Educational Leadership (EdS)

This program is offered by the School of Education. It is available online, at the St. Louis main campus and at select U.S. campuses. Please see the Campus Locations and Offerings section of this catalog for a list of campuses where this program is offered. These campuses are no longer accepting new student applications.

Program Description

The educational specialist (EdS) degree provides opportunities for those who wish to increase their knowledge and skills beyond the master's level. Course-work, action research and internship experiences enable students to develop and demonstrate competencies required to move from a specific focus in teaching, curriculum or support services in schools to the broader view of the educational leader in the community. The EdS program encourages educators to think outside the box, seek solutions to challenges in schooling, to make the world different and find the courage to do what is best for all students.

Schools are a microcosm of society. The problem schools face today whether urban, suburban or rural connect to societal issues. In order to meet the needs of today's students, principals need to be able to navigate in a labyrinth of rapidly shifting demographics and societal issues to find solutions that work for all stakeholders in their school communities. The EdS in educational leadership effectively prepares 21st-century school leaders by providing opportunities for principal candidates to synthesize the traditional aspects of school leadership with critical issues of diversity, self-awareness and reflective practice.

Successful candidates will become educational leaders who have high expectations for all students and are powerful advocates for the inclusion, understanding and encouragement of marginalized student groups. Principal candidates will have opportunities to engage in ongoing dialogue and reflection on issues of social justice, democracy and equity throughout their coursework and internship experiences. By challenging students to be active participants in difficult conversations about social justice and to immerse themselves in unfamiliar environments, the EdS program encourages aspiring principal candidates to develop a socially responsible leadership mindset transforming them into culturally responsive school leaders who are dedicated to realizing the vision of equity in education and the expectation of success for all learners.

In the educational leadership (EdS) program at Webster University, graduate students are learning to become administrators who are learning focused while developing positive relationships and understanding and appreciating diversity. The curriculum focuses on problem-solving, data-driven decision-making, research based instructional strategies as well as innovation, collaboration and educational culture.

The educational leadership (EdS) program is designed for students who want to develop their leadership skills and earn a post-master's degree. Successful graduates are able to integrate ethics and global perspectives into their professions to optimize the learning environment for teachers, students and their communities. Prepared to become educational leaders, graduates are ready to strive for positive outcomes in the preK-12 setting.

The EdS in educational leadership is accredited by the Council for the Accreditation of Educator Preparation (CAEP).

Vision

To develop exemplary leaders for tomorrow's world.

Mission

To provide academic rigor, pragmatic experiences and opportunities for individuals to become courageous leaders who are responsive to the diverse needs of the global community.

Program Goals & Learning Outcomes

Program Goals

- The educational leader/candidate/graduate will demonstrate and model scholarship and lifelong learning skills.
- The educational leader/candidate/graduate will demonstrate effective teaching, learning and leadership based on sound theory and practice and ethical decision-making to create an optimal learning environment.
- The educational leader/candidate/graduate will reflect upon his/her own practice in order to become an agent of change in classrooms, schools and communities
- The educational leader/candidate/graduate will demonstrate respect for and participate in a diverse community of global learners including students, teachers, colleagues and families.

Learning Objectives

- Candidates will become culturally responsive leaders who use ethics, communication and critical and creative thinking to solve problems.
- Candidates will become instructional leaders with the skills to combine traditional leadership duties (scheduling, budgeting, supervising) with an unyielding commitment to student learning and teaching.
- Candidates will develop the critical theory leadership skills required to get effective and efficient results across internal and external boundaries.
- Candidates will build community through the development of relationships, collaboration and an understanding and appreciation of the differences that bring richness to school communities.
- Candidates will develop the ability to influence and enthuse others through personal advice and drive, and to access resources to build a solid platform for change.

Dispositions

The manner in which an individual behaves (his or her dispositions) affects an entire community. The National Educational Leadership Preparation (NELP) Standards stipulate three foundational dispositions that subsume all others. If one acts with integrity, fairness and ethically then one will be able to promote success of all students in the global community.

- Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.
- Program completers understand and demonstrate the capacity to evaluate, communicate about and advocate for ethical and legal decisions.
- Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.