



Winthrop University
Richard W. Riley College of Education

Educator as Leader

A Conceptual Framework for the
Advanced Education Programs



Richard W. Riley College of Education

Mission Statement

The Richard W. Riley College of Education is dedicated to the highest ideals of teaching, scholarship, and service.

The College meets this mission through the preparation of professionals who are committed to the betterment of society through a lifelong quest for excellence in leadership, learning, stewardship, and the communication of ideas.

Educator as Leader:

A Conceptual Framework for Advanced Education Programs

The Winthrop University and the College of Education Mission Statements serve as the foundation for the advanced conceptual framework *Educator as Leader*.

The conceptual framework was developed and reviewed by University faculty, Professional Development School representatives, and students and has been approved by the appropriate University shared-governance committees.

The conceptual framework for advanced education programs builds on the skills developed in undergraduate programs or through professional experiences and is organized around three concepts: 1) Leadership, 2) Scholarship, and 3) Stewardship. One's knowledge of these concepts and one's ability to perform effectively in these areas are measured through a series of thirty-two learning outcomes. These learning outcomes build upon candidates' existing and emerging knowledge bases and lead to an advanced understanding of their respective program areas. These learning outcomes are also designed to maintain relevance and adherence to professional, state, national, and institutional standards.

While *Educator as Leader* is the overarching theme of all programs, the term "educator" has been expanded at the advanced level to include a broader population of professionals including but not limited to teachers, school administrators, psychologists, health professionals, counselors, and coaches. These educational leaders have a central role in helping all students reach their potential through learning experiences in the school environment.

Each advanced degree program is responsible for addressing the learning outcomes contained in the conceptual framework. Additionally, the College of Education has revised three core courses to align the content more effectively with the revised conceptual framework. These core courses will be required by the majority of the advanced programs and consist of:

EDUC 640, Educational Research, Design, and Analysis

This course is designed for advanced degree candidates and covers the principles, methods, and procedures of educational research, design, and analysis. The development of a proposal outlining a study, project, or practice is required.

EDUC 670, Schooling in American Society

This course is designed for advanced degree candidates and focuses on key issues related to teaching and leading in a democracy. Students explore the social, historical, legal, and philosophical foundations of American education and how these foundations affect contemporary schools.

EDUC 681, Advanced Educational Psychology

An advanced psychological foundations course which examines contemporary research, issues and trends and their effective application to effective leadership, critical inquiry and stewardship in educational professions.

Leadership

The advanced educational leader promotes the professions and improves the quality of programs for society.

The leader serves as an example of collaboration through communication, support and advocacy.

Learning Outcomes

The advanced educational leader:

- examines educational policy and demonstrates a familiarity with how such policy is developed and implemented.
- evaluates oneself as an educational leader through knowledge, reflection, and professional discourse.
- analyzes contemporary issues, reforms, and renewal strategies and applies an understanding of these to one's profession.
- applies technology to professional roles and functions.
- promotes an appreciation and understanding of diversity in families and society.
- demonstrates the ability to apply problem-solving strategies in diverse situations - e.g., conflict resolution, program development.
- applies current theories to enhance individual learning of others and to promote professional development.
- demonstrates skills and commitment needed to communicate effectively with students, professional colleagues, families, and community leaders.
- values collaboration with colleagues, families and the larger professional community.
- advocates for the development of individuals to their fullest potential.

Scholarship

The advanced educational leader is a critical inquirer of educational research, able to generate meaningful questions and determine strategies to answer these questions.

Learning Outcomes

The advanced educational leader:

- demonstrates an understanding of research terminology, concepts, and practices as presented in the professional literature.
- analyzes, synthesizes, interprets, and disseminates current and historical research and practices.
- integrates knowledge and practice derived from professional research into various professional settings to enhance individual growth.
- generates research questions that focus on extending current thought and theory and interprets and applies results of research.
- generates research questions that focus on the application of content knowledge and methodologies.
- demonstrates an understanding of a variety of research methodologies, measurements, analysis procedures, and interpretation/communication of results.
- selects and applies appropriate methodologies to answer research questions.
- appreciates the value of using research to inform practice.
- uses technology resources to collect, analyze, synthesize and evaluate information and data.
- models life-long learning.
- enhances specific knowledge in content areas.

Stewardship

The advanced educational leader analyzes contemporary issues in a democratic society and offers solutions consistent with historical, legal, philosophical, and psychological foundations of leadership in the professions.

Approved by
Richard W. Riley College of
Education Faculty Assembly
on February 8, 2002

Approved by the Winthrop
University Teacher Education
Committee on
April 30, 2002

Learning Outcomes

The advanced educational leader:

- appreciates and articulates the ethical implications surrounding contemporary educational issues.
- analyzes how antecedents (previous events) contribute to current issues.
- understands the interrelationships among issues related to society, schooling, the organization and administration of schools, and professional organizations.
- advocates full and appropriate access to public education and human services for people with special needs and their families.
- examines and makes appropriate professional decisions based on an advanced understanding of ethics and laws.
- demonstrates the ability to construct a supportive, well-managed, motivational learning environment that promotes equal access to education for people from diverse cultural backgrounds.
- develops school curricula and/or educational interventions based on contemporary theories of learning and development, applicable technology, collaborative discourse, and evaluation.
- works toward solutions to key educational issues that are founded on contemporary research, public policy, and best practice.
- evaluates, clarifies, and refines personal philosophy of professional practice.
- links personal philosophy and professional practice to historical, legal, social, philosophical and psychological foundations, and developments in the profession.
- cares for and relates to students, families, and the larger learning community.

Advanced Education Programs at Winthrop University

Program	Degree
Art Education	MA
Counseling and Development	MED
Curriculum and Instruction	MED
Options in Early Childhood Education Elementary Education Secondary Education	
Educational Leadership	MED
Middle Level Education	MED
Music Education	MME
Reading	MED
School Psychology	MS & SSP
Special Education	MED

Candidate Dispositions

The dispositions found in the Conceptual Framework for the Advanced Programs will be measured using the Core Dispositions Assessment form at the initial (initial will be defined as occurring before a candidate has completed 12 hours), midpoint, and end of each candidate's academic career.



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