

Advanced Professional Education Programs

MA in Educational Administration, Post MA in Educational Administration, MA in School Business

Administration, Post MA In School Business Administration

Department of Educational Leadership

Nathan Weiss Graduate College

Mission

The mission of the Department of Educational Administration, based on our Conceptual Framework, is to prepare informed, dynamic professionals for diverse settings. The program of studies in Educational Leadership has the twofold goal of enlightenment and empowerment. Faculty seek to address and cultivate both the acquisition of substantive knowledge and the interpersonal skill and commitment to use that knowledge in bringing about a positive and proactive systemic change to the public schools and the students they service.

The degree/certification programs offered in Educational Leadership are based on the recognition that the role of the public school administrator has three interrelated dimensions: educational/instructional leadership, managerial competency, and political/leadership ability. Each of these domains involves philosophical, social and psychological perspectives, as well as technical competencies. The faculty of the Department of Educational Leadership Program is dedicated to assisting and facilitating candidates to achieve these competencies and expertise in each of these areas.

Overall, the program is designed to prepare students for certification as school principals, assistant principals, directors, supervisors and school business administrators in compliance with New Jersey Administrative Code (6A:9-12.3-4). NJAC requires that all leadership programs be aligned with the Interstate School Leaders Licensure Consortium (ISLLC) Standards, which correlate to the Educational Leadership Constituent Council (ELCC) Standards. Additionally, NJAC requires that all principal candidates successfully pass the School Leaders Licensure Assessment (SLLA) administered by Educational Testing Services (ETS). The faculty members of the Educational Leadership Program are dedicated to helping students to develop competencies in each domain:

A. Educational Leadership

- Philosophy
- Learning
- Teaching/Instruction
- Curriculum
- Research
- Teacher Supervision
- Instructional Evaluation
- Staff Development
- Student Services Program Evaluation

B. Managerial Competency

- Information Management and Utilization
- Legal/Policy
- Plant & Facilities
- Finance
- Personnel
- Labor Relations

- Technology as an Administrative Tool

C. Political/Leadership Ability

- Strategic Planning
- Problem Analysis & Decision-making
- Conflict Resolution
- Change Management
- Community Relations
- Organizational Theory

Department of Educational Leadership's Advance Programs Student Learning Outcomes (SLOs) (3 Categories)

Knowledge

- The candidate knows subject/field and knows appropriate pedagogy, strategies, practices.
- The candidate understands the role of social, psychological, political, historical and technological forces in making sound educational/clinical decisions.
- The candidate examines the nature of teaching and schooling as a reflective practitioner and formulates a personal education philosophy.
- The candidate demonstrates understanding of diversity and multiple perspectives.
- The candidate is knowledgeable about various federal, state, and/or local educational agencies and professional organizations.
- The candidate understands the range of technological applications within the field and recognizes the importance of technology in professional practice.
- The candidate demonstrates knowledge of national, professional and state standards (New Jersey Core Curriculum Content Standards).
- The candidate demonstrates knowledge of assessment and evaluation appropriate to field.
- The candidate demonstrates an understanding of research terminology, concepts and practices.
- The candidate interprets educational/clinical data, issues and trends.

Skills

- The candidate applies knowledge and content pedagogy and/or professional practice appropriate to field and setting.
- The candidate applies a practical problem-solving perspective sensitive to the context of school, community and society.
- The candidate evaluates, clarifies and refines personal philosophy of professional practice.
- The candidate fosters and participates in collaboration in all professional settings.
- The candidate demonstrates ability to assess, analyze, monitor and promote student/client progress.
- The candidate uses technology appropriate to field.
- The candidate implements effective strategies for teaching/supervision/professional practice and supports and fosters the belief that all children can learn.
- The candidate integrates knowledge derived from professional research into practice in various educational/clinical settings.

- I. The candidate applies action research to discover new information and/or solve problems in professional settings.
- J. The candidate demonstrates effective oral and written communication skills.
- K. The candidate analyzes and evaluates his/her own professional skills.

Dispositions

- A. The candidate promotes an appreciation and understanding of diversity in schools and society and demonstrates a commitment to meet the educational needs of all stakeholders in a caring, non-discriminatory and equitable manner.
- B. The candidate commits to collaborative professional partnerships in schools and other learning communities.
- C. The candidate creates a positive school climate in which teaching and learning are primary concerns.
- D. The candidate recognizes the ethical implications surrounding contemporary problems and issues.
- E. The candidate commits to ethical principles of research.
- F. The candidate commits to moral and ethical principles of leadership; affirms human dignity and an ethic of caring for all people.
- G. The candidate models professional and leadership behaviors in all interactions with school and community.

*** KU Student Outcomes: *Kean University graduates should be able to:***

- 1. Think critically, creatively and globally;
- 2. Adapt to changing social, economic, and technological environments;
- 3. Serve as active and contributing members of their communities; and
- 4. Advance their knowledge in the traditional disciplines and enhance their skills in professional areas

Table 3

COLLEGE OF EDUCATION ASSESSMENT SYSTEM/DEPARTMENT OF EDUCATIONAL ADMINISTRATION ADVANCED PROGRAMS ASSESSMENT SYSTEM

