



**Indiana University
School of Education**
Master's Degree in Educational Leadership
Practicing Leadership for Teaching and Learning

Introduction:

Local School Districts are focused on school reform and supporting student achievement. MCCSC specifically has reached out to the School of Education for support in developing teachers as leaders. The program in Educational Leadership has been instrumental in supporting school reform through quality programming for school administrators. Developing teacher leadership through a Master's program/certificate could prove to be a key element in supporting the mission of local schools. To develop teacher leadership the school district and the Program in Educational Leadership suggest two purposes:

Teacher leadership is for building a community that supports learning for all students and distributing leadership that creates and sustains a culture of continuous improvement.

Below is a draft proposal for a master's program that would meet with the expressed need of teachers and the local school district: high quality relevant content, delivered flexibly and in a timeframe that suits teacher schedules. Teachers who would participate in this program are practicing professionals with specific advanced needs to develop themselves into classroom/school leaders. Program drafters envision incorporating advanced level professional knowledge, skills and dispositions into a curriculum that allows maximum individual flexibility within a broad structure while, at the same time, fostering the academic, the practical and the professional development of a cohort of practicing teachers with the ambition to be leaders in their field, in their community and nationally. Program faculty is committed to developing a learning community that includes a number of stakeholders to participate in the planning and the implementation of the program.

The Process:

This process encompasses the issues of rigor, relevance, relationships, coherence, and collaboration as they apply to practicing leadership for teaching and learning.

A Masters Action Planning (MAP) team is assembled with representation from Indiana University, Monroe County Community Schools, and the Monroe County Community. This arrangement provides the collaborative foundation to support the following objectives:

1. Provide input and developmental ideas to clarify specific objectives for coursework.
2. Engage teacher input for content and contextual issues and program delivery issues.
3. Develop course and program evaluations to support both institutions.
4. Work towards normative standards of quality teaching.
5. Address issues of distributive leadership with building leadership.
6. Look to integrate Master's goals with a variety of MCCSC and IU initiatives.

Further, a smaller instructional planning (IP) team will be assembled within the MAP team. The IP team will meet with all course instructors to build program coherence and support the building of concepts through the master's program. This team will address the integration of three key elements: Indiana University Coursework, National Board Certification, and Relevant School Reform Initiatives.

The Program:

Master's Degree in Educational Leadership Practicing Leadership for Teaching and Learning

24 Core Credit Base

Summer 2004

A500: Introduction to Educational Leadership

A608: Legal Perspectives on Education

Fall 2004

Y520: Strategies for Educational Inquiry

Spring 2005

J500: Instruction in the Context of Curriculum

Summer 2005

A510: School Community in Culturally & Linguistically Diverse Schools

A515: Teacher Development & Evaluation

Fall 2005

P507: Assessment & Accountability

Spring 2006

H520: Education & Social Issues

6 Credit National Board Seminar

A590: Portfolio Development Seminar (1 credit)

A695: Practicum in Educational Leadership (2 credits)

R590: Technology Integration Seminar

Seminar Courses will span the entire two years of the cohort. National Board Certification is not a guaranteed outcome of the seminar.

6 Credit Concentration

Teachers will be supported in selecting an area of concentration to support their curricular focus and professional goals.

Total 36 Credits