



PRINCIPAL CERTIFICATION

EDUCATIONAL LEADERSHIP CERTIFICATION K-12

Moravian College's 30-credit post-graduate program is designed to prepare an exceptional new generation of principals to meet the demands of leading 21st century schools. If you possess a valid teaching certificate, have a minimum of five years classroom teaching experience, and hold a Master of Education in curriculum & instruction or the equivalent, you may want to consider adding the Pennsylvania Principal K-12 certification.

Application Process

Apply to the Principal Certification program by completing an application online at 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 Principal Certification K-12 candidates must complete the following course sequence (30 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 School Leaders Licensure Assessment (Test Code: 6011).

EDUC 617 - Special Education: Identification & Effective Intervention

This course examines the reasons for over-representation of culturally and linguistically diverse students in special education programs and examines evidence-based practices to build on students' strengths to ensure academic engagement and achievement. Effective strategies for data collection and analysis will be employed in an action research context. (Three credits; Fall of Even-Numbered Years; Modjadidi)

EDUC 618 - Effective Inclusionary Practices

Major topics include a history of special services to students with disabilities, emerging trends and important legal issues related to students with special needs. The primary focus of the course, however, is the design and application of strategies for effectively teaching these students. (Three credits; Spring of Even-Numbered Years; Modjadidi)

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 & 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; Resende)

EDUC 668 - Data-Driven Instructional Systems

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. Pre-requisite: Admission to Principal Certification Program with no grade in certification program of less than a B. (Three credits; Summer of Odd-Numbered Years; Ziegenfuss)

EDUC 723 - Organizational Leadership

Students enrolled in this course will develop a School Improvement Case Study, including a stakeholder analysis and invitation to participate; school context and student performance data analysis; construction of a consensual vision with stakeholder participants; school improvement research appropriate to the specific school improvement initiative; alignment of challenges, vision, program and school improvement strategy; and the implementation and critique of an action plan for the project. Pre-requisite: Admission to Principal Certification Program with no grade in certification program of less than a B. Please note: A signed statement of approval from the Administrative Certifications Officer

indicating your portfolio of work satisfactorily addresses the PiL standards is a requirement needed prior to registration for EDUC 723. Any standards not addressed in the portfolio must have action plans developed for implementation in the practicum. (Three credits; Summer; Grove)

EDUC 724 - Principal Practicum I

This course provides the student with the opportunity to demonstrate his or her competence in meeting Pennsylvania Leadership Standards within a series of ongoing performance based projects designed to measure and document the knowledge, skills, and dispositions required by school leaders. Projects include a school district case study focusing on student achievement, a multiple measures of data project linked to school reform, and an instructional tools project linked to classroom practice. Pre-requisite: Admission to Principal Certification Program and completion of required 600-series courses with no grade of less than a B. (Three credits; Fall; Villani)

EDUC 725 - Principal Practicum II

This course provides the student with the opportunity to demonstrate his or her competence in meeting Pennsylvania Leadership Standards within a series of ongoing performance based projects designed to measure and document the knowledge, skills, and dispositions required by school leaders. Projects focus on improving student achievement and include an action-based research project and the development and implementation of a curriculum project including scheduling and budgeting that integrates federal, state, and district requirements and policies. Pre-requisite: Admission to Principal Certification Program and completion of EDUC 724 with B or higher. (Three credits; Spring; Villani)



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