

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

**OFFICE OF EDUCATOR LICENSURE**

27. Approval of Request from Jackson State University for a 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. MDE contracted with Dr. Joe Murphy from Vanderbilt University to conduct these reviews. Each administrator preparation program was required to submit a proposal to have their program approved or re-approved to meet national ISSLC standards. The board recently approved the Educational Leadership program from William Carey University as the first of those to passed the review. This was followed by the approved Administrator program at Delta State University. In February, the board approved the redesigned Educational Leadership programs at the University of Southern Mississippi and at Mississippi University for Women.

In March of this year, the Certification Commission approved the master's degree program in Educational Leadership from Jackson State University that has been redesigned and meets approval by Dr. Murphy. Also approved are the programs from Mississippi State University and the The Mississippi Community College Foundation's alternate route administrator preparation program called MS Alternate Path to Quality School Leadership.

Recommendation: Approval

Back-up material attached

**JACKSON STATE UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
DEPARTMENT OF EDUCATIONAL LEADERSHIP**

**LEADERSHIP REDESIGN 2012**

**Master in Educational Leadership**

**Dr. Daniel Watkins, Dean  
Dr. Carrine Bishop, Department Chair  
Dr. LaVerne Gentry, Program Coordinator**

**Submitted to Mississippi Department of Education  
February 21, 2012**

## **Items Submitted**

**ABSTRACT**

**PROGRAM FRAMEWORK**

**PROGRAM VALUES/BELIEFS**

**COURSE DESCRIPTIONS**

## ABSTRACT

Jackson State University has a rich legacy in preparing and empowering diverse candidates as educators and leaders. As an urban institution, located in the capital and largest city in the state, it attracts candidates from various settings, backgrounds and experiences across the state and the nation. The mission of the university is to prepare global leaders who think critically, address societal issues and compete effectively. This commitment is grounded in all colleges and programs across the campus. There is ongoing collaboration among various community- based, national and international programs and partnerships to facilitate innovative, experiential, global and technological learning opportunities for the diverse candidates enrolled and for faculty and staff development.

The College of Education and Human Development has the responsibility and accountability for the development, administration, supervision and evaluation of programs in teacher education and other related human services which support the teaching profession and the mission of the university. Opportunities are extended to educators to develop and enhance their knowledge, skills and dispositions and promote positive outcomes for students in P-12 educational settings. All programs strive to prepare “**Responsive Educators**” who are committed, knowledgeable, skillful and professionally prepared to make a difference in the field of education.

Jackson State University has prepared candidates for many years to serve as

school leaders. Prior to 1996, candidates were self-selected, not required to have any experiences in the field of education, and the program was not tied to state or national standards for school leadership. There were no requirements to ensure that candidates had the ability to prepare for school leadership upon entry into the program. Yet, candidates received training, obtained licenses and served as principals.

In 1996, the state of Mississippi required all universities to redesign the leadership programs. After a year- long restructuring of all facets of the program and an external evaluation by national consultants, Jackson State University's leadership program at the master's level was approved as one of the six in the state to train school leaders. Since 1997, Jackson State University has admitted and prepared thirteen (13) cohorts of school leaders who lead and manage schools across the state of Mississippi. Since this time, the program has maintained state and national recognition during accreditation reviews.

In 2010, Mississippi Department of Education extended a mandate to all institutions in the state to redesign leadership preparation programs. As a result, The Department of Educational Leadership began to redesign the program with other institutions in the second round in the Fall of 2011. The faculty and advisory board redesigned the 39 semester hour program to reflect 2011 revised Educational Leadership Constituent Council (ELCC) standards, key elements in the industry, and research based practices proven beneficial in the preparation of school leaders. The intent was to provide a well- developed and research based program to support and be accountable for the preparation of school leaders facing challenges in today's educational settings at the building level. The redesign is based upon the philosophy that effective schools must be

led by quality leaders who can impact both teaching and learning. Strategies and objectives have been redeveloped to support the preparation of candidates and prepare them to serve as instructional leaders who promote student achievement. Guiding principles for the redesign were obtained from national consultant Dr. Joseph Murphy, Vanderbilt University, through collaboration with leadership faculty in the state and practicing school leaders in the central Mississippi area.

As a result of the redesign, the 2011 revised program contains new vision and mission statements, program goals, courses, and assessments tied to ELCC and Mississippi Standards for School Leaders. Crosswalks have been included to denote the application of the revised standards across the 13 courses featured in the program. The thirteen (13) courses were obtained following a zero- based curriculum in which program faculty determined what effective school leaders should know and be able to do at the building level. Documentation to support all steps in the redesign has been provided.

The revised program has specific entry level requirements for admission and selection. Guidelines are provided to inform candidates of requirements for program admission. Documents have been provided on recruitment, selection and are reflected in the entry level assessments for candidates.

The revised program contains internships with clinical and field experiences at the elementary, middle and high school levels. These experiences are collaboratively planned by the site supervisors and university supervisors. The revised program has a training

component for site supervisors (mentors) who guide in the delivery of school

experiences. These mentors provide direction and support for candidates required to observe, lead and facilitate in a school -based environment.

The goal in redesigning the leadership preparation program at the masters' level is to remain accountable for developing school leaders who have the capacity to transform schools at the building level. The departmental faculty is committed to preparing quality visionary and transformational school leaders. Departmental goals are designed to ensure that the program maintain both state and national approval based upon admission, program structure, content, and delivery and evaluation requirements.

A detailed assessment system describes both formative and summative assessments on candidates, courses and program quality. The ongoing monitoring and feedback allows departmental faculty to stay abreast of candidates' needs and the effectiveness of the program in preparing school leaders. This internal assessment allows for program improvement and the accountability of the graduates.

## **PROGRAM FRAMEWORK**

### **VISION**

The masters program in the Department of Educational Leadership prepares highly qualified and effective transformational leaders to impact teaching and learning. These visionary leaders serve as change agents who lead and manage schools to promote student success, provide professional growth for educators and collaborate with stakeholders to address societal issues that impact education.

### **MISSION STATEMENT**

The masters program in the Department of Educational Leadership prepares diverse candidates for entry- level school leadership roles in P-12 settings. The program empowers candidates with the knowledge, skills, and dispositions essential for effective instructional leadership, management and school improvement to promote the success of students.



## **PROGRAM VALUES/BELIEFS**

The mission of the masters program in Educational Leadership at Jackson State University is grounded on the following set of values and beliefs which express our commitment to the field of school leadership and our candidates:

*We believe that:*

- 1. We will produce visionary leaders who understand and apply theories and principles anchored in teaching and learning and make appropriate decisions;*
- 2. We will produce effective leaders who have the knowledge, skills and dispositions needed to manage the human, legal, fiscal, organizational, and instructional processes for leading, managing and also restructuring schools;*
- 3. We will produce leaders who will plan and implement effective strategies for collaborating with internal and external stakeholders to promote student success in successful and low- performing schools;*
- 4. We will produce leaders who will utilize technology as a tool for communicating, planning, collecting and analyzing data, budgeting, and obtaining current information on educational issues;*
- 5. We will produce leaders who will plan, implement and evaluate the educational programs, instruction and services in elementary, middle and high schools and make sound educational decision; and*
- 6. We will develop, maintain and revise (as needed) a flagship leadership program that prepares candidates to lead and manage successful P-12 schools.*

## **Phase I      Leading to Promote School Improvement**

### **EDAD 512 Introduction to School Leadership Theories and Practice**

This is an introductory course in educational leadership. It is designed to introduce candidates to theories, concepts, and effective leadership practices in educational organizations. Candidates will examine various leadership styles and strategies, ethical and moral behaviors, the roles and responsibilities of effective school leaders, and the social, political, economic, and legal contexts impacting schools. Additionally, this course will analyze the history, philosophy, and social aspects of school leadership. The accountability of school leaders in educational settings, historical aspects of educational leadership, and effective research-based practices that impact student achievement, teacher effectiveness and school improvement will also be addressed. Candidates in this course will engage in 15 hours of field-based activities.

### **EDAD 513 School-Based Program Evaluation and Improvement**

This course is designed to provide candidates with a thorough knowledge of the theoretical underpinnings of different approaches to school-based program evaluation. This course will afford candidates the opportunity to evaluate school-based programs in diverse partner schools. In addition, the use of evaluation data for school and program improvement will be explored. This course requires 20 hours of clinical experience in diverse settings and the integration of technology.

### **EDAD 514 Leading Change to Support School Improvement**

This course will build on the organizational theory and practices that require educational leaders to implement and manage change in the school environment. Candidates will examine change models to increase organizational effectiveness and create a vision for leading change, setting an innovative climate for learning, and negotiating situations involving conflict. Candidates will also explore research on effective negotiation skills; demonstrate an understanding and application of the Interstate School Leaders Licensure Consortium Standards for School Leaders, and diagnose problem areas created by the effects of a changing school environment. The fundamental goal is for candidates to develop a clear and compelling vision for creating change in educational settings. Candidates will apply standards and make data-driven decisions that support the role of the school leader as a change agent in promoting school improvement and student achievement. Candidates will engage in 17 hours of field-based experiences.

### **EDAD 515 Legal Issues for School Leaders**

This is an introductory course designed for candidates on legal issues impacting P-12 schools and provides an overview of school law. This course will address selected school law issues with an emphasis on those having a direct impact at the building level. Commonly disputed concerns receiving special emphasis include: equal access to education; violence, safety and discipline; faculty hiring, promotion and tenure; discrimination and sexual harassment; individual educational plans for special needs students; local school governance; curricular issues such as intelligent design vs. evolution; and public support for extracurricular activities. A historical perspective is provided in addition to case and statutory law to enhance the knowledge, skills and dispositions of candidates. Educational policies, federal and state laws, regulations mandates, codes of conduct, and ethical and moral practices for school leaders will also be addressed. Candidates will engage in 12 hours of field-based experiences.

## **Phase II Leading to Provide Effective Management for Student Learning**

### **EDAD 516 Leading and Managing Human Resources**

This course provides the foundation for school leaders to lead and manage human resources within educational organizations. Candidates will examine strategies that attract, motivate, and retain human resources in educational settings to support student achievement. Emphasis is placed on the role of the school leader in developing and maintaining an effective and conducive teaching and learning environment necessary for student achievement and the professional growth of the staff. Other foci are adult learning theories, organizational climate and culture, effective oral and written communication (both within and external to the organization), recruitment, selection, orientation and induction practices, group facilitation skills, and team building. The candidates will examine various leadership styles that support healthy schools, and develop dispositions which demonstrate an understanding of how their attitudes and behaviors impact the educational setting. In addition, the course examines the school leader's ethical and moral behaviors as critical factors in working with stakeholders in organizations. Candidates will exit this course with an understanding of effective team-building skills, group dynamics, successful management practices, time management strategies, techniques for conducting productive meetings, effective communication skills, guidelines in recruiting, hiring, supervising, evaluating and planning for the professional growth of the staff, conflict resolution, employment law and managing change as necessary skills for leading and managing human resources in educational organizations. Candidates will engage in 15 hours of field-based experiences.

### **EDAD 517 Responsibility and Accountability for School Finance**

This course is designed to empower prospective school leaders with the knowledge, skills and dispositions to manage school finances in P-12 schools at the building level. This course will focus on budgeting, sources of revenue, disbursement of funds and legal requirements for financial transactions. Candidates will also examine funding from federal, state, and local revenues; investigate local school system budgeting procedures, the fiscal responsibilities of school leaders and exemplary models for funding education. The course will empower candidates to make effective decisions in using educational resources to manage operations, human resources and promote a safe, efficient and effective learning environment to promote student achievement. This course includes 15 hours of field-based experience.

### **EDAD 518 Internship I**

This course provides candidates with the opportunity to engage in field-based learning activities related to school leadership at the building level. This is a "hands-on" course that provides the opportunity for the candidate to practice administrative and leadership skills under the guidance of a practicing administrator (mentor). Seminar activities will complement the on-going field-based tasks by allowing candidates to reflect on their field experiences. This course will provide opportunities to examine their own administrative and leadership behaviors, gain insight about different leadership styles, understand the contextual factors that can influence administrative actions, and, finally, to analyze how different administrative actions affect various aspects of the educational environment. Candidates are placed in an elementary, middle or high school for the entire semester. This course is supervised by the site supervisor and university supervisor. The intern is required to conduct 9-12 hours per week of sustained activities. Documentation must be compiled in a portfolio.

### **Phase III Leading to Promote Continuous Improvement of Student Achievement**

#### **EDAD 519 Instructional Leadership for Student Achievement**

This course provides candidates with opportunities to critically analyze and apply various contemporary theories in instructional leadership. Candidates will apply research-based practices that support teaching and learning at the building level. Candidates will examine the role of the school leader in responding to the curriculum, instruction and assessment. This course is aligned with the Interstate School Leaders Licensure Consortium (ISLLC) standards, Educational Leadership Constitutive Council (ELCC) standards and the Mississippi Standards for School Leaders. The course focuses on the performance aspects of effective leadership including empowering others, building collaborative organizational cultures, making informed decisions and communicating effectively. The course provides a foundation for creating professional learning communities, applying research-based professional development practices to support teacher effectiveness, targeting best practices as a process to enhance classroom practice, improve student learning and overall school success. Candidates will engage in 15 hours of field-based experiences.

### **EDAD 520 Professional Development to Promote Student Achievement**

This course is designed to provide educational leaders with the knowledge, skills, and dispositions to apply research –based professional development practices to promote student achievement based on the assessment of school data. Candidates will examine research-based practices that increase educator effectiveness and produce positive learning results for all students. The candidates will become skillful leaders who advocate for effective teaching and learning, develop teacher capacity, and create support systems in professional learning communities. The course will guide candidate learning by utilizing standards of staff development as defined by the National Staff Development Council (NSDC) which emphasizes professional development that builds educator effectiveness to increase student achievement: (1) occurs within learning communities that are committed to continuous improvement, program and system alignment, and collective responsibility for student success; (2) requires skillful leaders who set high expectations, build capacity, provide support, and distribute responsibility for professional learning; and (3) requires prioritizing, monitoring, and coordinating resources for educator learning. Candidates will engage in 12 hours of field-based experiences.

### **EDAD 521 Internship II**

This course provides students with the opportunity to engage in field-based experiential learning activities related to school administration. This is a “hands-on” course that provides the opportunity for students to practice administrative and leadership skills under the guidance of a practicing administrator (mentor). Seminar activities will complement the ongoing field-based experiences, to document administrative and leadership activities, and to assess the usefulness of the internship experiences on their personal development as educational leaders. Students will gain support, guidance, and wisdom from the cohort administrative interns. This course will provide opportunities to examine their administrative and leadership behaviors, gain insight about different leadership styles, understand the contextual factors that can influence administrative actions, and finally, are able to discuss how different administrative actions affect various aspects of the educational environment. Candidates are placed in an elementary, middle or high school for the entire semester. This course is supervised by the site supervisor and university supervisor. The intern is required to conduct 9-12 hours per week of sustained activities. Documentation must be compiled in a portfolio.

## **Phase IV     Leading to Establish a Collaborative Base for Student Achievement**

### **EDAD 522 Responding to Diverse Issues to Close the Achievement Gap**

This course is designed to introduce the candidates to the diverse issues in P-12 schools in urban settings and impact student achievement. Candidates will examine social, economic, academic, cultural, and political factors that have implications on the academic advancement of students. Issues related to poverty, social justice, violence, homelessness and health will also be explored. . Additionally, this course will focus on the preparation of school leaders who can transform schools by understanding the theoretical, sociological, political and historical elements that are related to ethnicity, race, socioeconomic status, gender, exceptionality, language, religion and sexual orientation. Candidates will examine research-based strategies proven effective in urban settings to guide school leaders to lead, manage, promote student success and assume accountability for closing the achievement gap at the building level. Candidates will engage in 15 hours of clinical experience.

### **EDAD 523 Collaborating with Parent and the Larger School Community**

This course is designed to help school leaders manage information in P-12 settings, promote two-way communication among external stakeholders, receive or disseminate information, effectively and create a positive learning environment to support student achievement. During this course candidates will study various forms of media, strategies for interacting with constituents, and other practices for developing collaborative bases to support school improvement and student achievement. Participants will explore strategies for communicating with students, staff, and community stakeholders, identify the basic components for creating and implementing an effective parental involvement program. This course will incorporate the requirements for working with diverse audiences and the role and power of new technology in school community relations. This course requires 20 hours of clinical experience in diverse settings and the integration of technology.

### **EDAD 524 Internship III**

This course provides students with the opportunity to engage in field-based experiential learning activities related to school administration. This is a “hands-on” course that provides the opportunity for students to practice administrative and leadership skills under the guidance of a practicing administrator (mentor). Seminar activities will complement the ongoing field-based experiences, to document administrative and leadership activities, and to assess the usefulness of the internship experiences on their personal development as educational leaders. Students will gain support, guidance, and wisdom from the cohort administrative interns. This course will provide opportunities to examine their administrative and leadership behaviors, gain insight about different leadership styles, understand the contextual factors that can influence administrative actions, and finally, are able to discuss how different administrative actions affect various aspects of the educational environment. Candidates are placed in an elementary, middle or high school for the entire semester. This course is supervised by the site supervisor and university supervisor. The intern is required to conduct 9-12 hours per week of sustained activities. Documentation must be compiled in a portfolio.

TO: Colleagues at Jackson State University

FROM: Joe Murphy

DATE: 30 January 2012

Let me begin by noting that you have developed a very strong program. It is laid out in first-rate fashion as well. Kudos to all of you for this very fine work.

My comments are designed to (1) assist you in the productive program reform dialogue in which you and your partners are engaged and (2) provide information on how the good work currently on the table can be made even better. The overwhelming bulk of the comments will be in the “things to think about” and “things to consider changing” categories. My focus is not on all the good things in the redesign—of which there are a good deal. Comments follow the order of the material in the Leadership Preparation Program redesign handbook (2011).

When you resubmit, can you create a report that directly addresses each of the issues surfaced below—the dots and X’s? If you want to highlight or bold those changes section by section that would be fine too, but the first part of the revised notebook should be “responses (i.e., changes made or to be made) to the questions/ideas from the reviewer.”

Dots are important, X’ s are more important.

#### Advisory Board

This is quite impressive. I have had the honor of working with Dr. Flowers in the past. If the other members of the Board are as good as she is, you have assembled an exceptional team.

#### Abstract

This is beautifully crafted and very helpful. It “pulls” one into the program while providing one with a broad focus. The history dimension of the narrative provides very helpful context.

#### Program Framework

This is also an excellent piece of work. Each of the four parts is highly informative. Each part is wonderfully aligned with the other three parts of the framework.

## Program Design

Again, very well-developed scaffolding. All four sub-components of the section are strong. Your “design” fits very nicely on top of your “program framework.” That is, it honors what you claim you value in your program and what you desire for the educators you prepare. You also do a nice job of explaining the integration of issues such as diversity across courses.

Here are some ideas for strengthening this domain.

### Zero-Based Curriculum

**X** The zero-based design is spot on. What would be helpful would be to see a list (table) of the “old” courses (pre-redesign) and the “new” courses (post-redesign). This would help the reader see the integrity of the zero-based approach you employed.

### Curriculum (Overview)

- I am not crazy about the headers you are using for the four “phases” of the program. It seems that they are all about “leadership” and “student achievement.” That is, each could be captured as “leading . . . for student learning.” The uniqueness of each phase would be on what was being led. Phases such as “promoting continuous improvement” and “building an effective instructional program” would seem to make more sense. I will return to these issues when we delve in Appendix 11 (Syllabi).

**X** There is one fairly large gap in the curriculum—“developing a supportive school culture for students.” More on this under Appendix 11 also.

- There is no mention of teaching knowledge and performance in the curriculum overview section (pp. 19-25). Yet it is critical in your value/beliefs. I assume it is integrated in the courses?

- Your attention to the importance of course sequencing is great. I do wonder, however, if “school-based program evaluation” would not fit better a little later on in the program. What was your thinking on placing it in the number two slot?

**X** 523. This needs to be relabeled. It should emphasize “external” stakeholders, because teachers, students, and staff are also stakeholders. Perhaps something like: “Collaborating with Parents and Other Members of the Larger School Community”?

- Nine hours of coursework for people with full-time jobs seems very heavy. I worry about their ability to do quality work. What was your thinking here?

- Have you given any thought to pulling some of the coursework into weekends? The 6:00 to 9:00 at night period is usually a tough time to learn.



X More to come when we get to Appendix 11 (Syllabi), but here are some preemptory notes.

- 514: Needs more emphasis on the business of actually leading change in the overview.
  - 514, 515, 516, 519, 520, and 523: Why no clinical fieldwork?
  - 516: A broader header such as “Leading and Managing Human Resources” is probably better here. You need a title that more fully opens work on hiring and supporting quality teachers.
  - 517: Watch drift into “finance,” especially state funding issues. This course needs a school budgeting focus.
- X 519: More focus is needed on the “core” issues of quality instruction, curriculum, and assessment. The course should ensure that students have deep knowledge and skills in these three domains.
- 523: See name change above.

### Program Structure

The closed cohort approach is great.

X However, creating a cohort does not “ensure the development of a community of learners” as you suggest on page 27. The question you need to answer is: What is the program doing to turn the cohort into a community of learners? What are the concrete actions that you are taking (and will take) in this regard?

### Program Standards

Your attention to the three sets of “standards” is excellent. The crosswalks are very informative.

X At the same time, there does seem to be a fourth source of data that you would do well to examine. I refer specifically to “best practice” in preparation programs that have a specific “urban” focus, as does Jackson State’s. There are a number of institutions that have worked to build effective urban-based leadership programs. Have you looked at them? If so, tell us what you learned and how they influenced your thinking. If not, tell us what you plan to do in the next few years. If your answer is “we have not looked at best practice in urban programs yet,” you might begin with the University of Illinois, Chicago and the University of Cincinnati. UCEA could provide additional leads on this.

## Instructional Delivery

You do a marvelous job of building the narrative around the research base—here and in most of the other sections as well. You do as good or better a job of this than any program I have ever reviewed.

**X** This statement is a bit troubling: “A portion of the field-based work activities may be embedded in the student’s internship.” This is akin to giving a fifth grade student extra reading by taking him or her out of social studies. I would not go in this direction. You want two integrated chunks of field-based, clinical work that unfold in (1) the ten traditional classes (104 hours by my count) and (2) the three internship classes (about 480 hours). It is one plus two, not counting some activities twice. Note that this does not preclude you from having both sets of activities connected to a course, e.g., 30 hours of internship experiences and 15 hours of additional field-based work in course number zzz.

## Clinical Experiences

**X** You note on page 54 that each course has a clinical component. Your overview on pages 21 to 25 does not show that. Neither does the chart on page 55. Although course descriptions in Appendix 11 help a lot, hours are still hard to track.

**X** As of now, you have 104 hours of clinical work in the ten non-internship classes plus about 480 hours in the three internship classes. You could get this up to over 700 total if you could add clinical work to 513, 514, and 516—or more accurately taking credit for what you are already doing. I think you want to be over the 700-hour threshold. You already are I think; we need better documentation of hours.

## Internship

Again, a very strong start here. The three experiences framework, one at each level and with different principal mentors, is wise. The key issues here are getting candidates (1) outside their own schools and (2) on the hips of exceptionally talented principals. Experiences at different levels is third in importance.

- It would be nice to see the agenda and materials for the training of mentors. You provide a nice overview on page 66 but a bit more detail would be helpful. Who does the training by the way?

- Minor issue: Change line one on page 59 to: “A plan documenting the work, including time.” You do not want to drift into “counting hours” as the goal.

- The internship activities are solid. You do want to keep any eye on how much time is given over to “observing” and “developing plans” versus time devoted to “doing the work.”

X You currently have 60 hours devoted to volunteer work in community service. You could do better here. It would be more authentic and wiser to have each student work with an agency or institution to create something to benefit students at the internship site and then to work to get it put in place, e.g., extended-day activities, a tutoring system, a program for homeless students. Volunteering is not enough.

### Contract for Internship Placement

X page 67. It seems like the essential issue in the requirement is “successful leadership experience” (recommendation number four). How are you ensuring that the mentors are really effective principals? If not, how can you do this in the future? And remember it is not about years of work but excellent performance.

### Program Candidates

#### Recruitment

X This domain of action seems fairly traditional and lacks robustness. There is not much evidence of proactiveness in seeking out the best and brightest. You can do more here. For example, target NBPTS teachers; send very focused letters to your mentors. Think about this.

- How large is the yearly cohort?
- What does the spring orientation encompass? Can we see a schedule?

#### Selection

More on this when we get to Appendices 6 through 9.

### Candidate Assessments

This is a very strong domain. The chart on page 72 is especially helpful.

- The material that is missing is a sense of the evaluations/assessment structures that are found in specific courses. What is highlighted in those courses? Authentic measures of learning, research papers, examinations? You want to show that the assessments in the ten non-internship classes are framed around the authentic tasks of school leaders. You have this in the individual courses in Appendix 11. Add a summary of assessments in the classes in this section.

### Program Evaluation

Once again, a very strong element of your program on nearly every front. Kudos to everyone whose fingerprints are on the design. I have two important suggestions and a question.

**X** On the back end of the evaluation, you want to push out beyond ratings of client (your students) and customer (school districts) satisfaction. First, you want to start thinking about how to assess whether graduates use what they learned in your program in their jobs. Second, you want to start thinking about measuring how effective your graduates are once they assume leadership positions. Effectiveness should be determined on the basis of school improvement broadly and student social and academic success specifically. Yes, I know getting answers to these issues is not easy but it can be done. You might check with the UCEA group that is working to find ways to help programs secure data on these two important issues. You do not have to “solve” this issue for the redesign, but you should tell us how you plan to do so in the future.

- Question: Can you provide some examples of how data from the program evaluations have resulted in changes in the program? Be specific.

### Partnerships

**X** You provide a list of the partners but no sense of the partnership activity in this section. We do get a feeling for the depth of that activity indirectly in the other sections of the report, e.g., in the internship, in program revision work. We need to see where you fall on the continuum of “perfunctory to robust” linkages—and linkages that are specific to the masters program in leadership, not general connections. Can you create a narrative (and perhaps a chart) that explains how partners are involved in each aspect of the program: recruitment, selection, course design, instruction, assessment, and so forth?

### Faculty

(Pages 85-86 and Appendix 12)

The data on the faculty provide a good look into the program. I do have some issues for consideration (•) and concerns (**X**) to surface in this area, however.

### Localness

- You have 12 colleagues involved with this program. Six graduated from JSU and three from other institutions of higher learning in Mississippi. Only one has a terminal degree from outside the state (Tennessee). One colleague does not appear to have a doctorate and another is silent on the issue. As you open new faculty lines, you might consider efforts to bring in colleagues who do not mirror the current faculty in their educational experiences.

### Full-Time (or nearly full-time) Point Person

**X** I also worry that you do not have sufficient faculty firepower in the program. Five faculty members do not list percentage of time devoted to the program; three list 10%, one 20%, one 25%, one 50%, and one “2 courses.” These are fairly small

percentages per person. I worry if people who only have 10 to 20% of an investment really can keep an eye on the program.

**X** Collectively, total FTE for the program seems to be about two. Is this accurate? If so, I am pretty sure it is insufficient.

- There is no description of how faculty members work together as a community of learners, other than what can be deduced from the information on the program revision.
- There is no description of the “collective” professional growth of the faculty.
- There is no description of how “adjunct” faculty are involved in the program.

#### Appendix 6

• On the “letter of recommendation” form, you need to add a category that addresses “social justice”; for example, “commitment to children/youth and their families.” Social justice is an important part of your “vision” and “conceptual framework.” We also know that the best predictor of future performance is past performance. For these two reasons, you clearly want to assess for this during recruitment/selection of candidates.

**X** You want people who write references to do more than mark boxes. You want them to provide evidence for their assessments, using concrete examples. It is better to ask about three or four issues—leadership skills, instructional expertise, commitment to social justice, and interpersonal skills—and get evidence then to secure eight or nine unanchored assessments.

#### Appendix 7

**X** The “rubric for candidate’s portfolio” is cluttered. There is too much weight on non-essential issues. I suggest that you only use these five criteria, quality of: (1) writing, (2) leadership (outside the classroom), (3) teaching experience, (4) interpersonal skills, and (5) commitment to children/youth and their families (outside classroom work).

#### Appendix 8

**X** I would argue that anchoring the writing assessment on a teacher’s “current philosophy on educational leadership” is not a wise choice. You want candidates to write about experiences they have had or to react to a scenario of some kind. Can you think some more about this?

#### Appendix 9

X The same general storyline as for Appendix 8 applies here. Questions one through five are unanchored in the candidate's work. You want to stay focused on questions six through nine (in which candidates can talk about their activities and their successes/challenges/dilemmas) and question 10.

### Appendix 11

In many ways this is the heart and soul of the program. You have done very solid work in forging a strong program of studies for your students. While I do not have time to provide feedback on each detail of each syllabus, nor to edit the document, I will (1) provide some general accolades, (2) point out where individual courses can be strengthened, and (3) expose some gaps that, I believe, need attention.

#### General Commendations (across the 13 courses)

- wonderfully comprehensive
- very nicely scaffolded on the ISLLC Standards
- very impressive internship sequence
- challenging and extensive readings
- excellent use of “current” readings
- extensive and powerful student work requirements
- good cross fertilization of ideas across courses
- very nice integration of technology in the courses
- very nice integration of interpersonal skills (e.g., problem solving, conflict resolution, decision making) in the courses
- very nice integration of social justice and ethics in the courses
- nice richness to class assignments
- very nice emphasis on “reflective” work to close assignments
- good variety of instructional strategies

#### Course-Specific Comments

- Four phases: See earlier note on this issue. Perhaps something like: (1) Promoting Continuous School Improvement (512, 513, 514); (2) Managing Operations

for Student Learning (515, 517); (3) Leading Teaching and Learning (516, 519, 520), and (4) Building Connections with the Larger School Community (522, 523). You may decide that this “frame” does not capture your thinking. That is fine. Use what makes sense to you. Note: This is not intended to change the sequence of the 13 courses.

- 513: No assignments listed.

**X** 516: See earlier note. It seems to me that this course is fine if you look at the “Calendar” on page 54. Here we see the critical components of a well-built “human resources” class; e.g., recruitment and selection of teachers, teacher evaluation, induction and mentoring. I would very strongly encourage you to rebuild all the assignments around core components such as those just listed. For example, looking at “best practice” and “current realities” in these areas and developing strategies to get closer to the former.

- 517: It seems a little late for an “introduction to the ISLLC Standards,” or am I misreading this? If not, shouldn’t this go in 512?

- I continue to worry about the balance between “finance” knowledge needed to run a district and “budget” knowledge needed to run a school. Can you help me see how all the content is focused on leading a school?

- 518: Given the absence of a direct hit in the program on “curriculum,” I would make assignment “D” on page 74 mandatory.

**X** Also, given the absence of attention to “assessment” I would ensure that assignment “5” on page 80 never gets cut—nor cut from the other two internship classes either.

**X** 519: There are three domains in the core technology: instruction, curriculum, and assessment. It seems to me that the “school improvement” stuff (sessions 10, 12, 15, 16) takes up way too much time—a quarter of the class. The material can (and should) be covered in courses 513 and 514. Session 4 should go into 521 and 516. Then one-third of the course should focus on “rigorous, aligned, and relevant curriculum”: and one-third should attend to “using data to enhance teaching and learning.” The last third should focus on “supervision and evaluation of staff,” as you already have recruitment and selection, induction, mentoring in 516 and professional development in 520.

**X** There are three areas that receive insufficient attention in the redesigned program. The above plan will help you correct for this on two fronts—curriculum and assessment. More about the third front—culture—below.

- I think you want to use the state-approved teacher evaluation system (or the Jackson Public School District teacher evaluation system) in the class. Get students grounded in what they will use on the job.

- 522: A good start, but not sufficient. My suggestion is that you broaden the course to include not just “diversity” but also “poverty.” Class is as important as race in the school improvement algorithm. Make one of the required books on “poverty,” e.g., one of the Payne books you list in the references.

X The methods used to assess candidates are too general and too far removed from the authentic work of the principal. I would start over. Toss out the articles, chapters, exams, and so forth. Work at creating activities such as these: (1) develop and implement a plan to bring culturally relevant curriculum to one class, or one grade, or one subject in a school; (2) build and implement a plan to ensure the success of homeless children and youth in a school, (3) develop and apply an equity audit for a school and meet with the staff to discuss results. Or if you really want to be aggressive, redo the entire course around this theme (and new title): “Closing Race-Based and Class-Based Achievement Gaps.” This would be a stronger course for future school leaders.

X Most of the current focus is on “diversity” in the classroom. This is only half the battle for school leaders. The other half is school-level actions.

X 523: OK as far as it goes, but does not go far enough. As it stands, it is a course on “public relations.” Important material but it should only be a third of the class. Another third should focus on working with parents. Materials and assignments here should focus on helping parents help their children reach the academic targets set by the school, both by working at the school and, more importantly, at home. The third component of the class should deal with the “larger community.” You have some of this already (e.g., the media). What you need to add is: “the school working with organizations, businesses, service agencies, and so forth to promote school improvement and student learning.” These linkages are especially critical for children in low-income communities.

### Critical Missing Material

As noted above, three areas do not receive sufficient attention in the redesigned program. You can help take care of two problems with suggested revisions for the 519 course. If you do not take care of it that way, find other ways to deepen treatment of “curriculum” and “assessment.”

X The other critical missing piece is “productive culture for students” or “creating a personalized environment for students.” This should include: (1) developing a safe and orderly learning environment (session 13 in current 519); creating a climate where every child is well known, cared for, and respected—and in which children trust adults; and (3) establishing a community in which students are deeply involved, have choices, and are able to participate in leadership activities. You need to find a way to fill this gap; it is really important for leaders to develop understandings and skills in these areas.



One last time—good work. I look forward to seeing your report detailing how your redesign work is continuing to create an even stronger program. Remember to revisit paragraph three on page 1 for directions. E-mail or call if you need me ([joseph.f.murphy@vanderbilt.edu](mailto:joseph.f.murphy@vanderbilt.edu); 615-322-8038).