

1: ED.D. IN EDUCATIONAL ADMINISTRATION AND SUPERVISION - School of Education

A degree program in educational administration and supervision trains students in the skills necessary to assume administrative and supervisory roles in a variety of educational institutions.

Designed primarily for those pursuing principalship and supervisory positions, this credit program is aligned with the nationally recognized Professional Standards for Educational Leaders PSEL , as well as with the Maryland Instructional Leadership Framework outcomes. Program options are also appropriate for preparing department chairs, team leaders or curriculum coordinators. In addition to the standard School of Education admissions requirements, applicants are expected to: Be certified teachers or other certified school personnel with at least 27 months of teaching experience, Be currently employed by a public school district or an accredited independent school, and Identify a person who will serve as a mentor during the final internship course. The mentor must have either Administrator I or II certification and be currently working in an administrative or supervisory capacity. Additionally, the mentor should be willing to coach the intern and to meet on a regular basis to provide assistance to the intern in experiencing the many facets of leadership. A strong emphasis is placed on the provision of opportunities for students to develop the skills and competencies necessary for successful educational leadership. Students have the opportunity to combine their practical experience with current research regarding best practices in areas such as leadership; curriculum and instruction; school law; and technology, among others. The seminar is a capstone class in which students synthesize prior learning, as well as explore some current issues. The internship provides an opportunity for students to create a portfolio based on hands-on experiences in a school. The one-semester internship is completed in the school where the students are assigned to work and is completed under the careful supervision of an in-school mentor and a university supervisor. Students must attend an organizational meeting or make arrangements to meet with the program coordinator in the semester prior to registering for the internship. Participants will explore best practices for fostering student achievement. Students develop techniques of legal research and analyze a topic of interest. Emphasis is on supervision skills, including the assessment of teacher performance, effective conferring strategies, and working with teachers to construct instructional improvement plans. Students apply concepts developed to practical situations in laboratory sessions. Topics include aligning instruction with state and school district curricula and modifying curricula to meet individual learner needs. Students also explore effective strategies for implementing curriculum changes. Topics include planning, implementing, and evaluating the change process for school improvement. Examples include direct instruction, cooperative learning, dimensions of learning, creative problem solving, and applications of technology to thinking and learning. Students develop expert teaching skills and learn to diagnose and deliver instructional strategies that are most appropriate in specific circumstances. The course emphasizes diagnosis of the school climate, principles of distributed leadership, motivation of faculty teams, and the dynamics of working in and with groups to accomplish school improvement goals. Through hands-on experience, participants explore practical uses for software that can be applied to their daily work. The goals of this course are to familiarize students with some of the most current research in these areas, and to encourage and support students to develop skills as critical consumers of empirical work and policy debates in educational policy. While state legislatures and school boards traditionally provide funding and policy, mayors, parents and advocates of charter schools are seeking to redefine the nature of local control. Education leaders should understand the politics of education; the swiftly changing balance of power; and how education politics is practiced between and within the levels of government and the public. Students will study and analyze current issues and case studies that focus on the politics of education. The course focuses on understanding the interrelated roles of the school, the family, and the community in addressing the educational needs of culturally diverse children and youth. Individuals explore different types of partnerships, challenges to developing school-based partnership programs, and the components of effective partnership programs that enhance student performance and success. Participants design an action plan for partnerships to address school improvement goals. The paper includes a comprehensive literature review, an assessment of implications for

administrative and supervisory behavior, and an implementation plan for addressing the problem in an educational setting. Students engage in case study analyses, role playing, and assessment exercises. Individual and group sessions of the interns are held. Students must attend an organizational meeting in the semester prior to the semester in which they wish to intern and obtain approval to register for the internship. Students will need to identify a person who will serve as a mentor. School Administration and Supervision.

2: Online PhD in Counselor Education and Supervision Degree | Walden University

By earning your online Masters in Education Administration and Supervision degree from a nonprofit university whose online programs ranked in the top five of more than 2, online colleges and.

Official transcripts from ALL previously attended colleges and universities undergraduate and graduate. International students must have their transcripts articulated. Transcripts that have not been articulated can be submitted for the application process; however, if a student is granted admission, WES-articulated transcripts must be submitted to the Graduate School before he or she can register for classes. Proof of 2 MMR vaccines. Contact your program coordinator if you think you are eligible for a waiver. Proof of a grade point average of at least 2. A copy of your government-issued photo ID. International Student Admission Required documents for international admission: Health and accident insurance All international students must purchase the health and accident insurance provided by UA Little Rock and maintain coverage year-round. Students will be billed at the beginning of each fall and spring semester. A student who enters in a summer semester will be billed for that semester as well, making the total number of times billed three instead of two. If you have any questions, please contact Health Services at Financial statement students with F and J visas only Before they can be accepted into the Graduate School, students must provide a financial statement showing that they are financially capable of pursuing a graduate education in the United States of America. For more information on this form, please contact the office of International Student Services at All applicants must submit a copy of their visa. Conditional Admission In order to be eligible for conditional admission, an applicant must meet three out of the four following requirements: A maximum of 30 credit hours of specialist course work may be credited towards the 60 credit hours in the doctoral program of study. A student who is accepted with advanced standing must have completed a total of 96 post-baccalaureate semester hours of which no less than 30 hours must have been awarded by UA Little Rock. Crediting any specialist level hours towards advanced standing is made on an individual basis. The following stipulations apply for advanced standing: Applicant must have a grade of B or greater in applicable specialist level courses; The specialist degree must be completed within the past five years, or Ed. Retention Requirements Residency Plan All requirements for the doctoral degree must be completed within seven consecutive years of enrollment in the program. Students should consult with the doctoral program coordinator in the selection of a residency plan at least 20 class days before the end of the first semester of the planned residence period. Residency hours must be in degree-related graduate courses. Nine hours in each of two consecutive semesters, fall-spring or spring-fall. Nine hours in a spring or fall semester, and 9 hours in adjacent summer terms. At least six hours each in four consecutive fall and spring semesters with 30 total hours. All residency plans require candidates to enroll for graduate hours every fall and spring semester during the entire course of the graduate program. Advancement to Candidacy Upon the completion of content coursework and successfully passing the comprehensive examinations, students apply for the advancement to candidacy. Students not meeting these requirements will have an interview with the program faculty members, who will then recommend continuation, remediation and re-examination, or withdrawal. The dissertation research begins after the student completes the coursework and passes the comprehensive examination. The dissertation committee is chaired by an EDAS full-time faculty member. A full research proposal is submitted to the dissertation committee, which consists of three Education faculty members, one from another UA Little Rock college, and one member from outside the university if appropriate. All committee members must have an earned doctorate or appropriate terminal degree. Students proposing research on human subjects must comply with protocol prescribed by the Institutional Review Board IRB. Contact the program coordinator for more information. Students must enroll in dissertation hours and continue to enroll each semester until the dissertation is completed and approved. Please contact the School of Education licensure program coordinator for additional information and current programs and requirements regarding licensure in the State of Arkansas. Curriculum Requirements for the Ed. Students are advised by program faculty as to the typical sequence of courses or best individualized progression. The co-emphasis is designed for candidates desiring to administer these programs from the

district or educational cooperative perspective. Students taking advantage of this option must have a graduate degree in the field of co-emphasis. Students pursuing a co-emphasis area should consult with the faculty member in the co-emphasis area to focus dissertation research in the co-emphasis area. Advising and dissertation chairing is provided by the EDAS program faculty. Students with a co-emphasis must develop a Program of Study upon their first semester of admission to the doctoral program. Students with a co-emphasis may take up to twelve credits of coursework in the co-emphasis area. Complete credit hours of approved electives in either a concentration area or courses in one of the co-emphasis areas.

3: Master of Science in Education Administration and Supervision

Administration and Supervision in Business Education. Conover, Hobart H., Ed. Intended as a reference book for students and practitioners who are concerned with present and future problems of administering and supervising vocational education at the secondary and collegiate levels, this volume may also serve as a textbook in graduate courses.

Bernard and Goodyear offer this definition that has come to be accepted within the counseling profession: Supervision is an intervention that is provided by a senior member of a profession to a junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior member s , monitoring the quality of professional services offered to the clients she, he, or they see s , and serving as a gatekeeper of those who are to enter the particular profession. Within the definition, there is mention of several components of supervision: Supervision is an intervention There are unique competencies and skills involved in supervision that allow the supervisor to help the supervisee. Models of supervision exist that provide a framework for the process. In addition, supervisors incorporate various modes and interventions to facilitate supervisee development. Awareness of these models, modes, and interventions will help the supervisee understand the underlying processes of supervision and therefore, be a more active participant in the supervision process. A dialogue can develop between supervisor and supervisee as a means to share personal styles and preferences for frameworks and interventions to be used in supervision. Supervision is provided by a senior member of a profession A clinical supervisor is more advanced, at least in some important ways, than the supervisee. During fieldwork experiences, supervisors typically include a course instructor and an individual clinical supervisor. It is important that the supervisee understand the roles and expectations of each supervisor. Supervision is a relationship that extends over time The process of supervision occurs within the relationship established between the supervisor and supervisee. It is important to keep in mind that both the supervisor and supervisee contribute to the relationship and have responsibilities within the process. An assumption of supervision is that it will last long enough for some developmental progress of the supervisee. Supervision is differentiated from brief interactions such as workshops , and consultation that, by definition, is time and session limited, although all of these interactions share common goals e. The fact that supervision is ongoing allows for the relationship to grow and develop. The importance of the supervisory relationship has received much attention in supervision literature. While not the sole determinate of the quality of supervision, the quality of the relationship between the supervisor and supervisee can add or detract from the experience. In order to enhance the professional functioning of the supervisee and assure quality of care, the supervisor constantly monitors and provides feedback regarding supervisee performance. This formative evaluation forms the basis of the work done in supervision. The supervisor also serves as a gatekeeper for those who want to enter the counseling profession. The supervisor is charged to evaluate the counselor based on work done with current clients, and to assess potential for working with future clients. As part of this role, supervisors formally evaluate supervisees. These summative evaluations occur after there has been enough supervision to expect a certain degree of competence. For example, during fieldwork experiences, summative evaluations typically occur at the midpoint and end of semesters. Evaluation is a crucial aspect of the supervision process, and one that is often the source of discomfort for both the supervisor and supervisee.

4: Administration and Supervision Courses for Teachers - University of Phoenix

Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.

5: Master of Arts in Education Administration and Supervision | UOPX

Part 2 is devoted to administration and supervision of business education in colleges and universities, with emphasis on undergraduate and graduate programs in teacher education in state colleges, state universities, liberal arts colleges, and private schools.

6: Educational Administration and Supervision | Open Access Articles | Digital Commons Network

This bar-code number lets you verify that you're getting exactly the right version or edition of a book. The digit and digit formats both work.

7: Certification & Induction - School Leaders

Master Education in Administration & Supervision with an Emphasis on Non-Public Administration focused on the needs of non-public school administrators, earns you your www.enganchecubano.com in Administration and Supervision, and helps you to better lead the non-public school you currently serve or hope to serve someday.

8: Administration and Supervision | Education | University of Houston-Victoria

The Master of Science degree program in Educational Administration and Supervision is designed to prepare qualified individuals for positions as principals, assistant principals, and instructional supervisors in elementary, middle, and high schools.

9: Master of Education: Administration and Supervision

The Master of Education degree includes specialization areas in Administration and Supervision, Secondary Education, Reading, Teaching English to Speakers of Other Languages (TESOL), and Special Education. The www.enganchecubano.com degree is designed for certified teachers seeking advanced knowledge of teaching and learning in a specific area.

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