

EDUCATIONAL SPECIALIST: EDUCATIONAL ADMINISTRATION

Program Description

The educational specialist degree with **emphasis in PK-12 school administration** (accredited by the National Council for Accreditation of Teacher Education and the Missouri Department of Elementary and Secondary Education) prepares teachers for specialization in school leadership and administration. The program also provides an opportunity for practicing administrators to enhance their professional skills and to connect with other practitioners from the metropolitan area and region. To this end, the program's emphasis is the development of broad understanding and experiences across the whole professional field, the acquisition of in-depth knowledge in at least one specialized field in educational administration, and integrative experiences demonstrating the application of theory to practice.

Although not essential to completion of the educational specialist degree, the master of arts may be earned by the candidate at approximately the halfway point.

EdS Beginning Principal

The Ed.S. degree with emphasis in educational administration prepares teachers for specialization in school leadership and administration. The program also provides an opportunity for practicing administrators to enhance their professional skills and to connect with other practitioners from the metropolitan area and region. Students in the program gain a broad understanding across the professional field, the acquisition of in-depth knowledge in at least one specialized field in educational administration, and integrative experiences demonstrating the application of theory to practice.

Requirements for Admission

Candidates must:

- Provide a copy of a valid teaching certificate
- Provide a copy of a current permanent or professional school administrator/principal license/certificate to teach.
- Have at least two years of full-time certified teaching, supervisory, or administrative experience, or any combination thereof, in elementary, middle or secondary schools under a fully licensed teaching certificate (temporary or provisional certification does not meet this requirement).
- Provide a transcript demonstrating completion of a course in psychology or education of the exceptional child.
- Possess a master's degree with a GPA of at least 3.25

Student Learning Outcomes

Students graduating from this program will:

- As written below; this is just distinguishing those who hold elementary administrative certification from those seeking initial administrative certification.

Student Learning Outcomes for Ed.S. PK-12 Administration

Upon completion of the Ed.S. Educational Administration program, the student will:

- Have a thorough grounding of higher education/student affairs as a field of study
- Understand organizational, management, leadership and supervision theories and issues
- Understand developmental theories as they relate to college students
- Understand professional requirements and ethics of the field
- Develop self-awareness
- Develop multicultural competencies
- Improve communication skill
- Develop skills to use technology to enhance the educational experience
- Develop the ability to analyze and interpret current research in the field
- Increase skills to apply research
- Improve ability to integrate and synthesize information

Superintendent Standards (<http://dese.mo.gov/sites/default/files/SuperintendentStandards.pdf>)

Standard #1 Vision, Mission, and Goals

Superintendents have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Standard #2 Teaching and Learning

Superintendents have the knowledge and ability to ensure the success of all students by promoting a positive school culture and an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Standard #3 Management of Organizational Systems

Superintendents have the knowledge and ability to ensure the success of all students by managing the organizational structure, personnel, and resources in a way that promotes a safe, efficient, and effective learning environment.

Standard #4 Collaboration with Families and Stakeholders

Superintendents have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard #5 Ethics and Integrity

Superintendents have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.

Standard #6 The Education System

Superintendents have the knowledge and ability to ensure the success of all students by understanding, responding to and influencing the larger political, social, economic, legal, and cultural context.

Standard 7: Professional Development

Superintendents have the knowledge and ability to ensure the success of all students by remaining current on best practices in education administration and school-related areas as evidenced in his/her annual professional development plan.

Professional Standards for Educational Leaders

(formerly known as ISLLC Standards)

Standard 1. Mission, Vision, and Core Values

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.

Standard 2. Ethics and Professional Norms

Effective educational leaders act ethically and according to professional norms to promote *each* student's academic success and well-being.

Standard 3. Equity and Cultural Responsiveness

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote *each* student's academic success and well-being.

Standard 4. Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student's academic success and well-being.

Standard 5. Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.

Standard 6. Professional Capacity of School Personnel

Effective educational leaders develop the professional capacity and practice of school personnel to promote *each* student's academic success and well-being.

Standard 7. Professional Community for Teachers and Staff

Effective educational leaders foster a professional community of teachers and other professional staff to promote *each* student's academic success and well-being.

Standard 8. Meaningful Engagement of Families and Community

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote *each* student's academic success and well-being.

Standard 9. Operations and Management

Effective educational leaders manage school operations and resources to promote *each* student's academic success and well-being.

Curriculum

A minimum of 36 credit hours is required in the major area. Individual programs will be designed with the assistance of the faculty advisor to develop competencies in the theoretical, technical and functional aspects of educational administration.

The basic prerequisite course for the PK-12 program is:

- EDUC-UL 5501

Completion of one of the following is required in all programs:

- EDUC-UL 5574
- EDUC-UL 5575

Candidates are required to complete 15-18 credit hours of work in the supporting areas in education and humanistic and behavioral studies. Courses in the field of educational psychology, history of education, philosophy of education, sociology of education, curriculum, or from the behavioral sciences or humanities are considered appropriate.

Also required are 6 credit hours of research coursework to include EDUC-R&P 5508.

Note: Students should identify a faculty advisor in Educational Leadership, Policy and Foundations at the time of admission to the School of Education. Final program planning is a joint responsibility of the candidate and, the faculty advisor.

Requirements for Graduation

In addition to the general School of Education graduate degree requirements, the Ed.S. degree in educational administration also requires:

1. EDUC-UL 5574
-or-
EDUC-UL 5575
2. A planned field experience
3. An action research project
4. The educational specialist degrees designed to meet state certification requirements for school superintendency and have specific course requirements in addition to the above.