



**TEACHER LEADERSHIP CONCENTRATION**

Student Name: \_\_\_\_\_ G# \_\_\_\_\_

E mail: \_\_\_\_\_ Phone: \_\_\_\_\_ Advisor: \_\_\_\_\_

*Only six credit hours may be transferred from another institution.*

Required Concentration Courses: 18 credits	Sem. Hrs.
<p><b>EDLE 610 Leading Schools and Communities</b> Examines critical functions of leadership and organizational management, complex decision making responsibilities of school executives, and constructive relationships between schools and communities. Incorporates historical, ethical, philosophical, and sociological foundations of American education and the impact of organizational structure on reform and student achievement. Practical and academic emphasis on leadership skill development and dispositions.</p>	3
<p><b>EDLE 620 Organizational Theory and Leadership</b> Studies basic organizational theories and models of leadership and management. Emphasizes shared leadership in professional environments, communication skills, systems thinking, and personal and organizational change. Bridges theory to practical applications in educational settings.</p>	3
<p><b>EDLE 636 Adult Motivation and Conflict Management in Education Settings: A Case Study Approach</b> Uses case studies and simulations to examine conflict mediation and resolution skills, and safety and security issues. Focuses on character and ethics education in schools, coaching and mentoring, and adult motivation to support positive behaviors in work settings.</p>	3
<p><b>EDLE 690 Using Research to Lead School Improvement</b> Develops skills, insights, and understanding of how leaders use research to improve schools, with emphasis on the use of assessment and research data to identify school improvement needs and to design school improvement projects.</p>	3
<p><b>EDUC 597 Leadership: Special Topics in Education: Trends &amp; Issues in Instruction</b> Increases knowledge and skills of teacher leaders in curriculum development. Implementation of school improvement plan results will be included in a reflective, school-based project.</p>	3
<p><u>Select one from the following</u></p>	
<p><b>EDEP 591 Data-Driven Decision Making for Continuous Educational Improvement</b> Provides an intellectual and practical framework for creating and understanding formative and summative assessments of student performance. Emphasis is placed on the learning principles, cognitive processes, and psychometric models as they pertain to assessment issues.</p> <p style="text-align: center;">OR</p> <p><b>EDLE 618 Leadership: Special Topics in Education: Trends &amp; Issues in Instruction</b> Provides a theoretical and practical overview of the supervision and evaluation of instruction. Introduces the domains of supervision and inquiry into current issues and best practices in supervision. Uses a variety of interactive exercises to assist in the development of practical skills for using the clinical process and developmental approach to supervision</p>	3

**Part II**  
**Core Classes for M.Ed Degree: 12 credits**

<p><b>EDUC 612 Inquiry into Practice</b>          Provides experience using research skills to foster systematic and thoughtful inquiry into classroom practice. Explores relevant classroom practice issues through critical writing, action, and research. Emphasizes cultural diversity and gender issues in research.</p>	2
<p><b>EDUC 613 How Students Learn</b>          Advanced course in study of learning based on research and theory from different disciplines. Focuses on increasing students' learning through study of different learning systems, and understanding each learner in context of learning process itself.</p>	3
<p><b>EDUC 614 Designing and Assessing Teaching and Learning</b>          Explores design and development of curricular, pedagogical, and assessment strategies responsive to needs and interests of students. Investigates factors that affect teaching and learning, and examines multiple ways of knowing that teachers bring to classrooms.</p>	2
<p><b>EDUC 606 Education and Culture</b>          Uses cultural inquiry process (CIP) and web site to acquire cultural, social, and language-related perspectives on educational processes; and teaches skills to analyze educational settings and expand strategies to address puzzlements in students' own practice.</p>	3
<p><b>EDUC 615 Educational Change</b>          Explores influences on educational change at classroom, school, community, state, and national levels. Investigates implications of factors and influences that affect educational change. Analyzes influences and factors, and involves students in reflecting on their own experiences.</p>	2
<p><b>PROGRAM EXIT REQUIREMENT: <i>Professional Development Portfolio</i></b>          A performance-based document that provides concrete evidence of teacher professional development throughout the ASTL program. This will include selected course products from the Leadership courses, the EDUC 597 capstone, as well as the designated performance reflections in the Core courses and Core reflections. This portfolio is presented at the conclusion of the Core prior to graduation documenting the Teacher Leader's growth and development.</p>	