

**Tennessee State University
College of Education
Department of Educational Leadership**

Administrative Licensure Program Handbook

**Master of Education Licensure (M.Ed.) and
Education Specialist Licensure (Ed.S.)**

2024-2025

"Excellence is Our Mindset"



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Message from the Department Chair



It is with great pleasure that we welcome you to the Department of Educational Leadership at Tennessee State University. Our department has a proud history of preparing exemplary educational leaders including assistant principals, principals, teacher leaders, higher education administrators, directors, professors, superintendents, chancellors, and vice presidents across the state and nation. Our graduates consistently demonstrate excellence in their roles and many have gone on to transform schools and districts through innovative leadership practices.

Our mission is to provide quality education programs that integrate theory, practice, research, and service to meet the leadership needs of local, state, national, and international levels. Our faculty strives to prepare effective, innovative, and culturally responsive leaders who are capable of transforming organizations to achieve excellence. We accomplish this through rigorous coursework, meaningful field experiences, and close mentorship from our experienced faculty, all of whom bring extensive leadership experience to their teaching.

In today's complex educational landscape, the need for competent and caring educational leaders has never been more critical. Schools face unprecedented challenges including achievement gaps, diverse student populations, technological advancement, and evolving societal demands. Effective school leaders must not only manage these challenges but also create environments where all students can thrive. Our program is designed to develop leaders who combine technical expertise with emotional intelligence, cultural competence, and an unwavering commitment to educational equity.

This handbook serves as your guide through the administrative licensure programs at both the Master's and Educational Specialist levels. It contains essential information about program requirements, policies, procedures, and resources available to support your success. As you embark on this journey toward educational leadership, our dedicated faculty and staff are committed to supporting your growth and development every step of the way.







The Department of Educational Leadership at Tennessee State University is distinguished by its commitment to equity, excellence, and innovation in preparing the next generation of educational leaders. Our programs are designed to meet the evolving needs of today's schools while maintaining high academic standards and professional expectations. Through intensive study, practical experience, and collaborative learning, you will develop the knowledge, skills, and dispositions needed to make a positive impact on student achievement and school improvement.

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Tennessee State University - College of Education
Department of Educational Leadership
Faculty and Staff

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Mission and Vision

The pursuit of excellence in educational leadership is guided by the profound words of John Quincy Adams: "If your actions inspire others to dream more, learn more, do more and become more, you are a leader." This philosophy anchors our department's commitment to developing transformative educational leaders. At Tennessee State University's Department of Educational Leadership, we recognize that effective school leadership requires a delicate balance of visionary thinking and practical expertise. Our program design reflects this understanding by combining rigorous academic preparation with real-world application, fostering leaders who can both envision positive change and skillfully implement it. Through our comprehensive approach, we cultivate leaders who not only understand educational theory and practice but also possess the emotional intelligence and cultural competence necessary to lead diverse school communities. Our graduates emerge prepared to champion equity, drive innovation, and nurture excellence in PreK-12 educational settings, embodying our department's dedication to transformative leadership in education.

Vision Statement

The Department of Educational Leadership aspires to be a premier preparation program for educational leaders who are committed to excellence, equity, and innovation in PreK-12 schools and districts.

Mission Statement

Our mission is to prepare effective, innovative, and culturally responsive leaders through rigorous academic study and field-based experiences that integrate theory, research, and best practices in educational leadership.



Roles in Educational Leadership Program

Academic Advisor

The Academic Advisor serves as the primary point of contact for students throughout their academic journey, providing guidance on course selection, program requirements, and academic progress. They are responsible for monitoring student progress, conducting regular check-ins, and facilitating early intervention when needed. The advisor collaborates with the Program Coordinator to ensure comprehensive student support, maintains detailed records of student progress, and assists students in developing individualized academic plans that align with program completion goals and professional aspirations.

Program Coordinator

The Program Coordinator oversees the operational aspects of specific program concentrations (Masters, Ed.S., or Doctoral) within the Educational Leadership department. They are responsible for program assessment, curriculum development, and ensuring alignment with departmental goals and accreditation standards. The coordinator works closely with faculty to implement support systems, manages the mentoring program, coordinates professional development opportunities, and monitors program-specific enrollment and retention metrics. They play a crucial role in implementing strategic initiatives for program growth and student success.

Department Chair

The Department Chair provides strategic leadership and oversight for all Educational Leadership programs, taking primary responsibility for implementing the recruitment and retention plan. They manage resource allocation, including faculty assignments, budget distributions, and support service funding. The Chair leads assessment efforts, analyzes program performance metrics, and makes strategic adjustments to ensure program sustainability. They are also responsible for fostering partnerships with districts and institutions, overseeing faculty development, and ensuring the department meets its enrollment and retention goals through effective implementation of support frameworks and strategic initiatives.

State of Tennessee

Professional Code of Ethics*

***Candidate must review and submit the signed agreement of the TN Teacher Code of Ethics (see below) and the NASDTEC Model Code of Ethics for Educators (MCEE).**

Tennessee Teacher Code of Ethics Preamble

An educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. An educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct.

PRINCIPLE I Educator's Obligation to the Students

An educator shall strive to help each student realize the student's potential as a worthy and effective member of society. An educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator must:

1. Not unreasonably restrain the student from independent action in the pursuit of learning.
2. Not unreasonably deny the student access to varying points of view.
3. Not deliberately suppress or distort subject matter relevant to the student's progress.
4. Make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Not intentionally expose the student to embarrassment or disparagement.
6. Not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly:
 - a. Exclude any student from participation in any program.
 - b. Deny benefits to any student.
 - c. Grant any advantage to any student.
 - d. Not use professional relationships with students for private advantage.

- e. Not disclose information about students obtained in the course of professional service unless disclosure serves a compelling purpose or is required by the law.

PRINCIPLE II Educator's Obligation to the Education Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator shall not:

1. Deliberately make a false statement or fail to disclose a material fact related to competency and qualifications in an application for a professional position.
2. Misrepresent his/her professional qualifications.
3. Assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Assist a non-educator in the authorized practice of teaching.
6. Disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Knowingly make false or malicious statements about a colleague.
8. Accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

Links to review Codes of Ethics:

- [Tennessee Teacher Code of Ethics](#)
- [NASDTEC Model Code of Ethics for Educators \(MCEE\)](#)

Professional Responsibilities of Being a Mandatory Reporter

Everyone in Tennessee is a mandatory reporter of child abuse and neglect, as specified by Tennessee Code:

Tennessee Code Annotated 37-1-403(a)(1) Any person who has knowledge of or is called upon to render aid to any child who is suffering from or has sustained any wound, injury, disability, or physical or mental condition shall report such harm immediately if the harm is of such a nature as to reasonably indicate that it has been caused by brutality, abuse, or neglect or that, on the basis of available information, reasonably appears to have been caused by brutality, abuse or neglect.

Tennessee Code Annotated 37-1-403(i)(1) Any school official, personnel, employee, or member of the Board of Education who is aware of a report or investigation of employee misconduct on the part of any employee of the school system that in any way involves known or alleged child abuse, including, but not limited to, child physical or sexual abuse or neglect, shall immediately upon knowledge of such information notify the Department of Children's Services or anyone listed in subdivision (a)(2) of the abuse or alleged abuse.

Master of Education Licensure (M.Ed.) and Education Specialist Licensure (Ed.S.)

HOW TO

How to apply for admission

Candidates interested in the Licensure concentrations are those who desire to become school principals.

Admission Requirements

Admission to the program requires the applicant to have a bachelor's degree from an accredited four-year college or university and an undergraduate cumulative grade point average of 2.75 or better on a 4.0 scale.

Additional Admissions Requirements for Licensure Concentration

In addition to the requirements listed above, licensure applicants are required to submit a district recommendation form that provides evidence of the following:

- (a) successful completion of an Educator Preparation Program,
- (b) a valid teacher, counselor, social worker or related license (per Department and TDOE approval) from Tennessee or a State other than Tennessee
- (c) a minimum of two years of qualifying education experience as defined by TDOE,
- (d) demonstrated effectiveness as an educator in most recent two years as evidenced by a state-approved evaluation model or similar measures for educators employed in schools that do not use the state approved evaluation model,
- (e) disposition form ,
- (f) three letters of recommendation on official employment letterhead;
- (g) an acceptable score on an interview conducted by a program admissions committee inclusive of LEA representation.

Each student must be interviewed by a committee of professional administrators prior to admission to the program. The admissions committee will review and evaluate the entire academic and professional record in making the admission decision. Each student must inform his or her advisor early in the program that Principal/Supervisor licensure is being sought. All candidates must complete and successfully defend a required Action Research Project.

Conditional Admission

Applicants who do not meet the admissions criteria may submit a letter of appeal. The applicant may submit an appeal request form and must include the following:

- (a) an acceptable work record (resume or curriculum vita),
- (b) three written letters of recommendation indicating probable success in the program, and
- (c) completion of the appeals request form to be considered as a conditional student. The appeal's documents must be submitted to the Department Chair. The department chair will provide a recommendation for approval. The Dean will make the final decision.

The student must remove conditional status in the first nine hours of graduate courses; failure to do so will result in dismissal from the program.

All application materials must be submitted to the Graduate School by the deadlines below:

Fall Admission	July 1st
Spring Admission	November 1st
Summer Admission	February 1st

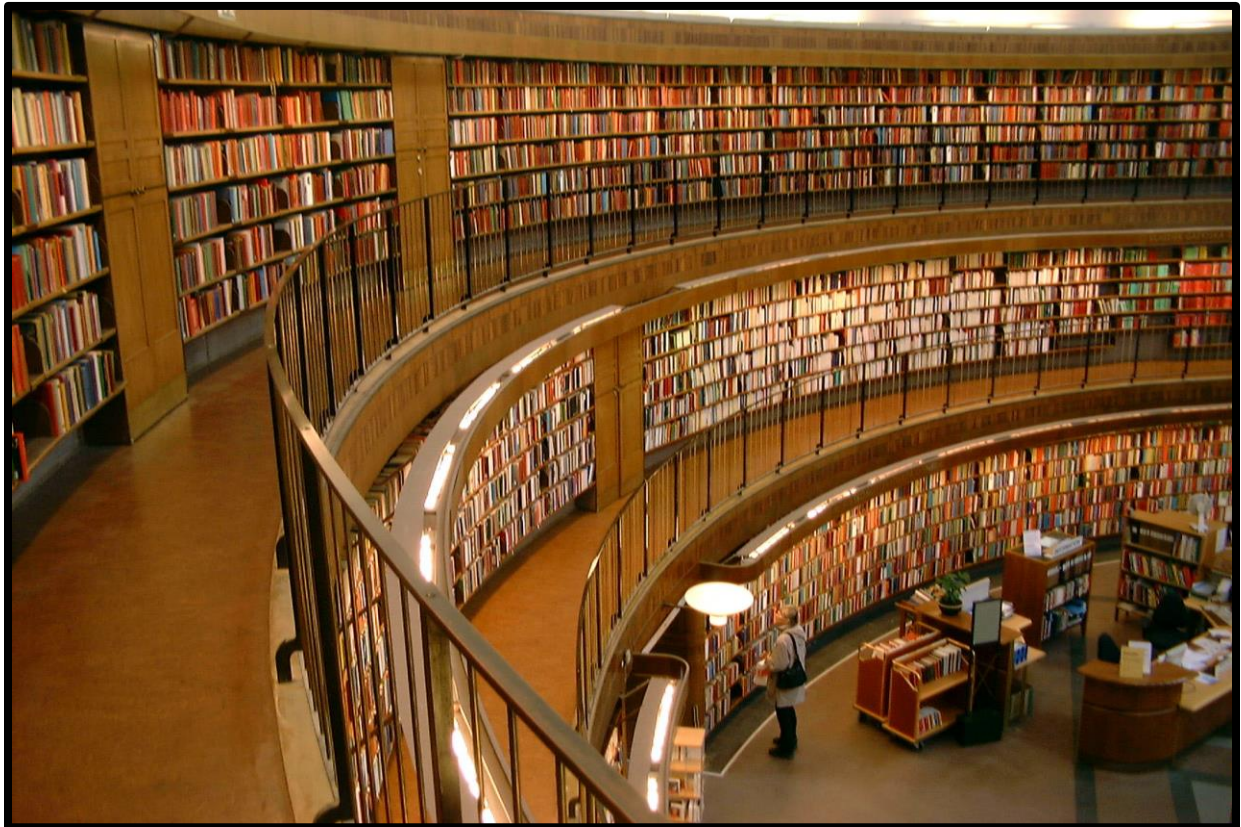
Transfer Credits

Candidates wishing to transfer credit(s) toward the M.Ed. program may transfer a maximum of twelve (12) relevant graduate credit hours from an accredited institution for courses that correspond to program/state requirements. All courses must be reviewed and approved by your academic advisor and the department chair.

The M.Ed. in Instructional Leadership with licensure concentration is designed to prepare educators for leadership roles in PreK-12 schools. Through a carefully sequenced combination of coursework and field experiences, candidates develop the knowledge, skills, and dispositions needed for effective school leadership. The program emphasizes instructional leadership, organizational management, and community engagement while meeting all Tennessee Leadership Standards.

Required Components:

- 33 credit hours of coursework
- Successful completion of internship experiences
- Passing score on the School Leaders Licensure Assessment (SLLA)
- Comprehensive examination
- Minimum 3.0 GPA
- Professional portfolio



How to apply for Graduation Graduation Application Availability Dates



Graduation Application Instructions

1. [Log into MyTSU](#)
2. Click Banner Services Tab
3. Click the “Student” link
4. Click the “Student Records” link
5. Click “Apply to Graduate” link
6. Select any term that shows and click Submit
7. Your most recent curriculum should be listed. If this is the correct curriculum, select it and click continue. If it is not, please see the FAQ regarding the next step. This is the major, minor, and/or concentration that you are selecting as your major for your diploma. It is extremely important that it is correct.
8. Select any term that shows.
9. Indicate if you are planning to attend the Commencement Ceremony.
10. Your name, as it is listed in Banner, is what will appear on your diploma.
11. Indicate the address where you would like your diploma mailed.
12. **CAREFULLY REVIEW** the summary page, then if everything is correct, print the page AND submit it. ****Submitting the Graduation Application with the incorrect information may delay the accurate awarding of your degree.**

If you have any questions during the process, please contact the Records Office by calling 615-963-5300 or emailing graduation@tnstate.edu with the Subject Line “Graduation Application”. Please include your TNumber in the email.

Office of Certification and Transcript Analysis



The Office of Certification (TESS Office) ensures that candidates completing licensure programs have met all licensure requirements. After candidates have completed all requirements, they must submit documentation to the office. The office will upload all required documents into the Tennessee Department of Education (TDOE) portal for review and issuance of the Practitioner license. Additionally, the office is responsible for evaluating transcripts of candidates seeking teacher licensure as a post-baccalaureate candidate in the Pre K -12 educational setting.

Advanced Professional Licensure Programs

In addition to Teacher Education, the office also processes recommendations for licensure to work in the PreK-12 settings in [Instructional Leadership](#).

Documents Needed when Requesting Licensure

- Official transcripts from all colleges and universities attended after grades and/or degree is conferred sent electronically to teachercertification@tnstate.edu
- Please request an official transcript be sent to Certification Officer via email (teachercertification@tnstate.edu). It will be uploaded into TN Compass to show that you are completing coursework for licensing. Click on this link to request the official transcript: [Tennessee State University Transcript Request | Parchment](#)
- Praxis score (PDF) report indicating a passing score for the licensure program and also Praxis scores submitted to the State Department of Education 8190 & Tennessee State University 1803
- Letter or program of study to verify all program course work requirements are completed
- A completed [Initial Teaching State License Application](#) or if applicable Add-On [License Application](#) .

Submit all required document in PDF Format to TSU's Certification Officer via email to teachercertification@tnstate.edu

Student Success and Career Development Guide for Educational Leadership

Interstate Licensure Reciprocity

The Tennessee Instructional Leadership license can be leveraged to obtain administrative licensure in other states through reciprocity agreements. Reciprocity allows licensed administrators to transfer their credentials across state lines, though additional requirements may apply. Most states are members of the NASDTEC Interstate Agreement, which facilitates this process while maintaining high professional standards. However, reciprocal licensure is not automatic - each state maintains specific requirements that must be met, which may include additional coursework, assessments, or experience verification.

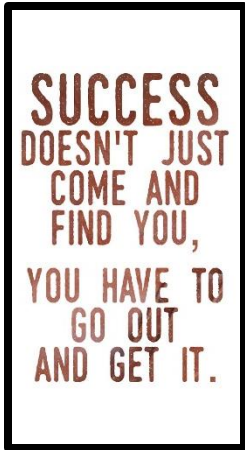
Tennessee State University's Educational Leadership program works closely with graduates seeking In-State licensure by providing required documentation and program verification. Candidates interested in out-of-state licensure should begin the process by contacting their target state's Department of Education to understand specific requirements, timelines, and fees.

Academic Support Services

The Department of Educational Leadership is committed to providing comprehensive academic support to ensure student success. Through partnerships with the University Writing Center, Library Services, and The Gracie-OTL Lab located within the College of Education, students have access to specialized assistance with research papers, dissertation preparation, data analysis, and scholarly writing. Our dedicated Educational Leadership librarian offers personalized research consultations and maintains curated resources aligned with program requirements. Additionally, the department provides regular workshops on APA formatting, research methods, and academic writing specifically tailored to educational leadership students.

Professional Organizations and Networking

Building a strong professional network is crucial for educational leaders. The department actively encourages membership and participation in key organizations including the National Association of Secondary School Principals (NASSP), American Association of School Administrators (AASA), and Tennessee Principals Association (TPA). Students receive regular updates about conferences, workshops, and networking events relevant to their career goals. The university's career development center provides job placement assistance, while our regular department functions (ex. Motivational Series) connects current students with practicing administrators and educational experts.



Student Success Planning

Success in the Educational Leadership program requires careful planning and regular progress monitoring. Each student works with their advisor to develop a customized program timeline aligned with their professional goals and personal circumstances. The department provides structured support for key program milestones including, SLLA exam preparation (Gracie-OTL Lab located in The College of Education). Regular checkpoint assessments help students stay on track, while our SLLA preparation program offers practice tests, study materials, and targeted workshops. Students receive semester-by-semester planning guides that outline course sequencing, field experience requirements, and administrative deadlines.

Research and Publication Opportunities

The department provides multiple pathways for students to engage in meaningful research and contribute to the field of educational leadership. All students complete an action research project addressing a significant problem of practice in their school context. Outstanding projects may be recommended for presentation at regional conferences or publication in educational leadership journals. The university sponsors a student research symposium each spring where candidates share their findings with peers and practicing administrators. Faculty regularly involve students in their research projects, providing opportunities for co-authorship and presentation at national conferences.

Career Development Resources

Supporting the career advancement of our graduates is a top priority. The department maintains strong relationships with school districts across Tennessee and neighboring states, providing direct access to administrative job opportunities. Students receive comprehensive support for resume development, interview preparation, and job search strategies specific to educational leadership positions. Our career development center's workshops feature practicing administrators and district leaders who share insights on the hiring process and career advancement.

The Tennessee Instructional Leadership Standards (TILS)



The Tennessee Instructional Leadership Standards (TILS) serve as the foundational framework for educational leadership preparation programs at Tennessee State University. These standards emphasize that effective instructional leaders must ensure school personnel, programs, procedures, and practices focus on the learning and achievement of all students. The standards are organized into four key areas: Instructional Leadership for Continuous Improvement, Culture for Teaching and Learning, Professional Learning and Growth, and Resource Management. Each

standard embeds ethical leadership as an intrinsic component, reflecting the belief that ethical behavior permeates every aspect of effective school leadership through attributes such as honesty, respect, sound judgment, commitment, fairness, compassion, and the belief that all children can learn and grow.

Tennessee State University's M.Ed. and Ed.S. licensure programs in Instructional Leadership are intentionally designed to align with these standards through carefully sequenced coursework and field experiences. The programs' core courses directly address each TILS standard: EDAD 5030/6060 focuses on instructional leadership and continuous improvement (Standard A), EDAD 5640/6300 addresses school culture and community engagement (Standard B), EDAD 5200/6110 emphasizes professional learning and growth (Standard C), and EDAD 5720/6280 covers resource management (Standard D). Through this alignment, candidates develop the specific competencies required by the state while engaging in authentic leadership experiences that prepare them for the challenges of school administration. The integration of these standards throughout both programs ensures graduates are prepared to meet the state's expectations for ethical and effective instructional leaders who can positively impact student achievement and school improvement.



TENNESSEE INSTRUCTIONAL LEADERSHIP STANDARDS (TILS)

Standard A: Instructional Leadership for Continuous Improvement

An ethical and effective instructional leader facilitates professional practice that continually improves student learning.

Indicators:

1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for continuous improvement.
2. Builds capacity of educators to provide all students a rigorous curriculum, aligned with national standards.
3. Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.
4. Leads educators to develop and execute interventions to address all students' learning needs, grounded in multiple sources of data (academic, social, and/or emotional).
5. Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement.

Standard B: Culture for Teaching and Learning

An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.

Indicators:

1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for a culture conducive to teaching and learning.
2. Leverages educator strengths to engage all students in meaningful, relevant learning opportunities.
3. Fosters a safe, respectful, and orderly environment for all.
4. Takes measures to actively involve families in the education of their children.
5. Models and communicates expectations for individual and shared ownership of student, educator, and school success.
6. Recognizes and celebrates improved educator and student performance related to school vision and goals.

Standard C: Professional Learning and Growth

An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and

participating in collaborative learning informed by multiple sources of data.

Indicators:

1. Collaborates with stakeholders to communicate a clear, compelling vision for professional learning and growth.
2. Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.
3. Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.
4. Engages faculty and self in data-informed, differentiated professional learning opportunities for educators, aligned with the Tennessee Standards for Professional Learning.
5. Collaborates with others to induct, support, retain and/or promote effective educators based on evidence of student and educator outcomes.
6. Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the Tennessee Teacher Leadership Standards.
7. Improves self-practice based on multiple sources of feedback, including performance evaluation results and self-reflection.

Standard D: Resource Management

An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.

Indicators:

1. Strategically utilizes community resources and partners to support the school's mission, vision, and goals.
2. Includes a diverse set of educators and stakeholders in school improvement decisions.
3. Establishes, communicates, and enforces a set of standard operating procedures and routines aligned with district, state, and federal policy.
4. Performs all budgetary and responsibilities with accuracy, transparency, and in the best interest of students and staff.

**Tennessee State University
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**Master of Education Licensure (M.Ed.) and
Education Specialist Licensure (Ed.S.)**

**Program Requirements and Course
Descriptions**



MEd Licensure - Program Requirements and Course Descriptions

M.Ed. Licensure Coursework (33 hours)

Major Field Core (15 hours)

- EDAD 5020: Philosophy & Introduction to Ed. Adm.
- EDAD 5030: Instructional Leadership
- EDAD 5200: Human Resource Management
- EDAD 5640: Social Political Issues
- EDAD 5050: Educational Law

Concentration (18 hours)

- EDAD 5515: Administrative Internship I
- EDAD 5516: Administrative Internship II
- EDAD 5080: Action Research for Educators
- EDAD 5090: Assessment for Leaders
- EDAD 5720: School Finance
- EDAD 5517: Administrative Internship III



Major Field Core (15 hours) – Course Descriptions

EDAD 5020 - Philosophy and Introduction to School Administration (3) A general course designed to develop insight into the philosophy, history, and organization of schools. Explores fundamental theories of administration and leadership while introducing candidates to the field of educational leadership. Topics include leadership styles, organizational theory, and school culture. *Prerequisite: Admission to M.Ed. program*

EDAD 5030 - Instructional Leadership (3) Designed to develop understanding of basic theories of supervision and supervisory procedures for improving instructional services. Focuses on the role of the principal as an instructional leader who guides teaching and learning improvement initiatives. Includes classroom observation techniques and teacher evaluation models. *Prerequisite: Admission to M.Ed. program*

EDAD 5200 - Human Resource Management (3) This course examines human resources development practices in school systems, with emphasis on central office and school unit responsibilities for attracting, selecting, developing, evaluating, and retaining competent faculty and staff. Includes legal aspects of HR management and effective practices for professional development. *Prerequisite: EDAD 5020, 5030*

EDAD 5640 - Social Political Issues (3) Explores the purpose and function of politics and community interactions at the local, state, and national levels as they affect public education. Examines current trends, issues, and challenges in education and their impact on school leadership decision-making. *Prerequisite: EDAD 5020, 5030*

EDAD 5050 - Educational Law (3) A study of legal principles that relate to such matters as authority, responsibility, and liability of school boards, districts, and state and federal organizations. The legal and ethical status of principals and teachers is also considered. Cases studies and current legal issues are analyzed. *Prerequisite: EDAD 5020, 5030, 5200*

Concentration (18 hours)

EDAD 5515 - Administrative Internship I (1) First section of systematic study and analysis of the work of a principal or supervisor in a given school situation through seminar and field experiences. Candidates learn to develop and prepare a portfolio for licensure and employment purposes. Must be taken in first semester. *Concurrent enrollment: EDAD 5020, 5030*

EDAD 5516 - Administrative Internship II (1) Second section of systematic study and analysis of school leadership through seminar and field experiences. Continues portfolio development with evaluation component. Must be taken in second semester. *Prerequisite: EDAD 5515*
Concurrent enrollment: EDAD 5200, 5640

EDAD 5080 - Action Research for Educators (3) Provides educational leaders with tools for engaging with significant problems in schools. Includes collecting information, literature review, critical reflection, collaborative inquiry, data analysis, interpretation, and developing action-based recommendations. *Prerequisite: EDAD 5020, 5030, 5200, 5515, 5516*

EDAD 5090 - Assessment for Leaders (3) Designed to help instructional leaders develop understanding of assessment, data-driven decision making, and accountability. Examines how student test scores should factor into school improvement decisions and the effects of federal legislation on assessment-based accountability. *Prerequisite: EDAD 5020, 5030, 5200, 5515, 5516*

EDAD 5720 - School Finance (3) Examination of financial support of elementary and secondary education, including sources of income, methods of finance, and expenditures. Special attention given to school finance problems of local administrators. *Prerequisite: Advanced standing in program*

EDAD 5517 - Administrative Internship III (1) Final section of systematic study and analysis of school leadership through seminar and field experiences. Completion and final evaluation of professional portfolio. Must be taken in final semester. *Prerequisites: EDAD 5515, 5516*

•

M.Ed. Program Outcomes

Graduates will demonstrate ability to:

1. Develop and implement effective instructional leadership practices that improve student achievement
2. Apply legal and ethical principles in educational decision-making and governance
3. Manage human, fiscal, and organizational resources to support school improvement
4. Create and maintain positive school cultures that support teaching and learning
5. Use data-driven decision making to guide school improvement initiatives
6. Build collaborative relationships with school stakeholders
7. Complete successful field experiences demonstrating leadership competencies
8. Design and implement action research projects addressing school-based problems

M.Ed. Course Alignment Chart

Course Title	TILS Standards	Program Outcomes
EDAD 5020: Philosophy & Introduction to Ed. Adm.	A, B	1, 4, 6
EDAD 5030: Instructional Leadership	A, C	1, 5
EDAD 5200: Human Resource Management	C, D	2, 3, 6
EDAD 5640: Social Political Issues	B, D	2, 4, 6
EDAD 5050: Educational Law	B, D	2, 3
EDAD 5515: Administrative Internship I	A, B, C, D	7
EDAD 5516: Administrative Internship II	A, B, C, D	7
EDAD 5080: Action Research for Educators	A, C	5, 8
EDAD 5090: Assessment for Leaders	A, C	5
EDAD 5720: School Finance	D	3
EDAD 5517: Administrative Internship III	A, B, C, D	7

TILS Standards Key:

- A: Instructional Leadership
- B: Culture for Teaching and Learning
- C: Professional Learning and Growth
- D: Resource Management

Education Specialist Licensure (EDS) Program Requirements and Course Descriptions

Ed.S. Program Coursework (33 hours)

Required Components:

- 33 credit hours of coursework
- Successful completion of administrative internship experiences
- Passing score on the School Leaders Licensure Assessment (SLLA)
- Comprehensive examination
- Minimum 3.0 GPA
- Professional portfolio

Core Requirements (15 hours)

- EDAD 6010: Theory and Principles of Educational Administration
- EDAD 6060: Administration of Instructional Programs
- EDAD 6070: Legal Problems
- EDAD 6110: Human Resource Management and Development
- EDAD 6300: Communication for School Executives

Concentration (18 hours)

- EDAD 6515: Administrative Internship I
- EDAD 6516: Administrative Internship II
- EDAD 6517: Administrative Internship III
- EDAD 6120: Assessment for Professional Licensure
- EDAD 6280: Financial Management and Administration
- EDAD 6580: Action Research for Educators



Education Specialist (Ed.S.) Requirements



The Ed.S. in Instructional Leadership with licensure concentration is designed to prepare practicing educators for advanced leadership roles in PreK-12 schools and districts. Through intensive coursework and leadership experiences, candidates develop sophisticated skills in organizational management, resource allocation, and transformational leadership. The program emphasizes research-based decision making, systemic change, and the development of high-performing learning organizations while meeting Tennessee Leadership Standards. Our graduates emerge prepared to lead complex educational organizations, implement innovative solutions to educational challenges, and drive continuous improvement in student achievement and school performance.

Building upon the foundation established in master's level preparation, the Ed.S. program deepens candidates' understanding of educational leadership through advanced study of organizational theory, policy analysis, and systemic reform. The program's integrated approach combines theoretical knowledge with practical application through field experiences and action research. Candidates engage in deep analysis of educational issues, develop research-based solutions to complex problems of practice, and build the capacity to lead large-scale organizational change. This advanced preparation equips graduates for roles as principals, central office administrators, and district leaders who can effectively navigate the complex landscape of modern educational leadership.

Education Specialist Licensure (EDS) - Course Descriptions

Core Requirements (15 hours)

EDAD 6010 - Theory and Principles of Educational Administration (3) A study of current theory and principles of educational administration. Examines leadership frameworks and organizational theory through the lens of school improvement. *First semester concurrent with EDAD 6060, 6515*

EDAD 6060 - Administration of Instructional Programs (3) Practices and processes used by administrative leaders who plan, organize, and coordinate professional activities of teachers in improving learning experiences. *First semester concurrent with EDAD 6010, 6515*

EDAD 6070 - Legal Problems (3) Studies the legal facets of personnel administration in schools with focus on policy development and implementation. *Third semester concurrent with EDAD 6580, 6120*

EDAD 6110 - Human Resource Management and Development (3) Emphasizes formative and summative evaluation in school administration. Analysis of evaluation instruments and techniques. *Second semester concurrent with EDAD 6300, 6516*

EDAD 6300 - Communication for School Executives (3) Reviews communication theory and explores varied means of communication used by school administrators. *Second semester concurrent with EDAD 6110, 6516*

Concentration (18 hours)

EDAD 6515 - Administrative Internship I (1) First systematic study and analysis of school leadership through seminar and field experiences. Portfolio development begins. *First semester concurrent with EDAD 6010, 6060*

EDAD 6516 - Administrative Internship II (1) Continued study of school leadership with ongoing portfolio development and evaluation. *Prerequisite: EDAD 6515 Second semester concurrent with EDAD 6110, 6300*

EDAD 6517 - Administrative Internship III (1) Final field experience section with portfolio completion and evaluation. *Prerequisites: EDAD 6515, 6516*

EDAD 6120 - Assessment for Professional Licensure (3) Field-based course working with practicing administrator in school setting. *Third semester concurrent with EDAD 6580, 6070*

EDAD 6280 - Financial Management and Administration (3) Focus on fiscal management at central office level and business operations. *Final semester*

EDAD 6580 - Action Research for Educators (3) Provides tools for engaging with significant problems in schools through systematic inquiry and research. *Third semester concurrent with EDAD 6070, 6120*

Ed.S. Program Outcomes

Graduates will demonstrate ability to:

1. Lead systemic organizational change and school improvement initiatives
2. Develop advanced skills in organizational management and resource allocation
3. Implement transformational leadership practices in complex educational settings
4. Apply research-based decision making to address significant educational challenges
5. Lead professional development and growth initiatives for faculty and staff
6. Navigate complex policy and reform environments affecting education
7. Design and implement strategic planning processes
8. Build capacity for distributed leadership and sustainable improvement
9. Analyze and respond to complex legal and ethical issues in education
10. Successfully complete advanced field experiences demonstrating executive leadership competencies

Ed.S. Course Alignment Chart

Course Title	TILS Standards	Program Outcomes
EDAD 6010: Theory and Principles of Ed. Admin.	A, B	1, 3, 7
EDAD 6060: Administration of Instructional Programs	A, C	1, 4, 5
EDAD 6070: Legal Problems	B, D	6, 9
EDAD 6110: Human Resource Management	C, D	2, 8
EDAD 6300: Communication for School Executives	B	3, 6, 8
EDAD 6515: Administrative Internship I	A, B, C, D	10
EDAD 6516: Administrative Internship II	A, B, C, D	10
EDAD 6517: Administrative Internship III	A, B, C, D	10
EDAD 6120: Assessment for Professional Licensure	A, C	4, 5
EDAD 6280: Financial Management	D	2, 7
EDAD 6580: Action Research for Educators	A, C	4, 7

TILS Standards Key:

- A: Instructional Leadership
- B: Culture for Teaching and Learning
- C: Professional Learning and Growth
- D: Resource Management



Program Information

Field Experience and Clinical Practice

The field experience component is a crucial element of the leadership preparation program, providing candidates with authentic opportunities to apply theoretical knowledge in real school settings. Through a series of structured internships, candidates work closely with experienced administrators while gradually taking on increasing leadership responsibilities. These carefully designed experiences allow candidates to develop their leadership skills in a supportive environment while receiving mentoring from successful practitioners. The internship sequence progresses from observation and analysis of leadership practices to active participation in administrative decision-making and school improvement initiatives.

The internship experience is intentionally aligned with coursework to create a cohesive learning experience that bridges theory and practice. Candidates engage in a variety of leadership activities including curriculum development, teacher evaluation, budget management, community relations, and student discipline. Through these experiences, they develop a comprehensive understanding of school operations while building their professional portfolio. Regular reflection sessions with university supervisors and mentor administrators help candidates process their experiences, connect theory to practice, and develop their personal leadership philosophy. This combination of guided practice and scholarly reflection prepares candidates to step confidently into formal leadership roles upon program completion. Each internship course requires:

- Minimum number of documented field hours
- Variety of administrative experiences
- Regular meetings with mentor administrator
- University supervisor observations
- Reflection journals and activity logs
- Portfolio artifact collection

Comprehensive Examination - EDS

All EDS students must complete a Comprehensive Examination Application one semester prior to their intended examination date. All applications must be approved by your academic advisor and the department chair. All examination dates can be located on the Graduate School Academic Calendar. The comprehensive examination serves as a culminating assessment of candidates' mastery of program content and readiness for school leadership positions. The exam consists of written responses to questions covering major areas of educational leadership including:

- Instructional leadership
- Organizational management
- School law and ethics
- Community relations
- Resource management

COMPREHENSIVE EXAMINATIONS - MEd

Candidates for the Master of Education degree are required to pass comprehensive examinations covering the professional field of Education and the general field of major study, including minor courses and supportive areas.

Candidates for the M.Ed. and EDS degrees are required to take a comprehensive examination in the general field of major study and supportive fields. The examinations are designed to test the student's ability to apply principles, as well as the student's skill in demonstrating sound scholastic and composition capabilities. It is therefore, recommended that students remain current with the literature both in education and/or the field of major interest. Please check the EDAD website each July for the current Comprehensive Exam Study Guide.

REGULATIONS GOVERNING THE ADMINISTRATION OF COMPREHENSIVE Examinations

1. Students must file an application with their advisors and their department heads on a form (provided by the Graduate School) and no later than the date published by the Graduate School. (Applications must be accompanied by documentation of a Program of Study approved by the Graduate School.)
2. The Dean of the Graduate School will establish the date for the examination. Candidates will be notified of the time and place two weeks before the examination is administered.
3. Examinations are administered three times during the school term: October, March, and June. It is the responsibility of the student to familiarize himself or herself with the Graduate School Calendar, which is published in the Graduate Catalog.
4. The examination shall be administered during the semester of graduation (Exceptions must be approved by Department Head). It shall cover work prescribed by the student's program and will include at least (a. M.Ed. only; b. all degrees).
 1. An Examination in Professional Education: Historical, Philosophical, or Social Foundations of Education, Educational Research, Curriculum, Educational Psychology; Evaluation; and Statistics. This portion of the test will be prepared by a committee from the College of Education and chaired by the Dean.
 2. An Examination in the Student's Major Concentration: In addition to the major concentration, the examination may include an assessment of knowledge in supportive fields. A committee appointed by the Department Head would prepare this portion of the Comprehensive Examinations. It shall be scheduled for a period not to exceed three hours.
5. The Comprehensive Examinations will be written, but where very unusual circumstances require it, the examination may be oral, or written and oral, if recommended by the Advisory committee and approved by the Department Head, and the Dean of the School/College/Institute. (The Office of Disabled Student Services must approve requests for special accommodations.)

6. Grades for the examinations will be filed in the School Office and in the Graduate School Office. The Graduate School will immediately inform the students of the results upon receipt of the grades from the School/College/Institute Dean.
7. In the event that a student fails to pass the first examination, it may be recommended that the candidate be permitted to re-take the exam.
8. A second failure by a candidate will require further prescribed study before re-examination is permitted.
9. A third failure by any candidate shall result in the student's dismissal from Graduate School.
10. Candidates must present, upon arrival at the testing site, a Photo ID and a Letter of Approval (from the Graduate School) to take the Comprehensive Examination.





**TENNESSEE
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Program of Study

**Master of Education Licensure (M.Ed.)
and
Education Specialist Licensure (Ed.S.)**

Program of Study

M.Ed. in Instructional Leadership

Concentration: Licensure

Student Information

Last Name	First Name	Middle Name	T#
Home Address	City	State	Zip Code
Highest Degree	Institution	Cell Phone	E-mail Address

1. Complete the Admission to Candidacy/Program of Study form in **consultation with your advisor**;
2. Program is to be developed prior to the first semester of study;
3. Remove any Incomplete ("I") grades from the permanent record;
4. Type or print information on form, and submit to advisor for signatures.
5. Return **one (1) copy** of the form to the Graduate School.

NOTE: COURSES MUST BE TAKEN IN THE ORDER SHOWN ON THIS SHEET.

CANDIDATES MUST SEE ADVISOR EACH SEMESTER PRIOR TO REGISTERING

Program Information

Required Courses	Disc.	Number	Description	Hours	Grade

Semester 1					
Summer 2023	EDAD	5020	Philosophy and Introduction to Educational Administration	3	
Summer 2023	EDAD	5090	Assessment for Leaders	3	
Summer 2023	EDAD	5515	Administrative Internship I	1	
Semester 2					
Fall 2023	EDAD	5200	Human Resource Management	3	
Fall 2023	EDAD	5030	Instructional Leadership	3	
Fall 2023	EDAD	5050	Educational Law	3	
Fall 2023	EDAD	5516	Administrative Internship II	1	
Semester 3					
Spring 2024	EDAD	5640	School and Community Relations	3	
Spring 2024	EDCI	6100*	Curriculum Planning and Programs	3	
Spring 2024	EDAD	5720	School Finance	3	
Spring 2024	EDAD	5517	Administrative Internship III	1	
Semester 4					
Summer 2024	EDAD	6200	Secondary School Organization	3	
Summer 2024	EDAD	5080	Action Research/ Capstone Research Project	3	
			Totals	33	

The total number of credits needed to complete the M.Ed. in Instructional Leadership Program is 33 hours.

Please see academic advisor for the appropriate program of study.

Transfer of Credit

A maximum of <u>12</u> semester hours may be transferred for the M.Ed.					
School	Dept. and Course	Descriptive Title	Credit Hours	Grade	Comparable TSU Course

Required Signatures

Position	Signature	Date
Student		
Advisor		
Department Head		
Program Coordinator		
Dean, College of Education		
Dean, Graduate School		

Additional requirements:

- ✓ Take and pass comprehensive exam during last semester of program
- ✓ Take and pass the ETS School Leadership Licensure Assessment (SLLA) Exam Test #6990 prior to graduation.

Program of Study
Ed.S. in Instructional Leadership
Concentration: Licensure
Effective fall, 2019

Student Information

Last Name	First Name	Middle Name	T#
Home Address	City	State	Zip Code
Highest Degree	Institution	Cell Phone	E-mail Address

6. Complete the Admission to Candidacy/Program of Study form in **consultation with your advisor**;
7. Program is to be developed prior to the first semester of study;
8. Remove any Incomplete ("I") grades from the permanent record;
9. Type or print information on form, and submit to advisor for signatures.
10. Return **one (1) copy** of the form to the Graduate School.

NOTE: COURSES MUST BE TAKEN IN THE ORDER SHOWN ON THIS SHEET.

CANDIDATES MUST SEE ADVISOR EACH SEMESTER PRIOR TO REGISTERING

Students entering from a discipline other than Educational Leadership are required to take nine (9) hours in Educational Leadership at the Master's level to meet admissions requirement.

Program Information

Required Courses					
Required Courses	Disc.	Number	Description	Hours	Grade
Semester 1					
	EDAD	6010	Theory and Principles of Educational Administration	3	
	EDAD	6060	Administration of Instructional Programs	3	
	EDAD	6580	Action Research/Capstone Research Project	1	
Semester 2					
	EDAD	6300	Communication Skills for School Executives	3	
	EDAD	6110	Human Resource Management	3	
	EDAD	6515	Administrative Internship I	1	
Semester 3					
	EDAD	6120	Assessment for Professional Licensure	3	
	EDAD	6070	Legal Problems	3	
	EDAD	6516	Administrative Internship II	3	
Semester 4					
	EDAD	6200	School Principalship K-12	3	
	EDAD	6280	Financial Management and Administration	3	
	EDAD	6517	Administrative Internship III	1	
Semester 5					
	EDCI	6100	Curriculum Planning and Programs	3	
			Totals	33	

The total number of credits needed to complete the Specialist in Instructional Leadership degree is 33 hours.

This program of study is effective for students admitted in fall, 2019. Students who were admitted before fall, 2019 should use the program of study aligned with their year of admission. Please see academic advisor for the appropriate program of study.

Transfer of Credit

A maximum of <u>6</u> semester hours may be transferred for the Ed.S.					
School	Dept. and Course	Descriptive Title	Credit Hours	Grade	Comparable TSU Course

Required Signatures

Position	Signature	Date
Student		
Advisor		
Department Head		
Program Coordinator		
Dean, College of Education		
Dean, Graduate School		

Additional requirements:

- ✓ Take and pass comprehensive exam during last semester of program
- ✓ Take and pass the ETS School Leadership Licensure Assessment (SLLA) Exam Test #6990 prior to graduation.



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Other Helpful Information

- 1) Tennessee Department of Education (TDOE) Links
- 2) Frequently Asked Questions (FAQ)
- 3) CAEP Standards Alignment with TSU Educational Leadership Programs
- 4) Instructional Resources
- 5) Career Pathways in Educational Leadership: A Guide for M.Ed. and Ed.S. Graduates

Tennessee Department of Education (TDOE) Links

Educator Licensure & Preparation

The department works to issue licenses efficiently to Tennessee educators in accordance with [legislative codes](#) and [state board rules and regulations](#) and [policies](#). The office of educator licensure and preparation is responsible for the issuance of all Tennessee educator licenses, and approval of educator preparation programs.

Educator Preparation

Aspiring Tennessee educators must complete an approved educator preparation program. Approved preparation programs are available through a variety of levels, types, and pathways including undergraduate and post-baccalaureate, and with student teaching, internship, or job-embedded clinical practice. The requirements for educator preparation provider (EPP) eligibility and the approval of educator preparation programs are set by the [State Board of Education](#) (SBE) as outlined in [Educator Preparation Policy 5.504](#) and rule [Chapter 0520-02-04](#).

Individuals interested in finding a Tennessee approved provider or program may search the [approved preparation providers/programs](#).

TDOE Licensure Resources

[Endorsement Code Listings](#)

[Licensure Forms](#)

[Licensure Guidance Documents](#)

[Emergency Credentials](#)

TDOE Frequently Asked Questions

Educators seeking answers to frequently asked licensure questions and contact information should consult the Department's FAQ guide available [here](#).

TDOE Licensure Resources

Educator Licensure Operating Procedures for Districts

This comprehensive guide includes detailed information about various pathways to licensure, including requirements for permits, waivers, endorsements, and specific content areas like Algebra I and Gifted Education. It also outlines processes for both in-state and out-of-state applicants, substitute teacher requirements, and parent notification procedures under ESSA regulations.

Frequently Asked Questions (FAQ)

Tennessee State University Educational Leadership Licensure Programs

Admissions and Eligibility

Q: What are the basic admission requirements for the M.Ed. program? A: Applicants must have:

- A bachelor's degree from an accredited four-year college/university
- Undergraduate cumulative GPA of 2.75 or better on a 4.0 scale
- A valid teacher, counselor, social worker, or related license
- Minimum of two years qualifying education experience
- Demonstrated effectiveness as an educator in most recent two years
- Three letters of recommendation on official employment letterhead
- Successful interview with program admissions committee

Q: What if I don't meet all admission criteria? A: You may submit an appeal request that includes:

- An acceptable work record (resume/CV)
- Three written recommendation letters indicating probable success
- Completed appeals request form The appeal must be submitted to the Department Chair for review.

Q: What are the application deadlines? A: Applications are due:

- Fall Admission: July 1st
- Spring Admission: November 1st
- Summer Admission: February 1st

Program Requirements

Q: How many credit hours are required for each program? A: Both programs require 33 credit hours:

- M.Ed. in Instructional Leadership: 33 hours
- Ed.S. in Instructional Leadership: 33 hours

Q: Can I transfer credits into the program? A: Yes, with limitations:

- M.Ed. program: Maximum of 12 relevant graduate credit hours
- Ed.S. program: Maximum of 6 semester hours All transfer credits must be approved by your academic advisor and department chair.

Q: What are the requirements for program completion? A: Students must complete:

- All required coursework with minimum 3.0 GPA
- Administrative internship experiences
- Comprehensive examination
- School Leaders Licensure Assessment (SLLA) Exam Test #6990
- Professional portfolio

Internship and Field Experience

Q: What are the internship requirements? A: The program includes three sequential internships that require:

- Minimum documented field hours
- Various administrative experiences
- Regular meetings with mentor administrator
- University supervisor observations
- Reflection journals and activity logs
- Portfolio artifact collection

Licensure and Certification

Q: What documents are needed for licensure application? A: Required documents include:

- Official transcripts from all colleges/universities attended
- Passing Praxis score report (submitted to State Dept. of Education 8190 & TSU 1803)
- Program completion verification
- Completed Initial Teaching State License Application or Add-On License Application
- All documents must be submitted in PDF format to TSU's Certification Officer

Q: Is the Tennessee Instructional Leadership license valid in other states? A: Yes, through reciprocity agreements, though additional requirements may apply. Contact the specific state's Department of Education for details.

Support Services

Q: What academic support services are available? A: Students have access to:

- University Writing Center
- Library Services
- Gracie-OTL Lab in College of Education
- Dedicated Educational Leadership librarian
- Research consultations
- APA formatting workshops
- SLLA exam preparation support

Q: How do I apply for graduation? A: Follow these steps:

1. Log into MyTSU
2. Click Banner Services Tab
3. Select "Student" link
4. Click "Student Records"
5. Choose "Apply to Graduate"
6. Complete all required information
7. Review carefully before submitting

Contact Information

Department of Educational Leadership Clay Hall Room 103 Phone: (615) 963-2299 Email: trober25@tnstate.edu

Certification Officer Contact Email: teachercertification@tnstate.edu For transcript requests: Visit Tennessee State University Transcript Request | Parchment

CAEP Standards Alignment with TSU Educational Leadership Programs M.Ed. and Ed.S. in Instructional Leadership

RA.1 Content and Pedagogical Knowledge

- Programs align with Tennessee Instructional Leadership Standards (TILS)
- Curriculum emphasizes equity, diversity, and cultural responsiveness
- Coursework integrates data literacy through EDAD 5080/6580 (Action Research)
- Technology integration supported through Gracie-OTL Lab resources
- Professional ethics emphasized through required Code of Ethics agreements

RA.2 Clinical Partnerships and Practice

- Three-part internship sequence with experienced administrators
- Field experiences integrated throughout program
- Partnerships with local school districts for mentorship
- Portfolio development documenting clinical experiences
- Regular observation and feedback from university supervisors

RA.3 Candidate Quality and Selectivity

- Admission requirements exceed CAEP minimums (2.75 GPA)
- Interview process with professional administrators
- District recommendation required for admission
- Minimum two years teaching experience required
- Regular progress monitoring through advisor check-ins

RA.4 Satisfaction with Preparation

- Career development resources support job placement
- Strong relationships with district employers
- Graduate success tracked through leadership positions
- Professional network maintained through alumni connections
- Regular program evaluation incorporating stakeholder feedback

RA.5 Quality Assurance System

- Comprehensive examination requirement
- Professional portfolio assessment
- SLLA exam requirement for licensure
- Course alignment with TILS standards
- Regular program review and updates

R6 Fiscal and Administrative Capacity

- Dedicated faculty with extensive leadership experience
- Support services through Writing Center and Library
- Specialized facilities including Gracie-OTL Lab
- Clear administrative structure with defined roles
- Regular professional development opportunities

Program Distinctions

M.Ed. Program:

- Focus on foundational leadership skills
- Entry-level administrative preparation
- 33 credit hours of targeted coursework
- Initial leadership licensure pathway

Ed.S. Program:

- Advanced leadership development
- Deeper theoretical understanding
- Complex organizational leadership focus
- Preparation for district-level positions

Both programs maintain rigorous standards while supporting candidate success through comprehensive support services, experienced faculty mentorship, and authentic leadership experiences aligned with CAEP requirements.



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Instructional Resources for Educational Leadership Graduate Students

Academic Support Services

The Gracie-OTL Lab (College of Education)

- SLLA exam preparation resources and workshops
- Data analysis support
- Technology integration assistance
- Educational software training
- Practice tests and study materials

University Writing Center

- Scholarly writing assistance
- APA formatting guidance
- Research paper organization
- Dissertation/thesis preparation
- Professional writing consultations

Library Services

- Dedicated Educational Leadership librarian
- Research databases access
- Curated leadership resources
- Interlibrary loan services
- Research methodology guides

Research Support

Research Development

- Action research project guidance
- Data collection methods
- Analysis techniques
- Literature review assistance
- Research design consultation

Publication Opportunities

- Student research symposium participation
- Faculty research collaboration
- Conference presentation preparation
- Journal publication guidance
- Professional writing workshops

Professional Development Resources

Leadership Development

- Motivational Series events
- Professional networking opportunities
- Leadership workshops
- Administrative shadowing experiences
- Mentor administrator program

Professional Organizations

- National Association of Secondary School Principals (NASSP)
- American Association of School Administrators (AASA)
- Tennessee Principals Association (TPA)
- Professional conference opportunities
- Leadership networking events

Career Development Support

Career Services

- Resume development assistance
- Interview preparation
- Job search strategies
- Administrative position notifications
- District partnership opportunities

Portfolio Development

- Professional portfolio guidance
- Artifact collection assistance
- Documentation strategies
- Evidence alignment with standards
- Digital portfolio platforms

Technology Resources

Digital Tools

- Educational leadership software
- Data analysis programs
- Assessment platforms
- Communication tools
- Administrative technology training

Program-Specific Support

Academic Planning

- Course sequencing guidance
- Program timeline development
- Milestone tracking
- Graduation requirement monitoring
- License application assistance

Assessment Preparation

- Comprehensive exam preparation
- SLLA exam resources
- Practice assessments
- Study groups
- Review sessions

Contact Information - Department of Educational Leadership Clay Hall Room 103 Phone: (615) 963-2299 Email: trober25@tnstate.edu

Students are encouraged to utilize these resources early and often throughout their program. Faculty advisors can provide additional guidance on accessing these supports.

Career Pathways in Educational Leadership

A Guide for M.Ed. and Ed.S. Graduates (Licensure)

The Educational Leadership Landscape

The field of educational leadership continues to evolve with increasing opportunities for qualified administrators. School districts nationwide face leadership succession challenges as experienced administrators retire, creating favorable conditions for new leaders. According to the Bureau of Labor Statistics, employment of elementary, middle, and high school principals is projected to grow 5% through 2031, with an estimated 23,500 openings each year. This growth, combined with an emphasis on instructional leadership and educational equity, makes it an opportune time to enter educational administration.

School-Based Leadership Positions

The most direct pathway for M.Ed. and Ed.S. graduates begins with school-based leadership positions. Assistant principalships serve as the traditional entry point, allowing new administrators to develop their leadership skills while working alongside experienced principals. These roles typically involve student discipline, teacher evaluation, curriculum development, and daily operations management. The natural progression leads to principalships, where leaders take full responsibility for school vision, instructional leadership, and organizational management. Many districts prefer candidates to serve 2-3 years as assistant principals before advancing to principalships.

District-Level Opportunities

Beyond school-based positions, district offices offer diverse leadership opportunities. Curriculum directors, instructional supervisors, and program coordinators shape educational initiatives across multiple schools. Ed.S. graduates are particularly well-positioned for these roles, which often require advanced understanding of systemic change and organizational leadership. Special education directors, federal programs coordinators, and assessment directors represent specialized pathways that combine educational leadership with specific expertise areas. These positions typically require 5+ years of successful school-based leadership experience.

Finding Leadership Positions

Educational leadership positions are advertised through multiple channels. State department of education websites maintain job boards specifically for administrative positions. Professional organizations like NASSP and AASA provide job listings and career services. LinkedIn has become increasingly important for educational networking and job searching. District websites remain crucial, as many positions are first posted locally. Education Week, SchoolSpring, and

K12JobSpot are leading national job boards for administrative positions. Networking through professional organizations and leadership programs often provides early access to upcoming opportunities.

Career Planning Strategies

Successful transitions into leadership require strategic planning. Build leadership experience while teaching through grade-level chair positions, committee leadership, and teacher mentoring. Document impact data from leadership initiatives to strengthen administrative applications. Develop expertise in high-need areas like special education, English learners, or STEM to increase marketability. Consider geographical flexibility, as rural and urban districts often provide faster paths to leadership. Maintain professional portfolios demonstrating mastery of state leadership standards and significant achievements.

Professional Development for Career Advancement

Continuous learning characterizes successful educational leaders. Join professional organizations offering leadership development, conferences, and networking. Consider additional certifications in specialized areas like special education administration or curriculum and instruction. Pursue opportunities to present at conferences and contribute to educational leadership publications. Many districts offer aspiring leader programs and leadership academies - participate early to position yourself for advancement. Develop technology leadership skills, as digital transformation in education continues accelerating.

Alternative Leadership Pathways

While most graduates pursue traditional K-12 leadership roles, alternative pathways exist. Charter school networks often seek educational leaders to serve as principals or network administrators. Educational technology companies value experienced educators for product development and implementation leadership. Educational consulting firms hire former administrators to support school improvement initiatives. Higher education administration and teacher preparation programs provide opportunities to shape future educators. These alternative paths may offer competitive compensation and different workplace dynamics than traditional school settings.

Compensation and Benefits

Administrative salaries vary significantly by region, district size, and position level. According to NCES data, the median public school principal salary exceeds \$100,000, with many urban and suburban districts offering substantially more. District-level positions typically offer higher compensation than building-level roles. Consider total compensation packages including retirement benefits, health insurance, and professional development allowances. Some districts offer performance bonuses, advanced degree stipends, and longevity increases. Research state retirement systems and contribution requirements when evaluating opportunities across state lines.

For specific job listings and salary information in your target region, contact:

- Tennessee Department of Education Job Board
- Tennessee Association of School Personnel Administrators
- Local district human resources offices
- Regional educational service centers
- Tennessee State University Career Development Office

Remember that building a successful administrative career requires patience, continuous learning, and strategic networking. Start planning your leadership pathway early in your program to maximize opportunities upon graduation.



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Conclusion

The Educational Leadership programs at Tennessee State University represent our commitment to developing transformative leaders who can meet the complex challenges of modern education. Through rigorous coursework, intensive field experiences, and close mentorship, our programs prepare candidates to become ethical, innovative, and culturally responsive leaders. The knowledge, skills, and dispositions developed through these programs align with Tennessee Instructional Leadership Standards and reflect best practices in educational leadership.

Our comprehensive approach integrates theory with practice, ensuring graduates are well-prepared to lead PreK-12 schools effectively. The program's emphasis on instructional leadership, organizational management, and community engagement provides candidates with the tools needed to drive school improvement and student achievement. Through action research projects, internship experiences, and professional portfolio development, candidates demonstrate their readiness to assume leadership positions and make meaningful contributions to the field of education.

The success of our graduates speaks to the quality and effectiveness of our programs. As they advance into roles as principals, central office administrators, and district leaders, they carry forward our department's commitment to excellence, equity, and innovation. We are proud to contribute to the development of educational leaders who will shape the future of education in Tennessee and beyond, always maintaining our mindset that "**Excellence is Our Standard.**"



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**Tennessee State University
College of Education
Department of Educational Leadership**

Administrative Licensure Program Handbook

**Master of Education Licensure (M.Ed.) and
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