

Do You Like

Developing constructive and cooperative working relationships with others?

Analyzing information and evaluating results to choose the best solution and solve problems?

Encouraging and building mutual trust, respect, and cooperation among team members?

Developing specific goals and plans to prioritize, organize, and accomplish your work?

Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others?

The Type of Work

Review and approve new programs,

or recommend modifications to existing programs, submitting program proposals for school board approval as necessary. Prepare, maintain, or oversee the preparation and maintenance of attendance, activity, planning, or personnel reports and records. Confer with parents and staff to discuss educational activities, policies, and student behavioral or learning problems. Prepare and submit budget requests and recommendations, or grant proposals to solicit program funding. Counsel and provide guidance to students regarding personal, academic, vocational, or behavioral issues. Organize and direct committees of specialists, volunteers, and staff to provide technical and advisory assistance for programs. Plan and develop instructional methods and content for educational, vocational, or student activity programs.

Pathways to Success

Many jobs require a **master's or doctoral degree** and experience in a related occupation, such as a teacher or admissions counselor. Strong interpersonal and communication skills are essential because much of an administrator's job involves working and collaborating with others. Excellent opportunities are expected since a large proportion of education administrators is expected to retire over the next 10 years.

Most education administrators begin their careers in related occupations, often as teachers, and prepare for advancement into education administration by completing a master's or doctoral degree. Because of the diversity of duties and levels of responsibility, their educational backgrounds and experience vary considerably.

What Employers Look For

Individuals who have:

- Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.
- Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.
- Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.

Job Outlook

Education administrators held about

442,000 jobs in 2004. Of these, 58,000 were preschool or child care administrators, 225,000 were elementary or secondary school administrators, and 132,000 were postsecondary administrators. There are over 10,000 principals in the State of Ohio, with an estimated growth of 15% through the year 2012. Job opportunities for many of these positions should also be excellent because a large proportion of education administrators are expected to retire over the next 10 years.

Earnings Potential

Location	Year	Pay Period	Low	Median	High
United States	2004	Yearly	\$49,700	\$74,600	\$108,000
		Hourly	\$24.10	\$35.50	\$51.90
Ohio	2004	Yearly	\$47,600	\$73,300	\$95,600
		Hourly	\$23.00	\$34.90	\$45.50
Cleveland Lorain-Elyria, OH	2004	Yearly	\$47,500	\$76,400	\$103,800
		Hourly	\$22.90	\$36.40	\$50.00

Source: Occupational Information Network, O*Net Online, <http://online.onetcenter.org>



Principals (Education Administrators)

DEFINITION:

Plan, direct, or coordinate the academic, clerical, or auxiliary activities of public or private elementary or secondary level schools.

NAME David H. Hall

COMPANY: Lorain City Schools, Lorain Admiral King High School

Q. When you were a young child, what did you want to be when you grew up?

A. I was very much interested in becoming a Mechanical Engineer.

Q. How did you become interested in your particular field?

A. While in high school, I worked at our city Safety Town for 4 years as an aide. This involved working with students at the primary level. Also, while in high school, I was an aide for a special needs classroom.

Q. Who or what influenced your decision the most and why?

A. When I was in 5th grade I had a teacher who became very instrumental in my life. He became a role model, father figure, and a friend to me at a very difficult time in my life. At one time in my college career, I was confused on my direction. He advised me to choose a career path which I could see myself doing for the rest of my life and one that will make me happy. I then switched my major from Mechanical Engineering to Education the following day.

Q. What is your educational background?

A. I attended Middletown High School in Middletown, Ohio (near Cincinnati). I earned a Bachelor's degree in Elementary Education from Youngstown State University and a Master's degree in School Administration from Western Michigan University. I'm currently one class away from completing my Doctoral Degree in Educational Leadership. I'm also a member of the Ohio Army National Guard: 216th Engineer's Company C. I was deployed to the Sunni Triangle: Tikrit, Iraq for about 7 months.

Q. What was the most critical class or training you took and why?

A. The best training I had to prepare me for life and teaching was attending Army Basic Training. When you are at Basic Training, you learn a great deal about yourself as a person and a soldier. I learned how to become more responsible and independent and how to overcome obstacles to achieve a goal. When students enter my office with many concerns and problems, I want them to realize that they do have the ability to achieve. They have to be strong and believe in themselves. They have to overcome whatever obstacle in their way to achieve a goal.

Q. What skills do you think are needed to be successful in this field?

A. A good administrator is able to listen, evaluate, assess, and make decisions based in the best interest of students and the community. A good administrator cares about students.

Q. Did you have any words of advice for someone considering a career in your field?

A. The career is very rewarding in many ways. However, the rewards may not be financial. The rewards will be a fantastic art picture from a student, a home decorated Christmas card, or a smile at graduation. These rewards are truly valuable and priceless. I would only recommend this profession if you truly have a love for children.