



**TEACHER LEADERSHIP CONCENTRATION
COURSE SHEET**

30 credit degree program

(12 credits of Core courses, 18 credits of Concentration courses)

Core Courses: 12 credits <i>Required for all ASTL M.Ed. students</i>	Credit Hours
<p><u>EDUC 612: Inquiry into Practice</u> 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><u>EDUC 613: How Students Learn</u> 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><u>EDUC 614: Designing and Assessing Teaching and Learning</u> 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><u>EDUC 606: Education and Culture</u> 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><u>EDUC 615: Educational Change</u> 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

Teacher Leadership Concentration Courses: 18 credits	Credit Hours
<p><u>EDLE 620: Organizational Theory and Leadership</u> 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><u>EDLE 690: Using Research to Lead School Improvement</u> 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><u>EDLE 636: Adult Motivation and Conflict Management in Education Settings: A Case Study Approach</u> 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><u>EDLE 610: Leading Schools and Communities</u> 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><u>EDEP 591: Data-Driven Decision Making for Continuous Educational Improvement</u> 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>OR</p> <p><u>EDLE 618: Supervision and Evaluation of Instruction</u> 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
<p><u>EDUC 608: Teacher Leadership for Professional Learning</u> Examines teacher leadership as a vehicle for professional growth and change. Focuses on the role of teacher learning in strengthening school capacity and offers teachers a foundation for enacting teacher leadership in their own school contexts via mentoring, collaboration, and related professional development endeavors.</p>	3
PROGRAM EXIT REQUIREMENT	

Professional Development Portfolio: A performance-based portfolio that provides evidence of a teacher's teacher professional learning and development throughout the ASTL program. The portfolio is presented the last spring semester of a student's program.	NA
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Advanced Studies in Teaching and Learning (ASTL)

Division of Advanced Professional Teacher Development and International Education
College of Education and Human Development

Dr. Stephanie Dodman (sdodman@gmu.edu)

Dr. Nancy Holincheck (nholinch@gmu.edu)

ASTL Academic Program Coordinators

Advisor and Support Contact List

Concentration	Advisor	Email	Phone
Designing Digital Learning in Schools	Dr. Dawn Hathaway	dhathawa@gmu.edu	(703) 993-2019
Diversity and Exceptionality in PK-12 Schools	Marie Champagne	mchampa4@gmu.edu	(703) 993-3173
Early Childhood Education	Dr. Julie Kidd	jkidd@gmu.edu	(703) 993-8325
Languages (Spanish & French)	Dr. Rebecca Fox <i>Dr. Jenny Leeman*</i> <i>Dr. Christy Pichichero*</i>	rfox@gmu.edu jleeman@gmu.edu cpichich@gmu.edu	(703) 993-4123
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History	Dr. Mark Helmsing <i>Dr. Brian Platt*</i>	mhelmsin@gmu.edu bplatt1@gmu.edu	(703) 993-2384 (703) 993-1253
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Literacy: Reading Specialist	Dr. Jennifer Hathaway	jhathaw2@gmu.edu	(703) 993-5789
Literacy: PreK-12 Classroom	Dr. Jennifer Hathaway	jhathaw2@gmu.edu	(703) 993-5789
Mathematics	Dr. Courtney Baker	cbaker@gmu.edu	(703) 993-5081
Physical Education	Dr. Dominique Banville	dbanvill@gmu.edu	(703) 993-3579
Science K-12	Dr. Nancy Holincheck	nholinch@gmu.edu	(703) 993-8136
STEM	Dr. Nancy Holincheck	nholinch@gmu.edu	(703) 993-8136
Special Education	Jancy Templeton	jtemple1@gmu.edu	(703) 993-2387
Teacher Leadership	Dr. Stephanie Dodman <i>Dr. Farnoosh Shahrokhi*</i>	sdodman@gmu.edu fshahrok@gmu.edu	(703) 993-3841 (703) 993-2009
ASTL Core Advisors	Dr. Stephanie Dodman Dr. Nancy Holincheck	sdodman@gmu.edu nholinch@gmu.edu	(703) 993-3841 (703) 993-8136
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APTDIE Support Manager	Felicita Minionis	fminioni@gmu.edu	(703) 993-2794
ASTL program (general)		astl@gmu.edu	(703) 993-2794
ASTL program website		https://gse.gmu.edu/advanced-teaching-studies/	
ASTL Facebook page		https://www.facebook.com/ASTLProgramGMU/	

* *Liaison Contact for Departmental Advising*

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Program of Study Form

Once you are admitted and you indicate your intent to enroll, contact your Advisor ***immediately***. Advisor information is located in your admissions materials and at <https://gse.gmu.edu/advanced-teaching-studies/current-student-information>.

Complete this form with your Advisor ***by the end of your second semester***. What you include on this form is not permanent, and you can adjust as necessary. However, it will provide you with a roadmap for your program. See the Concentration Course Sheet for your specific Concentration for guidance in course selection.

Any changes to your Program of Study should be made in consultation with your Advisor.

Student Name	Concentration
Advisor Name	

Notes on Core courses:

The Core classes may be taken concurrently and interspersed with the Concentration courses OR the Core may be taken in a one year block as necessitated by Concentration course availability.

EDUC 612: offered face to face and online; summer only; must be first Core course taken

EDUC 613: offered face to face and online; fall only; must be second Core course taken

EDUC 614: offered face to face and online; fall only; can be taken concurrently with EDUC 613

EDUC 606: offered face to face and online; spring only; can be taken concurrently with EDUC 615

EDUC 615: offered face to face and online; spring only; must be taken the last spring semester of program

Semester	Semester, Year	Course number	Credits	Concentration or Core?
<i>(Example)</i>	<i>Summer 2019</i>	<i>EDUC 612</i>	<i>2</i>	<i>Core</i>
		<i>EDLE 620</i>	<i>3</i>	<i>Concentration</i>
1				
2				
3				
4				
5				
6				
7				
8				

Student's signature		Date	
Advisor's signature		Date	