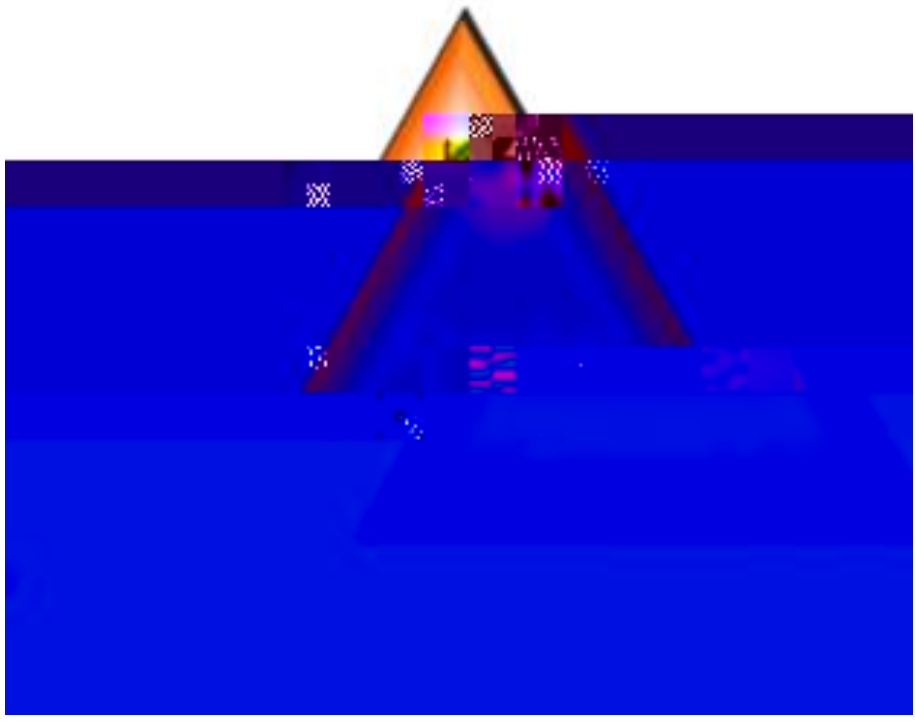
Revised 2021

MASTER OF ARTS IN EDUCATION
TEACHER LEADER PROGRAM



HANDBOOK

Achieving academic excellence by maintaining academic rigor and relevancy in undergraduate, graduate and professional degree programs.
Attracting and retaining distinguished faculty, staff, administrators, trustees and alumni who are dedicated to meeting the individual needs of students, promoting a caring and supportive environment conducive to learning and meeting the needs of an evolving university; and
Providing superior infrastructure with state-of-the-art classrooms, clinics, instructional materials, physical facili1 0 0ies, technological infrastructure and campus amenities through sound fiscal policy and efficient and effective administrative services.

Patton College of Education

Vision
The Patton College of Education will collaborate with colleagues, P-12 partners, and community members to empower teachers to serve and lead in rural Appalachia and beyond and to improve our community, region, country, and world through education and leadership.

Mission
The mission of the Patton College of Education is to model best practices, create challenging learning experiences, use technology resources, and address diverse learning needs to prepare teachers for the schools and communities in which they will serve.

Core Values

Academic Excellence: We are committed to providing exceptional education programs that have opportunities for rigor, innovation, the best research-informed practices, and support for critical thinking, problem solving, and thoughtful inquiry.
Collaboration: We are committed to fostering collaboration with all stakeholders within education, our school, and community.
Diversity: We are committed to building a program that meets the diverse needs of all students, ensures equal opportunity for success regardless of experiences and personal differences, and attracts a diverse body of students, faculty, and staff.
Leadership: We are com(ies iu1or)3(tu3(tu3(tu3(tu3(tuor))3(students,)]TJETQq0.00000912 0 612 792 reW* n

to prepare our teacher education and teacher leader candidates in the best manner possible. Regardless of the level of education or the trajectory of careers, every student we educate deserves the benefit of opportunities to develop self-efficacy, skills to analyze and evaluate information, experiences to make informed choices, tools to adapt to changing situations, and lifelong educational support from a proactive and involved alma mater. They should be prepared to succeed as teachers and leaders in education wherever they serve, but they should also have the training to adapt and develop as necessary to remain and contribute locally if they choose to do so (Daniels, 2014).

Thus, our organizing theme, "Empowering teachers to serve and lead in rural Appalachia and beyond," provides the foundation for all undergraduate and graduate programs at the Reese College of Education. When preparing teachers and teacher leaders, our primary focus is student success.

References

Department of Education. (2010, July). *Supporting rural Education: Reauthorizing the elementary and secondary education act*. Retrieved from http://www2.ed.gov/policy/elsec/leg/blueprint/faq/supporting-rural-schools.pdf

Wallace Foundation. (2011, March). *Research Findings to support effective educational practices: A guide for policy makers (2nd ed.)*. Retrieved from www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Pages/Findings-to-Support-Effective-Educational-Policy-Making.aspx

Step 7 –

Orientation
All initial applicants will be informed of how to receive a student ID and email account and how to access library resources. Applicants will also review the handbook and be assigned an advisor.

Graduate Course Load
Students may enroll on a part-time or full-time basis. Full-time status in the Graduate Teacher Education Program requires enrollment in six semester hours of graduate level coursework. The Chairperson of the Patton College of Education and the Dean of the College of Arts and Sciences may grant a maximum of twelve hours with special permission. Our TLP is designed for adults who are employed full-time.

Good Standing
The applicant or candidate must maintain a minimum GPA of 3.0 on a 4.0 scale in all graduate level course work in order to be considered in "good standing."

Repeat Policy: Courses may be repeated twice without special approval.

Withdrawal Policy: An applicant or candidate wishing to withdraw from a course must consult with his or her graduate advisor. Withdrawal becomes effective only when official notice has been presented to the Registrar. Anyone who wishes to withdraw from the University must submit a completed "Withdrawal Form" to the Registrar.

Probation and Suspension Policy: When an applicant or candidaten 2 Ğ ˘ Ḫ m m^

professional learning are embedded in our program. In addition, communication through our online Canvas Learning Management System and/or Google Classroom Tools will provide further opportunities for candidates to hone their technology skills, as they have opportunities to communicate with the instructor and with peers through discussion boards and online chats. We believe that this platform is an effective means to enhance the communication skills of teacher leader candidates as they progress toward becoming effective leaders within their schools and district. Good communication skills are essential for today's leaders.

Individualized Program

This program is individualized to meet each candidate's professional growth and leadership needs. In the initial course, EDU 510 Leadership Skills for Today's Teachers I, candidates reflect on their own classroom practices to determine what it means to be a teacher leader and will reflect on their own classroom data to determine areas of growth. Candidates will assess their leadership styles and reflect on the leadership styles of others.

In addition, the candidate and UPIKE graduate faculty will collaborate in the selection of the candidate's teacher partner. The teacher partner will support and provide feedback to the teacher candidate as relevant field experiences are completed that will result in professional growth.

Multiple Career Pathways

Developing mastery in the program's goals will provide the candidate with the expertise necessary to assume the following career pathways in their schools and/or districts:

Mentor new teachers
Develop and model best practices
Serve as assessment leaders
Provide leadership for school improvement initiatives
Serve as RTI leaders
Design curriculum
Chair departments, grade levels, or content areas
Serve as team leaders by serving on or chairing school leadership teams
Serve as content area coaches
Serve as [illegible]
Design and 0 g0 G[ ]TJETQ EMC /P <MCID 17>BDC q0.00000912 0 612 792 reG

Interpretation and Analysis of Student Achievement Data

The University of Pikeville Master of Arts in Education: Teacher Leader Program prepares candidates to interpret and analyze student achievement data to improve student learning. In the first course EDU 510: *Leadership Skills for Today's Teachers I,* candidates are introduced to the knowledge and skills required for analysis of classroom, school, and district data, school and school improvement planning. In EDU 530: *Assessment for Teacher Leaders,* candidates will learn to interpret and analyze achievement data and to apply the assessment results to improve student learning at the classroom level. In EDU 630: *Leadership for Differentiated Instruction,* candidates will interpret and analyze P-12 student achievement data and plan lessons incorporating differentiation to meet individual student learning needs. In EDU 570: *Research II,* candidates will analyze, evaluate, and interpret student learning data at the school and/or classroom level in order to answer the research question(s) developed in EDU 550: *Research I,* which relate to student achievement data.

Online Delivery Method

The University of Pikeville Master of Arts in Education: Teacher Leader Program will be accessible online beginning Fall 2018. The program will utilize Canvas as the online Learning Management System.

Program Curriculum

Leaders in Schools and Districts

The Master of Arts in Education: Teacher Leader Program prepares candidates to be leaders in their classrooms, schools, districts, and in the profession. Candidates must complete job-embedded clinical experiences that include examination of P-12 student achievement in diverse settings. Clinical experiences are completed both individually and in collaboration with the teacher partners and are evaluated by the course graduate education professors based on completion of required course objectives.

Rigorous Curriculum

The Master of Arts in Education: Teacher Leader Program is aligned with the Teacher Leader Standards and incorporate the Kentucky Academic Standards, which

P-12 and University Resource People

Candidates in the University of Pikeville Teacher Leader Program will receive mentoring and guidance from P-12 teacher partners, P-12 school administrators, and education faculty. The duties of these resource people are:

P-12 School Administrators

will give permission for candidates to complete the required clinical experiences.
will give permission for candidates to conduct their action research projects in their assigned classrooms or schools.
will give permission for candidates to present action research findings to the appropriate audience.

P-12 Teacher Partners

will mentor and provide feedback to teacher leader candidates as they progress through the TLP.
will evaluate candidates on meeting the Teacher Leader Model Standards.

Graduate Education Faculty

will serve as resources for all candidates in the program.

College of Arts and Sciences Program Coordinators

will serve as members of the Teacher Education Committee.

Governance of the Patton College of Education

The Patton College of Education maintains a structure and governance system for planning, delivering, and evaluating all education programs that includes P-12 school practitioners and arts and science faculty.

Structure

The structure of the Patton College of Education consists of the Chairperson of the Patton College of Education (PCOE), Coordinator of Clinical Experiences/University Supervisor, Certification Officer, and

Course Descriptions

EDU 510 Leadership Skills for Today's Teachers I..... (3)
This first course in the program explores the various theories and practices in teacher leadership (i.e. co –teaching, mentoring, and peer coaching) and ways teacher

EDU 620: Literacy Instruction in the Content Areas

Signature of Candidate Date ! Ţ ØłăƵ₦₪ăł·úʤ₦Ŝ˜ M˜ M˜ ˜ M˜ M˜ M˜

Name of Employer* _____

Address of Employer _____
Number & Street *City* *State* *Zip* *County*

Phone Number of Employer _____

Job Title and Role (e.g., 4th grade teacher) _____

(if currently teaching) _____

_____

_____

Have you ever applied to, attended or been employed by the University of Pikeville? If so, under what name and when? _____

There are a number of transition points built into the program that will enable UPIKE personnel to provide program participants guidance and support, helping ensure success in the program. The first transition point is successful admission to the program.

Signature of Applicant**_____

**By signing this form applicants affirm that all information in the application is true and that falsifying any information is reason for dismissal from the program.

What happens now?

1. The provided information will be reviewed to determine eligibility for general admission to the graduate program.
   a.

CHARACTER and FITNESS FORM

Graduate Education Program

Answer each question by circle 467.98

This agreement is a requirement for admission to the University of Pikeville Graduate Teacher Education Program/Teacher Leader Program.

By signing this agreement the administrator:

gives permission for the candidate to complete all requiW*ncJET0.

Please check box 1 or 2.

Candidate's Name_____ Candidate's Signature_____
Please Print

Completed by_____ Date _____
Please Print

Please check one: School/District Administrator P-12 Teacher Other (please identify) _____

The applicant demonstrates the behavior/disposition.	The applicant but not always demonstrates the behavior/disposition.	The applicant but not usually demonstrates the behavior/ disposition.	The applicant or demonstrates the behavior/disposition.	The indicator does not apply or person completing the ratings has as to whether the applicant demonstrates the behavior/disposition.

Use the following rubric to complete a self-assessment of your level in meeting the Teacher Leader Model Standards:

I am **not** meeting the identified functions from each domain of the Teacher Leader Model Standards.	I am **partially** meeting the identified functions from each domain of the Teacher Leader Model Standards.	I am **fully** meeting the identified functions from each domain of the Teacher Leader Model Standards.	I am **fully** meeting the identified functions from each domain of the Teacher Leader Model Standards, **and** I **actively seek opportunities for professional growth** to continue to improve in these areas.

Please rate your level of implementation by eW*nB4(t)-4(a2/MCID 18>BDC q0.000011802 0 792 612 reW*nBTT/F1 1W)7( )-3(M)-4(a2Q5(r6 14.4 reri/BT58(n)

c) Employs facilitation skills to create trust among colleagues,

connections to research-based effective practices;				
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.				

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.				
Overall Domain V				
Domain VI: Improving Outreach and Collaboration with Families and Community				
Functions				

e) Collaborates with families, communities, and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community.

: The main goal of the University of Pikeville Teacher Leader Program Maste

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.				

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.				
Overall Domain III				
Domain IV: Facilitating Improvements in Instruction and Student Learning				
Functions				
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;				

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.				
Overall Domain V				

Domain

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.				
Overall Domain VII				

Dispositions are operationally defined as tendencies or beliefs that are conveyed or made public through observable behaviors. Identify your choice by selecting the appropriate level. Complete the following inventory using the Excel sheet provided in accordance with the following scale as a means to describe the manner in which each behavior has been exemplified. Please remember that students are scored with respect to their level of acceptable behavior or their deviation from it. A score of 3 is given to students for whom you have not observed any behaviors that would lead you to believe that their dispositions are anything other than acceptable. Scores that approach 1 should be given to students whom exhibit less than acceptable behaviors and scores that approach 5 should be reserved for students who exhibit exceptional behaviors.

Strongly Disagree	1
Somewhat Disagree	2
No evidence to believe otherwise	3
Agree	4
Strongly Agree	5

Exit from the University of Pikeville Teacher Leader Program

Use the following rubric to complete a peer assessment of the implementation levels of the Teacher Leader Model Standards:

The teacher leader candidate is **not** meeting the identified functions from each domain of the Teacher Leader Model Standards.	The teacher leader candidate is **partially** meeting the identified functions from each domain of the Teacher Leader Model Standards.	The teacher leader candidate is **fully** meeting the identified functions from each domain of the Teacher Leader Model Standards.	The teacher leader candidate is **fully** meeting the identified functions from each domain of the Teacher Leader Model Standards, **and** he/she **actively seeks opportunities for professional growth** to continue to improve in these areas.

Please rate the level of implementation by checking the appropriate box below:

Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning.				
Functions				
The teacher leader: a) Utilizes group processes to help				

shared goals and professional learning;				

c) Supports colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues;	

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 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

Overall Domain V

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.				
Overall Domain VII				

Exit from the University of Pikeville Teacher Leader Program

Use the following rubric to complete a peer assessment of the implementation levels of the Teacher Leader Model Standards:

The teacher leader candidate is **not** meeting the identified functions from each domain of the Teacher Leader Model [illegible] teacher leader c			

c) Supports colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues;				
d) Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning.				

d) Identifies and uses appropriate technologies to promote collaborative

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;				

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.				

Overall Domain IV

Overall Domain V				
Domain VI: Improving Outreach and Collaboration with Families and Community				
Functions				

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

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					
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.					

[redacted]					
[redacted]					
[redacted] 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.					

d) Works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student

Functions					
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;					

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					
Functions					
The teacher leader: a) Increases the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards;					

Functions					
a) Shares information with colleagues within and/or beyond the district regarding how local,					