Department of Educational Administration and Secondary Education
Education Building - Suite 200
Ewing, New Jersey 08628
609-771-2395

Graduate Programs in Educational Leadership Handbook
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Introduction

The faculty would like to welcome you to the department of Educational Administration and Secondary Education at The College of New Jersey. We are pleased that you have chosen one of our educational leadership programs for your professional and personal growth.

TCNJ’s educational leadership programs are aligned with professional leadership standards and accredited by the Council for Accreditation of Educator Preparation (CAEP). Each of our programs has also been approved by the New Jersey Department of Education as meeting the college preparation and degree requirements for state certification.

This handbook is intended to provide assistance in planning and completing your course of study. It contains basic information regarding procedures, exit requirements, and curriculum. If you do not find the answers to your questions in these pages, your academic advisor or the educational leadership program coordinator will be happy to advise you personally concerning your particular academic and career aspirations. The department telephone number is 609-771-2395. For questions about the certification process you may also contact the Certification Office at 609-771-2396.

We wish you success in your graduate studies and will do all that we can to prepare you for the professional position to which you aspire.

Warmest regards,

Linda Mayger, Ed.D.
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maygerL@tcnj.edu

Donald Leake, Ph.D.
Associate Professor
leake@tcnj.edu
Principal Certificate of Eligibility

The principal endorsement authorizes the holder to be employed in a position that involves services as an administrative officer of a school or other comparable unit within a school or district in public schools in grades preschool through grade 12. Positions that require this certification include principal, assistant principal, vice principal, assistant superintendent for curriculum and instruction, and director.

The State of New Jersey requires the following:

1. Degree
   A master’s or higher degree from a regionally accredited college or university.
2. Experience
   At least five years of successful, full-time teaching or educational services experience under a valid provisional or standard NJ or equivalent out-of-state certificate
3. Required Graduate Courses
   A minimum of 30 graduate credits, aligned with the quality components of preparation as set forth in the Professional Standards for School Leaders (PSELs).
4. Internship
   A 300-hour internship in educational leadership aligned to the PSELs
5. Passing score on the School Leaders Licensure Assessment

TCNJ courses required for the Master of Education and Post-Master’s in Educational Leadership are listed on the following pages.

For the most current certification requirements, please visit the NJ DOE website.
Program Planner: Master of Education, Educational Leadership

Name: ___________________________ TCNJ ID#: _______________________

Retain this sheet to record progress toward your degree.

Eligibility for graduation requires:
1) Satisfactory completion of courses printed below
2) A minimum of 30 graduate semester hours earned at The College of New Jersey (transfer credits require prior departmental approval)
3) A minimum total of 36 graduate semester hours
4) A cumulative Grade Point Average of 3.0
5) Completion of all departmental requirements/prerequisites

Eligibility for NJ principal certification requires a master's degree, 5 years of successful educational experience under a valid state certificate, and successful completion of the School Leaders Licensure Assessment.

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<th>Required Courses</th>
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**To be taken in the candidate's final year:**
EDAD 691: Principalship I (100 hours fall internship)        | 2      |       |      |
EDAD 692: Principalship II (100 hours spring internship)     | 2      |       |      |
EDAD 693: Principalship III (100 hours summer internship)    | 2      |       |      |

**To be taken in the candidate's final semester:**
EDAD 700: Comprehensive Exam                                 | 0      |       |      |

Last Modified Jan. 8, 2021
Program Planner: Post-Master’s, Educational Leadership

Name: ___________________________ TCNJ ID#: _______________________

Advisor: __________________________

Retain this sheet to record progress.

Eligibility requires:

1) Satisfactory completion of courses printed below;
2) A minimum of 30 graduate semester hours earned at The College of New Jersey (transfer credits require prior departmental approval)
3) A cumulative Grade Point Average of 3.0
4) Completion of all departmental requirements/prerequisites

Eligibility for NJ principal certification requires a master’s degree, 5 years of successful educational experience under a valid state certificate and successful completion of the School Leaders Licensure Assessment.

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Principal Preparation Program Overview

The Principal Preparation Program includes three checkpoints designed to keep you on track for successful program completion.

Checkpoint 1

Each candidate must:
1. Complete the application for admission to graduate school
2. Provide a narrative and references that demonstrate educational leadership dispositions and readiness for graduate studies
3. In your first semester, develop an individualized plan of study and submit it to the program coordinator.
   Master’s Planning form
   Post Masters Planning form

Developing Knowledge and Skills
Educational leadership courses focus on developing leadership skills and collaboration strategies, facilitating equitable educational opportunity, and designing effective systems of instruction and management. Courses may be taken in any sequence:

EDAD 525 Introduction to Educational Administration (3 credits)
SUPV 520 Staff Supervision (3 credits)
CURR 514 Curriculum Theory and Practice (3 credits)
EDFN 520 Leadership for Social Justice (3 credits)
EDAD 530 Group Dynamics (master’s only) (3 credits)
EDAD 572 School Law (3 credits)
ELEM 555 Contextual Issues in the Development of Curriculum (3 credits)
EDAD 540 School Finance and Resource Management (3 credits)
EDFN 508 Introduction to Research (master’s only) (3 credits)
EDAD 617 Organizational Leadership and Supervision (3 credits)

Checkpoint 2

Each candidate must:
1. Successfully complete at least four educational leadership courses at TCNJ
2. Maintain a 3.0 GPA
3. Demonstrate educational leadership dispositions.
4. Work with the internship professor and individuals at your school to identify an appropriate principal mentor.

Last Modified Jan. 8, 2021
Practicing Leadership
The internship offers candidates real-world experiences and in-class discussions focused on demonstrating proficiency in the Professional Standards for Educational Leaders (PSEL). Each principalship course includes 100 hours of internship under the guidance of a practicing school leader.

*The internship courses may be taken ONLY after completing a minimum of 12 credits and require approval for registration.*

EDAD 691 Principalship I (2 credits)
EDAD 692 Principalship II (2 credits)
EDAD 693 Principalship III (2 credits)

EDAD 700 Comprehensive Exam (master’s only)
Prior to taking the combs, candidates must:
- have successfully completed 30 hours of coursework
- be in good academic standing, as demonstrated by a minimum grade point average of at least 3.0 for all courses completed at TCNJ as part of the master’s program.

Checkpoint 3

Each candidate must:
1. Apply for graduation
2. Successfully complete courses in Modules 2 & 3
3. Pass the comprehensive exam (master’s only)
4. Submit scores from the School Leadership Licensure Assessment (SLLA)
5. Submit Administrative Portfolio for review by the internship advisor
Supervisor Certification

The Supervisor Endorsement is required for both supervisors of instruction and athletic directors who do not hold a standard principal's endorsement. The supervisor is defined as any school officer who is charged with authority and responsibility for the continuing direction and guidance of the work of instructional personnel.

The State of New Jersey requires the following:
1. Master’s Degree
   A master’s or higher degree from a regionally accredited college or university
2. Three Years of Experience
   At least three years of successful, full-time teaching or educational services experience
3. Required Graduate Study
   You will need to complete 12 semester-hour graduate credits to include the following required areas:
   • Three graduate credits in general principles of staff supervision for grades K-12.
   • Three graduate credits in general principles of curriculum development grades K-12.
   • Three graduate elective credits in curriculum development.
   • Three graduate elective credits in staff supervision AND/OR curriculum development.

TCNJ courses required for the SUPERVISOR CERTIFICATION

• SUPV 520 Staff Supervision (3 credits)
• CURR 514 Curriculum Theory and Practice (3 credits)
• CURR 555 Contextual Issues in the Development of Curriculum (3 credits)
• EDAD 617 Organizational Leadership and Supervision (3 credits)

PLEASE NOTE: The courses required to attain a Supervisor Certificate are also embedded in the master’s degree and Post-Masters Certification programs.

For the most current certification requirements, please visit the NJ DOE website.
Program Planner: Supervisor Certificate

Name: _________________________ TCNJ ID#: _________________________

Advisor: _________________________

Retain this sheet to record progress.

Eligibility requires:
1) Satisfactory completion of the courses printed below;
2) A cumulative Grade Point Average of 3.0
3) Completion of all departmental requirements/prerequisites

Eligibility for NJ supervisor's certification also requires a master's degree and 3 years of successful educational experience under a valid state certificate

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Teacher Leader Endorsement

The Teacher Leader Endorsement is for teachers who seek to promote student learning and support their colleagues in facilitator, coach, professional development, and other non-supervisory leadership roles. TCNJ’s Teacher Leader program is based on the Teacher Leader Model Standards from the Teacher Leader Exploratory Consortium.

The State of New Jersey requires the following:

1. Demonstrate at least four years of teaching experience, with three effective or highly effective annual evaluation ratings
2. Successful completion of an approved teacher leader preparation program that includes clinical experiences;
4. Apply for the endorsement within one year of completing an approved preparation program.

TCNJ courses required for the Teacher Leader Certificate

- EDFN 520: Leadership for Social Justice (3 credits)
- EDAD 530 Group Dynamics (3 credits)
- EDAD 545 Instructional Leadership for Teachers (3 credits)
- EDAD 565: Facilitating Professional Development for Teachers (3 credits)
- EDFN 508: Introduction to Research and Data-Based Decision Making (3 credits)
- EDFN 701: Teacher Leader Practicum (0 credits)

For the most current certification requirements, please visit the NJ DOE website.
Program Planner: Teacher Leader Certificate

Name: ___________________________  TCNJ ID #: _______________________

Advisor: ___________________________

Retain this sheet to record progress toward your degree.

Eligibility requires:
1) Satisfactory completion of courses printed below
2) A cumulative Grade Point Average of 3.0
3) 100 hours of clinical experience

Eligibility for NJ Teacher Leader endorsement requires 4 years of successful educational experience under a valid state certificate and successful completion of a state approved assessment.

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<td>EDFN 701: Teacher Leader Practicum</td>
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Teacher Leader Certificate Program Overview

The teacher leader program includes three checkpoints designed to keep you on track for successful program completion.

Checkpoint 1: Admission to the Program

Each candidate must:
1. Provide a narrative and references that demonstrate leadership potential and readiness for graduate studies
2. Upon admission, work with the program coordinator and your school supervisor to identify an appropriate teacher leader mentor.
3. Develop an individualized plan of study and submit it to the program coordinator.

Checkpoints 2 & 3: Semesters 1 and 2

1. Successfully complete teacher leader coursework and associated assessments while maintaining a 3.0 GPA
2. Submit clinical experiences logs documenting 20-hours of substantive standards-aligned experiences for each course in which you are enrolled.

Checkpoint 4: Final Semester

Each candidate must:
1. Successfully complete all teacher leader coursework and related assessments while maintaining a 3.0 GPA
2. Enroll in EDAD 701 and submit your mentor teacher’s letter of endorsement and an electronic portfolio documenting 100 hours of substantive standards-aligned experiences.
3. Submit passing scores the commissioner-approved assessment
Field Experiences and Internships

Clinical experiences are an invaluable part of TCNJ leadership preparation programs because they enable candidates to practice leadership in authentic school environments.

Field Experiences
Candidates in the principal, supervisor, and teacher leader programs complete assignments that require school-based application during each of their educational leadership courses. These experiences may take place in the candidate’s own school, the candidate’s internship placement, or a school designated by the instructor. Candidates should anticipate investing approximately 20 to 25 clock hours per course in field-related activities.

Principal Internship
Principal candidates participate in an intensive educational leadership internship that requires three consecutive semesters of leadership experiences in schools. Each leadership candidate is assigned a mentor principal and a TCNJ professor to serve as a support team. Mentor principals are chosen collaboratively by the intern, school district representatives, and TCNJ faculty. Mentor principal qualifications include appropriate certification, demonstrated experience as a school leader, and on-site status in the building where the candidate is serving the internship.

Candidates who are not currently teaching in a school should begin seeking an internship placement at least three months prior to the date they expect to begin. This allows time to secure a placement and obtain approvals from district administrators and boards of education.

To facilitate a diverse experience, candidates must conduct at least part of the internship at a site that differs in school level (elementary, middle or high school) or type (urban, suburban, Title 1, private, charter) than the main internship placement.

Internship Time Commitment
The State of NJ requires each candidate for principal certification to accumulate a minimum of 300 hours of leadership experience in a school environment, or approximately 100 hours per internship semester. The specific activities comprising the internship experience will vary depending upon the individual’s school assignment, skills, and needs.

Unless prior permission has been granted by the program coordinator and the instructor of the Principalship courses, the three internship courses must be taken consecutively over the course of one calendar year.

Roles and Responsibilities
The Leadership Candidate
- works collaboratively with the mentor principal and TCNJ professor.
- commits the time and energy to meet the challenges in becoming a knowledgeable transformational leader.
• acts as a quasi-administrator, adhering to the timetables of the practitioners, following the policies and rules of the district, and becoming immersed in district activities.
• maintains an open and inquisitive mind, seeking greater self-awareness and deeper understanding of the micro-political perspective of the school system in regard to a leader’s influence on school culture.
• gradually becomes more assertive and independent, performing more complex projects over the course of the internship sequence.
• sets goals and reflects on progress in becoming effective school leaders during the process of developing and implementing substantive personalized internship plans.
• regularly completes and submits reflective logs and other assignments documenting personal progress and field-based experiences.
• communicates with the mentor and the TCNJ professor, arranging for meetings when needed and responding readily to messages and inquiries.

_The Mentor Principal_
The mentor principal assists TCNJ faculty in preparing leadership candidates to enter the principalship with the skills and abilities needed to be successful, caring principals.
The mentor principal:
• works with the candidate to develop an internship plan for the semester.
• supervises the candidate’s internship with guidance from TCNJ faculty.
• delegates significant responsibilities to the candidate, as appropriate for the candidate’s stage of development.
• provides opportunities for the candidate to observe the mentor in all aspects of the principalship.
• provides frequent constructive feedback to the candidate in a positive and caring way.
• provides honest feedback to the TCNJ professor at the end of each internship experience.
• communicates with members of TCNJ faculty to share information and concerns regarding the candidate or the program.
• ensures the school building personnel, the central office staff, and members of the board of education are aware of the candidate's internship.
• provides appropriate counsel for the candidate when he/she is ready to secure a leadership position.

_TCNJ Professor_
The TCNJ professor has primary oversight of the candidate’s internship program.
The internship professor:
• Ensures candidates and mentor principals understand the expectations related to the internship experience.
• distributes and explains the PSEL Standards.
• provides guidance to the candidate and mentor principal for planning the internship experiences each semester.
• approves internship plans.

_Last Modified Jan. 8, 2021_
• counsels and problem solves with mentor principals and candidates, as needed.
• regularly reviews the intern’s log and reflections to ensure the candidate is accumulating substantive and varied experiences.
• meets regularly with candidates in a face-to-face seminar component that facilitates collaborative reflection and collective problem solving
• assumes final responsibility for evaluating the candidate’s internship experiences, using TCNJ’s grading system to indicate the extent the candidate’s internship conformed to the requirements.
• advises the candidate in the development of a portfolio that accurately reflects his/her experiences in the leadership program.

Reflection Logs and Administrative Portfolio
Principal candidates keep reflections and logs to provide a written record of significant leadership responsibilities assumed or observed during field experiences. Candidates compile this documentation in an administrative portfolio. The specific information to be kept in the portfolio must correspond with expectations explained by the TCNJ internship professor. By the end of the program, each candidate’s portfolio must provide thorough documentation of 300 hours of substantive, field-specific experiences that correspond to each of the PSEL standards.

Candidate Evaluation
Assessment of the candidate’s progress will be based upon performance during the internship.

Evaluation by the candidate will include:
• Completion of a self-assessment at various points during the program
• Reflection logs

Evaluation by the mentor principals will include:
• Completion of a final evaluation letter that reflects the candidate’s leadership skills, progress toward identified goals, and verification of time committed to the experience.
• Mentor recommendations regarding whether or not the candidate should be approved for the principal certification.

Evaluation by TCNJ professor will be based on:
• Formal and informal feedback from the mentor principal regarding professional dispositions and behaviors of the intern
• Candidate self-assessment
• Successful completion of the Administrative Portfolio as assessed by the portfolio rubric
• Quality and substance of reflective logs
Teacher Leader Clinical Experiences
Teacher leader candidates accumulate clinical hours during the courses they take as part of the Teacher Leader Certificate Program. Each teacher leader candidate is assigned a mentor teacher who is chosen collaboratively by the candidate, the school supervisor, and the educational leadership program coordinator. Mentor teacher qualifications include tenure, appropriate certification, demonstrated instructional leadership skills, and on-site status in the building where the candidate is working.

Time Commitment
Teacher leader candidates must accumulate a minimum of 100 clinical hours in a school environment over the course of at least one school year. The specific activities comprising the internship experience will be a combination of activities assigned in the five teacher leader courses and candidate-specific activities that vary depending upon the individual's school context, skills, and needs.

Roles and Responsibilities
The Teacher Leader Candidate
- works collaboratively with the mentor teacher and the TCNJ professors who instruct the candidate’s courses.
- commits the time and energy to meet the challenges in becoming an instructional leader.
- acts as an emerging leader while following the policies and rules of the school and district.
- maintains an open and inquisitive mind, seeking greater self-awareness and deeper understanding of how peer leaders can influence school culture, teaching, and learning.
- gradually becomes more assertive and independent, performing more complex projects and assuming greater responsibility over the course of the program.
- regularly submits clinical experience logs to the program coordinator.
- documents personal progress and field-based experiences in an electronic portfolio.
- communicates with the mentor teacher and program coordinator, arranging for meetings when needed and responding readily to messages and inquiries.
- ensures the school principal approves of the candidate's clinical experience.

The Mentor Teacher
The mentor teacher assists TCNJ faculty in preparing leadership candidates with skills and abilities needed to be successful, caring teacher leaders. The mentor teacher:
- works with the candidate to complete clinical experience requirements.
- models excellence in teaching and mentorship.
- provides frequent constructive feedback to the candidate in a positive and caring way.
- provides honest feedback to the program coordinator at the end of the clinical experience.
- communicates with the program coordinator to share information and concerns regarding the candidate or the program.

Last Modified Jan. 8, 2021
Educational Leadership Program Coordinator
The TCNJ educational leadership program coordinator is responsible for overseeing the clinical experience.
The program coordinator:
- ensures candidates and mentor teachers understand the expectations related to the clinical experience.
- distributes and explains the Teacher Leader Model Standards.
- counsels and problem solves with mentor teachers and candidates, as needed.
- reviews the candidate’s log each semester to ensure the candidate is conforming to program requirements.
- assumes final responsibility for assessing the candidate’s electronic portfolio documenting that the candidate has successfully completed the clinical experience.

Clinical Experiences Portfolio
Teacher leader candidates maintain an electronic record of the significant leadership responsibilities assumed or observed during clinical experiences. The specific format and content of the portfolio must correspond with expectations explained by the program coordinator.

Candidate Evaluation
Candidates enroll in EDAD 701, a zero-credit course, in their final semester and submit their portfolio for review by the program coordinator at the end of the term.

Successful completion requires:
- a final evaluation letter from the mentor teacher that reflects on the candidate’s leadership skills, indicates progress toward identified goals, and verifies the time committed to the experience.
- accumulation of 100 hours of field-specific experiences.
- documentation of substantive activities that correspond to each of the Teacher Leader Model Standards.

Change in Teaching Position
Changing schools during enrollment in the Teacher Leader Certificate Program disrupts the clinical experience because the teacher leader clinical experiences are embedded in coursework. Therefore, teacher leader candidates who change schools may need to temporarily suspend their program of study until they have begun a new teaching position and a new teacher mentor has been identified. In cases of job loss or transfer, candidates should immediately notify their advisor or the program coordinator, who will assist the candidate in identifying a new mentor and revising the program of study to facilitate timely completion. Failure to obtain a new teaching position may prevent a candidate from successfully completing the program.

Last Modified Jan. 8, 2021
Transfer of Credit

The College of New Jersey’s Educational Leadership program consists of 30 to 36 graduate credits. According to TCNJ’s policy, a candidate in the Educational Leadership program may transfer up to 6 graduate credits from another institution or TCNJ program, with certain restrictions.

Candidates who wish to take a course at another institution while completing their TCNJ program must obtain approval before registering for the course.

Candidates who completed credits prior to entering the educational leadership program should obtain approval during the first or second semester of their enrollment.

Candidates who desire to transfer credits from another institution should adhere to the following steps:

1. Review the course description in the most recent Graduate Bulletin to determine the content alignment between the TCNJ course and the graduate course offered at another accredited institution. Course credits must be the same (substituting a 3-credit course for another 3-credit course) and the grade obtained must be at least a B. If you are not sure if a potential institution is accredited, you should speak with your advisor or the Educational Leadership Program Coordinator.

2. Complete the Graduate Course Authorization form. Submit both the form and the course description for the transfer course to the Educational Leadership Program Coordinator for his/her signature.

3. Forward the completed form to the Office of Records and Registration: balle@tcnj.edu. Keep a copy for your personal records.

4. Forward official transcripts from the external institution directly to TCNJ’s Office of Records and Registration.

5. After the Office of Records and Registration processes the information, the candidate should expect to see the transferred course recorded in PAWS.

Please note that failure to follow these steps may negatively impact the ability to transfer credits into the program.
Special Arrangement and Independent Study Courses

Special Arrangement Courses: Statement of Purpose
A special arrangement course is an experience in which the candidate covers the content of a regularly scheduled course through individual study under the guidance of a faculty sponsor. This approach is to be used only when scheduling difficulties would otherwise prevent the candidate from completing his or her program of study in a timely manner. **Candidates are required to plan out their courses of study in advance to avoid having to seek a special arrangement course.**

Enrolling in a special arrangement course requires signed authorization by the chair of the department offering the course and the dean of that school. **Permission for a special arrangement course will not be granted during a semester in which the regularly scheduled course is available.**

Special arrangement courses will be designated as such on the candidate’s transcript by the following statement: **Requirements for this course were met through individual study under the sponsorship of a qualified faculty member.**

Independent Study: Statement of Purpose
Independent study should be used for individual pursuit of topics within or beyond a candidate's major field of study which transcend the regularly available curriculum. It will normally involve research, primary source reading, or field work. When planning for independent study, the candidate and his or her advisor should strive to maintain a balance between this mode of study and other elective courses. A disproportionate number of independent study courses may prevent a candidate from taking the courses necessary to complete their program of study in a timely manner.
Comprehensive Exam

All Master’s in Educational Leadership candidates must pass a comprehensive examination (also known as the “comps”) as a requirement for graduation.

Purpose
The primary purpose of the exam is to provide an opportunity for candidates to demonstrate knowledge of core leadership practices and dispositions and apply such ideas to a case situation. The exam is aligned with the National Educational Leadership Preparation (NELP) Program Standards - Building Level. The exam evaluates:
   a. skill in organizing and expressing ideas in a logical, coherent, literate, and convincing fashion.
   b. ability to synthesize and apply knowledge of educational leadership
   c. facility in cogently analyzing the issues presented and generating recommendations for addressing them.

Dates, Registration, and Prerequisites

- The exam is offered three times per year, once during the fall, spring, and summer semesters.
- Candidates register for EDAD 700, a 0-credit course.
- Prior to taking the exam, candidates must:
  o have successfully completed 30 hours of educational leadership coursework
  o be in good academic standing, as demonstrated by having a minimum grade point average of at least 3.0 for all courses completed at TCNJ as part of their master’s program.

Exam Logistics

- Exams are completed in the computer lab on a date to be communicated to candidates at least 4 weeks in advance.
- Candidates have 4 hours to complete the exam.
- Candidates will be held to the standards outlined in TCNJ’s Academic Integrity Policy and the work submitted must be the candidate’s own original work.
- Candidates may not use print or electronic materials during the administration of the exam.

Evaluating the Exam

Throughout the examination process, the candidate’s identification is protected. A number is assigned to each candidate and this number is maintained with strict confidentiality by office personnel. No one evaluating the responses knows the respondent’s identity. Evaluation involves the following steps:
1. At least two Educational Leadership faculty evaluate each answer using the scoring rubric.
2. After all answers have been read and rated, the raters meet to consider the performance of each candidate. If there is an evenly split decision, a third party will be
consulted evaluate the candidate’s response and break the tie. The decision of the team is made as a single decision, pass or fail, for each question. Candidates who fail a question only need to retake the portion they failed. However, candidates must ultimately pass each question to pass the exam.

3. Candidates will be notified of having successfully completed the exam via email within two weeks after the comprehensive exam has been completed.

4. If a candidate is judged to have failed a question, written summary comments describing the major reasons the team judged the response to be unsatisfactory will be forwarded to the candidate. Written notification is also provided to the candidate’s advisor, the candidate’s departmental permanent file, and is submitted into PAWS.

5. If a candidate has failed a portion of the exam:
   a. Candidates who wish to appeal the decision should follow the complaint procedures outlined in TCNJ’s policies and procedures for graduate candidates.
   b. The candidate should meet with the advisor to review the questions, the candidate’s answers, and the comments given by the evaluation team.

Retakes
A candidate may take the comprehensive exam a maximum of two times. The candidate is only required to retake the question that was failed. A candidate who has taken the exam on two occasions and has failed to pass on both occasions will be discontinued from the master’s program. Candidates must pass the exam within six years of beginning their educational leadership program at TCNJ or face dismissal from the program.

Suggestions for the Candidate
The exam requires higher order thinking that goes beyond mechanical recall or reporting facts. Responses should demonstrate deep understanding of leadership concepts and theories and how they relate to the case presented. Underlying theories should be identified, elaborated upon, and connected to the case to provide an explanation and rationale for the actions, behaviors, and events described in the case.

Candidates should:
- Take a direct approach to each question. Identify the fundamental issues or central concerns and address them in their responses.
- Use precise terminology, simple direct sentence structure, and avoid redundancies and run-on sentences.
- Organize thoughts logically and use numbering, headings, and key words to enable the reader to locate the required elements.
- Emphasize specifics and avoid sweeping general observations.
- Provide specific examples from the case, course material, and expert readings to support the response.
Selected Policies and Complaint Procedures

Candidates should refer to TCNJ’s policy manual for questions about procedures and requirements. We provide the following links for your convenience:

Absence and Attendance Policy

Academic Integrity

Graduate Comprehensive Exams and Culminating Experiences

Graduate Non-Enrollment

Graduate Students Full-Time Definition

Incomplete and In Progress Grade

Registration

Repeating Courses

Student Conduct Code

Withdrawing from a Course

Complaints

Discrimination Complaints

Grade Appeals

Student Complaints
Graduation

Applying for Graduation
Candidates apply for graduation using PAWS. (For directions: How to apply for graduation)

There are four graduation times each school year: May, August, December, and January. These coincide with the end of the spring, summer, fall, and winter terms. May, August, and December applications are due in February and January applications are due in December. Visit the academic calendar for specific dates.

The graduation application fee is $100.00. Candidates who apply after the application deadline will be charged a $35.00 late fee.

Walking at Graduation
TCNJ allows graduate candidates who need three courses or fewer to complete the requirements for their degree to “walk” at commencement ceremonies in May, provided their program of studies can be completed by the December graduation date.

Last Modified Jan. 8, 2021
Professional Standards

Educational leadership program faculty have designed the principal preparation and supervision programs to align with the Professional Standards for Educational Leaders (PSELS):

1. Mission, Vision, and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement for Families and Community
9. Operations and Management
10. School improvement

The teacher leader certificate program is designed to align with the Teacher Leader Model Standards:

1. Fostering a Collaborative Culture to Support Educator Development and Student Learning
2. Accessing and Using Research to Improve Practice and Student Learning
3. Promoting Professional Learning for Continuous Improvement
4. Facilitating Improvements in Instruction and Student Learning
5. Promoting the Use of Assessments and Data for School and District Improvement
6. Improving Outreach and Collaboration with Families and Community
7. Advocating for Student Learning and the Profession

Last Modified Jan. 8, 2021
Educator Dispositions

TCNJ’s School of Education has adopted nine educator dispositions describing the assumptions, values, and beliefs of exemplary educators. TCNJ’s educational leadership faculty, in cooperation with practicing school leaders, have developed three additional dispositions necessary for exemplary leadership.

- **0-Needs Improvement:** minimal evidence of understanding and commitment to the disposition
- **1-Developing:** some evidence of understanding and commitment to the disposition
- **2-Meets Expectations:** considerable evidence of understanding and commitment to the disposition

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Associated Indicators</th>
<th>Needs Improvement 0</th>
<th>Developing 1</th>
<th>Meets Expectations 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates Effective Oral Communication Skills</td>
<td></td>
<td>□ Does not consistently demonstrate professional oral communication skills as evidenced by making major errors in language, grammar, and word choice</td>
<td>□ Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors</td>
<td>□ Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment</td>
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<tr>
<td></td>
<td></td>
<td>□ Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation</td>
<td>□ Strives to vary oral communication as evidenced of some students demonstrating a lack of participation</td>
<td>□ Varies oral communication as evidenced by encouraging participatory behaviors</td>
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<tr>
<td></td>
<td></td>
<td>□ Choice of vocabulary is either too difficult or too simplistic</td>
<td>□ Occasionally uses vocabulary that is either too difficult or too simplistic</td>
<td>□ Communicates at an age appropriate level as evidenced by explaining content specific vocabulary</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Associated Indicators</th>
<th>Needs Improvement 0</th>
<th>Developing 1</th>
<th>Meets Expectations 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Demonstrates Effective Written Communication Skills</td>
<td></td>
<td>□ Communicates in tones that are harsh or negative as evidenced by fostering negative responses</td>
<td>□ Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses</td>
<td>□ Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses</td>
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<tr>
<td></td>
<td></td>
<td>□ Demonstrates major spelling and grammar errors or demonstrates frequent common mistakes</td>
<td>□ Demonstrates common errors in spelling and grammar</td>
<td>□ Demonstrates precise spelling and grammar</td>
</tr>
<tr>
<td>Disposition</td>
<td>Associated Indicators</td>
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<tr>
<td>3. Demonstrates professionalism&lt;br&gt;Danielson: 4f; inTAS C. 9(o)</td>
<td>Needs Improvement 0</td>
<td>Developing 1</td>
<td>Meets Expectations 2</td>
<td></td>
</tr>
<tr>
<td>□ Does not respond to communications and does not submit all assignments</td>
<td>□ Delayed response to communications and late submission of assignments</td>
<td>□ Responds promptly to communications and submits all assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Fails to exhibit punctuality and/or attendance</td>
<td>□ Not consistently punctual and/or has absences</td>
<td>□ Consistently exhibits punctuality and attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Crosses major boundaries of ethical standards of practice</td>
<td>□ Crosses minor boundaries of ethical standards of practice</td>
<td>□ Maintains professional boundaries of ethical standards of practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Divulges inappropriate personal life issues at the classroom/workplace as evidenced by uncomfortable responses from others</td>
<td>□ Occasionally divulges inappropriate personal life issues into the classroom/workplace, but this is kept to a minimum</td>
<td>□ Keeps inappropriate personal life issues out of classroom/workplace</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Functions as a group member with no participation</td>
<td>□ Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation</td>
<td>□ Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Associated Indicators</th>
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</thead>
<tbody>
<tr>
<td>4. Demonstrates a positive and enthusiastic attitude&lt;br&gt;Marzano: 29</td>
<td>Needs Improvement 0</td>
</tr>
<tr>
<td>□ Often complains when encountering problems and rarely offers solutions</td>
<td>□ Seeks solutions to problems with prompting</td>
</tr>
<tr>
<td>□ Resists change and appears offended when suggestions are made to try new ideas/activities</td>
<td>□ May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed</td>
</tr>
<tr>
<td>□ Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions</td>
<td>□ Overlooks opportunities to demonstrate positive affect</td>
</tr>
</tbody>
</table>
### Disposition Associated Indicators

#### 5. Demonstrates preparedness in teaching and learning

<table>
<thead>
<tr>
<th>Needs Improvement 0</th>
<th>Developing 1</th>
<th>Meets Expectations 2</th>
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</thead>
<tbody>
<tr>
<td>☐ Rejects constructive feedback as evidenced by no implementation of feedback</td>
<td>☐ Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions</td>
<td>☐ Accepts constructive feedback as evidenced by implementation of feedback as needed</td>
</tr>
<tr>
<td>☐ Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve</td>
<td>☐ Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement</td>
<td>☐ Learns and adjusts from experience and reflection as evidenced by improvements in performance</td>
</tr>
<tr>
<td>☐ Comes to class unplanned and without needed materials</td>
<td>☐ Comes to class with some plans and most needed materials</td>
<td>☐ Comes to class planned and with all needed materials</td>
</tr>
<tr>
<td>☐ Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed</td>
<td>☐ Aware that lesson is not working but does not know how to alter plans to adjust</td>
<td>☐ Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits</td>
</tr>
</tbody>
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#### 6. Exhibits an appreciation of and value for cultural and academic diversity

<table>
<thead>
<tr>
<th>Needs Improvement 0</th>
<th>Developing 1</th>
<th>Meets Expectations 2</th>
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</thead>
<tbody>
<tr>
<td>☐ Demonstrates inequitable embracement of all diversities</td>
<td>☐ Goes through the expected and superficial motions to embrace all diversities</td>
<td>☐ Embraces all diversities as evidenced by implementing inclusive activities and behaviors with goals of transcendance</td>
</tr>
<tr>
<td>☐ Is challenged to create a safe classroom as evidenced by ignoring negative behaviors by students</td>
<td>☐ Strives to build a safe classroom with zero tolerance of negative behaviors towards others but needs further development in accomplishing this task</td>
<td>☐ Creates a safe classroom with zero tolerance of negativity to others as evidenced by correcting negative student behaviors</td>
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<tr>
<td>Disposition</td>
<td>Associated Indicators</td>
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</tr>
<tr>
<td>7. Collaborates effectively with stakeholders (Danielson: 4c, 4d; Marzano: 55, 56; InTASC: 1(p), 3(n), 3(q), 7(o))</td>
<td>Needs Improvement</td>
<td>Developing</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>☐ Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus</td>
<td>☐ Demonstrates some flexibility</td>
</tr>
<tr>
<td></td>
<td>☐ Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others</td>
<td>☐ Maintains a respectful tone in most circumstances but is not consistent</td>
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<tr>
<td></td>
<td>☐ Rarely collaborates or shares strategies and ideas even when prompted</td>
<td>☐ Shares teaching strategies as evidenced by some effort towards collaboration</td>
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</table>

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<tr>
<th>Disposition</th>
<th>Associated Indicators</th>
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<tbody>
<tr>
<td>8. Demonstrates self-regulated learner behaviors/takes initiative (Danielson: 4e; Marzano: 57; InTASC: 9(l), 9(n), 10(r), 10(t))</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>☐ Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support</td>
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<tr>
<td></td>
<td>☐ Does not conduct appropriate research to guide the implementation of effective teaching as evidenced by a lack of citations in work</td>
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### Disposition 9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability

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<tr>
<th>Needs Improvement</th>
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<td>0</td>
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</table>

- Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues
- Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily
- Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness
- Demonstrates level of maturity to self-regulate after initial response is one of overreaction to sensitive issues
- Demonstrates perseverance and resilience (grit) most of the time
- Demonstrates sensitivity to feelings of others most of the time
- Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues
- Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations
- Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness

### Disposition 10. Demonstrates fairness

<table>
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<tr>
<th>Needs Improvement</th>
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<th>Meets Expectations</th>
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<td>0</td>
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- Resists considering other viewpoints or quickly jumps to conclusions
- Undermines others by blaming or withholding information, materials, or support
- Demonstrates favoritism or subjectivity in applying rules and policies
- Considers other viewpoints, but misperceives them
- Treats everyone the same, but fails to consider that individuals differ in what they need to be successful
- Consistently adheres to the "letter of the law" when applying rules and policies without regard to individual contexts or the "spirit of the law"
- Solicits diverse opinions and objectively listens with an open mind
- Actively promotes the success of others by taking responsibility and sharing information, resources, and targeted assistance
- Considers individual and contextual factors in applying rules and policies and interrogates how systems may perpetuate inequities
<table>
<thead>
<tr>
<th>Disposition</th>
<th>Associated Indicators</th>
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</thead>
<tbody>
<tr>
<td>11. Demonstrates belief in the growth of all learners</td>
<td>Needs Improvement 0</td>
</tr>
<tr>
<td></td>
<td>□ Focuses primarily on deficits when speaking about students and/or families</td>
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<td></td>
<td>□ Explicitly articulates lower expectations for some learners (e.g., English Language</td>
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<td></td>
<td>Learners, students with disabilities)</td>
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<td></td>
<td>Developing 1</td>
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<tr>
<td></td>
<td>□ Attributes success mainly to fixed characteristics such as intelligence or talent</td>
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<td></td>
<td>□ Implicitly signals lower expectations by doing others' work for them or by rescuing</td>
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<td></td>
<td>them from struggle</td>
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<td>Meets Expectations 2</td>
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<td></td>
<td>□ Recognizes that all students have assets and abilities that can be developed</td>
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<td></td>
<td>□ Explicitly articulates to others that learning and performance will improve with</td>
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<td>practice and experience and encourages them to work toward challenging goals</td>
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<th>Disposition</th>
<th>Associated Indicators</th>
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<tbody>
<tr>
<td>12. Demonstrates positive personal convictions</td>
<td>Needs Improvement 0</td>
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<tr>
<td></td>
<td>□ Makes destructive or hurtful comments</td>
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<td></td>
<td>□ Aggressively advocates for own position by bullying others</td>
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<td></td>
<td>□ Nihilistic (does not seem to care about anything in particular) or articulates</td>
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<td>negative convictions (e.g., disparages certain groups, overly punitive)</td>
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<td>Developing 1</td>
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<td></td>
<td>□ Offers only shallow, vague opinions or provides only “happy talk” feedback to</td>
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<tr>
<td></td>
<td>others</td>
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<td></td>
<td>□ Deferrential or indecisive, readily changes position when questioned</td>
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<td></td>
<td>□ Unfocused-agrees with everyone or is unable to prioritize commitments</td>
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<td></td>
<td>Meets Expectations 2</td>
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<tr>
<td></td>
<td>□ Confidently and respectfully offers well-informed opinions and constructive feedback</td>
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<td></td>
<td>□ Appropriately advocates for a decisive course of action</td>
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<tr>
<td></td>
<td>□ Articulates a focused set of positive education-related passions, beliefs, or</td>
</tr>
<tr>
<td></td>
<td>commitments</td>
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</tbody>
</table>
Educator Disposition Assessment Intervention/Remediation Plan

The form is completed by the Program Coordinator. Completed forms are submitted to the student, the faculty advisor, Department Chair, and the Dean. All forms are then placed in the candidate’s departmental file.

Candidate: ___________________________ Program: ___________________________ Date: __________

Candidate Intervention/Remediation

The candidate who fails to maintain a 3.0 GPA, accumulate sufficient PSEL-aligned experiences during internship courses, or fails to demonstrate acceptable performance of educational leadership dispositions is referred to the faculty advisor for intervention/remediation.

Dispositions are assessed at two checkpoints during a candidate’s program of study. If a candidate is referred due to dispositional concerns, he/she is required to participate in some form of intervention/remediation which is documented on this form and kept in the candidate’s file. If the candidate’s dispositions fail to improve, the Program Coordinator may recommend dismissal from the program. The final decision is that of the Dean, School of Education.

Reason for Intervention/Remediation (check all that apply):

_____ Academic Progress:
Comments

_____ Internship:
Comments

_____ Dispositions:
Comments

_____ Other:
Comments

Intervention/Remediation Plan:

I have read and understand the Candidate Intervention/Remediation Plan and its full implications regarding my continued progress in the Educational Leadership Program at The College of New Jersey.

Candidate Signature: ___________________________________________ Date: __________

Faculty Signature: ___________________________________________ Date: __________

Program Coordinator Signature: ___________________________________________ Date: __________

Last Modified July 23, 2020
Outcome of Remediation Plan

End of semester outcomes/results of intervention/remediation (check all that apply):

☐ Candidate failed to fulfill academic/dispositional progress goals:
  Comments:

☐ Candidate fulfilled academic/dispositional progress goals:
  Comments:

Follow Through:

☐ Candidate critical task is re-assessed and re-graded to indicate acceptable performance

☐ Candidate grade is changed from an ‘T’ in the original course to the earned grade

☐ Other – Please explain

Plan of Action:

☐ Candidate is recommended to progress in the Educational Leadership Program

☐ Candidate is recommended for dismissal from the Educational Leadership Program

Additional Comments:

Program Coordinator Signature: ______________________ Date: ________

Approval/Denial of Plan of Action:

☐ Plan of Action is Approved

☐ Additional Intervention/Information is Needed

Additional Comments:

Dean, School of Education Signature ______________________ Date: ________