

# Educational Leadership

The USM Educational Leadership program facilitates the career goals of education professionals, from classroom teachers who aspire to school leadership to experienced administrators who are pursuing advanced positions at the district level. The program focuses on the preparation of leaders for educational settings that promote equal learning opportunities for all students and prepares graduates to:

- Evaluate research and use it as a tool to improve educational practice.
- Analyze and understand teaching as a science, an art, and a craft, and develop strategies for its improvement.
- Plan, implement, and evaluate programs of instruction that promote learning for all students.
- Establish clear learning standards and multiple forms of assessment of student learning.
- Work effectively as a member of a team and as a collaborative change agent.
- Demonstrate reflective practice tools, strategies, and habits of mind.
- Use appropriate communication when interacting with the internal and external environments.

## ASSISTANT PRINCIPAL CERTIFICATE

This program is designed to meet the state requirements for a Maine assistant principal's certificate and to provide a foundation for graduate work in educational administration. Students must show evidence of three or more years of teaching to apply to the program. This 12-credit program includes the following courses:

- EDU 670 Introduction to Leadership
- EDU 671 Organizational Behavior
- EDU 678 School Law
- EDU 679 Evaluation and Supervision of School Personnel

At the conclusion of the certificate program, students will have satisfied state requirements for a Maine assistant principal's certificate and will receive a USM certificate of program completion which can be cited on resumes and vitae. Upon completion, students will have also completed a significant part of the coursework for the Master's degree or Certificate of Advanced Study in Educational Leadership.

## ATHLETIC ADMINISTRATOR CERTIFICATE

This program is designed to prepare students for the responsibilities of the athletic administrator in middle and high schools of Maine. Students who complete the Athletic Administrator Certificate Program will have impressive graduate background in athletic administration, including Introduction to Athletic Administration and Sports Law and Regulation Compliance.

## PROGRAM OPTIONS

### Certificates of Graduate Study (rolling admission for certificate)

- Middle Level Education
- Assistant Principalship
- Athletic Administration

### Master of Science in Education in Educational Leadership

- Professional Teacher in a Democratic Society
- School Administration
- Special Education Administration

### Post-Master's Certificate of Advanced Study in Educational Leadership

### Rolling Admission Application Deadlines

#### Priority Deadlines

September 1  
October 15  
February 1  
March 15  
May 1

#### Matriculation Dates

Spring Semester  
Spring Semester  
Summer Semester  
Summer Semester  
Fall Semester

In addition, as part of the Athletic Administrator Certificate program, students will complete the required courses for the Assistant Principal Certificate which qualifies them for a State of Maine assistant principal's certificate. Students must show evidence of three or more years of teaching to apply to the program. Thus, students who successfully complete this program will be awarded two USM certificates, both of which can be included on resumes and vitae, and will be eligible for Maine certification as an assistant principal. Upon completion, students will have also completed a significant part of the coursework for the Master's degree or Certificate of Advanced Study in Educational Leadership.

Required courses, which can be taken in any sequence, include:

- EDU 670 Introduction to Leadership
- EDU 671 Organizational Behavior
- EDU 678 School Law
- EDU 679 Evaluation and Supervision of School Personnel
- EDUX 690 Introduction to Athletic Administration\*
- EDUX 691 Sports Law and Regulation Compliance\*

\* NOTE: These courses are offered every three years (2009-10).

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## MIDDLE LEVEL EDUCATION CERTIFICATE

This program is designed to meet the professional knowledge area requirements for the state middle level teacher endorsement and to provide a foundation for graduate work in middle education. The 12-credit program includes the following courses, which may be taken in any sequence:

- EDU 514 Improving Teaching in the Content Areas through Literacy
- EDU 615 Middle Level Curriculum and Organization
- EDU 617 Teaching in the Middle Level School
- HRD 669 Adolescent Development

At the conclusion of the certificate program, students will have satisfied the State of Maine professional knowledge area requirements for middle level teacher endorsement and will receive a USM certificate of completion which can be cited on resumes and vitae. Students are required, however, to meet the academic and professional content area requirements, as established by the state, to receive the middle level endorsement. Upon completion, students will have also completed a significant part of the coursework for the Master's degree or Certificate of Advanced Study in Educational Leadership.

Note: In order to earn middle-level endorsement, candidates must also complete 18 credit hours in each of two academic disciplines.

## M.S. ED. IN EDUCATIONAL LEADERSHIP, PROFESSIONAL TEACHER IN A DEMOCRATIC SOCIETY

**As of spring 2008, we are no longer accepting applications to this educational strand. If interested in teacher leadership, review the Professional Educator program at [www.usm.maine.edu/cehd/Professional\\_Educator/](http://www.usm.maine.edu/cehd/Professional_Educator/)**

The teacher leadership area of study engages experienced teachers in thoughtful examination of the demands and rewards of teaching in a democratic society. Although the program may lead to certification as curriculum coordinator or other administrative roles, it is equally appropriate for the classroom teacher who simply wants to make a difference in her or his setting. In addition to the common elements listed above, graduates of the teacher leadership area (the Professional Teacher in a Democratic Society) will be able to:

- a) evaluate the societal values, trends, and issues that impact education;
- b) evaluate potential roles, responsibilities, and standards for professional teachers in a democratic society;
- c) develop culturally responsive strategies that foster inclusion and access for all students;
- d) assess both student outcomes and features of learning communities, using both qualitative and quantitative data;
- e) demonstrate expertise in an area of concentration relevant to their own settings; and
- f) complete extensive action research projects drawing upon multiple resources and strategies.

## Course Requirements (39 credits)

### Core Courses (21 credits)

- EDU 600 Research Methods and Techniques
- EDU 601 Naturalistic Inquiry
- EDU 603 Analysis of Teaching
- EDU 605 Teaching, Learning, and Assessment
- EDU 608 Curricular Contexts for Teaching in a Democratic Society
- EDU 610 The Professional Teacher in a Democratic Society
- EDU 680 Professional Learning in Schools

### Capstone (6 credits)

- EDU 612 Practicum/Seminar

### Concentration (12 credits)

#### Self-Designed Concentration

Students may design individual concentrations under the supervision and with the approval of their advisors.

#### Curriculum Concentration

- EDU 671 Organizational Behavior
- EDU 679 Evaluation and Supervision of School Personnel
- EDU 680 Professional Learning in Schools

One additional curriculum course

One HCE or HRD course such as

- HCE 626 Group Process and Procedures
- HRD 631 The Adult Learner

Special education requirement met in undergraduate or inservice education.

#### Middle Level Concentration

- EDU 514 Improving Teaching in the Content Areas through Literacy
- EDU 615 Middle Level Curriculum and Organization
- EDU 617 Teaching in the Middle Level School
- EDU 619 Special Topics in Middle Level Education
- HRD 669 Adolescent Development

Note: In order to earn middle-level endorsement, candidates must also complete 18 credit hours in each of two academic disciplines.

## M.S. ED. IN EDUCATIONAL LEADERSHIP, SCHOOL ADMINISTRATION

This program leads to certification in Maine as a building principal for certified teachers with at least three years of teaching experience. As a result of this program, students will be able to understand the culture of schools, leadership theories, and the impact of the leadership function, assess school climate and culture and develop a positive organizational environment for adult and student learning, understand the politics of decision making and how to make decisions that promote the school-wide agenda for learning, and fulfill the daily operations and management requirements of the principalship or directorship.

Students will also understand legal constraints and precedents which dictate educational policy and practice, be able to supervise and evaluate teacher performance and provide positive mechanisms for the improvement of practice and understand and apply knowledge about adult learning and teacher development. *Suggested courses to begin with include EDU 603 or 617, EDU 604 or 615, EDU 605, EDU 670.*

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## Course Requirements (36 credits)

### Core Courses (12 credits)

- EDU 600 Research Methods and Techniques
- EDU 603 Analysis of Teaching **OR**
- EDU 617 Teaching in the Middle Level School
- EDU 604 Curriculum Development **OR**
- EDU 615 Middle Level Curriculum and Organization
- EDU 605 Teaching, Learning, and Assessment

### Specialty Courses (24 credits)

- EDU 670 Introduction to Leadership
- EDU 671 Organizational Behavior
- EDU 678 School Law
- EDU 679 Evaluation and Supervision of School Personnel
- EDU 677 Seminar in School Management
- EDU 685 Internship in Administration  
(three semesters, nine credits)

Note: Students interested in gaining certification for the principalship and director of special education may take advantage of a combined internship opportunity. Check with the Educational Leadership program coordinator.

## M.S. ED. IN EDUCATIONAL LEADERSHIP SPECIAL EDUCATION ADMINISTRATION

This program leads to certification in Maine as a director of special education for special education teachers with at least three years of experience. As a result of this program, students will be able to understand the culture of schools, leadership theories, and the impact of the leadership function, assess school climate and culture and develop a positive organizational environment for adult and student learning, understand the politics of decision making and how to make decisions that promote the school-wide agenda for learning and fulfill the daily operations and management requirements of the principalship or directorship.

Students will also understand legal constraints and precedents which dictate educational policy and practice, be able to supervise and evaluate teacher performance and provide positive mechanisms for the improvement of practice and understand and apply knowledge about adult learning and teacher development. *Suggested courses to begin with include EDU 603, SED 682, SED 684.*

## Course Requirements (36 credits)

- EDU 600 Research Methods and Techniques
- EDU 603 Analysis of Teaching
- SED 618 Programming for Learners with Special Needs
- EDU 671 Organizational Behavior
- EDU 677 Seminar in School Management
- EDU 678 School Law
- EDU 679 Evaluation and Supervision of School Personnel
- SED 682 Special Education Law
- SED 684 Administration in Special Education
- EDU 686 Internship in Special Education Administration  
(three semesters, nine credits)

## POST-MASTER'S CERTIFICATE OF ADVANCED STUDY IN EDUCATIONAL LEADERSHIP

The Post-Master's Certificate of Advanced Study (C.A.S.) in Educational Leadership is designed for practicing educators including teachers, principals, curriculum directors, and superintendents who are interested in pursuing advanced academic work in educational reform and leadership. The C.A.S. is a post-master's program that requires 30 credit hours of graduate coursework including a joint seminar and capstone experience. Students engage in careful reading of research and scholarship, oral and written presentations, and action research.

Upon completion of the program, students will have demonstrated self-assessment and reflective practice tools, skills, and habits of mind, research design and methodological decision-making skills, advanced oral and written communication skills, knowledge of current scholarship in educational reform and leadership, and capacity for connecting theory and practice in posing and solving educational problems.

The program is flexible so that the research interests and professional experiences of students can be accommodated. There are few required courses so that students may design their own concentration. If desired, Maine certification as a superintendent, principal, assistant principal, or curriculum coordinator may also be earned while completing the C.A.S. program.

## Course Requirements (30 credits)

### Self-Designed Concentration (24-27 credits)

Graduate work may be taken in any existing graduate program within the College of Education and Human Development or USM's Muskie School of Public Service, School of Business, College of Arts and Sciences, or from other institutions, with the approval by the faculty advisor.

### Capstone Project (3-6 credits)

Three capstone project options are available:

- EDU 612 Educational Leadership Practicum
- EDU 665 C.A.S. Directed Study
- EDU 685/686/687 Internship in Principalship, Special Education Administration, or Superintendency

### For More Information Contact:

#### Program Coordinator

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