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## **The Administration and Supervision Program in the Department of Leadership, Foundations, and Policy, Curry School of Education, University of Virginia**

Margaret Grogan, Whitney Sherman, (University of Virginia) & George J. Petersen (UCEA)

The **Department of Leadership, Foundations, and Policy at the University of Virginia** is designed to meet the demand for educational leaders who can combine vision and practice. It houses three integrated academic units: **leadership; foundations; and policy**. The **leadership programs** prepare leaders who are committed to social justice and formal education as a means of personal and civic improvement. Graduates of the programs go on to careers in school administration as well as university careers. Graduate students of the **educational foundations programs** learn concepts and skills related to research and evaluation, human development, learning and motivation, social and cultural contexts of education, multicultural education, new information technologies and education of gifted and talented students. They go on to careers in college teaching, research, instructional technology and administration. The **policy studies programs** are designed to help students understand and master the processes by which social, political and economic forces influence education policy. Graduates of these programs commonly assume positions in local, state and national or international agencies and organizations.

### **The Program in School Administration and Supervision**

The Program in Educational Administration and Supervision, established in 1932 at the University of Virginia, is an instructional, research and service unit of the Curry School of Education. The major purpose of the program is the preparation of educational leaders for the public schools of the state and nation. The **leadership** program seeks to prepare leaders in the tradition of Thomas Jefferson - liberally educated men and women of broad vision and personal integrity who are committed to social justice, the life of the mind and formal education as a means of personal and civic improvement. It enjoys a long tradition of producing college and university administrators, superintendents, principals, and others who have gone on to distinguished careers. The program additionally seeks to contribute to human understanding and knowledge through continuing inquiry into the nature of educational leadership and leader effectiveness at all levels - elementary, secondary and post-secondary; local, state and federal; public and private.

Administration and Supervision offers masters degrees and doctoral, both Ed.D. and Ph.D., degrees. In addition, the department offers administration endorsements as part of a degree program or separately for those students who have already attained graduate degrees. The department also offers licensure for the superintendency.

Principal preparation programs that lead to masters degrees are offered on-grounds at the University of Virginia in Charlottesville and at several off-grounds centers including: Northern Virginia; Hampton Roads; Richmond; and Lynchburg. Doctoral programs leading to the Ed.D. or the Ph.D. are offered on-grounds at the university. Ed.D. Degree programs are also offered at off-grounds centers including: Northern Virginia; Hampton Roads; and cohorts in other localities.

**Leadership and Policy programs** also include Higher Education and Education Policy and Evaluation. The Center for the Study of Higher Education provides adult education leaders with the opportunity to explore established and emerging practices in higher education, to analyze current issues and programs and to think in a critical fashion about institutional priorities and commitments. The objectives of the Education Policy and Evaluation Program are to provide graduate students with an opportunity to acquire quantitative and qualitative skills required to interpret research and evaluation studies related to educational policy; to design and conduct research and

evaluation policy studies; to acquire expertise to conduct policy research; and communicate the findings of policy research to multiple constituencies.

**Educational Foundations programs** include Social Foundations, Educational Psychology, Educational Research and Instructional Technology. The graduate degree offerings in Social Foundations are aimed at providing students with conceptual tools essential for a full understanding of educational processes that reach beyond educational specialists and practitioners and delve into the complex interrelationships between school and society, education and culture. The purpose of the Educational Psychology Program is to prepare students to become professionals who apply the principles, empirical methods and accumulated knowledge of psychology to problems faced by educators. The Educational Research Program consists of a sequence of courses in quantitative methods ranging from elementary statistics to advanced multivariate techniques. The Instructional Technology Program is based on the systematic application of research and applied learning theory and the use of current learning technologies and methodologies.

### **Innovative Programs in the School Administration and Supervision Program**

**The Collaborative Masters Degree Program** is tailored to the needs of three suburban school districts. Currently, professors of Administration and Supervision are collaborating with Chesterfield, Henrico and Hanover Counties in Central Virginia. School district representatives teach three of the courses offered in the master's program and give input into the syllabi for additional courses. Some courses may be co-taught by university professors and school district representatives. Students participating in these masters degree programs are also involved in Leadership Academies offered by the school district to prepare future leaders. The school districts administer internships to allow students to put theory into practice. In class, students from each of the school divisions share experiences and explore different district approaches. University professors provide a reflective piece to the internship as they encourage students to debrief their experiences and relate research to practice.

**The Principal Preparation Internship Program** is designed to meet the needs of students who wish to pursue masters degrees in administration and supervision and also complete internships as administrators. While students serve as administrative interns in schools, they attend weekend courses to gain their degrees. Internships are tailored to meet the needs of individual students so that they can remain employed while taking classes simultaneously. Internships range from six months to a year. Students are placed in school districts in several locations and are monitored by university faculty.

**The Superintendency Program** is created to allow practicing administrators to gain licensure for the superintendency while preparing for an Ed.D. degree. Oversight of the program and program development is provided by an advisory board of practicing superintendents. Practicing superintendents also serve as clinical instructors and work collaboratively with university professors to provide administrators with classes on a weekend basis so that they may remain employed. Students commute to the university from as far away as New York to do the program. Students in this program do a six month internship either with their own superintendent or one from a different district. The aims of the internship are to allow students opportunities for shadowing, debriefing and working with current superintendents.

### **Associated Centers:**

UCEA Center for the Study of Leadership and Ethics Virginia Center for Educational Policy Studies (VCEPS) Thomas Jefferson Center for Educational Design Virginia Association for School Superintendents

For more information on any of these programs or centers, please contact the University of Virginia, Curry School of Education, Charlottesville, VA.



Several of Thomas Jefferson's original buildings are still in use on the University of Virginia campus.