

OFFICE OF QUALITY PROFESSIONALS AND SPECIAL SCHOOLS
Summary of State Board of Education Items
March 20-21, 2014

OFFICE OF EDUCATOR LICENSURE

12. Approval of request from William Carey University to award an Education Specialist degree to master's degree candidates who complete the approved Master of Education in Educational Leadership program as recommended by the Commission on Teacher and Administrator Education, Certification and Licensure and Development

Executive Summary

William Carey University (WCU) requests approval to award an Education Specialist degree to candidates who already hold a master's degree and complete the approved Master of Education in Educational Leadership program. The proposed implementation will not require a modification to the current master's degree program content requirements. The university administration, and the School of Education administration and faculty have approved this measure.

Currently, the University of Mississippi is using a similar process for its leadership program. WCU requested approval to implement the program in February 2014.

The Commission on Teacher and Administrator Education, Certification and Licensure and Development approved the request on January 10, 2014.

Recommendation: Approval

Back-up material attached

Commission Approval Date _____

State Board Approval Date _____

EDUCATION PROGRAM APPROVAL FORM (M) MODIFYING AN EXISTING PROGRAM

Institution: William Carey University	Date Submitted: October 24, 2013
Institutional Contact: Dr. Liesa Weaver/Dr. Barry Morris	Contact's Phone: 601-318-6626; 601-318-6587 Contact's Email: lweaver@wmcarey.edu Barry.morris@wmcarey.edu
Proposed Date of Implementation: Upon MDE approval	Proposal to Modify an Existing: <input type="checkbox"/> Teacher Education Program <input type="checkbox"/> Advanced Education Program <input type="checkbox"/> Licensure Requirement

In addition to your current education program course outline/description, if applicable, you must include the following:

- an outline of the proposed program with clear indication of any proposed changes
- proposed course syllabi and course descriptions if applicable
- documentation of faculty that will provide instruction for the proposed courses/program of study (a faculty table that presents qualifications, which can be a duplicate of a SACS or NCATE)
- a list of two or more programs with the same or similar courses of study (instate or out-of-state), or provide URLs if available online
- documentation of MS IHL approval (public institutions only)
- current professional association recognition
- any other documentation that further supports the rationale for the proposal

NOTE: Use the spaces below for a brief description; however, please attach a more detailed proposal, and/or the copy of the proposal submitted for IHL approval.

Briefly state your request:

William Carey requests to establish an Ed.S. degree program for Educational Leadership candidates who hold a master's degree and fulfill requirements of the Master of Education degree in Educational Leadership program following the model at the University of Mississippi. The M.Ed. is already an approved and program and the proposal does not require any adjustments to existing courses.

Briefly state your rationale: **This process is already in place at the University of Mississippi and William Carey wants to provide the same opportunity for professional growth to candidates.**

NOTE: Program approval requests must be submitted no later than January 15 for upcoming fall implementation, and by July 15 for upcoming spring implementation. Please allow up to six months for standard review procedures and final approval. After TAP approves a licensed degree program or a new licensure requirement, the new program or requirements will be subject to approval by the Licensure Commission on Teacher and Administrator Education, Certification and Licensure and Development and the State Board of Education before candidates are eligible for Mississippi Teacher Licensure.

William Carey University

I. Program Mission and Vision

Vision: "Equipping educational leadership candidates to become change agents for positively impacting students' lives socially, emotionally and academically."

Program Values:

- Healthy and Obtainable Visions
- Integrity, Ethical and Judicial Behaviors
- Cognizant Resourcefulness

Program Principles:

1. Develop and articulate reasonable personal and schools goals;
2. Are instructional leaders and are knowledgeable about analyzing data, identifying, securing and organizing appropriate resources for school reform (human, technological, etc.);
3. Create nurturing and caring educational environments;
4. Are knowledgeable about safe practices regarding ethical, legal, social, and political issues;
5. Skillfully communicate with internal and external publics;
6. Emphasize the importance of literacy; and
7. Skillfully practice leadership theories in real world settings.

Program Domain	Evidence of Vision/Mission and Program Principles
<p>Recruitment</p> <p><i>Seeking future change agents/instructional leaders</i></p>	<ul style="list-style-type: none"> ▪ <i>Vision: Change Agents and impacting students' lives academically, socially, and emotionally</i> ▪ <i>Program Principles: 1, 2, 3</i> <p>High Quality Candidates</p> <p>1-Direct mail outs to District Teachers of the Year 2-Direct mail outs to National Board Certified Teachers (Master Teachers) 3-Direct mail outs to superintendents of Districts with high QDI's for recommendations 4-Direct mail outs to selected principals of high performing schools (QDI's) 5-The creation of the Educational Leadership website targeting high-performing educational leaders 6-The creation of the promotional video challenging professionals to consider their future in educational leadership</p>

Program Domain	Evidence of Vision/Mission and Program Principles
<p>Selection</p> <p><i>Building leaders to change America's schools</i></p>	<ul style="list-style-type: none"> ▪ <i>Vision: Impacting students' lives academically, socially, and emotionally</i> ▪ <i>Program Principles: 1, 2, 3, 4, 5, 6</i> <p>General Requirements</p> <ol style="list-style-type: none"> 1. GPA 2. Competent scores on Miller's Analogy and/or GRE <p>Specific Requirements</p> <ol style="list-style-type: none"> 1. Applicant's score on Haberman Administrator Questionnaire – Cut Score of 8 of 13 rankings of Average and High (Program Principles: 2, 3, 5) 2. Applicant's Writing Sample with rubric –Cut Score of 9 out of 12 (Program Principles: 1, 2, 3, 4, 5, 6 and healthy and obtainable vision) 3. Applicant's Letters of Support from superintendents and principals – Cut Score of 27 out of 30 (Program Principles 1, 3, 5) 4. Applicant's Interview –Cut score is a mean of 3 across indicators (Program Principles 1, 2, 3, 4, 5, 6 and vision of change agent, equipping, impacting students' lives academically, socially and emotionally) 5. Professional Portfolio – Evidence of High-performing QDI classrooms; Philosophy of Professional Education; Achievement in bringing change to classrooms, schools, and communities; Leadership in the school activities programs; Leadership in grant development. (Program Principles 1, 2, 3, 5, 6)

Program Domain	Evidence of Vision/Mission and Program Principles
<p>Curriculum</p> <p><i>America's 21st Century Schools and her children require educators with vision, knowledge, and capabilities to empower change through the nation's communities.</i></p>	<p>EDL 601 Organizational Leadership</p> <ul style="list-style-type: none"> • <i>Vision:</i> Change agents • <i>Program Principles:</i> 1, 2 <p>Course Learning Outcome: Candidates are immersed in the mechanics of effective leadership behaviors to optimize organizational development.</p> <p>Activities: Review the Wallace supported documentary (The Principal Story) and highlight several points that emphasize the importance of excellence in educational leadership;</p> <p>From "Coalition of Essential Schools" model, document five significant leadership characteristics that enhance organizational/school transformation;</p> <p>Present major points of Harpo Allen Middle School regarding Green's Dimension II (Understanding the Complexity of Organization Life); and</p> <p>Ascertain Lorraine Monroe's leadership style as per Blake and Mouton's Leadership Grid.</p> <p>EDL 602 Roles of the Principal</p> <ul style="list-style-type: none"> ▪ <i>Vision:</i> Change Agents ▪ <i>Program Principles:</i> 1, 2, 3 <p>Course Learning Outcome: Candidates focus on how the school leader becomes a facilitator in sustaining a school culture that promotes the success of students, faculty and staff.</p> <p>Activities: Articulate a personal platform as it relates to the principalship, and</p> <p>Develop and facilitate a professional Learning community within candidate's school</p>

<p>Curriculum</p> <p><i>America's 21st Century Schools and her children require educators with vision, knowledge, and capabilities to empower change through the nation's communities.</i></p>	<p>EDL 603 Research-Based Instruction</p> <ul style="list-style-type: none"> ▪ <i>Vision:</i> Change Agents and Impacting Students Academically ▪ <i>Program Principles:</i> 1, 2, 3 <p>Course Learning Outcome: Candidates examine leadership as it relates to the importance of research-based instructional practices, and how to lead schools for change.</p> <p>Activities: Cooperative learning assignment, Oral presentations on the Collaborative Model for Reading Instruction, Compilations of National Research-Based Instructional Practices, and Assignment on Haberman's Star Teachers.</p> <p>EDL 604 Data-Driven Instruction</p> <ul style="list-style-type: none"> ▪ <i>Vision:</i> Impacting student academically • <i>Program Principles:</i> 2, 5 <p>Course Learning Outcome: Candidates are required to conduct an indepth scrutiny of authentic data and reports as they relate to student achievement and must develop improvement plans for faculty and students.</p> <p>Activities: Power point Presentation on data other than test data that are useful for highlighting failing schools including internal and external factors; Compare and contrast "administrative competencies" for leading a large, urban, low – income school with that of leading a rural, low income school; and Interview and/or observe an administrator concerning efforts made raise standardized test scores in a school</p>
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<p>Curriculum</p> <p><i>America's 21st Century Schools and her children require educators with vision, knowledge, and capabilities to empower change through the nation's communities.</i></p>	<p>EDL 605 Human Resources management</p> <ul style="list-style-type: none"> • <i>Vision:</i> Impacting students academically, socially and emotionally • <i>Program Principles:</i> 3, 5 <p>Course Learning Outcome: Candidates learn how to identify, select, and manage personnel who effectively impact schools and students.</p> <p>Activities: Responding to case studies related to management, Evaluating a school based on MDE's Safe and Orderly School Appraisal document, Group discussions and Activities of Working Productively with Others (CCSSO, 2009)</p> <p>EDL 606 Judicial and Ethical Considerations</p> <ul style="list-style-type: none"> • <i>Vision:</i> Impacting students academically, socially, and emotionally • <i>Program Principles:</i> 4, 5 <p>Course Learning Outcome: Candidates are exposed to specific mandates related to exceptionalities, laws related to faculty and students' rights and responsibilities, school finance, due process and social justice.</p> <p>Activities: Written responses to case studies, E online via Skype discussions with effective practicing administrators, <i>Saturday Seminar</i> on Codes of Ethics, and Conducting personal interviews with practicing administrators who have experienced legal situations.</p>
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<p>Curriculum</p> <p><i>America's 21st Century Schools and her children require educators with vision, knowledge, and capabilities to empower change through the nation's communities.</i></p>	<p>EDL 607 Instructional Leadership</p> <ul style="list-style-type: none"> • <i>Vision: Change agents and impacting students academically, socially, and emotionally</i> • <i>Program Principles: 2, 3, 5</i> <p>Course Learning Outcome: Candidates learn about effective practices for organizing, maintaining and utilizing the school staff as a "Professional Learning Community," critical issues in designing, conducting and using evaluations for student success.</p> <p>Activities: Review and critique a school evaluation report in a summary and make recommendations;</p> <p>Develop a logic model for a professional development program with graphic representation of the program (inputs, process, and outcomes);</p> <p>Discussions on DuFour and Eaker's <i>Professional Learning Communities at Work</i> as well as Hord and Sommer's <i>Leading Professional Learning Communities; and</i></p> <p>Responding to one scenario of Buttram's <i>Ethical Dilemmas Confronting Program Evaluators</i>.</p> <p>EDL 608 Effective Instructional Programs:</p> <ul style="list-style-type: none"> • <i>Vision: Change agents and impacting students academically, socially and emotionally</i> • <i>Program Principles: 2, 3, 4, 5, 6</i> <p>Course Learning Outcome: Candidates are provided opportunities to critique school programs and their operational structures and become familiar with how leadership impacts successful programs.</p> <p>Activities: Facilitated groups' discussions of Lake Forest High Writing Program;</p> <p>Written critique of Social Studies Program at Stagg High School;</p> <p>Group presentation of Calkins' "Turnaround Zone (dysfunctional schools);" and Power point presentation of James Comer's School Development Process</p>
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<p>Curriculum</p> <p><i>America's 21st Century Schools and her children require educators with vision, knowledge, and capabilities to empower change through the nation's communities.</i></p>	<p>EDL 617 Human and Student Diversity</p> <ul style="list-style-type: none"> • <i>Vision:</i> Change agents and impacting students academically, socially and emotionally • <i>Program Principles:</i> 3, 4, 5 <p>Course Learning Outcome: Candidates are given the opportunities to understand various cultures and develop multicultural learning environments that support and improve student learning.</p> <p>Activities: Design a faculty presentation on Gender Equity; after reading "Immigrant Students and Secondary School Reform,"</p> <p>Design a wiki or brochure on Bronx Internal high School (CCSSO); and</p> <p>Complete several case scenarios on diversity issues in education.</p> <p>EDL 688 School and Community Climates</p> <ul style="list-style-type: none"> • <i>Vision:</i> Impacting students' lives academically, socially and emotionally • <i>Program Principles:</i> 5, 7 <p>Course Learning Outcome: Candidates will observe how schools are historically and traditionally administered, various perceptions of public and the private sector regarding public education and how to enhance the communication process between and among the various publics.</p> <p>Activities: After reviewing Green's Dimension III (<i>Establishing Relationships in the External Environment-The Larger Community</i>);</p> <p>Interview two business people in a school community; and</p> <p>Create and craft an IDEAL school/community climates program for a school.</p>
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<p>Curriculum</p> <p><i>America's 21st Century Schools and her children require educators with vision, knowledge, and capabilities to empower change through the nation's communities.</i></p>	<p>EDL 635 Internship</p> <ul style="list-style-type: none"> • <i>Vision: Change agents and impacting students' lives academically, socially and emotionally</i> • <i>Program Principles: 1, 2, 3, 4, 5, 6, 7</i> <p>Course Learning Outcome: Candidates will participate in authentic settings with experienced on-site mentors with focus on planning, experiencing and reflecting on major responsibilities in school administration and supervision.</p> <p>Activities: Time logs, Reflective journals, Portfolios, and Day to day school operational activities.</p>
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Program Domain	Evidence of Vision/Mission and Program Principles
<p>Mentors</p> <p><i>Nurturing and growing future change agents.</i></p>	<p><i>Vision:</i> Change Agents and impacting students' lives socially, emotionally and academically</p> <p><i>Program Principles:</i> 1, 2, 3, 4, 5, 6, 7</p> <p>The major goal of the Mentoring program is provide a professional, educational and personal support system for educational leadership candidates in real – world settings.</p> <p>When educational leadership candidates are paired with quality mentors, they:</p> <ul style="list-style-type: none"> • Learn the value of collaboration; • Learn the value of making healthy decisions; • Learn authentic day-today school operations and management; • Get a first –hand look at high caliber leadership; and • Get valuable feedback <p>Requirements: Recommendation by superintendent Screen visit by faculty member of the Educational Leadership Program (See ITEM 1.5)</p>
<p>Community Resources</p> <p><i>Partnerships for nurturing and growing future leaders</i></p>	<p><i>Vision:</i> Impacting students' lives socially and emotionally</p> <p><i>Program Principles:</i> 2, 5, 6</p> <p>Seminars: After School Programs, Tutoring, Student Mentoring, Nutrition, Families and Wellness, Summer Programs, 4-H Clubs, Boys and Girls Clubs The Arts</p> <p>See Seminar IV.</p>

II. Recruitment

The vision of William Carey University's leadership program is to equip Educational Leadership candidates to become change agents for positively impacting students' lives socially, emotionally and academically.

Program values: Effective leaders have:

- Healthy and obtainable visions;
- Integrity, ethical and judicial behaviors; and
- Cognizant resourcefulness.

Multi-faceted Plan:

Efforts to recruit quality candidates were in keeping with the vision of the program and its core values. Therefore, the following recruitment tools were utilized:

- Face-to-Face Interviews with district superintendents about possible applicants -January – February, 2011
- Sent online information packets about program and admission requirements to 43 superintendents and principals-February, 2011
- Written invitations to District Teachers of the Year – July 2011 (Twenty-four teachers)
Program Vision: "Positively impacting students' lives socially, emotionally and academically"
Program Values: Healthy and obtainable visions
(See Appendix A)
- Written Invitations to National Board Certified Teachers in the state – July 2011 (Thirty-four teachers)
Program Vision: "Change Agents and positively impacting students ' lives socially, emotionally and academically"
Program Values: Healthy and obtainable visions and cognizant resourcefulness
(See Appendix B)
- Educational Leadership Website – Went online in July 2011
- Brochures February 2011
 - District Superintendents(34) – Mailed March 2011
 - Principals – Mailing in July 2011 **(See Appendix C)**
- Newspapers – 84 media outlets were contacted with the announcement – June 2011
- William Carey University website – Announcement in June 2011
- Flyers distribution to current undergraduate and graduate students – March 2011
- Camtasia Digital Movie about the program (Dr. Owens and Dr. Harrison)- to be published online www.vimeo.com

- Mississippi Professional Educators – Announcement to 10,000 members - August 2011
- Contacting all mentor teachers working with WCU interns to recommend colleagues who would make great instructional leaders – August 2011
- Personally contacting recommended teachers and inviting them to apply – July 2011
- Email contacts with selected superintendents, principals, and faculty of high scoring school districts (high QDI's/Quality of Distribution Index)

Program Vision: Change agents and positively impacting students' lives academically, socially and emotionally

Program Values: healthy and obtainable visions and cognizant resourcefulness

III. Selection

Guiding Principles for the Program:

Effective leaders:

1. *Develop and articulate reasonable personal and schools goals;*
2. *Are instructional leaders and are knowledgeable about analyzing data, identifying, securing, and organizing appropriate resources for school reform (human, technological, etc.);*
3. *Create nurturing and caring educational environments;*
4. *Are knowledgeable about safe practices regarding ethical, legal, social, and political issues;*
5. *Skillfully communicate with internal and external publics;*
6. *Emphasize the importance of literacy; and*
7. *Skillfully practice leadership theories in real world settings.*

The screening of applicants is closely tied to the values, and the seven guiding principles of the Educational Leadership Program. Specifically, the selection devices are:

- General Graduate Admission Requirements by the University
 - Grade Point Average
 - Competent G.R.E. or Miller's Analogy

- Departmental Requirements
 - Grade Point Average of 3.0 from last 64 hours of undergraduate program or 3.5 from a graduate program

 - Haberman's Star Administrator Questionnaire/Assessment **(Item 1.1)**: Ratings used are "high and average"-8 out of 13 dimensions

 - Writing Sample – Cut score of 9 of 12 twelve points **(Item 1.2)**

 - Interview
 - Team of 3 made up of university faculty and district superintendents
 - Cut score is a mean of 3 across indicators **(Item 1.3)**

 - Letters of Support **(Item 1.4)**
 - Superintendent
 - Principal

 - QDI – Student Learning and Growth (Letters of Support and Interview)

1.1 The Haberman's Administrator Questionnaire

Each applicant will take this online assessment which consists of the following leadership dimensions:

- Sensitive to Diversity
- Creates a Common Vision
- Develops Positive Working Climate
- Instructional Leader
- Data Driven
- Product Evaluation
- Personal Accountability
- Responsible Leader
- Expanded Principal's Role
- Bottom-Up Representative
- Parents with Voice
- *Client Advocate
- Problem Solver

Program Vision: Change Agents and positively impact students' lives

Program Principles: 1, 2, 3, 5, 6

Scoring results include total number of correct items (assessment consists of 104 items) and a rating in each of the above 13 categories of *High, Acceptable and Low*. *Applicants must receive a rating of acceptable and high in 8 of the 13 categories.*