



**Department of Education &  
Human Development**

**Imagine This . . .**

**A Master's Degree  
In  
Educational Leadership**

Leading to an Educational Leader I Certification

**. . . could be yours!**

**Educational Leadership  
Preparation Program**

**For additional information, contact:**

**Dr. Ruth Ray, Department Chair—[ruth.ray@lsus.edu](mailto:ruth.ray@lsus.edu) or  
Dr. Julie Bergeron, Program Director—[julie.bergero@lsus.edu](mailto:julie.bergero@lsus.edu)**

# Educational Leadership Preparation Program

Dear Educational Leader Candidate,

Thank you for your interest in this program of study. The Educational Leadership preparation program at Louisiana State University Shreveport is dedicated to providing the best possible program. The use of NCATE/ELCC and ISLLC standards aligned with the Standards for School Principals in Louisiana (SSPL) forms the foundation for the leadership program's knowledge and skill base within the Department of Education and Human Development. The integration of these standards provides clarity concerning the knowledge, skills, and dispositions necessary for effective administrative leaders.

The 36-hour redesigned program is an integrated, performance-based program of study, designed to promote an understanding of the connectedness of the various knowledge and skill areas in educational leadership. Candidate development includes (1) the acquisition of concepts, (2) the integration of theory with practice and use of knowledge in context, and (3) the application of knowledge and skills in a school environment. The courses are designed with integrated performance activities culminating with the internship experience. Focal components of the internship include school improvement processes and accountability linked to leadership proficiency resulting in enhanced student achievement.

Louisiana State University Shreveport's Educational Leadership preparation program is designed to serve the field of education in a myriad of ways. It is a practitioner's degree that will enable candidates to acquire and demonstrate competencies to develop teacher leaders and school administrators. This degree leads to Educational Leader – Level I certification which allows the graduate to work as assistant principal, principal, parish or city supervisor of instruction or comparable school/district leader positions. Completion of EDL 701 and EDL 707 leads to the Teacher Leader Endorsement.

We hope that you will join our preparation program. To do so, you will need to follow the directions for admission found in this packet and meet all admission requirements.

Please feel free to contact one of the following with any questions you may have:

Dr. Ruth Ray, Department Chair <a href="mailto:ruth.ray@lsus.edu">ruth.ray@lsus.edu</a>	Dr. Julie Bergeron, Director of M.Ed. Programs <a href="mailto:julie.bergero@lsus.edu">julie.bergero@lsus.edu</a>
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Again, thank you for your interest in our Educational Leadership preparation program, and we look forward to hearing from you.

Cordially,

*Ruth Ray*

Ruth Ray, Ph.D.  
Department Chair

*Julie Bergeron*

Julie Bergeron, Ph.D.  
Director of Graduate Education Programs

# **Master of Education in Educational Leadership**

The **Master of Education in Educational Leadership** program is a performance-based program of study. It is a preparation program designed for those aspiring to school principalship and other areas of supervision. Graduate instruction is designed to assist professional, qualified persons to complement and supplement their present roles while preparing to achieve new professional goals. The candidate can fulfill the requirements for a Master's of Education degree and Educational Leader I certification within the 36-hour Educational Leadership preparation program. Teacher Leader endorsement is also included in this program.

## **Admission Requirements**

### **How to apply:**

Obtain necessary forms from the Department of Education and Human Development Master's of Education Educational Leadership Program and Admissions and Records Office of Louisiana State University Shreveport (LSUS). A different application is to be submitted to each of these departments.

### **Applicants should already possess:**

1. Teaching certification
2. Undergraduate degree from an accredited college or university
3. A minimum 2.5 grade point average on the undergraduate degree (on a 4.0 scale) or a 2.75 grade point average (on a 4.0 scale) in the last 60 hours attempted in the degree program. In addition, a 3.0 grade point average (on a 4.0 scale) is required on any graduate work attempted. Students meeting these criteria will be unconditionally admitted to graduate study.
4. Three years of teaching experience (preferred)

### **Application Procedures:**

Appropriate paper work should be submitted separately to the Admissions and Records Office and to the Department of Education and Human Development Master's of Education Educational Leadership Program at LSUS. Please see the details that follow:

- All materials must be completed and submitted by registration deadlines (both LSUS and MEDL documents);
- Program Advisory Committee reviews applicant materials;
- Eligible applicants enter the final phase of the application process;
- Applicants participate in an interview/Power Point presentation;
- Accepted applicants meet with the Director of Graduate Education Programs to develop a program of study and complete orientation.

## Required Admission Documents:

### I. Educational Leadership Preparation Program Admission

- a. Application to the Educational Leadership Preparation Program (form included)
- b. A Leadership Profile (instructions included)
- c. Two letters of recommendation to include: (1) your school principal or other district level administrator (see attached form for principal), and (2) someone who can attest to your past leadership and/or leadership potential
- d. Graduate Record Examination (GRE)—To expedite the admission process, self-report your scores (verbal and quantitative) or provide a copy of the original record—Candidates seeking admission must present a score of 800 combined verbal and quantitative scores or 700 with a 3.5 in writing
- e. Brief resume

*Please send items (a) through (e) to:*

Dr. Julie Bergeron, Director of Graduate Education Programs  
LSUS Department of Education and Human Development  
One University Place  
Shreveport, Louisiana 71115

#### **Leadership Program admission application deadlines**

Fall admission – June 1  
Spring admission – November 1  
Summer admission – April 1

### II. Graduate Admission

- f. Application for Graduate Admission  
(<http://www.lsus.edu/graduate/apply.asp>)
- g. \$10.00 application fee payable by check or money order – *fee only applies to students who have never attended LSUS*
- h. Mail official transcripts from ALL colleges/universities previously attended to the LSUS Admissions and Records Office
- i. Provide proof of immunization as defined in the Immunization Policy

*Please send items (f) through (i) to:*

Louisiana State University in Shreveport  
Graduate School—Admissions and Records  
One University Place  
Shreveport, Louisiana 71115

#### **University graduate admission application deadlines**

Fall admission – June 30  
Spring admission – November 30  
Summer admission – April 30

# Courses

A student must take a total of 36 semester hours. Each course has required field-based components and technology skills are integrated into each course. The list of courses follows (see current catalog for course descriptions):

**EDL 700: Creating a Professional Learning Community**

**EDL 701: Leading with Vision**

**ED 780: Educational Technology Applied to Education**

**EDL 702: Legal and Ethical Issues in Education**

**EDL 707: Utilizing Data for School Improvement**

**ED 704\*: Foundations of Educational Research**

**ED 720: Curriculum**

**EDL 710: Leading Instruction and Assessment**

**EDL 711: Funding Public Education**

**EDL 712: Facilitating Human Resource Development and Empowerment**

**EDL 713: Mobilizing the Community**

**EDL 715: Internship in Educational Leadership**

*\*A basic statistics course is a prerequisite for this course*

***Successful completion of School Leaders Licensure  
Assessment required for graduation***



**Department of Education and Human Development  
APPLICATION FOR ADMISSION TO THE  
EDUCATIONAL LEADERSHIP PREPARATION PROGRAM**

PLEASE PRINT. ENTER THE APPROPRIATE INFORMATION IN THE SPACES PROVIDED FOR EACH QUESTION. APPLICATION WITH INFORMATION MISSING WILL BE RETURNED TO APPLICANT FOR CORRECTION.

**Applicant Information:**

FIRST NAME	MI	LAST NAME	SOCIAL SECURITY #
HOME ADDRESS			(     )
CITY			HOME PHONE
STATE	ZIP CODE	(     )	
EMPLOYING DISTRICT			CELLULAR PHONE
WORK ADDRESS			CAMPUS
CITY	STATE	ZIP CODE	POSITION
EMAIL ADDRESS			(     )
			WORK PHONE

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**Applicant Classification:**

Do you hold a valid teaching certification?      YES \_\_\_\_\_      NO \_\_\_\_\_

How many years of teaching experience do you have?      \_\_\_\_\_

Have you already completed a Master's Degree?      YES \_\_\_\_\_      NO \_\_\_\_\_

Are you seeking certification only?      YES \_\_\_\_\_      NO \_\_\_\_\_

Have you already taken the GRE?      YES \_\_\_\_\_      NO \_\_\_\_\_

If so, what were your scores?      (Verbal \_\_\_\_\_)      (Quantitative \_\_\_\_\_)

(Writing \_\_\_\_\_)

What semester and year do you plan to begin the program? \_\_\_\_\_

Semester      /      Year

# **RESUME'**

Provide a brief resume (1 page) which lists:

I. Educational background:

- Schools Attended
- Graduation Dates
- Degrees Earned
- Areas of Certification

II. Work Experiences:

- Dates and places of employment
- List grades/subject matter taught

III. Relevant Professional Development:

- Specific Training
- Conferences

**Louisiana State University in Shreveport  
Educational Leadership Preparation Program  
Leadership Profile**

This narrative is to accompany the application to the Educational Leadership preparation program in the Department of Education. The Leadership Profile consists of four dimensions:

1. A brief autobiographical sketch of the applicant.
2. A retrospective view of the applicant's leadership experiences over time and across specific areas of leadership.
  - a. College and University Years: Reflect on experiences related to becoming an educator that could include (but not restricted to) organizations, classes, influential persons, etc.
  - b. Professional Experiences: Could include (but not restricted to) experiences in the classroom, chairperson positions, committee involvement, special assignments, project director, and/or military experience.
  - c. Professional or Personal Honors: Could include (but not restricted to) any honor received that was connected to your professional or personal experiences.
  - d. Professional Organizations: Could include (but not restricted to) such experiences as chairperson, officer, committee member, delegate, etc., at the local, state, regional, or state levels.
3. A review of the applicant's professional growth and development activities over the past three to five years, which may include formal education at the graduate or undergraduate level, professional development, technical training, or professional presentations.
4. A statement of professional goals.

The applicant should reflect on the four dimensions of the leadership profile, selecting a narrative presentation format best suited to his/her style of writing and communication. The profile should convey a personal and professional history that assists the Department Chair, Program Director, and members of the Program Advisory Committee (PAC) to know the person who is applying. To this end, there is not a preferred format or structure. In preparing the profile, the applicant should set the text in a typed, double-spaced format with an expected length of three to five pages.

## Power Point Presentation/Interview

Once Admissions has received your materials (application to LSUS, transcripts from all universities attended, and proof of immunizations) and the Program Director has received the completed application packet (MEDL application, acceptable GRE scores, Leadership profile, brief resume, letters of recommendation), you will be contacted to schedule an interview with the Program Advisor Committee.

The interview will begin with a five minute Power Point presentation created by you. There will be 5 slides and you will be stopped after 5 minutes to be asked a series of questions. Please practice this presentation, as going longer than the allotted time will not allow you to complete all items of the interview.

- Slide 1:       How would you describe your leadership style?  
Identify one strength of your leadership style.  
Identify one area of your leadership style that you would target to strengthen.
- Slide 2:       What do you see as the single most important role of a school administrator?  
  
Why?
- Slide 3:       If you became an administrator in your school, articulate your vision for your school. Describe your ideal school.
- Slide 4:       Of the seven key Standards for Educational Leaders in Louisiana, *School Management* is often cited by administrators as the most difficult to address/implement? How would you develop your skills in this area?
- Slide 5:       Discuss personal/professional ethics needed by school leaders.

**This will be followed by 15 minutes of interview questions and your responses.**



# Louisiana State University in Shreveport

Department of Education

Dear School Administrator:

\_\_\_\_\_ has applied for admission into the Master of Education in Educational Leadership degree program at LSUS. Potential candidates who desire admission to the program must pass through an application process and obtain a letter of recommendation and statement of support from an administrator in their current school district.

The new Educational Leadership degree program at LSUS is closely aligned with current national and state standards for school leaders. The core courses in the degree program give candidates a solid, relevant foundation in 21<sup>st</sup> century school leadership. In addition to the coursework, each candidate is required to accumulate over 400 hours of field experience activities over the course of the entire degree program. The two-year degree program culminates in the Internship in Educational Leadership, a one-semester “hands on” course where degree candidates gain over 200 hours of valuable field experience in school leadership.

The support of the local school district in providing authentic field experiences to these potential school administrators is a critical element in the degree program. Our goal is to create a “win-win” situation for all involved. You gain an extra pair of hands to assist you with leading your school; the candidate gains exposure to a wide range of administrative activities; the university gains an authentic experience for its degree candidates. **Your role in providing authentic field experience activities is vital to the candidate’s development as a school leader and the success of our degree program.**

In working with the intern assigned to your school, we encourage you to take an active role in shaping the candidate’s experience, taking care to insure that the candidate gains experience in a broad spectrum of administrative duties. Your experience in school leadership will be a valuable resource for the candidate. We also encourage you to meet frequently with the candidate in a mentoring capacity to discuss school leadership and to share best practices from your own experience.

In addition, we are interested in receiving your assessment of the candidate’s disposition toward school leadership. We ask that you complete the attached assessment and return it with your letter of recommendation and support for the candidate. We also ask that you sign and include the attached Agreement form acknowledging your acceptance of the intern and your role as the Cooperating School Administrator in the field experience component of the degree program. Please mail these documents to Dr. Julie Bergeron at the address at the bottom of the page. Your potential candidate can inform you of the date by which we will need your documents.

Sincerely,

*Ruth Ray*

Ruth Ray, Ph.D.  
Department Chair

*Julie Bergeron*

Julie Bergeron, Ph.D.  
Director of Graduate Education Programs

*A Member of the LSU System*

## Cooperating School Administrator Agreement

I, the undersigned cooperating school administrator, do hereby recommend \_\_\_\_\_ for admission into the Master of Education in Educational Leadership degree program at LSUS. I understand that over the two-year degree program, the above-named candidate will be required to accumulate a minimum of 400 hours in leadership field experiences, 200 of which will be occur during the final semester (Internship in Educational Leadership). I agree to provide assistance and guidance to the candidate in arranging suitable leadership activities for the field experience component of the degree program. I will make every reasonable effort to insure that the candidate has the opportunity to observe and participate in a wide range of school leadership experiences over the course of the two-year degree program. I understand my responsibilities as outlined in the accompanying materials and agree to meet with the intern periodically to assess and guide the candidate's field experience activities.

\_\_\_\_\_  
Cooperating School Administrator

\_\_\_\_\_  
Date

Other members of my school leadership team with whom the candidate may work on field experience activities are:

Name	Position	Contact info

**SCHOOL ADMINISTRATOR'S APPRAISAL OF APPLICANT SKILLS & DISPOSITIONS  
FOR ADMISSION TO EDUCATIONAL LEADERSHIP PROGRAM**

Name of Candidate \_\_\_\_\_ Date \_\_\_\_\_

Please indicate by circling the appropriate numbers. (X=unable to assess)

1. Organization	<u>X</u>	1	2	3	4	5	6	7	8	9	10	
	Does not manage multiple tasks efficiently				Manages multiple tasks				Manages multiple tasks efficiently			
2. Oral Expression	<u>X</u>	1	2	3	4	5	6	7	8	9	10	
	Inarticulate				Frequent usage of grammatical errors				Articulate			
3. Written Expression	<u>X</u>	1	2	3	4	5	6	7	8	9	10	
	Writing contains misspellings and grammatical errors				Writing is unclear and disorganized				Clearly expresses ideas in writing			
4. Initiative	<u>X</u>	1	2	3	4	5	6	7	8	9	10	
	Relies on others for directions/ideas				Works effectively with limited supervision				Identifies and attends to needs			
5. Cooperative Attitude	<u>X</u>	1	2	3	4	5	6	7	8	9	10	
	Does not interact with students and peers				Must be encouraged to work with others				Relates easily with students and peers			
6. Dependability	<u>X</u>	1	2	3	4	5	6	7	8	9	10	
	Tasks not completed in a timely manner				Must be reminded to complete asks				Attends to tasks on time			
7. Advocacy	<u>X</u>	1	2	3	4	5	6	7	8	9	10	
	Makes negative comments about learners' abilities				Responds to needs of <u>ALL</u> learners				Seeks ways to include <u>ALL</u> learners			
8. Integrity/Ethics	<u>X</u>	1	2	3	4	5	6	7	8	9	10	
	Ignores professional standards and policies				Adheres to professional standards and policies; maintains confidentiality				Adheres to professional standards and policies; fair and unbiased			
9. Reflection	<u>X</u>	1	2	3	4	5	6	7	8	9	10	
	Reluctant to analyze own performance; unreceptive to feedback				Minimally reflective; adjusts performance in response to feedback				Reflective; solicits and implements feedback			
10. Critical Thinking	<u>X</u>	1	2	3	4	5	6	7	8	9	10	
	Lacks problem solving skills				Uses problem solving effectively				Independent problem solver			
11. Diversity	<u>X</u>	1	2	3	4	5	6	7	8	9	10	
	Unacceptable demonstration of:				Acceptable demonstration of:				Exemplary demonstration of:			
	Modeling and developing a positive behavior in respect to the rights of others; modeling and developing moral standards for personal, family, and community well-being											
12. Attendance	<u>X</u>	1	2	3	4	5	6	7	8	9	10	
	Frequently late/absent				Occasionally late/absent				Rarely late/absent			
13. Professionalism	<u>X</u>	1	2	3	4	5	6	7	8	9	10	
	Inappropriately dressed; Unsure in presentations teaching				Appropriately dressed, but casual; Usually confident in presentations/teaching				Dresses professionally; committed and self-assured in presentations/teaching			

COMMENTS RELATED TO CANDIDATE'S POTENTIAL AS AN EDUCATIONAL LEADER

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Signature \_\_\_\_\_ Position \_\_\_\_\_