Teacher Leader Program Handbook
2018-2019

Preparation Level: Advanced
Rank Level: Rank I/Rank II/Endorsement/Area of Specialization
Table of Contents

Purpose .............................................................................................................................................. 3
Accreditation Statement .................................................................................................................... 3
Nondiscrimination Policy .................................................................................................................. 4
Greetings from the Department of Advanced Programs ............................................................... 5
Welcome to the Teacher Leader Program ....................................................................................... 6
Step 1 Self-Enroll Teacher Leader Candidate Assessments .......................................................... 8
  How to Self-Enroll in a Course in iLearn ....................................................................................... 8
  Teacher Leader Program Core Courses ....................................................................................... 9
  Course Sequence .......................................................................................................................... 11
  Teacher Leader Program Highlights ......................................................................................... 11
  Teacher Leadership Domains .................................................................................................... 12
  Career Pathways ......................................................................................................................... 13
Step 2 Learning through Mentoring .............................................................................................. 14
  Field and Clinical Hours ............................................................................................................. 17
  Monitoring Clinical Experiences ............................................................................................... 20
  Examples of Leadership Activities during Clinical Experiences ............................................. 20
DISPOSITIONS SURVEY .................................................................................................................. 23
  Communication .......................................................................................................................... 23
  Critical/Creative Thinking .......................................................................................................... 24
  Professionalism .......................................................................................................................... 25
Capstone Experience Option 1 & 2 ............................................................................................... 26
STEP 3 Professional Portfolio ......................................................................................................... 27
Program Descriptions from Catalog ............................................................................................. 29
  Teacher Leader, Option 1 .......................................................................................................... 29
  Teacher Leader Option 2 Programs ........................................................................................... 30
Appendix .......................................................................................................................................... 37
  Appendix A  Graduate candidate helps ....................................................................................... 37
  Appendix B  InTASC Standards ................................................................................................... 40
  Appendix C  Kentucky Code of Ethics ......................................................................................... 41
  Appendix D  Mentor Agreement .................................................................................................. 43
Purpose

The School of Education Teacher Leader Handbook is an official publication of the University of the Cumberlands, compiled and edited by the education leadership preparation faculty and planning committee. The Handbook is a general information guide for the candidates to follow in the admission, enrollment and implantation process, and each candidate is responsible for its contents. Academic information may be obtained from the Office of Academic Affairs, the Registrar, departmental publications, and the University Catalog. Failure to read this Handbook does not excuse candidates from the requirements and regulations described herein. The word candidate in the Handbook and in any other official University of the Cumberlands publication is defined to be all persons enrolled in a preparation program. While the information presented here is as accurate as possible as of the date of publication, the University reserves the right to make changes as future circumstances may require.

Accreditation Statement

Institutional Regional Accreditation

University of the Cumberlands is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, masters, education specialist, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of University of the Cumberlands.

School of Education National Accreditation

NCATE

University of the Cumberlands' School of Education was awarded NCATE (National Council of Accreditation for Teacher Educators) accreditation through the Council for Educator Preparation (CAEP), 1140 19th Street, NW, Suite 400, Washington, DC 20036 in October 2015.

School of Education State Accreditation

KDE/EPSB

University of the Cumberlands' School of Education is further accredited through Kentucky's Educational Professional Standards Board (EPSB), 100 Airport Road, 3rd Floor, Frankfort, KY 40601. (502) 564-4606. Fax: (502) 564-7080.
Nondiscrimination Policy

The University does not illegally discriminate in its programs and activities on the basis of race, color, national or ethnic origin, sex, disability, age, religion, genetic information, veteran or military status, or any other basis on which the University is prohibited from discrimination under local, state, or federal law. As a non-profit Christian institute of higher learning, the University exercises its rights under state and federal law to use religion as a factor in making employment decisions. The University has been granted exemption from certain regulations promulgated under Title IX of the Education Amendments of 1972 which conflict with the University's religious tenets.

The University has grievance procedures to provide students, employees, or applicants an opportunity to file a complaint of illegal discrimination of any kind. In order to file a grievance, see the grievance procedures published below or contact the appropriate person:

The following person has been designated to handle inquiries or complaints regarding the disability nondiscrimination policy, including compliance with Section 504 of the Rehabilitation Act of 1973:

Mr. Jacob Ratliff  
Disability Services Coordinator  
Boswell Campus Center, Student Services Office Suite  
(606) 539-3576, jacob.ratliff@ucumberlands.edu

Dr. Emily Coleman  
Vice President for Student Services and Deputy Title IX Coordinator  
Boswell Campus Center, Student Services Office Suite  
(606) 539-4171, emily.coleman@ucumberlands.edu
Greetings from the Department of Advanced Programs

Dear Candidate:

We are pleased to introduce you to the Department of Advanced Programs of the University of the Cumberlands. Our purpose is to prepare candidates to be leaders in their schools and districts; evaluate high-quality research on student learning and college readiness; deliver differentiated instruction for P-12 students based on continuous assessment of student learning and classroom management; gain additional expertise in content knowledge; incorporate reflections that inform best practice in preparing P-12 student achievement in diverse settings; enhance instructional design utilizing the Kentucky Core Academic Standards, and college readiness standards. Based on this recent creation of our department, we will be realigning our mentor program to continue to build stronger partnerships among P-12 mentors and University mentors with the sole focus of ensuring candidate growth and success in program objectives.

University of the Cumberlands Candidates are ensured that the instruction they encounter at this institution is delivered by well qualified, experienced faculty who themselves model the “best practices” they want our candidates to use. Strong collaborative efforts among resident full-time faculty and part-time instructors, most of whom continue as practitioners in schools and districts in a variety of diverse settings ensure our candidates are equipped with both theory and practice.

Welcome to the University of the Cumberlands’ Department of Advanced Programs!

Sincerely,

Teresa Wallace
Teresa Wallace, Ed.D.
Associate Dean, School of Education
200 Luecker Building
Williamsburg, KY 40769
606-539-4634
teresa.wallace@ucumberlands.edu

Karen Goldman
Karen Goldman, Ph.D.
Director of Teacher Leader Program
Associate Professor, School of Education
114 Luecker Building
Williamsburg, KY 40769
606-539-4555
karen.goldman@ucumberlands.edu
Welcome to the Teacher Leader Program

Dear Teacher Leader Candidate:

Welcome to the Teacher Leader Program at the University of the Cumberlands! I am delighted you are joining us for your Master of Arts in Education degree (MAED). Your role is critical in fulfilling the mission of our school of education and the university. The enclosed information serves as an introduction to the Teacher Leader Program and requirements that must be met.

The Teacher Leader program is a tool for building a community that supports learning for all students and distributes leadership to create and sustain a culture of continuous improvement. Teacher Leader Programs are effective in improving teacher quality, student learning, providing opportunities for the professional growth of teachers, and extending the capacity of teachers. **Definition of Teacher Leader:** Teacher Leadership is the process by which teachers, individually or collectively influence their colleagues, principals and other members of the school communities to improve teaching and learning practices with the aim of increased student learning and achievement.

This Master’s Program addresses the need to develop career pathways in which advanced candidates expand their respective certifications to assume leadership positions in different teaching areas such as:

- Coaching and Mentoring Opportunities
- Curriculum Resource Teacher/Technical Instructors
- Professional Development Coordinators
- Building Assessment Coordinators
- Special Education Liaisons
- Teacher Leader representatives on the School Based Decision Making Councils

To complete this program you must be a licensed teacher and have a working relationship with a school in order to complete the required clinical field work. This means that you have worked with a school or district leader to solve issues in a school.

The Teacher Leader Program provides options to candidates who may choose to broaden their teaching credentials through **adding areas of specialization** along with the teacher leader endorsement.

- Option 1 is the original Teacher Leader Program that leads to the Master of Arts in Education with the specialization of Teacher Leader and School Community Leader P12.

- Option 2 allows the candidate to obtain an area of specialization in specific subject areas and grade levels. This option also enables candidates to teach dual certification classes which supports the career pathways and the joint effort between the Kentucky Department of Education, schools districts and higher education to provide a seamless path to higher education for students. To enter this option, the candidate enters with a
minimum of 12 graduate hours in the desired area of specialization. As in Option 1 there is a 12 hour Teacher Leader Core. The candidate completes Option 2 by taking an additional 18 hours in a specialized area.

Option 2 areas of specialization include:

- Business & Marketing
- English
- ESL
- Health and Physical Education
- Interdisciplinary
- Math
- Social Studies

The enclosed information serves as an introduction to the Teacher Leader Program and its requirements. Please keep a copy of your Program of Studies /Curriculum Contract to track your progress and to schedule courses in the suggested order as you progress through the Pillars. They begin on page 30. There are no electives unless you transfer in coursework that meets one of the required courses.

3 STEP Process

STEP 1 Self-enroll in Teacher Leader Candidate Assessments in iLearn. Candidates enroll during the introductory course EDOL 643, take a pre-test, and set up the outline for the Professional Portfolio.

STEP 2 Mentoring Process. Candidates submit a Mentor Agreement during introductory course and continue to work with a school mentor throughout the program. Each professor is also a mentor. At the mid-point during ADOL 643 two documents are selected to submit to the Professional Portfolio.

STEP 3 Professional Portfolio is completed during the final course, EDOL 647. Three additional documents are selected and all five are then color coded for four areas of growth: Professionalism, Technology, Diversity, and Reflection.

Courses are 100% online with eight scheduled weekly online synchronous sessions. Syllabi are loaded into the Blackboard before each term begins. Textbooks are available for the university bookstore and should be purchased before the start of each course, visit http://cumber.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?store. Search for your course by term, prefix and number, and section. If there are still questions contact the Graduate Advising Center at 606-539-4448 or 4396. For all general questions, they are your first contact. As your advisor I answer questions of career guidance or instructional concerns. Please email me at karen.goldman@ucumberlands.edu.

Karen L. Goldman, Ph.D.
Karen L. Goldman, Ph.D.
Director Teacher Leader Program
Step 1 Self-Enroll Teacher Leader Candidate Assessments

How to Self-Enroll in a Course in iLearn

1. Log in to iLearn
2. Click the Courses link from the top right section of the iLearn homepage

3. In the Course Search box, located top left, copy and paste the appropriate course name:
   a. Teacher Leader Candidate Assessments
      or
   b. Literacy Specialist Candidate Assessments

4. The search results will display the course. Hover your mouse over the course name and click the arrow that appears to the right of the course ID

5. Click Enroll
6. Type in the Access Code:
   a. For Teacher Leader Candidate Assessments: UCTEACHLEAD
   b. For Literacy Specialist Candidate Assessments: UCLITSP
7. Click Submit
Teacher Leader Program Core Courses

All students in Option 1 and Option 2 of the Teacher Leader Program must take these 5 courses.

EDOL 630 Research Methods
This course will provide an introduction to research in education, including the purpose of research, basic statistics, identification of appropriate research methods, interpretation of findings, research report development and ethical and legal considerations pertinent to the professional educator. The course also provides an introduction to the design and implementation of evaluations of educational programs. Students will be introduced to the theory and practice of educational evaluation by focusing the research review on evaluation reports and papers. The work is contextualized in key issues in k – 12 and higher education, including assessment of the educational performance of students, schools, and teachers, the impact of educational policies, measurement of the efficacy of specific instructional programs and materials, and exploration of the relationships between teacher education and teacher quality. Required of all Master Degree programs and must be taken within the first fifteen (15) semester hours. (It is highly recommended that this course is taken in the first nine (9) semester credit hours.) (3 hours)

EDOL 643 Best Practices for Coaching and Mentoring Teachers (Introductory Course)
The purpose of this class is to equip teacher leaders with the theoretical understanding, knowledge and skill necessary to coach and/or mentor first and second year teachers as well as other teachers wishing to examine their practices. This course will focus on the development of the knowledge and skills to assist teachers in developing a cycle of reflective practice and improving their pedagogy. Teacher Leaders will also learn and apply key features of adult learning and development. Additional topics will include building rapport among colleagues, conducting classroom observations, developing effective listening and questioning skills, providing constructive feedback to colleagues, and fostering a collaborative working environment among all stakeholders. The course will seek to further engage and illicit input on local district concerns derived in part from formal and/or informal teacher observations. (3 hours)

EDOL 647 Teacher Leader in Professional Learning Communities (Final Course)
This course places teachers in a position to understand the critical role they play in creating a climate of continuous, systemic improvement in schools through the establishment of professional learning communities and the development of Teacher Leader. Candidates will gain understanding of how the relationships among the development of learning communities, Teacher Leader, school effectiveness, college readiness standards, and site-based accountability can positively improve schools. (3 hours)

ADOL 653 Assessment of and for Student Learning (Mid-Point)
This course will provides an introduction to research in education, including the purpose of research, basic statistics, identification of appropriate research methods, interpretation of findings, research report development and ethical and legal considerations pertinent to the professional educator. The course also provides an introduction to the design and implementation of evaluations of educational programs. Students will be introduced to the theory and practice of educational evaluation by focusing the research review on evaluation reports and papers. The work is contextualized in key issues in k – 12 and higher education, including assessment of the educational performance of students, schools, and teachers, the impact of educational policies, measurement of the efficacy of specific instructional programs and materials, and exploration of the relationships between teacher education and teacher quality. Required of all Master Degree programs and must be taken within the first fifteen (15) semester hours. (It is highly recommended that this course is taken in the first nine (9) semester credit hours.) (3 hours)

REOL 533 – Teaching Reading in Content Areas. This course examines the processes, principles and practices that support literacy development in the content area classroom. Candidates will learn effective strategies for integrating reading/writing instruction in the content areas for diverse populations. Clinical experience hours required. (3 hours)
**Option 1** Students take these 5 additional courses:

**ADOL 631 School Program Improvement**
This course identifies some of the innovative research and programs driving school improvement. Initiatives currently in place in America’s schools will be discussed and examined. Further, the course provides the candidate with ways to access current educational conditions at the school and district level as well as provide suggestions regarding instituting change. (3 hours)

**ADOL 655 Team Leadership**
This course provides the candidate with the basic concepts and the essential skills of leadership that are required to lead and manage others. The course is designed to provide an examination of theories, concepts, research and practices in teacher leadership and conflict resolution. It is designed to promote creative, innovative leadership among emerging leaders in the education professions. The class will also examine approaches to building group and team competencies, paying particular attention to effective decision-making and communication in conflict resolution. Finally, the course will focus special attention on diagnosing the intentional and hidden dynamics that support and sometimes undermine team effectiveness. (3 hours)

**EDOL 542 Change, Professional Development and Teacher Improvement**
This course is intended to provide advanced candidates with an overview of various planning and decision-making models that are appropriate for district and campus planning. Focus will be placed on the complex roles and responsibilities of the teacher leader at the elementary, middle and secondary levels. The course provides a framework for new visions of learning and strategies for restructuring classrooms and schools with professional development while remaining mindful of the need for stakeholder engagement. Instructional methodology will include site-based experiences, group discussions and simulations, electronic communications, research studies, identification of effective practices, interaction with practitioners in administration, and personal reflection. (3 hours)

**EDOL 562 Theories of Teaching and Learning**
This course will provide a current and comprehensive overview of research and theory related to human learning. The course will emphasize major concepts of learning theory but will also cover relevant motivational, developmental, and classroom management theory. Standardized testing, test interpretation, college readiness and use of results are stressed through studies of principles of development of assessment tools. Intelligence, language learning motivation and persistence are included. (3 hours)

**EDOL 634 Curriculum Management and Assessment**
This course is designed to prepare the master teacher and practicing school administrator for developing, evaluating and managing curricula. It will also examine the national, state, district and school roles in curricular matters including data analysis based on schools’ continuous improvement plan. Further, this course will address the importance of the school portfolio as an effective way to exhibit a school’s goals, achievements, and vision for improvement. (3 hours)

**Option 2** Students take 5 additional courses as listed on Curriculum Contract beginning on page 31.
**Course Sequence**

**EDOL 643 is the introductory course; the Mentoring process is** introduced during this class. The candidate chooses a mentor at their school. It is recommended to work with a principal to get a broad view of the school. Also during this course you will mentor a classroom teacher. A Mentor Agreement form should be signed and deposited in this course. Work with this mentor throughout the program. Finally, begin the Professional Portfolio Outline.

### Option 1 Suggested Course Sequence

<table>
<thead>
<tr>
<th>First Bi-term</th>
<th>Second Bi-term</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDOL 643 Best Practices for Coaching and Mentoring Teachers <em>required first course</em></td>
<td>EDOL 600 Research Methods in Education (Must Be Taken Within First 12 Hours)</td>
</tr>
<tr>
<td>EDOL 562 Theories of Teaching and Learning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Bi-term</th>
<th>Fourth Bi-term</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDOL 542 Change, Professional Development, and Teacher Improvement</td>
<td>ADOL 631 School Program Improvement</td>
</tr>
<tr>
<td>EDOL 634 Curriculum Management &amp; Assessments</td>
<td>ADOL 653 Assessment of &amp; for Student Learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fifth Bi-term</th>
<th>Sixth Bi-term</th>
</tr>
</thead>
<tbody>
<tr>
<td>REOL 533 Teaching Reading in the Content Areas</td>
<td>EDOL 647 Teacher Leader in the Professional Learning Community</td>
</tr>
<tr>
<td>ADOL 655 Team Leadership</td>
<td></td>
</tr>
</tbody>
</table>

### Option 2 Course Sequence

<table>
<thead>
<tr>
<th>First Bi-term</th>
<th>Second Bi-term</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDOL 643 Best Practices for Coaching and Mentoring Teachers Content Area Course</td>
<td>EDOL 630 Research Methods in Education (Must Be Taken Within First 12 Hours)</td>
</tr>
<tr>
<td>Content Area Course</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Bi-term</th>
<th>Fourth Bi-term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Area Course</td>
<td>ADOL 653 Assessment of &amp; for Student Learning</td>
</tr>
<tr>
<td>Content Area Course</td>
<td>Content Area Course</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fifth Bi-term</th>
<th>Sixth Bi-term</th>
</tr>
</thead>
<tbody>
<tr>
<td>REOL 533 Teaching Reading in the Content Areas</td>
<td>EDOL 647 Teacher Leader in the Professional Learning Community</td>
</tr>
<tr>
<td>Content Area Course</td>
<td></td>
</tr>
</tbody>
</table>

### Teacher Leader Program Highlights

“Teacher Leaders is the process by which teachers, individually or collectively influence their colleagues, principals and other members of the school communities to improve teaching and learning practices with the aim of increased student learning and achievement. Such team leadership work involves three intentional development foci: individual development, collaboration or team development, and organizational development.” (The Center for Comprehensive School Reform and Improvement, 2005)

The Teacher Leader is comprised of 30 hours (10 courses) and Clinical Hours. The amount of hours varies from course to course and is listed in the course syllabi.
# Teacher Leader Program Alignment with Themes and Standards

| Reflective Constructors of Quality Learning Experiences through Critical Thinking |
|---|---|---|
| **Pillar 4** | **Pillar 5** | **Pillar 6** |
| Admission to the Program | Continuous Assessment | Graduation from Program |

**Themes**

<table>
<thead>
<tr>
<th>Conceptual</th>
<th>Communicative</th>
<th>Evaluative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kentucky Teaching Standards, UC</td>
<td>1,2,3,6, 11, 12</td>
<td>1-8, 11, 12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TLS Domains</th>
<th>Conceptual</th>
<th>Communicative</th>
<th>Evaluative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrance Exam</td>
<td>GPA 3</td>
<td>GPA 3</td>
<td></td>
</tr>
<tr>
<td>Principal Recommendation</td>
<td>Dispositions</td>
<td>Dispositions</td>
<td></td>
</tr>
<tr>
<td>GPA 3</td>
<td>Code of Ethics</td>
<td>Code of Ethics</td>
<td></td>
</tr>
<tr>
<td>Dispositions</td>
<td>Advisory</td>
<td>Advisory</td>
<td></td>
</tr>
<tr>
<td>Code of Ethics</td>
<td>Clinicals</td>
<td>Clinicals</td>
<td></td>
</tr>
<tr>
<td>Clinicals</td>
<td>Portfolio</td>
<td>ePortfolio min.3</td>
<td></td>
</tr>
</tbody>
</table>

**Teacher Leadership Domains**

**Domain I:** Fostering a Collaborative Culture to Support Educator Development and Student Learning

**Domain II:** Accessing and Using Research to Improve Practice and Student Learning

**Domain III:** Promoting PROFESSIONAL Learning for Continuous Improvement

**Domain IV:** Facilitating Improvement in Instruction and Student Learning

**Domain V:** Promoting the Use of Assessments and Data for School and District Improvement

**Domain VI:** Improving Outreach and Collaboration with Families and Community

**Domain VII:** Advocating for Student Learning and the Profession
Career Pathways

The University of the Cumberlands Teacher Leader Program offers a variety of avenues by which candidates can increase their knowledge and service to the school and district. These multiple pathways allow candidates to choose from a menu of areas of specialization.

The Teacher Leader Program provides options to candidates to broaden their teaching credentials while preparing the candidate to work as a curriculum coach, department/team lead or other teacher leader. The area of specialization, in Option B increase and/or reinforce the candidate’s knowledge and leadership skills. These options strengthen teacher pedagogy, content knowledge and leadership.

This Teacher Leader Program has two options. Both options have a 12 hour Teacher Leader Core.

**Option 1** is the original Teacher Leader Program that leads to the Master of Arts in Education with the specialization of Teacher Leader and School Community Leader P12.

**TEACHER LEADER CORE CURRICULUM – 12 HOURS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDOL 630</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDOL 643</td>
<td>Best Practices for Coaching and Mentoring Teachers</td>
<td>3</td>
</tr>
<tr>
<td>ADOL 653</td>
<td>Assessment of and for Student Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDOL 647</td>
<td>Teacher Leader in Professional Learning Communities</td>
<td>3</td>
</tr>
</tbody>
</table>

**TEACHER LEADER ENDORSEMENT CURRICULUM – 18 HOURS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDOL 542</td>
<td>Change, Professional Development and Teacher Improvement</td>
<td>3</td>
</tr>
<tr>
<td>EDOL 562</td>
<td>Theories of Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDOL 634</td>
<td>Curriculum Management and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ADOL 631</td>
<td>School Program Improvement</td>
<td>3</td>
</tr>
<tr>
<td>ADOL 655</td>
<td>Team Leadership</td>
<td>3</td>
</tr>
<tr>
<td>REOL 533</td>
<td>Teaching Reading in the Content Areas</td>
<td>3</td>
</tr>
</tbody>
</table>

**Option 2** allows the candidate to obtain an areas of specialization in specific subject areas and grade levels. This option also enables candidates to teach dual credit classes which supports the career pathways and the joint effort between the Kentucky Department of Education, schools districts and higher education to provide a seamless path to higher education for students. To enter this option, the candidate enters with a minimum of 12 graduate hours in the desired area of specialization. As in Option 1 there is a 12 hour Teacher Leader Core. The candidate completes Option 2 by taking an additional 15 hours in the specialized area.

**TEACHER LEADER CORE CURRICULUM – 12 HOURS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDOL 630</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDOL 643</td>
<td>Best Practices for Coaching and Mentoring Teachers</td>
<td>3</td>
</tr>
<tr>
<td>ADOL 653</td>
<td>Assessment of and for Student Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDOL 647</td>
<td>Teacher Leader in Professional Learning Communities</td>
<td>3</td>
</tr>
</tbody>
</table>
**Option 2** areas of specialization include:
- Business & Marketing
- ESL
- Interdisciplinary
- Social Studies
- English
- Health & Physical Education
- Math

*Teacher Leader Professional Portfolio* takes the place of a comp exam to exit the program. It is begun or outlined during EDOL 643. Two submissions by the mid-point while taking ADOL 653, and five submissions with color-coded highlighting during EDOL 647. All courses in this program build skills that are documented in this Professional Portfolio.

**EDOL 643** is the introductory course; the Mentoring process is introduced during this class. The candidate both chooses a mentor at their school such as a principal while also mentoring a teacher at their school. A Mentor Agreement form is signed and deposited in the Professional Portfolio. The Teacher Leader Candidate is to work with their chosen mentor throughout the program. They work mentoring a teacher at their school during the course.

**Step 2 Learning through Mentoring**

**Complete the Mentor Agreement** *found in Appendix D* during EDOL 643.

**Criteria for Collaborative Mentors**
Mentors are experienced colleagues from the school where you, the candidate, are employed. The mentor’s role is to assist the candidate in becoming an effective leader in the school or school district. During this program one expectation is to form a mentoring relationship during Field & Clinical Experience Activities. These mentors are over the length of the Teacher Leader Program. The mentor may be an administrator or supervisor such as a principal, assistant principal, department head, or other district supervisor with whom the master’s candidate has regular contact. A credentialed administrator/teacher who:

1. Has a degree for their current role from an accredited institution;
2. Possesses demonstrated ability to engage in effective management techniques that promote an environment conducive to learning;
3. Helps the candidate prepare realistic plans for the clinical experiences based on the candidate’s abilities and in accordance with the University’s Teacher Leader program;
4. Is capable of assisting the candidate in the different forms of experience, i.e.: leadership, presentation, writing curriculum and learning materials, and gathering and analyzing data;
5. Models use of multiple assessments to inform the school’s program and instruction;
6. Creates a learning community that values and builds upon students’ diverse cultures; and
7. Demonstrates an aptitude and ability to contribute to the mentoring and development of a Teacher Leader.
Mentoring Approach

During the Teacher Leader Program you have constant support through 3 mentors, two continuous and one rotating. The Program Director, Dr. Karen Goldman is your advisor and works closely with the Graduate Advising Center to give you continuous guidance.

**UC Faculty Mentor (Program Director)** provides support for the development of candidates through: visitations and/or phone calls to the candidate’s school site; conferences when needed or requested with the candidate’s principal or supervisor.

**Program/Course Faculty Rotating**
Assist the candidate during courses and if needed with the development of the Professional Growth Plan, the Research/Capstone Project and individual entries for the ePortfolio.

**School Mentor – Continuous**
Mentors are experienced colleagues from the school where the candidate is employed. The mentor’s role is to assist the candidate in becoming an effective leader in the school or school district.

The School Mentor should be a member of the school administration, curriculum coach, department/team lead or other teacher leader.

1. Degreed for their current role from an accredited institution;
2. Possesses demonstrated ability to engage in effective management techniques that promote an environment conducive to learning;
3. Helps the candidate prepare realistic plans for the field and clinical experiences based on the candidate’s abilities and in accordance with the University’s Teacher Leader program;
4. Assists candidate with different forms of experience, i.e.: leadership, presentation, writing curriculum and learning materials, and gathering and analyzing data
5. Models use of multiple assessments to inform the school’s program and instruction
6. Creates a learning community that values and builds upon students’ diverse cultures
7. Demonstrates an aptitude and ability to contribute to the mentoring and development of a Teacher Leader

**HIGH IMPACT PRACTICES**
The rationale for the design of the Teacher Leader Program support 8 of the strategies chosen by the Association of American Colleges and Universities. Training in these provide public schools in Kentucky and the nation with graduate faculty skilled in leadership and pedagogical expertise allowing them to assist other classroom teachers in providing students with a world class educational experience. The chosen strategies that relate to graduate study are:

1. Common Intellectual Experiences
2. Learning Communities
3. Writing-Intensive
4. Collaborative Assignments/Projects
5. Diversity/Global Learning
6. Service Learning, Community-Based
7. Internships
8. Capstone Courses and Projects

**Teacher Leader aligned with Learning Forward Standards**

The Teacher Leader Model Standards help to define how teacher leadership can be distinguished from, but work in tandem with, administrative leadership roles to support effective teaching and promote student learning. The standards consist of seven domains describing the various attributes of teacher leadership. They are aligned with the Learning Forward Standards in the table below. Additionally, the standards can be used to inform the development of curriculum and professional learning opportunities to support teacher leaders’ professional growth. They can also be used to develop higher education programs.

[http://www.teacherleaderstandards.org/standards_overview](http://www.teacherleaderstandards.org/standards_overview)

<table>
<thead>
<tr>
<th>Domain I: Fostering a collaborative culture to support educator development and student learning</th>
<th>Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain II: Accessing and using research to improve practice and student learning</td>
<td>Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</td>
</tr>
<tr>
<td>Domain III: Promoting professional learning for continuous improvement</td>
<td>Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.</td>
</tr>
<tr>
<td>Domain IV: Facilitating improvements in instruction and student learning</td>
<td>Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.</td>
</tr>
<tr>
<td>Domain V: Promoting the use of assessments and data for school and district improvement</td>
<td>Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.</td>
</tr>
<tr>
<td>Domain VI: Improving outreach and collaboration with families and community</td>
<td>Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</td>
</tr>
</tbody>
</table>
Domain VII:
Advocating for student learning and the profession

Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Field and Clinical Hours

Clinical Hours OPTIONS 1 & 2

· Students may watch a video at: www.ucumberlands.edu/it/videos/FieldExperience

· Access the electronic Field/Clinical Experience Timesheet; include a 300-400 word summary https://ucmail.ucumberlands.edu/educationforms/
Clinical Experience

*Students are responsible to document all hours using the electronic system.*

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
<th>Observation</th>
<th>Participation and Implementation</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Option 1 or 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDOL 630 Intro. to Research</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>EDOL 643 Best Practices for Coaching and Student Learning</td>
<td>3</td>
<td>--</td>
<td>--</td>
<td>4</td>
</tr>
<tr>
<td>ADOL 653 Assessment of and for Student Learning</td>
<td>--</td>
<td>--</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>EDOL 647 Teacher Leader in Professional Learning Communities</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>REOL 533 Reading in the Content Area</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Core Total</strong></td>
<td>18</td>
<td>5</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td><strong>Option 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADOL 631 School Program Improvement</td>
<td>2</td>
<td>--</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>ADOL 655 Team Leadership</td>
<td>8</td>
<td>10</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>EDOL 634 Curriculum Management and Assessment</td>
<td>5</td>
<td>--</td>
<td>--</td>
<td>5</td>
</tr>
<tr>
<td>EDOL 542 Change, Professional Development and Teacher</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDOL 562 Theories of Teaching and Learning</td>
<td>5</td>
<td>--</td>
<td>--</td>
<td>5</td>
</tr>
<tr>
<td><strong>School Community Leader Specialization Total</strong></td>
<td>20</td>
<td>10</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td><strong>School Community Leader Totals</strong></td>
<td>38</td>
<td>15</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td><strong>Option 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Core Plus Concentration</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUOL 531, Methods and Materials for the Teaching of Business</td>
<td>15</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td><strong>Business Specialization Total</strong></td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Business Totals</strong></td>
<td>28</td>
<td>10</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>EDOL 633 Instructional Leadership in Technology</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Education Technology Specialization Total</strong></td>
<td>10</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td><strong>Education Technology Totals</strong></td>
<td>23</td>
<td>10</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>ENOL 532, Methods and Materials of Teaching English, Language Arts</td>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>REOL 533, Teaching Reading (Literacy) in the Content Areas</td>
<td>10</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td><strong>English Specialization Total</strong></td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>English Totals</strong></td>
<td>28</td>
<td>10</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>Course Description</td>
<td>Credits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>---------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEOL 530, Methods and Materials for Teaching Health OR PEOL 530, Methods and Materials for Teaching Physical Education</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health and Physical Education Specialization Total</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health and Physical Education Totals</td>
<td>28</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REOL 534, Methods and Materials for Teaching Reading in Elementary</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Studies, P-5, Total</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Studies, P-5 Totals</td>
<td>43</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAOL 532, Methods and Materials of Teaching Math</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAOL 532, Methods and Materials of Teaching Math</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAOL 533, Teaching Reading (Literacy) in the Content Areas</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics Specialization Total</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics Totals</td>
<td>28</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|($('#\text{HEOL\ 530,\ Methods\ and\ Materials\ for\ Teaching\ Health\ OR\ PEOL\ 530,\ Methods\ and\ Materials\ for\ Teaching\ Physical\ Education}$')$)\quad 15\quad --\quad --\quad --\quad --\quad 15$

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDOL 539, The Modern Elementary School</td>
<td>10</td>
</tr>
<tr>
<td>EDOL 542 Change, Professional Development and Teacher Improvement</td>
<td>5</td>
</tr>
<tr>
<td>Interdisciplinary Studies, P-5, Total</td>
<td>30</td>
</tr>
<tr>
<td>Interdisciplinary Studies, P-5 Totals</td>
<td>43</td>
</tr>
<tr>
<td>Mathematics Specialization Total</td>
<td>15</td>
</tr>
<tr>
<td>Mathematics Totals</td>
<td>28</td>
</tr>
<tr>
<td>Social Studies Specialization Total</td>
<td>15</td>
</tr>
<tr>
<td>Social Studies Totals</td>
<td>28</td>
</tr>
</tbody>
</table>
Monitoring Clinical Experiences

Clinical experiences are a required part of core coursework. Monitoring of these experiences is the responsibility of course instructors and/or unit supervising faculty.

Clinical Hours OPTIONS 1 & 2

Students may watch a video at:
www.ucumberlands.edu/it/videos/FieldExperience

Access the electronic Field/Clinical Experience Timesheet; include a 300-400 word summary https://ucmail.ucumberlands.edu/educationforms/

Note: Keep your own set of records of any experiences. Interactions with faculty and students of diverse backgrounds are always a focus of these types of experiences. Discussions on school leadership are embedded in each core course. School-based mentors assist in applying leadership principles to the specific conditions that exist in your school.

Examples of Leadership Activities during Clinical Experiences

1. Observing
   a. School Board Meetings
   b. ARC committees
   c. Attend a community forum where education is the topic
   d. Classrooms/Schools with high populations of English Language Learners, Minority Students, Students from low socioeconomic status, and Special Needs
   e. Model Classrooms
   f. Peer observations of teachers and support staff
   g. Attend school and or district PLC Meetings
   h. Attend an out of district Professional Development meeting/conference

2. Leading
   a. Leading school level and grade level committees or professional learning community sessions
   b. Leading district level committees or PLC sessions as member or chair
   c. Serving/Leading as the school/parent liaison chair or member
   d. Parent association liaison; coordinating parent activities at a grade level or building level (not classroom level)
   e. Leading the interview process of prospective teachers and support staff
   f. Member/chair of a planning committee for institutes, district level events, school-wide events
   g. Develop an agenda and serve as chairman for a building level meeting
h. Member/chair of the school based decision making council
i. Participate in the construction and implementation of the Master Schedule
j. Reflective conversations with principal/mentor
k. Identify and describe the function of the district business and political leaders of the community
l. Demonstrate expertise in instruction and the willingness to share that knowledge with other professionals
m. Engage in continuous action research and consistently participate in a professional learning curve
n. Mentoring novice teachers; cooperating teacher for student teacher or practicum student

3. Presenting
   a. Provide faculty members with ways in which to include innovative, consistent, and timely assessments into daily instruction
   b. Collaboratively plan or facilitate off-campus retreats/meetings on teambuilding and building a shared vision
   c. Assist in providing training to site-based decision-making, consensus building and conflict resolution skills for the school
   d. Present at professional development and PLC sessions
   e. Present to staff, school, councils, and/or board of education on selected topics

4. Writing
   a. Developing interventions with other faculty members to be used for students performing below expectations
   b. Curriculum alignment at a grade, school, or district level
   c. Collaboratively crafting a plan to inform parents and other community members in identifying ways to garner support for building vision and mission statements
   d. Writing overviews of programs for the purpose of communicating key ideas to teachers, students, parents
   e. Collaboratively developing and proposing a written plan for promoting and celebrating cultural diversity
   f. Collaboratively developing and proposing a written plan for closing the achievement gaps for targeted groups
   g. Develop a PLC Plan to be implemented at their school
   h. Collaboratively participating in the writing of grants

5. Analyzing
   a. Collect and examine grouping and tracking practices in school to determine whether those practices are appropriate and based on valid and
b. Develop a survey to determine building level needs from the perspective of both parents, students, the school community and school or district staff

c. Analyze building and district level data to determine trends and future curriculum revisions or building improvement plans

d. Interview one or more school principals about his or her vision, mission and goals for the building

e. Conduct a building analysis of the use of technology of instruction

f. Review building crisis plan and compare and contrast the plan with other school district plans

g. Disaggregate student test data to look for trends and to identify strengths and weaknesses

h. Analyze the total norm-referenced test results for an individual teacher or grade level

i. Analyze data from multiple measures of student learning and relevant qualitative indicators

j. Examine school data needed to implement PLCs
DISPOSITIONS SURVEY

Dispositions are taken two times throughout the program. They will be collected by the professors at the beginning and end of the program in the following courses: EDOL 630 and EDOL 647.

### Communication

#### 1.0 Communication

<table>
<thead>
<tr>
<th>Indicators</th>
<th>1- Ineffective</th>
<th>2- Developing</th>
<th>3- Accomplished</th>
<th>4- Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Verbal Skills</td>
<td>Verbal and written communication contains errors that are distracting for the audience and/or detracts from overall meaning and clarity</td>
<td>Verbal and written communications contain errors and/or lack clarity in some instances</td>
<td>Verbal and written communication skills are clear and grammatically correct</td>
<td>Verbal and written communications are consistently clear, grammatically accurate and sensitive to diverse populations</td>
</tr>
<tr>
<td>1.2 Writing Skills</td>
<td>Does not support or cooperate effectively with colleagues in social interactions</td>
<td>Demonstrates gaps in supportive and cooperative social interactions with colleagues</td>
<td>Relates to other colleagues with mutual support and cooperation. Interactions with students are respectful, courteous and appropriate</td>
<td>Relates to other colleagues with mutual support and cooperation and takes on a leadership role by recognizing others’ positive traits and building on those. Student interactions are always respectful, courteous and appropriate.</td>
</tr>
<tr>
<td>1.3 Social Skills</td>
<td>Does not effectively collaborate with colleagues</td>
<td>Demonstrates a negative or indifferent attitude toward colleagues in one or more collaborative situations.</td>
<td>Actively participates in collaborative activities with a positive attitude toward colleagues</td>
<td>Consistently promotes professional inquiry among colleagues. Collaboration is facilitated, supported and fostered in all professional endeavors</td>
</tr>
<tr>
<td>1.4 Collaboration Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Evidence/Behaviors:**

1. Oral delivery of lesson content or professional development
2. Written communication with students, parents and colleagues
3. Collaboration initiatives with students, parents and colleagues
4. Positive rapport with students, evidenced through field/clinical evaluations

**Rationale:** Effective and clear communication is an essential skill to increase student success and professional productivity within an organization. In an age of increasing diversity, educators are tasked with teaching students in a positive and culturally responsive manner. Verbal, written, and social communication skills allow educators to academically and professionally adapt to students’ changing needs across various cultures and socioeconomic statuses. Effective communication incorporates empathy for each student and stakeholder, empowering the educator to solve a variety of challenges in the school and community of service.
## 2.0 Critical / Creative Thinking

<table>
<thead>
<tr>
<th>Indicators</th>
<th>1- Ineffective</th>
<th>2- Developing</th>
<th>3- Accomplished</th>
<th>4- Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Problem-Solving Skills</td>
<td>Demonstrates weak problem-solving skills that do not address the needs of all stakeholders and/or professional activities</td>
<td>Demonstrates problem-solving skills that partially address the needs of school, community, and/or professional development</td>
<td>Demonstrates problem-solving skills that provide solutions to issues of school, community, and professional development</td>
<td>Leads problem-solving initiatives that provide solutions to issues of school, community, and professional development.</td>
</tr>
<tr>
<td>2.2 Innovative Thinking</td>
<td>Fails to develop adequate strategies to solve problems related to daily classroom management, lesson delivery, student assessment, and/or school culture</td>
<td>Develops strategies to solve problems related to daily classroom management, lesson delivery, student assessment, and school culture</td>
<td>Develops and applies innovative strategies to solve problems related to daily classroom management, lesson delivery, student assessment, and school culture</td>
<td>Develops, applies, and assesses the outcome of strategies related to daily classroom management, lesson delivery, student assessment, and school culture</td>
</tr>
<tr>
<td>2.3 Personal Reflection</td>
<td>Does not reflect on current practices, professional involvement, and/or assessment outcomes to facilitate lesson planning and professional growth</td>
<td>Reflects on current practices, professional involvement, and assessment outcomes without full implications for lesson planning and/or professional growth</td>
<td>Reflects on current practices, professional involvement, and assessment outcomes to facilitate lesson planning and professional growth</td>
<td>Reflects on current practices, professional involvement, and assessment outcomes to facilitate lesson planning and professional growth. Study of peer and/or self-initiated research drives future preparation.</td>
</tr>
<tr>
<td>2.4 Self-Directed Learning</td>
<td>Does not engage in activities that contribute to enhanced learning outcomes for students</td>
<td>Engages in activities that contribute to enhanced learning outcomes for students</td>
<td>Engages in self-directed activities that contribute to enhanced learning outcomes for students</td>
<td>Engages in self-directed activities that contribute to enhanced learning outcomes for self and students.</td>
</tr>
</tbody>
</table>

### Evidence/Behaviors:
1. Lesson plan or other project containing analysis and reflection on assessment data
2. Research project geared toward professional or student growth
3. Analysis of “Case Study” materials, with prescriptions for future practice
4. Reflective journal entries
5. Development and/or implementation of “action research”

**Rationale:** Educators are faced with challenging social, political, and curricular issues in the school and community. Critical and creative thinking skills are essential in allowing the educator to overcome a variety of obstacles to student achievement, changing the landscape of 21st century education. In conjunction with communication, critical and creative thinking skills provide the framework for establishing reflective and actionable practices that positively impact P-12 learning. Educators with strong critical and creative thinking skills are self-directed and actively pursue lines of inquiry that increase the educational capacity of the school and community. Educators with a robust skill set in critical and creative thinking develop, apply, and assess the outcome of strategies designed for student achievement and positive school culture, enhancing learning opportunities for all students.
## 3.0 Professionalism

<table>
<thead>
<tr>
<th>3.1 Leadership Skills</th>
<th>1- Ineffective</th>
<th>2- Developing</th>
<th>3- Accomplished</th>
<th>4- Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Does not contribute to professionals’ and students’ learning</td>
<td>Contributes to professionals’ and students’ learning in limited ways</td>
<td>Actively finds ways to assist other professionals and students in their learning</td>
<td>Initiates ways to contribute to the profession</td>
</tr>
<tr>
<td></td>
<td>Intentionally does not attempt to serve all students to ensure that they have equitable opportunities for success</td>
<td>Inconsistently attempts to serve all students to ensure that they have equitable opportunities for success</td>
<td>Actively serves all students to ensure that they have equitable opportunities for success</td>
<td>Proactively serves all students to ensure that they have equitable opportunities for success</td>
</tr>
<tr>
<td>3.2 Ethical Conduct</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3 Equitable Treatment of Others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.4 Self-Initiative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Evidence/Behaviors:**

1. Participation in PLCs and/or professional organizations
2. Adherence to student IEPs and/or 504 plans
3. Adherence to the Kentucky Professional Code of Ethics
4. Completion of field experience activities in diverse settings
5. Participation and thoughtful discussion in online, synchronous class sessions

**Rationale:** Educators must work collaboratively with colleagues to create a school environment that supports student success. It is important that educators intentionally take the time to share instructional and behavioral strategies, plan professional development and organize communication with all stakeholders. Educators must create an effective professional community for their learning, so that they can maintain an effective classroom environment to support student learning. The professional community is characterized by cooperation, respect, taking responsibility and actively learning. The professional community is designed to improve educator capacity, which leads to increased student outcomes and parent and community engagement. Professional communities provide many opportunities for educational leadership.
The Teacher Leader Program courses are 100% online with a weekly online synchronous session for 8 weeks. You access these sessions and all other course resources by going to: [https://ucumberlands.blackboard.com/webapps/portal/frameset.jsp](https://ucumberlands.blackboard.com/webapps/portal/frameset.jsp)

Candidates turn in their assignments through the course, discuss course content in blogs, wikis, and discussion boards, and access the syllabus and other resources in Blackboard™.

You are expected to be an active participant in the weekly online synchronous sessions, and a microphone is necessary for presenting the professional developments in several courses. Being an active participant means that you add substantive comments—more than “I agree,” or “That’s a good idea”—to the discussion. Your comments should be based on your reading of the weekly assigned documents as well as your teaching practice.

UC policy requires attendance at the weekly online synchronous sessions. If a candidate misses more than one session, then grade points will be deducted. Excessive tardies also count as absences.

If you have trouble logging into a weekly online synchronous session, you should immediately contact Instructional Technology (IT) to solicit their help. IT support: (606) 539-4197.

**Capstone Experience Option 1 & 2**

Candidates are introduced to the use of research in education during EDOL 630, using basic statistics, research methods, and research report writing in P-12 settings and higher education a foundation is laid. Throughout the program, Candidates continue to develop research skills. In EDOL 647, Candidates use what they have learned about research and Teacher Leadership to examine school data and develop a PLC Plan to be implemented in their school.

This capstone experience is found in the Teacher Leader Assessments Course. Go to the Professional Portfolio Training Folder. Training consists of a Presentation, Portfolio Artifact Instruction and Rubric document, and a Professional Portfolio Page Outline. It also includes an exemplar from a former TL.

Complete the Professional Portfolio. It is due Week 6 of the final course EDOL 647.

Finish choosing documents for a total of five. Highlight documents: Highlight 4 Supportive areas throughout the documents. This will show at a glance if you need work in a particular area.

1. Professionalism – pink
2. Diversity – blue highlight
3. Technology – yellow highlight
4. Reflection – light green highlight
**STEP 3 Professional Portfolio**

Sign up for the Teacher Leader Candidate Assessments course during EDOL 643. Mid-Point is during ADOL 653 when 2 documents should be uploaded. The ePortfolio is completed during EDOL 647 with a total of five documents that are highlighted.

<table>
<thead>
<tr>
<th>Data Literacy Artifact</th>
<th>Exemplary 4</th>
<th>Accomplished 3</th>
<th>Developing 2</th>
<th>Incomplete/Ineffective 1</th>
<th>Score</th>
</tr>
</thead>
</table>
| CAEP 1.1, 1.2 TLS 5 InTASC 4, 5 | Includes a comprehensive use of:  
- multiple data sources,  
- adequate data collection,  
- accurate data analysis,  
- thorough interpretation of data,  
- accurate use of data to make informed decisions, and  
- effective communication of results to all involved parties.  | Includes the use of:  
- multiple data sources,  
- data collection,  
- data analysis,  
- interpretation of data,  
- use of data to make decisions, and  
- communication of results to all involved parties.  | Includes use of:  
- limited data sources,  
- minimal data collection,  
- partial data analysis,  
- partial interpretation of data,  
- minimal use of data to make decisions, and  
- limited communication of results to some involved parties.  | Includes the use of:  
- unrelated data sources,  
- incomplete data collection,  
- inaccurate data analysis,  
- partial interpretation of data,  
- no evidence of use of data to make decisions, and  
- no evidence of communication of results to involved parties.  | |

<table>
<thead>
<tr>
<th>Use of Research Artifact</th>
<th>Exemplary 4</th>
<th>Accomplished 3</th>
<th>Developing 2</th>
<th>Incomplete/Ineffective 1</th>
<th>Score</th>
</tr>
</thead>
</table>
| CAEP 1.1, 1.2 TLS 2 InTASC 4, 5 | Includes evidence of a comprehensive understanding of research:  
- controls for or quantifies impact of external factors,  
- procedures and methodology used are rigorous (relevant, appropriate, and justified) and systemic, and  
- conclusions are valid, verifiable, and empirical (based on hard evidence gathered from information collected from real life experiences or observations).  | Includes evidence of an adequate understanding of research:  
- controls for or quantifies impact of external factors,  
- procedures and methodology used are rigorous (relevant, appropriate, and justified) and systemic, and  
- conclusions are valid, verifiable, and empirical (based on hard evidence gathered from information collected from real life experiences or observations).  | Includes evidence of a limited understanding of research:  
- attempts to control for external factors,  
- procedures and methodology used are appropriate, and  
- conclusions are valid.  | Includes the use of:  
- incomplete controls for external factors and  
- inappropriate procedures and methodology.  | |

<table>
<thead>
<tr>
<th>Supportive School Environment Artifact</th>
<th>Exemplary 4</th>
<th>Accomplished 3</th>
<th>Developing 2</th>
<th>Incomplete/Ineffective 1</th>
<th>Score</th>
</tr>
</thead>
</table>
| CAEP 1.1, 1.2 TLS 1, 4, 6, 7 InTASC 3, 4, 5, 6 | Includes evidence of a comprehensive use of data analysis and evidence to develop a supportive learning environment through:  
- assessment of current climate,  
- creation of a shared vision,  
- creation of an environment of respect and rapport,  
- establishing a culture of learning,  
- connecting with families and communities,  
- providing a safe learning environment, and  | Includes evidence of an adequate use of data analysis and evidence to develop a supportive learning environment through:  
- assessment of current climate,  
- creation of a shared vision,  
- creation of an environment of respect and rapport,  
- establishing a culture of learning,  
- connecting with families and communities,  
- providing a safe learning environment, and  | Includes evidence of a limited use of data analysis and evidence in an attempt to develop a supportive learning environment through:  
- partial assessment of current climate,  
- creation of a vision,  
- creation of an environment of rapport,  
- an attempt to establish a culture of learning, and  
- providing a safe learning environment.  | Evidence of an attempt to develop a supportive learning environment without the use of data, analysis, or evidence.  | |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CAEP 1.1, 1.2 TLS 1 InTASC 10</td>
<td>Includes an in-depth explanation of collaboration with peers, colleagues, teachers, administrators, community organizations, and parents. Each collaborative description includes, barriers, benefits, and the role of the candidate.</td>
<td>Includes an adequate explanation of collaboration with peers, colleagues, teachers, administrators, community organizations, and parents. Each collaborative description includes, barriers or benefits, and the role of the candidate.</td>
<td>Includes a limited explanation of collaboration with colleagues, administrators, and parents. Each collaborative description includes the role of the candidate.</td>
<td>Includes a list of individuals and/or organizations involved in collaborative activities. Does not include benefits, barriers, or roles.</td>
</tr>
<tr>
<td>Application of Professionalism Throughout Portfolio TLS 3</td>
<td>Evidence of comprehensive knowledge and application of laws and policies appropriate to the field of specialization.</td>
<td>Evidence of knowledge and application of laws and policies appropriate to the field of specialization.</td>
<td>Evidence of limited knowledge and application of laws and policies appropriate to the field of specialization.</td>
<td>Evidence of inaccurate knowledge or application of laws and policies appropriate to the field of specialization.</td>
</tr>
<tr>
<td>Appropriate Application of Technology Throughout Portfolio</td>
<td>Evidence of comprehensive application of technology tools, systems, resources, and services to maximize the use of technology by students, teachers, administrators, and community to support diverse needs of learners and improve student outcomes.</td>
<td>Evidence of adequate application of technology tools, systems, resources, and services to maximize the use of technology by students, teachers, administrators, and community to support diverse needs of learners and improve student outcomes.</td>
<td>Evidence of limited application of technology tools, systems, resources, and services to maximize the use of technology by students, teachers, administrators, and community to support diverse needs of learners and improve student outcomes.</td>
<td>Evidence of attempts to include use of technology tools and resources by students and teachers to improve student outcomes.</td>
</tr>
<tr>
<td>Awareness of Diversity Throughout Portfolio</td>
<td>Demonstrates a comprehensive understanding of the complexity of elements important to members of another culture and consistently incorporates diverse and multiple perspectives into daily activities.</td>
<td>Demonstrates an adequate understanding of the complexity of elements important to members of another culture and incorporates diverse and multiple perspectives into activities.</td>
<td>Demonstrates a limited understanding of the complexity of elements important to members of another culture and frequently incorporates diverse perspectives into activities.</td>
<td>Demonstrates a lack of understanding of the complexity of elements important to members of another culture and does not incorporate diverse and multiple perspectives into activities.</td>
</tr>
<tr>
<td>Candidate Reflection</td>
<td>In-depth reflection on specialty area knowledge and skills implemented in the activity. Writing is clear, concise, well-organized, coherent, and logical. Evidence of comprehensive synthesis of ideas presented and insights gained through the activity. Implications of insights for specialty area job performance are detailed and accurate.</td>
<td>Adequate reflection on specialty area knowledge and skills implemented in the activity. Writing is clear, well-organized, and logical. Evidence of adequate synthesis of ideas presented through the activity. Implications of insights for specialty area job performance are accurate.</td>
<td>Limited reflection on specialty area knowledge and skills implemented in the activity. Writing is well-organized. Limited synthesis of ideas presented in the activity. Limited implications of insights for specialty area job performance.</td>
<td>No reflection on specialty area knowledge and skills implemented in the activity. Writing is poorly-organized. No synthesis of ideas presented in the activity. No insights for specialty area job performance. Reflection does not support activity completed.</td>
</tr>
</tbody>
</table>

Holistic Score
Program Descriptions from Catalog

Teacher Leader, Option 1

**Master of the Arts in Education (MAED) Teacher Leader (P-12)**

**School Community Leader, Option 1**  30 Hours

**TEACHER LEADER CORE CURRICULUM – 12 HOURS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDOL 630</td>
<td>Research Methods</td>
<td></td>
</tr>
<tr>
<td>EDOL 643</td>
<td>Best Practices for Coaching and Mentoring Teachers</td>
<td></td>
</tr>
<tr>
<td>ADOL 653</td>
<td>Assessment of and for Student Learning</td>
<td></td>
</tr>
<tr>
<td>EDOL 647</td>
<td>Teacher Leader in Professional Learning Communities</td>
<td></td>
</tr>
</tbody>
</table>

**TEACHER LEADER ENDORSEMENT CURRICULUM – 18 HOURS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDOL 542</td>
<td>Change, Professional Development and Teacher Improvement</td>
<td></td>
</tr>
<tr>
<td>EDOL 562</td>
<td>Theories of Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>EDOL 634</td>
<td>Curriculum Management and Assessment</td>
<td></td>
</tr>
<tr>
<td>ADOL 631</td>
<td>School Program Improvement</td>
<td></td>
</tr>
<tr>
<td>ADOL 655</td>
<td>Team Leadership</td>
<td></td>
</tr>
<tr>
<td>REOL 533</td>
<td>Teaching Reading in the Content Area</td>
<td></td>
</tr>
</tbody>
</table>

**CONTINUOUS ASSESSMENT:**

**Entrance to the University**
- Bachelor’s Degree from accredited IHE
- G.P.A. of 2.5 or higher
- Three letters of recommendation supporting favorable dispositions
- Valid Teaching License
- Screening to determine existing skills and dispositions in leadership
- Kentucky Professional Code of Ethics signed by candidate
- UC Character and Fitness signed by candidate

**Entrance to the Unit**
- G.P.A. of 2.5 or higher
- Kentucky Professional Code of Ethics signed by candidate
- Assessment of entry level writing assignment
- UC Character and Fitness signed by candidate
- Pre-Test taken

**Midpoint Requirements (Pillar V):**
- Contact with Advisor/Advising Center between 12-18 hours
- Teacher Leader Portfolio Discussion
- Maintain 3.0 or higher G.P.A. in coursework
- Two favorable disposition assessments
- Completion of field and clinical experience hours
- Kentucky Professional Code of Ethics signed by candidate
- UC Character and Fitness signed by candidate

**Exit Requirements (Pillar VI):**
- G.P.A. of 3.0 or higher
- Fifteen hours of 600 level courses completed
- A minimum of 21 hours completed at University of the Cumberlands
- Two favorable dispositions
- Exit Portfolio (standards based) Post-Test taken
- Maximum 6 year time limit
- Completed application for graduation
- Field/Clinical Experience completed
- Signed copy of Kentucky Professional Code of Ethics
- CA-1 submitted to UC Certification Office
Teacher Leader Option 2 Programs

**Master of the Arts in Education (MAED) Teacher Leader (P-12)**

**Business & Marketing** 30 Hours

**TEACHER LEADER CORE CURRICULUM – 12 HOURS**

- EDOL 643  Best Practices for Coaching and Mentoring Teachers
- EDOL 630  Research Methods
- ADOL 653  Assessment of and for Student Learning
- EDOL 647  Teacher Leader in Professional Learning Communities

**TEACHER LEADER ENDORSEMENT CURRICULUM – 18 HOURS**

- BUOL 531  Methods and Materials for the Teaching of Business
- REOL 533  Teaching Reading in the Content Areas
- BUOL 533  Marketing Management
- BUOL 535  Managerial Economics
- BUOL 530  Specialized Studies in Accounting, Business Administration, and Secretarial Practice

Choose 6 hours of the Following:

- BUOL 532  Organizational Behavior
- BUOL 537  Legal and Ethical Environment
- BUOL 631  Managing in a Global Environment

**CONTINUOUS ASSESSMENT:**

**Entrance to the University**
- Bachelor’s Degree from accredited IHE
- G.P.A. of 2.5 or higher
- Three letters of recommendation supporting favorable dispositions
- Valid Teaching License
- Screening to determine existing skills and dispositions in leadership
- Kentucky Professional Code of Ethics signed by candidate
- UC Character and Fitness signed by candidate

**Entrance to the Unit**
- G.P.A. of 2.5 or higher
- Kentucky Professional Code of Ethics signed by candidate
- Assessment of entry level writing assignment
- UC Character and Fitness signed by candidate
- Pre-Test taken

**Midpoint Requirements (Pillar V):**

- Contact with Advisor/Advising Center between 12-18 hours
- Teacher Leader Portfolio Discussion
- Maintain 3.0 or higher G.P.A. in coursework
- Two favorable disposition assessments
- Completion of field and clinical experience hours
- Kentucky Professional Code of Ethics signed by candidate
- UC Character and Fitness signed by candidate

**Exit Requirements (Pillar VI):**

- G.P.A. of 3.0 or higher
- Fifteen hours of 600 level courses completed
- A minimum of 21 hours completed at University of the Cumberlands
- Two favorable dispositions
- Exit Portfolio (standards based); Post-Test taken
- Maximum 6 year time limit
- Completed application for graduation
- Field/Clinical Experience completed
- Signed copy of Kentucky Professional Code of Ethics
- CA-1 submitted to UC Certification Office
Master of the Arts in Education (MAED) Teacher Leader (P-12)

English

30 Hours

(All courses are three (3) credit hours unless otherwise noted.)

TEACHER LEADER CORE CURRICULUM – 12 HOURS
EDOL 643  Best Practices for Coaching and Mentoring Teachers
EDOL 630  Research Methods
ADOL 653  Assessment of and for Student Learning
EDOL 647  Teacher Leader in Professional Learning Communities

TEACHER LEADER ENDORSEMENT CURRICULUM – 18 HOURS
ENOL 532  Methods and Materials of Teaching English
REOL 533  Teaching Reading in the Content Areas
ENOL 534  British Literature
ENOL 535  Studies in Modern Literature
ENOL 550  Creative Writing
REOL 536  Young Adult and Children’s Literature

CONTINUOUS ASSESSMENT:

Entrance to the University
  o Bachelor’s Degree from accredited IHE
  o G.P.A. of 2.5 or higher
  o Three letters of recommendation supporting favorable dispositions
  o Valid Teaching License
  o Screening to determine existing skills and dispositions in leadership
  o Kentucky Professional Code of Ethics signed by candidate
  o UC Character and Fitness signed by candidate

Entrance to the Unit
  o G.P.A. of 2.5 or higher
  o Kentucky Professional Code of Ethics signed by candidate
  o Assessment of entry level writing assignment
  o UC Character and Fitness signed by candidate
  o Pre-Test taken

Midpoint Requirements (Pillar V):
  o Contact with Advisor/Advising Center between 12-18 hours
  o Teacher Leader Portfolio Discussion
  o Maintain 3.0 or higher G.P.A. in coursework
  o Two favorable disposition assessments
  o Completion of field and clinical experience hours
  o Kentucky Professional Code of Ethics signed by candidate
  o UC Character and Fitness signed by candidate

Exit Requirements (Pillar VI):
  o G.P.A. of 3.0 or higher
  o Fifteen hours of 600 level courses completed
  o A minimum of 21 hours completed at University of the Cumberlands
  o Two favorable dispositions
  o Exit Portfolio (standards based); Post-Test taken
  o Maximum 6 year time limit
  o Completed application for graduation
  o Field/Clinical Experience completed
  o Signed copy of Kentucky Professional Code of Ethics
  o TC-1 submitted to UC Certification Office
Master of the Arts in Education (MAED) Teacher Leader (P-12)  
English as a Second Language (ESL)  
30 Hours  
(All courses are three (3) credit hours unless otherwise noted.)

TEACHER LEADER CORE CURRICULUM – 12 HOURS
EDOL 643  Best Practices for Coaching and Mentoring Teachers
EDOL 630  Research Methods
ADOL 653  Assessment of and for Student Learning
EDOL 647  Teacher Leader in Professional Learning Communities

TEACHER LEADER ENDORSEMENT CURRICULUM – 18 HOURS
REOL 533  Teaching Reading in the Content Areas
ESOL 610  Teaching ESL in a Multicultural Society
ESOL 615  Phonology for ESL Teachers
ESOL 620  Methods & Materials for Teaching ESL
ESOL 630  Methods & Materials for English as an International Language
ESOL 635  Teaching ESL through Reading & Writing

CONTINUOUS ASSESSMENT:
Entrance to the University
- Bachelor’s Degree from accredited IHE
- G.P.A. of 2.5 or higher
- Three letters of recommendation supporting favorable dispositions
- Valid Teaching License
- Screening to determine existing skills and dispositions in leadership
- Kentucky Professional Code of Ethics signed by candidate
- UC Character and Fitness signed by candidate

Entrance to the Unit
- G.P.A. of 2.5 or higher
- Kentucky Professional Code of Ethics signed by candidate
- Assessment of entry level writing assignment
- UC Character and Fitness signed by candidate
- Pre-Test taken

Midpoint Requirements (Pillar V):
- Contact with Advisor/Advising Center between 12-18 hours
- Teacher Leader Portfolio Discussion
- Maintain 3.0 or higher G.P.A. in coursework
- Two favorable disposition assessments
- Completion of field and clinical experience hours
- Kentucky Professional Code of Ethics signed by candidate
- UC Character and Fitness signed by candidate

Exit Requirements (Pillar VI):
- G.P.A. of 3.0 or higher
- Fifteen hours of 600 level courses completed
- A minimum of 21 hours completed at University of the Cumberlands
- Two favorable dispositions
- Exit Portfolio (standards based); Post-Test taken
- Maximum 6 year time limit
- Completed application for graduation
- Field/Clinical Experience completed
- Signed copy of Kentucky Professional Code of Ethics
- CA-1 submitted to UC Certification Office
Master of the Arts in Education (MAED) Teacher Leader (P-12)  
Health & Physical Education  
30 Hours (All courses are three (3) credit hours unless otherwise noted.)

TEACHER LEADER CORE CURRICULUM – 12 HOURS
EDOL 643 Best Practices for Coaching and Mentoring Teachers
EDOL 630 Research Methods
ADOL 653 Assessment of and for Student Learning
EDOL 647 Teacher Leader in Professional Learning Communities

TEACHER LEADER ENDORSEMENT CURRICULUM – 18 HOURS
HEOL 530 Methods and Materials of Teaching Health
PEOL 530 Methods and Materials of Physical Education
Candidates must choose twelve (12) hours from courses below to complete the 18 hour Specialization:
HHP 532 Applied Nutrition
HHP 533 Health and Fitness Psychology
HHP 534 Exercise Physiology
HHP 536 Health Promotion Principles and Practices
HHP 630 Current Issues in Health Promotion
HHP 635 Youth Health and Fitness
HHP 639 Special Topics

CONTINUOUS ASSESSMENT:

Entrance to the University
- Bachelor’s Degree from accredited IHE
- G.P.A. of 2.5 or higher
- Three letters of recommendation supporting favorable dispositions
- Valid Teaching License
- Screening to determine existing skills and dispositions in leadership
- Kentucky Professional Code of Ethics signed by candidate
- UC Character and Fitness signed by candidate

Exit Requirements (Pillar VI):
- G.P.A. of 3.0 or higher
- Fifteen hours of 600 level courses completed
- A minimum of 21 hours completed at University of the Cumberlands
- Two favorable dispositions
- Exit Portfolio (standards based); Post-Test taken
- Maximum 6 year time limit
- Completed application for graduation; Field/Clinical Experience completed
- Signed copy of Kentucky Professional Code of Ethics
- CA-1 submitted to UC Certification Office
Master of the Arts in Education (MAED) Teacher Leader (P-12)

Interdisciplinary Studies, P-5

30 Hours

(All courses are three (3) credit hours unless otherwise noted.)

TEACHER LEADER CORE CURRICULUM – 12 HOURS
EDOL 643  Best Practices for Coaching and Mentoring Teachers
EDOL 630  Research Methods
ADOL 653  Assessment of and for Student Learning
EDOL 647  Teacher Leader in Professional Learning Communities

TEACHER LEADER ENDORSEMENT CURRICULUM – 18 HOURS
REOL 534  Methods and Materials for Teaching Reading in Elementary
REOL 533  Teaching Reading in the Content Areas
EDOL 539  The Modern Elementary School1
SPOL 635  Classroom Behavior Management for Special Student Populations
REOL 531  Reading and Writing Foundations
EDOL 542  Change, Professional Development and Teacher Improvement

CONTINUOUS ASSESSMENT:

Entrance to the University
- Bachelor’s Degree from accredited IHE
- G.P.A. of 2.5 or higher
- Three letters of recommendation supporting favorable dispositions
- Valid Teaching License
- Screening to determine existing skills and dispositions in leadership
- Kentucky Professional Code of Ethics signed by candidate
- UC Character and Fitness signed by candidate

Entrance to the Unit
- G.P.A. of 2.5 or higher
- Kentucky Professional Code of Ethics signed by candidate
- Assessment of entry level writing assignment
- UC Character and Fitness signed by candidate
- Pre-test taken

Midpoint Requirements (Pillar V):
- Contact with Advisor/Advising Center between 12-18 hours
- Teacher Leader Portfolio Discussion
- Maintain 3.0 or higher G.P.A. in coursework
- Two favorable disposition assessments
- Completion of field and clinical experience hours
- Kentucky Professional Code of Ethics signed by candidate
- UC Character and Fitness signed by candidate

Exit Requirements (Pillar VI):
- G.P.A. of 3.0 or higher
- Fifteen hours of 600 level courses completed
- A minimum of 21 hours completed at University of the Cumberlands
- Two favorable dispositions
- Exit Portfolio (standards based); Post-Test taken
- Maximum 6 year time limit
- Completed application for graduation
- Field/Clinical Experience completed
- Signed copy of Kentucky Professional Code of Ethics
- CA-1 submitted to UC Certification Office
Master of the Arts in Education (MAED) Teacher Leader (P-12)

Math

30 Hours

(All courses are three (3) credit hours unless otherwise noted.)

TEACHER LEADER CORE CURRICULUM – 12 HOURS
EDOL 643  Best Practices for Coaching and Mentoring Teachers
EDOL 630  Research Methods
ADOL 653  Assessment of and for Student Learning
EDOL 647  Teacher Leader in Professional Learning Communities

TEACHER LEADER ENDORSEMENT CURRICULUM – 18 HOURS
MAOL 532  Methods and Materials of Teaching Math
MAOL 530  Topics in Mathematics I
MAOL 530  Topics in Mathematics I (repeat different topic)
MAOL 630  Topics in Mathematics II
MAOL 631  Topics in Geometry I
MAOL 631  Topics in Geometry I (repeat different topic)

CONTINUOUS ASSESSMENT:

Entrance to the University
- Bachelor’s Degree from accredited IHE
- G.P.A. of 2.5 or higher
- Three letters of recommendation supporting favorable dispositions
- Valid Teaching License
- Screening to determine existing skills and dispositions in leadership
- Kentucky Professional Code of Ethics signed by candidate
- UC Character and Fitness signed by candidate

Entrance to the Unit
- G.P.A. of 2.5 or higher
- Kentucky Professional Code of Ethics signed by candidate
- Assessment of entry level writing assignment
- UC Character and Fitness signed by candidate
- Pre-Test taken

Midpoint Requirements (Pillar V):
- Contact with Advisor/Advising Center between 12-18 hours
- Teacher Leader Portfolio Discussion
- Maintain 3.0 or higher G.P.A. in coursework
- Two favorable disposition assessments
- Completion of field and clinical experience hours
- Kentucky Professional Code of Ethics signed by candidate
- UC Character and Fitness signed by candidate

Exit Requirements (Pillar VI):
- G.P.A. of 3.0 or higher
- Fifteen hours of 600 level courses completed
- A minimum of 21 hours completed at University of the Cumberlands
- Two favorable dispositions
- Exit Portfolio (standards based); Post-Test taken
- Maximum 6 year time limit
- Completed application for graduation
- Field/Clinical Experience completed
- Signed copy of Kentucky Professional Code of Ethics
- CA-1 submitted to UC Certification Office
Master of the Arts in Education (MAED) Teacher Leader (P-12)
Social Studies
30 Hours
(All courses are three (3) credit hours unless otherwise noted.)

TEACHER LEADER CORE CURRICULUM – 12 HOURS
EDOL 643  Best Practices for Coaching and Mentoring Teachers
EDOL 630  Research Methods
ADOL 653  Assessment of and for Student Learning
EDOL 647  Teacher Leader in Professional Learning Communities

TEACHER LEADER ENDORSEMENT CURRICULUM – 18 HOURS
HIOL 530  Methods and Materials of Social Studies
HIOL 531  Selected Topics
HIOL 531  Selected Topics
HIOL 531  Selected Topics
PLOL 531  Topics: Studies in Political Science
PLOL 531  Topics: Studies in Political Science

CONTINUOUS ASSESSMENT:

Entrance to the University
  o Bachelor’s Degree from accredited IHE
  o G.P.A. of 2.5 or higher
  o Three letters of recommendation supporting favorable dispositions
  o Valid Teaching License
  o Screening to determine existing skills and dispositions in leadership
  o Kentucky Professional Code of Ethics signed by candidate
  o UC Character and Fitness signed by candidate

Entrance to the Unit
  o G.P.A. of 2.5 or higher
  o Kentucky Professional Code of Ethics signed by candidate
  o Assessment of entry level writing assignment
  o UC Character and Fitness signed by candidate
  o Pre-Test taken

Midpoint Requirements (Pillar V):
  o Contact with Advisor/Advising Center between 12-18 hours
  o Teacher Leader Portfolio Discussion
  o Maintain 3.0 or higher G.P.A. in coursework
  o Two favorable disposition assessments
  o Completion of field and clinical experience hours
  o Kentucky Professional Code of Ethics signed by candidate
  o UC Character and Fitness signed by candidate

Exit Requirements (Pillar VI):
  o G.P.A. of 3.0 or higher
  o Fifteen hours of 600 level courses completed
  o A minimum of 21 hours completed at University of the Cumberlands
  o Two favorable dispositions
  o Exit Portfolio (standards based); Post-Test taken
  o Maximum 6 year time limit
  o Completed application for graduation
  o Field/Clinical Experience completed
  o Signed copy of Kentucky Professional Code of Ethics
  o Ca-1 submitted to UC Certification Office
Appendix

Appendix A  Graduate candidate helps

**Graduate Advising Center**

The Graduate Advising Center is your first source for help as a graduate candidate. They maintain the information that you need to be successful in your program. Their first email to you should be kept and all the links and information in it is crucial for your success in the program. They can tell you when registration opens each term and when the deadlines are for applying for graduation. Please note that your advisor is for instructional and career questions, not questions of courses to take or when can you enroll.

To contact the Graduate Advising Center:
Graduate Advising Center
University of the Cumberlands
7792 College Station Drive
Williamsburg, KY 40769
1-800-343-1609, Ext. 4448 or (606) 539-4448
Fax #: (606) 539-4014
gac@ucumberlands.edu

**Hagan Memorial Library**  [http://www.ucumberlands.edu/library/](http://www.ucumberlands.edu/library/)

The library offers sessions each term to acquaint graduate candidates with how to use the electronic databases and how to contact library staff for items not in electronic formats.

The link to enroll in these sessions is: [http://www.ucumberlands.edu/library/orientationreg.php](http://www.ucumberlands.edu/library/orientationreg.php)

**Purdue OWL (Online Writing Lab)**

When you need assistance with writing papers and documentation, please consider the Purdue OWL. It is over 20 years old and has an outstanding reputation for excellence.

[https://owl.english.purdue.edu/owl/](https://owl.english.purdue.edu/owl/)

**APA Documentation**

Your assignments in the Literacy Program will be in formal, professional language, and documented in APA (6th edition) format. APA formatting is Times New Roman font 12 with 1” margins on all four sides.

Two resources are listed below for assistance with APA documentation.
Purdue OWL: [https://owl.english.purdue.edu/owl/section/2/10/](https://owl.english.purdue.edu/owl/section/2/10/)
Diane Hacker’s resources at Bedford St Martin Publisher: [http://bcd.bedfordstmartins.com/resdoc5e/res5e_ch09_o.html](http://bcd.bedfordstmartins.com/resdoc5e/res5e_ch09_o.html)
SAMPLE APA paper:
http://bcst.bedfordstmartins.com/resdoc5e/RES5e_ch09_s1-0009.html
NCTE Standards: http://www.ncte.org/standards

NCTE Position Statement on Reading:
http://www.ncte.org/positions/statements/positiononreading

NCTE Beliefs about the Teaching of Writing:
http://www.ncte.org/positions/statements/writingbeliefs

International Reading Association http://www.reading.org/


Read-Write-Think web site of National Council of Teachers of English
http://www.readwritethink.org/

ERIC web site: http://www.eric.ed.gov/

Rubric Creation Site http://rubistar.4teachers.org/
The Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC), developed model core teaching standards that outline what teachers should know and be able to do to ensure that every K-12 student reaches the goal of being ready to enter college or the workforce in today’s world.

I. **The Learner and Learning**
   Standard 1: Learner Development—the teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

   Standard 2: Learning Differences—the teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

   Standard 3: Learning Environments—the teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

II. **Content**
   Standard 4: Content Knowledge—the teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

   Standard 5: Application of Content—the teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

III. **Instructional Practice**
   Standard 6: Assessment—the teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

   Standard 7: Planning for Instruction—The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

   Standard 8: Instructional Strategies—the teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

IV. **Professional Responsibility**
   Standard 9: Professional Learning and Ethical Practice—The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

   Standard 10: Leadership and Collaboration—The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
KRS 161.028 requires that the Education Professional Standards Board develop a professional code of ethics. The Professional Code of Ethics for Kentucky Certified School Personnel, codified in 16 KAR 1:020, establishes the ethical standards for Kentucky certified school personnel and establishes that violation of the code may be grounds for revocation or suspension of Kentucky teacher/administrator certification.

Certified School Personnel in the Commonwealth:

1. Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach.

2. Shall believe in the worth and dignity of each human being and in educational opportunities for all.

3. Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession.

TO STUDENTS

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator.

2. Shall respect the constitutional rights of all students.

3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students.

4. Shall not use professional relationships or authority with students for personal advantage.

5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

6. Shall not knowingly make false or malicious statements about students or colleagues.

7. Shall refrain from subjecting students to embarrassment or disparagement.

8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.
TO PARENTS

1. Shall make reasonable effort to communicate to parents’ information which should be revealed in the interest of the student.

2. Shall endeavor to understand community cultures and diverse home environments of students.

3. Shall not knowingly distort or misrepresent facts concerning educational issues.

4. Shall distinguish between personal views and the views of the employing educational agency.

5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others.

6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities.

7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage

TO EDUCATION PROFESSION

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession.

2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities.

3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law.

4. Shall not use coercive means or give special treatment in order to influence professional decisions.

5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications.

6. Shall not knowingly falsify or misrepresent records of facts relating to the educator’s own qualifications or those of other professionals.
University of the Cumberlands
District/School-Based Mentor Agreement

University of the Cumberlands’ School of Education and the District/School-Based Mentor (DSBM) agree to assist the Teacher Leader Candidate in developing leadership skills and to assist the Teacher Leader Candidate in completing all program requirements.

This signed agreement indicates mutual cooperation in support of the Teacher Leader Candidate in meeting all established standards and program requirements. (Signature should be genuine not electronic.)

Teacher Leader Candidate Signature

Candidate Name (print)

School Name/District

Subject/Grade Level/Other

School E-mail Address

District/School-Based Mentor Signature

Mentor Name (print)

Street Address

City, State, Zip

School Telephone Number