



The University of Georgia

University Council
Athens, Georgia 30602

August 21, 2013

UNIVERSITY CURRICULUM COMMITTEE – 2013-2014

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Dear Colleagues:

The attached proposal to offer a new major in Teacher Leadership (M.Ed., Online) will be an agenda item for the August 28, 2013, Full University Curriculum Committee meeting.

Sincerely,

David E. Shipley, Chair
University Curriculum Committee

cc: Interim Provost Libby V. Morris
Dr. Laura D. Jolly

FORMAL PROPOSAL FOR A NEW DEGREE PROGRAM
and
DISTANCE LEARNING DELIVERY
(Program is New and Institution Currently Offers Distance Learning Programs)

Institution: University of Georgia

Approval by President or Vice President for Academic Affairs:

Professor Libby V. Morris, Interim Senior Vice President for Academic Affairs
and Provost

Date: August 2, 2013

School/Division: College of Education

Department: Department of Lifelong Education, Administration, and Policy

Departmental Contact: Sally J. Zepeda

Name of Proposed Program/Inscription: Teacher Leadership

Degree: M.Ed.

Major: Teacher Leadership

CIP Code:

Anticipated Implementation Date: Fall 2014

Indicate whether the program will be nominated for inclusion with the SREB Electronic Campus
(Yes or No): No

Note: The institution will submit all approved online programs for inclusion in the Georgia On
My Line (GOML) directory.

Approval by Chief Business Officer (or designee):

Contact Information:

Approval by Chief Information Officer or designee:

Contact Information

1. Description of the program's fit with the institutional mission, existing degrees and majors.

The motto, "to teach, to serve and to inquire into the nature of things," found within the Mission of the University of Georgia aptly embodies the overall reasons why an M.Ed. in Teacher Leadership is essential to offering this degree in the College of Education. The proposed M.Ed. in Teacher Leadership supports some of the very premises outlined in the *Hallmarks of the 2020 Strategic Plan* by focusing on "graduate ... programs" and "match(ing) ... previous advancements with undergraduate education" as a means to bolster and align "quality research and quality programs" which "are virtually synonymous" (p. 1). This new degree also answers the call for more "interdisciplinary" efforts as the M.Ed. in Teacher Leadership is the first college-wide, multi-disciplined degree that by design is inclusive of all academic areas within the College of Education.

The proposed M.Ed. in Teacher Leadership addresses Strategic Direction II Enhancing Graduate and Professional Programs of the University of Georgia's Strategic Plan by creating a graduate program "to meet the increasingly complex societal needs" in the state "while maintaining the core values of rigorous scholarship," which "is a critical component [of] . . . global competitiveness, economic growth and quality of life" in Georgia and in the United States (p.11). The M.Ed. in Teacher Leadership supports Strategic Priorities b, c, and f as a way to "increase total graduate and professional student enrollment," (p. 11), "promote additional opportunities for interdisciplinary" collaboration across the units of the College of Education (p. 12), and "offer increased access to University of Georgia graduate education through extended...online education degree program" (p. 13).

The proposed M.Ed. in Teacher Leadership also addresses Strategic Direction IV Serving the Citizens of the State of Georgia and Beyond of the Strategic Plan by providing a program to "assist individuals, organizations, and communities with solution-driven outcomes that improve the economic and social well-being of Georgia citizens" and addresses the following Strategic Priority: "a) Continue programs that utilize faculty research and expertise to improve the lives of citizens of the state of Georgia and others in the nation and world, especially in the areas of public policy, health, food production and safety, K-12 education, and the humanities."

The proposed M.Ed. in Teacher Leadership does not compete with other degrees offered within the College of Education, and this degree does not compete with any programs across the University of Georgia. This degree will enhance credit hour production across the College of Education because students take in total 36 credit hours in which 15 of those hours are within other units of specialization across the College of Education slate of degrees (e.g., Mathematics, Science, Social Studies, English, Workforce Education).

To date, Augusta State University, Georgia State University (urban education focus), and Albany State University are the only USG schools to offer such a degree; Mercer University offers a specialist in education (Ed. S) degree and Kennesaw State University offers an endorsement while commercial, for-profit cottage industry preparation programs are surfacing (see, for example, http://degreedirectory.org/articles/Educational_Leadership_Masters_Degree.html) to offer programs of study in teacher leadership.

2. Program Description and Goals:

The M.Ed. in Teacher Leadership at the University of Georgia is a 36 semester-hour professional degree tailored for preK-12 teachers who have five or more years of teaching experience in schools. Part of the degree requirements for the M.Ed. in Teacher Leadership will allow candidates to be eligible to be endorsed by the Georgia Professional Standards Commission (GaPSC), the entity that oversees teacher accreditation in the state. An endorsement is an “add-on” to a teaching license and/or certificate that signals knowledge and skills have been attained through an accredited program recognized by the GaPSC in the state of Georgia.

As per the Georgia Professional Standards Commission (PSC) Rule (505-3-.73 January 15, 2011), the state has identified a need to “improve P-12 students’ academic performance as measured by various assessments. One method to ensure improved student performance and to address budgetary concerns is to better align the school personnel assignment with the advanced degree earned.” One of the ways to achieve alignment is through the attainment of degrees directly related to teaching and learning.

The GaPSC has put forth the call for a graduate degree in Teacher Leadership for teachers who already hold a bachelor’s degree to advance in the area of leadership, without leaving the classroom to assume an administrative position. Aligned with the GaPSC Educator Preparation Rule 505-3-.53, the proposed M.Ed. in Teacher Leadership will prepare “classroom teachers to develop as leaders in their schools and school systems” (p.1) that will enable candidates to earn not only an advanced degree but also to add a “Service (S) certificate in Teacher Leadership” (p. 1, GaPSC Educator Preparation Rule 505-3-.53).

Appendix A includes the GaPSC Teacher Leadership Standards that the M.Ed. in Teacher Leadership at the University of Georgia will include and that can lead to a recommendation for a certificate upgrade from the GaPSC as amplified in the GaPSC Educator Preparation Rule, 505-3-.53 (summer, 2012, see Appendix B).

The University of Georgia is creating the proposed M.Ed. in Teacher leadership in response to the needs identified by the PSC. The UGA College of Education will be able to tap into its richest resources, faculty from across subject areas and content specialties, to collaborate in offering the new degree. Moreover, the M.Ed. in Teacher Leadership will help the state to develop a more educated cadre of teachers who can assume teacher leadership roles and positions in the 2, 221 schools of Georgia. By answering this call, both UGA and the University System of Georgia (USG) can play a significant role in this relatively new type of degree.

The Master of Education in Teacher Leadership at the University of Georgia is a multi-disciplinary degree. The program of study and the slate of courses will be across the different disciplines in such areas as Social Studies, Science, Mathematics, Elementary Education, Workforce Education, etc., in the UGA College of Education. This approach ensures that students will learn not only broadly about teacher leadership but also students will be able to be enriched through subject area concentrations in which teacher leadership drives instructional and curricular improvements and decisions.

The goals of the Master of Education Degree in Teacher Leadership are to train and develop teacher leaders who can:

- Design, implement, and facilitate sustained, intensive, and job-embedded professional learning based on identified student and teacher needs.
 - Demonstrate a comprehensive understanding of curriculum and apply this knowledge to the alignment of curriculum, instruction, and assessment to standards.
 - Model best practices in pedagogy and serve as a mentor and coach for other educators.
 - Work with others to design and implement assessment practices and analyze data for monitoring and improving teaching and learning through data-informed decision making.
 - Access and conduct action research, and apply action research findings to improve teaching and learning.
 - Demonstrate the ability to collaborate with stakeholders to improve student learning and to guide positive change.
- a. Institutional Priority: Describe how the proposed program is aligned with the institution’s academic strategic plan. Indicate where this program falls in terms of the institution’s top priorities for new degrees.

The proposed M.Ed. in Teacher Leadership addresses Strategic Direction II Enhancing Graduate and Professional Programs of the University of Georgia’s Strategic Plan by creating a graduate program “to meet the increasingly complex societal needs” in the state “while maintaining the core values of rigorous scholarship,” which “is a critical component [of] . . . global competitiveness, economic growth and quality of life” in Georgia and the United States.

The proposed M.Ed. in Teacher Leadership also addresses Strategic Direction IV Serving the Citizens of the State of Georgia and Beyond of the Strategic Plan by providing a program to “assist individuals, organizations, and communities with solution-driven outcomes that improve the economic and social well-being of Georgia citizens” and addresses the following Strategic Priority: “a) Continue programs that utilize faculty research and expertise to improve the lives of citizens of the state of Georgia and others in the nation and world, especially in the areas of public policy, health, food production and safety, K-12 education, and the humanities.”

The objectives of the Teacher Leadership Master of Education Degree are aligned with and further complement the expectations found within the Mission and Vision of the College of Education and the University of Georgia. The Mission of the College of Education (COE) is “to provide the highest level of leadership in furthering education, communication, lifelong learning, and health and well-being for all citizens.” The COE at UGA strives to succeed in its mission by providing and preparing for a diverse intellectual and cultural distinguished history, present, and future. The College currently offers 34 graduate programs, both research- and practice-based. The pursuit of a teacher leadership degree through a formalized program at UGA will help extend the background knowledge, skills, and abilities of accomplished teachers locally, across the state, nationally, and internationally.

To further support the Vision of the College of Education at the University of Georgia, a teacher leadership degree will promote the applied skill development and supervision processes for leader practitioners in preK-12 school settings.

The College of Education strategic plan focuses on six goals:

1. Advocate and educate for social justice and equitable treatment of all people;
2. Enhance the college-wide culture of research;
3. Increase the use of research-based innovative approaches to teaching and learning;
4. Engage the College's talents to improve people's lives in Georgia and the global community;
5. Form the College into a more coherent and integrated organization; and,
6. Raise the visibility and esteem of the College.

The M.Ed. in Teacher Leadership supports the attainment of each of these six goals. Graduates of the teacher leadership program will learn to use strategies that ensure respect and dignity within their schools; promote collaborative work among teachers, administrators, and other school staff members; work with teachers to integrate new methods and understandings of teaching practices; use outside community members to enhance the classroom experience for students; focus on multiple methods for promoting learning for diverse groups of student learners; and, communicate and transfer skills and abilities to others in the school. With new requirements from the Georgia Professional Standards Commission, the state is attempting to close the gap between the theoretical notion of leadership and the ability to successfully practice instructional leadership in Georgia schools. This current climate provides a platform for the development of a Teacher Leadership M.Ed. at UGA and will continue to further a commitment to excellence in leadership, teaching, and learning across school communities and between schools and the College of Education.

b. Brief description of the program and how it is to be delivered

The proposed M.Ed. in Teacher Leadership will be the first college-wide, interdisciplinary degree. This degree is built on a 36-credit-hour plan of study, designed for applicants who are certified to teach in a GaPSC approved field, have been working as teachers in preK-12 public, private, or charter education for at least five years, who have been recommended by their supervisors as individuals with the potential to be teacher leaders, and whose system has made the commitment to make arrangements for the candidate to sustain the two-semester-long residency courses while working. The proposed M.Ed. in Teacher Leadership will use rolling admissions because it is not a cohort-based program.

Students will take courses in three broad areas: Core Courses, Content-Based Courses, and Residency Courses.

The Core Courses are related to general leadership and include EDAP 7020 and EDAP 7020E: Supervision of Instruction; EDAP 7070 and EDAP 7070E Curriculum Development and Evaluation; EDAP 8150 and EDAP 8150E Learning Communities and Professional

Development; and EDAP 8000 and EDAP 8000E Special Problems in Educational Administration and Policy.

These existing courses are taught by the faculty in Educational Administration and Policy with expertise in the general fields of curriculum, instructional supervision, and professional development. A majority of the core courses also include field-based projects. For example, in EDAP 7020/EDAP 7020E, students learn and then apply in a school, cycles of peer coaching (pre-observation conference, classroom observation, and post-observation conference) with teachers.

All the core courses are taught online, and these courses have “e” designations.

ESSE(QUAL)(ERSH) 7500 and ESSE(QUAL)(ERSH) 7500E, Action Research, will engage students in the action research cycle in which instructional practices can be enhanced by groups of teachers studying intently the impact of their efforts on student achievement.

The Content-Based Courses and faculty expertise are housed in other academic departments in the College of Education and include such areas as Social Studies, Science, Mathematics, Elementary Education, Workforce Education, etc. Students’ programs of study will be tailored to their teaching assignments by selecting appropriate content-based courses from corresponding departments and programs around the College of Education. Given the size of the UGA College of Education and the myriad courses offered across programs and disciplines, it is reasonable to assume that online course offerings in the content-based courses are available at varying levels (See Appendix C, illustrative of courses in the College of Education that could meet requirements for this degree).

The Residency Courses are the cornerstone of this degree program given the intensive and job-embedded nature of the field experiences and the performance-based components within them. The Residency Courses include two, three-semester hour courses ideally taken toward the middle and the end of the program of study in Teacher Leadership. Candidates engage in the work of teacher leadership for a proportion of time at three different school sites (elementary, middle, and high school) other than their own school. A professor-of-record will supervise the teacher leader candidate (site visitations, monthly online group meetings, Skype sessions, etc.) and work in conjunction with an on-site mentor/coach and school leader who will provide feedback to the candidate and the UGA professor of record. The UGA professor-of-record assigns the final grade to the student.

The program includes both classroom and online delivery and other uses of technology (e.g., online meetings, Skype, etc.). The classroom delivery will promote further development of communication skills important for teacher leaders, while the online delivery will also attract students who may be geographically distant from UGA. Considering there are only three degree programs in teacher leadership in the state, the program is expected to attract applicants from across the state.

There are three defining features of the proposed M.Ed. in Teacher Leadership. First, the online format will allow students to sustain all of the core courses in a different type of format than offered by traditional methods of attending classes. The residency courses will heavily utilize technology in its delivery.

Second, the intensive natures of the field-based experiences bundled in a majority of the core courses as well as the field-based experiences in the two required residency courses situates the student learning “on the job” as they carry out teacher leadership activities in schools. The GaPSC, Educator Preparation Rule, 505-3-.53 (summer 2012), is explicit about the residency experiences (see Appendix B).

Third, the multi-disciplinary aspects of the program, where students will be taking courses throughout the myriad departments in the UGA College of Education offers students the opportunities to seek more depth and breadth in a content area and apply this knowledge to building teacher leadership in the areas in which teachers wish to lead in their schools.

c. Goals/objectives of the program

The objectives of the Master of Education Degree in Teacher Leadership are to train teacher leaders who can:

- Design, implement, and facilitate sustained, intensive, and job-embedded professional learning based on identified student and teacher needs.
- Demonstrate a comprehensive understanding of curriculum and apply this knowledge to the alignment of curriculum, instruction, and assessment to standards.
- Model best practices in pedagogy and serve as a mentor and coach for other educators.
- Work with others to design and implement assessment practices and analyze data for monitoring and improving teaching and learning through data-informed decision making.
- Access and conduct action research, and apply action research findings to improve teaching and learning.
- Demonstrate the ability to collaborate with stakeholders to improve student learning and to guide positive change.

d. Location of the program – main campus or other approved site

The proposed M.Ed. in Teacher Leadership will be housed on the Athens campus; however, students will be engaged in taking online courses (all Core Courses), and courses might also be available at the Gwinnett campus location.

3. Curriculum: List the entire course of study required and recommended to complete the degree program. Provide a sample program of study that would be followed by a representative student. Include Area VI requirements (if applicable).

The 36-hour curriculum for the proposed M.Ed. in Teacher Leadership is comprised of three components: 1) Core Courses, which provide macro perspectives on teacher leadership related to instructional supervision and coaching, job-embedded professional development, collaborative work environments, the structures of curriculum development and assessment, instructional strategies, assessment and analysis of data, action research, and collaboration as a means to enact change (Appendix D); 2) Content-Based Courses, from across the departments within the UGA College of Education which enhance student knowledge of subject-specific content and pedagogy

related to students' professional assignments (Appendix C); and 3) Residency Courses, in which students demonstrate that they have familiarity and mastery of being teacher leaders in their schools. The two field-based residency courses are sustained across two semesters (Appendix E).

All students will construct an electronic professional portfolio using the technology-based portfolio system in use in the College of Education. Course-related projects such as a teacher conducting a pre-observation conference, artifacts from the Residency Courses such as a school-wide professional development plan, self-assessments such as the one the student completes at the beginning of the program, and other artifacts relating to the degree will be included in the electronic professional portfolio.

Sample Program of Study for the M.Ed. in Teacher Leadership

I. Core Courses (5 courses = 15 semester hours):¹

EDAP 7020 and EDAP 7020E Supervision of Instruction
EDAP 7070 and EDAP 7070E Curriculum Development and Evaluation
EDAP 8150 and EDAP 8150E Learning Communities and Professional Development
EDAP 8000 and EDAP 8000E Special Problems in Educational Administration and Policy
ESSE(QUAL)(ERSH) 7500 and ESSE(QUAL)(ERSH) 7500E Action Research

II. Content-Based Courses: (5 courses to choose = 15 semester hours):²

ESSE 7130: Teaching Styles in the Elementary Classroom
EMAT 6410: Mathematical Learning in PreK-Grade 8
EMAT 6420E: Mathematics Methods for Early Childhood Education
EMAT 4200-6200: Technology in Teaching Elementary School Mathematics
EDIT 6400E: Emerging Approaches in Teaching, Learning, and Technology

III. Teacher Leadership Residency Courses (2 courses = 6 semester hours):³

EDAP 7701 and EDAP 7701E Teacher Leadership Residency⁴
EDAP 7701 and EDAP 7701E Teacher Leadership Residency⁵

¹ See Appendix D, Core Course Descriptions

² In consultation with their advisor, students will select appropriate content-based courses from corresponding departments and programs around the College of Education that provide them with greater breadth and depth "of knowledge and skills in the academic discipline and pedagogy" that constitute their professional assignment, as indicated by the PSC Standards. These courses would include 6000 and 7000 level courses with prefixes such as EDIT, EDMS, ELAN, EMAT, EPSY, ERSR, ESCI, ESOC, ESSE, KINS, LLED, WFED, etc. See Appendix C for a sample listing of content-based courses offered in the College of Education.

³ The GaPSC requires that the teacher leader candidate spends time in three schools other than the one in which the candidate teaches. Given that the school system must write a letter of support endorsing the candidate and one that acknowledges this GaPSC requirement, the candidates will be able to use time before school begins, after the day ends, and during planning periods in addition to possible release time provided solely by the school system.

⁴ Students will enroll in two courses (6 semester hours) that are residency-based in which the Teacher Leadership Standards will be applied in three school sites. These courses ensure that the knowledge, skills, and dispositions needed to be a teacher leader as elaborated in 2011 by the GaPSC Task Force for Teacher Leadership Performance Preparation Program Standards (Appendix A) and the GaPSC Educator Preparation Rule 505-3-.53 (Appendix B) are met.

⁵ In field-based settings across two semesters, students design and implement job-embedded professional learning based on identified student needs and data working with teachers to develop a school culture focusing on learning and continuous improvement. Students work across curricular standards aligning instruction and assessment to standards, model best practices in pedagogy, and serve as a mentor and coach for other educators.

- a. Clearly differentiate which courses are existing and those that are newly developed courses. Include course titles as well as acronyms and credit hour requirements associated with each course.

All courses exist and can be found in CAPA, including descriptions for the new course, EDAP 7701 and EDAP 7701E Teacher Leadership Residency Course (Appendix E).

- b. Append course descriptions for all courses (existing and new courses).

See Appendix C.

- c. When describing required and elective courses, list all course prerequisites.

Required Core Courses and their Prerequisites:

Course Prefix	Course Name	Prerequisites
EDAP 7020 and EDAP 7020E	Supervision of Instruction	None
EDAP 7070 and EDAP 7070E	Curriculum Development and Evaluation	None
EDAP 8150 and EDAP 8150E	Learning Communities and Professional Development	EDAP 7020 or EDAP 7020E
EDAP 8000 and EDAP 8000E	Special Problems in Educational Administration and Policy	None
ESSE(QUAL)(ERSH) 7500 and ESSE(QUAL)(ERSH) 7500E	Action Research	Permission of Department

Required Teacher Leadership Residency Courses and their Prerequisites:

Course Prefix	Course Name	Prerequisites
EDAP 7701 and EDAP 7701E	Teacher Leadership Residency	Permission of Department
EDAP 7701 and EDAP 7701E	Teacher Leadership Residency	Permission of Department

The Content-Based Courses—From the Sample Program of Study—Prerequisites (page 8)

Course Prefix	Course Name	Prerequisites
ESSE 7130	Teaching Styles in the Elementary Classroom	None
EMAT 6410	Mathematical Learning in PreK-Grade 8	None
EMAT 6420 and EMAT 6420 E	Mathematics Methods for Early Childhood Education	None
EMAT 4200/6200	Technology in Teaching	Permission of Department

EDIT 6400E	Elementary School Mathematics Emerging Approaches in Teaching, Learning, and Technology	None
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*The content-based courses are offered throughout the program areas within the departments across the College of Education. An illustrative number of content-based courses are found in Appendix C.

- d. Provide documentation that the program and all courses in the proposed curriculum have been approved by all relevant campus curriculum governance bodies.

See Appendix G.

- e. Append materials available from national accrediting agencies or professional organizations as they relate to curriculum standards for the proposed program.

See Appendix H for the Teacher Leadership Model Standards (Exploratory Consortium, 2012), and see in Appendix B the GaPSC Standards for Teacher Leadership.

- f. Indicate ways in which the proposed program is consistent with nationally accepted trends and standards in the discipline.

The curriculum within the proposed M.Ed. in Teacher Leadership aligns closely with the Teacher Leadership Model Standards (Exploratory Consortium, 2012) and with the GaPSC recommended Task Force for Teacher Leadership Performance Preparation Program Standards Recommended by the Teacher Leadership Standards Taskforce. See **Appendix A**, GaPSC Task Force for Teacher Leadership Performance Preparation Program Standards Recommended by the Teacher Leadership Standards Taskforce, and see **Appendix B**, Teacher Leadership Program Guidelines, and GaPSC Educator Preparation Rule 505-3-.53.

The components of the proposed M.Ed. in Teacher Leadership follow the GaPSC Task Force for Teacher Leadership Performance Preparation Program Standards Recommended by the Teacher Leadership Standards Taskforce (Appendix A). The following cross-walk of the content within the Core Courses and the Teacher Leadership Residency Courses and the GaPSC Task Force for Teacher Leadership Performance Preparation Program Standards illustrate alignment:

Core Courses

EDAP 7020 and EDAP 7020E Supervision of Instruction
(GaPSC Teacher Leadership Standard 2, Standard 4, Standard 7)

EDAP 7070 and EDAP 7070E Curriculum Development and Evaluation

(GaPSC Teacher Leadership Standard 2, Standard 3, Standard 7)

EDAP 8150 and EDAP 8150E Learning Communities and Professional Development
(GaPSC Teacher Leadership Standard 1, Standard 2, Standard 7)

EDAP 8000 and EDAP 8000E Special Problems in Educational Administration and Policy
(GaPSC Teacher Leadership Standard 3, Standard 4, Standard 5, Standard 6, Standard 7)

ESSE(QUAL)(ERSH) 7500 and ESSE(QUAL)(ERSH) 7500E Action Research
(GaPSC Teacher Leadership Standard 6)

Teacher Leadership Residency Courses:

EDAP 7701 and EDAP 7701E Teacher Leadership Residency
(GaPSC Teacher Leadership Standards 1, 2, 3, 4, 5, 6, 7)

- g. If internships or field experiences are required as part of the program, provide information documenting internship availability as well as how students will be assigned, supervised, and evaluated.

The two field-based Residency Courses (EDAP 7701 and EDAP 7701E) each require 75 clock hours of field experience. In total, students will spend 150 hours engaging in teacher leadership activities that will be supervised by UGA professors and a site-level administrator who shall either serve as a coach or find a coach for the teacher leader candidate.⁶ To show further how the requirement for the “mixed” school sites will be met, here is a hypothetical scenario.

Hypothetical Scenario: A teacher leader candidate who teaches at an elementary school in a large school system would spend 75 clock hours per semester engaging in the work of teacher leadership. A certain amount of time engaging in teacher leadership activities would need to be split across the elementary, middle, and high school levels. The teacher leadership activities would occur before the school day begins, during planning and duty periods, after school, and perhaps during a workshop or other types of leadership activities that occurs over a weekend. Given that schools in large systems are geographically clustered in close proximity, this teacher leader candidate would be able to put in hours across all three levels—elementary, middle, and high school and would be able to provide teacher leadership at an elementary school other than his/her own school.

The same would be true in smaller, more rural systems as well, perhaps with the teacher leader candidate having to travel to a building in a different system. The real challenge will be ensuring that the school system supports the teacher leader candidate in putting in hours outside of his or her school building during the “typical” work day, after school, before school, weekends, summers, etc., and this is why a letter from the system specifying that this time will be available is required as part of the admissions requirements and considerations.

⁶ See Footnotes 4 and 5

As the uses of technology increase, technology can also be used to support the residency activities in that teachers can engage in professional learning and provide teacher leadership online beaming from one school to another within and across school systems. Moreover, many school systems presently connect virtually with one another, with the Georgia State Department of Education, colleges and universities, etc.

The GaPSC Educator Preparation Rule 505-3-.53 (Appendix B) details the coaching, supervision, and mentoring that teacher leadership candidates will receive and that UGA must ensure occurs.

The field experience courses (see EDAP 7701 and EDAP 7701E) will be offered in the fall, spring, and summer terms so that students can complete the degree requirements in a timely manner.

- h. Indicate the adequacy of core offerings to support the new program.

Core Courses will be offered every semester as well as the Teacher Leadership Residency. Courses offered throughout the College of Education where students choose Content-Based Courses are offered on a regular basis and taught by faculty who are experts in these areas.

- i. Indicate the method of instructional delivery.

Instructional delivery for the Core Courses will be offered primarily online as well as the Teacher Leadership Residency Courses. Many of the Content-Based courses are offered online; however, some courses may not be available through online, alternate formats.

- 4. Admissions Criteria: Please include required minimal scores on appropriate standardized tests and grade point average requirements.

Because this is a professional degree, a candidate who applies for the M.Ed. in Teacher Leadership must be a practicing preK-12 teacher in a public, private, or charter school system with a minimum of five years of experience in the classroom.

As a baseline, applicants will have 1) a minimum of five years of teaching in preK-12 schools, 2) a minimum of an undergraduate grade point average of 3.0 or higher, 3) acceptable scores on the combined verbal and quantitative sections on the Graduate Record Examination or on the Miller Analogies Test as elaborated by the Graduate School, 4) a personal statement of professional goals no greater than 500 words in length, 5) three letters of recommendation from individuals familiar with the applicant's professional and/or academic work and who can speak to the candidate's potential to be a teacher leader, and 6) a letter of commitment from the school and/or system attesting that the candidate will be able to engage in the residency course requirements and that the school system assumes coaching responsibilities for the candidate.

Once these materials are received, an admissions committee, consisting of three members—two members from the Department of Lifelong Education, Administration, and Policy and one rotating member from within the College of Education within a Content-Based Program Area will review materials and communicate the recommendations to the Lifelong Education, Administration, and Policy Graduate Coordinator, who will make subsequent recommendations to Graduate School Admissions.

5. Availability of Assistantships (if applicable).

Not applicable because students will be fully employed in a school district, and they will be part-time UGA students.

6. Evaluation and Assessment:

- a. Provide the student learning outcomes and other associated outcomes of the proposed program.

Following the GaPSC Guidelines for Teacher Leadership, teacher leaders who complete the program of study at the University of Georgia will be able to (see also Appendix A and Appendix B):

- Present the design features and implementation strategies for a sustained, intensive, and job-embedded professional learning program based on identified student and teacher needs.
- Demonstrate facilitation skills aligned to the principles of adult learning during team meetings, grade-level meetings, data team meetings, professional development activities, etc.
- Demonstrate a comprehensive understanding of curriculum and apply this knowledge to the alignment of curriculum, instruction, and assessment to standards.
- Model best pedagogical practices in specified content areas
- Conduct classroom observations using the pre-observation, classroom observation tools, and post-observation strategies to coach and mentor other teachers, classroom para-professionals, etc.
- Analyze multiple sources of data for monitoring and improving teaching and learning.
- Conduct action research using appropriate methods, and apply action research findings to improve identified aspects of teaching and learning.
- Demonstrate the ability to collaborate with stakeholders to improve student learning and to guide positive change.

Students will construct an electronic portfolio throughout the duration of the program, and this portfolio will be evaluated during the program and the final version used as the exit exam. The

electronic Teacher Leadership Portfolio will document the knowledge and skills with artifacts and evidence for each of the Teacher Leader Standards and their associated elements.

- b. Describe how the institution will monitor and ensure the quality of the degree program.

The program will be reviewed formally every seven years. The program will be assessed on an ongoing basis by faculty as students move through the program by looking at key data points found within core content courses and the residency courses via the portfolio and other artifacts. At the end of the program, graduates will be given an exit survey pertaining to their experiences with the program. The College of Education conducts employer surveys, and they also conduct surveys of its graduates.

Along with the institution's monitoring of student matriculation and graduation rates, the faculty in the M.Ed. in Teacher Leadership will examine, in tandem with its advisory board (comprised of faculty within LEAP, the College of Education, and external members, namely, key school leaders who promote and understand teacher leadership), the trends in the field, outcome results, and other pertinent data (e.g., performance in the Teacher Leadership Residency Courses) and when necessary, feasible, and in the best interest of the program and its students, make changes.

7. Administration of the Program:

- a. Indicate where the program will be housed within the academic units of the institution.

The Master of Education in Teacher Leadership Degree will be housed in the College of Education in the Department of Lifelong Education, Administration, and Policy (LEAP) at the University of Georgia.

- b. Describe the administration of the program inclusive of coordination and responsibility.

The proposed M.Ed. in Teacher Leadership will be coordinated primarily by two faculty members from within the Department of Lifelong Education, Administration, and Policy who are professors in the Program in Educational Administration and Policy (EDAP) in the College of Education. Both have professional and academic expertise in the general fields of teacher leadership, curriculum, instructional supervision, and professional development. These two faculty members will 1) coordinate admissions, 2) advise students in consultation with faculty in other departments across the College of Education, 3) oversee the development of course scheduling, 4) oversee field placements for the two residency courses, 5) develop the oral exam schedule each semester, and 6) make recommendations about the appointment of part-time faculty members and the core content courses they will teach. They will also be responsible for tracking student progress, collecting relevant data, preparing accreditation reports, and promoting the program to internal and external constituents.

8. Waiver to Degree-Credit Hours (if applicable): If the program exceeds the maximum credit hour requirement at a specific degree level, then provide an explanation supporting the increase of hours (NOTE: The maximum for bachelor's degrees is 120-semester credit hours and the maximum for master's degrees is 36-semester credit hours).

Not applicable.

9. Accreditation (if applicable): Describe the program's alignment with disciplinary accreditation requirements and provide a time line for pursuing accreditation. Indicate the source of institutional funding that will be used, if needed, for the accreditation process.

Approval will be required by the Georgia Professional Standards Commission. Upon approval of the degree program through the curriculum review process, policies, and procedures as prescribed at the College of Education, the Graduate Council, and the University System of Georgia, Board of Regents, an application for accreditation by the GaPSC will be filed.

We are optimistic in that in the joint visitation of the GaPSC and National Council for Accreditation of Teacher Education (NCATE) in spring 2013, the GaPSC reported there were no deficiencies found in the Teacher Leadership Endorsement Application (includes only the core courses and the Teacher Leadership Residency Courses). (See Attachment F.) The GaPSC anticipates notifying the College of Education, University of Georgia, of its final disposition in November 2013. This targeted timeline will allow, once the Master of Education in Teacher Leadership Degree has been approved, enough time to actively recruit, schedule courses, and work with Graduate School Admissions to admit students in the Master of Education in Teacher Leadership Degree beginning fall 2014, if all approvals are secured for the degree.

10. External Reviews (This item only applies to doctoral level programs): Provide a list of five to eight reviewers, external to the System, from aspirational or comparable programs/institutions. This list should contain contact information for each reviewer and include an explanation of why the reviewer was suggested. The list should not include individuals for whom the department or institution has consulted during the process of program proposal development.

Not applicable.

11. Enrollment Projections and Monitoring:
 - a. Provide projected enrollment for the program during the first three years of implementation. (NOTE: These projections will be used to monitor enrollment following program implementation.)

Each year 15 students will be admitted to the program. These part-time students will enroll in four (4), three (3)-credit courses per year, on average. Beginning in the third year, approximately 10 students will graduate each year. Given these numbers, the revenue stream would be consistent. All Core Courses will be offered as "E" courses.

- b. Explain the specific methodology used to determine these projections and verify their accuracy, especially if new student enrollment will be needed to sustain funding for the program. Indicate whether enrollments will be cohort-based.

Depending on the content-area chosen to focus (5 graduate courses = 15 hours) coupled with the core courses (5 graduate courses = 15 hours), and the Teacher Leadership Residency courses (= 6 hours), the student could complete considerable coursework online. Enrollments will *not* be cohort-based. The following data illustrate projected enrollment numbers.

	First FY	Second FY	Third FY	Fourth FY
I. ENROLLMENT PROJECTIONS				
Student Majors				
Shifted from other programs	0	0	0	0
New to the institution	15	15	15	15
Total Majors	15	30	30*	30
Course Sections Satisfying Program Requirements				
Previously existing	4	6	8	8
New	0	0	0	0
Total Program Course Sections	4	6	0	8
Credit Hours Generated by Those Courses				
Existing enrollments	0	180	180	180
New enrollments	180	180	180	180
Total Credit Hours	180	360	360	360

*This number is based on the assumption that the first group will have students who have graduated.

12. Provide the year when the program is expected to be reviewed in the institution's comprehensive program review process.

2021, assuming the degree is launched in fall 2014.

13. Describe anticipated actions to be taken if enrollment does not meet projections.

More targeted marketing strategies including, but not limited to, reaching out to key school systems and advertising the degree in statewide media sources (e.g., the Professional Association of Georgia Educators, PAGE ONE professional magazine for educators). Outreach will be further targeted with organizations in Georgia and would include the Georgia Association of Educational Leaders (GAEL), the Georgia Association of Curriculum and Instructional Supervisors (GACIS), and the Georgia Staff Development Council (GSDC).

14. Faculty Qualifications and Capacity:

- a. Provide an inventory of faculty directly involved with the program. On the list below indicate which persons are existing faculty and which are new hires. For each faculty member, provide the following information:

As a reminder, the proposed M.Ed. in Teacher Leadership, is a 36-hour degree program that is multi-disciplined, allowing students to choose five three-hour graduate-level courses from throughout the College of Education. Given the collaborative approach, feasibly, just about any professor in the College of Education would serve as professor of record in these courses, could be asked to sit on oral exams in which the portfolio will be assessed, and would help students fine-tune skills under their tutelage.

Faculty Name	Rank	Highest Degree	Degrees Earned	Academic Discipline	Area of Specialization	Current Workload
Sally J. Zepeda	Professor	Ph.D.	M.Ed.; B.S.	Curriculum and I Instruction	Instructional Supervision, Teacher Evaluation, Professional Development, Peer Coaching	.094 Instruction; .282 Research; .375 Service
William G. Wraga	Professor	Ed.D.	A.B.; M.A.T.	Social Foundations	Curriculum Theory and Development	.375 Instruction; .375 Research
Note 1: Explanation of how workload will be impacted by the new program: The faculty will need to admit, advise, and evaluate students as they move through the proposed degree.						
Note 2: Expected responsibilities in the program: The department will admit students, ensure courses are scheduled, and oversee other incidental responsibilities, including coordinating with other departments, program areas, and faculty within them to ensure collaboration across these units.						

Total Number of Faculty: _____2_____

- b. If it will be necessary to add faculty to support the program, give the desired qualifications of the persons to be added and a timetable for adding new faculty.

Because the proposed M. Ed. in Teacher Leadership is a multi-disciplinary degree in which several faculty members across the College of Education will be teaching as their normal EFT, the courses that students would want to focus as content-area and/or grade-level specialization, no new hires are needed to cover courses within the Content-Based Courses. However, there will more than likely be a need to hire one or two highly-qualified part-time faculty to help support the number of sections in the Core Courses. We have qualified part-time faculty that have the terminal degree, that have experience as school leaders, and that have worked in the realm of teacher leadership development, and these will be the professionals who will be enlisted to teach in the proposed M. Ed. in Teacher Leadership.

- c. If existing faculty will be used to deliver the new program, include a detailed faculty load analysis that explains how additional courses in the new program will be covered and what impact the new courses will have on faculty current workloads. (For example, if program faculty are currently teaching full loads, explain how the new course offerings will be accommodated.)

Based on EFT, the faculty teaching load for one of the two key faculty members will not be manageable; moreover, as the program grows and the admission, advisement, and evaluation of increasing numbers of students create heavier loads, additional support will be required in which there would be a need for part-time faculty to cover two core courses and, more than likely, the Teacher Leadership Residency Courses.

All Core Courses and Content-Based Courses already exist, are offered, and can accommodate additional students for the foreseeable future. In the event that enrollments in the program exceed the capacity of existing course offerings, additional sections will be scheduled; hence, there would be a need to hire qualified part-time faculty that have the terminal degree, that have experience as school leaders, and that have worked in the realm of teacher leadership development with Prek-12 schools.

15. Budget – Complete the form below and **provide a narrative to address the following:**

- a. For Expenditures:
 - i. Provide a description of institutional resources that will be required for the program (e.g., personnel, library, equipment, laboratories, supplies, and capital expenditures at program start-up and recurring).

Personnel (reassigned or existing):

Two full-time existing professors will direct, oversee, and teach in the proposed M.Ed. in Teacher Leadership. These new duties come at a time when their current unit is suffering from declining enrollments at the M.Ed. level.

A part-time faculty member will need to be hired as a new position to support the instructional program, especially the field supervision of the M.Ed. students during their two-semester Teacher Leader Residency, and to also teach one core course.

A 9-month graduate assistant is also being hired to assist with logistics (e.g., the portfolio, recruiting, supporting the online nature of the five core courses and the two Teacher Leadership Residency courses).

Start-up Costs (one-time expenses)

Multiple forms of media (print, web-based, and electronic) will be used to market the program. The costs of marketing will decrease each year given that the information about the M.Ed. in Teacher Leadership will be present across the 180 public school districts, 14 State and/or Commission Charter Systems, and 3 State School Systems in which there are 2,221 schools in the state of Georgia.

Operating Costs (recurring)

The portfolio fee is a recurring cost in the budget; however, it is anticipated that once the degree is approved, we will request approval for a tuition differential, and those funds would be used to pay the portfolio fee for students.

Travel monies are being budgeted for the travel that one faculty member would incur visiting the school site of each student enrolled in the two-semester Teacher Leadership Residency. The current state rate was used to calculate these costs.

- ii. If the program involves reassigning existing faculty and/or staff, include the specific costs/expenses associated with reassigning faculty and staff to support the program (e.g., cost of part-time faculty to cover courses currently being taught by faculty being reassigned to the new program or portion of full-time faculty workload and salary allocated to the program).

Due to declining enrollments at the M.Ed. level in which the two core faculty reside, their teaching loads will be shifted to cover these courses. There would be no loss of revenue or other financial issues with this shift in responsibilities for the two core faculty. There are no costs associated with this deployment.

b. For Revenue:

- i. If using existing funds, provide a specific and detailed plan indicating the following:

1. Source of existing funds being reallocated

The faculty salaries of the two senior professors who will teach core courses are being reallocated to teach and to oversee the operations of the proposed M.Ed. in Teacher Leadership.

2. How the existing resources will be reallocated to specific costs for the new program

The monies for the faculty are being used to cover the teaching load of the proposed M.Ed. in Teacher Leadership.

3. The impact the redirection will have on units that lose funding

There will be a positive impact in that enrollments and credit hour production at the M.Ed. level is dwindling in the unit in which these two faculty members are assigned. The proposed M.Ed. in Teacher Leadership will, we are hopeful, help to increase credit hour production (CHP).

- ii. Explain how the new tuition amounts are calculated.

The new tuition amounts were calculated on the current rate of graduate credit hours at the University of Georgia.

- iii. Explain the nature of any student fees listed (mandatory fees, program fees, etc.).

Students enrolled in the M.Ed. in Teacher Leadership are required to develop a portfolio and that portfolio is the platform for the final comprehensive exam. Although we list the fee for the Folio-tek, we will, once the M.Ed. in Teacher Leadership is approved, apply for approval for a tuition differential, and those funds would be used to pay the portfolio fee for students.

- iv. If revenues from Other Grants are included, please identify each grant and indicate if it has been awarded.

Not applicable.

- v. If Other Revenue is included, identify the source(s) of this revenue and the amount of each source.

Not applicable.

- c. When Grand Total Revenue is not equal to Grand Total Costs:
 - i. Explain how the institution will make up the shortfall.

The data on revenue suggests that it will cover the anticipated costs.

- ii. If the projected enrollment is not realized, provide an explanation for how the institution will cover the shortfall.

If the enrollment drops, the recurring operating costs will also drop. Costs could be further trimmed by not employing the graduate assistant or part-time faculty. Other personnel costs will remain in the budget because the existing faculties are tenured.

I. EXPENDITURES	First FY Dollars	Second FY Dollars	Third FY Dollars	Fourth FY Dollars
Personnel – reassigned or existing positions				
Faculty (see 15.a.ii)	28, 517	57,034	57,034	57,034
Part-time Faculty (see 15 a.ii)				
Graduate Assistants (see 15 a.ii)	11, 630	11, 630	11, 630	11, 630
Administrators (see 15 a.ii)				
Support Staff (see 15 a.ii)				
Fringe Benefits	9,696	19,392	19,392	19,392
Other Personnel Costs				
Total Existing Personnel Costs	49, 843	88,056	88,056	88,056
Personnel – new positions (see 15 a.i)				
Faculty				
Part-time Faculty	4,000	8,000	8,000	8,000
Graduate Assistants				
Administrators				
Support Staff				
Fringe Benefits	86	172	172	172
Other Personnel Costs				
Total New Personnel Costs	4,086	8,172	8,172	8,172
Start-up Costs (one-time expenses) (see 15 a.i)				
Library/Learning Resources	0	0	0	0
Equipment	0	0	0	0
Other - Marketing	5,000	2,000	1,000	0
Physical Facilities: construction or renovation (see section on Facilities)	0	0	0	0
Total One-time Costs	5,000	2,000	1,000	0
Operating Costs (recurring costs – base budget) (see 15 a.i)				
Supplies/Expenses – Portfolio Fee	885	1,770	1,770	1,770
Travel –Supervision of Residents	1,500	3,000	3,000	3,000
Equipment	0	0	0	0
Library/Learning Resources	0	0	0	0
Other - Marketing	0	0	0	0
Total Recurring Costs	2, 385	4, 770	4, 770	4, 770
GRAND TOTAL COSTS	61, 314	102, 998	101, 998	100,998

II. REVENUE SOURCES				
Source of Funds				
Reallocation of existing funds (see 15 b.i)	49,843	88,056	88,056	88,056
New student workload				
New tuition (see 15 b.ii)	36,000	72,000	72,000	72,000
Federal funds	0	0	0	0
Other grants (see 15 b.iv)	0	0	0	0
Student fees (see 15 b.iii)	0	0	0	0
Other (see 15 b.v)	0	0	0	0
New state allocation requested for budget hearing	0	0	0	0
Nature of Funds				
Base budget	0	0	0	0
One-time funds	0	0	0	0
GRAND TOTAL REVENUES (see 15 c.i and c.ii)	85,843	160,056	160,056	160,056

16. Facilities – Complete the table below.

		Total GSF
a.	Indicate the floor area required for the program in gross square feet (gsf). When addressing space needs, please take into account the projected enrollment growth in the program over the next 10 years.	2,207
b.	Indicate if the new program will require new space or use existing space. (Place an “x” beside the appropriate selection.)	
	Type of Space	Comments
i.	Construction of new space is required.	N
ii.	Existing space will require modification.	N
iii.	If new construction or renovation of existing space is anticipated, provide the justification for the need.	
iv.	Are there any accreditation standards or guidelines that will impact facilities/space needs in the future? If so, please describe what the impact will be.	
v.	Will this program cause any impacts on the campus infrastructure, such as parking, power, HVAC, etc. If so, indicate the nature of the impact, estimated cost and source of funding.	
vi.	Existing space will be used as is.	Y
c.	If new space is anticipated, provide information in space below.	
i.	Estimated construction cost	
ii.	Estimated total project budget cost	
iii.	Proposed source of funding	
iv.	Availability of funds	
v.	When will the construction be completed and ready for occupancy? (Indicate semester and year.)	
vi.	How will the construction be funded for the new space/facility?	
vii.	Indicate the status of the Project Concept Proposal submitted for consideration of project authorization to the Office of Facilities at the BOR. Has the project been authorized by the BOR or appropriate approving authority?	

d. If existing space will be used, provide information in space below.

Provide the building name(s) and floor(s) that will house or support the program. Indicate the campus, if part of a multi-campus institution and not on the main campus. Please do not simply list all possible space that could be used for the program. We are interested in the actual space that will be used for the program and its availability for use.

Athens Campus only—two offices for the core faculty; two classrooms in River’s Crossing

e. List the specific type(s) and number of spaces that will be utilized (e.g., classrooms, labs, offices).

i.	Number of Spaces	Type of Space	Number of Seats	Assignable Square Feet (ASF)
	2	Classrooms	50	1,775
	0	Labs (dry)		
	0	Labs (wet)		
	0	Meeting/Seminar Rooms		
	2	Offices		432
		Other (specify)		
Total Assignable Square Feet (ASF)				2,207

ii. If the program will be housed at a temporary location, please provide the information above for both the temporary space and the permanent space. Include a time frame for having the program in its permanent location.

Chief Business Officer or Chief Facilities Officer Name & Title	Phone No.	Email Address
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Signature

Note: A Program Manager from the Office of Facilities at the System Office may contact you with further questions separate from the review of the new academic program.

17. Online Format and Instructional Delivery Questions

- a. Provide a rationale for the need to offer the program online.

The proposed M.Ed. in Teacher Leadership, a 36-hour degree program, will provide students the opportunity to sustain the Core Courses (15 semester hours) using an online format with some blended learning opportunities within some of the courses; moreover, technology will be used in the Teacher Leadership Residency Courses (6 semester hours), and more than likely in some of the Content-Based courses. We anticipate that students from across the state will be interested in the proposed M.Ed. in Teacher Leadership given the stature of the College and of the University of Georgia. To be responsive to working teachers (given the targeted population—teachers with five or more years of teaching) and as articulated on the UGA ONLINE page, “One of the primary goals associated with the design of UGA’s online courses is to reduce the difficulties that may be encountered by any student who is not able to interact with individuals on campus,” (para. 5, <http://ugaonline.uga.edu/about-us>)⁷. We believe that the responsiveness of the College of Education to develop more online programs of study will play a significant part in recruiting students from across the state.

- b. Curriculum and Instruction

- i. Demonstration that the selected delivery technology is compatible with the nature and objectives of the program and courses.

The proposed M.Ed. in Teacher Leadership, its curriculum, the performance objectives for the courses and their curriculum is suited to be offered in a technology-enabled learning environment using a variety of formats. The ongoing development of a performance portfolio will be enhanced through the uses of technology and the types of artifacts and evidence that can be presented through electronic means associated with web-based applications associated with online learning platforms.

- ii. Identification of whether instruction will be offered synchronously or asynchronously; online only or blended.

Each core course will include variations of online components where content will be delivered completely online; hybrid models where content will be partially delivered online and partially delivered in the classroom; and/or on-site delivery with online supplemental course materials, assessments, and performance repositories collected in the electronic portfolio.

⁷ Source: UGA ONLINE at <http://ugaonline.uga.edu/about-us>

This mix of methods offers numerous advantages for students including: a) added convenience for students to access course materials on demand, avoiding the costs of time and travel; b) increased personalization and differentiated curriculum, instruction, and assessment; c) simulated global community building online during postings, blogs, and smaller online work groups activities; d) synchronous learning sessions where students can engage in real-time classroom learning experience, complete with live interaction between the instructor and classmates; and, e) increased understandings of the myriad contexts in which teacher leadership unfolds across the state of Georgia.

This last item is, perhaps, the underlying reason why it is important for more global delivery formats to be used within the core courses and the Teacher Leadership Residency.

- iii. For collaborative programs, demonstration that changes to the curriculum will be coordinated and communicated among institutional partners.

Not applicable.

- iv. Delineation of how grade disputes and other academic matters will be adjudicated within the collaborative.

The proposed M.Ed. in Teacher Leadership is not part of a collaborative. Grade disputes and other academic matters will be handled using customary procedures (e.g., grade appeal processes in place in Lifelong Education, Administration, and Policy; the department head and graduate coordinator in Lifelong Education, Administration, and Policy, the College of Education, and the Graduate School).

- v. Description of the involvement of various departments in the development and coordination of the program.

Although the proposed M.Ed. in Teacher Leadership will reside in the Department of Lifelong Education, Administration, and Policy, programs and departments across the College of Education have given feedback to this proposal. For example, the M.Ed. proposal was presented to the College of Education/Faculty Senate Curriculum Committee that met and reviewed the first iteration of the M.Ed. proposal; they gave feedback, Curriculum Committee members went back to the various program areas and departments they represent to gain further feedback, selection of appropriate Content-based Courses, etc. This feedback was presented to the framer of the proposal, and changes were made to reflect the ideas presented through this vetting process. Later, the department chairs, at one of their monthly meetings with former Dean Horne, reviewed the proposal, shared insights, and lauded the proposal for its interdisciplinary approach.

Although the proposed M.Ed. in Teacher Leadership will be housed in the Department of Lifelong Education, Administration, and Policy, and the two key faculty in the Program in Educational Administration and Policy will directly oversee the degree, other program areas will be involved as students begin selecting the courses in the Content-based Courses that constitute 15 semester hours of credit in a concentrated area that makes sense for the candidate who is learning to exert teacher leadership within content and subject-areas in their schools.

- vi. Description of how increased demand for online instruction will affect the institution's infrastructure inclusive of facilities.

At present, the University of Georgia and its technological infrastructure are suited to accommodate the needs of the proposed M.Ed. in Teacher Leadership.

- c. Faculty

- i. Description of the online teaching experience of faculty who will teach in the program.

One of the two faculty members has extensive background in teaching using online environments, she was one of the first professors to convert her courses to an online format, she has worked with highly-qualified part-time faculty to teach in an online format, and she was a member of the program area that offered the L5 Leadership Certificate completely online.

The second key faculty member will be teaching one or two of the Core Courses; he designed two courses for online delivery that were part of the program area that offered the L5 Leadership Certificate completely online. One of the core courses for which he is responsible already exists as an online course.

- ii. Description of the online training of faculty who will teach in the program.

The faculty and highly-qualified part-time faculty have taken advantage of training in online instructional delivery offered by the University of Georgia Office for Instructional Development; have had experiences with pilot-testing the now defunct E-Learning Commons learning platform; and have been active attending training sessions held by personnel in the College of Education, Office of Instructional Technology (OIT).

Appendix A
GaPSC Task Force for Teacher Leadership
Performance Preparation Program Standards

<p>Standard 1: Candidates who complete the program are teacher leaders who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs.</p>
<p>Standard 2: Candidates who complete the program are teacher leaders who work with stakeholders to promote the development of a school culture that fosters excellence and equity in teaching and learning and focuses on continuous improvement, creating a sense of belonging and building a collaborative work environment.</p>
<p>Standard 3: Candidates who complete the program are teacher leaders who demonstrate a comprehensive understanding of curriculum and apply this knowledge to the alignment of curriculum, instruction, and assessment to standards.</p>
<p>Standard 4: Candidates who complete the program are teacher leaders who model best practices in pedagogy and serve as mentors and coaches for other educators.</p>
<p>Standard 5: Candidates who complete the program are teacher leaders who work with others to design and implement assessment practices and analyze data for monitoring and improving teaching and learning through data-informed decision making.</p>
<p>Standard 6: Candidates who complete the program are teacher leaders who access and conduct research and apply research findings to improve teaching and learning.</p>
<p>Standard 7: Candidates who complete the program are teacher leaders who demonstrate the ability to collaborate with stakeholders to improve student learning and to guide positive change.</p>

Appendix B
Arrant 2012
Teacher Leadership Program Guidelines
GaPSC Educator Preparation Rule 505-3-.53

Introduction

Georgia has identified a need to improve P-12 students' academic performances as measured by various assessments. One method to ensure improved student performance and to address budgetary concerns is to better align the school personnel assignment with the advanced degree earned; thus, the development of the Certification Upgrade Rule. In addition to earning advanced degrees in discipline areas, the GaPSC has identified three fields for educators to upgrade their certification. The identified areas are Instructional Technology, Teacher Leader and Curriculum and Instruction. The following performance standards for Teacher Leadership certification are aligned with the certification upgrade rule, Rule 505-2-.41.

Purpose

The purpose of the Teacher Leadership Program standards as developed by the Teacher Leadership Program task force is to prepare classroom teachers to develop as leaders in their schools and school systems resulting in a Service (S) certificate in Teacher Leadership. The rule provides standardization of the program for approved professional education units to ensure consistency in the implementation of program outcomes.

Intended Audience for these Standards

The standards are designed for certified educators who wish to advance in the field of Teacher Leadership. Since this field will be classified as a P-12, Service (S) certificate, holders of this certificate will provide support and service to all levels of the P-12 system.

Teacher Leadership program candidates participate in a residency which provides significant opportunities for candidates (individually or in group experiences) to synthesize and apply the knowledge and practice to develop the skills identified in Teacher Leadership Standards 1-7 through substantial, sustained, standards-based work in authentic, embedded settings, planned and guided cooperatively by the program provider and school district personnel.

The Guidelines are intended to aid GaPSC approved program providers in program design and delivery. While guidelines are not mandated, any deviations from guidelines should be justified. The following guidelines are specific to Teacher Leadership programs

I. Coaching: The program shall provide coaching by qualified individuals who demonstrate competencies in the knowledge, skills, and dispositions required for accomplished leadership.

Guideline 1: The **Provider assures** trained and qualified individuals are assigned to fulfill the following responsibilities in supporting the residency experiences of the Teacher Leadership Candidates. (*Assure* in this case means the program provider will monitor and track the qualifications of individuals who are responsible for the coaching and support of Candidates and the fulfillment of their responsibilities in Guideline 1: A and E. The Provider does not have to conduct the coaching itself, but ASSURES the coaching is provided by qualified individuals for at least the minimum number of visits or hours.)

A. Assure a full coaching cycle (pre-conference, observation, post-conference) with the Candidate is provided a minimum of four times during six-months of on-the-job residency experience. Additional coaching sessions are provided during the entire course of the residency to meet Candidate needs as indicated by performance assessment data in order for the Candidate to apply the knowledge and skills (Standards/Elements 1-7) on a full-time basis by the end of the residency experience.

Examples of assuring coaching by a qualified individual:

- a. Train Candidates in Peer Coaching to meet some of the hours and number of coaching opportunities required, thereby minimizing the burden placed on local school systems as well as Providers:
 - i. Candidates video performance of identified skill to share in class;
 - ii. Peer Candidates view the videos, conduct Peer Coaching against performance standards for Teacher Leadership, and provide feedback to the Candidate;
 - iii. Microteaching: Candidates plan and implement a mini-leadership experience for small group or whole group in the program classroom and receive coaching by peers and/or course instructor.
- b. Develop other creative methods for providing shared-responsibility, no-cost coaching opportunities.

B. Chair the CST team.

C. Meet with the Candidate Support Team (as defined by the partnership) at least three times during the school year. If more guidance is necessary, the Candidate Support Team should meet additional times. CST meetings may be electronic.

D. Examine portfolio documentation as collected by the Candidate to support implementation of Standards 1-7 and to provide feedback.

E. Initiate the residency experience.

Guideline 2: **System- and/or school-based leader mentors** (Principal, Assistant Principal, Lead Teacher, Instructional Coach, Department Head, or other school/system personnel with the knowledge and skills to support the Candidate) shall be assigned to share the following responsibilities in supporting the residency experiences of the Candidate:

A. Support the efforts of the program provider personnel and the activities of the Candidate.

B. Assist the institution/agency personnel in arranging the residency experience.

- C. Provide time for the Candidate to fulfill the responsibilities of the residency.
- D. Serve on the Candidate Support Team.
- E. Ensure the Candidate receives a minimum of thirty-six clock hours for observations and coaching and Candidate reflection over the course of the program.
- F. Coach the Candidate to successfully apply the knowledge and skills (Teacher Leadership Standards/Elements 1-7) delineated in the Teacher Leadership standards by the end of the residency experience. (To be recommended for certification, the Candidate must meet all performance standards during period in which they are leading real work, job-embedded experiences.)

Guideline 3: A **Candidate Support Team** composed of the Candidate, Provider personnel, and the **System- and/or school-based leader mentors** (Principal, Assistant Principal, Lead Teacher, Instructional Coach, Department Head, or other school/system personnel with the knowledge and skills to support the Candidate) shall be assigned to coach the Candidate to fulfill the following responsibilities:

- A. Meet at least three times (beginning/middle/end of the residency) in order to provide formative assessment for the Candidate.
- B. Develop and utilize the Individual Growth Plan.
- C. Establish observation experiences (refer to Guideline 6).
- D. Examine the Candidate performance portfolio, including work samples.
- E. Evaluate progress of the Candidate and establish areas to be addressed.
- F. Determine if the Candidate has completed the requirements for the residency satisfactorily and make recommendations for additional work if necessary.

II. Demonstration of applied knowledge and skills on a full-time basis:

Guideline 4: The Candidate shall develop a portfolio to demonstrate opportunities to apply skills, knowledge, and research contained in Standards 1-7.

The portfolio includes work samples or other artifacts which demonstrate meeting Standards and Elements 1-7.

- B. Specific requirements for the portfolio shall be provided to the Candidate by Provider personnel at the beginning of the residency.

Guideline 5: The Candidate, in conjunction with the other Candidate Support Team Members, shall develop an **Individual Growth Plan** to guide the residency of the leader addressing the following:

- A. The experiences should be based on Standards/Elements 1-7 and should provide Candidates with substantial responsibilities which increase over time in amount and complexity and involve direct interaction and involvement with appropriate staff, students, parents, school board members and community leaders.
- B. Residency experiences occur in multiple settings allowing for the demonstration of a wide range of relevant knowledge and skills while working with appropriate

community organizations such as social service groups, local businesses, community organizations, parent groups, and school boards.

Guideline 6: Based on the Individual Growth Plan developed by the Candidate Support Team, opportunities to observe highly skilled teachers and leaders in the Candidates' identified areas for growth will be provided.

Guideline 7: The program shall meet the requirements specified in Rule 505-3-.01, Special Georgia Requirements.

Guideline 8: Each approved program provider will determine the appropriate program of study for each Candidate based on Candidate credentials. Transcripts and artifacts are reviewed to determine the coursework and experiences the Candidate must complete in order to meet the Teacher Leadership standards. The expectation is that programs are designed and implemented with increased rigor and intensity demonstrated at each advanced degree and/or certificate level.

Guideline 9: Conversion Mechanism (Bridge Program)

Individuals wishing to acquire certification in Teacher Leadership based upon previously completed Teacher Leadership (or equivalent) degree programs must meet the following criteria:

- Hold an advanced Teacher Leadership or equivalent degree,
- Submit a passing score on the Georgia state-approved content assessment in the area of Teacher Leadership, and
- Provide evidence of meeting GaPSC Teacher Leadership standards through a mechanism decided upon by the approved program provider.

GaPSC approved Professional Education Units with approved Teacher Leadership programs must review transcripts, artifacts, and professional and/or educational experiences against program standards. Educators who meet all standards may be recommended for certification. In the event that the educator does not meet all standards, the Professional Education Unit will require additional coursework or experiences.

The GaPSC approved unit will determine if the degree meets the guidelines for recency of study set by the unit, but no degree should be older than ten (10) years.

Only GaPSC approved units with approved Teacher Leadership programs may be approved for offering the conversion mechanism. The conversion mechanism will be reviewed as part of the review process.

Each GaPSC approved unit will maintain evidence of completing this process for each educator.

Appendix C

Sampling of Content-Based Course Description

Course ID: EDMS 7050. 3 hours.

Course Title: Teaching Young Adolescents

Course Description: Examines literature about research and practice to develop a repertoire of teaching strategies for young adolescents.

Oasis Title: TCHG YOUNG ADOL

Grading System: A-F (Traditional)

Course ID: EDMS 7080E. 3 hours.

Course Title: Curriculum Planning for the Middle School

Course Description: Curriculum development based on the unique nature of the middle school learner and content appropriate to physical, intellectual, and emotional development.

Oasis Title: CUR PLAN MIDDLE SCH

Nontraditional Format: Offered primarily as online asynchronous through eLearning Commons with only one or two face-to-face class meetings.

Grading System: A-F (Traditional)

Course ID: EDMS 7090. 3 hours.

Course Title: Instructional Strategies for the Middle School

Course Description: Instructional strategies to meet unique needs of early adolescents, curricular approaches as related to instructional strategies and program development, major curricular models, and research on instructional strategies for the middle school.

Oasis Title: INST STRAT MID SCH

Semester Course Offered: Not offered on a regular basis.

Grading System: A-F (Traditional)

Course ID: EDMS 7100. 3 hours.

Course Title: Evaluation of the Middle School

Course Description: Needs for evaluation of middle school, components of evaluation, types of appropriate evaluation techniques, procedures, and utilization of research data for improving middle schools.

Oasis Title: EVAL OF MIDDLE SCH

Grading System: A-F (Traditional)

Course ID: EMAT 4360/6360. 3 hours.

Course Title: Teaching and Learning Secondary School Mathematics

Course Description: Instructional strategies, classroom management, assessment techniques, lesson planning, multicultural and gender issues in mathematics education.

Oasis Title: TEACH/LEARN SECMATH

Prerequisite: EMAT 4500/6500

Corequisite: EMAT 5360/7360

Semester Course Offered: Offered fall and spring semester every year.

Grading System: A-F (Traditional)

Course ID: ESCI 7040. 3 hours.

Course Title: Teaching Strategies for Middle and Secondary School Science Teachers

Course Description: Improvement of instructional competencies of teachers of science in middle and secondary schools. Includes preparation in the planning and implementation of instructional strategies.

Oasis Title: TEACHING STRATEGIES

Prerequisite: Permission of department

Semester Course Offered: Offered fall semester every even-numbered year. Offered summer semester every odd-numbered year.

Grading System: A-F (Traditional)

Course ID: ESCI 7080. 3 hours.

Course Title: Curriculum Planning in Science Education

Course Description: Science curriculum from early childhood to high school. Social, psychological, philosophical, and practical influences on science curriculum are applied to the process of selecting and developing curriculum materials.

Oasis Title: CURR PLAN SCI ED

Semester Course Offered: Offered spring and summer semester every odd-numbered year.

Grading System: A-F (Traditional)

Course ID: ESSE 7130. 3 hours.

Course Title: Teaching Styles in the Elementary Classroom

Course Description: Theoretical foundations of selected teaching styles, including the planning and developing of teaching strategies which reflect these styles.

Oasis Title: TCH STYLS IN CLSM

Duplicate Credit: Not open to students with credit in EDEC(EDMS) 7130

Grading System: A-F (Traditional)

Course ID: ESSE 8050. 3 hours.

Course Title: Theory and Research on Teaching

Course Description: Research on teaching, including teachers' thought processes, students' thought processes, effective teacher behavior, classroom organization, and classroom discourse.

Oasis Title: THEORY/RES TEACHING

Duplicate Credit: Not open to students with credit in EDEC(EDMS) 8050

Grading System: A-F (Traditional)

Course ID: ESOC 7050. 3 hours.

Course Title: Problems of Teaching Secondary Social Studies

Course Description: Selection, utilization, and evaluation of teaching procedures in history and the social sciences to various ability levels of students.

Oasis Title: PROB TCH SEC SOC ST

Semester Course Offered: Offered every year.

Grading System: A-F (Traditional)

Course ID: ESOC 7080. 3 hours.

Course Title: Curriculum Planning in Social Sciences

Course Description: Selection, utilization, and evaluation of curricular content and materials in history and the social sciences appropriate to various ability levels of pupils.

Oasis Title: SOCIAL STUDIES CURR

Semester Course Offered: Offered every year.

Grading System: A-F (Traditional)

Course ID: ESOC 7250. 3 hours.

Course Title: Simulations and Role Playing in the Social Studies

Course Description: Instructional use of simulations and role playing within K-12 social studies. Attention given to planning and implementation of traditional and computer-based simulations. Skills will be developed in the technique of role playing. Issues related to design, theory, and research will be explored.

Oasis Title: SIM & ROLE PLAY

Semester Course Offered: Offered every even-numbered year.

Grading System: A-F (Traditional)

Course ID: LLED 7010. 3 hours.

Course Title: Improving Student Learning in Pre-K through 12 Language and Literacy Classrooms

Course Description: An introductory survey of the theoretical, instructional, and assessment practices needed to improve student language and literacy learning in Pre-K through 12 classrooms and other educational settings.

Oasis Title: ISL LANG & LITERACY

Semester Course Offered: Offered every year.

Grading System: A-F (Traditional)

Course ID: LLED 7016. 3 hours.

Course Title: Folk Literature, Grades P-8

Course Description: Genres of folk literature, their relationship to formal literature, and their role in contemporary society. A study of culture through folklore.

Oasis Title: FOLK LITERATURE

Duplicate Credit: Not open to students with credit in ELAN 7016

Semester Course Offered: Offered spring semester every year.

Grading System: A-F (Traditional)

Course ID: LLED 7050. 3-6 hours. Repeatable for maximum 6 hours credit.

Course Title: Literacy Pedagogies

Course Description: Intensive seminar on issues of literacy teaching and learning in PreK-12 classrooms examined through the lenses of teacher leadership, teaching inquiry and educational equity, and social justice.

Oasis Title: LIT PEDAGOGIES

Prerequisite: Permission of department

Semester Course Offered: Offered summer semester every year.

Grading System: A-F (Traditional)

Course ID: LLED 7310. 3 hours.

Course Title: Children's Literature in the Curriculum, Grades P-8

Course Description: Role of children's literature in the curriculum, including principles and techniques in selection of books and implementation of literature-based curriculum.

Oasis Title: CHILD LIT IN CURRIC

Duplicate Credit: Not open to students with credit in ELAN 7310

Semester Course Offered: Offered fall and summer semester every year.

Grading System: A-F (Traditional)

Course ID: LLED 7408. 3 hours.

Course Title: Planning Instruction in Secondary English Education

Course Description: English education majors learn to establish clear learning goals for secondary English students, design assessments aligned with those goals, and plan curriculum and instruction that will engage public school students in the learning process.

Oasis Title: PLAN INST ENG ED

Duplicate Credit: Not open to students with credit in ELAN 7408

Semester Course Offered: Offered summer semester every year.

Grading System: A-F (Traditional)

Course ID: KINS 7040. 3 hours.

Course Title: Approaches to Sport Pedagogy

Course Description: Instructional strategies for the purpose of improving teaching effectiveness in physical education and increasing the student's repertoire of teaching strategies.

Semester Course Offered: Offered fall semester every other year.

Grading System: A-F (Traditional)

Appendix D Core Courses

Course ID: EDAP 7020 and EDAP 7020E. 3 hours.

Course Title: Supervision of Instruction

Course Description: The basic concepts of supervision, its contribution to the total school program, and means of improving instruction through supervision.

Oasis Title: SUPV OF INSTRUC

Duplicate Credit: Not open to students with credit in EDUL 7020

Semester Course Offered: Offered every year.

Grading System: A-F (Traditional)

Course ID: EDAP 7070 and EDAP 7070E. 3 hours.

Course Title: Curriculum Development and Evaluation

Course Description: Principles of curriculum development and evaluation for the improvement of the life and program of schools.

Oasis Title: CURR DEV & EVAL

Duplicate Credit: Not open to students with credit in EDUL 7070

Semester Course Offered: Offered every year.

Grading System: A-F (Traditional)

Course ID: EDAP 8150 and EDAP 8150E. 3 hours.

Course Title: Learning Communities and Professional Development

Course Description: As an organizational arrangement, a learning community is a powerful form of professional development that promotes school improvement through structures and processes that lead through continuous inquiry to the development of shared vision, values, and objectives in which teachers and administrators continuously seek and share learning and act on what they learn.

Oasis Title: LRN COM & PROF DEV

Pre or Corequisite: EDAP 7020 or EDAP 7020E

Semester Course Offered: Offered every year.

Grading System: A-F (Traditional)

Course ID: EDAP 8000 and EDAP 8000E. 1-4 hours. Repeatable for maximum 8 hours credit.

Course Title: Special Problems in Educational Administration and Policy

Course Description: Projects are designed to provide specialized training appropriate to the needs of the individual. The project may involve intensive library investigation or the collection and analysis of original data pertinent to a given problem.

Oasis Title: SPED PROB IN EDAP

Duplicate Credit: Not open to students with credit in EDUL 8000

Nontraditional Format: Directed study.

Semester Course Offered: Offered every year.

Grading System: S/U (Satisfactory/Unsatisfactory)

Course ID: ESSE(QUAL)(ERSH) 7500 and ESSE(QUAL)(ERSH) 7500E. 3 hours.

Course Title: Action Research

Course Description: Action research and participatory action research across diverse contexts. The course includes a consideration of history and definitions of action research and participatory action research, and an analysis of their purposes, processes, and theoretical foundations. Students will engage in practitioner-based research strategies such as observations, interviewing, and document analysis.

Oasis Title: ACTION RESEARCH

Duplicate Credit: Not open to students with credit in EDMS(EDEC) 7500 or EDMS(EDEC) 8010

Prerequisite: Permission of department

Semester Course Offered: Offered spring semester every year.

Grading System: A-F (Traditional)

Appendix F
GaPSC Initial Review
GaPSC and NCATE Continuous Improvement Review
Professional Education Unit and Educator Preparation Programs
University of Georgia
March 23-26, 2013
DRAFT Report

PSC Review of Initial Preparation Programs and Endorsements	1. Candidate Knowledge, Skills and Dispositions	2. Assessment System and Unit Evaluation	3. Field Experiences and Clinical Practice	4. Diversity	5. Faculty Qualifications, performance and Development	6. Unit Governance and Resources	7. Meets Requirements and Standards Specified in Rule 505-3-.01	8. Meets Appropriate Progress Content Standards
Teacher Leader Endorsement P-12 (Developmental)	M	M	M	M	M	M	N/A	M
No Areas for Improvement								

NCATE Review of the Unit – Initial Preparation and Advanced Programs for Continuing Educator Preparation	1. Candidate Knowledge, Skills and Dispositions	2. Assessment System and Unit Evaluation	3. Field Experiences and Clinical Practice	4. Diversity	5. Faculty Qualifications, performance and Development	6. Unit Governance and Resources
Initial Preparation Programs	Met	Met	Met	Met	Met	Met
Advanced Programs	Met	Met	Met	Met	Met	Met

Appendix G
Documentation of Program Approvals



The University of Georgia®

Graduate School

May 15, 2013

Provost Jere Morehead
Senior Vice President for Academic
Affairs and Provost
Administration Bldg.
Campus

Dear Provost Morehead:

At the Graduate Council meeting on April 24, 2013, the following proposal was approved:

MEd in Teacher Leadership

This proposal is attached. I am pleased to forward this request to you with my endorsement. Please let me know if you have any questions.

Sincerely,

Maureen Grasso
Dean

MG:lcj

C: Dr. Janette Hill
Ms. Fiona Liken
Dr. Jim Marshall
Dr. Roy Martin
Dr. Sally Zepeda



The University of Georgia

College of Education
Office of the Dean

TO: Dr. Maureen Grasso, Dean Graduate School
FROM: Dr. Jim Marshall, Associate Dean for Academic Programs
DATE: September 27, 2012
RE: Teacher Leadership Degree

Enclosed please find a new degree proposal for an MED in Teacher Leadership. The College of Education's Curriculum Committee approved this proposal on August 27th, 2012.

Please contact me if you have any questions.

xc: Libby Johnson





The University of Georgia

College of Education
Department of Lifelong Education, Administration, and Policy
Program in Adult Education, Educational Administration & Policy, Qualitative Research

April 5, 2013

Dr. James Marshall
Associate Dean, Academic Programs
College of Education
CAMPUS

Dear Dr. Marshall:

The purpose of this letter is to indicate that the faculty in LEAP and I are fully supportive of the M.ED. proposal in Teacher Leadership. We believe this fills a real need in the curricular portfolio of the College, and aids the College and UGA in responding to important needs in the State of Georgia.

If I can be of any further assistance with regard to this proposal, please let me know.

Sincerely,

Roy P. Martin, Interim Department HEAD
Lifelong Education, Administration and Policy

Appendix H

Teacher Leader Model Standards Teacher Leadership Exploratory Consortium (2012)

From: <http://www.teacherleaderstandards.org/index.php>

The Teacher Leader Model Standards are intended to codify, promote, and support teacher leadership as a vehicle for transforming schools to meet the needs of 21st-century learners.

Rather than serve as a comprehensive job description for teacher leaders, the Standards instead describe seven domains of leadership. Each domain is further developed and supported by a list of functions that a teacher leader who is an expert in that domain might perform.

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

The teacher leader is well versed in adult learning theory and uses that knowledge to create a community of collective responsibility within his or her school. In promoting this collaborative culture among fellow teachers, administrators, and other school leaders, the teacher leader ensures improvement in educator instruction and, consequently, student learning.

Functions

The teacher leader:

- a) Utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change;
- b) **Models effective skills** in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning;
- c) **Employs facilitation skills** to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning;
- d) Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges; and
- e) **Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages** to promote effective interactions among colleagues.

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

The teacher leader keeps abreast of the latest research about teaching effectiveness and student learning, and implements best practices where appropriate. He or she models the use of systematic inquiry as a critical component of teachers' ongoing learning and development.

Functions

The teacher leader:

- a) Assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning;
- b) Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning;
- c) Supports colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues; and,
- d) Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning.

Domain III: Promoting Professional Learning for Continuous Improvement

The teacher leader understands that the processes of teaching and learning are constantly evolving. The teacher leader designs and facilitates job-embedded professional development opportunities that are aligned with school improvement goals.

Functions

The teacher leader:

- a) Collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals;
- b) Uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning;
- c) Facilitates professional learning among colleagues;
- d) Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning;
- e) Works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning;
- f) Advocates for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning;
- g) Provides constructive feedback to colleagues to strengthen teaching practice and improve student learning; and,
- h) Uses information about emerging education, economic, and social trends in planning and facilitating professional learning.

Domain IV: Facilitating Improvements in Instruction and Student Learning

The teacher leader possesses a deep understanding of teaching and learning and models an attitude of continuous learning and reflective practice for colleagues. The teacher leader works collaboratively with fellow teachers to constantly improve instructional practices.

Functions

The teacher leader:

- a) Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture;
- b) Engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices;
- c) Supports colleagues' individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator;
- d) Serves as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs;
- e) Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe; and,
- f) Promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction.

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

The teacher leader is knowledgeable about the design of assessments, both formative and summative. He or she works with colleagues to analyze data and interpret results to inform goals and to improve student learning.

Functions

The teacher leader:

- a) Increases the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards;
- b) Collaborates with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning;
- c) Creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues; and,
- d) Works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning.

Domain VI: Improving Outreach and Collaboration with Families and Community

The teacher leader understands the impact that families, cultures, and communities have on student learning. As a result, the teacher leader seeks to promote a sense of partnership among these different groups toward the common goal of excellent education.

Functions

The teacher leader:

- a) Uses knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community;
- b) Models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances;
- c) Facilitates colleagues' self-examination of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students;
- d) Develops a shared understanding among colleagues of the diverse educational needs of families and the community; and,
- e) Collaborates with families, communities, and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community

Domain VII: Advocating for Student Learning and the Profession

The teacher leader understands the landscape of education policy and can identify key players at the local, state, and national levels. The teacher leader advocates for the teaching profession and for policies that benefit student learning.

Functions

The teacher leader:

- a) Shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning;
- b) Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students;
- c) Collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members;
- d) Advocates for access to professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals; and,
- e) Represents and advocates for the profession in contexts outside of the classroom.