



**School of Education
Instructional Leadership
Master of Education
Traditional**

Program Coordinator: S. Sanders

The M.Ed. in Instructional Leadership is designed for licensed teachers who desire to serve their schools in formal administrative capacities (e.g. as assistant or vice-principals or principals). The M.Ed. in Instructional Leadership is based largely on the Tennessee Instructional Leadership Standards (TILS), a set of standards that seeks to “reinvent the principal preparation process” in the state of Tennessee by cultivating effective instructional leaders who are prepared to implement research-based changes in curriculum and instruction for the benefit of all groups of students. This program is designed to prepare candidates for the Instructional Leadership License – Beginning (ILL-B), which is an administrator license valid for five years that is issued to applicants who hold a bachelor’s degree, have completed an instructional leadership preparation program approved by the State Board of Education, and have submitted passing scores on the required content assessment.

The M.Ed. in Instructional Leadership is a 16 month, 36 s.h. program that spans four consecutive semesters. Tennessee Learning Centered Leadership Policy (TLCLP), adopted in 2011 and revised in 2015, provides the required criteria for admission to the M.Ed. in Instructional Leadership: candidates shall hold a current teacher license; have a minimum of three years of successful classroom experience; and submit a confidential application portfolio that addresses:

1. Candidate’s most recent performance appraisal
2. Relevant professional development,
3. Success in improving student achievement,
4. Knowledge about curriculum, instruction and assessment,
5. Experience in coaching, collaboration, cooperation and relationship building with other teachers

Students who meet these criteria will also submit:

1. An application to King University
2. Payment of non-refundable \$25.00 application fee
3. Official transcripts from all undergraduate and graduate course work taken to date
4. A personal statement of career goals and how the program would assist the candidate in reaching stated goals
5. A minimum undergraduate GPA of 3.00
6. Copy of current state license

Applicants will participate in an interview prior to admission with the Program Coordinator of the M.Ed. and at least one additional member of the Teacher Education faculty. The interview will include questions to determine if the applicant has done the following:

1. Implemented innovative learning strategies in the classroom
2. Shown good communication, human relation, and organizational skills
3. Used student data and work samples to make instructional decisions
4. Demonstrated high ethical standards.

M.Ed. in Instructional Leadership Program Requirements

Note: A grade of C or higher is required in all M.Ed. courses. Students shall complete all course work with an overall GPA of 3.00. Graduation requirements include the presentation and defense of an action research project. Graduation requirements also include qualifying scores on the required instructional leader assessment: Praxis II School Leadership Licensure Assessment, Test 6011.

EDUC 5010	Research Methods in Education	3 s.h.
EDUC 5100	Action Research Project.....	4 s.h.
EDUC 5110	Action Research Seminar.....	2 s.h.
EDUC 5045	Critical Conversations: Communication in a Global Learning Environment.....	3 s.h.
EDUC 5210	Trends and Issues in Educational Technology	3 s.h.
EDUC 5220	Creating a Culture for Teaching and Learning	3 s.h.
EDUC 5225	Instructional Leadership for Continuous Improvement.....	3 s.h.
EDUC 5240	Legal and Ethical Dimensions in Education.....	3 s.h.
EDUC 5255	Assessments and Data for School Improvement	3 s.h.
EDUC 5265	Resource Management.....	3 s.h.
EDUC 5270	Contemporary Issues in Education	3 s.h.
EDUC 5280	Strategic Planning.....	3 s.h.
	Summary of Total Credits	36 s.h.

Program Schedule

Students are enrolled in three courses or nine 9 s.h. each semester. Students may choose between a totally online format or a hybrid format where two courses each semester (or 6 s.h.) are conducted face-to-face. Both the online program and the hybrid program begin each fall term.

Semester I - Fall	Course Description	Delivery Method
EDUC 5010 Research Methods in Education (3 s.h.)	This course is an introduction to the function and means of various practices of educational research. The course will promote understanding of the language of educational inquiry, aims and uses of research, various ways of framing research questions and designing studies, and procedures for obtaining, analyzing, and interpreting qualitative and quantitative data.	Online and on ground

EDUC 5270 Contemporary Issues in Education (3 s.h.)	This course examines critical issues in education. The focus will be researching, analyzing, and comparing emerging issues to promote scholarly thought within learning communities.	Online and on ground
EDUC 5240 Legal and Ethical Dimensions in Education (3 s.h.)	This course is an examination of federal and state constitutional and statutory influences on public schools, with a focus on how judicial interpretation shapes and influences educational policy. Students will analyze ethical and professional decisions affecting stakeholders within the school community.	Always online
Semester II – Spring	Course Description	Delivery Method
EDUC 5220 Creating a Culture for Teaching and Learning (3s.h.)	Instruction will focus on engaging stakeholders in effectively developing and implementing the school’s vision, mission, and goals; creating a culture conducive to learning throughout the school community; making best use of resources to achieve the school mission; and carrying out responsibilities ethically. The student will understand the challenges of continuous improvement while managing the school and fostering a school culture focused on teaching and learning. Discussions will include methods and procedures for developing programs and instructional staff in addition to assessment strategies applied to both areas. Principles and techniques of effective leadership will be assessed against the legal, moral, and ethical implications of instructional leadership’ actions and beliefs. Concepts and methodologies from learning theory, systems theory, group dynamics, and organizational culture assessments will be applied to collective learning and organizational effectiveness.	Online and On ground
EDUC 5045 Critical Conversations: Communication in a Global Learning Environment (3 s.h.)	This course will examine the critical issues associated with a wide array of diverse populations as they relate to American society as a whole and schools in particular. Emphasis will be placed upon the conditions of a globally networked society characterized by deep cultural interconnections. Classroom management and community building strategies that build bridges to the global community that is already present in our schools will be emphasized. Self-awareness will be extended through a model of intercultural praxis as students will be challenged to interconnect with and relate to other places and people of the global society in which we live. The end result should be a strengthening of classroom practice through an increased understanding of a diverse culture.	Online and On ground

EDUC 5210 Trends and Issues in Educational Technology (3 s.h.)	This course will further develop students' technology skills for use in the educative process. A central focus will be research to determine emerging technologies appropriate for use in schools. Students will investigate the use of technology to accomplish data-driven decision-making and to effectively and efficiently solve school-based issues.	Always online
Semester III - Summer	Course Description	Delivery Method
EDUC 5255 Assessments and Data for School Improvement (3 s.h.)	This course provides a conceptual understanding of learning and assessment and will emphasize the various types of data that can be used to drive student achievement and continuous school improvement. Students will focus on data (formative and summative) that impact decision-making and will analyze TVAAS data to derive outcomes and make plans for next steps to ensure progress and growth for students, teachers, and the school as a whole.	Online and on ground
EDUC 5225 Instructional Leadership for Continuous Improvement (3 s.h.)	Students will be introduced to the strategic and change management processes. They will learn how to set high standards for self, model professional learning, and establish a culture of personal and professional growth. Emphasis will be placed upon how leaders can create positive environments of cultural competence and equity for all stakeholders and develop a comprehensive strategic plan to impact student learning. Students will understand the value of leading by example as they move toward an instructional focus shift from teaching to learning. An additional focus will be on how to distribute personal ethics in leadership to others through equal access, opportunity, and inclusionary practices. The student will understand the role of the school leader in the community and learn how to establish, maintain, and lead professional learning communities.	Online and on ground
EDUC 5265 Resource Management (3 s.h.)	Students will learn best practices for managing fiscal resources, human capital, and school operations. Focusing on recruiting, hiring and retaining the best and most productive people, students will gain a greater understanding of the positions and roles within a successful school organization. Students will learn the importance of purposeful and diverse hiring practices. Students will also work collaboratively with a field mentor to learn about essential school operations and their relationships to student achievement. Assessment of physical plant needs, the establishment and maintenance of a safe and clean environment, and typical documentation for operational matters will be included.	Always online

Semester IV – Fall	Course Description	Delivery Method
EDUC 5110 Action Research Seminar (2 s.h.)	This course provides students the opportunity to work with a high degree of independence to meet well-defined goals under the supervision of a member of the graduate faculty. Included in the course will be small group meetings for the exchange of ideas, debate of issues, or presentation of research in stages through completion.	Online and on ground
EDUC 5280 Strategic Planning (3 s.h.)	This course will focus upon the strategic planning and change management processes. Students will learn how to create and conduct a comprehensive needs assessment and use the resulting data to develop a strategic plan to impact student learning. Monitoring multiple forms of data will create opportunities for ongoing adjustment to the strategic plan. Students will also learn how to implement a dynamic strategic plan as a method for creating or changing school culture, which shapes the academic and personal growth of students. The strategic plan will also serve to provide a clear vision for professional learning and growth for instructional staff. The course will highlight the necessity of a shift in instructional focus from teaching to learning.	Online and on ground
EDUC 5100 Action Research Project (4 s.h.)	This course requires an action research project designed to explore an issue or line of inquiry chosen by the student. Emphasis will be placed on selecting a project relevant to an issue in local schools. This course focuses on the gathering of qualitative and quantitative data, data analysis, interpretation techniques, drawing conclusions, developing an action plan, and preparing a publishable research report.	“Thesis” hours. One-to-one consultation with instructor.