

ADMINISTRATIVE LEADERSHIP PROGRAMS

Overview:

Administrator licenses (such as Principal and Director of Instruction) in the state of Wisconsin require that candidates hold initial teaching licensure at the Tier II or Lifetime level. Reading Specialist is an administrator license that requires initial teaching licensure as well as Reading Teacher licensure.

The District Administrator license-only pathway requires prior attainment of a Principal license as well as either an Ed.S. or doctorate degree, consistent with Wisconsin PI 34:

Eligibility. The state superintendent may issue a district administrator license under this section to an applicant who meets all of the following requirements:

- The applicant meets all of the requirements under s. PI 34.065 (<https://docs.legis.wisconsin.gov/document/administrativecode/PI%2034.065>).
- The applicant has an education specialist degree, its equivalent, or a doctoral degree.
- The applicant holds a principal license under s. PI 34.066 (<https://docs.legis.wisconsin.gov/document/administrativecode/PI%2034.066>).

Administrative Leadership Programs:

• MA Administrative Leadership (p. 1) (MAD.E.MA) Major

This major leads to a license in Principal/Administrative Leadership (DPI #51) and a Master of Arts degree in education. Tuition discounts available to licensed teachers. Classes meet evenings or every other weekend. Complete program in two years. Real-life assignments allow students to integrate theory into practice.

- **Principal Specialization (p. 2)** (MADP.SPEC.2023)
- **Director of Instruction Specialization (p. 2)** (MAD.I.E.SPEC.2023)
- **LIC Administrative Leadership License (p. 1)** (MAD.E.LIC)
- **LIC Administrative Leadership/Director of Instruction (p. 1)** (MAD_MDI.E.LIC)
- **LIC Director of Instruction (p. 1)** (MDI.E.LIC)
- **LIC District Administrator (Superintendency) (p. 1)** (TAL.E.LIC with EDD.2025)

This program allows a license-only pathway to the endorsement for students already holding a doctoral degree or educational specialist degree AND a principal's license (DPI #51).

Major Req

MA Administrative Leadership (MAD.E.MA) Requirements (DPI #51) 25-26 Catalog1

Code	Title	Credits
TLA-611	Ed & Hum Dev I: Understanding Learner	3
TLA-641	Learning Organization & Social Change	3
AL-645	Mentoring: Strength Professional Practice	3
AL-665	Educate in Democracy: Equity & Diversity	3
AL-666	Leadership for School & Community Engage	3
AL-667	Frameworks for Curriculum Development	3
AL-671	Legal Aspects of Administration	3
AL-672	Finance, Facilities & Human Resources Mgt	3
AL-751	Admin Leadership Practicum 1	3
AL-752	Admin Leadership Practicum 2	3
Total Credits		30

¹ Must add one Specialization (p. 2).

Licensure Req

LIC Administrative Leadership (MAD.E.LIC) Licensure Requirements 25-26 Catalog

Code	Title	Credits
AL-645	Mentoring: Strength Professional Practice	3
AL-665	Educate in Democracy: Equity & Diversity	3
AL-666	Leadership for School & Community Engage	3
AL-667	Frameworks for Curriculum Development	3
AL-671	Legal Aspects of Administration	3
AL-672	Finance, Facilities & Human Resources Mgt	3
AL-673	Business Strategies & Performance Mgt	3
AL-751	Admin Leadership Practicum 1	3
AL-752	Admin Leadership Practicum 2	3
Total Credits		27

LIC Administrative Leadership/Director of Instruction (MAD/MDI.E.LIC) Licensure Requirements 25-26 Catalog

Code	Title	Credits
AL-645	Mentoring: Strength Professional Practice	3
AL-665	Educate in Democracy: Equity & Diversity	3
AL-666	Leadership for School & Community Engage	3
AL-667	Frameworks for Curriculum Development	3
AL-671	Legal Aspects of Administration	3
AL-672	Finance, Facilities & Human Resources Mgt	3
AL-673	Business Strategies & Performance Mgt	3
AL-751	Admin Leadership Practicum 1	3
AL-752	Admin Leadership Practicum 2	3
DI-668	Frameworks for Assessment Practice	3
DI-751A	Additional Practicum	0

Faculty

The faculty for this program have experience as professors of education as well as school and instructional leadership.

TLA-611	Ed & Hum Dev I: Understanding Learner	3
Total Credits		33

LIC Director of Instruction (MDI.E.LIC) Licensure Requirements 25-26 Catalog

Code	Title	Credits
AL-645	Mentoring: Strength Professional Practice	3
AL-665	Educator in Democracy: Equity & Diversity	3
AL-666	Leadership for School & Community Engage	3
AL-667	Frameworks for Curriculum Development	3
AL-671	Legal Aspects of Administration	3
AL-672	Finance, Facilities & Human Resources Mgt	3
AL-751	Admin Leadership Practicum 1	3
AL-752	Admin Leadership Practicum 2	3
DI-668	Frameworks for Assessment Practice	3
Total Credits		27

LIC District Administrator (Superintendency) (TAL.E.LIC with MDI.E.LIC) Licensure Requirements 25-26 Catalog

Code	Title	Credits
EDD-801	Principles of Responsive/Transformational Leadership	3
EDD-803	Ethical Organizational Leadership	3
EDD-812	Equity in Diverse Educational Settings	3
EDD-821	Leadership, Educational Law, & Policy	3
EDD-822	Governance, Management, & Finance	3
EDD-823	Assess, Tech & Data/School Improvement	3
EDD-825	Superintendency: Climate, Personnel, & Supervision	3
EDD-826	Superintendency Practicum	3
EDD-827	Superintendent Licensure Exit Portfolio	0
EDD-822	Governance, Management, & Finance	3
Total Credits		27

Licensure Maps

LIC District Administrator (Superintendency) (p. 1) (TAL.E.LIC with EDD.2025)

Term 1	Credits	Term 2	Credits	Term 3	Credits	Credits
EDD-801	3	EDD-821	3	EDD-826	3	3
EDD-803	3	EDD-823	3	EDD-827	3	0
EDD-812	3	EDD-825	3	EDD-822	3	3
	9		9			6
Total Credits 24						

Specializations

Principal Specialization Requirements (DPI #51) (MADP) 25-26 Catalog

Code	Title	Credits
AL-673	Business Strategies & Performance Mgt	3
Total Credits		3

Director of Instruction Specialization Requirements (DPI #10) (MADI) 25-26 Catalog

Code	Title	Credits
DI-668	Frameworks for Assessment Practice	3
Total Credits		3

Admin Leadership WI Stand. & Portfolios

Wisconsin Administrator Standards

The Division of Education aligns to the Wisconsin Administrator Standards, which are indicated in PI 34 and available on the WI DPI website.

Exit Portfolios for Administrative and Advanced Licenses

Coursework and experiences in teacher leadership prepare students to demonstrate these standards and use the portfolio as the vehicle to provide evidence of competence, reflect on your strengths and areas to develop, and set goals for your future professional development.

Each portfolio reflects individual experiences and strengths of the candidate; faculty suggests students approach the development of the portfolio in this way:

1. Students must provide a reflective statement of philosophy of education and leadership, setting forth their beliefs about the roles of the administrator license. Drawing upon coursework and other reading, provide the key theoretical perspectives guiding work in these roles. Students use both the Wisconsin Administrator Standards and frameworks from the reflective statement to analyze the evidence in the portfolio. At the close of this reflection, provide a statement of purpose for the portfolio
2. Students must provide a resume, incorporating the key experiences the student had in education.
3. Students must organize artifacts showing their strengths related to the tasks of the principal, to the administrative standards, and to your own reflective statement. Start organization with a standard in the first draft for linkages, then select 5-8 pieces of your best work that cut across multiple standards. The final portfolio should contain the student's best work that cut across all standards. Explain why chosen artifacts were selected; and for tasks completed with others, indicate contributions. A key part of the analysis is to identify areas for further development. These areas will become part of your professional development plan.
4. Use the following criteria to self assess the portfolio:

- Align evidence with the standards, combining and integrating standards if appropriate.
- Explain how the evidence reflects the philosophy of education as well as critical educational frameworks guiding work.
- Provide sufficient evidence demonstrating beginning administrator levels of knowledge, skills and dispositions.
- Maintain appropriate confidentiality in using artifacts from Alverno College.
- Present a portfolio reflecting the professionalism of a school leader? (meet Alverno's graduate level writing criteria)
- The level of analysis and reflection makes a compelling case.

- Readiness to take on the role of the administrator license sought.

- Ensure the level of analysis and reflection make a compelling case for readiness to take on the role of Director of Instruction.

Dir Instruct. Portfolio

The Practicum for the Director of Instruction license takes place across the coursework, as students develop and practice the skills appropriate to the license; it may also be completed in conjunction with the Administrative Leadership Practicum. Listed below are the requirements for the Professional Portfolio and Professional Development Plan. This program is aligned to the Wisconsin Administrator Standards, which are available on the WI DPI website.

The Exit Portfolio

Coursework and experiences in teacher leadership have prepared students to demonstrate these standards and use a portfolio for the vehicle through which evidence of student competence reflect on strengths and areas to develop, set goals for a professional development plan.

Format: Use a form provided by the school district, the Department of Public Instruction, or the Wisconsin Education Association Council (WEAC), or use the following guide provided by Alverno faculty.

1. Provide a reflective statement of philosophy of education and leadership, setting forth beliefs about the roles of director of instruction/curriculum leader/teaching, learning, and assessment leader. Provide key theoretical perspectives guiding work in these roles. Use both the Wisconsin Administrator Standards and frameworks from the reflective statement to analyze the evidence in your portfolio. At the close of this reflection, provide a statement of purpose for your portfolio.
2. Provide resume, incorporating the key experiences in education.
3. Organize artifacts showing strengths related to the tasks of the director of instruction, to the administrative standards, and to the reflective statement. For example, students may organize by tasks (e.g., curriculum development, staff development, assessment design, special program organization, program planning and evaluation, grant writing, etc.), make explicit links to standards, and provide an analysis of each task using frameworks from the reflective statement. Or organize by standards, illustrating work with tasks related to each standard and analyzing each task using frameworks from the reflective statement. Clearly explain why the artifacts were chosen; and for tasks completed with others, indicating contributions clearly. A key part of the analysis is identifying areas for further development. These areas become part of the professional development plan.
4. Use the following criteria to self assess the portfolio
 - Clearly align evidence with each standard, combining and integrating standards if appropriate.
 - Explain how the evidence reflects the philosophy of education as well as critical educational frameworks guiding work.
 - Maintain appropriate confidentiality in using artifacts from the school site.
 - Presented a portfolio reflecting the professionalism of a school leader. (You should meet Alverno's graduate level writing criteria throughout.)