

# **M.ED. in Educational Leadership Quick Help Guide**



**2019–2020 Academic Year**

Department of Education Faculty/Staff

Dr. Adrienne Wilson- Educational Leadership Coordinator  
awilson@ut.edu

Dr. Gina M. Almerico - Professor, Director of Educator Preparation Programs/Certification Ombudsman  
galmerico@ut.edu

Professor Megan Civil – Secondary/K-12 Internship Coordinator  
mcivil@ut.edu

Dr. Edward Cloutier - Associate Professor  
ecloutier@ut.edu

Dr. Suzanne Ensmann – Assistant Professor  
sensmann@ut.edu

Dr. Tony Erben, Associate Professor, Chair, Department of Education, ESOL Coordinator  
terben@ut.edu

Dr. Pattie Johnston – Associate Professor, Coordinator C&I M.Ed. Program  
pjohnston@ut.edu

Ms. Jana Kreger – Staff Assistant I  
jkreger@ut.edu

Dr. Patty O’Grady – Associate Professor  
pogrady@ut.edu

Dr. Hunter O’Hara – Professor  
hohara@ut.edu

Dr. Enilda Romero-Hall – Assistant Professor, Coordinator IDT M.S. Program  
eromerohall@ut.edu

Dr. Tammy Schimmel – Associate Professor  
tschimmel@ut.edu

Dr. Theoni Soublis – Professor  
tsoublis@ut.edu

Professor Merrie Tankersley - Director of Clinical Education  
mtankersley@ut.edu

Ms. Shenise Tyson – Staff Assistant II  
styson@ut.edu

**The Department of Education Educational Leadership M.Ed. Program**

**Entering Educational Leadership M.Ed. Candidates** – Upon admission to The University of Tampa, candidates must declare the M.Ed. in Educational Leadership their program. Applicants must meet ALL entry requirements (see below) before admittance is granted.

**Advising**

All Educational Leadership M.Ed. majors must be officially assigned to the Educational Leadership Coordinator as their education faculty member advisor. Additionally, all candidates enrolled in an education program should be listed officially as an education major in a specific program.

Candidates should become familiar with the role of the Office of Graduate and Continuing Studies Advisors:

|   |
|---|
| Office of Graduate and Continuing Studies (OGCS) ADVISOR DUTIES |
|---|

1. Serve as liaison between Graduate & Continuing Studies admissions and academic programs in assisting newly admitted students.
2. Work with relevant faculty; assist Graduate & Continuing Studies students with developing appropriate programs of study and understanding academic requirements.
3. Assist non-business graduate program directors in managing activities related to outreach to students and maintaining student records.
4. Maintain close contact with Registrar and relevant faculty on all issues pertaining to part-time, adult student requirements and records.
5. Continually update knowledge of all curricula and requirements for Graduate and Continuing Studies.
6. Coordinate services to support adult students.

**Admission to the Educational Leadership M.Ed. Program (Traditional Program)**

To be accepted into the Educational Leadership M.Ed. graduate education program, applicants must meet the following requirements:

Completed application for the University. Please note admissions for applicants in the Educational Leadership Program will be processed through the admissions area of the Office of Graduate and Continuing Studies. \$40 application fee.

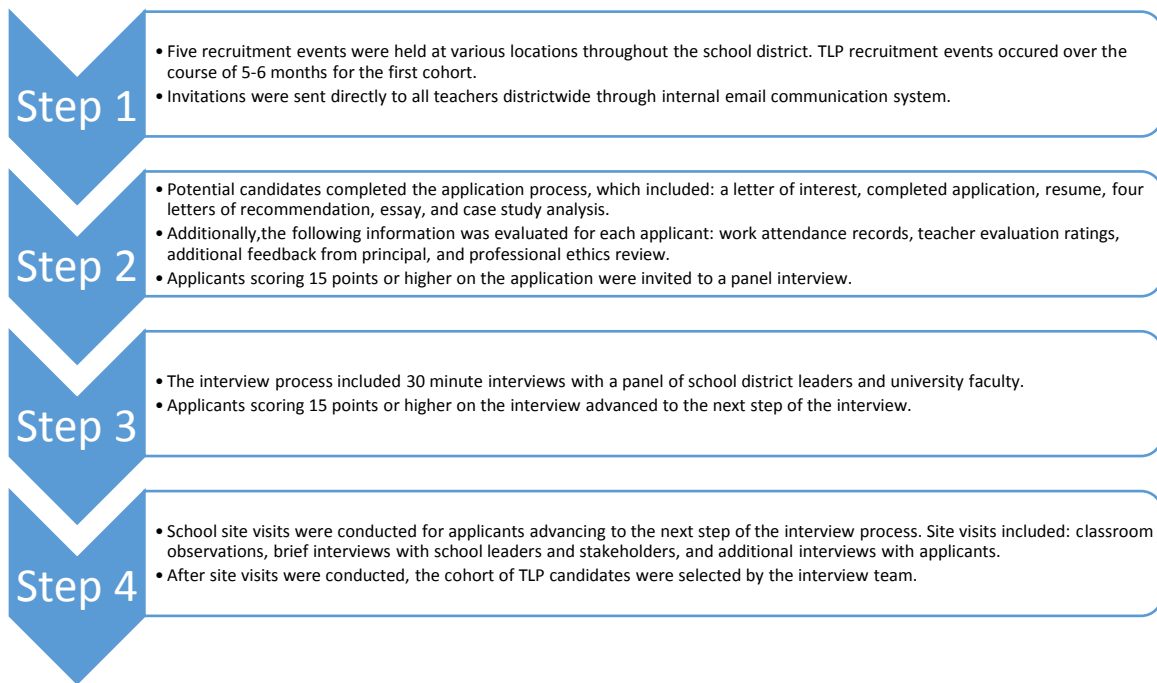
- Undergraduate official transcripts for all previous college work received directly from each institution:
  - ↳ Applicants must have earned a four-year degree from a regionally accredited institution.
  - ↳ Applicants need to have an overall GPA of 3.0 out of a possible 4.0.
- Current teaching certificate.
- A minimum of at least two years successful teaching experience.
- Demonstration of instructional expertise as evidenced by a rating of effective or higher on teacher evaluations from the preceding 2 years and demonstrated positive impacts on student learning via VAM score reports (preceding 2 years).
- Demonstration of leadership potential as evidenced by documentation of relentless focus on helping colleagues succeed in making a positive impact on student learning.
- Two letters of recommendation from educational peers or supervisors one of which is the current or most recent supervisor.
- Test of English as a Foreign Language (TOEFL) for applicants whose primary language is not English.

- Interview – the applicant in the traditional program will partake in an admission interview as part of the admission process. Applicants for “Turn-Around Leadership Program” will participate in an interview conducted by the Hillsborough County School District and the University of Tampa.

Note: A background check will be conducted on applicants. Candidates in the graduate program are required to submit a Criminal Record Information Form which entails a complete criminal background check.

**Admission to the Educational Leadership M.Ed. Program (“Turn-Around Leadership Program”)**

The selection process described above is used on all applicants. The admission criteria for applicants in the “Turn-Around Leadership Program,” offered in collaboration with the HCSD, are more extensive than those shared above and are further detailed below:



**Overview of the Interview Protocol**

The purpose of the admission interview is to understand in detail how applicants perform various aspects of their work. This interview process allows interviewers to gain a deeper perspective of the applicant going beyond the traditional question and answer format of most interviews. This interview should take approximately 25 minutes.

Questions are framed in an open-ended format to allow applicants opportunities to describe in detail their actions and thinking in past work events. Research suggests that knowing specifically what applicants have done in the past to achieve success is a strong predictor of future success. To arrive at such an understanding, applicants are asked to recall past events where they have felt successful or have dealt with certain situations in a work setting.

**Educational Leadership Internship Field Study Task Professional Development Booklet**

During the Educational Leadership Internship, candidates will utilize the *Educational Leadership Internship Field Study Task Professional Development Booklet* to document work conducted and assessed in the field across the three internship semesters. The booklet in its entirety must be submitted at the completion of the internship experience. Successful completion of the booklet and all of its contents is a requirement for graduation.

### **Purpose of the Booklet**

The booklet contains the following:

- A chronological listing of all required coursework in the program indicating standards aligned to each course and internship experience.
- A description of the Field-Based Critical Assessment Tasks found in each course the intern is required to successfully complete as a requirement for graduation.
- A checklist interns are to follow for each Field-Based Critical Assessment Task assignment.
- The District Supervisor Feedback Page – to be completed by the district supervisor at the completion of the task, copied, and submitted to the Educational Leadership Coordinator upon completion. Candidates are required to earn a rating of “2” or better to successfully demonstrate competence on each task indicator.
- The University Supervisor Feedback Page – to be completed by the university supervisor and submitted to the Educational Leadership Coordinator upon completion.
- The Educational Leadership Internship Bi-Weekly Evaluation form which will need to be duplicated and submitted bi-weekly to the Educational Leadership Coordinator/Professor of the seminar course EDL 606.
- The Educational Leadership Final Evaluation form (2 are included) which is to be completed by the district supervisor and the university supervisor and submitted to the Educational Leadership Coordinator at the completion of the third internship experience.
- The Educator Disposition Assessment (EDA) – to be completed by the district supervisor and the university supervisor after the first and second internship experiences.

Interns are responsible for the booklet and must ensure it is submitted to the Educational Leadership Coordinator in its entirety at the end of the last semester of the internship. Failure to submit a completed booklet with successful ratings will jeopardize program completion.

### **EDL 606 Educational Leadership Internship**

The course, EDL 606 Educational Leadership Internship, is taken for one (1) credit each semester in the program (summer, fall, spring). Interns will complete a total of three (3) credit hours in the internship at their current employment school-based site under the tutelage of a district supervisor. Internship field critical tasks are embedded in each of the required courses in the program thus allowing candidates to apply theory to practice in a timely, meaningful, and relevant manner. The internship will focus on the realistic, on-the-job situations in those areas of leadership aligned to the Florida Principal Leadership Standards (FPLS) and those which resonate with each intern.

### **Educator Disposition Assessment (EDA) for Educational Leadership**

The Educator Disposition Assessment (EDA) for Educational Leadership instrument was developed to ascertain that each candidate/completer possesses the required professional behaviors relevant for professional practices and work characteristics in his or her field. In the Educational Leadership Program, candidates will be assessed using the EDA: EDL throughout the program. The EDA: EDL forms must be completed by Department of Education faculty. The applicant will select one EDU faculty to complete the form at the end of semester one and a different EDU professor to complete the form at the end of semester two. Faculty members will submit completed EDA: EDL forms to the Department Chair. Upon request, applicants may view the completed forms. Candidates must earn a rating of “2” or higher to continue in the program. If the candidate earns a rating of “1” on any disposition/indicator, he/she will meet with the Department Chair, the Educational Leadership Coordinator, and a member of the ARD/CP Committee for a formal interview with results of that conversation documented in the candidate’s file. Based on the interview, the Chair, the Educational Leadership Coordinator, and a member of the ARD/CP Committee will: 1) recommend dismissal from the program, 2) recommend the candidate must enroll in EDU 680 for intervention and remediation, or 3) allow the candidate to continue in the program with no conditions.

**Retention Requirements**

To continue graduate teacher education studies at The University of Tampa, the candidate must:

- maintain a minimum GPA of 3.0,
- complete all required field assignments satisfactorily,
- demonstrate appropriate professional dispositional behaviors

**The Department of Education Graduate Committee  
Dismissal Process**

Students/candidates may be dismissed from their program by the Education Department. The process for dismissal from the department is delineated below. Please note that a student/candidate may be considered for dismissal based on professor concerns, unacceptable attainment of critical tasks, acceptable level of academic achievement (GPA dropping below a 3.0), or dispositional issues.

1. Notification is brought to the chair of the Department of Education and the chair of the ARD/CP Committee that expresses specific concerns about the student/candidate continuing in the department.
2. The student/candidate is notified of the specifics of the concern(s) by email. The email includes reasons for the concerns and outlines the processes of Department of Education ARD/CP Committee and appeals. A meeting is then arranged allowing the student to speak to the Department of Education ARD/CP Committee.
3. The meeting is held and the Department of Education ARD/CP Committee documents their decision.
4. The student/candidate is informed of the decision via email and certified letter.
5. If the finding supports dismissal, the student/candidate may appeal the decision to the Associate Dean of Graduate and Continuing Studies.

**The University of Tampa  
Educational Leadership M.Ed. Course Alignment Table**

**The University of Tampa  
Educational Leadership  
Courses/Alignment Table  
TRADITIONAL PROGRAM**

**Summer Semester**

| Course   | Florida Principal Leadership Standards   | FELE Goals  | Tasks  | Delivery Mode    |
|--|--|---|--|------------------|
| EDL 601: Instructional Leadership (3 Cr.)                                | Domain 1<br>Standard 2<br>Domain 2<br>Standard 3, 4,<br>(assessed); 5 (addressed)                              | Subtest 1<br>Competency 1, 2, 3, 4                        | Professional Development Training and Presentation<br><br>Instructional Coaching Cycle Portfolio<br><br>Final Exam | Face to Face     |
| EDL 602: Organizational Leadership, Safety and Decision Making (3 Cr.)   | Domain 3<br>Standard 6, 7 (assessed);<br>8 (addressed)   | Subtest 2<br>Competency 3<br>Subtest 3<br>Competency 1, 2 | Leadership Model or Theory Analysis task<br><br>Crisis Management Plan   | Face to Face     |
| EDL 603 Human Resources, Recruitment, Development, and Retention (3 Cr.) | Domain 2<br>Standard 4 (assessed);<br>Domain 3<br>Standard 7 (assessed);<br>Domain 4<br>Standard 10 (assessed) | Subtest 2<br>Competency 1, 2, 3, 4                        | Human Resources Site Assessment<br><br>Human Resources Case Study  | Hybrid / Blended |

|  |   |   |  |                |
|--|---|---|--|----------------|
| EDL 604: Curriculum and Achievement (3 Cr.)                    | Domain 2<br>Standard 3<br>Domain 3<br>Standards 6, 8  | Subtest 1<br>Competency 4   | Master Schedule<br>Evaluation<br><br>FELE Written<br>Performance Assessment<br><br>Curriculum Development<br>for Special Needs<br>Population | Hybrid/Blended |
| EDL 610: Communication & Technology for School Leaders (3 Cr.) | Domain 2 Standard 4 (assessed)<br>Domain 3<br>Standards 6 & 9 (assessed)                            | Subtest 3<br>Competency 2   | Media and Marketing<br>Plan<br><br>Technology Plan and<br>Presentation   | Hybrid/Blended |
| EDL 606: Educational Leadership Internship (1 Cr.)             | Standards aligned to the courses taken this semester  | Standards aligned to the courses taken this semester  | Field Study Tasks for courses taken during the semester  | Hybrid/Blended |
| EDU 680: Professional Development (0 Cr.)                      | If mastery is not achieved, candidates are enrolled in EDU 680 and a remediation plan is developed. | If mastery is not achieved, candidates are enrolled in EDU 680 and a remediation plan is developed. | If mastery is not achieved, candidates are enrolled in EDU 680 and a remediation plan is developed.  | Face to Face   |

**Fall Semester**

| Course   | Florida Principal Leadership Standards  | FELE Goals  | Tasks   | Delivery Mode  |
|--|---|---|---|----------------|
| EDL 605: School Budgeting and Finance (3 Cr.)      | Domain 3<br>Standard 8  | Subtest 3<br>Competency 3   | School Budget Project<br><br>Mid-term Exam<br><br>Final Exam  | Face to Face   |
| EDL 607: School Law/Community Relations (3 Cr.)    | Domain 4<br>Standard 10   | Subtest 3<br>Competencies 4, 5  | Creation of School Law<br>Case Study<br><br>Mid-term Exam<br><br>Final Exam                         | Face to Face   |
| EDL 606: Educational Leadership Internship (1 Cr.) | Standards aligned to the courses taken this semester  | Standards aligned to the courses taken this semester  | Field Study Tasks for courses taken during the semester   | Hybrid/Blended |
| EDU 680: Professional Development (0 Cr.)          | If mastery is not achieved, candidates are enrolled in EDU 680 and a remediation plan is developed. | If mastery is not achieved, candidates are enrolled in EDU 680 and a remediation plan is developed. | If mastery is not achieved, candidates are enrolled in EDU 680 and a remediation plan is developed. | Face to Face   |

**Spring Semester**

| Course  | Florida Principal Leadership Standards   | FELE Goals                   | Tasks  | Delivery Mode |
|---|--|------------------------------|--|---------------|
| EDL 608: Data Driven Leadership (3 Cr.)                   | Domain 1<br>Standard 1   | Subtest 1<br>Competency 1, 3 | Data Chat with School<br>Administrator<br><br>Data Table Assessment<br><br>School Data Profile     | Face to Face  |
| EDL 612: Problem Solving and Visionary Leadership (3 Cr.) | Domain 1 Standard 1 (assessed)<br>Domain 2 Standard 5 (assessed)<br>Domain 3<br>Standards 6, 7, 9 (assessed)<br>Domain 4<br>Standard 10 (assessed) | Subtest 3<br>Competency 1    | Mission and Vision<br>Interviews<br><br>Problem Solving Case<br>Analysis and Class<br>Presentation | Face to Face  |

|  |   |   |   |                |
|--|---|---|---|----------------|
| EDL 606: Educational Leadership Internship (1 Cr.) | Standards aligned to the courses taken this semester  | Standards aligned to the courses taken this semester  | Field Study Tasks for courses taken during the semester   | Hybrid/Blended |
| EDU 680: Professional Development (0 Cr.)          | If mastery is not achieved, candidates are enrolled in EDU 680 and a remediation plan is developed. | If mastery is not achieved, candidates are enrolled in EDU 680 and a remediation plan is developed. | If mastery is not achieved, candidates are enrolled in EDU 680 and a remediation plan is developed. | Face to Face   |

**Educational Leadership M.Ed. Course Alignment Table  
Turnaround Leadership Cohort  
TWO YEAR COURSE OF STUDY**

**Semester I (Fall, Year 1)**

| Course  | Florida Principal Leadership Standards   | FELE Goals   | Delivery Mode  | Tentative Schedule  |
|---|--|--|----------------|---|
| EDL 612: Problem Solving and Visionary Leadership (3 Cr.) | Domain 1 Standard 1 (assessed)<br>Domain 2 Standard 5 (assessed)<br>Domain 3 Standards 6, 7, 9 (assessed)<br>Domain 4 Standard 10 (assessed) | Subtest 3 Competency 1                               | Face to Face   | August 25 – August 27<br>Friday, 6:00 – 8:50pm<br>Saturday, 9am – 1pm<br>Sunday, 9am – 1pm<br><br>Every Wednesday<br>6:00 – 8:50pm<br>August 30 – October 11  |
| EDL 608: Data Driven Leadership (3 Cr.)                   | Domain 1 Standard 1  | Subtest 1 Competency 1, 3                            | Face to Face   | October 13 – October 15<br>Friday, 6:00 – 8:50pm<br>Saturday, 9am – 1pm<br>Sunday, 9am – 1pm<br><br>Every Wednesday<br>6:00-8:50pm<br>October 18 – December 6 |
| EDL 606: Educational Leadership Internship (1 Cr.)        | Standards aligned to the courses taken this semester   | Standards aligned to the courses taken this semester | Hybrid/Blended | Seminar schedule is to be determined  |

**Semester II (Spring, Year 1)**

| Course   | Florida Principal Leadership Standards  | FELE Goals   | Delivery Mode  |
|--|---|--|----------------|
| EDL 603 Human Resources, Recruitment, Development, and Retention (3 Cr.) | Domain 2 Standard 4 (assessed);<br>Domain 3 Standard 7 (assessed);<br>Domain 4 Standard 10 (assessed) | Subtest 2 Competency 1, 2, 3, 4                      | Face to Face   |
| EDL 604: Curriculum and Achievement (3 Cr.)                              | Domain 1 Standard 2   | Subtest 1 Competency 4                               | Face to Face   |
| EDL 606: Educational Leadership Internship (1 Cr.)                       | Standards aligned to the courses taken this semester  | Standards aligned to the courses taken this semester | Hybrid/Blended |

**Semester III (Summer, Year 1)**

| Course   | Florida Principal Leadership Standards                                | FELE Goals             | Delivery Mode |
|--|---|------------------------|---------------|
| EDL 610: Communication & Technology for School Leaders (3 Cr.) | Domain 2 Standard 4 (assessed)<br>Domain 3 Standards 6 & 9 (assessed) | Subtest 3 Competency 2 | Face to Face  |



**Semester IV (Fall, Year 2)**

| Course  | Florida Principal Leadership Standards                  | FELE Goals                | Delivery Mode |
|---|---|---------------------------|---------------|
| EDL 601: Instructional Leadership (3 Cr.)     | Domain 2<br>Standard 3, 4,<br>(assessed); 5 (addressed) | Subtest 1<br>Competency 2 | Face to Face  |
| EDL 605: School Budgeting and Finance (3 Cr.) | Domain 3<br>Standard 8                                  | Subtest 3<br>Competency 3 | Face to Face  |

**Semester V (Spring, Year 2)**

| Course   | Florida Principal Leadership Standards                 | FELE Goals  | Delivery Mode  |
|--|--|---|----------------|
| EDL 602: Organizational Leadership, Safety and Decision Making (3 Cr.) | Domain 3<br>Standard 6, 7 (assessed);<br>8 (addressed) | Subtest 2<br>Competency 3<br>Subtest 3<br>Competency 1, 2 | Face to Face   |
| EDL 607: School Law/Community Relations (3 Cr.)                        | Domain 4<br>Standard 10                                | Subtest 3<br>Competencies 4, 5                            | Face to Face   |
| EDL 606: Educational Leadership Internship (1 Cr.)                     | Standards aligned to the courses taken this semester   | Standards aligned to the courses taken this semester      | Hybrid/Blended |