

2023-2024

STUDENT HANDBOOK
GRAD PROGRAMS IN
K-12 Educational Leadership

M.Ed., Ed.S., Ed.D., Ph.D.

Revised: Spring 2024



THE UNIVERSITY of
MISSISSIPPI

School of Education
**Leadership &
Counselor Education**



Spring, 2024

Dear Cohort Candidate:

Greetings! The School of Education (SOE) at The University of Mississippi (UM) is pleased to welcome you to the K-12 Educational Leadership (EDLD) Program in the Department of Leadership and Counselor Education (LCE). The pursuit of an academic degree and career aspirations are important to you and we consider it an honor you have chosen UM as your academic home. The EDLD faculty and staff are committed to your progress as a graduate candidate and, more importantly, we offer continued support toward your efforts to become an effective leader within the K-12 schools or related educational contexts.

The UM leadership program provides a diverse range of academic programs designed to prepare educational leaders with the requisite knowledge, skills, and dispositions to be an effective leader. Such characteristics are fundamental for cultivating and nurturing student achievement, staff quality, and stakeholder relationships. By engaging in these challenging and worthy endeavors, you will have the capacity to generate change and sustained results.

The UM leadership degree programs include the Master of Education (M.Ed.), the Educational Specialist (Ed.S.), the Doctor of Education (Ed.D.), and the Doctor of Philosophy (Ph.D.) in Education with an Emphasis in Educational Leadership. The UM leadership program offerings include a Face-to-Face cohort program, an Online program, and the UM Principal Corps. Those in the cohort program, pursuing a M.Ed. or Ed.S., engage in an 21-month comprehensive program. The Mississippi Principal Corps is a 13-month accelerated, comprehensive program for those candidates who are also pursuing either the M.Ed. or Ed.S. Students in the Online program have the opportunity to complete the program even quicker, of course the flexibility of the Online program will dictate the rate of completion.

The EDLD handbook provides guidance to help you understand and plan your graduate program. All candidates need to become familiar with the program requirements and policies. Additional information may be found in the Graduate Catalog (http://www.olemiss.edu/depts/graduate_school/catalogs.php). To stay informed about the most current policies and procedures regarding graduate education, please refer to web pages of the Graduate School (http://www.olemiss.edu/depts/graduate_school) and School of Education (<http://education.olemiss.edu>).

As part of the SOE mission, we invite you to *Imagine, Innovate, and Inspire* the possibilities in and through education! We, the EDLD faculty, welcome the opportunity to transform those possibilities into realities to positively impact the lives of students, teachers, parents, and stakeholders in Mississippi and beyond. Welcome to the beginning of something new and different by virtue of having experienced the academic home of the EDLD program at the University of Mississippi.

Dennis Bunch, Ed.D.
Program Coordinator



TABLE OF CONTENTS

Opening Letter.....	2
EDLD Program Administrators, Faculty, and Affiliates.....	3
Program Faculty Biographical Information	6
SOE Mission and Vision Statements.....	9
Graduate Programs in K-12 Educational Leadership.....	11
EDLD Program Standards.....	15
Admission Process and Requirements	22
Assessment of the EDLD Program.....	23
EDLD Internship and Portfolios.....	24
Degree Time Limits, Credit Transfer, Program Dismissal, and Appeal Policy.....	25
Financial Aid and the Graduate Catalogue.....	28
Appendices	30
Appendix A: EDLD Program Course Descriptions (M.Ed. and Ed.S.)	31
Appendix B: Educational Leadership M.Ed. and Ed.S. Program Checklists.....	34

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BIOGRAPHICAL INFORMATION EDLD PROGRAM FACULTY

Dennis Bunch, Ed.D. is an Associate Professor and Program Coordinator of K-12 Educational Leadership and at the University of Mississippi. Dr. Bunch's research interests focus on induction and retention of school administrators and profile factors which generate success in the principalship. Prior to assuming the faculty position at the University of Mississippi, Dr. Bunch served as the Director of the Tennessee Academy for School Leaders in Nashville for the Tennessee Department of Education. He has worked in public schools in Missouri, Arkansas, and Tennessee in various capacities such as classroom teacher, coach, principal, and superintendent. Dr. Bunch served on the National Advisory Committee for ETS in the redesign of the School Leaders Licensure Assessment (SLAA) in 2006 and again in 2018. Dr. Bunch has presented at state and national conferences--the National Staff Development Council Conference, Tennessee Education Leadership Conference, Tennessee Association of Middle Schools Conference, the NEI National Conference of CREATE, and the Shelby County School Leadership Institute. Dr. Bunch received his Ed.D. from Peabody College of Vanderbilt University in Nashville, Tennessee, his M.Ed. from the University of Arkansas in Fayetteville, Arkansas and his B.S.E. from Arkansas State University in Jonesboro, Arkansas.

Tom Burnham, Ed.D. currently serves as the Interim Director of the Mississippi Principal Corps. Prior to returning to Ole Miss, Dr. Burnham was appointed by the state Board of Education to serve a second tenure as State Superintendent of Education. From 2004-2009, Dr. Burnham served as Dean of the School of Education at the University of Mississippi. Dr. Burnham has also served as district superintendent in Henderson County (North Carolina) Public Schools and Biloxi Public Schools. Dr. Burnham is a past member of the Council of Chief State School Officers, the American Association of School Administrators, the Association for Curriculum Development and Supervision, and the Board of Examiners for the National Council for Accreditation of Teacher Education (NCATE). He also served on the Educational Testing Service (ETS) Teacher Licensure Advisory Council, the Education Commission of the States (ECS) Steering Committee, and the Partnership for Assessment of Readiness for College and Careers (PARCC) Governing Board. Dr. Burnham has been honorably recognized as a Golden Lamp Award recipient for his Service to Education and the Mississippi Association of School Administrators; a finalist for the Jay Robinson Leadership Award, presented by the North Carolina Public Education Forum; a recipient of the Phil Hardin Award for Distinguished Service to Education in Mississippi; Distinguished Alumnus of Delta State University; and Outstanding Education Alumnus at Mississippi College. Dr. Burnham holds a bachelor's degree in Business Administration, a master's degree in School Administration from Mississippi College, and a doctorate in Curriculum and Instruction from Delta State University.

Jill Cabrera-Davis, Ph.D. serves as a faculty member for the Educational leadership program. Prior to coming to the University of Mississippi, Dr. Cabrera-Davis taught at Delta State University and Western Kentucky University. Dr. Cabrera-Davis' Research agenda focuses on effective curriculum and the role the principal plays in maximizing learning in the school. Dr. Cabrera-Davis received her B.A. from Graceland University in 1985 followed by a Masters of Education degree from the University of Texas – Pan American in Supervision in 1991. She attained her Ph.D. in 2010 at the University of Mississippi.

Douglas R. Davis, Ph.D., is an Associate Professor of K-12 Educational Leadership at the University of Mississippi and Director of Leadership Doctoral Programs. His main areas of expertise and research are teacher assessment and professional development, the preparation of educational leaders, and the history and philosophy of education. Dr. Davis previously served as Program Coordinator in the K-12 Educational Leadership Program at the University of Mississippi as well as at Georgia State University. Dr. Davis has published in many educational journals and has presented at over fifty scholarly and professional conferences. He is the former editor of *The Journal of Personnel Evaluation in Education* and president of the Consortium for Research on Education Assessment and Teacher Evaluation (CREATE). He is also past president of the Society of Philosophy and History of Education as well as the former managing editor of the *Journal of Thought*. Dr. Davis was a public high school social studies teacher and coach in Baton Rouge, Louisiana for seven years. Dr. Davis received a Ph.D. in Educational Administration and Supervision from Louisiana State University, a M.Ed. in Educational Administration from Louisiana State University, a B.S. in Social Studies Education from Oregon State University, and a B.S. in History from Southern Oregon State College.

Mark Deschaine, Ph.D. is an Associate Professor of Educational Leadership in the Department of Leadership and Counselor Education, within the School of Education at the University of Mississippi. He has extensive experience in the training and development of P-20 faculty. He supports the efforts of teachers, teacher leaders, and administrators in the integration of technology into their programs, special education issues, and effective differentiated instructional practices. Dr. Deschaine received his Ph.D. in Educational Leadership from Western Michigan University, his M.Ed. in Educational Leadership from Grand Valley State University, his M.A.T. in Education from Oakland University, and his B.S. in Education from Central Michigan University. Dr. Deschaine holds certification and endorsements in both general and special education. He is credentialed in Michigan to serve as a teacher, consultant, supervisor, principal, and central office administrator. Dr. Deschaine's research agenda focuses on the ways theory, policy, and processes support and impact effective differentiated instruction, programs, and services.

Susan McClelland, Ph.D. is an Associate Professor of K-12 Educational Leadership at the University of Mississippi. Dr. McClelland also serves as the Chair of the Department of Teacher Education and as the former Director of the Mississippi Principal Corps. Dr. McClelland previously led redesign efforts for the principal preparation program within the K-12 Educational Leadership Program. Prior to assuming a faculty position at the University of Mississippi, Dr. McClelland served as a K-12 educator where she taught Special Education and English. While teaching high school English, Dr. McClelland received a UM writing fellowship, which broadened her teaching repertoire and understanding of how to use writing effectively in the classroom. After teaching for over 12 years, Dr. McClelland's leadership career, included roles as a high school assistant principal, a high school principal, and an assistant superintendent where she oversaw the district's assessment system, curriculum and instruction, professional development, and personnel. Dr. McClelland has numerous articles published in journals such as the *American School Board Journal*, *The Journal of Individual Psychology*, and *Journal of Instructional Psychology*. She also contributed a book chapter in *Contemporary Perspectives on Capital in Educational Contexts*. Dr. McClelland received a Ph.D. in Curriculum and Instruction, M.Ed. in Secondary English, and M.Ed. in Educational Leadership from the University of Mississippi, and a B.S. in Secondary English from Blue Mountain College.

Angus Shiva Mungal, Ph.D. is an Assistant Professor in the Educational Leadership program in the School of Education. Dr. Mungal previously taught at The University of Texas at El Paso. Dr. Mungal's research agenda focuses on marketization and its impact on education; issues of equity and social justice; and institutional and organizational structures. He currently explores the interaction and role of leaders on novice teachers; the impact of accountability policies on teaching and leadership practices and alternative preparation of teachers and school leaders. Dr. Mungal co-authored *Step to Success: What Successful Principals Do Everyday* (2020) from Rowman & Littlefield. He is currently working on his second book, *The Emergence of Relay Graduate School*. Dr. Mungal earned his baccalaureate at York University (1991) in Toronto Canada; his Master's in Education (1993) at Niagara University, NY; and his Ph.D. (2013) at New York University, NY.



MISSION AND VISION STATEMENTS

The School of Education (SOE) at The University of Mississippi (UM) is dedicated to the preparation of persons for effective leadership and service in the school, home, and community. The mission of the unit is to provide exemplary instruction, relevant research, and effective service through collaboration with schools, businesses, community organizations, and the public at large. Specifically, the school's goal is to prepare reflective professionals who positively and effectively interact with persons diverse in race, culture, gender, age, ability, and/or developmental level. With a legacy of excellence in teaching, meaningful service, and creative research, the SOE makes a significant contribution to the university's mission: “to continue to provide the initial and continuing professional education of those who teach and serve as administrators and counselors in K-12 schools, as well as in institutions of higher education.”

Built from essential knowledge and skills, research findings, and sound professional practice, each program's knowledge base serves as a foundation of the school's conceptual framework, “Educators as Reflective Professionals.” The school's conceptual framework and vision statement attest to the commitment of faculty to research, teaching, and service. This translates into an outstanding education for students in the school, who graduate as reflective professionals with the knowledge and skills to facilitate lifelong learning in an interactive and diverse society and dispositional outcomes to imagine, innovate, and inspire. In harmony with this philosophic base, the strategic plan continues to be modified as stakeholders revisit issues

annually. The school seeks to make the plan a dynamic document based on current research and societal needs. The SOE is proud of its heritage and optimistic about its future.

The vision of the SOE is to be an exemplary unit preparing reflective professional educators, creates and disseminates new knowledge, and provides service to the state and nation to meet the educational challenges of the 21st century. Undergraduate and graduate programs in the unit prepare candidates who can positively affect students to be productive and caring citizens who will exhibit the five qualities outlined in the conceptual framework.

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK



More specifically, the vision of the EDLD program is to prepare reflective professionals who are school leaders for the 21st century. The training and development agenda requires future school leaders to be educated as intellectual and moral leaders committed to a collaborative rather than an authoritarian construct of leadership. The leadership program

prepares school leaders who will maximize the positive influence schools can have on the lives of children, the state, and the nation. In order to achieve this goal, the faculty of the leadership program provides instruction preparing educational leaders who are models of knowledge, skills, integrity, ethics, and commitment.

GRADUATE PROGRAMS IN K-12 EDUCATIONAL LEADERSHIP

The graduate degree programs in the K-12 Educational Leadership Program prepare qualified candidates for K-12 school and district administrators as well as leadership in broader educational contexts. The leadership programs are accredited by the Council for the Accreditation of Educator Program (CAEP) and fulfill course requirements for licensure as a K-12 administrator in the state of Mississippi. The K-12 Educational Leadership Program offers the following academic degrees:

- ◆ Master of Education in Educational Leadership (M.Ed., Mississippi AA Certification)
- ◆ Educational Specialist in Educational Leadership (Ed.S. Mississippi AAA Certification)
- ◆ Doctor of Education in Education with an Emphasis in Educational Leadership (Ed.D., Mississippi AAAA Certification)
- ◆ Doctor of Philosophy in Education with an Emphasis in Educational Leadership (Ph.D., Mississippi AAAA Certification)

A brief description of the certifying graduate programs offered follows (*Appendix A contains the course descriptions for the certification graduate programs*).

Master of Education (M.Ed.)

The M.Ed. Program prepares candidates for administrative positions in K-12 school settings. Each component of the 30 credit hour program is invaluable to the overall goal of preparing entry-level school leaders. The program also provides the necessary skills and knowledge to meet Mississippi licensure – AA Certification.

Educational Specialist (Ed.S.)

The Ed.S. Program prepares candidates for administrative positions in K-12 school settings. Candidates who pursue an Ed.S. are required to have a Master of Education Degree in an area other than Educational Leadership. The Ed.S. also accommodates those who have AA certification in a teaching field seeking to advance to school leadership. The program of study requires 30 hours beyond the Master's Degree. The program provides the necessary skills and knowledge to meet Mississippi Licensure – AAA Certification.

EDLD Program Options

Cohort Program: The cohort program of the M.Ed. and Ed.S. degree programs is designed for professional educators working full time in a K-12 setting. Candidates begin the program each fall as a part of a cohort and absent extenuating circumstances, remain in the cohort throughout the program. The cohort group shares a set of common experiences in the classroom and in the field. Courses are offered during the summer and one night per week during the school year to allow candidates to continue working full time. Internship activities are also designed to facilitate continued professional practice throughout the program.

Candidates complete a series of ten, three (3) credit hour courses, in addition to 400 hours of administrative practice for a total of 30 credit hours with a minimum of 400 hours of documented internship activity. The cohort program lasts five semesters, beginning in the summer session and continuing through the fall, spring, following summer, and fall semesters. Candidates who begin in the Fall Semester of 2020 and who successfully complete the program will graduate in May 2022. All candidates will be offered the entire curriculum at the satellite campus nearest them, provided sufficient enrollment numbers are available. Based on available space and cohort enrollment, candidates may register for courses at the Tupelo Center, Booneville Center, Desoto County Center, Grenada Center, or the Oxford campus.

The course schedule for the Face-to-Face EDLD cohort program cohort is:

ACADEMIC TERM	COURSE NUMBER	COURSE HOURS	COURSE TITLE
Fall 1	EDLD 613	3	Instructional Leadership
	EDLD 610	3	Mission, Vision, and Core Values of Leadership
Spring 1	EDLD 616	3	Data-informed Leadership
	EDLD 615	3	Building Level Human Resources Leadership
Summer 1	EDLD 617	3	School Law and Leadership
	EDLD 611	3	Ethics and Professional Norms for Educational Leaders
Fall 2	EDLD 618	3	Operations and Management of Leadership
	EDLD 612	3	Equity and Cultural Leadership
Spring 2	EDLD 614	3	Community and External Leadership
	EDLD 619	3	School Turnaround

Online Program: The Online program offers the same coursework, which is taught in large part by the university faculty in order to afford the online student with the same exemplary level of instruction and guidance. The online students also share a set of common experiences in the online setting as well as in the field. Courses are offered each semester to accommodate candidate's schedules and continue working full time. Candidates will need to complete a number of internship activities designed to facilitate continued professional practice throughout the program.

Like the Cohort Program, candidates also complete a series of ten, three (3) credit hour courses, in addition to 400 hours of administrative practice for a total of 30 credit hours with a minimum of 400 hours of documented internship activity. The online program can be completed in as little as four semesters. Depending upon how many courses are successfully completed per semester, candidates who begin in the Fall Semester of 2021 and who successfully complete the program could graduate in May 2022.

Principal Corps: The purpose of the UM Principal Corps is to prepare highly qualified educators for leadership excellence in academic and administrative capacities. A key component of the Principal Corps is a year-long administrative internship. The Principal Corps is a highly competitive, thirteen month, and fully scholarshiped program.

The full-time, internship-based program was developed with the help of a generous grant from Jim and Donna Barksdale. The university faculty worked with a panel of educational leadership experts from across the country to develop a program leading the nation in preparing principals and other school leaders. Students earn a M.Ed. or Ed.S. degree upon the successful completion of the program. Information, admission requirements, and application procedures are available at the Principal Corps' Website: <http://www.olemiss.edu/principalcorps/>

The course schedule for the Mississippi Principal Corps (PC) Program is:

ACADEMIC TERM	COURSE NUMBER	COURSE HOURS	COURSE TITLE
Summer 1	EDLD 610	3	Mission, Vision, and Core Values of Leadership
	EDLD 614	3	Community and External Leadership
Fall 1	EDLD 611	3	Ethics and Professional Norms for Educational Leaders
	EDLD 613	3	Instructional Leadership
	EDLD 617	3	School Law and Leadership
Spring 1	EDLD 612	3	Equity and Cultural Leadership
	EDLD 616	3	Data-informed Leadership
	EDLD 618	3	Operations and Management of Leadership
Summer 2	EDLD 615	3	Building Level Human Resources Leadership
	EDLD 619	3	School Turnaround

EDUCATIONAL LEADERSHIP PROGRAM STANDARDS

Program Area Standards for the preparation of educational leaders were developed using the Professional Standards for Educational Leaders (PSEL). Using the broader components of culture, vision, collaboration, management, fairness, contextual influences, and internship, the PSEL Standards provide the framework for producing candidates who have the knowledge and ability to promote the success of all students in a holistic manner. The 2015 PSEL Standards are as follows:

Standard 1: Mission, Vision, and Core Values – Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.

Effective leaders:

- Develop an educational mission for the school to promote the academic success and well-being of each student.
- In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- Articulate, advocate, and cultivate core values that define the school’s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- Review the school’s mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
- Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.

Standard 2: Ethics and Professional Norms – Effective educational leaders act ethically and according to professional norms to promote *each* student’s academic success and well-being.

Effective leaders:

- Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, and all aspects of school leadership.
- Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- Place children at the center of education and accept responsibility for each student’s academic success and well-being.
- Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures.
- Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

Standard 3: Equity and Cultural Responsiveness – Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote *each* student’s academic success and well-being.

Effective leaders:

- Ensure each student is treated fairly, respectfully, and with an understanding of each student’s culture and context.
- Recognize, respect, and employ each student’s strengths, diversity, and culture as assets for teaching and learning.
- Ensure that each student has equitable access to effective teachers, learning

opportunities, academic and social support, and other resources necessary for success.

- Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- Act with cultural competence and responsiveness in their interactions, decision making, and practice.

Standard 4: Curriculum, Instruction, and Assessment – Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student’s academic success and well-being.

Effective leaders:

- Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
- Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- Promote the effective use of technology in the service of teaching and learning.
- Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.

Standard 5: Community of Care and Support for Students – Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.

Effective leaders:

- Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
- Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.

- Cultivate and reinforce student engagement in school and positive student conduct.
- Infuse the school’s learning environment with the cultures and languages of the school’s community.
- Infuse the school’s learning environment with the cultures and languages of the school’s community.

Standard 6: Professional Capacity of School Personnel – Effective educational leaders develop the professional capacity and practice of school personnel to promote *each* student’s academic success and well-being.

Effective leaders:

- Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- Develop teachers’ and staff members’ professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers’ and staff members’ knowledge, skills, and practice.
- Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

Standard 7: Professional Community for Teachers and Staff – Effective educational leaders foster a professional community of teachers and other professional staff to promote *each* student’s academic success and well-being.

Effective leaders:

- Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication;

collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

- Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- Encourage faculty-initiated improvement of programs and practices.

Standard 8: Meaningful Engagement of Families and Community – Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote *each* student's academic success and well-being.

Effective leaders:

- Are approachable, accessible, and welcoming to families and members of the community.
- Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- Create means for the school community to partner with families to support student learning in and out of school.
- Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- Develop and provide the school as a resource for families and the community.
- Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- Advocate publicly for the needs and priorities of students, families, and the community.
- Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

Standard 9: Operations and Management – Effective educational leaders manage school operations and resources to promote *each* student's academic success and well-being.

Effective leaders:

- Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.

- Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- Are responsible, ethical, and accountable stewards of the school’s monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
- Protect teachers’ and other staff members’ work and learning from disruption.
- Employ technology to improve the quality and efficiency of operations and management.
- Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- Develop and manage productive relationships with the central office and school board.
- Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- Manage governance processes and internal and external politics toward achieving the school’s mission and vision.

Standard 10: School Improvement – Effective educational leaders act as agents of continuous improvement to promote *each* student’s academic success and well-being.

Effective leaders:

- Seek to make school more effective for each student, teachers and staff, families, and the community.
- Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.

- Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.

FRAMEWORK AND LEARNING OUTCOMES

Conceptual Framework for M.Ed. and Ed.S. Programs

The conceptual framework for the EDLD Program aligns with its purpose of preparing future school leaders with the knowledge, skills, and dispositions to lead the transformation of educational organizations for improved learning for all students. Descriptions of those components include the following:

- **Knowledge**—the candidate will possess advanced knowledge of the concept as commonly accepted in the education profession;
- **Skill**—the candidate will be able to apply the knowledge to improve student learning; and
- **Disposition**—the candidate will value the knowledge as necessary and appropriate to prove student learning.

Learning Outcomes for the M.Ed. and Ed.S. Programs

The development of the learning outcomes was conducted using “backward mapping.” The program faculty began by conducting a series of discussions with leading experts in leadership preparation and conversations with practitioners. The purpose of the discussions and conversations was to develop a comprehensive list of what principals need to know and be able to do to lead schools to improved student achievement (learning objectives). The EDLD faculty remain continuously engaged with experts and practitioners to further enhance the quality of the delivery of the academic program.

ADMISSION PROCESS AND REQUIREMENTS

The admission process for all programs aligns with those of the Graduate School and the requirements outlined in the Process and Performance Review Guide provided by the Office of Educator Licensure at the Mississippi Department of Education. Admission to the leadership programs is competitive. Interested individuals should refer to the Graduate Catalog for specific requirements set forth by the Graduate School and the leadership program. Applicants for the Principal Corps, Online, and Face-to-Face Cohort Program are required to submit the following:

1. A complete online application
(http://www.olemiss.edu/depts/graduate_school/applyonline.php);
2. Official copies of all undergraduate and graduate transcripts,
3. Two letters of recommendation, including one from the site administrator,
4. A complete resume documenting all teaching experience; and
5. A writing sample in response to a leadership-focused prompt sent from the EDLD program coordinator.

There are other application requirements specific to the Cohort Program and to the Principal Corps. Those requirements are as follows:

Cohort Program

1. (M.Ed. and Ed.S.) Three years successful K-12 teaching or counseling experience with a teaching or counseling license (resume);
2. Leadership ability and potential (resume and letters of recommendation);
3. Professional development activities (resume and letters of recommendation);
4. Interpersonal skills (resume and letters of recommendation); and
5. Written communication skills (determined by the writing sample).

After applicants have submitted the appropriate documents to the Graduate School and have a complete application on file, those candidates meeting minimal GPA, teaching experience, and

licensure requirements, may be invited to participate in the interview process. The interview with program faculty will assess background experiences related to leadership ability and capacity as well as proficiency and knowledge of teaching and learning and will be the final determination for admission into the program.

Applicants invited for an interview will be contacted and detailed information will be provided regarding the necessary documents for the interview. Documents may include a resume, a personal goals statement, a copy of appropriate professional licensure, documentation of three years of experience as a professional educator, and two letters of recommendation from supervisors in the applicant's professional education practice (as listed earlier). One letter of recommendation must be from the applicant's current principal, assistant principal, or direct supervisor so as to begin the working relationship between intern and site supervisor.

Principal Corps

The Principal Corps (PC) application process involves two different stages of review.

The basic minimal requirements are as follow:

1. 3.0 GPA or higher in previous program(s),
2. Competitive GRE scores,
3. Completion of three (3) essays on selected topics regarding education, and;
4. Three (3) structured letters of reference.

Upon successful review of these items, the potential candidates may be moved to Stage 2 of the review process.

1. Interview with Program Faculty and Foundation Member,
2. Individual interview with Program Director, and;
3. Statement of Support from the School District.

The level of commitment to and understanding of the role of community involvement, commitment to meeting the needs of all children, engagement of the teaching and learning process, oral communication skills, and other related areas will be assessed during the two

different interviews. Applicants for the PC program must have statements of support from their respective school districts.

EDLD INTERNSHIP AND PORTFOLIOS

Internship

The K-12 Educational Leadership internship requires a minimum of 400 hours of simulated and actual administrative practice integrating strategic instructional, organizational, and contextual leadership program standards. When coupled with integrated experiences through related coursework, the outcome produces a powerful synthesis of knowledge and skills useful to practicing school leaders. The internship activities are aligned with courses in ways combining academic instruction and practical experience. Therefore, the internship centers on the preparation of effective school leaders.

The Educational Leadership Program internship timeline begins in the first term (the Fall semester for those entering the EDLD program in August 2020) of the program and continues through the last semester [Spring Term, 2022]. Candidates (UM Interns) complete the internship under the collaborative supervision of a school principal or even district administrative personnel (Instructional Leader Mentors) and an assigned university faculty or designee (UM Mentors).

Portfolios

In conjunction with the Internship, candidates develop an electronic portfolio. The portfolio is a way for candidates to present a “picture” of their accomplishments while in the program. Items and information which might be included are: a current resume, papers published or presented at professional meetings, seminars and workshops conducted and/or attended, professional philosophy statements, reviews/analyses of scholarly works, research proposals, awards, professional memberships, committee work, reflection papers or journal excerpts documenting personal/professional growth, as well as other documentation of

accomplishments. The Internship Handbook (found on the UM website) fully outlines the electronic portfolio requirements.

EDLD TIME LIMITS, CREDIT TRANSFER, PROGRAM DISMISSAL, AND APPEAL POLICY

Time Limits for Completion of Degrees

The Graduate Catalog contains information regarding time limits for degree completion. Currently, candidates must complete all work applying to a Master's degree within six years.

Transfer of Credits

The M.Ed. and Ed.S. programs are fully integrated cohort programs approved by the Mississippi Department of Education for Administrative Licensure in Mississippi. As a result, no course credit may be transferred from another institution or applied from another program for completion of these programs. Candidates will use the forms from Appendix B and complete each with assistance and approval from their advisor and supervisor.

Dismissal from the Program

Earlier, this handbook referred to one's personal attributes related to fitness for a school leader. Please review the section for more specific information on this important matter, as well as the policy statements in the University's Online Policy Directory ([Dismissal of Graduate Students](#)). Although not limited to the following, some of the reasons for dismissal include:

1. Failure to adhere to PSEL Standard 2 (“...acts ethically and according to professional norms...”) as set forth by PSEL and the Mississippi Department of Education's Code of Ethics ([MS Educator Code of Ethics](#))
2. Failure to maintain the required Grade Point Average (GPA) set forth in the Graduate Catalog (3.0) and any other specified admission requirements;

3. Principal Corps and full scholarship candidates must attain at least a 3.0 (a grade of B) in each course during the scope and sequence of the program;
4. Engagement in behavior deemed inappropriate for effective school leaders (This includes the failure to demonstrate appropriate behavior in UM classes or the internship site);
5. Failure to respond appropriately to supervision;
6. Violating policies and procedures established by the University, the K-12 leadership program, or those established by a job, or Field Experience/Clinical Practice site; and/or,
7. Failure to pass the M.Ed./Ed.S. comprehensive examination after two administrations.

The following steps provide the framework for working with a candidate who jeopardizes his or her standing in the program or raises concerns regarding fitness for a school leader. The program holds to the philosophy that, in most cases, remedying problems should receive paramount consideration.

1. The candidate receives notification in writing a problem exists with a request for a response within a reasonable time (typically two weeks);
2. The candidate must respond to this notice within the time specified;
3. A meeting is scheduled with the candidate and faculty members where an attempt to attain agreement on problem definition and necessary action will occur;
4. If the faculty does not recommend dismissal, the University will provide the candidate with a plan for resolution of the problem(s). The plan must contain specific information regarding candidate expectations and a timeframe for completion; or,

5. The faculty will review the plan within the time specified. After the completion of the plan, the faculty will make a recommendation for continuance or dismissal. The candidate will receive the rationale for faculty decisions.

In the case of dismissal, the program will provide reasonable assistance to facilitate transition from the program to another academic program if deemed feasible. If the decision is for continuance, the candidate must agree to the conditions set by the faculty. Failure to adhere to said conditions may result in dismissal.

Appeal Policy

The candidate will follow the University's policy for appeal, detailed on-line through the University Online Policy Directory ([Dismissal Appeal Policy](#)) if he or she receives a recommendation for dismissal or wishes to contest a grade.

EDLD FINANCIAL AID AND THE GRADUATE CATALOG

Financial Aid Opportunities for Graduate Candidates

Candidates should contact the Graduate School, the Office of Research and Sponsored Programs, and the Office of Financial Aid (<http://www.olemiss.edu/depts/finalcialaid>) for information and applications regarding scholarships and fellowships. The department posts other sources of financial support on bulletin boards and the web page. For example, some organizations and publishers will provide financial assistance to candidates conducting research in specific areas. Since such funding opportunities change often, check these venues periodically. Regional campuses have recently begun to offer scholarships worth 50% of the cost of tuition for attending classes on their campuses. It is the responsibility of the candidate to complete the Regional Campus Scholarship application and submit it to the appropriate campus coordinator.

The Graduate Catalog

Candidates should download a copy of the Graduate Catalog (<http://www.olemiss.edu/depts/graduateschool/catalogs.php>) and become familiar with the policies affecting their program(s). This document publishes dates and deadlines each year and it becomes the candidate's responsibility to be aware of information necessary for the timely completion of a graduate degree. Program coordinators will work to assist candidates in submitting the proper forms and paperwork to the Graduate School, but it is ultimately the responsibility of the candidate to insure all deadlines are met. The notice of admission to Graduate School indicates the particular catalog (year) for each candidate.

APPENDICES

**APPENDIX A:
EDLD PROGRAM COURSE DESCRIPTIONS
FOR M.Ed. AND Ed.S.**

**EDLD PROGRAM COURSE DESCRIPTIONS
FOR M.ED. AND ED.S.**

****The M.Ed. and Ed.S. programs consist of 30 hours: ten, three (3) credit courses, with 400 hours of internship embedded into the ten courses. The programs are designed to prepare public school administrators for Class AA and AAA certification.**

EDLD 610 – Mission, Vision, and Core Values (3 Hours). Understand and demonstrate the leadership capability to promote the success and well-being of school stakeholders by applying the knowledge, skills, and commitments necessary for shared mission and vision, core values and support systems, and the school improvement process.

EDLD 611 – Ethics and Professional Norms for Educational Leaders (3 Hours). This course supports the development of an understanding of and capability to demonstrate and enact the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement in their actions, decision making and relationships with others.

EDLD 612 – Equity and Cultural Leadership (3 Hours). Examines how educational leaders achieve equity of educational opportunity and culturally responsive practices to promote academic success and well-being of students.

EDLD 613 – Instructional Leadership (3 Hours). Candidates in this course will develop an understanding and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying knowledge, skills, and commitments necessary for a learning system, instructional practice, an assessment system, and learning supports.

EDLD 614 – Community and External Leadership (3 Hours). This course supports development of a comprehensive understanding of effective cultural leadership in regard to communication and engagement between students, teachers, and other stakeholders in education. This course also encourages an examination of the role and relationships between school, board of education, and community cultures and stakeholders.

EDLD 615 – Building Level Human Resources Leadership (3 Hours). This course supports development of a comprehensive understanding of effective building level, educational leadership to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for human resource development, facilitating a professional organizational culture, improving the work environment, and evaluating and supervising personnel.

EDLD 616 – Data-informed Leadership (3 Hours). The leadership knowledge, skills and dispositions necessary to improve teaching and learning by leading data-based decision making. This includes research methods, using both quantitative and qualitative data, assessments of teachers and students, and data analysis.

EDLD 617 – Law and Ethics for Education (3 Hours). Ethical and legal principles for school leadership including state and federal decisions affecting education with emphasis on constitutional considerations.

EDLD 618 – Operations and Management of Leadership (3 Hours). This course supports development of a comprehensive understanding and demonstrations of the capability to develop, monitor, and evaluate school management and operational systems to address and support each student's learning needs.

EDLD 619 – School Turnaround (3 Hours). This course provides leadership knowledge, skills, and dispositions necessary to improve teaching and learning by driving and sustaining change in a collegial environment. The goals of this course center around preparing the

educational leader to be able to turnaround the direction of schools in areas identified in needs assessments. Following this course, leaders will have practical tools to use which create positive academic and social change in schools to facilitate student learning.

APPENDIX B
EDLD PROGRAM CHECKLIST
MASTER OF EDUCATION AND
SPECIALIST IN EDUCATIONAL LEADERSHIP

Educational Leadership M.Ed. and Ed.S. Program Checklist
The University of Mississippi

Name (Print): _____

Signature: _____

Directions: The following courses are required for an M.Ed. or Ed.S. degree in Educational Leadership. Once admitted into the M.Ed. or Ed.S. Program you must complete a minimum of 30 hours. Please update your progress by using this checklist. Confer with your program advisor before enrolling in a course.

Handbook	Semester/Year Received	Supervisor	Date Plan Developed
Graduate and Field Experience/Clinical Practice Handbooks			

Core Courses (30 Hours)	Course Schedule	Semester/Year Completed	Professor or Institution	Course Grade
EDLD 610: Mission, Vision, and Core Values of Leadership (3)	Fall 1			
EDLD 613: Instructional Leadership (3)	Fall 1			
EDLD 615: Building-Level Human Resources Leadership (3)	Spring 1			
EDLD 616: Data-informed Leadership (3)	Spring 1			
EDLD 611: Ethics and Professional Norms for Educational Leaders (3)	Summer			
EDLD 617: School Law and Leadership (3)	Summer			
EDLD 612: Equity and Cultural Leadership (3)	Fall 2			
EDLD 618: Operations and Management of Leadership (3)	Fall 2			
EDLD 614: Community and External Leadership (3)	Spring 2			
EDLD 619: School Turnaround (3)	Spring 2			

Comprehensive Examination: After completion of coursework, candidates will sit for an Oral Comprehensive Examination conducted by the Educational Leadership faculty.

Field Experience/Clinical Practice	Course Schedule	Hours Completed	School Site	Supervisor's Approval
Administrative Field Experience/Clinical Practice (100 + hours)	Fall 1			

Administrative Field Experience/Clinical Practice (100 + hours)	Spring 1			
Administrative Field Experience/Clinical Practice (100 + hours)	Summer			
Administrative Field Experience/Clinical Practice (100 + hours)	Fall 2			