



Master of Science in Instructional Leadership



The Degree for Teachers Who Lead

Earn Your Master of Science in Instructional Leadership

The Master of Science in Instructional Leadership at National University is designed for teachers seeking leadership roles within their schools, and may aspire to pursue an administrative role sometime during their career. In this degree program, you will take a combination of courses from both the Education Administration and Teacher Education departments. Upon completion of your studies, you will have developed the National Board Certification portfolio in your subject and grade level and you'll be prepared to assume a variety of leadership positions within your school and district. The schedule for this 10 course degree program is driven by NBCT course alignment with portfolio submission dates set by the NBPTS.

Contact an Admissions Advisor today.

Who should enroll?

You will benefit from this degree program if you:

- Seek a leadership role within your school or district
- Want to advance your teaching career through continued education
- Want to explore or participate in the National Board Certification process
- Willing to shape your schedule around the five NBCT courses

The University of Values



One-Course-Per-Month Format
Undergraduate and Graduate Programs

Online Degrees
WASC Accredited

Year-Round Registration
Convenient Locations

Enroll Today! Call (800) NAT-UNIV or visit www.nu.edu



Accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC); the Commission on Collegiate Nursing Education (CCNE) for the Bachelor of Science in Nursing Program; the International Assembly for Collegiate Business Education (IACBE) for the School of Business and Management; and approved by the Commission on Teacher Credentialing (CTC).

National University is nonprofit and does not discriminate in any of its policies or practices on the basis of race, ethnicity, religion, national origin, sex, disability, age, or veteran status.

■ MASTER OF SCIENCE IN INSTRUCTIONAL LEADERSHIP

(720-723)

This program will develop leadership skills, particularly involving working with school change, for teachers who are interested in being school leaders and may or may not be ready or interested in becoming administrators. A school leader is a teacher who may be involved in leading by serving on school committees, acting as club sponsors or team coaches, and may be involved as a change agent within the school. An administrator is a certified staff member who has an administrative degree and serves in an administrative position. The degree is a collaborative effort between the Teacher Education and Educational Administration Departments. It combines the five National Board Certified Teaching courses and five courses from the Educational Administration program that deal with leadership. At the conclusion of the program, the candidate has the opportunity to submit the portfolios and take the exam required for the National Board for Professional Teaching Standards certification process, receive a Master of Science degree, and be three courses away from an administrative certificate.

Degree Requirements

To receive a Master of Science in Instructional Leadership, candidates must complete 45 quarter units of graduate coursework, 22.5 of which must be taken from the National Certification program and 22.5 quarter units of graduate work from the Educational Administration program.

National Board Certification and Coursework

Lead Faculty/Advisor: Ronarae Adams • (858) 642-8352 • radams@nu.edu

Goals for National Board Certification

Teachers focus on student learning through systematic study and reflection of their own teaching practices and share their knowledge to form local learning communities.

Teachers are committed to educating all students by examining cross-cultural educational issues and relating those to enhancing student learning.

Teachers know how to teach their subjects by effectively accessing and using research based learning theories and assessment management strategies to educate all learners.

Outcomes for National Board Certification Coursework

Graduates will be able to:

- Reflect on their own teaching practice and provide evidence of student learning;
- Build professional relationships/networks;
- Build learning communities within their school/classroom;
- Identify, describe, and apply theories of curriculum as they relate to state approved standards;
- Implement standards-based assessment in the classroom, school, and district;
- Use technology for research and teaching; and
- Use multiple teaching models and assessment strategies.

Courses for National Board Certification

(5 courses; 22.5 quarter units)

- NBC 680 Measuring and Informing Quality Teaching and Learning: Research, Standards, Portfolio and Assessments
- NBC 681 Membership in Learning Communities: Professional Contributions, Collegueship, Partnerships, and Continuous Growth
- NBC 682 Evidence of Student Learning: Evidence of Student Learning – Entries and Documentation Based on Videotapes
- NBC 683 Evidence of Student Learning: Entries and Documentation Based on Student Work Samples and Knowledge of Subject Matter
- NBC 639 Applications of Research for the Art of Teaching
Capstone Project: Accomplished Professional Teacher-Leader Portfolio

Educational Administration Coursework

Lead Faculty Advisor: Clifford Tyler • (408) 236-1135 • ctyler@nu.edu

Program Outcomes/Goals

Graduates of the Master of Science in Instructional Leadership program will be able to:

- Acquire knowledge and develop skills associated with restructuring organizations, mobilizing of human and fiscal resources, and creating a school environment that identifies institutional needs for diversity.
- Build consensus among stake-holders.
- Develop the leadership skills necessary to effectively change schools.
- Evaluate, analyze, and develop new school programs and paradigms from the politics of school organizations for the improvement of instruction.
- Implement procedures for curricular improvements based upon assessment and appropriateness of diverse classroom environments.
- Demonstrate instructional leadership in maintaining and increasing teaching effectiveness provided through relevant professional development opportunities.
- Examine and apply education law, codes, and regulations to their school and school district.
- Institute the use of technology to improve school functions, including generating instructional data, perform analyses, using data to improve instruction, and address legal and ethical issues surrounding educational technology.

Core Requirements

(5 courses; 22.5 quarter units)

- EDA 614 Educational Leadership in Schools Today
- EDA 618 Legal and Ethical Foundations in Education
- EDA 624 Supervision and Evaluation of Instruction
- EDA 625 Technology and Data Analysis for Effective Instruction
- EDA 626 Human Resources in Diverse Communities

(The Capstone for this program is NBC 639: Applications of Research for the Art of Teaching-Capstone Project: The Accomplished Teacher-Leadership Portfolio. The capstone takes place at the end of the four courses of the National Board Certification coursework, which could be in the middle or at the end of the ten-course program.)

Within seven years, a graduate may choose to take the following three additional courses to earn the preliminary administrative license: EDA 619, EDA 620, EDA 628.