OFFICE OF EDUCATOR LICENSURE

20. <u>Approval of Request from Mississippi College for a Masters Degree Program in Educational Leadership Recommended by the Commission on Teacher and Administrator Education, Certification and Licensure and Development</u>

Background Information:

All current and proposed Administrator preparation programs, both traditional and alternate route, have recently undergone an in-depth review and redesign. MDE contracted with Dr. Joe Murphy of Vanderbilt University to conduct these reviews. Dr. Murphy is known nationwide as an expert in Educational Leadership and Administrator preparation.

Each administrator preparation program in our state was required to submit a proposal to have their program approved or re-approved to meet national ISSLC standards. So far, the Commission and State Board have approved redesigned proposals of the following Administrator preparation programs:

- William Carey University
- Delta State University
- University of Southern Mississippi
- Mississippi University for Women
- Jackson State University
- Mississippi State University
- Mississippi Alternate Path to Quality School Leadership (MS Community College Foundation)

Mississippi College's Educational Leadership program proposal has now met all requirements by Dr. Murphy's review and has been approved by the Certification Commission.

Recommendation: Approval

Back-up material attached

Consideration of Application for Redesigned Educational Leadership Program
Master of Education in Educational Leadership
Department of Teacher Education and Leadership
School of Education
Mississippi College

Date: April 23, 2012

To: Commission on Teacher and Administrator Education
          Certification and Licensure and Development

From: Dr. Doris Smith, Coordinator of Master Level Program in Ed Leadership,
          Mississippi College
          Dr. Cindy Melton, Chair, Dept of Teacher Education and Leadership,
          Mississippi College
          Dr. Don W. Locke, Dean, School of Education, Mississippi College

The Department of Teacher Education and Leadership in the School of Education at Mississippi College (MC) requests approval to continue offering the M. Ed. degree in Educational Leadership utilizing a redesigned format and selection process beginning in the summer of 2013. The narrative below is presented with the intent of providing the Commission with information related to the program and some of the revisions included in the redesigned format.

Redesign Process
Review of the existing program by the Educational Leadership faculty at Mississippi College is an ongoing process with changes being made on a regular basis as the result of both formal and informal assessments. An in-depth specific review began in the early spring of 2011 following a meeting between program faculty, state department personnel, and Dr. Joe Murphy, the consultant who was to direct the statewide redesign process. Mississippi College chose to begin the development of a report immediately and submitted a report in May to Dr. Murphy. Since that time the faculty has been responding to Dr. Murphy's suggestions and has made changes as suggested. The following information is presented as a summary of some alterations made in the candidate admission process, the revised curriculum and the internship in the redesigned program.

Candidate Admission Process
The candidate admission process was reviewed and significantly changed and includes the following elements that are used during consideration of candidates applying for admission to the program:
 1) Hold a current Standard Class A Educator License
 2) Have a minimum of 3 years successful teaching experience
 3) Demonstrate proficient oral and written communication skills
 4) Submit a professional portfolio
 5) Document computer competency
 6) Demonstrate a commitment to the core values of school leadership
 7) Respond to a constructed response item

8) Participate in an interview conducted by a committee of faculty members and program graduates
9) Provide a memorandum of support from a principal and a superintendent
10) Document excellence in the classroom by a copy of performance appraisals and a statement from a principal
11) Provide a list of honors and achievements (i.e. NBPTS certification, Teacher of the Year)

The Letter of Recommendation was expanded to include an open ended response opportunity for use by administrative personnel. Another significant change in the application process relates to the required professional portfolio that must be submitted by each applicant. The required portfolio now must include a resume, a description of teaching experiences, a performance appraisal, a summary of students' state test performance for the past three years, awards and accomplishments, a personal biography, and a new technology self-assessment document. Also developed was an overall Educational Leadership Application Criteria and Scoring Guide which is included below.

Education Leadership Application   Name_____

Criteria Overview & Scoring Guide   Date _____

I. Application		30/	Comments
A. Form	6/		
B. Transcript	6/		
C. Class "A" License	6/		
D. Test Scores	6/		
E. Timeframe	6/		
II. Excellence as a Teacher		**21/**	
A. Performance Evaluation for Past 3 Years	3/		
B. Test Data	3/		
C. Verification of Experience	3/		
D. Principal's Recommendation	3/		
E. Superintendent's Recommendation	3/		
F. Colleague's Recommendation	3/		
G. Student's Recommendation	3/		
III. Written Communication Skills		**10/**	
A. Organization	4/		
B. Quality of Information	4/		
C. Grammar/Spelling	3/		
IV. Oral Communication Skills		**10/**	
A. Organization	2/		
B. Content	2/		
C. Style	2/		
D. Delivery	2/		
E. Appearance, Posture, & Eye Contact	2/		
V. Problem Solving (Written)		**10/**	

A. Organization	4/		
B. Quality of Information	4/		
C. Grammar/Spelling	3/		
VI. Successful Leadership Experience	**9/**		
A. Department/Grade Chair	3/		
B. Church	3/		
C. Community	3/		
VII. Computer Competency	**6/**		
A. General Technology Use	3/		
B. Specific Technology Use	3/		
VIII. Service	**5/**		
A. Professional Membership	2/		
B. Community	2/		
C. Other	1/		
TOTAL	**100/**		

The numbers in the form above relate to detailed rubrics that have been developed for use in evaluating the application. In addition to the overall rubrics, rubrics were also selected to assess each element of the application portfolio. An example of the rubrics used in scoring the completed application is presented below for Section V. Problem Solving (Written).

V. Problem Solving (Written)

A: Organization	
Very High	Responses are very clear; well thought out; ideas are sequenced and related; main points are developed correctly using paragraphs where needed; transitional words and phrases used; all of the points are developed logically; length is appropriate for the response
High	Responses are clear; thought out; ideas are sequenced and related; main points are developed using paragraphs; transitional words and phrases used; most all of the points are developed logically; length is appropriate for the response
Average	Responses are somewhat organized; some incorrect paragraphing; a limited use of transitional words and phrases; a number of the points not developed very logically; length is not appropriate for the response
Low	Responses are not organized; little incorrect paragraphing; a few transitional words and phrases; most of the points not developed very logically; length is not appropriate for the response
Very Low	There is no evidence of organization and no logical sequence at all in the composition
B. Quality of Information	
Very High	A very well-executed response; well defined; all major points are developed clearly and logically
High	A well-executed response; defined; most major points are developed clearly and

	logically
Average	The responses are fairly clear; minimally defined; some of the major points are satisfactorily developed
Low	Some of the responses are unclear; not defined; the major points are unsatisfactorily developed
Very Low	The responses are unclear; not defined; the major points are unsatisfactorily developed
C. Grammar/Spelling	
Very High	No errors evidenced in spelling; sentence structure; paragraphing; grammatical usage; punctuation; and capitalization
High	One-two spelling; sentence structure; paragraphing; grammatical usage; punctuation; and capitalization errors evidenced
Average	Three-four spelling; sentence structure; paragraphing; grammatical usage; punctuation; and capitalization errors evidenced
Low	Five-six spelling; sentence structure; paragraphing; grammatical usage; punctuation; and capitalization errors evidenced
Very Low	Seven-eight spelling; sentence structure; paragraphing; grammatical usage; punctuation; and capitalization errors evidence

Curriculum Design

The design of the curriculum is driven by a focus on the Interstate School Leaders Licensure Consortium (ISLLC) and the Educational Leadership Constituents Council (ELCC) Standards for School Leaders. The program includes traditional coursework, field placements, project-based learning activities, case discussions, on-site school consultation, and cohort activities. The program offers an experience that frames learner-centered leadership under six specific domains which are drawn from the Vanderbilt Assessment of Leadership in Education Standards (Goldring et al., 2009). The redesigned program features the following components.

1) Program anchors – teaching/learning, technology, assessment, diversity, law and public policy, management, and collaboration.
2) A cohesive sequential delivery structure driven by problem-based and problem-centered learning.
3) Clinical experiences integrated with course content.
4) Applied and focused internship experiences in both school and non-school settings.
5) Workplace experiences with on-site mentors who are practicing school leaders.
6) Reflective seminars for experience sharing and collaborating with other cohort members and university supervisors.

Delivery includes:
1) Fifteen month intensive program
2) Cohort structure
3) Minimum half-time intensive internships with mentor principals concurrently with coursework
4) Full-time internships with mentor principals prior to opening of school year and following closing of school year
5) Integrated curriculum
6) Weekly reflective seminars

7) Formative program evaluation

A strong component of the delivery of the program is anchored in the use of a cohort structure. The cohort structure provides a support base for professional growth and leaning. Diversity in the cohort is sought and valued. Cohort members work together as of group for fifteen months, allowing them the opportunity to build relationships with each other as aspiring administrators, collaborate on projects, and plan time together academically and socially. The program coordinator oversees the progress and development of each cohort for the duration of the program. The program coordinator works with course instructors, participants, and mentors to link practice and theory throughout the program of studies.

The educational leadership curriculum is delivered in a "Dimension" concept and courses are delivered with courses titled according to identified dimensions. The dimensions have different levels of concentration; therefore the delivery by semester hours varies from one to the other within the total structure of the thirty-nine (39) semester hour program. The Mississippi College master level program in educational leadership is delivered as follows.

Summer I
EDU 6715 Introduction to Administration Preparation   1 Sem. Hr.
EDU 6518 Personal/Interpersonal Dimension   3 Sem. Hr.
EDU 6526 Instructional Dimension   5 Sem. Hr.
EDU 6527 Organizational Dimension   3 Sem. Hr.
        +90 hours of Clinical Experience

Fall
EDU 6526 Instructional Dimension   3 Sem. Hr.
EDU 6533 Data-Driven Decision Making   3 Sem. Hr.
EDU 6536 Focused Internship   3 Sem. Hr.
        +90 hours of Clinical Experience

Spring
EDU 6531 Seminar   3 Sem. Hr.
EDU 6536 Focused Internship   6 Sem. Hr.
        +90 hours of Clinical Experience

Summer II
EDU 6534 Political Dimension   4 Sem. Hr.
EDU 6532 Resource Dimension   5 Sem. Hr.
        +90 hours of Clinical Experience

Total Program   39 Sem. Hr.
(Includes 900 hours of focused internship and clinical experience)

Internship

One of the most significant changes in the newly reconfigured design is the structure and delivery of the internship component of the program. Previously the internship consisted of a minimum of 10 hours per week for one semester. The redesigned program includes an intensive, half-time (minimum of 20 hours per week) internship for the entire school year. In addition, interns must work full-time alongside a principal at the beginning and end of a school year. The internship has also been expanded from six to nine semester hours. Another added element in the design is the Seminar during the spring semester which is designed to provide a link between the focused internship and the various dimensions which have and are being delivered during the classroom program components.

To support the structure and delivery of the internship change it was necessary to redesign the mentor evaluation form. The redesigned form (which appears below) is anchored in the ISLLC Standards and gives the mentor the opportunity to evaluate from below average to above average on each desired element.

Mississippi College

M.Ed. Intern Evaluation (Form Two)   **Candidate Name**_____
Period Covered by Evaluation   **From:**_____ **To:**
_____

The intern evidences having skills to:	Above Average	Average	Below Average	Did Not Observe
Collaboratively develop and implement a shared vision and mission				
Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning				
Create and implement action plans				
Promote school improvement				
Monitor and evaluate student progress				
Nurture and sustain a culture of collaboration				
Create a comprehensive curricular program				
Create a satisfactory learning environment for students				
Supervise instruction				
Develop assessment and accountability systems				
Provide staff development				
Maximize time spent on quality instruction				
Promote the use of effective technologies				
Evaluate the instructional program				
Use human, fiscal, and technological resources				

Promote and protect the welfare and safety of students and staff				
Encourage distributed leadership				
Collect and analyze data				
Promote understanding and use of the community's diverse resources				
Build positive and productive relationships with the community				
Model principles of self-awareness, reflective practice, transparency, and ethical behavior				
Safeguard the values of democracy, equity, and diversity				
Consider the potential moral and legal consequences of decision-making				
Promote social justice and advocate for children, families, and caregivers				
Assess, analyze, and anticipate emerging trends and initiatives				

Printed Name_____

   Phone_____

Signature_____   **Date** _____

School District_____

The focused internship experiences are directed by a Learning Objectives and Outcomes Manual which outlines the expected outcomes of each activity. These outcomes are directly linked to the "dimensions" on which the program is built. The manual illustrates for the student many types of experiences expected during the activity and are linked to previous classroom (dimension) experiences.

Collaboration

An additional element in the redesign process was the need to develop a better level of collaboration between Mississippi College and the Mississippi School Districts to increase the level of partnership necessary to support school leader preparation. To increase that partnership concept a Memorandum of Understanding was developed which outlines an agreement between Mississippi College and the Districts served by candidates from the program. The Agreement includes 20 expectations from Mississippi College and 15 expectations from the District. The primary purpose of the agreement is to formally encourage school districts to take an active interest in the program by nominating candidates, providing internships, serving as mentors and guest lecturers, and assisting in the development of course content, specific projects, and focused activities.

Summary

The current redesign process has enabled the faculty of the Educational Leadership program at

Mississippi College to add additional focus to the continuous evaluation process necessitated when providing a quality training program. Mississippi College is proud of the fact that of the last 124 program graduates, 123 (99.19%) have successfully passed the SLLA. The program is also proud of the fact that 53.23% (33 out of 62) of the graduates from 2001 to 2005 and 36.73% (36 out of 98) of the graduates from 2006 to 2010 currently hold administrative positions. It is the intention of the educational leadership faculty to continue to review and make appropriate changes to both process and content on an annual basis. This approach to program review creates a climate of systematic adjustments eliminating the need for mandated periodic reconfiguration of the program.