

OFFICE OF QUALITY PROFESSIONALS AND SPECIAL SCHOOLS
Summary of State Board of Education Items
February 16-17, 2012

EDUCATOR LICENSURE

16. Approval of Request from the Mississippi University for Women for Masters Degree Program in Educational Leadership as recommended by the Commission on Teacher and Administrator Education, Certification and Licensure Development

Background Information:

All current and proposed administrator preparation programs, both traditional and alternate route, have recently undergone an in depth review. Dr. Joe Murphy and Frank W. Mayborn Chair of Education, Vanderbilt Peabody University are leading the review and redesign process for Educational Leadership programs in the state. The Mississippi University for Women 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 the Delta State University, 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 January 6, 2012.

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

Back-up material attached

Recommendation: Approval

Executive Summary

Proposal for Redesign of the MUW Educational Leadership Program

The proposed redesign of the **Mississippi University for Women Educational Leadership Program** seeks to build upon a clearly established legacy of innovation that the institution has developed and strengthened throughout its history. While seeking to incorporate best practice in Educational Leadership Preparation, the faculty and leadership of the program have also sought to establish a degree offering unique to the institution and its mission, and one which clearly supports and enhances its professional programs in teacher education. The redesign has also been crafted to utilize the latest in technology and communication as well as the latest research about educational leadership, collaborative learning, team building, and communities of learners. The regional setting provides the rest of the backdrop for the creation of this program, and the K-12 schools of the region can clearly be served by the strengthening of an Educational Leadership Preparation Program in the institution already providing a strong teacher candidate pool.

Basis for the Redesign of the MUW Educational Leadership Program

The MUW Educational Leadership Program was approved by the Mississippi Department of Education in 2008 and began admitting candidates during the summer of 2008. As a result of this redesign, the entire curriculum, including realignment of anchors, internship experiences, and course offerings, has been examined and restructured.

The faculty and leadership have used the 9 reform practices as outlined by Murphy, Moorman, and McCarthy (2008) to guide the approach to development of this resubmission. These are noted below. MUW's approach to these is presented in the submitted comprehensive redesign report:

Reform Practice 1: Work for an outcomes-based paradigm.

Reform Practice 2: Create a strong platform of actionable theory.

Reform Practice 3: Establish a clear, coherent conceptual focus and foundation.

Reform Practice 4: Recruit and select candidates through rigorous, values-based admissions.

Reform Practice 5: Align the program through zero-based curriculum development.

Reform Practice 6: Ground and integrate learning through practice-anchored learning experiences.

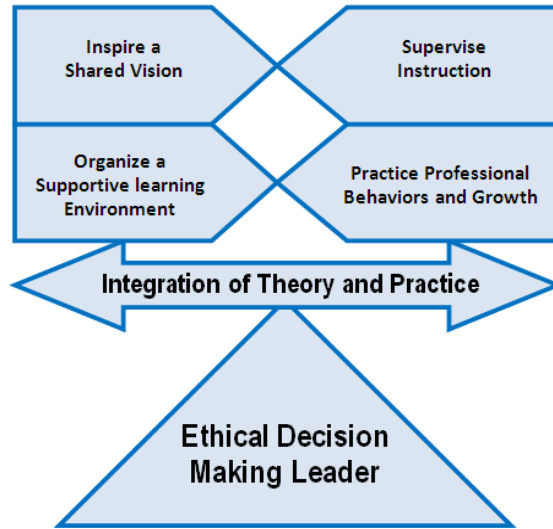
Reform Practice 7: Provide adequate support for technical and adaptive change.

Reform Practice 8: Replace culture of autonomy with culture of community.

Reform Practice 9: Maintain quality and continual improvement through outcome-based accountability.

The following represents the program model developed by the faculty and leadership for the redesign:

MUW Educational Leadership Program Balanced Model



Program Outcomes that Support the Five Core Competencies of the MUW EDLP Balanced Model

<i>The ethical decision maker has the ability to:</i>			
Inspire a Shared Vision	Supervise Instruction	Organize a Supportive Learning Environment	Practice Professional Behaviors and Growth
Plan strategically for the collaborative development of vision, mission, and goals of the learning organization	Conduct effective formative and summative evaluations of teachers.	Establish and nurture a collaborative culture of learners.	Develop a professional lifestyle of a lifelong learner.
Build collaborative leadership capacity.	Collect, analyze, synthesize, and report data to inform instructional practice.	Recruit, retain, and maintain a high quality teaching faculty and support staff.	Consume, evaluate, communicate, and use best practices from professional literature and research findings.
Lead change for continuous school improvement.	Conduct differentiated clinical supervision practices based on the developmental levels of the teacher.	Maintain a safe, orderly, efficient, and effective environment.	Communicate effectively with all levels of stakeholders in the learning community, professional field, and community-at-large.
	Supervise curriculum development, instruction, and assessment.	Manage data systems for class and school improvement.	Contribute to the field through research, professional presentations, and publications.
	Supervise educational programming for special populations.	Manage and maintain instructional resources, materials, and technologies.	Model ethical and professional conduct at all times. Plan, evaluate, reflect upon, and sustain one's own professional growth
Integrate Theory and Practice			

MUW Educational Leadership 36 Credit Hour Degree Program of Study

1st Summer of Study: Cohort Begins Block 1: Inspire a Shared Vision

Courses:

ED 620 Leadership through Building a Collaborative Learning Community & School Improvement

(ED 620, 3 credit hours, ED 620L, 1 credit hour)

This course focuses on the development of a vision for a positive culture in a collaborative learning community; and the development of skills needed to foster school improvement. Participants will analyze their own leadership skills. Current leadership practices and theory, including systematic performance accountability and organizational change, will be examined in the context of their meaning in creating positive, collaborative learning organizations. Participants will examine models of whole school reform, and conduct field based analyses of schools in relation to concepts studied.

ED 600 Leadership through Action Research

(ED 600, 3 credit hours, ED 600L, 1 credit hour)

This course offers instruction in the skills of analyzing educational research, understanding various research designs, and conducting an action research study.

ED 638 Leadership through Supporting Diverse Learners

(ED 638, 3 credit hours, ED 638L, 1 credit hour)

This course focuses on an understanding of special education and other special populations programs found in the public schools. Legal requirements, characteristics of inclusive settings, and effective strategies for implementing and sustaining educational adaptations for students from special populations will be covered.

TOTAL Credit Hours, 1st Summer – 12 credit hours, minimum of 240 hours of clinical field based/internship experiences

1st Fall Block 2: Supervises Instruction

Courses:

ED 630 Leadership through Instructional Supervision

(ED 630, 3 credit hours, ED 630L, 1 credit hour)

This course focuses on an understanding of instruction and how to effectively supervise, guide, and develop appropriate instructional practice. Cognitive coaching, clinical supervision, and evaluation of teachers will be covered. **Prerequisite: ED 620**

ED 652 Leadership through Curriculum Development and Supervision

(ED 652, 3 credit hours, ED 652L, 1 credit hour)

This course for leadership students focuses on best practices in the processes of guiding and evaluating the development and alignment of curriculum. Students will gain practice in utilizing data to inform curriculum decision making and will also gain an understanding of how to evaluate curriculum design for appropriateness for the various grade levels and subject areas. **Prerequisite: ED 620**

TOTAL credit hours, 1st Fall – 8 credit hours, minimum of 160 clock hours of clinical field based/internship experiences

Spring: Block 3: Organizes a Supportive Learning Environment

Courses:

ED 614: Leadership through Building a Culture of Professionalism

(ED 614, 3 credit hours, ED 614L, 1 credit hour)

This course focuses on the need for school leaders to expand their professional roles as leaders, researchers, scholars, and advocates. Candidates will learn and practice the skills needed to become effective leaders and change agents in the educational community.

ED 640: Leadership through Organizing a Supportive Learning Environment

(ED 640, 3 credit hours, ED 640L, 1 credit hour)

This course will examine organizational effectiveness strategies for managing all aspects of the educational environment to create a safe and orderly school climate. The following will be covered: school safety, financial management and budgeting, personnel, physical facilities, and scheduling. **Prerequisite: ED 620**

TOTAL credit hours, Spring – 8 credit hours, minimum of 160 clock hours of clinical field based/internship experiences

2nd Summer: Block 4: Practices Professional Behavior and Growth

Course:

ED 680: Leadership through Legal and Ethical Decision Making

(ED 680, 3 credit hours, ED 680L, 1 credit hour)

Students will explore leadership practice emphasizing integrity and ethical decision making while examining the political, cultural, and legal context of school leadership. Students will gain practice in making appropriate and legal decisions while working with all stakeholders.

TOTAL credit hours, 2nd Summer - 4 credit hours, minimum of 80 clock hours of clinical field based/internship experiences

2nd Fall: Block 5: Practices Professional Behavior and Growth

Course:

ED 699: Ethical Leadership Capstone Internship: Practicing Professional Behaviors and Growth

(4 credit hours, internship)

This course focuses on the capstone experiences for the Educational Leadership Program Administrator Candidate. In collaboration with the supervising clinical faculty, the administrator candidate will develop and complete a plan for field-based clinical experiences. The course also focuses on analysis and reflection of the candidate's future role as an administrator and professional presentation.

TOTAL credit hours, 2nd Fall - 4 credit hours, completion of remaining clock hours of clinical field based/internship experiences to total minimum of 960 total clock hours for degree program

TOTALS: 36 credit hour degree program, with minimum of 960 clock hours of clinical field based/internship experiences.

The courses, delivered through semester blocks, are designed to further develop the domains of the 5 Core Competencies. Course descriptions and requirements are available in the comprehensive report. The above schedule of blocks is designed for administrator candidates who participate as part-time students while still employed. A cohort member who is a full time student may enroll in the 2nd fall block during the spring to complete the program earlier.

Program Structure

New cohorts will continue to be admitted each spring to begin study each summer, with a summer-fall overlap between two cohorts. Many of the concepts that are central to cohort delivery occur because the cohort members are sharing experiences and will naturally seek out each other to compare these shared experiences. However, the cohort experience is strengthened when the development of a PLC is planned and guided. The following practices will influence the development of the cohorts as a group:

- With the beginning of each cohort, initial requirements and coursework will be presented through an intensive residency session during the early summer. **PLC team building** experiences will be an integral part of establishing the cohort during this first summer. Faculty, clinical faculty, and mentor principals will also participate in these establishing, community building sessions.
- During the first summer of participation, cohort members will be assigned to Action Research teams, and these teams will define an action research project which will require field based work across the entire degree program.
- Throughout the degree program, the cohort members will be assigned team experiences, which require dependence upon each other for successful completion of assignments.

Delivery of Instruction

Instruction will be structured in semester blocks and delivered by a team of university faculty, clinical faculty, and building level mentor principals. Methods of delivery will include the following:

- Intensive residency during the initial summer of study;
- Field based clinical supervision;
- One on one meetings of supervisors and administrator candidate interns;
- Seminar meetings of administrator candidates and clinical supervisors, may be face to face, or through video-conferencing, or a combination of the two;
- Class meetings – late afternoon sessions combined with online session.

Faculty

The MUW faculty currently includes Dr. Shelley Bock, Dr. Bob Fuller (1/2 time), Dr. Monica Riley, Dr. Sue Jolly-Smith. In addition, two positions are included in the 2013 budget for a full-time director, and an additional full-time tenure track faculty position.

The Mississippi University for Women Educational Leadership faculty share the following core beliefs about the preparation of school leaders and commit to reflect these beliefs in the way they work with administrator candidates within the Educational Leadership Preparation Program.

1. Leadership behavior can be learned.
2. Theory informs practice, and data informs decisions.
3. Best leadership decisions are based on the highest professional ethical principles.
4. Best leadership decisions are made when the educational leader values diversity, understands poverty, and possesses a passion for providing a setting for educational equity.
5. School leadership preparation is best when it is a shared, collaborative responsibility involving a highly qualified, aspiring school leader; dedicated university faculty and administrators; fully partnering school district leadership; exemplary practicing mentor administrators, and state K-12 and university system leadership.
6. School leadership preparation requires meaningful practice in real life settings.
7. Effective school leaders function best in an environment in which their beliefs and ideas are shared and supported by the school district administration.
8. Effective university faculty and school leaders model:
 - Ethical, reflective decision making;
 - Professionalism and individual growth;
 - Organizational leadership for communities of learners;
 - Supervision and leadership of instruction;
 - Envisioning and planning for the future.