

Department of Educational Leadership

College of Education
University of Nevada
Reno, Nevada 89557-0201
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PROGRAM PHILOSOPHY

and

STANDARDS



Graduate Degrees
Offered by the Department of
Educational Leadership

Accredited by:

The Northwest
Association of Schools and
Colleges* and National Council for Accreditation
Of Teacher Education
Educational Leadership Faculty
775-784-6518

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*These accrediting bodies are recognized by the Council of Postsecondary Accreditation and the U.S. Department of Education.

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University of Nevada, Reno
College of Education
Department of Educational Leadership

**The Comprehensive Knowledge Base for the
Department of Educational Leadership**

Program Philosophy

The knowledge base of the Department of Educational Leadership is a component of the knowledge base for the College of Education which focuses specifically on the department's mission: "Developing leadership for quality education for all students." As a department we see ourselves and our students as a "cohesive community of reflective scholar practitioners." Research on institutions with successful students has consistently shown that effective schools and universities have strong instructional leaders. Our shared vision and collaborative efforts focus on creating such leaders.

Because educational leadership is a moral craft, in addition to teaching cognitive knowledge, we have a commitment to help our students develop skills and attitudes which will empower them to provide the vision and energy school and college communities need to provide quality education for **all** students. Vision comes from glimpsing the possible by learning about schools which have been successful in meeting the needs of all students. The belief that educators can make a difference for all students generates the energy needed to help this vision become a reality. While administration has traditionally focused on "doing things right," today's educational leaders aim to "do the right things."

Goals and Objectives

The Department of Educational Leadership Program Goals are derived from collaborative faculty work related to the development of its knowledge base. The three overarching goals and related objectives are:

Program Goal #1

Develop a comprehensive knowledge base of key concepts, theory and research:

Objective: Students demonstrate their understanding of concepts of educational leadership by defining, identifying, and/or providing examples of the concepts. For each of the significant contributors, students are expected to identify their primary contributions to educational thought and practice. (Concepts and contributors are listed in course syllabi and/or study guides.)

Program Goal #2

Develop or enhance leadership skills:

Objective: Within specified courses, students will demonstrate skills in the following areas: leadership, oral and nonverbal communication, written communication, organization, information collection, group processes, motivation, problem solving, judgment, curriculum development and instructional management, staff development, personnel decision making, student management and discipline, research and resource allocation.

Program Goal #3

Provide an environment for learning attitudes and values characteristic of superior leadership:

Objective: Students will develop/enhance their understanding and appreciation for attitudes critical to educational leadership so that they become more ethical and moral, reflective, and passionate about what is good for students. We strive to foster a belief that all students can learn and a commitment to enabling learning. We subscribe to the position that effective educational leaders are committed to democratic values, empowerment, shared decision making, valuing diversity and cultural pluralism.

Educational Leadership Knowledge Base

The departmental knowledge base is consistent with that of the College of Education. We are a cohesive community of reflective scholar practitioners within a larger community of educators. Our cognitive knowledge base is devoted to helping students develop a strong fund of knowledge. Our skills base details what educational leaders need to be able to do to engage effectively in reflective practice. Being reflective, possessing a love of learning (intellectual curiosity), valuing democracy, and multiculturalism are among the attitudes educational leaders should develop.

The cognitive knowledge base for educational leadership identifies what students need to know or understand. As students progress through core courses, they grow in their understanding of key facts, concepts, and principles, as well as the primary contributions to educational thought and practice of individuals whose work has shaped the field. Concepts and contributors are listed in course syllabi and/or study guides provided by each professor.

The skills base for educational leadership identifies what administrators need to be able to do. The faculty recognizes that some skills require prerequisite knowledge; while this knowledge is necessary, it is not sufficient to ensure that the skills have been developed. Assessment of skills occurs in specific courses as well as in other activities included in requirements for graduate degrees in educational leadership.

Attitudes describe what administrators need to be in contrast to cognitive knowledge (what they need to know or understand) and skills (what administrators need to be able to do). Unlike knowledge and skills which can be taught and assessed directly, attitude

development occurs through variety of experiences as well as contact with those who embody these attitudes. Though the EL faculty recognizes the inherent difficulties of teaching and assessing attitudes, these attributes are so important to administrator effectiveness that a knowledge base would be incomplete if they were not included. Students are introduced to the skills base and the attitude base for educational leadership as part of *EL 700: Basic Principles of Educational Administration*. **All students should consult with their assigned advisor prior to beginning their degree work.**

The diagram below provides an overview of this comprehensive knowledge base:

Program Knowledge Base Diagram

KNOWLEDGE BASE: What students need to know

Foundations - Basic Principles

Organizational Theory - School

Law Fiscal/Facilities Management

Public Relations - Personnel

Principalship - Curriculum

Supervision & Evaluation

Politics, Policy & Ethics

ATTITUDE BASE: What students need to be

Ethical and Moral
 Reflective
 Passionate about what is good for ALL students
 Believing all students can learn with persistent commitment to enabling learning
 Positive
 Motivated
 Inquiring- intellectually curious
 Stress tolerant
 Reasonable
 Balanced visionary and realist
 Committed to democratic values, including empowerment and shared decision making
 Self-aware
 Valuing diversity and cultural pluralism
 Culturally aware and sensitive

SKILLS BASE: What students need to be able to do

Leadership
 Oral and Nonverbal Communication
 Written Communication
 Information Collection
 Organization
 Group Processes
 Motivation
 Problem Solving
 Judgment
 Curriculum Development & Instructional Management
 Staff Development
 Personnel Decision Making
 Student Management & Discipline
 Research
 Resource Allocation
 Applied Knowledge of Computer Technology

Program Standards

The Department of Educational Leadership has adopted Professional Standards for Education Leaders. These standards are in congruence with the Interstate School Leaders' Licensure Consortium (ISLLC) standards listed below.

A school administrator is 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 (Standard 1).

advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth (Standard 2).

ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment (Standard 3).

collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources (Standard 4).

acting with integrity, fairness, and in an ethical manner (Standard 5).

understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context (Standard 6).