

ACADEMIC LEARNING PLAN

Vision

Our vision for Educational Leadership is to prepare instructional leaders for diverse school settings with diverse populations to positively impact students, schools, communities, and the world.

Mission

Our mission for Educational Leadership is to provide rigorous and relevant courses with emphasis on the following:

- Modeling ethical leadership practices;
- Fostering collaborative learning environment;
- Integrating data-driven decision making;
- Participating in embedded field-experiences in eight courses; and
- Connecting theory in practice in two clinical courses, Instructional Leadership and the Principalship.

Program Description

In the School of Education the Educational Leadership Certification program, approved by the Florida Department of Education (FLDOE), is designed for students who wish to prepare for administrative and supervisory positions, such as assistant principal, vice principal or curriculum developer in public and private elementary and secondary schools or other school settings. Upon completion of Level II district-level training, candidates are eligible for principal or district-level leadership positions. The Florida Principal Leadership Standards are used as the framework for the curriculum in the Educational Leadership program. There are four domains from which ten standards are aligned. The standards and competencies undergird the UWF educational leadership program student learning outcomes.

Student Learning Outcomes

All of the Program Learning Outcomes are aligned to the Florida Principal Leadership Standards (FPLS), as are course assignments, key assignments, field experiences, and the ePortfolio each candidate develops throughout the program. We also provide a matrix in each course syllabus demonstrating further alignment of course assignments to the Florida Educational Leadership Exam (FELE) competencies, Professional Standards for Educational Leadership standards (PSEL, national standards), International Society for Technology in Education (ISTE) standards, National Educational Leadership Preparation (NELP) standards, and the Council for the Accreditation of Educator Preparation (CAEP) standards. It is our goal that these education professionals will be:

Content:

1. Candidates use student performance data to inform a school-wide improvement plan that align the school's mission, vision, and student learning growth goals to the district's academic standards.
2. Candidates engage in data analysis for instructional planning and improvement purposes and communicate the relationships among the standards, the district's curriculum, classroom instruction, high quality assessments, and student performance.

Student Learning Outcomes (cont'd.)

Critical Thinking (cont'd.)

3. Candidates design an assessment plan that uses extant data and the literature to support high expectations for learning growth, student engagement, and a professional development plan that works to close learning performance gaps among students.
4. Candidates use appropriate technology, critical thinking skills, and problem solving techniques to define problems, identify solutions, prioritize decisions, and evaluate those decisions for effectiveness, equity, intended and actual outcome.
5. Candidates manage their time, establish appropriate deadlines, promote collegial efforts in school improvement, and demonstrate fiscal responsibility.

Communication:

6. Candidates use appropriate technologies for timely communication and collaboration, actively listen to and engage with various stakeholders about student performance and school issues.

Integrity and Values:

7. Candidates summarize the *Code of Ethics* and the Principles of Professional Conduct for the Education Profession in Florida, engage in professional learning, and explicitly communicate personal improvement in specific performance areas, based on a commitment to improving professional practice.
8. Candidates identify instructional needs, allocate resources, and implement professional learning in order to generate a focus on student and professional learning in the school that is linked to the strategic objectives of the school improvement plan.
9. Candidates support continuous improvement focusing on opportunities for all students, promote school and classroom practices that value diversity, and provide feedback to others that emphasizes opportunities for success.
10. Candidates develop supportive relationships with various stakeholders, identify individuals as emerging leaders, and appropriately delegate work and manage timelines when in a leadership role.

Assessment of Student Learning Outcomes and Transition Points

Our students are evaluated in the first eight courses via key assignments, which are based on the FPLS and FELE competencies. Students are also assessed for these standards and competencies again in Instructional Leadership or the culminating Principalship course (EDA 6503). Students must pass all sections of the Florida Educational Leadership Exam in order to graduate from the program. In addition to course assessments, students are evaluated and conduct self-assessments at three key transition points in the program to include: at program admission, prior to the principalship course, and at the exit point from the program for graduation.

Job Prospects for Graduates with the M. Ed. in Educational Leadership

Our graduates are able to fill the number of instructional and educational leadership positions across the state of Florida. The opportunities may include assistant principal, vice principal or curriculum developer. Upon completion of Level II district-level training, candidates are eligible for principal or district-level leadership positions. We are preparing instructional leaders for diverse school settings to positively impact students, schools, communities, and the world.

Find out more about an M. Ed. in Educational Leadership at UWF:

<https://onlinedegrees.uwf.edu/online-degrees/m-ed-masters-educational-leadership/>