

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

OFFICE OF EDUCATOR LICENSURE

14. Approval of Request by the University of Mississippi for a Redesigned Masters Degree Program in Educational Leadership as Recommended by the Commission on Teacher and Administrator Education, Certification and Licensure and Development

Background Information:

The University of Mississippi is requesting approval of a redesigned Masters Degree Program in Educational Leadership. This item was approved by the Commission on Teacher and Administrator Education, Certification and Licensure and Development on July 6, 2012.

For several months, the Commission and the State Board of Education have approved all of the administrator preparation programs, both the traditional Educational Leadership degree programs and the Mississippi Alternate Path to Quality School Leadership (MAPQSL) alternate route administrator program. These programs have all completed a redesign approval process through a rigorous evaluation by Dr. Joseph Murphy and Vanderbilt University's leadership program. Dr. Murphy has approved the University of Mississippi's proposed program of study and recommends re-approval for Mississippi administrator licensure.

Recommendation: Approval

Back-up material attached

Mississippi Department of Education Program Redesign Summary

**Submitted to the Mississippi Department of Education
by the
Educational Leadership Faculty
Department of Leadership and Counselor Education
School of Education
University of Mississippi**

June 14, 2012

Program Curriculum

The development of the program curriculum utilized “backward mapping.” The program faculty began by conducting a series of discussions with leading experts in leadership preparation and conversations with practitioners. The purpose of the discussions and conversations was to develop a comprehensive list of “what principals need to know and be able to do to lead schools to improve student achievement.” Based on this process, the faculty developed 36-credit hour program consisting of six content courses along with an internship course. The courses and their primary purposes, in the order the candidates take them, are as follows:

- 1. (EDLD 671 – 6 hour module) Leading Quality Instruction (Shared-instructional leadership).** Leading quality instruction focuses on developing effective knowledge and skills for building rigorous leadership, pedagogical, curricular, and assessment structures within the school context
- 2. (EDLD 674 – 6 hour module) Supporting Quality Instruction (Performance leadership).** The purpose of the course is to develop leaders who promote the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- 3. (EDRS 673 – 6 hour module) Leading Curriculum and Assessment (Data leadership).** The purpose of this course is threefold: 1) to equip candidates with critical skills to understand, conduct, and evaluate research from an introductory stage. Exposure to various methods and strategies within educational research provides the venue to implement the relevant processes. By providing theoretical perspectives and applied measures, participants are prepared with and exposed to the “how tos” and “hands-on” of educational research; 2) prepare candidates who can promote quality teaching and learning in schools and raise student achievement by providing leadership of professional learning; and 3) continue the preparation of candidates who can successfully lead a school community in implementing change.
- 4. (EDLD 641 – 3 hour module) Law and Ethics of Education (Managing Operations for Learning).** The purposes of this course are two-fold. First, this course is to introduce students to the area of education law to better equip them as instructional leaders within their schools. Candidates will read the seminal court cases of education, and understand the basic applications of those cases to practice and policy. Candidates will also develop the ability to work within established guidelines such as school board policies, state statutes, and federal laws. Secondly, students will examine these contexts from an ethical perspective, engaging in legal versus ethical decision-making.
- 5. (EDLD 642 – 3 hour module) Organization and Management for Learning.** The purpose of this course is to introduce the future instructional leader to the day-to-day operations of a school. This includes scheduling, fiscal and business management skills, professional development, community development, and maintaining a safe environment.

6. (EDLD 676 – 6 hour module) Leading Change (Culture building leadership). The goal of EDLD 676 Leading Change (Culture building Leadership) addresses the intersection of leadership and culture and its influence upon teaching and learning in schools. Particularly as it relates to systemic change, major leadership strategies are considered in ways to understand their role in continuous and comprehensive school improvement. The EDLD 676 course also addresses the implications of contextual influences of school climate and culture, diversity and equity, professional ethics, and data analyses as well as contextual and non-contextual influences of community and school stakeholders and power, authority, and influence, and conflict management and decision-making. Being aware of the characteristics surrounding the change process in schools provide the fundamental basis for creating an environment for fostering high academic outcomes.

7. (EDLD 656 – 6 hour module) Internship in Educational Leadership

The K-12 Educational Leadership Program provides candidates a clinical internship, which integrates strategic, instructional, organizational, and contextual leadership standards into the workplace environment. When coupled with integrating experiences through related coursework, the outcome develops into a powerful synthesis of knowledge and skills useful to practicing school leaders. The internship runs concurrent with courses, in-depth reflective practice, and practical experience in order to provide opportunities to apply information gained in an academic setting.

Clinical Experience/Internships

Each candidate received an Internship Handbook and each candidate's supervisor also receives a Mentor Handbook. Following is a summary of key elements of the regular program internship:

- **Site Selection:** Almost all candidates in the regular program are fulltime teachers who complete their internship requirements in the school they teach.
- **In-School Mentor Selection:** Candidates select either a principal or an assistant principal (must be a licensed administrator) from their site school to serve as mentor.
- **In-School Mentor Training:** Two hours of training are provided at the start of the program.
- **Total Hours Required:** 400 hours over the 18 months of the program.
- **Intern Assessment:** Hard copy portfolio that includes evidence of competency in all six standards; survey of in-school mentor; two site visits.
- **Site Visits:** We visit each intern and in-school mentor twice during the program,
- **Activities:** Are flexible and based on agreement between the intern, the in-school mentor, and the program faculty.

In addition to these 400 hours of internship activities, each of the six content courses contains 30-40 hours of embedded internship activities that each candidate must complete. In total, candidates in the part-time program perform 600-700 hours of internship activities.

(The Principal Corps program distinguishes itself by operating a full-time internship. Candidates in this program perform 1200-1500 hours of internship activities).

Program Faculty

Tenured/Tenure Track

RoSusan Bartee -- Ph.D. (University of Illinois), Professor and Program Coordinator
Dennis Bunch -- Ed.D. (Vanderbilt University), Assistant Professor
Doug Davis -- Ph.D. (Louisiana State University), Associate Professor
Timothy Letzring -- J.D., (Stetson University), Ed.D. (University of Georgia), Chair of Leadership and Counselor Education and Professor
Susan McClelland -- Ph.D. (University of Mississippi), Associate Professor
Ryan Niemeyer -- Ph.D. (University of Mississippi), Assistant Professor

Clinical

C. L. Stevenson -- Ed.D. (University of Mississippi), Co-director of North Mississippi Education Consortium
Cecil Weeks -- Ed.D. (Mississippi State University), Co-director of North Mississippi Education Consortium

Partnerships

The program has created several formal partnerships with school districts through the Principal Corps program. Admittedly given the selective nature and the size of the PC program, these partnerships are small in number, but they are an excellent beginning. The large number of districts we serve (over 50 in north Mississippi alone) has hampered the expansion of more formal partnerships. We do, however, work with school districts in many ways. This redesign process involved key stakeholders in local districts. Our two clinical faculty members (Dr. Weeks and Dr. Stevenson) direct the North Mississippi Education Consortium and this group provides us close contact with the superintendents in the districts we serve. In addition, the districts that support Principal Corps candidates partner with us in multiple ways beyond just the Principal Corps program.

In addition to assisting with the mentorship process for students, the North Mississippi Education Consortium is the primary conduit for maintaining and increasing partnerships with school districts. Through consultations with the NMEC Board of Directors, which includes several school leaders, the program will identify current administrators who can assist in the admissions process. In addition, the current Educational Leadership doctoral program has several practicing administrators who have expressed an interest in learning more about academe. This is a good opportunity for socialization of doctoral students in this area since the vast majority of them are part-time.