



WEST VIRGINIA STATE
UNIVERSITY

**Master of
Education in
Instructional Leadership**

Program Overview

September 2016

West Virginia State University

West Virginia State University was founded under the provisions of the Second Morrill Act of 1890 as the West Virginia Colored Institute, one of 19 land-grant institutions authorized by Congress and designated by the states to provide for the education of black citizens in agriculture and the mechanical arts. In 2004, the West Virginia Legislature approved WVSC's transition to University status, and today WVSU offers 22 bachelor's degrees and four master's degrees. With a rich history, and promising future, WVSU is positioned to become the most student-centered research and teaching, land-grant University in West Virginia, and beyond.

In accordance with the vision and direction of WVSU President Brian Hemphill, West Virginia State University began exploration of expanding services and programs for our students. After departmental meetings and conferences with educational representatives from public schools, and with directive of the 2011 WVSU Strategic Plan, the Education Department at West Virginia State University began planning for a graduate program in the spring of 2013. It was decided that the department would focus on a Master of Education in Instructional Leadership with an emphasis on *social justice, fairness and equity*, the first of its kind in West Virginia. The new degree program was approved by the WVSU Board of Governors in February 2014 and is now submitted to the West Virginia Higher Education Program Council (HEPC).

Program Overview

The primary objective for the creation of the program is to create opportunities for potential school administrators to explore and apply new techniques and concepts in instructional leadership. This program will allow instructional leaders to create pathways for the successful achievement of educational goals for students and staff members. This program will provide an opportunity for administrative licensure successful completions of requirements of the West Virginia Department of Education (WVDE). To increase student achievement in the public schools of the region, state and nation, the proposed program will develop the professional knowledge skills and dispositions of Instructional Leadership candidates so that they may demonstrate their ability to:

- To expand the knowledge base and practices of potential educational leaders, including identifying and implementing components of change leadership for student achievement, professional development and community relations.
- To provide a positive, action-based series of learning opportunities for the completion of a Master degree and/or licensure for positions of instructional leadership.
- Integrate historical, legal, developmental, and sociological research to meet the instructional needs of all student populations.
- Design, develop, conduct and share findings from action research projects that address meeting the needs of diverse students, staff and communities.

- Through study of evidence based practice and current trends, identify, develop and integrate educational technology to increase student achievement.
- Increase instructional leadership skills in communications, evaluation, and networking to be responsive to the needs of a variety of public school audiences.
- To identify and explore diverse student populations, their unique needs, and methods to insure development of their personal goals and academic success.

WVSU proposes to create a research-based program in instructional leadership that will help graduate students develop the critical thinking and problem solving skills to improve teaching and learning in school settings. This is an instructional leadership program with an emphasis on social justice, fairness, and equity and is further solidified based on research findings. Peña (1996) states, “consonant with disparities in academic achievement are indications that administrators are inadequately prepared to consult with parents and other educators about the inclusion of racial and ethnic minority groups in their schools.” Another study, by Vedoy and Moller (2007) focused on two different schools in Norway and found “there is a strong commitment to comprehensive education and social justice, inspired by social democratic politics for promoting equity” in this country. Overall, these three areas of emphasis will allow the WVSU MEIL to be unique and allow for the integration of these key features required of instructional leaders today.

The coursework will be divided into two streams—a 1.) Licensure Stream for candidates who are entering the program holding a master’s degree from an accredited program and 2.) Degree Stream for candidates who are seeking a Master’s degree with the application for administrative licensure. Each stream will begin with foundational courses and progress to more advanced courses, each meant to impart necessary content and skills that will make student success possible in later courses, and each ending with a summative experience. For the Licensure stream, that experience will be an Administrative Internship (ED 650, three credits) and for Degree candidates, an Action Research Capstone. (ED 645 & 655, six credit hours). All classes will be coordinated with national standards from the Interstate School Leaders Licensure Consortium (ISLLC) Standards of the Council of Chief State School Officers, the Educational Leadership Constituent Council (ELCC) and International Society for Technology in Education (ISTE).

The Licensure Stream focuses on organizational issues necessary for implementation of administrative actions: Principles of Educational Leadership, Educational Policy and Law, Change, Innovation and Professional Development in Education, Financial and Human Resource Management of Schools, and Data-Based Decision Making for School Improvement.

The Degree Stream includes these concepts and partners with an intensive overview of factors necessary to ensure success for all students from a variety of diverse communities and includes Addressing Diversity through Educational Leadership, Ethical Leadership for Social Justice, Technology for Educational Leadership, and Leadership in Diverse Communities

The planned MEIL program will offer open and rolling enrollment at the beginning of the fall, spring and summer semesters. Because the program utilizes open enrollment, there will be no elective courses—WVSU will offer the same 12 courses in rotating sequence with each course designated as fall, spring or summer semester course offering, with each course three semester hours of credit, the WVSU MIL Degree program will consist of 36 credit hours of required courses. The WVSU MIL Licensure program will require eighteen credit hours in addition to the previously earned Master’s degree. Students will have the opportunity to complete two courses per eight week course schedule, and projections are for Licensure students to complete the program in 1-2 years and Degree stream candidates to complete the program in 2-4 years.

Included in the required Degree stream is ED 645 & 655, the Action Based Research Project. This course is the final capstone course in the program and it utilizes the best practices in public school leadership. In this class, the students will undertake a capstone project. This capstone project is an applied research endeavor that will demonstrate the extent of the competencies learned from the courses taken in the MIL. The student will utilize the management and research skills to produce a topical piece of research based at the school or district. This research will exemplify the link between the coursework and professional practice of public school administration and leadership.

Moreover, the students will create a portfolio that presents their professional work. The intent is for this portfolio to be a resource of the student’s achievements that they can utilize to enhance their career, review concepts and practices, and amass professional information for employment purposes.

The following courses will be developed as part of the degree program:

Eighteen Credit Hours for Principal Certification (Educators holding a Master’s Degree):

- ED 600. Principles of Educational Leadership
- ED 610. Educational Policy and Law
- ED 620. Change, Innovation and Professional Development in Education
- ED 630. Financial and Human Resource Management of Schools
- ED 640. Data-Based Decision Making for School Improvement
- ED 650. Internship

Eighteen Credit Hours to add to Principal Certification for M.A. Degree:

ED 605. Addressing Diversity through Educational Leadership*

ED 615. Ethical Leadership for Social Justice*

ED 625. Technology for Educational Leadership

ED 635. Leadership in Diverse Communities*

ED 645. Action Research in Educational Leadership I

ED 655. Action Research in Educational Leadership II

Proposed Description of Courses

ED 600. Principles of Educational Leadership

Students will gain an overview of leadership theory and its application in the interest of school governance, improvement and student achievement. This course will serve as an overview of leadership theories and their application in the interest of school improvement. This is an introductory course for principal certification. Focus will be on the principalship, particularly the principal's role in the learning process within the greater learning community.

ED 610. Education Policy and Law

This course serves as an introduction to state and federal law and policy governing education systems. The course will explore historical and contemporary legal issues and their impact on the school community, with particular regard to the school principal. The course will explore the relationship of law and policy to student achievement and development of effective school practices.

ED 620. Change, Innovation & Professional Development in Education

Students will identify and explore emerging trends and issues in change process with emphasis on sustaining innovation through supervision and professional development. Students will examine local, state and national policies to the teacher observation and evaluation process and their relationship to student achievement. Students will undertake a practical opportunity to develop a yearlong plan of staff development based on basic research methods to a school-based need or problem.

- ED 630. Financial and Human Resource Management in Education**
Students will gain an overview of how to legally and effectively manage financial and human resources. Students will identify and explore statutes, policies and trends in financial practices with emphasis on sustaining innovation and social equity through budgets, expenditures, billing and collection of funds. Students will undertake a practical opportunity to develop a year-long budgetary plan based on basic research methods to a school-based needs. Students will examine local, state and national policies to the teacher/staff hiring process and the relationship of policies to student achievement and develop a plan to identify long-term staffing needs.
- ED 640. Data-Based Decision Making for School Improvement**
Students will identify and explore a variety of informational sources related to student achievement and effective school practices using measurable and quantifiable methods. Students will gain knowledge to identify, understand and utilize the components of action-based research. Students will use data to examine and address diverse communities within student, staff and community populations.
- ED 650. Internship**
Students will gain an understanding of the application of leadership and management theory in a field based practicum. This course serves as a culminating experience for the certification program for school principalship. This field-based practicum will allow candidates to apply learning from principles of educational leadership, educational law and policy, change, innovation, and professional development, financial and human resource management, and data-based decision making for school improvement. The final product will be a presentation portfolio containing the components listed here. Candidates will demonstrate mastery of program objectives through a presentation portfolio.
- ED 605 Addressing Diversity through Educational Leadership**
Students will explore how school leaders can effectively address poverty and issues in diversity, equity and fairness for all students to maximize achievement and inclusion. This course prepares prospective educational leaders to administer various school programs for diverse student populations. The course is defined to inform students about the diverse (race, color, national or ethnic origin, ancestry, age, religion or religious creed, disability or handicap, sex or gender, gender identity and/or expression, sexual orientation, genetic information, or any other characteristic protected under applicable federal, state or local law) needs of all individuals within the school community and to prepare them to administer

programs for diverse pupil populations. The course emphasizes the leadership that will insure all students receive quality, flexible instructional services that meet individual student needs. Emphasis will be given to basic concepts, issues, regulations, problems and procedures in the management of special and compensatory education. Also included will be state and federal legislation and court decisions pertaining to special pupil populations and career and technology education.

ED 615. Ethical Leadership for Social Justice

An exploration of historical and current issues related to educational leadership, with an emphasis on legal and ethical issues including social justice, human rights, fairness and equity. This course is designed to provide advanced exposure to current research and practice in leading for equity and inclusion within professional educational settings. This course introduces students to the fundamental principles of leadership, ethics, and critical thinking examining various approaches to conceptualizing, interpreting, and making operational social justice. The course design includes a review of the historical development of the concept of social justice in an interdisciplinary manner. The course will provide students with a strong conceptual foundation in leadership theories that enhance equity in terms of access, student outcomes, and institutional culture, with an emphasis on application of leadership approaches to real-world administrative settings in educational and human service contexts. The orientation of the course is toward enabling individuals to reflect on their personal thoughts, development, and moral practice, to determine ethical frameworks from which their decisions are influenced, and to analyze and critique social issues in various contexts. The course is practice oriented and utilizes class discussion, personal reflections, and case studies in leadership to prepare students for taking actions in their own practice that promote equity and inclusion.

ED 625. Technology for Educational Leadership

Students will gain understanding by the exploration of technology use by the school administrator to enhance teaching, understand the effect of technology on student achievement, to facilitate management, to communicate with constituents, and to further the mission of the school. This course is designed so that students will gain an understanding of the role of the principal in moving beyond short-term thinking and helping schools move forward with technology. This course will form a foundation from which school principals will provide leadership and become agents for realizing the powerful potential of technology in their schools. This course explores standard and emergent technologies related to effective instruction and administrative operations within a school including reliable and

effective web-based communication and modalities of e-learning, and the development of a school technology plan. Basic concepts of technology and planning that use systems theory are presented and various school case-studies will be examined.

ED 635. Leadership in Diverse Communities

The goal of this course is to prepare and equip educational leaders with the ability to examine critical issues related to providing leadership for diverse student, parental and community populations. Educational leaders will understand what it means to be culturally responsive and learn strategies to rectify current race, class, and gender inequities that exist throughout educational systems while achieving positive growth in student achievement and school culture. Candidates will examine leadership approaches and case studies to examine best practices and strategies.

ED 645. Action Research in Educational Leadership I

An introduction to research methods in educational settings. The primary purpose of this course is to introduce students to the concepts, methods, and applications of educational research. This course will allow students to determine how data can be used to make instructional decisions at the classroom, building, and district level and begin the action based research steps of identifying a need and researching possible solutions at the school or district level.

ED 655. Action Research in Educational Leadership II

This course extends the fundamental concepts, principles and methods of educational research. It is a survey course that serves as a foundation for practitioners that stresses the scientific aspects of action-based research educational research that center on hypothesis formulation and hypothesis testing. Students complete design studies that address important and current educational issues, gather data to shed light on these issues, analyze these data, and derive conclusions based on their analyses. The strengths and limitations of various educational research designs, and the types of instruments used to measure educational outcomes, will be emphasized. As part of this course students will conduct an action research project based on findings from Action Research in Educational Leadership 1. Research activities include completing and presenting a scholarly project including identification of need, proposed strategies, measurement of data and suggestions for further action research projects, based in an identified need from the student's workplace. Students will complete an action research project based on findings from Action Research in Educational Leadership 1.

The Courses will be sequenced as follows.

Fall Semester (1st 8 weeks)	Spring (1st 8 weeks)	Summer (1st 8 weeks)
ED 600	ED 620	ED 640
ED 605	ED 625	ED 645
Fall Semester (2nd 8 weeks)	Spring (2nd 8 weeks)	Summer (2nd 8 weeks)
ED 610	ED 630	ED 650
ED 615	ED 635	ED 655