**COMMISSION FOR HIGHER EDUCATION**
Friday, October 14, 2011

DECISION ITEM A-2:       <u>**Master of Science in Education in Educational Leadership To Be Offered by Indiana University South Bend at South Bend**</u>

**Staff Recommendation**       That the Commission for Higher Education approve the Master of Science in Education in Educational Leadership (M.S.Ed.) to be offered by Indiana University South Bend at South Bend , in accordance with the background discussion in this agenda item and the *Abstract*, September 30, 2011; and

That the Commission recommend no new state funds, in accordance with the supporting document, *New Academic Degree Program Proposal Summary*, September 30, 2011.

**Background**       The proposed Master of Science in Education (M.S.Ed.) in Educational Leadership is intended for students who already hold a teaching license and want to become licensed as a K-12 principal.  Currently, individuals seeking a K-12 principal's license must enroll in the IU South Bend M.S.Ed. with a major either in Elementary Education or Secondary Education, and then take additional coursework beyond these degrees to obtain the K-12 principal's license.  The proposed M.S.Ed. in Educational Leadership reduces the required coursework from 42 semester hours to 36 semester hours.

The University has provided a number of letters of support for the proposed program, including letters from the current superintendents of Goshen Community Schools, Michigan City Area Schools, and the LaPorte Community School Corporation.  These and other letters of support emphasize the cohort nature of the proposed program, the enhanced field experience included in the curriculum, and the close collaborative nature of the relationship between the school corporation and the South Bend campus.

In response to questions raised by Commission staff, IU South Bend has provided additional material on several topics, which has been included as an attachment: mentor responsibilities and cohort group; embedded field experiences and internship; and data-driven decision making and assessments.

**Supporting Documents**

(1) *Abstract* – Master of Science in Education in Educational Leadership To Be Offered by Indiana University South Bend at South Bend, September 30, 2011.

(2) *New Academic Degree Program Proposal Summary* – M.S.Ed. in Educational Leadership, September 30, 2011.

# Abstract

Master of Science in Education in Educational Leadership (M.S.Ed.)
To Be Offered by
Indiana University South Bend at South Bend
September 30, 2011

***Objectives:*** To prepare individuals seeking initial licensure for building level administration (all school settings).

***Clientele to be Served:*** Individuals who have already earned a baccalaureate degree in education, and who hold a standard teaching license, a proficient practitioner license, or a valid out-of-state equivalent license. These individuals are interested in pursuing licensure to become K-12 principals.

***Curriculum:*** A total of 36 semester credit hours are required to complete the program.

Required Coursework (36 credit hours)
- Knowledge of Teaching and Learning (6)
- The Principalship K-12 (3)
- Introduction to Research (3)
- Curriculum in the Context of Instruction (3)
- Economic Dimensions of Education (3)
- Assessment in the Schools (3)
- Introduction to Education Leadership (3)
- Legal Perspectives on Education (3)
- School Community Relations (3)
- Research in School Administration Final Assessment (3)
- Practicum in Educational Leadership (3)

***Employment Possibilities:*** Nationwide, the employment possibilities for school administrators are good. School administrators are responsible for the daily and long-term functions of schools and for providing leadership that promotes student learning. They serve as administrators for federal and state governments, eventually as superintendents working for local school boards, and as principals of individual schools.

**NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY**
September 30, 2011

**I. Prepared by Institution**

Institution/Location:  Indiana University South Bend to be offered at South Bend
Program:  M.S.Ed. in Educational Leadership

|  | Year 1 FY2012 | Year 2 FY2013 | Year 3 FY2014 | Year 4 FY2015 | Year 5 FY2016 |
|---|---|---|---|---|---|
| **Enrollment Projections (Headcount)** | | | | | |
| Full-Time | 10 | 19 | 28 | 28 | 28 |
| Part-Time | 0 | 0 | 0 | 0 | 0 |
| Total | 10 | 19 | 28 | 28 | 28 |
| **Enrollment Projections  (FTE)** | | | | | |
| Full-Time | 6 | 12 | 14 | 14 | 14 |
| Part-Time | 0 | 0 | 0 | 0 | 0 |
| Total | 6 | 12 | 14 | 14 | 14 |
| Degree Completions Projection | 0 | 0 | 9 | 9 | 9 |
| New State Funds Requested (Actual) * | -0- | -0- | -0- | -0- | -0- |
| New State Funds Requested (Increases) * | -0- | -0- | -0- | -0- | -0- |

**II. Prepared by CHE**

|  | Year 1 FY2012 | Year 2 FY2013 | Year 3 FY2014 | Year 4 FY2015 | Year 5 FY2016 |
|---|---|---|---|---|---|
| New State Funds To Be Considered For Recommendation (Actual) * | -0- | -0- | -0- | -0- | -0- |
| New State Funds To Be Considered For Recommendation  (Increases) * | -0- | -0- | -0- | -0- | -0- |

CHE Code:  10-40
Campus Code:  1816
County:  St. Joseph
Degree Level:  11
CIP Code:  Federal - 130401; State - 130401

* Excludes new state dollars that may be provided through enrollment change funding.

**Introduction**

The purpose of this addendum is to provide additional information to members of the Indiana Commission on Higher Education regarding the proposed Master of Science in Education, Educational Leadership at Indiana University South Bend. Currently, Indiana University South Bend has approval to license building principals; however, the current program is part of an M. S. in Education, Elementary Education or an M. S. in Education, Secondary Education. The proposed M.S. in Education, Educational Leadership is a significant revision of the current program and is designed to prepare a cohort of P-12 building principals. The proposed program is designed to encourage collaboration and includes an emphasis on effective interventions implemented in the field using assessment data.

There are three critical parts of the program that we would like to highlight. First, all students admitted to the program will be mentored throughout the program by experienced building principals and university faculty. Once students complete the program, university faculty will continue to mentor them if a request is made. Second, the program will have embedded field experiences throughout the program which will provide the opportunity to translate theory to practice in authentic settings. The embedded field experiences lead up to a culminating internship in the last semester of the program. Third, while not evident in the original proposal, the curriculum for the Master of Science in Education, Educational Leadership will be focused on data driven decision-making and assessments. This new degree proposal was developed to better meet the needs of our candidates, the community we serve, and the public and private schools in the state of Indiana.

**Additional Information: Educational Leadership Mentor Responsibilities and Cohort Group**

Students who apply to the M. S. in Education, Educational Leadership program, will be admitted by the end of the spring semester preceding the first class in the program. In order for students to be admitted, they must meet all of the admissions standards for graduate programs in the School of Education and there must be a signed memorandum of understanding between IU South Bend's School of Education and the applicant's building principal and superintendent. The memorandum of understanding spells out the responsibilities of the mentor (School Corporation) and of IU South Bend. The term candidate is used in the memorandum to refer to a student in the program. They agree to the following.

Section One

IUSB agrees to:

1. Collaborate with the corporation to recruit and qualify recommended candidates
2. Provide staff support for program planning, development, monitoring, and follow through
3. Integrate corporation needs with State and IUSB credentialing requirements

4. Provide candidates with a Standards-driven, substantive and authentic building level leadership preparation program

5. Provide candidates with on-going student support and program guidance

6. Provide candidates with supervision and guidance while completing corporation-driven practicum and clinical experiences

7. Provide corporation partners upon request with staff development opportunities and use of IUSB resources to help in solving corporation problems and issues

8. Provide partners and candidates with follow-up support beyond the formal program at corporation and /or individual request

9. Provide other support and services that are agreed to and that promote the partnership.


Section Two

The SCHOOL CORPORATION agrees to:

1. Market, recruit, and recommend candidates for the IUSB Educational Leadership Program who possess the potential to successfully complete the program and serve effectively as a building level educational leader

2. Provide corporation resources for planning, instruction/supervision, program and candidate evaluation in cooperation with IUSB faculty

3. Provide a school district building level administrator as a mentor for the leadership candidate

4. Help integrate corporation and IUSB curriculum requirements resulting in substantive and authentic learning experiences for their candidate (s)

5. Support candidates with school corporation resources including release time from regular assigned duties to complete academic program requirements

6. Share with IUSB, the overall responsibility of providing a high quality field-based leadership preparation program

7. Provide other support and services that are agreed to and that promote the partnership.


Section Three

Both Partners agree to:

1. Share in the responsibility of developing and providing for the candidate's conceptual and skill-based learning.

2. Support systematic and on-going program assessment to resolve all differences, and improve on areas of needs and issues that may arise.

3. Any changes or modifications to this agreement

The memorandum of understanding signed by the school corporations and IU South Bend faculty will result in strong partnerships with clearly defined channels of communication. A faculty member from IU South Bend will make two school visits each semester to discuss student progress, field experience performance, and areas for improvement. The signed memorandum ensures ongoing collaboration between IU South Bend faculty and area school corporations.

Students will be admitted to a cohort and they will complete 3 to 6 credit hours each semester and complete the program within two years. During a focus group with students in spring 2009, they expressed a preference for the cohort arrangement and face-to-face classes with embedded fieldwork. They felt the cohort would allow them to collaborate with peers, would encourage sustained discussions of the challenging issues facing building leaders and educators in general, and would build a strong sense of community.

Currently, the Superintendent/Principal Advisory Committee meets annually with Educational Leadership faculty from IUSB to discuss the current program. Local Superintendents and Principals have been instrumental in making the recommendation to move the present program into a Masters in Education, Educational Leadership. These meetings will continue to provide insights into how IUSB can best meet the needs of local school corporations in providing quality education to all children. Please see letters of support from building principals and superintendents supporting the new degree.

**Additional Information: Embedded Field Experiences ad Internship**

From the beginning of the educational leadership program, students will participate in embedded field work connected to each class. In some classes, field work will be more prescriptive as described in the original proposal. In other classes, field assignments will be agreed upon by the mentor and full-time faculty member at IU South Bend. We believe this integration of graduate coursework and field experiences will prepare future building leaders to use data and observation of classroom instruction to facilitate change and improve student learning. The field work will provide authentic practical experiences contributing to the educational growth of the educational leadership students.

In addition to the above mentioned field experiences, an intensive internship will occur during the final semester of the program. The mentors, candidates and full-time faculty member from IU South Bend will develop and implement this internship by having the candidates complete a major educational project that is a priority within their respective buildings. This might be in the form of chairing a building-wide committee, implementing a corporation-wide initiative within their building, or other important project that the mentor identifies and the faculty member approves that will improve the educational growth of all students. The scope of the project will necessitate candidates and their

respective mentors working closely together for the mandatory hours to ensure the success of the project and the maximum growth of the candidate. Data analysis is integrated throughout all projects.

**Additional Information: Data Driven Decision Making and Assessments**

While it might not have been evident in our original proposal, there will be an emphasis on analyzing, interpreting, and using data to make decisions throughout the program. The following descriptions of some assignments, taken directly from course syllabi, provide more detailed information about the role of data driven decision-making in the program.

EDUC P503 Introduction to Educational Research Proposal

➢ Project Description

Prepare a research proposal that outlines a research project that you could reasonably be expected to complete as your action research project requirement. Your proposal must be typed, double-spaced, and follow APA (current edition) writing style guidelines and formats. Your final product must be submitted electronically (by e-mail as **_ONE_** Microsoft Word document) by the due date listed on the syllabus.

Your proposal should include the following:
- A title page with a title that clearly and accurately describes the research you propose. An example of the format for the title page is attached.
- An introductory description of the research that explains the general problem and purpose for the study. The reader should gain from the introduction a clear understanding of the overall topic and issue being studied. The logical argument should be persuasive in expressing the significance of the study.
- A literature review that gives relevant background information as a foundation of understanding the research purpose and question.
- Clearly stated purpose for the research, the research question, and possibly hypotheses depending on what and how you plan to research the topic.
- Describe the method you propose to follow, including a description of the participants, measurement instruments, procedures, and data analysis you plan to utilize. Make sure to address the issue of human subject's protection (e.g., getting IRB approval, provisions of consent forms, ethical treatment, etc.).
- A timeline and budget that could reasonably be used to accomplish the project.

- References properly formatted for an APA manuscript. Your references should begin on a separate page.

EDUC A 504 Teaching and Learning the Leadership Prospective: Teacher Observation Project and Staff Development Activity

- ➢ Project Description

  Each candidate will assume the role of a building principal and conduct two real classroom observations – one formative and one summative. Both classroom observations will include a pre-observation, observation, and a post-observation conference. Candidates will complete an observation write-up for each visit. The write-up must include the following:

  - Information, insights and reflections gleaned from the pre-observation conference (s), the class observation (s), and from the post-observation conference (s),
  - In the formative evaluation summary, attention must be given to at least one staff development/improvement objective that stems from the classroom observation data and is identified in the post-observation conference; and
  - Insights and reflections gained from the experience and things you would do differently "the next time".
  - Profile of the class (s) visited.
    - ❖ **DIRECTIONS:**

      **Introduction:** Each student will provide an overview that includes the who, what, why, when, and where of their two classroom observations – one formative (supervisory) and one summative (evaluative).

      **Formative Observation:** Included in this portion of the written report will be the following:

      1. The questions asked of the teacher during the pre-observation conference and a description of why those questions were chosen.
      2. A summary of the teacher discussion during the pre-observation interview regarding the focus of the classroom observation;
      3. A summary of the strategies used during the classroom observation and the data results of the observation; and
      4. A summary of the post-observation conference including the process used, highlights, areas of improvement, and resulting identified improvement goals if identified.

**Summative Observation:** Included in this portion of the written report will be the following:

1. The instrument chosen including its origin and any modifications if any were made;

2. A summary of the pre-observation conference including the classroom observation focus;

3. The <u>data</u> results of the classroom observation and post-observation conference; and

4. A summary of <u>*data sources*</u> *(classroom data, local and state student achievement data and other data\*)* as well as the completed formal observation instrument used for the summative evaluation.

    *(\*Other data sources may include, building-wide committees on which the teacher serves, corporation-wide committees on which the teacher serves, grade level or department responsibilities of the teacher, mentoring activities of the teacher, volunteer activities of the teacher, community involvement of the teacher, workshops, in-services and college classes which have been taken by the teacher to improve his/her teaching ability, discipline reports of the teacher's students, grades of the teacher's students, attendance of the teacher's students, contacts with the teacher's student's parents, in-building, in-corporation, or state-wide academic achievement data (test scores) of the teacher's students, or other data related to the professional duties of the individual teacher.)*

**Conclusion:** Included in this portion of the written report will be the following:
1. What did you learn from each dimension (formative and summative) of the project;

2. If you were to do it again, what would you do differently and explain why.

## EDUC A630 PROJECT: Integrating Vision, Planning, Budgeting and Data Project

➢ Project Description

Effective planning is a "core" skill addressed in A630. Candidates must demonstrate an understanding as well as their ability to plan effectively by choosing at least one priority outcome from their school building's current school improvement plan and applying to it to the Model for Integrating Vision, Planning and Budgeting (chap 4). Candidates must demonstrate a direct application to each step in the model. Candidates will present and justify their plan based on <u>*data,*</u> as if it were a proposal, to the class in the same manner they would to an administrative group or school board.

❖ **DIRECTIONS:** Integrating Vision, Planning, Budgeting and *Data Project* Components (from Chapter 4 p. 65)

1. Defining Stakeholders: Whether you select one SIP goal, a total school budget or another project, the candidate should explain how the stakeholders were (will be) or (should have been) defined in their specific school community.

2. Selection of Selection of Stakeholders: From the list above, the candidate should explain how the stakeholders were (will be) or (should have been) selected to be on the committee. Your explanation might include such things as committee size and structure (determined by the principal), diversity of the school community, thoughts on training for the committee members and possibly a note on the terms of the committee members; staggered, how long, etc.

3. Providing Needs Assessment materials to the Committee:

   The Candidate should discuss:

   o What _data_ the committee will need in order to develop an effective budget?

   o How it will be collected?

   o Who will gather it?

   o And what format it will be in for the committee?

4. <u>Analyzing the Data</u>: The Candidate should note how the Principal will ensure that the committee members will be able to _analyze the data_. How the Principal will _align the data with school performance_. How will the Principal make sure that educational jargon and acronyms will not interfere with the committee's ability to analyze the data? What level of _specificity (disaggregation of data)_ needs to be completed?

5. Prioritization of Needs: The Candidate should discuss how the committee prioritized (will prioritize) or (should have prioritized) their needs. What steps did (will (should have) the principal use to accomplish this?

   o Consensus

   o Majority vote

   o Weighted

   o Tie-breaker

6. Setting Goals: The Candidate should explain how this was (will be) or (should have been) accomplished. Mention of Vision, Mission Statement, needs, data, past goals and objectives should be noted.

7. Establishing Performance Objectives: The Candidate should describe how measurable outcomes (performance objectives) were (will be) or (should have been) developed. What <u>data</u> was (will be) or (should have been) identified so all will know where to look for the results? What is the specific level of improvement desired (%, amount, etc) by which disaggregated item; grade level, ethnicity, gender, etc.?

8. The Action plan: The Candidate should discuss the actual document (action plan, school improvement plan with budget or total building budget) and include it in the materials and presentation. This should include who has responsibility for each item in the plan along with timelines. The Candidate should provide a critical review of the plan along with comments on how they would improve it if they were the principal.

EDUC P507 – Assessment in the School

➢ Project Description
1. **Assessment Project-Assessment Case Study**
    a. Students are required to develop a case study of their own classrooms based on *available assessment data.*
        i. If you are not currently teaching a class, and do not have access to appropriate data, you may use *sample data from the IDOE website and/or the Learning Connection website (see below).*
        ii. You may also obtain *sample data from a classmate, provided that you follow FERPA guidelines, and you create a separate case study as this is an individual assignment.*
        iii. Please see me about these options if you have questions.
    b. Include references as needed. Please be sure to follow the current edition of the American Psychological Association (APA) guide for formatting, references/citations, and writing style.
    c. Part A: School Assessment Snapshot
        i. Students will be required to access and submit a summary of:
        ii. *District/corporation-wide assessment and demographic* data for the previous year, which can be found at http://www.doe.in.gov/data/
        iii. *School-wide assessment and demographic data* for the previous year, which can be found at http://www.doe.in.gov/data/
        iv. The most recent *NAEP scores in reading or* math for the school or district, which can be found at http://www.doe.in.gov/data/
        v. This information should be presented both as a table or graphic, and then should be explained/described in narrative format.
    d. Part B: Classroom Assessment Snapshot – focusing on your classroom (elementary), or one class in your content area (secondary)

     i.   A composite of *individual student scores* for one classroom set of students

     ii.   *Other relevant assessment data* for students in the class. Examples include:

         1.   *Results from additional standardized tests (eg, Reading, Math, DIBELS, etc. . . )*

         2.   Comments and placement recommendations from previous teachers

     iii.   Relevant *Curriculum data* from previous years:

         1.   *What the students completed in previous courses, grade-levels, etc. . .*

            a.   This information should be presented both as a table or graphic, and then should be explained/described in narrative format.

     iv.   As a *result of the data*, respond to the following questions:

         1.   What areas/concepts does the class as a whole seem to have mastered?

         2.   What areas/concepts does the class as a whole need to focus on?

         3.   How will this information impact your classroom instructional planning?

         4.   How will you address needs for students who fall above or below the class average, based on the scores? (In other words, how much enrichment or remediation in your content area/classroom will you need to do, and how will you be able to go about doing this?)

   *e.*   **Part C:** *Specific Data for two individual students*

     i.   *ISTEP data* for two students in

         1.   *Elementary: Look at both math and reading scores*

         2.   *Secondary: Look at content area scores and/or reading* (if content area score isn't available)

     ii.   Other relevant information:

         1.   *Results from additional standardized tests (eg, NAEP, Reading, Math, DIBELS, etc. . . )*

         2.   *Comments and placement recommendations from previous teachers*

         3.   *IEPs, English Language Levels, etc. . .*

         4.   *Individual Learning needs/styles*

     iii.   As a *result of the data*, respond to the following questions – be sure to cite the data as evidence for your responses:

         1.   What areas/concepts does each individual seem to have mastered?

         2.   What areas/concepts does each individual need to focus on?

         3.   What methods will you use for enrichment/remediation for each student?

         4.   *How will you confirm/disconfirm the data from the test scores?*

5.  *How will you help each student's parents and other teachers interpret the data?*

f.  **Part D: Overall thoughts and Critical Reflection**

    i.  Take some time to write about and reflect on this process. Please incorporate your responses to the following questions:

        1.  What are the advantages and drawbacks to looking at individual and classroom composite data prior to the start of a class or school year?

        2.  What are advantages and drawbacks to looking at individual and composite data after the class or school year has begun?

        3.  How can the advantages be accessed and the drawbacks minimized?

        4.  Where and how does a teacher draw the line between using test data for information and allowing the scores to overshadow other sources of assessment information including information, observations, etc.?

EDUC A590 – Action Research Project

➤  Project Description:

Students will demonstrate the ability to effectively conduct action research that relates directly to a stated problem/issue.

- Identify an issue and state it in the form of a hypothesis to be researched;

- Complete a scholarly and comprehensive review of the research and literature related to the identified issue;

- Develop and apply a research methodology that identifies *data* that will yield findings directly related to the identified issue;

- Demonstrate an ability to *assess and analyze data* collected and arrive at findings that are logical, relevant, and consistent; and

- Demonstrate an ability to analyze and evaluate findings and identify unanswered questions in need of further research.

Other assignments also rely in *data analysis and interpretation*, but those in the previous list provide evidence of this in five different courses. Members of the faculty emphasize making efficient and effective decisions based upon researched-base data in each course. Additional evidence of this can be found in textbooks, case studies, PowerPoint presentations, and web searches. Many other uses of data to

make decisions are learned in field-based projects that are assigned by the student's building principal and/or superintendent.

<u>Conclusion</u>

The purpose of this addendum is to provide additional information to members of the Indiana Commission on Higher Education regarding the proposed Master of Science in Education, Educational Leadership at Indiana University South Bend.  We hope the addendum answers important questions and leads to a complete understanding of the program. Letters from area superintendents will be available early next week and will be forwarded. We are happy to respond to any questions as they arise.

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Letters from Principals and Superintendents (attached)

Dr. Barbara Eason-Watkins, Superintendent, Michigan City Area Schools

Mrs. Tania Grimes, Director, Xavier School of Excellence, South Bend, IN

James Kapsa, retired superintendent, South Bend Community School Corporation

Dr. Glade Montgomery, Superintendent, LaPorte Community School Corporation

Dr. Bruce Stahy, Superintendent, Goshen Community Schools