

Teacher Leader Master's Degree Advising Guide

Murray State University – College of Education Graduate Programs

<http://www.murraystate.edu/coe/>

This master's degree program is for any teacher with elementary, middle, secondary, IECE, CTE, or special education - LBD certification who wants to assume a leadership role in his or her school, but who does not necessarily wish to become an administrator. Completion of the 30-hour program will earn teachers a Rank II and Teacher Leader Master's designation (as well as the Teacher Leader Endorsement). The program consists of five-core courses, totaling 15 hours, which present topics identified by school partners as critical for successful teacher leadership. Students will also select an additional 15 hours consisting of either a discipline specialization based on certification or an endorsement. The complete program is offered at five sites: four regional sites (Paducah, Hopkinsville, Madisonville, Henderson) and the Murray campus

New Certifications

Teachers who wish to add **new** certifications should not pursue the TLM program, but should select from the following programs: Master of Mathematics for Teachers, Reading and Writing Masters and Endorsement, IECE, Special Education LBD, or Moderate and Severe as an additional certification for teachers with LBD certification. These certifications confer a Rank II and Master's Degree, but do not lead to the Teacher Leader Endorsement.

Conceptual Framework

Teacher Leaders are ethical change agents who work to improve classrooms, schools, districts, and communities. Teacher Leadership is a fundamental concept and organizing element for the degree program. One program expectation is that teachers will integrate the teacher leadership concepts into their philosophy of education and into their daily professional practices. Linda Lambert's book *Leadership Capacity for Lasting School Improvement* is used as a framework in the program to explore the Teacher Leadership concept. Lambert's qualities of teacher leadership serve as guiding ideas in development of teacher leadership skills and dispositions:

Adult development - how I see myself with respect to the school community, my need for reflection and self-evaluation, and the respect I hold for others' viewpoints.

Professional dialogue - how I communicate professionally with others, how I seek professional knowledge, how I respond to new educational situations.

Collaboration - how I make educational decisions for the school community, how I work in a team situation, how I respond to school problems, how I respond to conflict during collaboration.

Organizational change - how I plan for the future, how I involve myself during the change process, how I view the diversity represented in my school community, how I view responsibility for the students in my school.

Advocacy - how I view my responsibility for the policies of my school, how I involve myself in changing the power structure in the school.

CORE COURSES (15 hours)

REQUIRED FOR ALL CERTIFICATIONS: Career and Technical, Elementary, Interdisciplinary Early Childhood, Middle, Secondary, Special Education - LBD – see website for advising forms:
<http://coekate.murraystate.edu/ncate/manager/advsheet/>

EDU 600 Introduction to Teacher Leadership
EDU 631 Classroom Management & Student Motivation
EDU 633 Curriculum Development (see exception for IECE below)
EDU 637 Instruction for Diverse Students
EDU 639 Research to Improve Student Learning
EDU 640 Exit Seminar in Teacher Leadership
Additional program specific course (3 hours) – see additional courses below and in advising forms.

AND

Elementary Education Program

Specialization (15 hours)

Elementary Education

ELE 608 Integrating Science Across the Curriculum
ELE 602 Integrating Language Arts in the Curriculum
ELE 600 Integrating Mathematics in the Curriculum
ELE 601 Integrating Social Studies in the Curriculum
REA 612 Foundations of Literacy

OR

Endorsements (12 hours)

Gifted Education
Instructional Computer Technology
School Safety
Environmental Education
English as Second Language (ESL)/TESOL Program
Plus one elective course (3 hours)

Interdisciplinary Early Childhood Program

Other Course Requirements – this course replaces EDU 633 in the Core (3 Hours)

SED 653 Methods and Materials for Infants Toddlers and Preschoolers

IECE Specialization (15 hours)

SED 652 Assessment and Program Planning for Infants, Toddlers and Preschoolers
ELE 604 Advanced Studies in Kindergarten
FCS 525 Advanced Child Development Programs
Electives with IECE emphasis chosen with advisor approval – (6 Hours)/ Recommended SED 602 or FCS 527

Middle School Education Program

Other Course Requirements (3 Hours)

PSY 681 Advanced Adolescent Psychology

Specialization - Teaching Field (12 Hours)

OR

Endorsements (12 hours)

Gifted Education
Instructional Computer Technology
School Safety
School Improvement Leader
Environmental Education
English as Second Language (ESL)/TESOL Program

Secondary School Education Program

Other Course Requirements (3 Hours)
EDU 621 Advanced Methods of Teaching

Specialization - Teaching Field (12 Hours)

OR

Endorsements (12 hours)
Gifted Education
Instructional Computer Technology
School Safety
School Improvement Leader
Environmental Education
English as Second Language (ESL)/TESOL Program

Special Education LBD Program

Special Education LBD Specialization (15 hours)

SED 613 Advanced Behavior Support
SED 614 Advanced Instructional Technology
SED 651 Social Competence for Safe Environments
SED 655 Special Education Transition
Advisor approved SED Elective (3 Hours)

Leadership Projects and Portfolio Requirements

The Leadership Projects and Portfolio will be completed and scored in EDU 640. Completion of a *Livertext* portfolio with a passing score is required for program completion and graduation. The portfolio is started in EDU 600; and major assignments for all coursework including core, endorsement or specialization courses will be submitted to the Leadership Portfolio to document the entire master's experience. Two leadership projects with passing scores (an internal-school project and an external-school project) are required as part of the completed Leadership Portfolio.

Portfolio Table of Contents

Teacher Leader Portfolio

Affidavit and Release Form

EDU 600 Introduction to Teacher Leadership

EDU 631 Classroom Management & Student Motivation

EDU 633 Curriculum Development

EDU 637 Instruction for Diverse Students

EDU 639 Research to Improve Student Learning

EDU 640 Exit Seminar in Teacher Leadership

Leadership Project - Internal Project

Leadership Project - External Project

Course Assignments Supporting Teaching Field or Endorsement

Teacher Leader Dispositions

Program of Studies & Curriculum Advising Forms

Kentucky Teacher Standards

Leadership Projects

Two leadership projects with passing scores are required for program completion and graduation. The two leadership projects (an internal and external project) require approval and collaboration with the school principal or a district administrator. After conferencing with a school principal or district administrator, a signed form is submitted to the student's Leadership Portfolio to document the collaborative process between the program and school/school district. The leadership projects are organized to provide a direct benefit to the school, district or community. Teachers and principals should select projects that are appropriate for developing the teachers' leadership skills and scaled to the teachers' skills and needs. Teachers confident of their leadership skills may design an internal project to address a school-wide problem, and scale an external project to address a district or community project. Teachers who need more experience in developing leadership skills may design a classroom project as the internal project and a department or grade level project for the external project. Course instructors will guide and provide feedback to teachers on the design of an appropriate project.

The courses and assignments below are suggested for internal or external leadership project:

EDU 631 – Management and Motivation Leadership Project

EDU 633 - Classroom/School/District Curriculum Project

EDU 637 - Differentiated Lessons or Unit

EDU 639 – PLC Common Assessment or Action Research Project