

TRANSMITTAL AND ABSTRACT OF SENATE REPORT

Date Presented to the Senate: April 23, 2009

Presenter: Carmen Balthrop, Chair, Senate Programs, Curricula, and Courses Committee

Subject of Report: Proposal to establish a Post-Baccalaureate Certificate in MSDE Administrator I Certification

Senate Document Number: 08-09-26

Voting: (a) on resolutions or recommendations one by one, or
(b) in a single vote
(c) to endorse entire report

A. Statement of Issue:

The College of Education and the Department of Education Leadership, Higher Education, and International Education propose to establish a new Post-Baccalaureate Certificate in Maryland State Department of Education (MSDE) Administrator I Certification. The proposed program prepares current teachers who already hold master's degrees to obtain the necessary knowledge, skills, and support to become a certified administrator. This certificate program addresses a statewide shortage of certified principals and other administrators.

The proposed program formalizes an educational activity already in place, and further addresses a problem. Presently, Maryland teachers who wish to obtain Administrator I certification may take the required courses and the internship component at different institutions. This has created challenges for EDHI, because students who have taken their coursework elsewhere are not necessarily well prepared for the internship component, requiring an excessive amount of additional faculty time for satisfactory results. Furthermore, poor performance in the internship component reflects back on the institution through which the student takes the internship. Requiring teacher-students to enroll in a formal Post-Baccalaureate Certificate program and take all their preparatory coursework at UM will ensure faculty oversight for the program at all levels as well as improve the learning experience for the enrollees.

The program is comprised of 18 credits, including 15 credits of coursework and the 3-credit administrative internship. The courses address topic areas identified by MSDE: (1) curriculum, instruction and assessment; (2) development, observation and evaluation of staff; (3) legal issues and ethical decision-making; and (4) school leadership, management and curriculum. Admissions requirements to the Post-Baccalaureate Certificate program will

include a Master's degree, a cumulative 3.0 GPA, three years' teaching experience, and a recommendation by a supervisor.

The proposal was submitted to the Senate by the Office of Academic Affairs following favorable recommendation by the Academic Planning Advisory Committee (APAC) on February 2, 2009, the Graduate Council Programs, Curricula and Courses Committee on March 12 (with email notification to the full Graduate Council) and the Senate Programs, Curricula & Courses Committee on March 27. If the Senate approves the proposal, it would still require further approval by the President and the Chancellor (with notification to the Maryland Higher Education Commission).

B. Recommendation:

The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve the proposed Post-Baccalaureate Certificate program.

C. Committee Work:

The Committee considered the proposal at its meeting on March 27, 2009. David Cooper (Associate Dean, College of Education) and Carol Sheffey Parham (Professor the Practice, Department of Education Leadership, Higher Education and International Education) were present to answer questions. After discussion, the Committee voted unanimously to recommend the proposal.

D. Alternatives:

The Senate could decline to approve the proposed Certificate.

E. Risks:

If the Senate does not approve the proposed Certificate, the difficulties posed by unprepared students may continue.

F. Financial Implications:

There are no indications of a financial risk. All of the courses for the proposed certificate program already are offered on a regular basis.

THE UNIVERSITY OF MARYLAND, COLLEGE PARK PROGRAM/CURRICULUM PROPOSAL

DIRECTIONS:

- Provide one form with original approval signatures in lines 1 - 4 for **each** proposed action. Keep this form to one page in length.
- Early consultation with the Office of the Associate Provost for Academic Planning & Programs is strongly recommended if there are questions or concerns, particularly with new programs.
- Please submit the signed form to Claudia Rector, Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.
- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

DATE SUBMITTED 9/17/08

PCC LOG NO.

08035

COLLEGE/SCHOOL: Education

DEPARTMENT/PROGRAM: Education Leadership, Higher Education and International Education (EDHI)

PROPOSED ACTION ADD X DELETE _____ CHANGE _____

It is proposed that the EDHI Department implement a Post-Baccalaureate Certificate in MSDE Administrator I Certification.

DESCRIPTION: This Graduate Certificate is designed for candidates who have a Master's degree, three years of teaching experience and who want to complete the requirements for Administrator I certification. The certificate requires a total of 18 credit hours, divided between coursework and an internship. The program provides 15 credit hours of coursework in the following areas as identified by MSDE:

- Curriculum, instruction, and assessment
- Development, observation, and evaluation of staff
- Legal issues and ethical decision-making
- School leadership, management and administration

The remaining 3 credit hours require a supervised internship within a school system. As part of the internship experience, students are required to complete the Performance Assessment System (PAS). This system requires candidates to submit evidence of proficiency for each indicator of the Education Leadership Constituent Council, the Maryland Instructional Leadership Framework and the Technology Standards for School Administrators at the school level. At completion, the PAS provides candidates with an electronic portfolio containing evidence of proficiency in all leadership standards, samples of the candidate's best work, and a professional development plan that will guide future growth.

JUSTIFICATION/REASONS/RESOURCES

The development of this certificate is in response to the state of Maryland's critical need for principals and other school-based administrators. MSDE identified the principalship as a critical shortage area in its annual staffing report for 2006-2008. Based on the information gathered, the report indicated that the current pool of qualified principal candidates would fill only 41% of the projected vacancies for 2006-2007. Maryland school districts reported a need for 111 new principals in 2006-2007 and their projected staffing pool contained only 46 qualified candidates for these positions. In fact, the number of qualified candidates for the principalship has shown a steady decrease from 2002-2003 to present. The shortage of school-based administrator candidates is of national, state, and local concern. The courses required for the Graduate Certificate are offered on a regular basis with spaces available for additional students and thus will not require additional resources.

APPROVAL SIGNATURES

- Please print name, sign, and date

1. Department Committee Chair Carol A. Parkman 1/12/09
2. Department Chair Sharon L. White 1/12/09
3. College/School PCC Chair Rachel B. Goring 1-12-09
4. Dean Denna L. Wiseman
5. Dean of the Graduate School (if required) _____
6. Chair, Senate PCC _____
7. Chair of Senate _____
8. Vice President for Academic Affairs & Provost _____

Proposal for a Post-Baccalaureate Certificate in MSDE Administrator I Certification

Rationale for the Program

The Department of Education Leadership, Higher Education and International Education (EDHI) proposes to establish a Post-Baccalaureate Certificate in MSDE Administrator I Certification to prepare candidates seeking Maryland State Department of Education certification for school-based administrative positions, including principal, assistant principal, supervisor. This proposal responds to the critical need for building-level school administrators by offering a defined high-quality program culminating in a University of Maryland Post-Baccalaureate Certificate. The requirements of the certificate will fulfill the Maryland State Department of Education (MSDE) requirements for Administrator I certification.

The development of this certificate responds to the state of Maryland's growing need for principals and other school-based administrators. MSDE identified the principalship as a critical shortage area in its annual staffing report for 2006-2008. Based on the information gathered, the report indicated that the current pool of qualified principal candidates would fill only 41% of the projected vacancies for 2006-2007. Maryland school districts reported a need for 111 new principals in 2006-2007 and their projected staffing pool contained only 46 qualified candidates for these positions. In fact, the number of qualified candidates for the principalship has shown a steady decrease from 2002-2003. The shortage of school-based administrator candidates is of national, state, and local concern.

This Post-Baccalaureate Certificate leading to MSDE Administrator I certification will be offered by EDHI. Priorities include conducting a more focused effort on student recruitment in coordination with the MSDE. This graduate certificate program is well defined yet provides sufficient flexibility to respond to changes in both state and national accreditation standards.

The creation of this graduate certificate program is consistent with the Land Grant mission of the Department and is responsive to a crucial staffing need that exists in Maryland's public school systems. Courses included in this certificate program are core department courses and are currently being offered. The creation of this certificate provides an administrative structure designed to be congruent with the mission of the Department and at the same time, a structure which ensures quality graduate education that prepares candidates with demonstrated leadership capability. The latter will be through careful attention to the admission process and the continuous assessment of students via the PAS, an integral component of this program.

This certificate program represents a focused, standards-based, self-reflective and rigorous effort to prepare candidates to be successful in administrative positions, including assistant principal, supervisor, and principal. The certificate requires a total of 18 credit hours, divided between coursework and a supervised administrative internship. The program provides 15 credit hours of coursework in the following areas as identified by MSDE:

- Curriculum, instruction, and assessment
- Development, observation, and evaluation of staff
- Legal issues and ethical decision-making
- School leadership, management and administration

The program also includes an internship collaboratively designed and supervised by the local school system and the EDHI faculty. The internship includes Department approved instructional leadership outcomes with verification of this experience submitted by the applicant. Students are required to complete the nationally recognized web-based Performance Assessment System (PAS) which was developed by the Department. This

technology driven assessment system requires candidates to submit evidence of proficiency for each indicator of the national standards established by the Education Leadership Constituent Council, as well as the standards of the Maryland Instructional Leadership Framework and the Technology Standards for School Administrators. Candidates must provide ongoing evidence of proficiency for each of the indicators. Upon completion, the PAS provides candidates with an electronic portfolio containing evidence of proficiency in all leadership standards, samples of the candidate's best work, and a professional development plan that will guide future growth. Candidates maintain access to the PAS for a period of five years after completing their program. This self-reflective assessment process assures that candidates for the Administrator I certificate are prepared to be successful in their future administrative endeavors as educational leaders. This is consistent with the following statement regarding the importance of leadership issued by the Maryland State Department of Education:

We recognize that we exist in a knowledge society, and that those in leadership positions with the most knowledge are more likely to succeed. We further recognize that leadership for the 21st century schools must prepare students to be competent and competitive in a global economy. In this age of unprecedented accountability in education, we must inspire and develop our leaders to a level that will enable them to meet these challenges. (Source: Leadership Succession Planning Guide for Maryland Schools, 2006-2008).

The proposed certificate program, which leads to MSDE certification as Administrator I, is most congruent with the principles contained in the College of Education (COE) Conceptual Framework for professional preparation and specifically addresses the following:

- *Elevate the quality of graduate and undergraduate education and of the candidate experience.*
- *Promote outreach and partnerships to increase K-16 collaboration, improve the lives of the citizens of the state and nation, and engage the community.*

The certificate program will enable the EDHI department to support the leadership capacity building initiative of MSDE and provide service to counties throughout the State as school districts struggle to fill their administrator positions with highly qualified candidates. As a University defined program, it will also have a portability which provides increased options for candidates in the region and beyond.

Description of Program for Catalog

This program is designed for candidates who possess a master's degree and have three years of teaching experience. Students can take 18 hours of post-masters credit to be eligible for MSDE Administrator I Certification. Currently, we find that students often enroll in graduate courses at a number of other institutions and elect to complete their remaining requirements, including the required internship, at the University of Maryland. In such instances, there are no admissions requirements, and we find that these students often lack the sequential learning preparation necessary for the required internship. The internship, a capstone experience in the program, requires an intensive commitment of faculty resources and should be reserved for those who have met the University's expectations for appropriate preparation. Establishing the Post-Baccalaureate Certificate will ensure that students are adequately prepared for and can successfully complete each component needed for MSDE certification, including the internship.

This certificate program includes:

1. Rigorous sequence of coursework designed to provide a strong research background in school leadership.
2. Mentored field experiences, including the capstone internship, where leadership knowledge and skills are applied.

3. Web-based performance assessment system to document evidence of each candidate’s progress in meeting national and state leadership indicators and standards for administrator certification.

Admission Requirements

1. Minimum of Master’s Degree
2. Minimum 3.0 GPA in all prior undergraduate and graduate course work.
3. Three (3) years of teaching experience
4. Letter of Recommendation from a direct Supervisor

Student Learning Outcomes

MSDE Administrator I certification stipulates the following learning outcomes:

Candidates who complete the program will demonstrate:

- Knowledge and understanding of the Education Leadership Constituent Council Standards, the Maryland Instructional Framework Outcomes, and the Technology Standards for School Administrators.
- An ability to think critically about leadership issues facing our education communities through self-reflection and analysis activities.
- An understanding of the issues of diversity and community relations and the roles these factors play in student achievement.
- An awareness of current leadership theory and the body of research that contributes to current practice.

Listed below is a depiction of the learning content as specified by MSDE and the corresponding EDHI course (s) learning outcomes responding to those requirements.

Required MSDE Content:

Course:

Curriculum, instruction, and assessment

EDPS 634: The School Curriculum (3)
 or
 EDPS 635: Principles of Curriculum Development (3)
 or
 EDHI 646: Leading Instructional Excellence (3)

Development, observation, and evaluation of staff

EDHI 645: Leading Instructional Improvement (3)

School leadership, management, and administration

AND

EDHI 640: Introduction to Educational Leadership (3)
 EDHI 670: Learning Communities (3)

Legal issues and ethical decision making

EDHI 671: Education Law and Policy (3)

Practicum or internship

EDHI 689: Practicum in Educational Administration and Supervision (3)
 Course Prerequisites: Admission into EDHI Post-Baccalaureate Certificate in Administrator I Certification program AND completion of or concurrent registration in EDHI 640 and EDHI 645. Permission of Department required.

Assessments of students in this certificate will include:

- Student grades in courses taken each year
- Annual student enrollment statistics
- Annual completion of program statistics
- Periodic review of progress of certificate students by EDHI faculty and
- Qualitative and quantitative analysis of the Performance Assessment System (PAS) data and the exit survey included within the PAS

Listing of Courses

EDPS 634: The School Curriculum

A foundations course focused upon the scope of the curriculum as a whole from early childhood through adolescence, including a review of historical developments, an analysis of conditions affecting curriculum change, an examination of issues in curriculum making, and a consideration of current trends in curriculum change.

EDPS 635: Principles of Curriculum Development

Research based curriculum planning, improvement, and evaluation in the schools; principles for the selection and organization of the content and learning experiences; ways of working in classroom and school on curriculum improvement.

EDHI 640: Introduction to Education Leadership

Analysis of the emerging role of educational administrator leaders in the social, political, and legal contexts of schools, also examines the role of leadership in school improvement.

EDHI 645: Leading Instructional Improvement

Development of knowledge and skills in the use of data bases, research findings and models of supervision, needed to improve instruction in schools.

EDHI 646: Leading Instructional Excellence

Prerequisite: EDHI 645 or permission of the instructor. Examination of leadership role in fostering high quality teaching and learning. Exploration of the relationship between curriculum, instruction, assessment as related to the organizational structure of K-12 public schooling. Development and assessment of models to improve instructional quality. Analysis of strategies designed to support teachers as they engage in curricular and professional development. Consideration of factors involved in creating and sustaining instructionally centered schools.

EDHI 670: Learning Communities

A review of contemporary research on student and teacher learning and understanding schools as learning organizations. It aims to build students' understanding of opportunities and challenges to implementing learning environments in various educational organizations. Readings, cases and assignments emphasize students' understanding of learning theories and their application to various organizational settings.

EDHI 671: Education Law and Policy

An examination of the way judicial interpretation of common, statutory, and constitutional law shapes and constrains educational policy making. Special emphasis on topics framed under the headings of liberalism and legalism.

EDHI 689: Practicum in Educational Administration and Supervision

Designed to develop and enhance research based management, leadership and supervisory skills. Practicum is individually designed based on results of diagnostic instruments and an individual professional development plan.

Course Prerequisites: Admission into EDHI Post Master's Administrator I Certificate Program AND Completion of or concurrent registration in EDHI 640 and EDHI 645 - Permission of Department required

Resources

Students will be enrolled in the Graduate School as non-degree candidates. A faculty member from EDHI will serve as Certificate Program Director and will provide the academic leadership for the program. Academic content and faculty oversight will be provided by the EDHI Department. All faculty, including adjunct faculty, will be members of the Graduate Faculty. A faculty member will provide support for candidates as they complete the requirements of the Performance Assessment System (PAS). A separate fee has been approved for participation in the PAS. There are no new courses proposed for this program and no additional sections of existing courses will be offered.

Sources

The following Maryland State Department of Education (MSDE) publications were used in the preparation of this proposal. The full text of each document can be viewed on the MSDE website:

www.marylandpublicschools.org.

Maryland Instructional Leadership Framework, 2005

Leadership Succession Planning Guide for Maryland Schools, 2006

Maryland Teacher Staffing Report, 2006-2008



UNIVERSITY OF MARYLAND

COLLEGE OF EDUCATION

Department of Education Policy Studies

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January 29, 2009

Dr. Thomas Weible, Interim Chair
Department of Education Leadership, Higher Education,
and International Education
2115 Benjamin Building
University of Maryland
College Park, MD 20742

Dear Dr. Weible,

The Department of Education Policy Studies (EDPS) fully supports the Department of Education Leadership, Higher Education, and International Education's (EDHI) proposal to offer a Post-Baccalaureate Certificate for Administration I Certification. The proposed curriculum includes two courses offered by our department: (EDPS 634 The School Curriculum and EDPS 635 Principles of Curriculum Theory and Development). These courses are scheduled regularly and open to EDHI students as well as other students in the college. The proposed certificate is consistent with the Administrator I Certification requirements for the State of Maryland and will be an important addition to the College's professional preparation programs.

Sincerely,

A handwritten signature in cursive script that reads "Francine Hultgren".

Francine Hultgren, Interim Chair
Department of Education Policy Studies