

## **Description of the SMU M.Ed. in Educational Leadership**

Directed by **Dr. G. Reid Lyon**, distinguished professor of education, the Master's Degree in Educational Leadership is designed to prepare educators for leadership positions in pre-K through grade-12 public, charter, private secular, and religious schools. Through study and research in the areas of organizational leadership, academic leadership, and teacher effectiveness, graduates of the program will be well prepared to:

- Develop and support effective teachers;
- Select and implement effective curricula and instructional programs; and
- Identify, implement, and sustain effective organizational practices.

To this end, the program offers the following unique features.

- **Comprehensive Academic Leadership component:** A series of 5 courses focused on the core domains of instruction (i.e., mathematics, literacy, science, social studies and world languages) as well as special programs such as fine arts and Special Education.
- Field-based projects (internship experiences) integrated throughout the program and completed on each student's campus of employment.
- Projects that mirror the cycle of a typical school year.
- Quarter system enabling students to complete the M.Ed. program in one calendar year as part of a cohort.
- A focus on ensuring that all graduates have the knowledge and skills to evaluate the effectiveness of their leadership on the schools in which they serve.

The Master of Education in Educational Leadership curriculum is designed in accordance with certification requirements established by the state of Texas and consistent with national standards and empirical evidence on effective school leadership knowledge and skills.

### **PROGRAM STRUCTURE**

This 45-credit-hour program is designed for working professionals and can be completed within one year. Students begin the program in the fall as part of a cohort, taking courses in a prescribed sequence through two 7-week modules offered during the fall, two 7-week modules offered during the spring, and two 5-week modules offered during the summer.

Each module consists of four 2-hour courses. Three of the four courses will be based on academic content, and one course will be a field studies course. Each of the three academic courses will assign field-based projects to be completed in the field studies course. Clinical faculty will supervise and evaluate the field-based projects based on pre-designed rubrics.

During the fall and spring academic terms, classes meet for approximately 4 hours on Wednesday evenings and all day on Saturdays. Some course work will be online using the Blackboard Academic suite course management system. Summer session classes meet 4 days per week, with the exception of the Portfolio Seminar, which meets on an as-needed basis.

## **FACULTY**

The faculty for the Master's Degree in Educational Leadership is comprised of some of the finest professors in the Annette Caldwell Simmons School of Education & Human Development. Guest lecturers and visiting professors will also contribute to the offerings of the program.

Permanent Faculty Members:

**Dr. G. Reid Lyon**, Distinguished Professor

**Dr. David J. Chard**, Dean

**Dr. Leanne Ketterlin Geller**, Associate Professor

**Dr. Lee Alvoid**, Senior Lecturer & Director of Field Studies

**Dr. Gail Hartin**, Lecturer & Director of Admissions & Advising

**Dr. Kyle Roberts**, Associate Professor

## **ADMISSION REQUIREMENTS**

A baccalaureate degree from an accredited institution;

A minimum undergraduate grade point average of 3.0 (on a 4.0 scale). Applicants not meeting this requirement must provide other qualifications, such as long-term experience, expertise in a related specialized field, or a satisfactory Graduate Record Examination score as justification for admission;

Two years teaching experience in an accredited public, private or charter school;

Applicants from countries where the predominant language is not English are required to supply scores on the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service. The minimum score for admission is an 83 on the internet based test;

Recommendations and evidence of a high degree of support from the school of employment;

Evidence of leadership capacity and demonstration of leadership role in the applicant's school.

### **Course Descriptions Organized by Big Ideas from Research**

#### **SELECTING AND IMPLEMENTING EFFECTIVE INSTRUCTIONAL PROGRAMS AND CURRICULA**

EDU 6246 Academic Leadership: Mathematics and Science

This course addresses trends and issues impacting instructional programs in math and science. Topics include program development, evaluation, compliance issues, and implications for budget, facilities, and staffing.

EDU 6242 Academic Leadership: Literacy and Language Arts

This course addresses trends and issues impacting instructional programs in literacy and language arts. Topics include program development, evaluation, compliance issues, and implications for budget, facilities, and staffing.

EDU 6248 Academic Leadership: World Languages and Social Studies

This course addresses trends and issues impacting instructional programs in world languages and social studies. Topics include program development, evaluation, compliance issues, and implications for budget, facilities, and staffing.

EDU 6249 Academic Leadership: Fine Arts/PE/CATE

This course addresses trends and issues impacting instructional programs for Arts/PE/CATE. Topics include program development, evaluation, compliance issues, and implications for budget, facilities, and staffing.

EDU 6252 Academic Leadership: Special Populations

This course addresses trends and issues impacting instructional programs for special populations. Topics include program development, evaluation, compliance issues, and implications for budget, facilities, and staffing.

#### **IDENTIFYING, IMPLEMENTING, AND SUSTAINING EFFECTIVE ORGANIZATION PRACTICES**

EDU 6241 Organizational Leadership: Organizational Behavior

This course is a study of behavior in school organizations. Topics include leader, teacher, and student perceptions, attitudes, motivation, goal-setting, program implementation, influence, and leadership. The course pedagogy includes the application of prominent, well-tested theories in the field of organizational behavior as applied to school settings.

#### EDU 6245 Organizational Leadership: Leading Organizational Change

This course focuses on practical models and change tactics that leaders can use to make their schools more effective. Students develop critical insights into when particular approaches are likely to be effective as well as how to recognize and address potential barriers to implementing various change leadership tactics.

#### EDU 6244 Organizational Leadership: Organizational Leadership

This course focuses on campus planning, goal-setting, and consensus-building and resource allocation leaders can use to promote student achievement. Topics will include data-based decision-making tools, conflict resolution and implementing and sustaining change.

#### EDU 6240 Organizational Leadership: Values and Ethics of Leadership

This course focuses on the legal and policy issues critical to effective school leadership. Topics include compliance, equity, code of ethics, and the development, communication and implementation of effective policy.

#### EDU 6391 Organizational Leadership: Collaborative Leadership

This course will focus on strategies to engage families and communities in campus improvement. Candidates will review how other governmental entities and business partners can promote student achievement.

### **SUPPORTING AND DEVELOPING EFFECTIVE TEACHERS**

#### EDU 6250 Teacher Effectiveness: Leader Coaching Development

This course consists of evaluating criteria for measuring team effectiveness, examining team developmental cycles, diagnosing causes of high/poor team performance, design of feedback systems and effective communication technology. Cases and experiential exercises are utilized as pedagogical tools to enhance students' learning.

#### EDU 6253 Teacher Effectiveness: Personal and Professional Development

This course will focus on selection, development, supervision and retention of effective teachers. Topics will include effective professional development models, teacher leadership roles and equitable personnel policies and procedures.

#### EDU 6254 Teacher Effectiveness: Student Services

This course will assist candidates in understanding how school discipline, campus safety and crisis management support teaching and learning. Data from student support services like

counseling, co-curricular activities, social and health services will be analyzed as contributing factors to a positive learning environment.

### **FIELD STUDIES**

EDU 6243 Field Studies 1

EDU 6247 Field Studies 2

EDU 6251 Field Studies 3

EDU 6255 Field Studies 4

EDU 6392 Field Studies 5

Field Studies courses include internship activities directly aligned to the course work in each module of the program. Field Studies projects will be part of a summative portfolio assessment.

### **Portfolio Development/Value Added Project/ILD Training**

EDU 6393 Portfolio Seminar

EDU 6394 Portfolio Seminar

Final portfolio development value added project presentations will take place in this seminar. Participants will include the advising professor, clinical faculty and school-based mentors.

EDU 6140 Instructional Leadership Development

This one hour seminar is a required training for Texas Principal Certification. The seminar will be conducted by certified trainers from the Region 10 Educational Service Center with SMU faculty participation.

### **Program Benchmark Points**

#### **Program Delivery, Evaluation**

There will be three transition points in the program.

Transition Point 1 is the admission process. Candidates must have a 3.0 GPA in their undergraduate degree program, a current GRE score, at least 2 years teaching experience in a public, private and/ or charter school, and evidence of a leadership role in their school position. An admission essay will be included to address candidate dispositions important to the position of school principal. The Educational Leadership Program committee will evaluate all candidate applications.

Transition Point 2 is at the end of the first two 8 week modules. Review documentation will include current GPA, quality of portfolio entries, cohort participation measured through faculty,

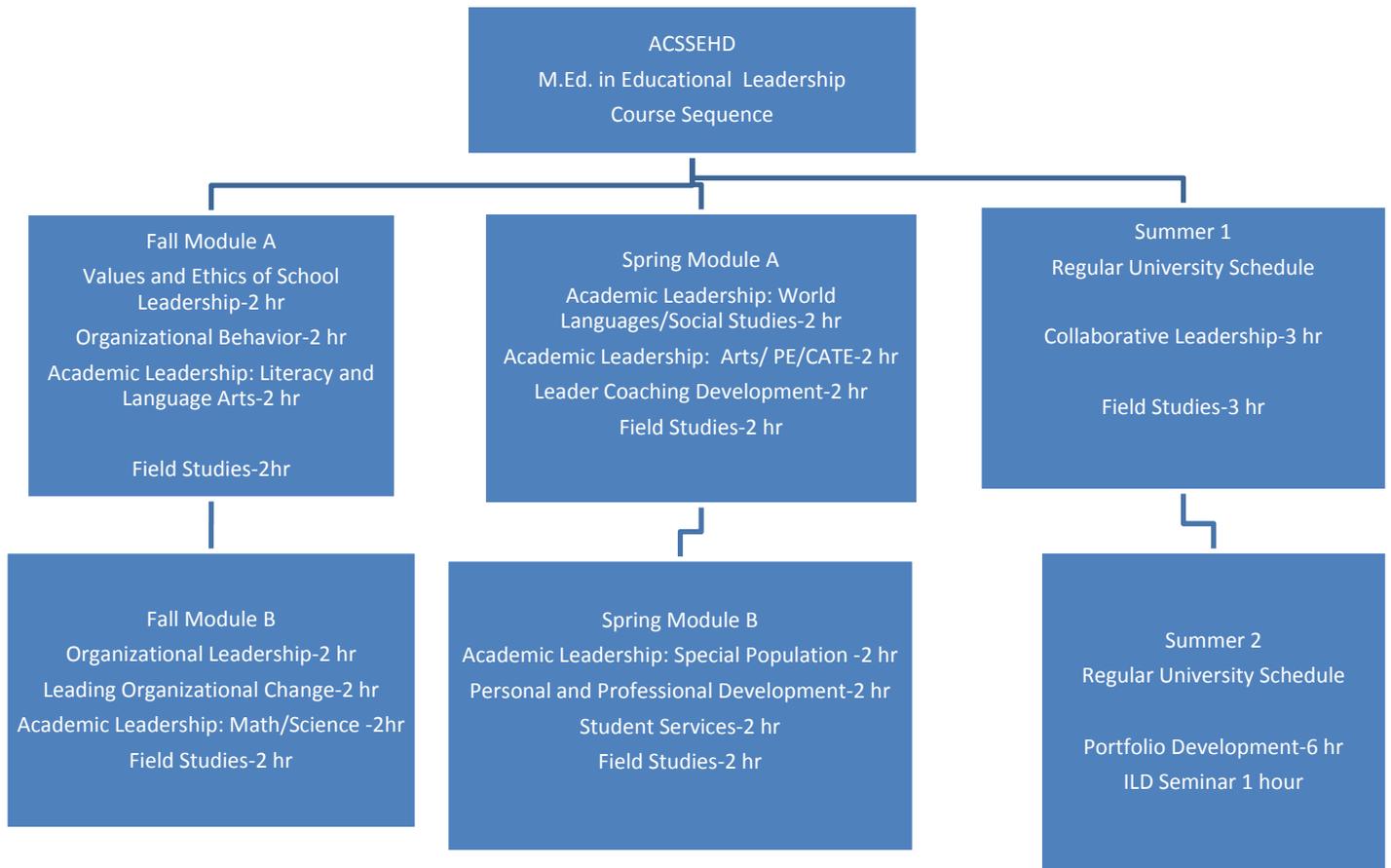
self- and peer-evaluations by the program advisor including input from the clinical faculty member observing in the field, and the school-based mentor.

Transition Point 3 is at the end of the program. Evaluation will be based on the quality of the Portfolio, performance on school based projects, cohort participation for the entire program based on GPA, clinical faculty , mentor, faculty, peer-and self-evaluation instruments, performance on a comprehensive exam and performance on a certification pre-test (see Table 1)

Program Delivery for this 45-hour degree program will be organized into two 7-week modules per semester during the regular academic year. Each module consists of four 2-hour courses. Three courses will be based on academic content and one course within each module is a field studies course. Each of the three academic courses will assign field-based projects to be completed in the field studies course. Clinical faculty will supervise and evaluate the field based projects based on pre-designed rubrics. Students will begin the program in the fall of the 2009 academic year as a cohort. In the summer of 2010, students will complete final coursework and field studies, portfolio development and will take a 1- hour seminar to complete Instructional Leadership Development. SMU plans to contract with Regional Service Center 10 for the ILD seminar. Comprehensive exams and final transition point reviews will take place in the second summer term of 2010.

Ongoing support for candidates will be based on information received from employer surveys, graduate satisfaction surveys, and tracking of career advancement. On the basis of these survey data, summer institutes will be planned and implemented to address topics deemed essential by our graduates and their supervisors. Many graduates may consider entering a new Ph.D. program which is proposed to begin in Fall 2011. This doctoral program will have a focus on Program Design and Evaluation and will include pathways for K-12 educators and those aspiring to become leaders and administrators in higher education settings.

As shown in Table 1 and 2, the evaluation model for the program includes systematic analysis of student formative and summative performance data as well as value added data that examines the impact of our graduates on student performance and school improvement efforts on campuses where they are employed.



**TABLE 1****Direct and Indirect Assessment and Evaluation Data - Student**

<b>Student Assessment</b>	<b>Indirect Assessment Data</b>	<b>Direct (Performance) Assessment Data</b>
Internal Sources of Data	<ul style="list-style-type: none"> <li>• Midterm Course Evaluation</li> <li>• Final Course faculty Evaluation</li> <li>• Graduate Satisfaction Survey</li> <li>• SMU Post-Graduate Self Evaluation Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum-embedded               <ul style="list-style-type: none"> <li>○ Rubric assessing application assignments</li> <li>○ Portfolio entries</li> <li>○ Midterm Exam</li> <li>○ Final Exam</li> <li>○ Self-Assessment Rubrics</li> </ul> </li> <li>• Rubric assessing Portfolio</li> <li>• GPA</li> <li>• Course Value-added impact</li> </ul>
External Sources of Data	<ul style="list-style-type: none"> <li>• Employer Satisfaction Survey</li> <li>• External Review</li> <li>• Program Chair review</li> <li>• Dean's review</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of Trends in Graduate and Job Retention (ongoing)</li> <li>• Rubric assessing field studies</li> <li>• Success on state and national certification exams</li> <li>• Program value-added impact</li> </ul>

**TABLE 2****AES Direct and Indirect Assessment and Evaluation Data – Faculty**

<b>Faculty Assessment</b>	<b>Indirect (Perceptual) Assessment Data</b>	<b>Direct (Performance) Assessment Data –Based on Student Learning and Application Performance</b>
Internal Sources of Data	<ul style="list-style-type: none"> <li>• Final Course Evaluation</li> <li>• Self-Assessment (Activity Report)</li> </ul>	<ul style="list-style-type: none"> <li>• Peer Evaluation</li> <li>• Feedback provided to students</li> <li>• Student Performance Data               <ul style="list-style-type: none"> <li>○ Rubric assessing application assignment</li> <li>○ Midterm Exam</li> <li>○ Final Exam</li> <li>○ Self-Assessment Rubric</li> <li>○ Student GPA</li> <li>○ Course value-added impact</li> </ul> </li> </ul>
External Sources of Data	<ul style="list-style-type: none"> <li>• Employer Satisfaction Survey</li> <li>• External Review</li> <li>• Department chair review</li> <li>• Dean's review</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of Trends in Graduate and Job Retention (ongoing)</li> <li>• Rubric assessing field studies</li> <li>• Success on state and national certification exams</li> <li>• Program value-added impact</li> </ul>

**Feb. 2010**

