



## Master of Education Program Courses Descriptions

### **500. The Teacher as Inquirer**

The purpose of this course is to introduce teachers to current issues in inquiry-based approaches to teaching and learning, with an emphasis on developing essential questions related to their own effectiveness in the classroom. The influence of action research on curricular and instructional change will be examined. *(Three credits; Fall; Ziegenfuss)*

### **506. The Teacher as Researcher**

This course introduces participants to the methods and strategies of action research. The course will emphasize identifying and designing appropriate methods for collecting, organizing, displaying, analyzing, interpreting, and summarizing qualitative and quantitative information. Ethical considerations in the collection of data will be stressed. Prerequisite: EDUC 500 with B or higher. *(Three credits; Spring; Shosh.)*

### **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.)*

### **600. Best Practices in Online Teaching**

Best Practices in Online Teaching introduces the primary research-based concepts and structures necessary for effective instruction in blended and online learning environments. Through a variety of embedded projects in the field, registrants will design and deliver blended and online experiences, developing skills in the utilization of communications technologies in a variety of media to effectively communicate ideas and information. *(Three credits; Summer; Fuini-Hetten.)*

### **601. Online Teacher as Instructional Designer**

The Online Teacher as Instructional Designer provides opportunities for registrants to develop learning modules for both blended and online learning. Utilizing a variety of available technology tools, students will create content modules, assessments and opportunities for learners to engage synchronously and asynchronously with other learners. Registrants will demonstrate effective online instruction as appropriate through the Educator Effectiveness model of teacher supervision and evaluation (adopted by the Pennsylvania Department of Education). As an online teacher, registrants will also learn the value of effective student feedback, accommodating diverse learners through the assessment process and implementing various research-based online assessment strategies, both formative and summative. *(Three credits; Fall; Ziegenfuss.)*

### **602. Online Teaching for the Online Learner**

*Online Teaching for the Online Learner examines the conditions necessary for an effective online or blended learning environment. Registrants will explore issues of teacher and student ethics, including acceptable use, digital citizenship, legal issues with online education, confidentiality procedures/protocols, copyright, academic honesty, and strategies for communicating and collaborating with others in a global environment. The course also focuses on the ethical professional responsibilities of meeting the needs of diverse learners including students with IEP and ELL supports. (Three credits; Spring; Ziegenfuss.)*

### **603. The Online Endorsement Capstone Practicum**

This capstone course in the Online Instruction Endorsement Program sequence explores the professional role of the online teacher and includes a 60-hour practicum under the mentorship of a certified classroom instructor and college supervisor. Registrants will articulate a personal philosophy of teaching and learning in an online environment, conduct action research in the blended/online classroom and collaborate with school instructional and technology staff as they design and implement online/blended learning to meet the varied needs of diverse learners. Acting as an online instructor, registrants will demonstrate their abilities to plan, deliver, and assess instruction in a blended/online learning environment. *(Three credits; As Needed; Ziegenfuss.)*

### **604. Online Curriculum Development**

This course will provide educators with an opportunity to work with online resources that are available for the classroom. Participants will also examine their existing curriculum and develop an online module that can be used in a traditional class setting. *(Three credits; Ziegenfuss.)*

### **605. Media Production: The Power of Digital Publication**

Using a framework for network literacies, this course will focus on digital participation and the development of persuasion, curation, discussion and self-presentation skills through media production and digital publication. A variety of publication tools related to print, web, video, audio and interactives will be used to fully explore what it means to publish on the web and engage in participatory culture. *(Three credits; Ziegenfuss.)*

### **606. Reading and Writing across the Curriculum**

Participants will explore a variety of process-based reading and writing strategies in the content areas, including shared and guided paths to independent reading, literature circles, and representing-to-learn activities. The specific needs of students with disabilities and English language learners will be addressed in the context of universal design of instruction and meaningful content area literacy in K-12 classrooms within a reading and writing workshop setting. *(Three credits; Fall of Odd-Numbered Years; Conard.)*

### **607. Digital Alternatives to Test Preparation**

In the high-stakes testing environment of NCLB, much valuable instructional time is used for the purpose of preparing students for standardized tests. As a result, meaningful learning with technology often takes a back seat to paper-pencil test preparation exercises or technology-based drill and practice. The purpose of this course is to demonstrate how teachers can create meaningful learning experiences that also prepare students to do well on standardized measures of achievement. This course will utilize digital learning tools that focus on inquiry, process and real-world relevance. *(Three credits; R. Ziegenfuss.)*

### **609. Teaching Grammar in the Context of Writing**

How do teachers help students attend to matters of grammar, usage, and mechanics within the context of a process approach to writing? This course is designed to answer this question by applying research in the field of language education directly to participants' classrooms. Teachers will plan and implement contextually based language mini lessons as part of a study of their teaching practice. *(Three credits; Shosh.)*

### **610. Differentiating Instruction**

This course will emphasize strategies of organizing learning opportunities of all students in today's classrooms. Participants will develop real lessons and handouts that utilize various strategies of differentiation. *(Three credits; Fall of Odd-Numbered Years; Modjadidi.)*

### **612. Literacy Seminar in New Zealand**

This study-abroad seminar is designed to develop the knowledge and skills pertaining to the nature of the reading process and the teaching of reading. Inherent in the scope of the course is the nature of linguistic and cultural variations as these factors relate to literacy learning in New Zealand and in the United States. *(Three credits; Staff.)*

### **614. English Education in London, Oxford, Stratford-on-Avon, and York**

Explore strategies for the effective teaching of English language and literature within the largest European capital, England's oldest university city, and Shakespeare's hometown in rural Warwickshire. Participants will examine the British public and private school system and visit key sites of interest to English teachers, including the reconstructed Globe Theatre on the South Bank of the Thames, Westminster Abbey, The National Gallery, the National Theatre of Great Britain, The British Museum, Oxford University, the Royal Shakespeare Company, the Shakespeare's birthplace, grammar school, and parish church. Written projects include a journal, theatre critique, and English language and literature unit plan. *(Three credits; Shosh.)*

### **615. High Achieving Learners in the Regular Classroom**

How do classroom teachers best meet the needs of all learners, including those designated gifted and talented or those who consistently meet and exceed classroom expectations? This course will examine the research base as well as specific strategies and techniques that classroom teachers can use to promote student engagement and achievement of gifted, talented, and other high achieving learners in the regular classroom. *(Three credits; Staff.)*

### **616. Drama in Education**

Participants will explore the use of drama to facilitate student learning in the content areas, K-12, and will construct thematically-based curricula that incorporate drama-in-education principles. Theories of dramatic art and historical uses of drama and theatre to promote mindful learning will be examined. *(Three credits; Summer of Odd-Numbered Years; Finlay.)*

### **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; Kahn.)*

### **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; Modjadidi.)*

### **620. A Constructivist Approach to Teaching Mathematics**

Participants will explore mathematical content and processes outlined in the NCTM Standards using a problem-solving approach. Teachers will collect and analyze their own students' work, read and discuss recent research findings, and design a teaching unit. *(Three credits; Mitten.)*

### **622. School Law and 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.)*

### **623. Special Education Processes & Procedures**

Special Education Processes & Procedures will use the seminar format. The course will cover a through analysis of foundational aspects of special education services, legal issues, ethical and professional issues, instructional planning, inclusionary practices, collaborative practices, and current trends regarding special education services as they relate to students with disabilities, their families, general education, and the community. Emphasis will be placed on the role of the special education teacher in relationship to all topics discussed. *(Three credits; Summer of Even-Numbered Years; Modjadidi.)*

### **624. Educating Students with Disabilities and Exceptionalities**

This course addresses the six interrelated elements of the standards-based system adopted by the Pennsylvania Department of Education: standards, curriculum, instruction, materials and resources for instruction, fair assessments, and appropriate interventions. Within this course, you will be expected to demonstrate your knowledge of how to effectively adapt or universally design curriculum and instruction for students with disabilities and students who are gifted. This will be accomplished by articulating the present level of performance for such students and by applying the instructional and curricular concepts from course readings and in class activities. Determining appropriate interventions and assessments will constitute important foci of this course as well. Students enrolled in EDUC 624 will be expected to enhance their practice knowledge related to effective teaching for students with disabilities by connecting that knowledge to theoretical constructs and research-based interventions. The examination of one's current practice as a teacher, in light of the material covered in class, will be expected. *(Three credits; Fall of Even-Numbered Years; Staff)*

### **625. Making History Live: New Approaches to History Teaching**

How can we teach our students in grades 5 to 12 to think like historians and at the same time bring history to life for them? This course will explore answers to this question by examining an exciting and continually developing research base which suggests that students of all ages can be guided to think historically. *(Three credits; Staff.)*

### **626. Comprehensive Literacy Practices for Grades PreK-4**

This course is designed to prepare teachers to utilize evidence-based literacy assessment and instructional strategies effectively in their classrooms. Teachers will investigate a variety of ways to thoroughly assess various components of a well-balanced, research-based literacy program for children from pre – K to 4th grade. They will learn literacy assessment tools and techniques to identify students' strengths and needs and strategies to monitor students' progress and to plan effective interventions that will enhance literacy development, especially for ELLs and special needs learners. Empirically-based literacy teaching practices will be explored with references to the Pennsylvania Literacy Framework. (*Three credits; Spring of Odd-Numbered Years; DesJardin.*)

### **627. Comprehensive Literacy Practices for Grades 4-8**

Teachers will actively explore current practice and investigate contemporary research on literacy development. Participants will share literature for the intermediate grades and examine a variety of topics including comprehension, response to literature, word analysis, process writing, the Pennsylvania Literacy Framework, and classroom management. (*Three credits; Fall of Even-Numbered Years; Staff.*)

### **628. Literature Circles**

What are literature circles and what does reading research suggest about their role in classroom literacy instruction? Participants will examine a variety of models as they examine how to design, implement, and manage literature circles that support Pennsylvania academic standards for reading, writing, listening, and speaking. (*Three credits; Staff.*)

### **629. The Literacy Specialist**

This course provides reading specialist candidates with an opportunity to put into practice theories of reading diagnosis and remediation, selection of materials and resources, and development of instructional plans for students. Under the supervision of the Instructor and an additional certified Reading Specialist, candidates will determine strengths and needs of individual students, including students with disabilities and English language learners, who are experiencing difficulties in reading; develop and implement intervention plans; and prepare professional case study reports. Additionally, both in the classroom and in the clinical setting, registrants will examine the role of the literacy specialist, focusing on emergent literacy and the experiences and environments that support it, the causes and characteristics of reading and writing difficulties, and the reading specialist's role as the coordinator of the multidisciplinary process and in the early identification of special needs, including those of students with disabilities and English language learners. (*Three credits; Summer of Even-Numbered Years; Conard*)

### **630. Managing the Constructivist Classroom**

How do teachers manage the transition from being the “sage on the stage” to the “guide on the side” when helping students to construct knowledge for themselves rather than receiving it ready-made from others? This course examines contemporary views of cognition that suggest learning is negotiated, distributed, situated, constructed, developmental, and affective. It simultaneously explores the research base for managing transactional classrooms. (*Three credits; Staff.*)

### **633. Teaching Mathematics K-8 with a Problem Solving Approach**

This course is designed to help elementary and middle level teachers discover how to teach mathematics through real problem solving activities. Participants will review current literature in mathematics education and examine the Focal Points of NCTM and the Big Ideas from the PA Standards. Activities from the *NCTM Navigation Series* will be explored. Teachers using the 2<sup>nd</sup> editions of *Investigations* and *CMP* will explore units from these programs and gain sufficient

understanding for successful implementation in their classrooms. *(Three credits; Staff.)*

### **635. Assessment in Mathematics K-6**

Teachers will analyze their current practices while exploring related research on assessment. Teachers will design assessment tools to coincide with their curriculum. Performance assessment, rubric creation, and observation techniques will be especially stressed. *(Three credits; Staff.)*

### **637. Making Meaning in Mathematics**

Many people admit freely their inability to understand mathematics while asserting their need to use it as part of their professional lives. This course will address numeric topics, algebra, geometry, and statistics so that participants can analyze the underlying principles of these fundamental processes. A constructivist approach will ensure that participants build a conceptually sound basis for their mathematical thinking, enabling them to use math confidently and apply its tools successfully. This course is especially relevant for science teachers who want to strengthen the math areas that are integrated into many science topics. *(Three credits; Staff.)*

### **640. Environmental Science Education**

Teachers enrolled in this seminar will participate in a hands-on approach to the teaching of environmental science with an emphasis on the opportunities for environmental education that abound in and around school settings. An inquiry approach and outdoor fieldwork will be utilized to help participants develop practical experiences in environmental education for use in their respective school programs. *(Three credits; Evans.)*

### **650. Sociology of Education**

This course will explore the dynamics of education and the socio-cultural narratives that emerge from rigorous governance of both content and pedagogy. Of particular importance is the role that textbooks and other forms of educational material plays in managing public ideologies and the cultural linkage that underscore everything from national mythologies to socialization schemes as informed through a wide range of educational processes. *(Three credits; Rosen.)*

### **653. Transforming Classroom Instruction through Curriculum Mapping**

Curriculum mapping has evolved as an invaluable communication, planning, and teaching tool. Using this dynamic method, educators can document what is being taught, what students are learning, how well they are learning, and how closely the curriculum reflects local and national standards. *(Three credits; Staff.)*

### **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)*

### **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; Conard)*

### **660. Literacy and Resistance in Secondary Schools**

What can intermediate and secondary school teachers do when students in their classrooms can't or won't read? How do learning disabilities and language issues affect students' reading skills and desire and motivation to read? Participants will examine specific strategies to help adolescents develop reading comprehension, vocabulary, fluency, and word recognition. Participants will also explore the research base on issues of particular interest to urban literacy educators, including social class, language use, and oppositional identity. *(Three credits; Spring of Even-Numbered Years; Conard.)*

### **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)*

### **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)*

### **670. Language Acquisition and Development**

Participants will examine the structure of the English language, including its lexical, morphological, syntactic, and phonological components. The process of first and second language acquisition will be studied in support of the literacy development of native English speakers and of English Language Learners (ELLs) at different stages of second language acquisition. Teachers will learn to assist ELLs in communicating verbally and nonverbally. Registrants will also examine best practices to facilitate the acquisition of English and promote the social and academic adjustment of all learners. *(Three credits; Summer; Sullivan.)*

### **671. ESL Curriculum and Instruction**

Learn how to meet the educational needs of your English Language Learner (ELL). This course examines various ESL methods and teaching strategies to facilitate language acquisition. Participants will develop standards-based ESL lessons and instructional materials and explore strategies for adapting classroom activities according to the proficiency level of the language learner. An emphasis will be placed on current research and resources available to maximize the process of acquiring English and developing language skills. Additional topics will include the role of classroom management, multicultural materials, and the ELL acculturation process in planning and instruction. *(Three credits; Spring; Correll.)*

### **672. ESL Learner, Family, and Community**

This course will examine behaviors, belief systems, and attitudes of multicultural and multilingual learners, their families, and school personnel in promoting a culturally sensitive learning environment and community. Research-based best practices will be explored, and emphasis will be placed on classroom/school implementation of strategies and techniques through action research

methods. Comparison of other cultures and how they relate to the American culture in the areas of education, language, support systems, and the community will also be explored. *(Three credits; Summer; Modjadidi.)*

### **673. ESL Assessment and Support**

Participants will learn to use effective assessment tools/practices to identify levels of proficiency and create assessments in speaking, listening, reading and writing to inform classroom instruction. Participants will also learn assessment of content areas to make adaptations for language acquisition and content learning. This course will combine readings, lecture, small group cooperative activities and hands-on assessment with English language learners. *(Three credits; Fall; Goldberg.)*

### **674. The ESL Specialist**

This capstone course in the ESL program specialist certification sequence explores the professional role of the second language teacher and includes a 60-hour practicum under the mentorship of a certified ESL classroom teacher and a college supervisor. Registrants will articulate a personal philosophy of second language teaching and learning, conduct action research in the ESL classroom, create a professional development plan and collaborate with general and special education school staff as they design and implement instruction commensurate to the ELLs' proficiency levels. Taking on the role of the ESL program specialist, registrants will also demonstrate their ability to advocate for English language learners, their families, and communities; develop classroom activities that involve families; and model the use of culturally and linguistically responsive pedagogies. Prerequisite: EDUC 670, 671 & 672 with B or higher. EDUC 673 may be taken as a corequisite. *(Three credits; Summer; Sillivan.)*

### **675. World Language Curriculum and Instruction**

This course is designed to help foreign language teachers employ the ACTFL's proficiency and performance guidelines to teach reading, writing, listening, and speaking in contextualized ways. Methods of integrating instructional technology, managing the classroom, and assessing student performance, both oral and written, will be addressed. *(Three credits; Conard.)*

### **676. Literacy Assessment & Evaluation**

This course is designed to prepare teachers to select, administer, and interpret literacy assessment instruments in an informed and responsible way. Participants will explore a variety of formative and summative tools, including norm and criterion referenced tests, formal and informal inventories, portfolio based assessments, and anecdotal records. They will also learn to align instruction with PSSA testing data and examine how to develop interventions and instructional strategies for students with literacy-related learning difficulties, including students with disabilities and English language learners. Additionally, registrants will learn about the multi-disciplinary team process and the reading specialist's role in the early identification of students with learning difficulties that may be related to specific learning disabilities or to the unique needs of English language learners. Finally, participants will explore strategies for communicating assessment data effectively to students, parents, and other school personnel. Students will gain clinical experience and practice through one-on-one and small group work with participants in the summer reading clinic. *(Three credits; Summer of Odd-Numbered Years; Conard.)*

### **680-681. Independent Study** *(Three credits; To Be Arranged; Staff.)*

### **690-699. Special Topics in Education (To Be Announced; Staff)**

Past special topics courses have included:



### **700. Curriculum Development and Action Research**

This course explores the relationships of learning theory and action research to curriculum design. Various models of curriculum development are explored, and strategies for curriculum design are studied, leading to the development of a research question for the M.Ed. thesis. Prerequisite: M.Ed. Degree Candidacy with completion of 500-series and 600-series requirements with QPA of 3.0 or higher. *(Three credits; Spring; Grove.)*

### **701. Writing a Review of Educational Research**

Central to practitioner research cycles of observation, action, and reflection is an examination of a research base to provide focus for subsequent observations, suggestions for new classroom action, and theories through which to examine reflective practice. This hands-on workshop will help participants to locate salient electronic and traditional secondary source research material, synthesize findings from multiple research studies, and draft a review of the literature on a specific educational research topic identified by each participant. Prerequisite: EDUC 700 with *B* or higher. *(Three credits; Summer; Shosh)*

### **702. Reflective Practice Seminar**

This is a capstone course through which students will carefully examine the philosophical and empirical bases for reflective teaching and learning. Data for the action research thesis will be collected, coded, analyzed, and interpreted. Prerequisite: EDUC 700 with *B* or higher. *(Three credits; Fall; Shosh.)*

### **704-705. Action Research Thesis**

Candidates will work independently, under the guidance of a thesis advisor, to place action research data within the context of published studies and to report research findings in a final thesis. An oral defense of the thesis will be required. Prerequisite: EDUC 702 with *B* or higher. *(Three credits each; Spring; Shosh, Dilendik, and Grove.)*

### **710. Writing Educational Research for Publication and Presentation**

Teacher research has the potential to improve teaching and learning beyond the individual teacher researcher's classroom only when it is disseminated to and critiqued by a wider audience of professional educators. This course is designed to help master teachers prepare their research for publication in a professional peer-reviewed journal and for presentation at a local, state, national, or international conference. Using their master's degree thesis data and analytic framework, registrants will design a conference poster, prepare a multi-media presentation, and draft a manuscript for submission to a professional journal. (Three credits; Shosh. Pre-Requisite: Successful Completion of EDUC 704-05 or equivalent.)

### **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. Prerequisites: 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.)*

### **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. 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. Corequisite: Supervisory Certification Candidacy and final fall 600-series course with no grade lower than B. *(Three credits; Fall; Villani.)*

### **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. Corequisite: Supervisory Certification Candidacy and final spring 600-series course with no grade lower than B. *(Three credits; Spring; Villani.)*

### **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. *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. Prerequisite: Admission to Principal Certification Program with no grade in certification program of less than a B. (Three credits; Summer; Grove)*

### **724. Principal Certification 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. Prerequisite: Admission to Principal Certification Program and completion of required 600-series courses with no grade of less than a B. *(Three credits; Fall; Villani.)*

## **725. Principal Certification 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. Prerequisite: Admission to Principal Certification Program and completion of EDUC 724 with B or higher. *(Three credits; Spring; Villani.)*