

# EDUCATION SPECIALIST IN K-12 EDUCATION LEADERSHIP

PROGRAM HANDBOOK

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SCHOOL OF EDUCATION



**JONES INTERNATIONAL UNIVERSITY®**

*The Gold Standard Online University®*

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## **A. Program Mission, Vision and Professional Standards**

The EdS program's mission is to graduate successful and influential K-12 leaders who are critical thinkers—with exceptional knowledge, skills, and integrity—who are able to apply theory to the creative and innovative solutions of practical education problems.

The Jones International University<sup>®</sup>, Ltd. (JIU<sup>®</sup>) School of Education's Education Specialist (EdS) in K-12 Education Leadership program is designed to be of service to both students *and* the learning organizations and communities that graduates serve. The School of Education trusts that students who have met the program's rigorous admission standards are mature individuals who are dedicated to their professional growth as well as the growth and well-being of their organizations and communities.

The program's advisory board and academic leadership aligned the program with the Educational Leadership Constituent Council (ELCC) Standards and the Interstate School Leaders Licensure Consortium (ISLLC) model standards for school leaders, which provide an excellent framework for defining meaningful program objectives and key assessments to inform the program's mission and vision. The ISLLC standards provide the contextual foundation for the courses, and key assessments and learning outcomes are based on the Educational Leadership Constituent Council (ELCC) standards.

## **B. Preparation for Educational Leadership in One of Five Areas**

The JIU School of Education EdS in K-12 Education Leadership program prepares advanced students who would like to develop theoretical knowledge and applied skills in one of the following five areas of leadership emphasis:

1. teaching and learning
2. education administration
3. education research
4. education policy analysis
5. business for the learning organization

As such, the program prepares key K-12 education leaders who serve as teachers, academic department chairpersons, and professional development personnel; administrators, principals, and superintendents; education faculty at institutions of higher education; researchers within organizations that create, implement, and/or evaluate education policy; and entrepreneurs who work with schools and other learning organizations.

### **What Students Learn**

The JIU School of Education EdS in K-12 Education Leadership developed the following student learning categories to maximize students' learning and professional development:

1. educator as critical thinker
2. educator as leader
3. educator as researcher

### *Educator as Critical Thinker*

Current research on education informed the development of the EdS program of learning and ensures each student's professional development as a critical thinker. Learning objectives are designed to improve students' ability to analyze and evaluate current practice as well as their ability to synthesize and apply critical thinking to their professional lives.

Although EdS students come from varied backgrounds and move into varied roles and responsibilities, we are confident that all graduates are exceptional critical thinkers. The following list of "Educator as Critical Thinker" learning objectives help everyone involved in the program, especially students and professors, stay focused on learning outcomes that are necessary to think critically about the field's urgent questions and problems:

The JIU School of Education EdS in K-12 Education Leadership student demonstrates the ability to think critically about important education questions and problems concerning current K-12 education theories; systems of human inquiry and education research; public knowledge and public responsibility; leadership and the art of change management; the future of K-12 education and democracy; and K-12 education policy analysis for school leaders.
The student demonstrates the ability to analyze and evaluate current theories of education as well as the ability to develop synthetic, personal concepts that inform his/her education commitments.
The student demonstrates the ability to analyze and evaluate current systems of human inquiry and education research.
The student demonstrates the ability to analyze and evaluate the reporting of research that impacts the public discourse on education as well as the ability to develop a personal position on an influential, culture-changing public report or book.
The student demonstrates the ability to analyze and evaluate current theories and practice of leadership as well as the ability to develop synthetic, personal concepts that inform his/her leadership commitments.
The student demonstrates the ability to analyze and evaluate current education practice as well as the ability to prepare for the future of education and democracy.
The student demonstrates the ability to analyze and evaluate current practice in education policy analysis as well as the ability to conduct education policy analysis and make recommendations for policy improvements.

### *Educator as Leader*

Although EdS students come from varied backgrounds and move into varied roles and responsibilities, we are confident that all graduates are exceptional education leaders. The following list of "Educator as Leader" learning objectives assists everyone involved in the program, especially students and professors, to stay focused on learning outcomes that are

The JIU School of Education EdS in K-12 Education Leadership student demonstrates the functions necessary to be an effective education leader as explained in the Educational Leadership Constituent Council's "Standards for Advanced Programs in Educational Leadership" (see <a href="http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf">http://www.npbea.org/ELCC/ELCCStandards%20_5-02.pdf</a> ).
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Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school vision of learning supported by a school community.
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practices to student learning, and designing comprehensive professional growth plans for staff.
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes the safe, efficient, and effective learning environment.
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

### *Educator as Researcher*

Although EdS students come from varied backgrounds and move into varied roles and responsibilities, we are confident that all graduates are exceptional education researchers. The following list of “Educator as Researcher” learning objectives assists everyone involved in the program, especially students and professors, to stay focused on learning outcomes that are necessary to apply theory to the creative and innovative solutions of practical problems:

The JIU School of Education EdS in K-12 Education Leadership student develops professionally meaningful synthesizing projects that demonstrate the ability to apply theory to the solutions of important education questions or problems.
The student’s professional synthesizing projects are original, significant, ambitious, interesting, and exciting.
The student’s professional synthesizing projects address important education questions or problems.
The student’s professional synthesizing projects demonstrate a deep and thoughtful understanding of the education field and fully incorporate applicable course, program, and institutional learning objectives.
The student’s professional synthesizing projects are very well written and organized; include components that are connected in a seamless manner; follow the <i>APA Publication Manual</i> standards; have a point of view and a confident voice; and are publishable.
The student’s professional synthesizing projects are synthetic and interdisciplinary; demonstrate mature critical thinking; and include argument that is focused, logical, rigorous, and sustained.
The student’s professional synthesizing projects demonstrate a deep and thoughtful understanding of relevant literature; are thoroughly researched; and include rich data from multiple sources.
The student’s professional synthesizing projects are theoretically sophisticated and demonstrate a deep understanding of theory.
The student’s professional synthesizing projects demonstrate sound use of tools, methods, approaches and types of analyses; include analysis that is comprehensive, complete, sophisticated, and convincing; include conclusions that tie the projects together; are of interest to the larger academic and/or practitioner community, and advance the ways readers think; and push the discipline’s boundaries and open new areas for research.

## How Students Learn

The EdS program's curriculum balances the study of theory in the university's virtual classrooms with the practice of leadership in schools. Students do not complete the EdS program by merely reading and writing in their home offices. Instead, each student completes professional synthesizing projects, professional leadership development reports that require him/her to apply classroom learning in practical ways under the guidance of supervising professors who are both scholars and successful practitioners. All projects must be well defined, must have clear benefits to specific learning communities, and must have clear paths to completion. The academic leadership believes that the Educational Leadership Constituent Council's "Standards for Advanced Programs in Educational Leadership" provide an excellent framework for defining meaningful program objectives.

In brief, the ELCC standards outline the functions necessary for effective leadership in the field of education. The standards were drawn from research on effective education leaders and the collective knowledge of education leaders developed by a specialized professional association, which represent a set of national standards for educational leaders. Similarly, the ISLCC standards, "...present a common core of knowledge, dispositions, and performances that link leadership forcefully to productive schools and enhanced educational outcomes." The EdS advisory board and academic leadership share both consortia's commitment to raising the bar for the practice of school leadership.

The EdS program's graduation standards are high, and the degrees awarded are appropriate to the profession. By submitting the following professional deliverables, students demonstrate: a.) the ability to think critically about important education questions and problems; b.) the functions necessary to be effective education leaders; and c.) the ability to apply theory to the creative and innovative solutions of practical education problems.

EdS students:

1. read and critique fundamental readings to ensure that they have mature and thoughtful understandings of the education field's relevant literature and theory
2. read and critique selected readings to ensure that they are familiar with a significant body of literature in a specific area of education leadership emphasis
3. write professional leadership development reports in which they analyze their personal learning and improvements in education leadership ability against ELCC standards
4. develop professional synthesizing projects in which they apply course content in professionally meaningful ways while demonstrating achievement of course, program, and institutional learning objectives
5. engage in ongoing professional discussions with peers in the leadership program about their professional reading, professional leadership development (ELCC standards), and professional synthesizing projects

JIU is built on a model that expects students, with the proper support and guidance, to meet performance level expectations. EdS professors use both formative and summative assessment to assess each student's critical thinking, leadership, and research competence. Professors use assessment rubrics and appraisal forms to explain "strengths," "areas of concern," and "recommendations" for improvement so that students may meet performance level expectations. Each student receives regular, helpful formative feedback from professors during each course and mentor session, and professors provide a meaningful summative assessment for each of the student's professional deliverables. To graduate from the program, all of a student's professional deliverables must meet performance level expectations.

## C. Curriculum

The JIU School of Education EdS in K-12 Education Leadership is committed to creating a world-class curriculum that challenges and compels students to become successful and influential K-12 leaders. The program requires a depth and breadth of knowledge beyond the master's level and follows a logic that helps students move from the theoretical foundations of education toward imagining and preparing for a boundless education future.

Specifically, the EdS curriculum:

1. addresses the program's objectives by being rigorous, coherent, and organized to prepare professionals
2. balances theory with practical field experience
3. includes 8 key assessments demonstrating candidate proficiency of ELCC standards
4. is structured so students can complete the degree in as few as two years of uninterrupted, focused study
5. includes core content courses (in excess of 50% of the program's credits) that require students to gain doctorate-level knowledge of the field
6. includes a "graduation advising sheet" designed to help students plan for their success in the program

## Course Requirements

<b>Content Courses</b>	<b>Title</b>	<b>ELCC Key Assessments in Courses</b>	<b>Credit Hours</b>
EDU790	<b>Current K-12 Education Theories</b>		<b>3</b>
EDU791	<b>Facilitating a Shared Vision of Learning</b>	Key Assessment 2	<b>3</b>
EDU795	<b>Public Knowledge and Public Responsibility</b>		<b>3</b>
EDU796	<b>Ethical Leadership</b>	Key Assessment 6	<b>3</b>
EDU797	<b>Leadership and the Art of Change Management</b>		<b>3</b>
EDU798	<b>Leading K-12 Organizations that Foster Learning</b>	Key Assessment 3	<b>3</b>
EDU799	<b>The Future of K-12 Education and Democracy</b>		<b>3</b>
EDU800	<b>Collaboration and Learning in Diverse Communities</b>	Key Assessment 7	<b>3</b>
EDU801	<b>K-12 Education Policy Analysis for School Leaders</b>		<b>3</b>
EDU802	<b>Understanding and Influencing Society</b>	Key Assessment 8	<b>3</b>
EDU803	<b>Managing Learning Organization Resources</b>	Key Assessments 4 and 5	<b>3</b>
EDU804	<b>EdS Capstone Course</b>		<b>3</b>
	<b>Total Credit Hours:</b>		<b>36</b>

Note: JIU recommends that candidates complete Key Assessment 1 (professional content exam) prior to EDU803. Candidates are required to complete Key Assessment 1 prior to graduation.

Students who have been pre-approved to transfer graduate level credits from another university will be automatically enrolled in a one credit Review section to monitor the relevant course. Students will be required to participate in the Forum discussion as they would in a regular section and also be required to submit a study guide that will assist preparations for the EdS Capstone Course. For more information see the Transfer of Credit Policy.

## D. Assessment of Student Learning

Members of the JIU School of Education EdS in K-12 Education Leadership Advisory Board believe that an assessment-of-student-learning model that allows the program to engage in self-assessment and improvement of its performance is crucial to a learning organization. As noted, the board created the EdS program to maximize students' learning and professional development as critical thinkers, leaders, and researchers. As such, the program's objectives drive the EdS program assessment and improvement model.

The program documents that students have achieved the learning objectives by:

Defining a coherent and systemic assessment-of-student-learning model that includes:

- academic processes
- assessment rubrics
- professional deliverables
- formative and/or summative assessment of professional deliverables
- summative assessment of program learning outcomes
- summative assessment of program design
- post-specialist evaluations of program design

The EdS in K-12 Education Leadership utilizes the following objectives to assess candidate learning:

- course learning objectives that define the learning outcomes to be achieved in each course
- program learning objectives that set forth the learning expectations for the entire program
- the Colorado Performance Based Principal Licensure Standards
- the Educational Leadership Constituent Council (ELCC) Standards
- JIU institutional learning objectives or workplace competencies that outline skills and dispositions judged essential for effective participation in the 21<sup>st</sup> century workplace

### **Key Assessments:**

Every candidate in the EdS program completes the following assessments designed to demonstrate mastery of the Educational Leadership Constituent Council (ELCC) professional standards:

#### **1. Professional Content Exam (Content assessment aligned to multiple ELCC Standards) Prior to Graduation**

As part of the JIU School of Education graduation requirements, JIU students enrolled in the EdS in K-12 Education Leadership program are required to complete one of the following professional content exams:

- (a) Colorado PLACE (#80 "Principal")
- (b) Educational Testing Service: Praxis II: Educational Leadership (#0410)
- (c) Educational Testing Service: School Leaders Licensure Assessment (#1010)

#### ***Professional Content Exam Requirements for Candidates Seeking a Colorado Principal License***

Candidates seeking a Colorado Principal license should take the following professional content exam:

*PLACE: Principal (#80)*

The completion of this exam satisfies the JIU professional content exam graduation requirement for the MEd in Education Leadership and Administration: Principal and Administrator Licensure program and the Colorado licensure exam requirement.

***Professional Content Exam Requirements for Candidates Seeking a Colorado Administrator License***

Candidates seeking a Colorado Administrator license should take one of the following professional content exams:

- (1) *PLACE: Principal (#80).*
- (2) ETS: PRAXIS II: Educational Leadership: Administration and Supervision (#0410)
- (3) ETS: School Leaders Licensure Assessment (#1010)

The completion of one of these exams satisfies the JIU professional content exam graduation requirement for the MEd in Education Leadership and Administration: Principal and Administrator Licensure program.

Candidates seeking a Colorado Administrator license are also required to pass the following exam:

*PLACE: Administrator (#81) exam*

The completion of this exam satisfies the Colorado licensure exam requirement.

**2. The Visionary Leader: Facilitating a Shared Vision of Learning**

**Vision of Learning Model** (Content assessment aligned to ELCC Standard 1.0)

**Year 1, Course 2: EDU791: Facilitating a Shared Vision of Learning**

Each JIU candidate develops with his/her classmates a shared vision of learning model, analyzes current leadership capacity, analyzes plans for improvement, and analyzes implementation of the model. The candidate then identifies and describes his/her personal leadership characteristics and identifies areas s/he needs to develop to create and implement a vision of learning.

**3. The Instructional Leader: Building Organizations that Foster Learning**

**Leadership Handbook: A Faculty Intervention Plan** (Professional skill assessment aligned to ELCC Standard 2.0)

**Year 2, Course 8: EDU798: Leading K-12 Organizations that Foster Learning**

Each JIU candidate characterizes a specific K-12 academic institution and creates a leadership handbook for its context. With his/her classmates, the candidate develops a K-12 academic leadership handbook that outlines supervisory plans for fostering supervision, curriculum, instruction, organizational assessment, and performance appraisal.

**4. The Organizational Leader: Managing Learning Organization Resources**

**Internship: Administrator Work Sample** (Professional skill assessment aligned to ELCC Standards 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, and 7.0)

**Year 3, Course 13: EDU 803: Managing Learning Organization Resources**

Through a required internship experience (220 hours), each JIU candidate develops an administrative work sample which demonstrates the application of leadership abilities in K12 settings derived from his/her JIU course-based synthesizing projects. The work sample compiles a record of professional work during the internship culminating in leadership, facilitation, and decision making, a log of internship hours, a summary of key activities, his/her primary research

activities, a self-analysis of professional skills and knowledge, and documents how he/she applied ELCC standards to the outcomes of the internship.

**5. The Effective Leader: Supporting Student Learning and Development**

**Employer Survey** (Effects on student learning assessment aligned to ELCC Standards 1.0, 2.0, 3.0, 4.0, 5.0, and 6.0)

**Year 3, Course 13: EDU803 Managing Learning Organization Resources**

A graduation requirement for the program is an employer evaluation of ELCC standards and JIU program learning objectives. This assessment measures how effectively the program prepares candidates to synthesize and apply knowledge and practice through effective leadership in (1) facilitating the development and establishment of a school vision, (2) promoting a positive school culture, (3) leading school staff in the application of evidence-based instructional practices, (4) collaboratively working with staff to design comprehensive professional growth plans, (5) effectively managing school operations and resources, (6) collaborating with community members through a decision-making process, and (7) facilitating the development of effective policies and programs.

**6. The Ethical Leader: Developing an Ethical Leadership Process**

**Ethical Decision-Making: A Case Study** (Content assessment aligned to ELCC Standard 5.0)

**Year 1, Course 6: EDU 796: Ethical Leadership**

Each JIU candidate develops with his/her classmates an ethical decision-making process and provides a rationale. The process the group devises must have succinct, clearly defined steps and be broadly applicable to ethical dilemmas found in K-12 learning institutions. The candidate then identifies and describes his/her personal ethical leadership characteristics that form the basis for future decisions and identifies areas s/he needs to develop and resources to help become a stronger ethical leader.

**7. The Community Leader: Collaborating and Learning in Diverse Communities**

**Family, School, and Community: A Communication and Relations Strategic Plan**

(Professional skill assessment aligned to ELCC Standard 4.0)

**Year 2, Course 10: EDU 800: Collaboration and Learning in Diverse Communities**

Each JIU candidate develops with his/her classmates a communications and community relations strategic plan. The candidate analyzes and evaluates current and relevant literature on community relations leadership, creates a plan for changes that lead to greater community relations leadership, and reflects on plans for implementation.

**8. The Influential Leader: Understanding the Larger Political, Social, Economic, Legal and Cultural Context**

**The Influential Leader: Portfolio for Understanding the Larger Context** (Professional skill assessment aligned with ELCC Standard 6.0)

**Year 2, Course 12: EDU802: Understanding and Influencing Society**

Each JIU candidate develops with his/her classmates a statement of the educator's role which includes information on the role of law, governance, public education, or the political, cultural, or economic context supported by educational research and ELCC Standard 6.0. In addition, the candidate evaluates his/her personal leadership strengths and weaknesses relevant to understanding, responding to, and influencing the larger context, and creates a plan for improvement.

**Coherent and Systemic Assessment of Student Learning Model:**

The EdS program assessment and improvement model includes seven closely connected elements:

1. Academic Processes: Throughout the EdS program, students are involved in a number of academic processes that help them gain critical thinking, leadership, and research competence. These are:
  - professional reading
  - professional leadership development (ELCC Standards)
  - professional discussion
  - professional synthesizing projectsNote: “Professional writing” is infused in every academic process.
2. Assessment Rubrics: EdS professors set expectations and assess students’ critical thinking, leadership, and research competence by using these assessment rubrics:
  - professional abstract and critique rubric
  - professional leadership development report rubric
  - professional discussion rubric
  - professional synthesizing project rubric
3. Professional Deliverables: Students demonstrate their ability to think critically, lead, and research by submitting these professional deliverables:
  - professional abstracts and critiques
  - professional leadership development reports
  - professional discussion
  - professional synthesizing projects
4. Formative and Summative Assessment: EdS professors use both formative and summative assessment to evaluate students’ critical thinking, leadership, and research competence. All students receive regular, helpful formative feedback from their professors during each course and mentor session, and professors provide a meaningful summative assessment for each student’s professional deliverables.
5. Summative Assessment of Program Learning Outcomes: Because students’ professional leadership development is the EdS program’s ultimate goal, the program is judged against students’ success. Each year, the EdS Program Committee conducts a summative assessment of the EdS program against this goal. This assessment informs annual improvements to the program. The committee asks these questions:
  - Did students submit outstanding professional abstracts and critiques (as defined by the corresponding rubric)?
  - Did students submit outstanding professional leadership development reports (as defined by the corresponding rubric with applicable ELCC standards)?
  - Did students engage in professional discussion (as defined by the corresponding rubric)?
  - Did students submit outstanding professional synthesizing projects (as defined by the corresponding rubric)?
6. Summative Assessment of Program Design: Based on the EdS Program Committee’s summative assessment of program learning outcomes, the committee assesses the program design. This assessment informs annual improvements to the program. Based on questions drawn from Dr. Arthur Levine’s “Educating School Leaders” (<http://www.edschools.org/pdf/Final313.pdf>), the committee asks the following questions:
  - Are the program’s purposes explicit and focused on the education of practicing school leaders; do the goals reflect the needs of today’s leaders, schools, and children; and is the

definition of success tied to learning outcomes in the organizations led by students within the program?

- Does the curriculum mirror program purposes and goals? Is the curriculum rigorous, coherent, and organized to teach the knowledge and skills needed by leaders?
- Does the curriculum integrate the theory and practice of administration, and does it balance study in the university's virtual classrooms with the practice of leadership?
- Does the faculty include academics and practitioners who are experts in school leadership, up-to-date in their fields, intellectually productive, and firmly rooted in both the academy and the schools? Is the faculty's size and are the faculty's fields of expertise aligned with the curriculum and student enrollment?
- Are the admissions criteria designed to recruit students with the capacity and motivation to become successful school leaders?
- Are graduation standards high and are the degrees awarded appropriate to the profession?
- Is the research carried out in the program high quality, driven by practice, and useful to practitioners and/or policy makers?
- Do resources fully support the program?
- How well does the program engage in systemic self-assessment and improvement of its performance?

7. Post-Specialist Evaluations: The EdS Program Committee asks graduates to reflect on and evaluate the usefulness of their specialist studies. This evaluation informs annual improvements to the program. The committee asks graduates these questions:

- Were the program's purposes explicit and focused on the education of practicing school leaders?
- Did the program's goals reflect your needs and the needs of today's leaders, schools, and children?
- Did the program impact your ability to improve learning in the organization that you administer?
- Did the program's curriculum teach you the knowledge and skills that leaders need?
- Did the program balance the study of theory with field-based practice and allow you to learn from successful practitioners?
- Did the program's faculty credentials, field experience, scholarly expertise, teaching competence, and understanding of the program meet your expectations and facilitate your professional development?
- Were you adequately prepared to enter the program?
- Were the graduation standards set high?
- Is the degree you earned appropriate to your profession?
- Was the research you carried out in the program high quality, driven by practice, and useful to practitioners and/or policy makers?
- Did the university's resources fully support the program?
- Was the program's assessment model successful in improving the program's performance?

### **Professional Abstract and Critique Standards and Procedures:**

An abstract and critique is a doctoral-level review of a study that demonstrates the student's ability to: a.) summarize the points of a given article; and b.) consider the merits and demerits of the study. A successful abstract includes these distinguishing features:

1. The purpose of the work is stated precisely at the outset. (For articles and books that are not research-based, state the basic premise for the work.)
2. The scope of the work is stated precisely. The who, what, where, when, and how are explained.
3. The research design and methodology are stated precisely.
4. The findings and conclusions are stated precisely.
5. The limitations of the work to the topic being examined are stated precisely.
6. The way the work informs the discussion of the topic is stated precisely.

A successful critique includes these distinguishing features:

1. The critique is thoughtful and very well written.
2. The critique has a point of view and a confident voice.
3. The critique demonstrates mature critical thinking.
4. The critique demonstrates a mature understanding of theory.
5. The critique demonstrates a thoughtful understanding of relevant literature.
6. The critique advances the ways readers think.

### **Professional Leadership Development Report Standards and Procedures:**

A professional leadership development report is a narrative in which the student: a.) analyzes and evaluates the assigned ELCC Standard; b.) analyzes his/her current leadership capacity against the ELCC Standard; c.) analyzes and evaluates current and relevant literature on leadership regarding his/her personal strengths to build from or challenges to address against the ELCC Standard; d.) plans for and/or implements changes that lead to greater leadership capacity against the ELCC Standard; and e.) reflects on plans and/or evaluates implementation of changes against the ELCC Standard. In clear and concise narrative form, these reports are the student's formal, written communication with the course's professor.

### **Professional Discussion Standards and Procedures:**

EdS students engage in ongoing professional discussions with peers in the leadership program about their professional reading, professional leadership development (ELCC Standards) and professional synthesizing projects. A successful discussion includes the following distinguishing features. The student:

1. clearly demonstrates introspection and synthesis of ideas
2. clearly demonstrates relevance to readings and class discussions
3. clearly demonstrates a deep understanding of course content
4. clearly and persuasively expresses opinions
5. uses professional language
6. uses proper grammar and punctuation
7. adheres to JIU Netiquette Rules
8. posts often throughout the weekly period
9. engages participants in dialogue
10. clearly offers insightful comments or questions that build on comments from peers
11. advances the discussion in a meaningful and significant way
12. responds to all questions
13. is graceful, polite, and professional when disagreeing with a peer
14. clearly demonstrates mature critical thinking
15. clearly makes arguments that are relevant, focused, logical, and well supported

16. cites relevant resources (readings, module content, and personal experience) with appropriate detail
17. clearly provides concrete examples from own experience to support opinions

### **EdS Professional Synthesizing Projects Standards and Procedures:**

A professional synthesizing project is a doctoral-level research project that demonstrates the student's ability to apply theory learned in a course to the solution of a practical problem in the field. There are a number of distinguishing features of a successful professional synthesizing project that are briefly explained below. A successful professional synthesizing project:

1. is drawn from the real needs of a specific learning community (at the building, district, state, or federal level) and addresses important education questions or problems
2. has a sponsor—a leader or leadership team in the field—who has a real need for the project to be done. Appropriate sponsors include district leaders (superintendents and school boards), state legislators, state committees, professional associations, etc.
3. includes a step-by-step plan and a realistic timeline for completion within a course
4. employs well-defined success measures, benchmarks, tasks, roles and responsibilities, resources, and strategies
5. demonstrates the student's mature critical thinking as well as a thoughtful understanding of the education field's literature and theory
6. is extremely well written, has a point of view and a confident voice, and follows the *APA Publication Manual* standards
7. incorporates applicable course, program, and institutional learning objectives in a synthetic and interdisciplinary manner
8. is thoroughly researched, includes rich data from multiple sources, and provides analysis that is comprehensive and convincing
9. includes an argument that is focused, logical, rigorous, and sustained
10. provides a conclusion that ties the project together and advances the ways that readers think

The JIU School of Education EdS in K-12 Education Leadership program requires each student to demonstrate his/her mastery of program content by completing successfully the entire core-content course sequence which includes the cumulative capstone course.

1. current K-12 education theories
2. facilitating a shared vision of learning
3. public knowledge and public responsibility
4. ethical leadership
5. leadership and the art of change management
6. leading K-12 organizations that foster learning
7. the future of K-12 education and democracy
8. collaboration and learning in diverse communities
9. K-12 education policy analysis for school leaders
10. understanding and influencing society
11. managing learning organization resources
12. EdS capstone course

## **E. Professors**

To ensure program quality, every EdS course is developed and taught by a highly qualified professor who:

1. holds a terminal degree, is fully prepared and up to date in the academic area, and knows what students should learn to be successful in the field
2. has at least five years of relevant and tested experience in the field
3. is published in their field of expertise
4. knows how to conduct research appropriate to the program and degree
5. is an accomplished teacher in the academic area, with a record of five or more years of successful teaching
6. seeks and values the active participation of all students and
7. is fully involved in the ongoing development of the program's curriculum, instruction, assessment, and professional development

## **F. Principal and Administrator Licensure**

The School of Education at Jones International University, an institution regionally accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, is authorized by the State of Colorado to offer graduate preparation programs leading to principal and administrator licensure. It is therefore possible for EdS candidates in the School of Education to pursue principal or administrator (superintendent) licensure while completing coursework for the specialist in K-12 Education Leadership.

There are three potential routes to initial principal or administrator licensure for JIU specialist candidates:

1. A candidate might be able to qualify for initial principal or administrator licensure in his/her home state.
2. A candidate might obtain an initial principal or administrator license in Colorado and might be able to qualify for initial licensure in his/her own state using principles of interstate reciprocity.
3. A candidate might be able to complete all requirements for initial principal or administrator licensure in Colorado, except the relevant Colorado exam requirement, and obtain and present to the home state department of education a letter from the Colorado Department of Education (CDE).

NOTE: Though these routes to principal or administrator licensure are options, it is the candidate's responsibility to know and meet all licensure requirements in his/her state.

### **Principal and Administrator Licensure Procedures and Requirements**

1. Candidates should let their Academic Service Counselor know as soon as possible that they are considering principal or administrator licensure as part of their specialist degree program preparation.
2. For those EdS candidates seeking an initial Colorado principal or administrator license, Colorado's PLACE exam (#80 for principals, # 81 for administrators) must be taken and passed prior to applying to the CDE for licensure.
3. For those EdS candidates seeking an initial Colorado principal license, Colorado requires that all candidates provide evidence that they have completed three years of licensed work with K-12

students in an educational setting. This requirement does not apply to those seeking initial licensure as an administrator.

4. The candidate must recognize that it is his/her responsibility to understand and meet licensure requirements in his/her state and must sign the PK-12 Educators Program Checklist.
5. The candidate may apply to the School of Education for an Institutional Recommendation (IR) attesting to the candidate's qualification for initial licensure upon completion of licensure requirements, including the passing of a state licensure / professional content exam.

## **G. EdS Graduation Advising Sheet**

The advising sheet for the JIU School of Education EdS in K-12 Education Leadership program is intended to help students plan for their success. Students who have questions about this graduation advising sheet should contact their academic services counselor.

Graduation Requirements for the EdS in K-12 Education Leadership Degree:

\_\_\_\_\_ Minimum 3.0 Cumulative Grade Point Average

### **Successful Completion of Core Content Courses:**

1. \_\_\_\_\_EDU790 Current K-12 Education Theories
2. \_\_\_\_\_EDU791 Facilitating a Shared Vision of Learning (Key Assessment 2)
3. \_\_\_\_\_EDU795 Public Knowledge and Public Responsibility
4. \_\_\_\_\_EDU796 Ethical Leadership (Key Assessment 6)
5. \_\_\_\_\_EDU797 Leadership and the Art of Change Management
6. \_\_\_\_\_EDU798 Leading K-12 Organizations that Foster Learning (Key Assessment 3)
7. \_\_\_\_\_EDU799 The Future of K-12 Education and Democracy
8. \_\_\_\_\_EDU800 Collaboration and Learning in Diverse Communities (Key Assessment 7)
9. \_\_\_\_\_EDU801 K-12 Education Policy Analysis for School Leaders
10. \_\_\_\_\_EDU802 Understanding and Influencing Society (Key Assessment 8)

\_\_\_\_\_ Completion of one of the following Licensure Exams (recommended prior to EDU803 and required prior to graduation): Colorado PLACE (#80 "Principal") / Educational Testing Service: Praxis II: Educational Leadership (#0410) / Educational Testing Service: School Leaders Licensure Assessment (#1010) (Key Assessment 1)

11. \_\_\_\_\_EDU803 Managing Learning Organization Resources (Key Assessments 4 and 5)

### **Successful Completion of Capstone Course:**

12. \_\_\_\_\_EDU804 EdS Capstone Course