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Educational Leadership (MA)

Introduction

The Master?s degree in Educational Leadership provides a pathway to education careers at the school, district, and statewide levels. Combining theoretical framework with practical experience, the program cultivates a broad range of leadership skills, including:

- Creating safe, effective learning environments for students
- Providing support and guidance to teachers
- Establishing constructive relationships with parents and community stakeholders
- Conducting independent research, and integrating results into policy decisions
- Working with diverse populations
- Implementing effective business and financial practices
- Upholding legal, ethical, and social-justice principles
- Devising strategic frameworks to guide decision making
- Communicating effectively with students, parents, teachers, and the public

Graduates are prepared to lead and manage schools and other education-related agencies while adapting to changing social, political and economic influences.

They also may pursue a wide range of other career paths, including:

- Distric/Building-Level Administration
- Educational Policy Analysis
- Curriculum Development
- Research Scholar
- Program Assessment Director/Manager
- Independent Educational Consulting

Professional Preparation

This program adheres to the (NCATE) ELCC standards. Graduates will meet the State of Delaware certification requirements for School Leader I and Principal/Assistant Principal certification.

ELCC Standards:

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote 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 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote 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 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Educational Leadership Program:

What an Educational Leader Must Know and Be Able To Do

1. Educational leaders have the knowledge and ability to promote 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.
2. These leaders have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
3. Educational leaders have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
4. These leaders have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Educational leaders have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.
6. Educational Leaders who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
7. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in these Standards through substantial, sustained, standards based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Faculty

Faculty in the Department of Education combines academic expertise with direct experience

in the field of education. They have served (or continue to serve) as classroom instructors, principals, policymakers, analysts, and advocates. Their experience enables them to offer practical guidance and mentorship, helping students adapt to the professional world and make wise career choices.

Research and Experience

Several courses in the Master?s program enable students to pursue research interests. The primary opportunity occurs in the required Capstone project that involves an internship and action research. During the internship, students participate in the everyday challenges of management and decision making, applying organizational techniques, communication skills, and problem solving abilities in a field setting. They also conduct an action-research project to examine possible solutions to a particular problem or issue, and then make recommendations supported by their data.

Each candidate will present a multimedia presentation outlining the results of his or her action research study, along with a portfolio documenting the internship experience.

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