TRANSFORMATIONAL EDUCATIONAL LEADERSHIP M.S.

Degree: Master of Science
https://www.towson.edu/coe/departments/leadership/grad/educational-leadership/

Program Director: Dr. Katherine Orlando
Phone: 410-704-4623
Email: korlando@towson.edu

The Master of Science degree in Transformational Educational Leadership is designed for certified teachers and other licensed professionals working in schools or school districts who aspire to become educational leaders at local and state levels. This program prepares leaders who are equipped to facilitate equitable access to engaging, rigorous, and productive learning for all students and colleagues. Our view of leadership includes leading from the classroom as well as the traditional school administrator pathway. This program is approved by the Maryland State Department of Education (MSDE) and includes the required courses for Administrator I certification.

Requirements

Admission Requirements

Application deadlines and a full listing of materials required for admission can be found on the website.

The Master of Science degree in Transformational Educational Leadership is designed for certified teachers and other licensed professionals working in schools who aspire to become educational leaders and administrators at local and state levels. This program is approved by the Maryland State Department of Education (MSDE) for those seeking certification as Administrator I.

Degree Requirements

- Students must take a minimum of 36 units as prescribed in their program and selected in consultation with the adviser.
- Upon completion of the required internships, students must submit a portfolio which is aligned with state, national, and departmental standards and assessments.
- Demonstration of proficiency by attaining a passing grade on the comprehensive examination. Students must take the comprehensive examination prior to enrolling in the internship.
- Students must maintain a GPA of 3.00 throughout the program.

Code	Title	Units
Required Courses		
ILPD 603	LEGAL AND ETHICAL ISSUES IN EDUCATION	3
ILPD 667	CURRICULUM & ASSESSMENT FOR INSTRUCTIONAL DEVELOPMENT	3
ILPD 716	LEADERSHIP OF THE SCHOOLS	3
ILPD 740	EVIDENCE-BASED DECISION MAKING FOR CURRICULUM AND INSTRUCTION	3
ILPD 781	SEMINAR IN SUPERVISION	3
ILPD 797	INTERNSHIP IN INSTRUCTIONAL LEADERSHIP	3
Electives		
Select 18 units from the following courses or one of the approved Post-Baccalaureate Certificates		18
ILPD 614	CLASSROOM ASSESSMENT FOR INSTRUCTIONAL LEADERS	
ILPD 668	LEADERSHIP & GROUP DYNAMICS	
ILPD 670	SPECIAL TOPICS IN INSTRUCTIONAL LEADERSHIP	
ILPD 675	LEADERSHIP AND ACTION RESEARCH	
ILPD 676	PROFESSIONAL COMMUNICATIONS FOR SCHOOL LEADERS	
ILPD 739	LEADERSHIP THEORY & PRACTICE FOR EDUCATIONAL LEADERS	
ILPD 742	TRANSFORMATIONAL LEADERSHIP AND PROFESSIONAL DEVELOPMENT	
ILPD 743	LEARNING COMMUNITIES AND ORGANIZATIONAL CHANGE	
ILPD 745	SCHOOL BUDGETING AND FISCAL PLANNING	
ILPD 746	CULTURES AND CONTEXTS OF EQUITABLE SCHOOLS	
ILPD 748	LEADING FOR SOCIAL AND EMOTIONAL LEARNING	
ILPD 750	UNDERSTANDING ASSETS OF FAMILIES, CHILDREN, AND COMMUNITIES	
ISTC 702	EDUCATIONAL LEADERSHIP AND TECHNOLOGY	
Total Units		**36**

Learning Outcomes

The Instructional Leadership and Professional Development Department offers three MSDE-approved programs for Administrator I preparation: (1) the post-Master's certification in Educational Administrator I; (2) a Master of Science in Transformational Educational Leadership; and (3) a Certificate of Advanced Studies (Organizational Change). All fulfill the National Educational Leadership Preparation (NELP) standards required for beginning educational leaders. NELP standards are aligned with the Professional Standards for Educational Leaders (PSEL) for current educational leaders.

Students who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills and commitments necessary to:

1. Collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
2. Understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.
3. Develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.
4. Evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

5. Engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.
6. Improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.
7. Build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.
8. Synthesize and apply the knowledge and skills identified in NELP standards 1–7 in ways that approximate the full range of responsibilities required of building-level leaders.