

OFFICE OF QUALITY PROFESSIONALS AND SPECIAL SCHOOLS
Summary of State Board of Education Agenda Items
January 19-20, 2012

EDUCATOR LICENSURE

14. Approval of request from Delta State University for a Master's Program in Educational Leadership as recommended by the Commission on Teacher and Administrator Education, Certification and Licensure Development

All current and proposed administrator preparation programs, both traditional and alternate route, have recently undergone an in depth review. Dr. Joe Murphy, Frank W. Mayborn Chair of Education, Vanderbilt Peabody University is leading the review and redesign process for Educational Leadership programs in the state. Delta State University submitted a proposal to Dr. Murphy to offer an Educational Leadership masters degree program that leads to administrator certification. The program was approved. Dr. Lynn House and Dr. Leslie Griffin, Dean of Education at Delta State, presented the program to the Educator Licensure Commission for consideration. Based on the review process and meeting program approval guidelines, the Commission on Teacher and Administrator Education, Certification and Licensure and Development approved the program on November 4, 2011.

The Educator Licensure Commission is recommending that the State Board of Education approve Delta State University's Educational Leadership Program.

Recommendation: Approval

Back-up material attached

**DELTA STATE UNIVERSITY
EDUCATIONAL LEADERSHIP PROGRAM
FACULTY INFORMATION**

The College of Education at Delta State University houses the Division of Teacher Education, Leadership and Research. The Educational Leadership faculty members are dependent upon shared and selected teaching responsibilities from other units within the division to provide cohesive and varied teaching experiences.

Currently, Dr. Thomas Taylor and Dr. Carole White direct and facilitate learning experiences with the cohort group. Dr. Taylor serves as the program coordinator and course instructor. He teaches one core course each semester and coordinates the three internship experiences. Dr. Carole White, Director of the Thad Cochran Center for Rural School Leadership and Research, teaches one core course in the fall and spring semester, and assists with supervising internship experiences, recruiting, and other related responsibilities. Dr. Lynn Varner, the doctoral program coordinator; is responsible for conducting seminars on action research, use of APA style, and data-driven decision making processes and procedures.

In addition, Educational Leadership faculty, two Teacher Education faculty members, one Counseling Education and Psychology faculty member, and the Delta Area Association for Improvement of Schools (DAAIS) Executive Director work with cohort candidates. Dr. Vicki Hartley, program coordinator for the M.Ed. in Special Education Program, teaches a module on special education requirements and effective instruction for students with disabilities. Dr. Cheryl Cummins, Director of Field Experiences, presents a module on correlates of effective teaching. Dr. Angela Bridges, a Teacher Education faculty member, serves as a presenter on effective instruction and the change process. Dr. Bridges is the program coordinator for the Master of Arts in Teaching program and the Director of the E-Learning Program at Delta State University. All faculty maintain close contact with schools through presenting professional development training and through site visits of teacher education and leadership candidates.

**FACULTY INFORMATION
M. ED., EDUCATIONAL LEADERSHIP**

Faculty Capacity

Faculty	Role in Cohort Program	Most Recent P-12 Administrative or Teaching Experience	Recent Contact with P-12 Administrators, Teachers, and/or Students	Course Load Per Semester in the Cohort
Thomas R. Taylor, Ph.D. Assistant Professor of Leadership and Research	Program coordinator and course instructor	Principal (1998 – 2008)	Professional development trainer	Summer (6 hours) Fall (3 hours core) Spr. (3 hours core) Internships
Carole L. White, Ph.D. Director, Thad Cochran Center of Rural School Leadership and Research	Course instructor	Assistant Superintendent (2006 – 2010)	Data analysis consultant for low performing schools	Fall (3 hours core) Spr. (3 hours core)
Lynn Varner, Ph.D. Associate Professor of Leadership and Research	Presenter – uses and application of educational research	Principal (1994 – 1998)	Barksdale Reading Tutor	Special Topics

We additionally use current practitioners, personnel from the Mississippi Department of Education, and other “experts” in the field for many of our topics and modules at this point. The following individuals have conducted seminars or taught particular modules in the cohort program:

- Jennifer Weeks, (Professional Development); Desoto County Schools, Associate Superintendent of Curriculum
- Jim Keith, (School Law); Adams and Reese Law Firm, School Attorney
- Carla Rogers, (Response to Intervention); Grenada School District
- Joyce McNair, (School and Community Relations/Partnerships); former school superintendent and current DAAIS Executive Director at DSU
- Bo Surrell, (School Finance); Grenada School District Chief Financial Officer and past-president of Mississippi Association of School Business Officers
- Gary Bailey, (School Facility Planning/Personalized Learning Environments); Educational Architect and Consultant, Bailey Education Group
- Dr. Mike Waldrop, (Positive School Culture and Ethics); former superintendent and current Executive Director of the Mississippi School Boards Association
- Clifton Tolbert, (Ethics, Personal Integrity, Eight Habits of the Heart); Freemont Corporation, CEO and Tulsa University Board of Trustees member
- Dr. Ellie Drago Severson, (Teacher/Distributed Leadership); Professor, Columbia Teachers College
- Bill Bond, (School Safety and School Culture); former principal of Heath High School in Paducah, Kentucky; NASSP Safe and Orderly Schools Division
- Jean Massey, (Data Driven Decision Making and the Mississippi State Accountability Model); Associate Superintendent, Mississippi Department of Education
- Dr. Bob Fuller, (Middle School Concept and Change); former middle school principal, Starkville, MS public schools and current professor of Educational Leadership at Mississippi University for Women
- Numerous former cohort members and area principals conduct seminars and panels on topics such as school scheduling, extracurricular activities, “best practices of teaching and learning”.

**DELTA STATE UNIVERSITY
M. ED. LEADERSHIP PROGRAM**

- The Delta State University M. Ed. Educational Leadership program was the first of its kind in the state of Mississippi to have full-time clinical experiences. The proposed 39 - hour degree program requires candidates to commit exclusively to the 13 - month program.
- Thirteen cohort groups have completed the program with 168 graduates of whom approximately 90 percent have remained in the Mississippi Delta.
- The majority of candidates have been supported through the Mississippi Department of Education's School Administrator Sabbatical Leave program.
- In 2007, the M. Ed. in Educational Leadership was recognized in a Stanford University study as one of the top eight programs in the United States.
- The most recent NCATE review gave the leadership program national recognition.
- In 2010 Arne Duncan, United States Secretary of Education, recognized the leadership program as one of the "top notch" programs in the country.
- The redesigned program, required by the Mississippi Department of Education, continues the requirement of three full-time administrative internships. Dr. Joe Murphy of Vanderbilt University says our M. Ed. leadership program is "still the national benchmark."
- The redesign program requested by the Mississippi State Department of Education continues to promote a cohesive bond between the leadership program and the Delta Area Association for Improvement of Schools (DAAIS). Additionally, work is being continued with the Delta Area School Superintendent's Consortium and other related agencies.

**M.Ed. Educational Administration & Supervision
Proposed Program of Study**

Student: _____ **Date:** _____

All courses listed in the Program of Study are required.

CORE

<u>COURSE NO.</u>	COURSE TITLE	DATE TO BE TAKEN	CR HR
EPY 601	Psychology of Learning - Study of the application of psychological principles to learning environments with special emphasis on the classroom.	1st Summer I	3
ELR 605	Methods of Research & Statistics – Development of library skills, analysis of types of research, investigation of research design and introduction to descriptive inferential statistic	1st Summer II	3
CUR 608	Historical Foundations - Cultural, historical and philosophical background in educational thought to include curriculum methods.	2nd Summer I	3
			9

**COURSE
NO.**

EDL 601	Foundations I - This course establishes the foundation for the program participant's vision of leadership by integrating introductory elements of the teaching and learning process with basic leadership skills of organization and planning in the context of community influences. The basic elements of the <i>Curriculum, Instruction, and Assessment; Continuous Improvement and Culture for Learning; and Leading Operations for Learning</i> program anchors are presented. 3	1st Summer I	3
EDL 602	Foundations II - This course develops the program candidate's instructional leadership skills for (1) understanding and analyzing effective teaching/learning behavior as applied in a specific teaching situation, (2) using and interpreting data to improve teaching and learning, (3) demonstrating knowledge of school law, district policy and procedures, and its relationship to educational decisions, and (4) understanding the diversity issues in a multicultural school and community. 3	1st Summer II	3
EDL 603	Foundations III - This course furthers the development of the instructional leadership knowledge and skills in the areas of: 1) using the clinical supervision cycle to assess teaching and learning; 2) the ability to collect, analyze, interpret, apply, and evaluate data for continuous improvement; and 3) assessing, planning, and understanding the principles of quality professional development and systems that promote efficient practices in the management of people, processes, and resources to improve student achievement. 3	Fall	3

EDL 620	Leadership Practices I - Knowledge and leadership skills will be developed in the following areas: classroom observation and teacher conferencing techniques, instructional planning, instructional techniques and strategies, curriculum development and application, and instructional assessment methodologies to improve teaching and learning. 3	Fall	3
EDL 624	Leadership Practices II - Knowledge and leadership skills will be developed in the following areas: school staffing; organizing professional learning communities; and management of facilities, fiscal operations, and technology. Additionally, priority will be given to ensuring a safe and orderly school, legal and ethical issues, and planning to improve teaching and learning. 3	Spring	3
EDL 628	Leadership Practices III - Knowledge and skills will be developed in the following areas: building an effective relationship between school and community, enhancing the school culture for learning through focused professional development, and knowledge and guidelines of effective teacher recruitment, selection, and termination processes. Additional areas of instruction will focus on effective school guidance counseling and school related health services, promotion and governance of extracurricular activities, alternative education services, teacher leadership development, and positive public relations. 3	Spring	3
EDL 640	Organizational & School Issues I - This course is intended to provide candidates an opportunity to develop and conduct a capstone project that effectively expands the knowledge and understanding of complex issues facing educational leaders. Through the capstone project, each candidate will tie together the major educational leadership program development areas: <i>Curriculum, Instruction, and Assessment; Continuous Improvement and Culture for Learning; and Leading Operations for Learning</i> . The required exit portfolio will provide clear and convincing evidence of growth in meeting program standards. 3	2nd Summer I	3

INTERNSHIP HOURS

EDL 650	Elementary Field Experience - Supervised administrative internship for twelve weeks (full-time) in an assigned elementary school with a trained principal-mentor. 3	Fall, Spring	3
EDL 652	Middle School Field Experience - Supervised administrative internship for twelve weeks (full-time) in an assigned middle school with a trained principal-mentor. 3	Fall, Spring	3
EDL 654	High School Field Experience - Supervised administrative internship for twelve weeks (full-time) in an assigned high school with a trained principal-mentor. 3	Fall, Spring	3
			30

TOTAL HOURS IN PROGRAM: **39**

Approved: _____
Dr. Thomas R. Taylor, Advisor