



*The Richard W. Riley College of Education
and Leadership at Walden University*

M.S. IN EDUCATION WITH A SPECIALIZATION
IN EDUCATIONAL LEADERSHIP

WALDEN UNIVERSITY

A higher degree. A higher purpose.

A MEMBER OF
THE LAUREATE
INTERNATIONAL
UNIVERSITIES NETWORK

Great schools start with great leaders.

Today's leaders in education are charged with implementing reforms that emphasize teaching and learning. Their day-to-day decisions focus on one ultimate goal: to lead every student to a higher level of achievement.

Walden's M.S. in Education program with a specialization in Educational Leadership will help you gain the skills, knowledge, and experience to lead students, teachers, and schools to greater achievement—and the opportunity to help shape the future of education.

At The Richard W. Riley College of Education and Leadership at Walden University, you can earn your master's degree—and all the advantages that come with it—without missing work or forfeiting income, and while balancing your home and personal life. Walden's online format enables you to

- Study on your own time, where you choose, with no campus visits.
- Collaborate with other educators in your online cohort group.
- Enjoy support from Walden University faculty who have been educational leaders in the field.
- Learn from leading experts in the field of educational leadership.
- Experience what it's like to be an educational leader as you apply what you learn.

Note on Licensure: Walden University does not offer a state-approved program in educational leadership that is recognized for K–12 school administrator licensure/certification in Minnesota (Walden's home state) or any other state, except in Texas through a partnership with the Harris County Department of Education known as the Future Texas Administrators Program. With the exception of this Texas collaborative, Walden University makes no representation or guarantee that successful completion of the Walden M.S. in Education program with a specialization in Educational Leadership, or coursework for graduate credit within this program, will permit a graduate to obtain state certification or licensure as a principal, assistant principal, or other type of K–12 administrator.

Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncahlc.org; 1-312-263-0456. The Higher Learning Commission is one of the six regional accrediting associations recognized by the U.S. Department of Education. The North Central Association is a U.S. membership organization for educational institutions that was created to develop and maintain high standards of academic excellence. When evaluating credentials, employers and universities often look for applicants who earned their degree from an accredited university.

Walden University practices a policy of nondiscrimination in admission to, access to, and employment in its programs and activities. Walden does not discriminate on the basis of race, color, sex, age, religion or creed, marital status, disability, national or ethnic origin, socioeconomic status, or sexual orientation.

Walden is committed to providing barrier-free access to its educational services and makes appropriate and reasonable accommodations when necessary. Students requesting accommodations per the Americans with Disabilities Act (ADA) must contact the Office of Disability Services at disability@waldenu.edu.

This publication represents current curriculum, educational plans, offerings, requirements, tuition, and fees. These may be modified or discontinued from time to time in the university's sole discretion to carry out the university's purposes and objectives. Neither the provisions of this document, nor the acceptance of students through registration and enrollment in the university, constitutes a contract or an offer of a contract.

SET NEW STANDARDS

The M.S. in Education program with a specialization in Educational Leadership sets the standard for developing outstanding educational leaders. This program, grounded in research and evidence of best practice, defines what educational leaders need to know and be able to do, at the most practical level, to enhance learning opportunities and outcomes for all students.

The “Leadership for Learning” curriculum was developed in association with the American Association of School Administrators (AASA). It reflects the standards for leadership education set by the National Policy Board for Educational Administration (NPBEA), and is based on standards developed by the Interstate School Leaders Licensure Consortium (ISLLC), a program of the Council of Chief State School Officers. The ISLLC is a consortium of 32 education agencies and 13 education administrator associations that have worked cooperatively to establish an education policy framework for school leadership. The standards present a common core of knowledge, dispositions, and performances that link leadership to productive schools and enhanced educational outcomes.

PROGRAM OF STUDY*

The Educational Leadership specialization consists of 36 semester credits (10 three-credit courses plus two three-credit internship components) taken in a sequential format of two consecutive eight-week courses per semester.

	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
8 WEEKS	Facilitating Effective Learning for All Students EDAD 6800 <i>3 credits</i>	Using Data to Strengthen Schools EDAD 6802 <i>3 credits</i>	Enhancing Teacher Capacity and Commitment EDAD 6804 <i>3 credits</i>	Collaborating With Families and Communities for Student Success EDAD 6806 <i>3 credits</i>	Meeting the Literacy Challenge: Leading New Initiatives EDAD 6808 <i>3 credits</i>	Internship, Part 1 (includes compilation of Program Portfolio) EDAD 6811 <i>3 credits</i>
8 WEEKS	Ensuring Quality Education for Students With Diverse Needs EDAD 6801 <i>3 credits</i>	Allocating Resources Strategically and Structuring the Organization for Learning EDAD 6803 <i>3 credits</i>	Facilitating Productive Working Relationships and School Culture to Enhance Student Learning EDAD 6805 <i>3 credits</i>	Creating Positive, Safe, and Effective Learning Environments EDAD 6807 <i>3 credits</i>	Implementing Continuous School Improvement EDAD 6809 <i>3 credits</i>	Internship, Part 2 (includes compilation of Program Portfolio) EDAD 6812 <i>3 credits</i>

INTERNSHIP ACTIVITIES ARE COMPLETED THROUGHOUT THE TWO-YEAR PROGRAM.

*Courses and course sequence are subject to change.

Course Content and Descriptions

A Doctoral Degree Is Within Your Reach

Earning an M.S. in Education with a specialization in Educational Leadership will provide you with a solid academic foundation for a Ph.D. in Education with a specialization in K–12 Educational Leadership or an Ed.D. with a specialization in Administrator Leadership for Teaching and Learning. Learn how you can transfer credit from your master's program into either of these doctoral programs. Call an enrollment advisor at 1-866-492-5336.

Share best practices and insights with fellow educators through a distance-learning model that has been used successfully with thousands of Walden online students across the nation and around the world. The Educational Leadership specialization was designed so that courses build upon one another throughout the program. Assignments encourage you to apply your new knowledge to your school. That way, you are connecting theory to actual practice and growing immediately as a professional.

In your courses, you will learn from some of the national experts in leadership via DVD, including

Linda Darling-Hammond, Ed.D.

Dr. Darling-Hammond is the founding executive director of the National Commission on Teaching and America's Future, which produced the widely cited 1996 blueprint for education reform, *What Matters Most: Teaching for America's Future*. Dr. Darling-Hammond's work focuses on educational policy, teaching and teacher education, school restructuring, and educational equity.

Richard DuFour, Ed.D.

Dr. DuFour worked as a public school educator for 34 years. He served as principal of Adlai E. Stevenson High School in Lincolnshire, Ill., from 1983 to 1991, and superintendent of that school's district from 1991 to 2002. He was named one of the top 100 school administrators in North America by *Executive Educator* magazine.

Ellen Goldring, Ph.D.

Dr. Goldring is a professor of education policy and leadership in Peabody College at Vanderbilt University. She currently serves as the co-editor of *Educational Evaluation and Policy Analysis*. Her research focuses on understanding school reform that connects families, communities, and schools. She emphasizes the changing role of school leaders in complex community and organizational contexts.

Ann Lieberman, Ed.D.

Dr. Lieberman, a senior scholar at The Carnegie Foundation for the Advancement of Teaching, is an emeritus professor from Teachers College at Columbia University. She is widely known for her work in the areas of teacher leadership and development, collaborative research, networks and school-university partnerships, and the problems and prospects related to understanding educational change.

Joseph Murphy, Ph.D.

Dr. Murphy is a professor and associate dean in the Department of Leadership, Policy, and Organizations of Peabody College at Vanderbilt University. He is a past vice president of the American Educational Research Association and is the chair of the Interstate School Leaders Licensure Consortium. His work is in the area of school improvement, with special emphasis on leadership and policy.

EDAD 6800 Facilitating Effective Learning for All Students

This course introduces research on learning and develops an understanding of how different approaches to instruction are informed by research. As we provide teachers with more effective strategies, they learn to explain how and why learner-centered teaching enhances the achievement of all students, and also how to overcome resistance among staff, students, and parents.

EDAD 6801 Ensuring Quality Education for Students With Diverse Needs

This course focuses on effective, learner-centered instruction that uses diverse and inclusive approaches for students at risk so educators can help all students reach increasingly higher standards of performance.

EDAD 6802 Using Data to Strengthen Schools

This course focuses on data-driven decision-making and the critical skills necessary to meet the needs of all children and to reach accountability expectations. Special emphasis is placed on the definition of action for effective schools, namely, the continuing analysis of the gaps between goals for student learning and actual student performance.

EDAD 6803 Allocating Resources Strategically and Structuring the Organization for Learning

This course focuses on the research on effective schools to provide guidance on the most productive ways to organize resources (time, people, money, and technology). Students learn to develop strategies to define the most important priorities, the overall educational design, and the organizational structures that best match the needs for improvement.

EDAD 6804 Enhancing Teacher Capacity and Commitment

This course focuses on the central role of school leaders: building human resources, from recruitment through induction to continuing professional development. It also covers methods for dealing with continuing ineffectiveness among members of school staff.

EDAD 6805 Facilitating Productive Working Relationships and School Culture to Enhance Student Learning

This course addresses critical functions of the school leader, including developing consensus that promotes action (effective decision-making processes, patterns of communication, conflict-resolution strategies); infusing leadership throughout the school (collaborative structures and strategies); and establishing a personal, ethical, and moral platform for leadership.

EDAD 6806 Collaborating With Families and Communities for Student Success

In this course, students develop the capabilities needed to identify and enlist the support of parents as well as organizations and public agencies that serve youth and families in ways that align with school goals. Special attention is paid to these functions in multicultural schools and communities.

EDAD 6807 Creating Positive, Safe, and Effective Learning Environments

Students in this course learn to treat differences and conflicts as opportunities for learning the social competencies that are essential to civic participation and interpersonal effectiveness, in school and beyond. The importance of safe and orderly environments for learning—with school cultures based on mutual respect among students, teachers, and staff—is recognized.

EDAD 6808 Meeting the Literacy Challenge: Leading New Initiatives

Literacy is at the core of success—in school and in life. The emphasis of this course is on what has been learned about teaching and learning, student assessment, professional development, parental and community involvement, and other related topics. Issues of curriculum and the effects of district and state policies on school improvement are explored in greater depth.

EDAD 6809 Implementing Continuous School Improvement

This course focuses on theories of change, with an emphasis on leadership behavior that promotes positive change over time. Based on the context of systems thinking, students demonstrate what it takes to structure a school that is a learning organization.

EDAD 6811 and EDAD 6812 Internships

These two courses provide students with authentic opportunities to apply what has been learned in courses and to expand what future educational leaders need to know and be able to do. The internship includes three components: practical applications of learning within courses, internship experiences while taking other courses, and development and evaluation of the Program Portfolio.

*Courses and course sequence are subject to change.

The Internship

The internship meets the guidelines of the Interstate School Leaders Licensure Consortium (ISLLC) and National Council for Accreditation of Teacher Education (NCATE) and the standards of the Educational Leadership Constituent Council (ELCC). These widely recognized guidelines and standards provide an excellent framework to help prepare you to be a more effective educational leader.



Walden's M.S. in Education program with a specialization in Educational Leadership is grounded in research and evidence of best practice. It was designed to provide you with the insights into the decisions faced by practicing educational leaders of today.

INTERNSHIP OVERVIEW

Throughout the program, you participate in various internship activities designed to help you get more deeply involved in the activities, programs, and responsibilities that an educational leader faces every day on the job. These may involve opportunities to conduct research, analyze findings, and interview key personnel. You collaborate with and receive professional guidance from an internship team that includes a faculty internship advisor assigned by the university and a principal mentor selected by the student and approved by the university.

Extending throughout the two-year program, the internship has three components:

1. Practical applications of learning within each of the courses
2. Internship experiences undertaken while other courses are being taken
3. Sixth semester culminating in the compilation and evaluation of a Program Portfolio of internship artifacts

SELECTING YOUR PRINCIPAL MENTOR

Your principal mentor plays a critical role in your learning experience. Selecting a principal is a very important decision. He or she should be an experienced, practicing administrator who has the time to invest in your development. In your packet of information, you will find a brief overview of principal mentor roles and responsibilities. Share this overview with your potential principal mentor to address common questions he or she may have regarding the practicum experience and to make sure he or she is a good fit for the role.

You are required to submit a form with your principal mentor's signature as an assignment in your first course. We strongly recommend that you secure your principal mentor prior to starting your first class.

Examples of Internship-Related Activities

In the internship, you will collaborate with your principal mentor to conduct such activities as

- Managing ethical, legal, and contractual obligations
- Developing and managing a budget
- Planning a parent-involvement program
- Creating and implementing a technology plan
- Evaluating teacher performance
- Establishing standardized testing processes
- Establishing a master schedule

Sample Internship Activity

THE STAFF DEVELOPMENT PLAN

PURPOSE

To analyze a staff development plan and related procedures. Corresponds to ISLLC Standard 2.

TIME TO COMPLETE

8 hours

PREREQUISITE COURSE

EDAD 6804 Enhancing Teacher Capacity and Commitment

WHEN TO DO

Sixth semester

LEARNING OBJECTIVES

1. To learn about the staff development plan and related procedures in a school
2. To align the school's staff development plan with research-based standards for staff development, the school's vision/mission/goals, and the school improvement plan
3. To assess the responsiveness of a staff development plan and procedures to the needs of teachers, other staff, and their experience levels

SUGGESTED RESOURCES

- Education Resources Information Center (ERIC)
Trends and Issues: Instructional Personnel
- National Staff Development Council (NSDC)
NSDC Standards for Staff Development
- *The Principal's Companion*, Chapter 14

ACTIONS

1. Study the research-based standards for staff development from NSDC.
2. Review your school's vision/mission/goals and the school improvement plan.
3. Review your school's staff development plan. Compare it with the research-based standards for staff development, the school's vision/mission/goals, and the school improvement plan. To what degree is the staff development plan aligned with the standards, vision/mission/goals, and school improvement plan?
4. Interview the principal and another member of the school leadership team to discuss issues related to staff development.
5. Interview one new teacher and one experienced teacher to discuss their perspectives on staff development.
6. Submit a document that includes
 - An analysis of the degree of alignment between the school's staff development plan and
 - a) research-based standards for staff development,
 - b) the school's vision/mission/goals, and
 - c) the school improvement plan
 - An assessment of how well the staff development plan and procedures are responsive to the staff development needs of the teachers and their different experience levels

EVALUATION CRITERIA

- The analysis accurately aligns the school's staff development plan with research-based standards for staff development, the school's vision/mission/goals, and the school improvement plan.
- The assessment demonstrates the intern's ability to evaluate the staff development plan and procedures in terms of their responsiveness to teachers' needs and levels of experience.



THE DIFFERENCE A LEADER FOR LEARNING CAN MAKE.

Walden's M.S. in Education program with a specialization in Educational Leadership is an innovative degree program that is grounded in research and evidence of best practice. With courses focusing on current best practices and an internship encouraging hands-on experience, this specialization can give you the practical skills and knowledge to become an effective educational leader in today's schools.

You'll gain the understanding and hands-on experience to

- Enhance the achievement of every student.
- Foster collaboration among staff, students, and parents.
- Help schools and students meet and exceed accountability expectations.
- Manage resources and operations.
- Recruit, hire, develop, and retain an effective staff.
- Promote positive change.

To learn more about how the Educational Leadership specialization can help you become a leader for learning, call 1-866-492-5336 to speak with an enrollment advisor or visit www.WaldenU.edu.



"Walden is amazing because of the students. You wouldn't think that you'd get to know people better online than in a face-to-face university, but you do. I find that I know my students better. I know more about them."

Mary Friend Shepard, Ph.D.
Education Faculty

WWW.WALDENU.EDU

WALDEN UNIVERSITY
A higher degree. A higher purpose.

 A MEMBER OF
THE LAUREATE
INTERNATIONAL
UNIVERSITIES NETWORK

Academic Offices
155 Fifth Avenue South, Suite 100
Minneapolis, MN 55401
1-800-925-3368

Administrative Offices
650 S. Exeter Street
Baltimore, MD 21202
1-866-492-5336

The Richard W. Riley
College of Education and Leadership

WALDEN UNIVERSITY

*“There is no position in education as powerful as the principal
for making a difference for students, families, and communities.”*

—Dr. Joseph Murphy
Chair, Interstate School Leaders Licensure Consortium (ISLLC)

Dear Aspiring Principal,

Thank you for your interest the M.S. in Education with a specialization in Educational Leadership from Walden University.

This innovative master’s program will prepare you to successfully meet today’s challenges of school leadership. It will enable you, as a school principal, to confidently lead your teachers and students to greater achievement.

The unique and specialized curriculum in Educational Leadership has been developed in association with the American Association of School Administrators (AASA). It reflects the high standards for leadership education developed by the Interstate School Leaders Licensure Consortium (ISLLC) and the National Policy Board for Educational Administration (NPBEA).

Walden University has been providing distance education for more than 30 years and has students from over 40 countries and all 50 states. Its convenient online graduate programs are designed specifically for working adults such as yourself.

Walden University is pleased to partner with Harris County Department of Education to meet Texas specific requirements leading to principal licensure in Texas. This partnership brings high national standards together with high state standards to provide excellence in leadership to aspiring principals everywhere.

If you have questions, please call toll free 1-866-492-5336 today to speak with a Walden University Enrollment Advisor.

Sincerely,



Dr. Kelley Costner
Associate Dean, Master’s Programs
The Richard W. Riley College of Education and Leadership

Distance Learning Degree Programs
155 Fifth Avenue South • Minneapolis, MN 55401
1-877-497-0151



**HARRIS COUNTY
DEPARTMENT OF EDUCATION**

**John Sawyer, Ed.D.
Superintendent**

Dear Aspiring Principal,

We are excited to assist you in your mission to become a certified principal through a collaboration between the Harris County Department of Education (HCDE) and Walden University. By combining HCDE's years of experience in mentoring administrators and Walden University's Master of Science in Education degree with a specialization in Educational Leadership, we have created an innovative, flexible program designed specifically to prepare Texas educators for a principal's challenging role.

Developed by national leaders in teacher education, the specialized curriculum in Walden's Educational Leadership specialization, combined with the HCDE's seasoned administrative consultation and advisement on Texas-specific activities will successfully prepare you to meet today's challenges of school leadership. This unique program—the first of its kind—has been approved by the Texas State Board for Educator Certification and provides an alternative to the traditional pathway for busy teachers seeking a master's degree leading to principal certification.

I encourage you to apply today for this excellent program. I applaud your aspiration to become a leader in education at a time when your commitment, high ideals, and passion for making a difference in the lives of students is urgently needed. Please feel free to call Dr. Linda Pitre, program director at the Harris County Department of Education, at 713-696-8200 or email lpitre@hcde-texas.org for information and advice about this great opportunity.

Sincerely,

A handwritten signature in black ink, appearing to read 'John Sawyer', written in a cursive style.

John Sawyer, Ed.D.
County School Superintendent
Harris County Department of Education