

EDUCATIONAL SPECIALIST (Ed.S.)
Superintendent
Curriculum Leadership
Online
www.hsu.edu

To ensure that graduate candidates preparing for senior level educational administration positions or superintendency have the opportunity to gain knowledge and skills and dispositions necessary to be productive and successful school leaders, Henderson is committed to the development and delivery of an exemplary post master's degree program in educational leadership. In order to meet the needs of a diverse and wide-spread cohort of candidates, the Henderson Ed. Specialist program is offered fully online via Blackboard Collaborate, using an internet/webcam delivery system.

The Educational Leadership Department supports the Teachers College mission by focusing on communication, professionalism, knowledge and best practices. The department also focuses on the following dispositions:

1. Valuing diversity
2. Fairness to all
3. Having a sense of efficacy
4. Being reflective learners
5. Emphasizing professionalism

The Henderson State University Educational Leadership program offers an Educational Specialist in District Leadership (Ed.S.) that prepares graduate students for superintendent licensure.

The degree and the program of study driven by standards are delivered through online courses aligned to the Interstate School Leaders Licensure Consortium (ISLLC), the Educational Leadership Constituent Council (ELCC) and the International Society for Technology in Education (ISTE).

Mission Statement:

The HSU Educational Leadership Educational Specialist program prepares candidates for P-12 district level leadership roles and empowers them to work collaboratively with diverse populations. Our stakeholders include parents, community, civic organizations, business, media, teachers, and students. The program is designed to improve the leader's skills in impacting student achievement and the quality of life for students through excellence in teaching, learning, service, technology, and leadership.

3 Goals:

1. Knowledge: To graduate candidates with the knowledge necessary to pass the superintendent licensure examination (SSA) and to succeed as a district level administrator.
2. Skills/Applications: To graduate candidates with the necessary leadership skills/application to succeed as a district level administrator.
3. Collaboration: To graduate district level leaders with the ability to work collaboratively with all stakeholders of a school district.

Knowledge

Educational Leadership candidates will demonstrate their knowledge and mastery of educational leadership ISLLC Standards to promote the success of every student by:

1. Facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by all stakeholders.
2. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensuring management of the organization, operations, and resources for a safe, efficient and effective learning environment.
4. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Acting with integrity, fairly, and in an ethical manner.
6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Measure 1: SSA

Measure 2: Exit Portfolio

Skills

Candidates will develop leadership skills through the learning opportunities and field experiences provided them by the department. Educational Leadership students will demonstrate their skills and application of educational leadership ELCC Standards to promote the success of all students by:

1. Promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
2. Managing the organization, operations, and resources in a way that promotes a safe, efficient and effective learning environment.
3. Acting with integrity, fairly, and in an ethical manner.
4. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Measure 1: Leadership Impacting Student Achievement-Action Research Project

Measure 2: District Financial Analysis

Measure 3: Educational Software Evaluation – Field Project

Measure 4: “Mock” Building Project

Collaboration

Candidates will attain knowledge of methods of collaboration through the learning opportunities provided them by the department. They will apply this knowledge and develop skills of collaboration through field based opportunities. This knowledge and these skills demonstrate the ISLLC and ELCC standards that promote the success of all students by:

ISLLC Standards:

1. Facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by all stakeholders.
2. Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

ELCC Standards:

1. Facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.
2. Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
3. Participating in a field based internship which provides significant opportunities for candidates to synthesize and apply their knowledge and practice and develop their skills through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Measure 1: Professional Development Needs Assessment

Measure 2: Mentorship Portfolio Review Assessment

The Candidates will also focus on the five NETS-A standards in all courses. These standards are:

1. Visionary Leadership;
2. Digital-Age Learning and Culture;
3. Excellence in Professional Practice;
4. Systemic Involvement;
5. Digital Citizenship.

Mastery and understanding of these standards will be included as a section in the Exit Portfolio.

Admission policy and procedure

The Graduate School will receive the admission packet which requires: Completed Henderson State University Graduate School application including immunization and selective service status forms.

1. Master's degree in educational leadership or in a related discipline from an accredited institution as verified by official transcript.
2. Current administrator's license.
3. Official copies of all transcripts with a 3.20 grade point average on all master's level coursework is required for full admission. Candidates with a GPA of 3.00 but less than 3.20 on all master's level coursework must submit a minimum score of 950 on the Graduate Record Examination (GRE) or a minimum score of 400 on the Miller Analogies Test (MAT) during the first semester of enrollment.
4. Five (5) years of teaching experience at an accredited P-12 school district as documented by ATRS records or letters from superintendents.

When the admissions file is complete, the Graduate School will notify the candidate, Ed.S. Coordinator and Teachers College, Henderson Associate Dean in writing. A copy of the file will be sent to the Ed.S. Coordinator for the purpose of scheduling the admission interview. Results of the entrance interview will be filed in the student's file and also sent to the graduate office.

Transfer

Candidates wishing to transfer to the Henderson Ed.S. program from another accredited Ed.S. program may make application as outlined above. Transfer credit will be considered on an individual basis. Six hours maximum may be transferred toward an Ed. Sp. Degree.

EXIT EVALUATION PROCEDURES

1. The Exit Evaluation Committee is composed of the faculty advisor serving as chair of the committee, one faculty member from the Educational Leadership program, and the candidate's mentor.
2. The candidate will present an electronic exit portfolio presentation which exhibits mastery of the ELCC, ISLLC and NETS-A standards to the Exit Evaluation Committee.
3. The Exit Evaluation Committee will use rubrics based on the ISLLC standards, the ELCC standards and the NETS-A standards to evaluate the candidate's electronic exit portfolio as the candidate presents the portfolio. (See portfolio section below).
4. The candidate will upload artifacts from the exit portfolio to TK20 the Teachers College accountability system. An average of scores from the electronic presentation will be placed on TK20.
5. The faculty advisor will send to the candidate, Coordinator of the Educational Leadership Program, and the Dean of the Graduate School a letter indicating successful completion of the program of study, portfolio defense and internship. This information will also be placed in the candidate's Graduate School file.

Thesis

A scholarship research paper based on active research is required for the completion of the educational specialist degree. The topic will be approved by the professor of record. Completion is in collaboration with an approved public school administrator mentor plus faculty support in technological reporting and statistical research. The thesis must be presented and defended in a

formal meeting. The defense committee will consist of the professor of record, the Coordinator of the Education Leadership Program.

Portfolio

The Ed.S. portfolio will be a continual compilation demonstrating a composite of learning related to the Educational Leadership Constituent Council (ELCC) & Interstate School Leaders Licensure Consortium (ISLLC) standards and the National Education Technology for Administrators (NETS-A)

Time Limit

The Ed.S. degree must be completed within six (6) years of date of admission. Any extension must be approved by the Ed.S. Coordinator as well as the Graduate School Dean according to the policies of the Graduate Council.

Requirements for an Ed. Specialist Superintendent Degree or Program of Study and Ed. Specialist in Curriculum Leadership

Ed.S. CORE COURSES

EDL 7113	Executive Leadership
EDL 7123	Organizational Management
EDL 7723	Technology for District Administrators
EDL 7363	Governance and Politics
EDL 7483	Human Resources and Accountability
EDL 7593	Fiscal Resources and Accountability
EDL 7233	Advanced Research Methods
EDL 7613	Mentorship in Educational Leadership (with 217+ internship hours)

Total 24 Hours (Program of Study)

6 additional hours from the following courses, must select 1 curriculum and 1 technology

EDL 7473	Leadership for Curriculum and Instruction
EDL 7703	Integrating Technology
EDL 7713	Technology for Communication
EDL 7633	Curriculum Alignment and Assessment

Total 30 Hours (Ed.S. degree for Superintendent)

Requirements for an Ed. Specialist Degree in Curriculum

Ed.S. CORE COURSES

EDL 7113	Executive Leadership
EDL 7723	Technology for District Administrators
EDL 7363	Governance and Politics
EDL 7593	Fiscal Resources and Accountability
EDL 7233	Advanced Research Methods

Total 15 Hours

CURRICULUM COURSES

EDL 7703 Integrating Technology
EDL 7633 Curriculum Alignment and Assessment
EDL 7473 Leadership for Curriculum and Instruction
EDL 7273 Program Improvement and Design
EDL 7643 CPA Internship for Curriculum Specialist
(with 217+ internship hours)

Total 30 hours Ed. Specialist Degree in Curriculum Leadership