EDUCATIONAL LEADERSHIP CERTIFICATION, M.Ed.

Mission Statement

The mission of the Department of Teacher Education and Educational Leadership (TEEL) is to prepare students to become Empowered Professionals Making a Difference. Programs are designed to provide students with Knowledge, opportunities to take Action, and Leadership skills in order to produce graduates who are Decision Makers, Problem Solvers, Critical Thinkers, Lifelong Learners, Counselor/Mentors, and Ethical Moral Professionals.

Student Learning Outcomes

Students who successfully complete the program for the M.Ed. in Educational Leadership Certification will be able to demonstrate the following:

Content

*(Professional Education Unit Conceptual Framework: Problem Solver)*

1. Monitor the success of all students in the learning environment, align the curriculum, instruction, and assessment processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants, engaged in the educational process (FPLS 1a, 1b, 2c, 3c, 3e).
2. Recruit, select, evaluate, nurture and retain effective personnel, develop mentor and partnership programs and design and implement for all staff comprehensive professional growth plans which include the Florida Educational Accomplished Practices, researched-based instructional technology, and culturally relevant differentiated instructional practices to promote student achievement (FPLS 3a, 4a, 4b, 4d, 4e, 4f, 6a).
3. Apply an appropriate leadership style in addressing issues and concerns within various levels of the organizational structure to promote student learning (FPLS 2a).
4. Provide efficient administration through the use of technology, allocation of resources and continuous improvement to close learning performance gaps among student subgroups within the school (FPLS 2d).

Critical Thinking

*(Professional Education Unit Conceptual Framework: Critical Thinker)*

1. Plan effectively, use critical thinking and problem-solving techniques, and collect and analyze data for continuous school improvement through the integration of appropriate
technology (FPLS 1b, 3b, 6e).
2. Use critical thinking and problem solving techniques to define problems and identify solutions (FPLS 6b).
3. Employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data (FPLS 6a, 6c).

Communication
(Professional Education Unit Conceptual Framework: Counselor/Mentor)
1. Communicate student expectations and performance information to students, parents, and community as well as describe a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community (FPLS 9c).
2. Practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community (FPLS 7e, 9a, 9b, 9d, 9e, 9f, 9g).

Values/Integrity
(Professional Education Unit Conceptual Framework: Lifelong Learner)
1. Adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession (FPLS 10a).
2. Demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader (FPLS 10b, 10c, 10d, 10e, 10f).

Diversity Skills
(Professional Education Unit Conceptual Framework: Ethical Moral Professional)
1. Engage faculty and staff in efforts to close learning performance gaps among student subgroups within the school (FPLS 2d).
2. Employ a faculty with the instructional proficiencies needed for the school population served (FPLS 4c).

Assessment of Student Learning Outcomes

The Florida Principal Leadership Standards (FPLS) and Competencies and Skills Required for and are broken into the smaller Student Learning Objectives seen in the Academic Learning Compact and referred to here as indicators. The indicators are integrated into individual course activities common to all sections of a particular course. As activities are completed, they are assessed through common rubrics. Progress on the Florida Principal Leadership Standards (FPLS) and Competencies and Skills Required for Certification in Educational Leadership in Florida, Fourth Edition is entered into a database in Tk20 at the conclusion of the semester or in a subsequent semester as needed in the case of a student not meeting the SLO.

Collective data are used to track individual student’s achievement of Florida Principal Leadership Standards (FPLS) and Competencies and Skills Required for Certification in Educational Leadership in Florida, Fourth Edition. An individual student’s data are checked prior to graduation to be sure each student has achieved mastery in each Florida Principal Leadership Standards (FPLS) and Competencies and Skills Required for Certification in Educational Leadership in Florida, Fourth Edition. The data are also analyzed and used in programmatic continuous
improvement to affect policy, initiate broad curricular changes as needed, and to modify individual course activities and assessments.

Educational Leadership students will acquire the skills that are necessary to become professionals. Students demonstrate what they have learned through classroom assignments, examinations, research and creative activities.

**Job Prospects for Students in Teacher Education and Educational Leadership:**

| Teachers (Elementary, Middle, Secondary) | Principals |
| Community College Personnel | Assistant Principals |
| Social Service Personnel |

**Find out more about Teacher Education and Educational Leadership at UWF:**

http://uwf.edu/ceps/departments/teacher-education-and-educational-leadership/