

## LICENSURE PROGRAMS – GENERAL INFORMATION

### Program Goals and Objectives

Six (6) goals and accompanying objectives form the foundation for the UA Licensure Programs in Educational Administration. These goals and objectives are found throughout the program of study and woven across the required curriculum. These goals and objectives provide the common base of knowledge as defined by the learned societies of this profession.

1. **Vision of Learning** - The EDLE candidate for Curriculum/Program Administrator licensure will be an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Upon completion of the EDLE program of study, the candidate will be able to demonstrate that

- a. the vision and mission of the school are effectively communicated to staff, parents, students, and community members;
  - b. the core beliefs of the school vision are modeled for all stakeholders;
  - c. the vision is developed with and among the stakeholders;
  - d. progress toward the vision and mission is communicated to all stakeholders;
  - e. the school community is involved in school improvement efforts;
  - f. an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated;
  - g. assessment data related to student learning are used to develop the school vision and goals;
  - h. existing resources are used in support of the school vision and goals;
  - i. needed resources are sought and obtained to support the implementation of the school mission and goals; and
  - j. the vision, mission, and implementation plans are regularly monitored, evaluated, and revised.
2. **Curriculum, Instruction and Supervision** - The EDLE candidate for Curriculum/Program Administrator licensure will be an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Upon completion of the EDLE program of study the candidate will be able to demonstrate that

- a. all individuals are treated with fairness, dignity, and respect;
- b. students and staff feel valued and important;
- c. professional development promotes a focus on student learning consistent with the school vision and goals;
- d. barriers to student learning are identified, clarified, and addressed;
- e. diversity is considered in developing learning experiences;
- f. technologies are used in teaching and learning;
- g. curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies;
- h. student learning is assessed using a variety of techniques;
- i. the school culture and climate are assessed on a regular basis; and

j. pupil personnel programs are developed to meet the needs of students and their families.

3. **Professional and Reflective Administration** - The EDLE candidate for Curriculum/Program Administrator licensure will be an educational leader who promotes the success of all students by ensuring administration and management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Upon completion of the EDLE program of study the candidate will be able to demonstrate that

- a. knowledge of learning, teaching, and student development are used to inform management decisions;
- b. the school plant, equipment, and support systems operate safely, efficiently and effectively;
- c. time is managed to maximize attainment of organizational goals;
- d. problems are confronted and resolved in a timely manner;
- e. stakeholders are involved in decisions affecting schools;
- f. effective communication skills are used;
- g. fiscal resources of the school are managed responsibly, efficiently, and effectively;
- h. confidentiality and privacy of school records are maintained;
- i. responsibility is shared to maximize ownership and accountability; and
- j. financial, human, and material resources are aligned to the goals of the school.

4. **Communication** - The EDLE candidate for Curriculum/Program Administrator licensure will be an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Upon completion of the EDLE program of study the candidate will be able to demonstrate that

- a. high visibility, active involvement, and communication with the larger community is a priority;
- b. information about family and community concerns, expectations, and needs is used regularly;
- c. credence is given to individuals and groups whose values and opinions may conflict;
- d. the school and community serve one another as resources;
- e. partnerships are established with area business, institutions of higher education, and community groups to strengthen programs and support school goals;
- f. community stakeholders are treated equitably;
- g. diversity is recognized and valued;
- h. effective media relations are developed and maintained;
- i. community collaboration is modeled for staff; and
- j. opportunities for staff to develop collaborative skills are provided.

5. **Ethical Administration** - The EDLE candidate for Curriculum/Program Administrator licensure will be an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Upon completion of the EDLE program of study the candidate will be able to

- a. demonstrate a personal and professional code of ethics;
- b. demonstrate values, beliefs, and attitudes that inspire others to higher levels of performance;

- c. serve as a role model;
  - d. accept responsibility for school operations;
  - e. consider the impact of one's administrative practices on others;
  - f. use the influence of the office to enhance the educational program rather than for personal gain;
  - g. treat people fairly, equitably, and with dignity and respect;
  - h. protect the rights and confidentiality of students and staff;
  - i. demonstrate appreciation for and sensitivity to the diversity in the school community;  
and
  - j. apply laws and procedures fairly, wisely, and considerately.
6. **Influence** - The EDLE candidate for Curriculum/Program Administrator licensure will be an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Upon completion of the EDLE program of study the candidate will be able to demonstrate that:

- a. the environment in which schools operate is influenced on behalf of students and their families;
- b. communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate;
- c. there is ongoing dialogue with representatives of diverse community groups;
- d. the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities;
- e. public policy is shaped to provide quality education for students; and
- f. lines of communication are developed with decision makers outside the school community.

### **Admission Requirements**

To be admitted to the Curriculum/Program Administrator Licensure program of study, the candidate must submit an application to both the Graduate School and the Educational Leadership M.Ed. Program as outlined at <http://edle.uark.edu/admission-requirements.php>.

### **Internship**

The internship experience is based on the Standards for Licensure of Beginning Administrators and meets the ELCC standard 7 requirements. Projects, activities and the internship will be completed in the area of specialization and in concert with the public school mentor and university professor.

### **Portfolio**

The program portfolio is maintained and continuously updated by the candidate throughout the program. The Power of Vision checklist aids the candidate in ensuring that the vision is a working document that is comprehensive, detailed and revised as new knowledge and skills are introduced. Organization of the educational administration program portfolio includes a variety of artifacts from course assignments which document successful understanding of goals and objectives of the UA educational administration program of study and is aligned to the ADE and ELCC standards.

Following a review by the candidate's advisor, the candidate presents the portfolio to the Educational Administration Exit Review Committee in a formal multi-media presentation, which includes the candidate's reflection on learning throughout the program, as well as the opportunity for committee members to request additional information and clarification of the candidate's understanding of the information presented. The portfolio format may be hard copy or electronic, per the candidate's choice.

### **Exit Requirements**

The Educational Administration Exit Review Committee is comprised of the candidate's EDLE program of study advisor, an additional EDLE faculty member, a faculty member from the CPA area of specialization and the public school mentor from the candidate's internship site, who will serve as the external evaluator. Members of the Committee carefully view the candidate's portfolio, as well as oral and written presentation, rating the candidate's performance on a rubric aligned to the program outcomes.

### **State Licensure Exam**

All candidates seeking Curriculum/Program Administrator licensure in Arkansas will take the School Leaders Licensure Assessment (SLLA). The SLLA is based upon the acquisition of knowledge and skills necessary for successful administration at the building level which is meshed in all course work in the Curriculum/Program Administrator program of study. It is recommended that the candidate take the Assessment during the internship semester. The candidate must attain at least a score of 158 to qualify for standard administrative licensure.

### **Teacher Excellence and Support System (TESS) Exam**

Starting in 2016, all candidates seeking a Building-Level Administrator, Central Office-Level, or license in Arkansas will take, and be required to pass, the qualifying exam before full licensure from the state can occur. The access to the exam and the materials that support the training toward successful completion of the exam will be offered for an additional fee during EDLE 5063 – Instructional Leadership, Planning, & Supervision. See the EDLE Graduate Advisor for more information on this matter.