TRANFORMATIONAL EDUCATIONAL LEADERSHIP M.S.

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

Program Director: Dr. Carla Finkelstein
Phone: 410-704-2974
Email: cfinkelstein@towson.edu

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) and includes the required courses for Administrator I certification.

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.

Admission Requirements

• Certification as a teacher or licensure as a school professional and currently working in a school or educational setting in the school of Maryland.
• Minimum of three years of teaching or relevant professional experience in a public or private school.
• College transcript documenting successful completion of a special education course (undergraduate or graduate).
• The minimum GPA required for admission is 3.00. Students who have a minimum GPA of 2.80 may be considered for admission.

Please complete the online application (https://www.towson.edu/academics/graduate/admissions/apply), including the following:

• Two letters of recommendation (one must be from a current school administrator or educational leader who can attest to the applicant’s professional experience and suitability for leadership).
• Copy of current teaching certificate or other professional licensure.
• One-page personal statement indicating why the applicant is interested in pursuing graduate study in this track. The statement should describe why the applicant is pursuing graduate study in this track and what they hope to learn in order to become an effective educational leader.
• An updated professional resume.

Non-immigrant International Students

Program Enrollment: F-1 and J-1 students are required to be enrolled full-time. The majority of their classes must be in-person and on campus. See the list of programs that satisfy these requirements (https://www.towson.edu/academics/graduate/admissions/international/programs-complying-j1-f1-regulations.html), and contact the International Student and Scholars Office (https://www.towson.edu/academics/international/issso) with questions.

Admission Procedures: See additional information regarding Graduate Admission policies (https://www.towson.edu/academics/graduate/admissions/policies.html) and International Graduate Application (https://www.towson.edu/academics/graduate/admissions/international) online.

Degree Requirements

• Students must take a minimum of 36 units as prescribed in their program and selected in consultation with the adviser.
• Students must submit a portfolio upon completion of internship experiences, and 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 have a GPA of 3.00 to take the Comprehensive Exam, demonstrate proficiency by attaining a passing grade on the comprehensive exam. Students only have the opportunity to take the exam twice. If a student does not pass the exam twice, they must meet with the graduate program adviser and/or department chair before moving forward with his/her program.
• Students must have a 3.00 to register for ILPD 797
• Attainment of highest levels on assessment of professional dispositions.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILPD 603</td>
<td>LEGAL AND ETHICAL ISSUES IN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>ILPD 667</td>
<td>CURRICULUM &amp; ASSESSMENT FOR INSTRUCTIONAL DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td>ILPD 716</td>
<td>LEADERSHIP OF THE SCHOOLS</td>
<td>3</td>
</tr>
<tr>
<td>ILPD 740</td>
<td>EVIDENCE-BASED DECISION MAKING FOR CURRICULUM AND INSTRUCTION</td>
<td>3</td>
</tr>
<tr>
<td>ILPD 781</td>
<td>SEMINAR IN SUPERVISION</td>
<td>3</td>
</tr>
<tr>
<td>ILPD 797</td>
<td>INTERNSHIP IN INSTRUCTIONAL LEADERS</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

Select 18 units from the following courses or one of the approved Post-Baccalaureate Certificates

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 605</td>
<td>INFORMING EDUCATIONAL PRACTICE TO AFFECT CHANGE</td>
</tr>
<tr>
<td>ILPD 614</td>
<td>CLASSROOM ASSESSMENT FOR INSTRUCTIONAL LEADERS</td>
</tr>
<tr>
<td>ILPD 668</td>
<td>LEADERSHIP &amp; GROUP DYNAMICS</td>
</tr>
<tr>
<td>ILPD 670</td>
<td>SPECIAL TOPICS IN INSTRUCTIONAL LEADERS</td>
</tr>
<tr>
<td>ILPD 675</td>
<td>LEADERSHIP AND ACTION RESEARCH</td>
</tr>
<tr>
<td>ILPD 676</td>
<td>PROFESSIONAL COMMUNICATIONS FOR SCHOOL LEADERS</td>
</tr>
<tr>
<td>ILPD 739</td>
<td>LEADERSHIP THEORY &amp; PRACTICE FOR EDUCATIONAL LEADERS</td>
</tr>
<tr>
<td>ILPD 742</td>
<td>TRANSFORMATIONAL LEADERSHIP AND PROFESSIONAL DEVELOPMENT</td>
</tr>
</tbody>
</table>
The Instructional Leadership and Professional Development Department offers two MSDE-approved programs for Administrator I preparation: a Master of Science in Transformational Educational Leadership and a Certificate of Advanced Studies (Organizational Change). Both 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.

Candidates 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.

### Courses

**ILPD 603 LEGAL AND ETHICAL ISSUES IN EDUCATION (3)**

Highlights major legal and ethical issues in education affecting teachers, administrators, students, and parents. Emphasis is placed on gaining a solid foundation of the framework of our U.S. legal system and demonstrating adeptness at applying this legal knowledge through the lens of ethical decision making. Students will study U.S. Supreme Court cases impacting education and propose leadership action plans that model principles of self-awareness, reflective practice, and transparency to resolve common legal and ethical dilemmas that arise during the operation of a school. Prerequisite: program admission.

**ILPD 605 MANAGEMENT PF JI, AM SERVICES: LEADERSHIP AND SUPERVISION (3)**

Assists students in developing management expertise for working in nonprofit Jewish organizations. Focuses on leadership style, interpersonal relations, mission statements, shared vision, executive roles, and working with committees, communities, and colleagues.

**ILPD 606 STRATEGIC MANAGEMENT OF JEWISH ORGANIZATIONS (3)**

Survey of organizational theory and management skills for nonprofit Jewish institutions. Course focuses on financial management, policy formation, strategic planning, marketing and fundraising, and critical issues in philanthropy.

**ILPD 614 CLASSROOM ASSESSMENT FOR INSTRUCTIONAL LEADERS (3)**

Focuses on understanding and applying current research-based principles of assessment design, and strategically using formative and summative assessment results to support student and teacher growth. The instructional approach that is used models best practices in professional learning community development.

**ILPD 650 EXPLORATION OF HOLOCAUST EDUCATION (3)**

Critical exploration of various topics of the Holocaust through art, literature, life stories, and film. Core information about the history of the Holocaust and the context and implications of that history. Examines effective teaching methodologies and challenges each student to prepare and present curricular units utilizing different teaching models.

**ILPD 667 CURRICULUM & ASSESSMENT FOR INSTRUCTIONAL DEVELOPMENT (3)**

Curriculum & Assessment examines the historical, philosophical, and psychological foundations of the school curriculum from an administrative/supervisory perspective. Students will determine some of the basic forces affecting curriculum development, examine its patterns of organization, and identify school practices in curricular development and assessment. Students will formulate and articulate their own curricular theories (orientations) and views related to current trends. The course addresses several sets of state and national standards. Prerequisites: graduate standing.

**ILPD 668 LEADERSHIP & GROUP DYNAMICS (3)**

Leadership practices governing organizational behaviors in schools and other professional settings, emphasizing adult development and professional growth, group participation, effective communication, etc. Prerequisite: graduate standing.

**ILPD 670 SPECIAL TOPICS IN INSTRUCTIONAL LEADERSHIP (3)**

In-depth study of a selected topic in Instructional Leadership. The specific requirements and prerequisites will vary with each topic and will be designated by the department each time a topic is scheduled. Approval by the program director is required. Each topic may be taken as a separate course. May be repeated for up to 9 units provided a different topic is covered. Prerequisites: graduate standing.
ILPD 675 LEADERSHIP AND ACTION RESEARCH (3)
Applications of principles and processes for identifying a school issue and determining an appropriate solution to the problem at the school level. Field-testing of proposed solutions and examination of effectiveness of chosen strategies through data analysis. Prerequisite: graduate standing.

ILPD 676 PROFESSIONAL COMMUNICATIONS FOR SCHOOL LEADERS (3)
This writing-intensive course focuses on helping future school leaders refine and practice strategies and skills needed for clear, compelling, and appropriate communication with the different constituencies that make up a school community. Its goal is to enable school leaders to use written and spoken communication to build healthy, inclusive, and well-informed school cultures, as well as respectful relationships within and beyond school walls. An emphasis on the uses of social media is a particular focus.

ILPD 716 LEADERSHIP OF THE SCHOOLS (3)
Principles of school leadership, roles and responsibilities, change management, curriculum improvement, and organization of the school unit. Aligned with approved state and national leadership standards. Students who have taken ELED 716 or SCED 643 are not eligible to take this course. Prerequisites: three years of teaching experience and teacher certification.

ILPD 739 LEADERSHIP THEORY & PRACTICE FOR EDUCATIONAL LEADERS (3)
Focus on the theoretical and applied foundations of leadership concepts, principles, practices, and competencies; integration of theory and practice to apply these conceptual models of leadership in the education context; and the concept of the school as a learning organization and its implications for the practice of educational leadership. This course is aligned with approved state and national leadership and technology standards.

ILPD 740 EVIDENCE-BASED DECISION MAKING FOR CURRICULUM AND INSTRUCTION (3)
Considers how to collect, analyze, and use a variety of classroom, school-based, state, and national trend data to measure program effectiveness and guide curricular revisions. Students who have taken EDUC 740 are not eligible to take this course. Prerequisites: graduate courses in curriculum and teaching experience.

ILPD 742 TRANSFORMATIONAL LEADERSHIP AND PROFESSIONAL DEVELOPMENT (3)
Addresses the basic considerations affecting professional development at the school and district level, examines patterns of organization, and identifies successful school practices. Students formulate and articulate their own beliefs in relation to current trends and make correlations to approved state and national leadership and professional development standards. Students who have taken EDUC 742 are not eligible to take this course. Prerequisites: one or more courses in educational leadership.

ILPD 743 LEARNING COMMUNITIES AND ORGANIZATIONAL CHANGE (3)
Theoretical underpinnings of individual and organizational learning in an era of rapid change, with emphasis on leaders’ roles in shaping schools and districts into learning communities, based on shared values, norms, and ongoing reflective dialogue. Students who have taken EDUC 743 are not eligible to take this course. Prerequisites: 27 graduate credits and advanced standing in graduate programs.

ILPD 744 SCHOOL BUDGETING AND FISCAL PLANNING (3)
Development of a budget on departmental, local school, system-wide and state levels; implementation and evaluation of budgets; long- and short-term fiscal planning. Students who have taken EDUC 745 are not eligible to take this course. Prerequisite: One course in school leadership.

ILPD 746 CULTURES AND CONTEXTS OF EQUITABLE SCHOOLS (3)
Explores the characteristics of schools that use equity as a guiding principle and the ways leaders incorporate relevant concepts into the cultures of their schools. After identifying a broad operational definition of equity, participants examine components that nurture equitable school cultures, including instructional and interpersonal practices, community engagement, and teacher agency and empowerment. After gathering both survey and interview data pertaining to the culture of their own educational settings, participants focus on an area of concern and observe, describe, and analyze it through an equity lens. They then develop a means of addressing the concern using theory and practices studied in the course. To the degree possible, participants implement their plan, report the results of their action research, and identify the school’s next steps to creating a more equitable learning environment for students and staff.

ILPD 781 SEMINAR IN SUPERVISION (3)
Roles of the instructional supervisor, supervisory practices and techniques aligned with approved state and national leadership standards. Students who have taken ELED 781 or SCED 683 are not eligible to take this course. Prerequisites: Three years of teaching experience and 9 graduate units.

ILPD 797 INTERNSHIP IN INSTRUCTIONAL LEADERSHIP (1-3)
Designed as a 300 hours collaborative experience involving the school system, the university, and the candidates in practical applications of the knowledge, skills, and dispositions needed to be successful as emerging instructional leaders. In the internship, candidates enrolled in a formal program for Administrator I Certification are required to interact in multiple educational settings and situations and demonstrate understanding of instructional leadership acquired throughout the professional program. The internship addresses approved state and national leadership standards. Prerequisites: candidates must have completed a minimum of 30 units of graduate course work, passed the comprehensive examination, and have consent of the program adviser.