

PROGRAM SCHEDULE

- Begin **June 2018**– Finish **July 2019** for Principal License
- **Finish December 2019** for Additional Director of Instruction/ Director of Special Education & Pupil Services Licenses

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- **Summer 2018:** 3 hybrid on-line/in person courses. 9 credits
 - **Fall 2018:** 5 weekends (Fri/Sat) 9 credits
 - **Spring 2019:** 5 weekends (Fri/Sat) 9 credits
 - **Summer 2019:** Principal license: 1 hybrid on-line/in person course to complete principal license. 2 hybrid on-line/in person courses toward additional licensure. 3-9 credits
 - **Fall 2019:** 5 weekends (Fri/Sat) 2 courses for additional licensure 6 credits

PROGRAM ADMISSION

To nominate candidates or questions, Please contact:

Shari Smith

Senior Student Services Coordinator at
ssmith@education.wisc.edu or
608-263-2701

Admission requirements and directions for applying to the program can be found on the department's website: <http://elpa.education.wisc.edu/elpa/academics/MSDegreeRequirements/previous-master's-k12-leadership-cohort-program> Completed application packets are due February 1, 2018.

Courses begin Summer 2018.



Questions?

Contact us:

**School of Education
Department of Educational
Leadership & Policy Analysis**

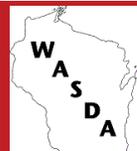
1000 Bascom Mall, Room 253
Madison, WI 53706-1326
608-262-3106
elpa@education.wisc.edu



Educational
Leadership &
Policy
Analysis

**K-12
Master's Cohort**
with an emphasis on
Social Justice Leadership

AWSA



District Partners

WISCONSIN
UNIVERSITY OF WISCONSIN-MADISON

Developing K-12 Leaders to
eliminate inequities in
Wisconsin Public Schools

AND BEYOND

“Wisconsin is a state that claims to value opportunity, community, and fairness for all. That Wisconsin is the worst in the nation when it comes to the well-being of our African-American children belies those values” [Wisconsin Council on Children & Families (WCCF), 2014, p. 1].

Despite Dane County’s historic commitment to quality education, there are “stunning” disparities in educational, economic, health and justice outcomes between Black and White residents. These inequities place Dane County at the epicenter of racial inequities not only in Wisconsin but in the entire United States (Wisconsin Council on Children and Families, 2013). These disparities demand leaders that are fully prepared and committed to social justice leadership.

These challenges have brought together the nationally ranked University of Wisconsin-Madison, the Association of Wisconsin School Administrators (AWSA), the Wisconsin Association of School District Administrators (WASDA), and Partner School Districts to develop a pipeline for the next generation of school leaders committed and prepared to eliminate inequities in K-12 schools.

The program embodies the Wisconsin Idea, one of the longest and deepest traditions surrounding the University of Wisconsin that education should influence people’s lives beyond the boundaries of the classroom. Through the Masters in K-12 Leadership Cohort with a focus on Social Justice Leadership, the Partnership seeks to enhance its influence on educational quality and opportunity for all students in Wisconsin schools and beyond.

The program is designed for teachers and school or system leaders who are committed to becoming leaders of schools that eliminate inequities for all students in the schools and systems they serve. At the completion of the 12 month program candidates will receive a Master’s in Education and a Wisconsin administrator license for the Principalship. As an option, candidates can complete an additional 6 months for the director of instruction and director of student services.

Why UW-Madison?

Graduates of the program will receive *much more* than a degree and administrative licenses.

Candidates will learn with internationally recognized scholars of educational equity and benefit from these **key program features**:

Candidate Selectivity

Each candidate accepted into the program will undergo a rigorous application and selection process to ensure that they possess a deep commitment to equity for all students, a strong instructional skill set for addressing a range of student learning needs, and a record of taking leadership roles that address equity. A committee composed of university faculty, AWSA representatives, and school district officials will screen applicants with an emphasis on recruiting racially diverse candidates and candidates with experience across student differences.

Rigorous, Accessible Coursework

Candidates will engage in focused, in-depth coursework with immediate application. Courses will thoughtfully build on each other and be focused specifically on the work of eliminating inequities. Conveniently offered with blended learning (in person and on-line), courses are offered Friday evenings/Saturday’s 6 weekends during the academic year and two on-campus week intensive sessions in the summer before and after the academic year.

Robust Internship

Candidates will engage in a strong internship integrated throughout the program, closely tied to course requirements under the guidance of a mentor principal who has demonstrated equity success. Candidates will gain hands-on experience with core principal competencies taught through coursework, practicum experience, and coaching.

Coaching

New principals will receive one year of on-the-job coaching in partnership with AWSA. These individuals will observe candidates during their internship and in their first year practicing in the field. Coaches will provide immediate feedback on performance and ongoing guidance to accelerate learning and leadership development. Coaches will include current and formal principals with expertise in eliminating inequities in their schools.

Continuous Accountability

The program will collect data from recent graduates, instructors, coaches, and equity data in candidate schools every semester for continuous program improvement, program accountability, and accountability to the field that graduates are truly making a difference.

Multiple Licensure

Upon program completion, candidates will be eligible for the principal, director of instruction license, and director of special education and pupil services license.

Pathway to the Executive PhD

All credits in the program can be applied to the highly successful Executive PhD in Educational Leadership which further prepares candidates to advance equity work at the district regional, state, and national levels and through educational policy and research positions.

Benefits to Your District

Districts with candidates in the program will directly benefit with candidates completing key equity projects in each of their courses within their districts including a comprehensive equity audit with equity goals and action plan, equity non-negotiables to guide school/district mission and decisions; critical policy analysis of district/school policies, financial and resource allocation equity analysis, community and parent engagement strategies, and instructional improvement processes for equity among others.