



School of Education
Master of Science in Education (M.S.Ed.)
EDUCATIONAL LEADERSHIP
Check Sheet

Application Check Sheet

Paperwork required for admission to the IPFW M.S.Ed. Program:

- _____ Application Form
- _____ Copies of Licenses and/or Certifications
- _____ Official Transcripts
- _____ Three Letters of Recommendation
- _____ Application Fee
- _____ Graduate Data Sheet
- _____ Current Résumé/Curriculum Vitae
- _____ Goal Statement, organized around the six items in the Conceptual Framework (see other side of this sheet), on candidate's reasons for pursuing an M.S.Ed. in educational leadership (at least one single-spaced typed page)

Send completed application materials to:

Graduate Secretary
IPFW School of Education
Neff Hall, Room 250
2101 E. Coliseum Blvd.
Fort Wayne, IN 46805-1499

IPFW School of Education Conceptual Framework

We in the School of Education are committed to the following Conceptual Framework for our programs:

1. Democracy & Community

Effective educators, such as teachers, counselors, and administrators, need to be a part of a dynamic educational community as a model for the climate of community they hope to create. To do this, these educators need an understanding of the moral, cultural, social, political, and economic foundations of our society. **Consequently, the School of Education should foster a democratic, just, inclusive learning community among its students, faculty, and staff, and with all other stakeholders in the educational enterprise.**

2. Habits of Mind

Effective educators realize that knowledge alone is not sufficient. They practice critical reflection in all endeavors. Within the context of a compassionate, caring community, educators foster habits of mind necessary to engage learners, such as investigating, inquiring, challenging, critiquing, questioning, and evaluating. **Consequently, the School of Education must integrate critical habits of mind in all aspects of the teaching/learning process.**

3. Pedagogy

Effective educators need to understand multiple approaches to pedagogy as well as the multiple roles of the teacher, such as facilitator, guide, role model, scholar, and motivator. Educators appreciate and are receptive to the diverse perspectives, modes of understanding, and the social circumstances that they and their students bring to the educational setting. **Consequently, the School of Education needs to prepare educators to understand and use pedagogy creatively and thereby ensure active learning, conceptual understanding, and meaningful growth.**

4. Knowledge

Effective educators need to be well grounded in the content which they expect to teach. Educators need to understand how knowledge is constructed, how the processes of inquiry are applied, how domains of knowledge are established, and how disciplines can be integrated and most effectively communicated to their students. Educators also need an understanding of themselves, of communities in which they intend to teach, and of their students. **Consequently, the School of Education should immerse educators in nurturing learning communities that deepen knowledge and encourage on-going intellectual, emotional, and personal growth.**

5. Experience

Effective educators learn their craft through experiences in actual settings. Through on-site campus activities and field-based experiences, students will observe and emulate exemplary teaching and learning. These educators will practice, collaborate, and interact with practitioners and their students. **Consequently, the School of Education must integrate field and/or clinical experiences that reflect the diversity of educators, students, and schools into all aspects of the curriculum, and help educators to assess and reflect on those experiences.**

6. Leadership

Effective educators are leaders. They have developed educational and social visions informed by historical and cultural perspectives. They strive to set the highest goals for themselves and inspire students to do likewise. Educators are enriched by the convergence of knowledge, theory, and practice as they optimistically face the educational challenges of the 21st century. **Consequently, the School of Education must provide opportunities for educators to develop as leaders in their profession and in their communities.**

*Educator is broadly defined as pre-service and in-service teachers, administrators, and counselors.
