the development and field-testing of a Policy Alignment Action Plan, entailing an examination of federal and state curriculum regulations and an analysis of the subsequent alignment of board curriculum policies and procedures. Also, four position papers are required addressing ethics and professional conduct, curriculum policy alignment recommendations, school policies and student success, and the over-representation of diverse learners in special education. (Three credits; Fall of Even-Numbered Years; Grove)



### **EDUC 655 - Standards-Based Curriculum Design**

This course provides a systemic focus to the alignment of academic curriculum standards to student achievement through the development and implementation of an action research standards-based curriculum design school improvement project. The action plan for this project will integrate federal, state and district policies that address curriculum alignment, staffing, scheduling, budgeting, learning environment, and student capacity. (Three credits; Fall of Odd-Numbered Years; Grove)

### **EDUC 658 - Building A Culture of Learning**

This course investigates processes and strategies for inclusively building a school culture of learning with multiple stakeholder groups, both inside and outside the organization. An action research project focused on improving student achievement is required. The action plan for this project will address effective communication, collaborative school improvement, teacher leadership, family involvement, and the professional learning community. (Three credits; Spring of Odd-Numbered Years; Roth)

### **EDUC 667 - Teacher Supervision and Evaluation**

This course focuses on a research and standards-based instructional systems model of performance-based teacher supervision and evaluation. Registrants will develop and field test component action plans for effective instruction, differentiated supervision, action research as professional development, and student behavior interventions that promote an effective organizational and classroom climate. (Three credits; Spring of Even-Numbered Years; Staff)

### **EDUC 668 - Data-Driven Instructional Decision-Making**

Students will design and field-test a Student Achievement and Tools Action Plan, demonstrating how to access data and compile reports, how to analyze and report on student performance data, how to use student performance data in various planning scenarios, how to align curriculum and instruction with student performance data, how to use data to support systemic planning, and how to report results to multiple audiences. A variety of administrative tools, including those recommended by the Pennsylvania Department of Education, will be utilized to access, analyze, and report on student performance and related data. (Three credits; Summer of Odd-Numbered Years; Ziegenfuss)

### **EDUC 713 - Facilitating School Improvement**

Supervisory certification candidates enrolled in this course will develop a School Improvement Case Study; analyze context and student performance data; construct a consensual vision with stakeholder participants; conduct school improvement research appropriate to the specific school improvement initiative; align challenges, vision, program and school improvement strategy; and both implement and critique an action plan for the project. Pre-requisites: Admission to Supervisory Certification Program; no grade in certification program of less than a B; an up-to-date coursework portfolio approved by the Administrative Certification Officer. (Three credits; Summer; Grove)

### **EDUC 714 - Supervisory Practicum I**

This course provides the student with the opportunity to demonstrate his or her knowledge of and competence in the fundamental concepts of supervising an instructional program. Topics include identifying staff development needs and resources, planning activities to address the needs of the educational program, integrating curriculum across multiple disciplines, and budgetary planning for curriculum and personnel development. Co-Requisite: Supervisory Certification Candidacy and final fall 600-series course. Please note: A signed statement of approval from the Administrative Certifications Officer indicating your portfolio of work satisfactorily addresses the supervisory coursework standards is a requirement needed prior to registration for EDUC 714. Any standards not addressed in the portfolio must have action plans developed for implementation in the practicum. (Three credits; Fall; Villani)

### **EDUC 715 - Supervisory Practicum II**

This course provides the student with the opportunity to demonstrate his or her knowledge of and competence in the fundamental concepts of supervising an instructional program. Topics include designing curriculum scope and sequence, evaluating instructional methodologies and strategies, monitoring and developing alternative forms of student assessment, and assessing instructional service delivery. Co-Requisite: Supervisory Certification Candidacy and final spring 600-series course with no grade lower than B. (Three credits; Spring; Villani)



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