

ADMINISTRATION & SUPERVISION
2006

Clusters	EDSU 643	EDAD 628	EDAD 642	EDAD 644	EDUC 590	EDUC 627
One: Believe/Whole Person	<ul style="list-style-type: none"> Adult learning 			<ul style="list-style-type: none"> Use motivational theory 		
Two: Cultural Analysis	<ul style="list-style-type: none"> Examine individual beliefs, assumptions, and practices (diversity?) 			<ul style="list-style-type: none"> Personal beliefs and values 		
Three: Communication	<ul style="list-style-type: none"> Appropriate interpersonal skills Appropriate communication strategies 			<ul style="list-style-type: none"> Cultivate group norms Involve total school community 		
Four: Assessment	<ul style="list-style-type: none"> Evaluation 			<ul style="list-style-type: none"> Use data that is fair and equitable to use 		
Five: Strategies	<ul style="list-style-type: none"> Problem solving Analyze elements of individual and group development Involve adult learners in own professional growth 			<ul style="list-style-type: none"> Problem solving and decision making skills Leadership 		
Six: Special Strategies	<ul style="list-style-type: none"> Develop leadership and supervisory abilities for diverse populations 					

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Clusters	EDAD 611 (2006)	EDAD 612 (2006)	EDAD 693 (2006)		
One: Believe/ Whole Person	<ul style="list-style-type: none"> Apply adult learning strategies Motivational theories Address developmental needs of children Knowledge of major influences on education Knowledge of systems and processes that impact schools 	<ul style="list-style-type: none"> Different ways of learning 	<ul style="list-style-type: none"> Uses motivational theory Uses adult learning Provides holistic services for students 		
Two: Cultural Analysis	<ul style="list-style-type: none"> Share ideas on the proposition that all children can learn and the benefits of diversity Examine value on expectations, diversity Explore his/her personal values 	<ul style="list-style-type: none"> Sensitivity to an increasingly diverse community Collaborating with community agencies Group processes Interpersonal skills Community power structure and leaders 	<ul style="list-style-type: none"> Promotes multicultural awareness, gender, sensitivity and racial and ethnic appreciation 		
Three: Communication	<ul style="list-style-type: none"> Cultivate group norms Reach out to total community School-community relations Support for children, families, business community Monitoring communication Parents and racial disparity 		<ul style="list-style-type: none"> Communicates district mission and goals to a community Present data to a group Contributes to positive school culture Work with counseling and psychological services Utilizes commitment, resources and agencies Coordinates with community agencies 		
Four: Assessment	<ul style="list-style-type: none"> Use relevant demographic data 	<ul style="list-style-type: none"> Leadership Multiple opportunities to learn Use student learning assessment data 	<ul style="list-style-type: none"> Uses demographic and other relevant data for improvement plan Knows qualifications and quantitative assessments 		
Five: Strategies	<ul style="list-style-type: none"> Problem solving skills Conflict management Violence prevention Change process 	<ul style="list-style-type: none"> Knowledge of personnel policies, including attention to diversity issues 	<ul style="list-style-type: none"> Provide visual and/or schematic presentations Analyze one's leadership style Designs instructional programs appropriate for various teaching and learning styles 		
Six: Special Strategies	<ul style="list-style-type: none"> Apply knowledge of federal, state, and individual decisions especially in regard to special needs students Ideas in IDEA Inclusion 		<ul style="list-style-type: none"> Designs instruction to meet specific student needs based on gender, class, ethnicity, culture, and exceptionalities Knows special education procedures Provides visual representation of paper track on support areas 		