M.Ed. for Professional Development or Added Endorsement – Educational Leadership

This program is offered in a cohort format and fulfills administration and supervision endorsement requirements. A passing score on the School Leaders License Assessment is required for the endorsement.

Admission Requirements
1. Three years of experience as a licensed teacher;
2. Submit a completed application for admission;
3. Submit official transcripts of all undergraduate and graduate course work;
4. Have earned an undergraduate degree from a regionally-accredited college or university;
5. Have a GPA of 2.75 or higher on undergraduate course work and 3.0 or higher on graduate course work;
6. Provide a résumé outlining work experience and education;
7. Provide verification of the collegiate professional or postgraduate professional license; and
8. Submit two essays.
9. Three current, sealed references from immediate supervisor and others qualified to address teaching performance and leadership potential
10. An interview, and
11. A writing exercise as part of the interview that may involve responding to a case study or producing a sample administrative letter.

Continuance Requirements
1. A student must maintain a 3.0 (B) or higher GPA with no more than two Cs in course work to remain in good standing in the program. A grade of D+ or lower in a course or field internship results in suspension from the program;
2. A student must be in good standing for admission into EDEL 551 Internship in Educational Leadership. EDEL 551 is by application only, and
3. Students who voluntarily interrupt their enrollment for one semester should refer to the policy defined under the Reenrollment, Readmission, and leave of Absence heading in the Academic Rules and Regulations section of this Catalog.

Exit Requirements
1. Students must successfully complete the required course of study for the M.Ed. with a minimum of 36 credits and a 3.0 (B) or higher GPA, or successfully complete the required course of study for the School Administration and Supervision endorsement with a minimum of 24 credits and a 3.0 (B) or higher GPA. The second option applies only to students who enter the program with a Masters degree.
2. A qualifying score on the School Leaders Licensure Assessment; and
3. Application for the added endorsement is made to the VDOE through the school division’s personnel office.

How to apply: CLICK HERE or APPLY ONLINE

Constance Gallahan
Assistant Dean of Advising Services
Stafford Campus, South Bldg, Room 141
cgallaha@umw.edu
(540)-286-8032
539 – Special Education Leadership in Schools (3)
This course focuses on the knowledge and skills necessary to administer special education programs and to ensure the achievement of students with disabilities. Topics include legal requirements and procedures, characteristics of students with disabilities and the effect of these characteristics on student behavior, effective instructional and behavior management practices, managing school teams, facilitating inclusion and collaboration, assessment of students with disabilities, and assistive technology.

540 – Leadership for Learning and Diverse Student Populations (3)
This course provides the knowledge, understanding, and application of applied learning and motivational theory, of systems, organizations and basic leadership theory, and of the purpose of education necessary for effective instructional leadership through collective professional capacity. Emphasis is placed on analyzing and assessing instructional needs in order to design, implement, and evaluate instruction that is appropriate for diverse student populations. Topics include the application of human development and motivation theories to various learning environments, the range of learner difference in a diverse school community, principles of effective use of technology in instruction, and techniques for the assessment and evaluation of learning, and planning for curricular alignment and instructional management.

541 – Developing, Administering, and Evaluating Curriculum (3)
This course examines leadership in K-12 curriculum design, implementation, evaluation, and change. Perspectives are provided on developing a systematic school curriculum that meets the needs of a diverse student population. Influences on curriculum leadership at the school, division, state, and national levels are addressed. Topics include balancing the mastery of fundamentals with curriculum enrichment, providing for the highest achievement of all students, developing and implementing mapping and pacing guides, interpreting data, and integrating technology. In addition, students are provided opportunities to develop research skills that assist them in discovering, understanding, and applying best practices as they exercise instructional leadership in their schools.

542 – Managing Schools and School-Community Relationships (3)
This course focuses on the social and political contexts of schools and provides an overview of practical and theoretical aspects of managing a school and relating to its larger communities. It emphasizes utilizing school staff, parents, and community resources and partnerships to build a positive culture necessary to achieve desired educational goals. Topics include understanding political structures, management and leadership skills that achieve effective and efficient organizational operations, community relations, improving communication, shared-decision making, conflict negotiation and management, crisis intervention, legal and ethical issues, and strategic marketing and utilization of media.

543 – Professional Development and Supervision of School Personnel (3)
This course focuses on the theory and practical applications related to human resource management in public and non-public school systems. Strategies and assessment related to human resource management and development, including adult learning, motivation, and professional development, are examined. Interviewing skills, consensus building, and performance evaluation of school personnel are emphasized. Instructional strategies include simulations, case studies, and practice in oral and written communication.
545 – School Law and Society (3)
This course examines administrative, judicial, statutory, and constitutional laws and regulations which have application to public education. Through the use of the case study approach and the Code of Virginia, the legal rights and responsibilities of public and non-public school personnel are addressed. Emphasis is placed on special education law as it applies to diverse learner populations and legal issues surrounding school safety, finance, and technology in the school setting.

546 – Educational Policy and Decision Making (3)
This course focuses on the political, economic, and social concepts and strategies involved in educational policy development and decision-making in a school setting. Emphasis is placed on the role of leadership and ethics in a global society, as grounded in educational foundations. Course topics include problem analysis, strategic and long-range planning, models for change management in educational settings, conflict resolution, policy development, personnel issues, technology, and the value of diverse school communities (e.g., issues in ESL policy for language minority students) in a democratic society. Theory and practical applications, simulations, and demonstrations are emphasized.

547 – Literacy Leadership for Administrators (3)
This course focuses on building capacity in schools for high quality literacy programs and instruction and is intended for school administrators, aspiring school leaders, and school specialists with an interest in literacy. This course explores the role of leadership in creating a school culture that promotes literacy development, achievement, and motivation. Topics include national and local trends in literacy, foundations of literacy development, current research for developing school-wide literacy programs, evaluating and supporting teachers’ professional growth in literacy, and fostering literacy achievement for special student populations. Other literacy related topics may be decided by the class. A seminar format is utilized with discussion related to current research and guest speaker presentations. Students complete projects related to their individual interests in literacy.

548 – Evaluation for Instructional Improvement (3)
This course focuses on models and practices for assessing student learning outcomes, including value-added assessment and the use of test data in establishing a program improvement plan. Topics include issues in accountability, data organizers and analysis, the use and interpretation of test scores, the identification of performance indicators and improvement objectives, and basic statistical analysis for test and program evaluation. Participants write a data-based improvement plan.

551 – Internship in Educational Leadership (3)
Recommended prerequisite: At least 12 credits in the University of Mary Washington Educational Leadership Program. Students complete 150 hours of embedded experiences in the core courses prior to, during, and following the intense school division placement experience. This 170-hour practicum component is the capstone experience for the added endorsement in administration and supervision. It provides the opportunity to apply the skills, understandings, and competencies learned in the program under the auspices of a mentor licensed in the administration and supervision endorsement. Students are encouraged to identify, analyze, and resolve problems using effective throughout this experience. (Pass/fail option only)