

# EDUCATION, POST-MASTER'S EDUCATIONAL LEADERSHIP

## Post-Master's Educational Leadership Licensure Program

For individuals currently holding an appropriate master's degree who wish to become certifiable as a school principal or school counselor, post-master's certification programs are available as follows:

### School Principal Licensure Option

(Meets New Hampshire Certification Competencies for Principal Instructional Leader: Grades K-12)

Candidates in the School Principal Licensure option will develop their knowledge, skills, and dispositions necessary to become a transformational leader. School principals are leaders who engage in many roles to meet the diverse needs of P-12 students in an increasingly complex society and a rapidly evolving world. Our mission is to develop inclusive leaders ready to meet the challenges of leading schools and districts in the 21st century. To lead successfully, school leaders must craft a vision for effective schooling, develop ethical understandings, and empower others to create a positive and caring school culture.

Students can enter the program at any time during the academic year and move through the program at their own pace. They will engage in a mix of coursework and field experiences to demonstrate competency as a school principal. The yearlong internship experience is a central component of the program where the candidate, Cooperating Professional, and KSC supervisor collaborate to support intern success. The program follows standards set forth by the Council for the Accreditation of Educator Preparation (CAEP), the Educational Leadership Constituent Council (ELCC), and the New Hampshire Department of Education.

#### Admission Criteria – School Principal Licensure Option

Applicants to this option must demonstrate that they have an appropriate master's degree, a minimum of three years full-time experience as a licensed educator in an approved education setting and complete 5 years upon completion of the program. Applicants must follow licensure requirements set forth by NH Department of Education.

For additional admissions requirements, refer to the Graduate Application

Candidates for admission to the Educational Leadership Option must submit an Application for Graduate Study in Education.

### Special Education Administrator Licensure Option

(Meets New Hampshire Certification Competencies for Special Education Administrator, K-12)

This program offers specialized courses and experience that equip aspiring school administrators with the skills and competencies necessary for becoming effective educational leaders in special education leadership and administration. The New Hampshire Department of Education special education administrator competencies are embedded in the courses and internships. The program is designed to

enable students to become inclusive leaders who know how to improve educational outcomes for diverse learners.

The Special Education Administrator Specialization will also develop the knowledge, skills, and dispositions necessary to become a transformational leader. Special education administrators, like other educational leaders, engage in many roles to meet the diverse needs of individuals and groups in an increasingly complex society and a rapidly evolving world. Our mission is to develop inclusive leaders ready to meet the challenges of leading schools and districts in the 21st century. To lead effectively, all school leaders must develop a vision for effective schooling, develop ethical understandings, and empower others to create a positive and caring school culture.

Students can enter the program at any time during the academic year and move through the program at their own pace. They will engage in a mix of coursework and field experiences to demonstrate competency as a special education administrator. The yearlong internship experience is a central component of the program where the candidate, Cooperating Professional, and KSC supervisor collaborate to support intern success.

#### Admission Criteria – Special Education Administrator Licensure Option

Applicants to the Special Education Administrator Specialization must demonstrate a minimum of three years full-time experience as a licensed special educator in an approved education setting. Candidates will have completed at least 5 years to be recommended for the license. Applicants must follow requirements set forth by NH Department of Education.

For additional admissions requirements, refer to the Graduate Application

Candidates for admission to the Educational Leadership Option must submit an Application for Graduate Study in Education.

## Educational Leadership - School Principal Licensure Option

For individuals currently holding an appropriate master's degree and experience who wish to become licensed as a school principal or special education administrator

Code	Title	Credits	Completed
<b>Major Requirements (27 credits)</b>			
<i>Foundations in Leadership &amp; Learning</i>			
EDUC-621	Inclusive Curriculum Design	3	_____
EDUC-631	Instructional Leadership	3	_____
EDUC-641	School Law and Ethics	3	_____
EDUC-651	Leader As Change Agent	3	_____
<b>Specialization</b>			
EDUCEL-631	Staff Select/Super/Eval	3	_____
EDUCEL-652	Budget Facilities & Safety	3	_____
EDUCEL-695	Ed Leadership Internship I	1	_____
EDUCEL-696	Ed Leadership Internship II	4	_____

EDUCEL-697	Ed Leadership Internship III	4	_____
<b>Total Credits</b>		<b>27</b>	_____

**Educational Leadership-Special Education Administrator Licensure Option**

Code	Title	Credits	Completed
<b>Major Requirements (27 credits)</b>			
<i>Foundations in Leadership &amp; Learning</i>			
EDUC-621	Inclusive Curriculum Design	3	_____
EDUC-631	Instructional Leadership	3	_____
EDUC-641	School Law and Ethics	3	_____
EDUC-651	Leader As Change Agent	3	_____
<b>Specialization</b>			
EDUCEL-631	Staff Select/Super/Eval	3	_____
EDUCEL-652	Budget Facilities & Safety	3	_____
EDUCEL-685	Special Ed Admin Internship I	1	_____
EDUCEL-686	Special Ed Admin Internship II	4	_____
EDUCEL-687	Special Ed Admin Internship III	4	_____
<b>Total Credits</b>		<b>27</b>	_____

**Upon completion of the Educational Leadership Program (School Principal or Special Education Administrator Specialization), graduates shall:**

- Develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.
- Act ethically and according to professional norms to promote each student’s academic success and well-being.
- Strive for equality of educational opportunity.
- Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and wellbeing.
- Cultivate an inclusive, caring, and supportive school community that promotes academic success and well-being.
- Develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.
- Foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.
- Engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.

- Manage school operations and resources to promote each student’s academic success and well-being.

**In addition to the above learning outcomes, upon completion of the Educational Leadership Program School Principal Specialization, graduates shall:**

- In the area of educational leadership, the candidate shall have the ability to, facilitate the development, articulation, implementation, and stewardship of a vision of learning supported by the school community.
- In the area of educational leadership, the candidate shall have the ability to, listen, analyze and respond clearly and appropriately to issues related to the needs of the school community.
- In the area of educational leadership, the candidate shall have the ability to, shape the educational plan and actions within the school reflecting the district’s mission, planning, and assessment processes.
- In the area of the knowledge of school culture and instructional programs, the candidate shall have the ability to, establish clear goals, a vision, and expectations for students, with assessment processes in place, promoting student growth and development.
- In the area of the knowledge of school culture and instructional programs, the candidate shall have the ability to, demonstrate knowledge of learning and motivational theories and has the ability to create and implement research-based strategies while providing support for educators.
- In the area of the knowledge of school culture and instructional programs, the candidate shall have the ability to, encourage educators to design, implement, evaluate or refine curriculum and has a functional knowledge of existing curriculum across disciplines.
- In the area of the knowledge of school culture and instructional programs, the candidate shall have the ability to, demonstrate knowledge of effective teaching practices, acknowledge current methods and practices, and demonstrate the ability to evaluate and improve the school's educational program.
- In the area of the knowledge of school culture and instructional programs, the candidate shall have the ability to, understand the change process and recognize the levels of individual and institutional change.
- In the area of management of the organization, operation, and resources for a safe, efficient, effective, and positive learning environment, the candidate shall have the ability to, provide a safe school environment and plan and execute systematic emergency drills, training, and revisions as needed.
- In the area of management of the organization, operation, and resources for a safe, efficient, effective, and positive learning environment, the candidate shall have the ability to, recognize and communicate facility maintenance needs with appropriate personnel to resolve concerns.
- In the area of management of the organization, operation, and resources for a safe, efficient, effective, and positive learning environment, the candidate shall have the ability to, manage human resources responsibly, efficiently, and effectively in a collaborative manner while addressing staff needs.
- In the area of management of the organization, operation, and resources for a safe, efficient, effective, and positive learning environment, the candidate shall have the ability to, generate reports

and maintain records in an efficient, timely and succinct manner while preserving confidentiality.

- In the area of management of the organization, operation, and resources for a safe, efficient, effective, and positive learning environment, the candidate shall have the ability to, demonstrate knowledge of school cultures and gather feedback to develop and maintain a positive school climate.
- In the area of management of the organization, operation, and resources for a safe, efficient, effective, and positive learning environment, the candidate shall have the ability to, demonstrate knowledge of following policies, laws, and regulations.
- In the area of the knowledge of how to develop local district goals, the candidate shall, develop professional goals that align with building and district level goals.
- In the area of the knowledge of how to develop local district goals, the candidate shall, collaboratively develop and implement building level goals.

## **Upon completion of the Educational Leadership Program (School Principal or Special Education Administrator Specialization), graduates shall:**

- Develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.
- Act ethically and according to professional norms to promote each student's academic success and well-being.
- Strive for equality of educational opportunity.
- Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and wellbeing.
- Cultivate an inclusive, caring, and supportive school community that promotes academic success and well-being.
- Develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.
- Foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.
- Engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.
- Manage school operations and resources to promote each student's academic success and well-being.

## **In addition to the above learning outcomes, upon completion of the Educational Leadership Program Special Education Administrator Specialization, graduates shall:**

- In the area of compliance with laws, regulations, rules, and school policies, the candidate shall have the ability to, make decisions which reflect a thorough knowledge of current federal laws, regulations, state laws and rules for students with educational disabilities.

- In the area of compliance with laws, regulations, rules, and school policies, the candidate shall have the ability to, locate, use, and cite New Hampshire laws and rules pertaining to the operation of schools.
- In the area of compliance with laws, regulations, rules, and school policies, the candidate shall have the ability to, understand local school policy and its implications for students with educational disabilities.
- In the area of curriculum, instruction, and assessment, the candidate shall have the ability to, understand and identify curriculum frameworks that meet state standards.
- In the area of curriculum, instruction, and assessment, the candidate shall have the ability to, understand and utilize evaluation tools that clearly identify student achievement.
- In the area of curriculum, instruction, and assessment, the candidate shall have the ability to, implement and develop appropriate instructional strategies to address individual learning profiles.
- In the area of curriculum, instruction, and assessment, the candidate shall have the ability to, incorporate current best practices in child development theory.
- In the area of curriculum, instruction, and assessment, the candidate shall have the ability to, implement a plan that supports the ongoing use of assistive technologies.
- In the area of curriculum, instruction, and assessment, the candidate shall have the ability to, implement and promote programming in the area of social emotional well-being.
- In the area of curriculum, instruction, and assessment, the candidate shall have the ability to, oversee the use of appropriate instructional practices to teach and provide transitional activities in the following areas: Functional living, Career and employment, Social, emotional, health and wellness.
- In the area of curriculum, instruction, and assessment, the candidate shall have the ability to, understand the principles of assessment of students with educational disabilities, evaluation tools and individual evaluation programs.
- In the area of curriculum, instruction, and assessment, the candidate shall have the ability to, understand formative and summative assessment as relates to state and local expectations and requirements.
- In the area of building partnerships and community, the candidate shall have the ability to, identify key organizations and agencies and their functions in the community as they relate to the educational process.
- In the area of building partnerships and community, the candidate shall have the ability to, utilize a collaborative approach for involving all stakeholders in educational planning, budgeting, implementation, and evaluation.
- In the area of building partnerships and community, the candidate shall have the ability to, understand all relevant interagency agreements.
- In the area of building partnerships and community, the candidate shall have the ability to, use such fiscal control and fund accounting procedures to ensure proper disbursement of, and accounting for, funds allocated for the provision of services for students with educational disabilities and their families.
- In the area of building partnerships and community, the candidate shall have the ability to, establish and maintain quality partnerships with entities such as colleges, state-service and social-service agencies, and businesses with the goal of having these entities assist in providing effective educational programming.

- In the area of building partnerships and community, the candidate shall have the ability to, respond to emerging and current issues impacting the school and community.
- In the area of management of budgets and grants, the candidate shall have the ability to, understand how special education financial management and sources of revenue affect the overall financial planning of the district and the ability to collaborate with the superintendent, business administrator, and other relevant stakeholders as needed to provide services for students with educational disabilities and their families.
- In the area of management of budgets and grants, the candidate shall have the ability to, develop a budget in accordance with local, state, and national laws in education, social and health agencies for the provision of services for students with educational disabilities and their families.
- In the area of management of budgets and grants, the candidate shall have the ability to, coordinate the implementation of federal and state grant applications and manage appropriate IDEA grants and categorical funds.
- In the area of management of budgets and grants, the candidate shall have the ability to, use such fiscal control and fund accounting procedures to ensure proper disbursement of, and accounting for, funds allocated for the provision of services for students with educational disabilities and their families.
- In the area of management of budgets and grants, the candidate shall have the ability to, identify and procure resources and supplementary funding, including funding from available state and federal funding sources, to support program development and the provision of services for students with educational disabilities and their families.