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Executive Summary

Morehead State University has been redefining its educator preparation programs for the last few years. This redefinition has included forging stronger partnerships with schools and school districts, tapping into the expertise found in school districts to support and supplement university-based experiences. This redefinition embraces the principle that schools and classrooms offer rich experiences which provide our candidates opportunities to examine, study, and participate in authentic learning opportunities, all essential components for the professional development of aspiring teacher leaders. The Teacher Leader (TL) program embraces our conceptual framework, “A light to and from the mountains,” recognizing the critical and interwoven roles that PreK – 12 education and post-secondary education play in improving educational attainment for students in eastern Kentucky.

A foundational concept in developing the TL program is the idea that proven research and educational theories must be tested, tried, and evaluated in today’s classrooms. Providing theoretical constructs without practical application minimizes learning. Therefore, candidates will be involved in field-based work in each of the core courses, having opportunity to examine “what is” and compare that with “what may be.” Fieldwork will provide for job-embedded professional development experiences, once again helping candidates develop professionally into teacher leaders. They will learn to ask questions about their own instructional practices and school policies, and conduct action research projects to evaluate the effectiveness of current practices. They will have opportunities to expand their content knowledge through various areas of specialization and have the option of joining other talented practitioners who are pursuing National Board Teacher Certification. Candidates who choose the National Board Certification option and pass their National Boards will also enjoy increasing their professional standing at the national level.

The sweeping nature of this program has impacted each college at Morehead State University. A number of planning sessions were held with faculty from every college on campus. These planning sessions resulted in proposed areas of specialization, not only from within the College of Education but also from all other MSU colleges including the Caudill College of Humanities, the College of Business, and the College of Science and Technology. All of the areas of specialization help align candidates’ experiences in the TL program with individual professional goals.

Critical to planning and development of the TL program has been the variety of collaboration activities involving our PreK-12 partners. From the first advisory committee meeting to the last review of the TL proposal, PreK-12 partners have played and continue to play critical roles. The themes for the core courses, course activities, areas of specialization, and program assessments are but a few program components impacted by practitioners.

Finally, the TL program will allow our candidates choices not heretofore made available at Morehead State University. The program provides strong leadership training for candidates who choose to serve as classroom teachers throughout their professional careers. The TL program allows candidates to hone skills to serve as resource teachers, consultants, committee chairs, and instructional leaders among their
peers and in their schools and districts. For those seeking to be leaders in their schools and districts, the
program prepares candidates to pursue opportunities beyond their own classroom and to focus on skills
needed to leverage both internal and external resources that influence student achievement. An
underlying philosophy of the program is that student learning is enhanced when schools are filled with
instructional leaders who understand and model effective teaching and learning practices and who are
able to mentor others to become more effective teachers.

Finally, the experience that fulltime MSU faculty members have working in and with the public schools
provides strong understanding of practices for successful school leaders. The areas of specialization
within the TL program will be supported by the collective knowledge and expertise of faculty members
in every college on MSU’s campus. This includes National Board Professionally Certified teachers,
recipients of state and national awards for teaching, researchers who continue to examine and evaluate
effective school practices, co-developers of some of the KODAK (Kentucky, Ohio Delaware, Arkansas,
Kansas – 5 state teacher leadership consortium) courses, and experts in school assessment whose skills
are often tapped to help mold state and national policy. Faculty members who will teach the core
courses have more than 200 years working in the public schools as teacher leaders, counselors,
principals, and superintendents. They have thousands of hours of providing professional development
and mentoring aspiring educators. They continue to research promising instructional practice in an
effort to determine what strategies will have the most impact on student learning in the schools our
aspiring leaders serve. All in all, while MSU honors, respects, and embraces the talents and skills of our
PreK-12 partners and believe they have and will continue to play a critical role in the success of the TL
program, the rich resources found within the talents of our MSU faculty cannot be overstated.

**Teacher Leader – Defined**
The teacher leader is one who provides influence on student learning at the classroom, school, and
district setting. The teacher leader is able to use data to not only to inform his or her own practice, but
uses those data to bring about improved student learning in the broader context. This concept of the
teacher leader aligns with our conceptual framework that embraces the constructionist’s philosophy
while recognizing the rich cultural resources found within the schools our candidates serve.

Successful teacher leader candidates work with their colleagues to bring about their own professional
development. Additionally, they collaborate with other teachers and school leaders to model, coach,
and influence professional development of other educators with whom they work. Finally, in their role
as teacher leader candidates continually seek strategies to bring about improved student learning in the
schools and communities in which they serve. (York-Barr & Duke, 2004; Frost & Durrant, 2003;
Marzano, 2003).

**Program Description**

At the heart of the TL program are six courses that encompass the program objectives found in the TL
regulation. Core courses include **Leadership and Decision-Making, Research and Teacher Leadership,**
**Curriculum and Instructional Design, Developmental Analysis of Learning, Education in Context,** and

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Teacher Collaboration. In these core courses candidates have multiple opportunities to explore, learn, and apply program objectives in authentic settings. Candidates will work with their PreK-12 students to implement and evaluate instructional strategies. University faculty and current practitioners will continue to collaborate to ensure the course activities in which candidates are engaged are aligned with identified classroom, school, and district needs.

Another key element of the program is linking each candidate’s TL program experience with professional responsibilities. This linkage begins early in the program by requiring an approved professional growth plan signed by a school supervisor as part of the admission process. This growth plan becomes a critical component of advising the candidate, linking the needs of the candidate with the professional development experiences found both within the TL program as well as in the candidate’s school. Additionally, the professional growth plan can be linked to a variety of the candidate’s course assignments as well as to the capstone experience.

Multiple areas of specialization are available to support and extend the objectives that encompass the core. These areas provide for extending content knowledge, conducting action research that is more content specific, and providing leadership skills in specific areas of specialization. Areas of specialization in the TL master’s program include the following OPTIONS:  

- Biology
- Business & Marketing (Content option)
- Business & Marketing (Technology option)
- Educational Technology
- English
- Gifted Education
- Interdisciplinary Early Childhood Education (IECE certification option)
- Interdisciplinary Early Childhood Education (non-IECE certification option)
- Interdisciplinary Education (P-5)
- Middle Grades (5-9)
- Reading/Writing Endorsement (National Board Certification option)
- Reading/Writing Endorsement (non-National Board Certification option)
- School Community Leader (National Board Certification option)
- School Community Leader (non-National Board Certification option)
- Social Studies
- Special Education

In the TL fifth year program candidates complete the same core as the master’s candidates and then complete an additional twelve (12) hours of coursework linked to improving and deepening educational knowledge and academic (content) support. The TL fifth year plan provides flexibility to candidates who do not seek specific areas of specialization.
“Community Engagement: A Light to and from the Mountain”

The Professional Education Unit at Morehead State University strives to promote the flow of “light to and from the mountains” by engaging with communities of learners at all levels and in a variety of contexts. This engagement includes PreK-12 students, pre-service and in-service educators, university faculty and staff, and community members. We deliver high quality educator preparation programs that are informed by relevant national and international scholarship. Appalachian research, literature, and experience are integrated throughout curricula to ensure that candidates are equipped with the knowledge and skills needed to improve schools, communities, and quality of life in eastern Kentucky and beyond. The conceptual framework and the College of Education’s regional engagement model illustrate the interconnectedness of these stakeholder groups, each a viable partner in the co-planning of the college’s programs, field-based experiences for MSU candidates at all program levels, and impact on the schooling process.

To provide an intellectual framework and coherence for the pursuit of the Unit’s goals and to support candidates, colleagues, public school practitioners and stakeholders’ understanding of the Unit’s commitment to engage multiple communities and to prepare educators who are equipped to bring a “Light to and From the Mountains,” four critical concepts have been identified. These critical concepts include Informed Decision-Making, Diversity and Holistic Education, Collaboration and Coalition Building, and Empowerment. The knowledge and skill set needed to empower educators to apply these concepts is developed as candidates move through their academic programs.

While “Educator as Architect” no longer serves as the metaphoric theme of the Professional Education Unit conceptual framework, many of the theme’s ideas are embraced and play a continuing role in the development and implementation of the TL program.

The term “architect” continues to be relevant and useful in defining our work because it suggests the creative processes educators engage in when designing, planning, and constructing environments that foster optimal student learning. The “architect” metaphor depicts the educator as central to the planning and preparation of curricula and classroom activities, but the student actively constructs knowledge through participation in experiential student-centered collaborative pedagogy. This approach is consistent with national literature and state reforms that focus on constructivist educational philosophy and practice.
It is important to note that constructivism is broadly defined here as a philosophical construct—the use of this term does not suggest one specific pedagogy, but rather describes an approach of partnering with learners while actively engaging them in the process of knowing. In this sense, the learner is viewed as a unique, multidimensional, individual who creates meaning through interactions with diverse others within different social contexts (Wertsch, 1997; Kim, 2001; Buffman, et al., 2008; DuFour & Eaker, 1998; Tangney, FitzGibbon, Savage, Mehan, & Holmes, 2001; Kim, 2005; Liu & Matthews, 2005). Constructivism also embraces the basic tenets of job-embedded professional development. Therefore, one of the underlying goals of the TL regulation mirrors one of the foundational principles of our conceptual framework.

We believe that educators are not meant to be mere implementers of learning materials created by others. Teachers are architects who, with the help of learners, explore, and determine the focus, scale and depth of learning while providing necessary supports (Sandy, 1999). Learning communities found in MSU educator preparation programs reflect multiple and diverse perspectives and philosophical beliefs resulting in multiple applications of constructivism.

Seven performance areas have been identified, and these establish the focus and context guiding Unit decision-making and course and program outcome development and assessment. Each of these performance areas are linked to TL program goals (G) or objectives (O). See parenthetical information following each performance area for linkage to specific goals and objectives. Completion of the performance areas ensures that the intention of the conceptual framework is fulfilled and as outcomes of the TL program, describes a Teacher Leader graduate. Teacher Leaders are prepared to

1. View their profession through alternative perspectives in a diverse and global world. (O-6, O-14, O-16)
2. Make regional connections to the nation and world, “bridging the gaps” that separate the region from the larger world: achievement gaps, economic gaps, and geographic gaps. (G-1, O-3, O-6)
3. Engage in authentic and applied experiences/field based/internships with committed partners. (O-6, O-8, O-14, O-16, O-17)
4. Demonstrate solid grounding/mastery of content/knowledge and pedagogy and are challenged intellectually. (O-4, O-7, O-9, O-10)
5. Become culturally competent, proficient in the use of data based decision making and emerging technology, and effective in accommodating diverse learners. (O-3, O-6, O-12, O-13)
6. Demonstrate appropriate professional dispositions (G-1, O-13, O-15)
7. Be accountable for their impact on the individuals they serve. (G-1, O-17)

The entire Morehead State University Conceptual Framework document is available on line at: www.moreheadstate.edu/NCATE

Please see the TL Continuous Assessment System for a full listing of program goals and objectives.
Collaboration with School Districts

Active interaction between MSU and local school districts is a long-standing tradition. The highly successful Professors in the Schools program, the P-16 program, the recently instituted 21st Century Education Enterprise, and any number of other initiatives have served to provide structure and guidance to our Conceptual Framework, summarized by the words “Community Engagement: A light to and from the mountains.” Therefore, the requirement to involve PreK-12 practitioners in the development and delivery of our planned TL programs (master’s and fifth year) fit well into our fundamental practices.

Collaboration with personnel in school districts has taken on a number of forms throughout this process. At the beginning of the process an advisory committee was formed composed of teachers, principals, central office personnel and university faculty both within and outside the College of Education. This broad-based committee met four times during the development of the program and related courses. While each meeting had a slightly different focus (e.g., introduction of the teacher leader concept, reviewing required program components, developing suggested course activities), the underlying goal of each meeting was to gather input into program and course design.

Surveys were sent to approximately 400 alumni who had completed their program within the past three years, asking what components of their master’s programs were most helpful, what were least helpful, and what skills were critical for success in today’s classrooms. A similar survey was sent to nearly 300 principals in schools where our alumni serve. In each instance respondents were asked to provide a critical overview of their teacher training and provide course and program suggestions for our planned TL programs.

Results of the surveys and on-going feedback from members of the advisory committee have been foundational in development of core courses and in the identification of courses required for the various areas of specialization. The College of Education’s standing advisory boards were given opportunities to review and provide feedback on proposal concepts and resulting documents. Additionally, prior to the development of the final draft of core courses, PreK-12 practitioners were asked once again to review each course and offer suggestions for activities that might be incorporated to ensure an even stronger tie to PreK-12 education. These reviews included teachers, principals, and other practitioners serving in the public schools and faculty members in each college represented at Morehead State University.

We believe that program and course development is but the first phase of collaboration with districts. A continuing relationship with our PreK-12 partners, as illustrated in the above regional engagement model, will be critical to the success of the TL program. Each of the core courses requires substantial field-based activities that require candidates to lead, research, direct, and exam school practices. Practitioners will play integral roles in a number of course activities, from helping in the identification of candidates’ research topics to participating and evaluating candidate-designed professional development to providing opportunities for candidates to present a SWOT analysis of the school (SWOT – strengths, weaknesses, opportunities, threats). Candidates’ roles will change from mentee to mentor and from examiner to teacher to leader, all designed to help develop candidates’ teacher leadership skills. As candidates’ roles change, so will the interactions required by university and district-based
personnel. Again, collaboration of all parties will help determine the success of the activities and the impact on candidates’ skills.

A few examples of program activities designed to foster educational leadership skills in TL candidates include the following:

- **Leaders in their Classroom, Schools, and Districts.** Candidates will explore the domain of leadership and how it impacts decision making in the school, district, community, and the profession. Guiding questions include (1) What does teacher leadership mean for the larger domain outside the classroom? (2) In working with colleagues, parents, administrators, and other partners? (3) For the school and district? Candidates will interview a student, parent, principal, district level administrator, and a community leader, then develop a graphic presentation that captures what a school should be, including each of the stakeholder perspectives. Candidates will produce a presentation (e.g., PowerPoint, podcast, video) that outlines the array of stakeholders a teacher leader impacts and delineates which leadership “core values” are non-negotiables in an ethically driven, student-centered school community. Candidates will then use the presentation to inform educators’ practice (e.g., SBDM council meeting, PLC, grade-alike meeting).

- **Curriculum in Candidate Discipline.** Candidates will develop an action proposal for change based on a curricular need as assessed through state and national exams, local needs, and/or professional judgment. The proposal will be enacted and researched as to its efficacy through multiple observations and assessments. It will be assessed according to supportive data for national exam performance, a cooperative plan developed through the candidate’s school SBDM and/or action committee, presentation of research to colleagues and peers, and development of resulting curriculum.

- **Collaboration with Colleagues.** Each candidate will implement a collaborative assignment with a peer teacher. A specific issue or problem concerning either the inclusion or least restrictive environment of a student – or students – with special needs, or students who are at-risk for underachievement, will be identified jointly by the two teachers. Subsequently, an intervention or support plan will be designed and implemented collaboratively. It is the intention of the project that both teachers share responsibility for objectively monitoring and modifying the intervention as necessary, based on the evidence of student progress or lack of progress. If the target student(s) progress in basic academic skills is the focus of the planned intervention, the collaborators should utilize some form of curriculum-based assessment (CBA) or Curriculum-Based Measurement (CBM) procedures. The project will be formatively monitored through the maintenance of a collaboration log, the systematic collection of data (e.g. CBM), and the video recording of two (2) meetings at different stages of the collaboration project. This assignment is an opportunity for teachers to significantly develop their expertise in providing leadership within the school as they demonstrate the efficacy of best practice in the application of collaborative skills to enhance student performance. Should the experience produce results that
are worthy of replication, then the processes used, as well as the outcomes of the assignment, can provide content for in-building professional development for other colleagues, thereby clearly meeting the program objective of providing embedded professional development.

- **Collaboration with Professionals in the Local School or District.** Candidates will select a research question or questions and an appropriate research design that will result in an answer to the question(s). The purpose of this assignment is to encourage the candidate to collaborate with professionals in his or her school setting to develop three research questions and research methods for answering these questions. A draft of a research proposal will result from the collaboration. This preliminary research proposal will form the basis for the candidate’s capstone project.

- **Developmental Case Studies of Students.** Based on data collection with the same four to six students over several months, each candidate will develop individual case studies that identify the differences across domains of development and individual contexts for these students and relate them to any observed differences in student achievement and behavior in the classroom. Students chosen for the case studies will represent a range of academic performance: low, middle, and high level. These case studies will provide a basis for thinking about differentiated instruction and assessment practices of the teacher(s). The case studies will be assembled into a final cumulative portfolio along with candidates’ concluding analytical summary of the case studies and tentative plan for differentiation of instruction and assessment. Furthermore, the case studies and analytical summaries may be used to evaluate teaching and implementation of professional development not only for the candidate, but for other educators with whom the candidate serves.

Another key element in our collaboration focuses on the TL advisory committee. The advisory committee is a standing committee and an integral component of the continuous assessment system. The advisory committee will meet at least once annually to review program data, offer insight from observing candidates’ work in their schools, and suggest course and program revisions resulting from an examination of available information. School-based members of the advisory committee will be able to provide on-going analysis of the TL program. This committee will examine feedback from program alumni and cite strengths and suggestions for program improvement. This committee will also be used to provide guidance about what is working and any challenges district personnel are facing during field-based requirements. The expertise of the committee will be used to help ensure that program components remain current regarding state and federal mandates impacting PreK-12 education.

Finally, perhaps the strongest aspect of our collaboration plan between the districts and the university is the required submission of a professional growth plan signed by the candidate’s supervisor as a part of the admission process. In the course Leadership and Decision-making (a prerequisite to other core courses), candidates use their growth plans developed at the school district level and self-analyses that focus on professional career goals to develop a comprehensive growth and career plan, which integrate school district professional development opportunities and their graduate program plans. This signed
collaborative agreement is a critical aspect of helping ensure program activities and professional development experiences align with individual candidate needs and goals. In the development of the growth and career plan, each candidate will document consultation with university professors, principals, and district leadership and will integrate the input from each of these individuals into an individual plan. It is our belief that, while collaboration at the district/university level is important, collaboration that involves the school, university, and individual candidates is the most effective.

**Direct Services to the District**

Morehead State University has in place a number of formal and informal agreements with schools and districts allowing for faculty interaction designed to enhance the learning for both PreK-12 and higher education educators (Barnett & Duvall, 2006). These agreements allow for co-planning and/or co-delivery of a course or portion of a course, guest lecturer, participant/leader in professional learning communities (PLC), faculty exchanges, or other opportunities that emerge in schools and districts.

Much of the current (and anticipated future) focus related to direct services to districts aligns with MSU’s 21st Century Education Enterprise. The 21st Century Education Enterprise was designed to support Morehead State University’s community engagement outreach in the University’s service region. The 21st Century Education Enterprise focuses on project-based learning techniques and promotes the use of technology in the classroom to help improve teacher effectiveness and to better engage today’s students in the classroom by reaching them on their level.

The 21st Century Education Enterprise is a not-for-profit organization operated by the Morehead State University College of Education to promote community engagement partnerships through educational leadership, professional development, and classroom technology innovations in Kentucky schools.

As a key partner in the Kentucky Dataseam Initiative for the last four years, Morehead State University has played a critical role in improving the education environment in not only eastern Kentucky but also the entire state. Dataseam works with 52 schools districts across the state to place new computers in schools, improve the use of technology in the classroom, and promote math and science studies as an important part of Kentucky’s economic growth. In addition to teachers and students using the computers through the largest research grid in the world, leading university researchers use the combined processing power from nearly 10,000 classroom computers to investigate potential cancer drug candidates. The Dataseam project is ongoing and will provide expanded opportunities for TL candidates to implement technology-rich instructional activities designed to improve student learning.

Morehead State University’s 21st Century Education Enterprise Inc. is expanding its reach. Since September 2008 when the MSU Board of Regents authorized the creation of the new nonprofit corporation to promote community engagement partnerships, professional development, and classroom technology innovations, the program has hosted workshops for more than 250 teachers and administrators from Bath, Boyd, Fleming, Floyd, Johnson, Lewis, Magoffin, Martin, Menifee, Montgomery, Morgan, Owsley and Rowan counties.
Recently the College of Education was awarded a significant grant that is administered by the 21st Century Education Enterprise. Previously called the Eisenhower Professional Development Program for Math and Science, the IEQ grant program is supported by federal funds authorized by Title II, Part A of the No Child Left Behind Act. The grant was awarded through the Kentucky Council on Postsecondary Education. Other partners include the U.S. Department of Education and Kentucky Department of Education.

The College of Education is also engaged with several schools in structured programs to improve literacy and math achievement scores. Most recently, the 21st Century Education Enterprise has engaged with Martin County Schools in a full assessment program to improve learning across several subjects, resulting in an implementation of the college’s regional engagement model. This technology infrastructure and school and community partnerships provide a unique 21st century learning environment for the University’s faculty and PreK-12 educator collaborations.

The 21st Century Education Enterprise provides for seamless coordination of improvement efforts and partnerships between MSU and its PreK-12 partners. It is anticipated that the Enterprise will continue to play a critical role, seeking even greater opportunities to strengthen and expand partnerships between MSU and the ever growing list of stakeholders dedicated to improving student learning, which will provide essential support to the TL program.

Collaboration with Arts and Science Faculty
Faculty members from the College of Science and Technology, College of Business, and Caudill College of Humanities have been involved in development of the TL program from the beginning. Faculty members from each of these colleges serve on the advisory committee and provided guidance in the development of the overall structure of the program and in the identification of the core courses. Once there was widespread agreement on the core courses, faculty members from a variety of departments and programs identified areas for specialization. Meetings have been conducted with department chairs in each of the other colleges, exploring various options and encouraging the identification of courses that will constitute the various areas of specialization. Each of the colleges represented by the arts and sciences faculty has at least one area of specialization in the TL program. Letters in support of the TL program have been received by deans outside the College of Education stating that courses required in the areas of specialization will be offered at a time accessible to PreK-12 practitioners which may include nights, weekends, summers, and online.

Interpretation and Analysis of Student Achievement Data
Using data to inform decisions in a school setting is a critical component of the TL program. The importance of this skill cannot be overstated when interpretation and analysis of student data are used to develop and guide instructional practices. There are a number of core courses that attend to this skill. Course objectives related to this critical component include the following:

1. Analyze multiple data sources to plan and implement strategies for improving student achievement. This analysis is to include a variety of data types including individual-performance
data (e.g., Individual Education Plan [IEP], classroom performance data, standardized assessments, and school-performance).

2. Identify internal and external data sources in a school setting.

3. Assess and communicate learning results.

4. Compare the achievement of learners at the same grade level but in different stages of development across developmental domains.

Analysis and interpretation of student achievement data will also be critical in the candidates’ research projects. Identification of facilitators and barriers to learning will be examined. Strategies to improve instructional practice will be researched, implemented, and evaluated. In large measure, the impact of these strategies on student learning will be a primary measure in determining candidate and program success.

**Process for Individualizing Programs**

Each candidate in the TL program will choose among a number of options to individualize this program including National Board Certification and the focus of a capstone project. In the initial course, *Leadership and Decision-making*, candidates develop a professional growth/graduate program plan that requires a focus on individual needs, goals, and strategies for successful completion of the plan. Areas of specialization are identified, once again, linking to individual needs and goals. Candidates choosing an option allowing for National Board Certification will find multiple opportunities for individualizing their TL program. The National Board for Professional Teaching Standards (NBPTS) offers 25 certificates that cover a variety of subject areas and candidate developmental levels. (For more information see [www.nbpts.org](http://www.nbpts.org).) Whether opting for the NBPTS or not candidates will use their professional growth/graduate program plan to tap into the opportunities and resources available at the school, district, and university. This plan will be used to guide each candidate in the selection of an area relevant to the individual’s instructional and professional goals. Through support provided by the TL program in the form of a structured class and on-going mentorship, candidates complete their certification process tied to their individualized plan.

A candidate may also choose an action research project to be completed through a three-step process: (1) select a specialized area of interest to investigate; (2) research, analyze, and reflect on relevant findings; and then, (3) present the results in the form of a culminating project. This specialized project may be embedded in the candidate’s professional development plan as determined at the school and district levels to address specific needs identified within the district, or be developed with the guidance of the candidate’s advisor to research a specific area of interest that applies to the professional goals determined by the candidate. Both options (products completed as a part of the National Board Certification or their capstone projects) demand that the candidate pursue individual, self-selected professional development opportunities through workshops, conferences and in-depth research. Through the advising program and analysis of completion of critical performance tasks, university personnel will provide frequent monitoring and support to candidates engaged in either option to
assure that the needs of the individuals in the program are addressed. Both of these options will be aligned with the candidate’s professional growth plan as approved by the candidate’s supervisor.

Job-Embedded Professional Experiences

As noted in the conceptual framework, constructivists view professional development as most effective when it aligns with the daily activity and responsibilities of the participants. From the development of the candidate’s professional growth/graduate program plan to the completion of the capstone project, candidates will focus on developing skills needed in their daily routine. Identified needs will be linked to program activities, once again connecting professional development to job responsibilities.

Currently, Morehead State University has a strong focus on job-embedded professional development throughout the region through the 21st Century Education Enterprise Center, the Kentucky Reading Project, the Morehead Writing Project, the TAKE ONE! National Boards Project, Improving Educator Quality projects, the Math and Science Partnership, and the Martin County Regional Engagement Project. Specifically, the TL program will guide and mentor candidates in the job-embedded analysis and reflection of their teaching practices in the classroom, roles in school leadership, and through community engagement. The goals of the action research project are linked to the needs of the candidate’s school and district or to the candidate’s specific professional goals relevant to classroom instruction. These opportunities allow candidates to complete job-embedded professional development experiences both as a leader and as a learner. These experiences will also be aligned with the candidate’s professional growth plan approved by the candidate’s supervisor.

Many highly successful districts as well as districts that appear to be struggling have embraced professional learning communities as a vehicle to provide job-embedded professional development. Yet, research shows that an ill-conceived PLC can actually impede student achievement and limit the professional growth of its participant (Tarnoczi, 2006; Wood, 2007). Therefore, developing TL candidates’ skills to create and sustain effective PLC practices that provide job-embedded professional development is a critical aspect of the TL program.

Finally, there seems to be a notion among some educators in struggling districts that adding programs found in highly successful school districts will transform their schools and dramatically improve student learning. The lesson of effective and ineffective SBDM councils found throughout the Commonwealth is but one example that promising practice must be linked with effective strategies and on-going commitment in order to ensure lasting change and improved student learning. Mastery learning, Response to Intervention, assessment for learning, technology rich instruction, cooperative learning, active student engagement through project-based learning, and a number of other effective educational practices have been linked to improved student learning. Yet, to be effective these practices cannot simply be added to the plate of alternatives where educators are asked to choose something about which they have heard. Professional development must be linked to what is happening in the classroom. Training must be evaluated. Data must be used to help verify what is working and what needs to be changed. In a number of TL program activities (e.g., development of a Teacher Performance Assessment [TPA], development/revision of curriculum maps, case studies with students at varying
levels of learning, examination of policy and practice in light of their impact on student learning, use of Standard and Indicators for School Improvement [SISI] to develop improvement plans, collaboration with peers for development and evaluation of intervention strategies) TL program candidates will examine their own practice and school policy, linking these issues to research-based programs. Candidates will then participate in and lead job-embedded professional development all of which has been informed by activities in the candidate’s classroom, school, and district.

**Multiple Career Pathways**
Candidates in the TL program will be offered a number of options that will provide a variety of initial and future career paths, depending upon individual interest and need. Candidates will be able to choose from several program options:

- **Interdisciplinary:** primarily designed for PreK-5 candidates, this option will allow for choices from a broad menu of possible learning opportunities that could deepen understanding in several chosen content areas.

- **Specialty Emphasis:** designed for those candidates who wish to deepen their understanding in a specific content area, i.e. English, social studies, business, literacy, school community leader, gifted, and special education.

- **Endorsement:** designed for candidates who want to pursue an approved endorsement recognized by the Education Professional Standards Board.

- **Specialty area/Endorsement and National Board Certification for Teachers:** designed for candidates to complete both a master’s degree in Teacher Leadership and complete requirements for National Board Certification in an area of choice. This option would result in achievement of Rank I in a single program.

**Mixed Delivery Methods**
Delivery methods for these programs and options will vary depending upon the nature of the content as well as needs of the candidates. A variety of methods will be employed including online/web-based learning, web-assisted learning, and face-to-face learning. Some may involve intense workshop formats, semester courses, weekend meetings, cohort/region meetings, school/district-based format, and collaborative/blocked courses format.

Further, some courses will be co-delivered by both university faculty and public school educators, including classroom teachers, administrators, counselors, etc. Public school personnel will also provide mentoring for candidates in schools/districts, offer professional development for university personnel, and have input into the revision and development of course offerings.

**Program Curriculum**

[Back to Table of Contents]
Clinical or Practicum Experiences
All program options require an extensive amount of field experiences. These experiences include a myriad of issues including evaluation and analysis of current practice and policies, examination of individual student and school data, participation with and fulfilling leadership roles with the SBDM council and/or related committees, development and delivery of professional development, modeling effective instructional strategies, development and evaluation of curriculum resources, and identification of an issue facing the school and developing a research proposal related to that issue.

Additionally, candidates will be required to analyze educational practices that occur in diverse settings. Diverse settings will be defined by dividing the schools within Morehead State University’s service region into four quartiles. Schools with the least diverse student populations will be placed in the first quartile (Q1) while schools with the most diverse student populations will be placed in the fourth quartile (Q4). Quartiles two and three (Q2 and Q3) will include schools that fall along the continuum. MSU’s diversity designation uses the NCATE definition of diversity, which includes ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. Candidates will be required to complete and document at least ten (10) hours in clinical, field or practicum experiences in schools designated in Q3 or Q4 for each area of diversity.

Finally, candidates in the TL program on admission will begin to engage with the Professional Education Unit’s diversity plan. An online seminar is planned for candidates in all graduate programs. Candidates in the TL program will engage with their peers and with faculty from multiple gender and ethnic/racial groups through readings, discussions, and reflections in order to acquire and demonstrate knowledge, skills, and dispositions necessary to effectively teach diverse student populations. A perceived diversity knowledge survey and diversity education assessment will be administered to all candidates prior to completion of their program.

Differentiated Instruction for PreK – 12 Students
One of the underlying goals of the program is to develop candidates’ ability to see both the big picture from an organizational level and the small picture from the individual student level. Seeing the big picture enables leaders to understand and effectively use the various influences that impact the schooling process. Seeing the smaller picture from the student level allows for identification of individual differences and addressing the differentiated developmental needs.

Candidates will examine practices that enable schools to serve some groups in our culture better than others. This component will include an examination of how specific classroom and school policies and administrative decisions can perpetuate inappropriate discrimination, and how new processes can be developed to offer more appropriate instruction to all learners, no matter what their developmental level, their natural interests and talents, or their cultural and linguistic background. Further, candidates will examine philosophical and paradigmatic assumptions that underlie different instructional models and have historically undermined differentiated instruction.
To effectively address the needs of significantly diverse students in a single setting, candidates explore, discuss, and receive training in a variety of models of collaborative co-teaching. Effective implementation of co-teaching models emphasizes utilizing the different but complementary instructional and management skills of teachers working in dyads or in teams, and has been shown to enhance the academic and behavioral success of students with a wide range of needs. Candidates may implement co-teaching strategies in their classrooms in partnership with colleagues in their school. In completing this task, candidates will establish measurable goals, document progress towards achieving those goals, and engage in a process of reflection, with feedback from the course instructor and mentors, as they strive for best practice in providing differentiated instruction in a collaborative setting.

Finally, candidates will assess and evaluate PreK-12 students for developmental differences across domains of development and individual contexts and relate them to any observed differences in student achievement and behavior in the classroom. These case studies will provide a basis for tentative planning for differentiated instruction and assessment practices appropriate for the variations observed in the students.

**Enhancing Content Knowledge**

In the TL program, at least 12 credit hours are designated to provide opportunities for enhancing a candidate’s content knowledge. A candidate may choose from among the provided options, which include an interdisciplinary approach, specialty/content specific areas of study, and recognized endorsements that focus on a specific content area. [See “Options” for a more complete listing of content-specific courses.]

**Evaluation of Research**

Training teacher leaders to be consumers, developers, implementers, and evaluators of research will serve to inform their educational practice throughout their educational careers. Developing these skills will include opportunities in which candidates evaluate the quality of research on student learning and college readiness, identify research-based strategies for delivering differentiated instruction for PreK-12 students based on continuous assessment of student learning and classroom management, and describe research-based findings on instructional methods that support PreK-12 student achievement in diverse settings. Candidates will use research-based evidence to reflect on and evaluate teaching and learning, collaborate with professionals in the public schools to identify research questions that improve learning in specific settings, and, in collaboration with professionals in the local school or district, select a research question or questions and an appropriate research design that will result in an answer to the question(s). The research question(s) will be formulated in such a way that they can be linked to and examined in a variety of the candidates’ core and content specific courses. Additionally, candidates will use research skills when designing, implementing, and analyzing differentiated instructional practices to meet diverse learning needs of the students using the Program of Studies, Core Content for Assessment, and college readiness standards. They will develop a curriculum framework and an implementation proposal for their classroom that will require the proposal be enacted and researched to evaluate its efficacy through multiple observations and assessments. Candidates selecting the National Board Certification option will be involved in multiple action research projects that include observing,
collecting and analyzing data within their own classroom, all designed to bring about improved student achievement.

**Program of Studies, Core Content, and College Readiness Standards**
Kentucky’s Program of Studies, Core Content for Assessment, and those standards related to college readiness are embedded in the options offered in this program. Content-specific learning will allow each candidate to focus on the relevant aspects of the Program of Studies, Core Content for Assessment, and college readiness standards, as well as the professional standards for each discipline. Exploration of interdisciplinary and cross-curricular planning will be encouraged in the program.

**Continuous Assessment**

**Goals of the program**
1. Within three years of program completion, alumni will demonstrate the ability to make a positive impact on PreK-12 student learning.
2. Within three years of program completion, alumni will be able to document at least five classroom, school, or district leadership accomplishments (using criteria established by the National Board for Professional Teaching Standards).
3. At least 80% of candidates who seek National Board Certification will attain the certification within three years of completing the program.
4. The number of candidates seeking National Board Certification will increase 5% over each three-year period.
5. At least 50% of alumni will seek leadership opportunities beyond the classroom. This may include school or district leadership or leadership within state and national professional organizations.

**Objectives of the Program (also see Curriculum Matrix)**
Successful candidates will...

a. Be leaders in their schools and districts.
b. Evaluate high-quality research on student learning and college readiness.
c. Deliver differentiated instruction for PreK-12 students based on continuous assessment of student learning and classroom management.
d. Gain expertise in content knowledge.
e. Incorporate reflections that inform best practice in preparing PreK-12 students for postsecondary opportunities.
f. Support PreK-12 student achievement in diverse settings.
g. Enhance instructional design utilizing the Program of Studies, Core Content for Assessment, and college readiness standards.
h. Design and plan instruction.
i. Create and maintain a learning climate.
j. Implement and manage instruction.
k. Assess and communicate learning results.
l. Demonstrate the implementation of technology.
m. Reflect on and Evaluate teaching and learning.

n. Collaborate with colleagues, parents, and others.

o. Evaluate teaching and implement professional development.

p. Provide leadership within school, community, and profession.

q. Design and conduct professionally relevant research projects.

**Tracking Progress**

1. Candidates will post in the CoE’s electronic assessment system (Tk20) the products generated as a part of each critical performance. Each critical performance must be completed at a minimum of 80% mastery before being posted.

2. At program completion candidates will post in Tk20 at least five (5) documented accomplishments in the area of school, community and district leadership following the standards established by NBPTS in their content areas. (NBPTS allows for no more than eight documented accomplishments)

3. Once yearly, program faculty and the Advisory Committee will review and analyze critical performances and Teacher Performance Assessments and will make necessary changes to courses and processes as needed.

4. Candidate Assessment Points, or Gates, data will be reviewed and analyzed yearly by program faculty and the Advisory Committee to make improvements or modifications in the TL program.
Impact on PreK-12 Student Learning
Creating improvement in school and district academic results is best accomplished one student at a time. While the general public’s attention is usually focused on school and district-wide results, improving a school or district’s academic performance begins with improving individual student learning. Because measuring student learning ranges from the macro (school or district) level to the micro (individual student) level, candidates will be involved in activities that address this continuum. The following activities represent a wide range of activities in which candidates will be involved that will help determine the program’s impact on student learning:

- Candidates will complete action research projects, which will focus on student learning and the influence that various classroom practices and instructional strategies have on that learning.
- Candidates will disaggregate school-wide, state-mandated testing data and reflect on what changes (e.g., policy, practice, curricular, instructional) were made as a result of that disaggregation and what measurable improvement in student achievement occurred.
- Candidates will compare the achievement of learners at the same grade level but in different stages of development across developmental domains, construct developmentally appropriate teaching strategies for each student, and measure the impact of the differentiated instruction.
- Candidates will complete a Teacher Performance Assessment (TPA) that will require development of learning goals, an assessment plan, designing instruction focusing on the differentiated student learning needs within their classrooms, implementation and refinement of the instruction, an analysis of the learning results, and reflections on what worked and what could be improved.
- Candidates will develop curriculum, design instructional strategies to implement the curriculum, and evaluate the impact of that curriculum on student learning.

Process for Evaluating Program Effectiveness
In addition to analyzing program effectiveness through faculty review and modification of the TL program described in the Tracking Progress section above, program effectiveness will be measured using the following strategies: (1) successful completion of critical performances; (2) completion of program gates; and, (3) attainment of program goals.

Critical Performances – Each of the core courses has at least one critical performance that must be completed by all candidates. Additionally, each critical performance is linked to one or more program objectives. These critical performances require candidates to demonstrate mastery (at the 80% success level) of related Teacher Standards. All critical performances are tied directly to application of skills that are a part of the TL curriculum and are designed to improve student learning or learning experiences for PreK-12 students.

Program Gates – There are a number of gates through which candidates must pass on their way to program completion. These include (1) Admission to the Program, (2) Candidacy, and (3) Program Completion/Exit. At each of the gates, candidate progress toward program completion is measured and support, guidance, and coaching is provided to each candidate depending on identified need.
Program Goals – Program goals are measured most effectively by gathering data from program alumni and PreK-12 partners. Additionally, measures for the degree to which the program has been successful will become more and more helpful for program analysis beginning (and continuing) three years after the first group of candidates graduates from the program. While data will be collected each year on candidates and alumni, we expect attainment of program goals to be demonstrated approximately three years following program implementation.

Culminating or Capstone Experiences
Each of the core courses seeks to develop teacher leadership skills that ultimately will bring about improved student learning. To that end, candidates will be involved in activities and projects throughout the teacher leader program that cause them to critically examine current practices and suggest continuation of the practices or develop strategies for improvement. One of the major objectives in the Research and the Teacher Leader course is to “Collaborate with professionals in the public schools to identify research questions that would improve learning in specific settings.” These questions then become foundational in the candidates’ work in subsequent courses and will be the nucleus around which their capstone projects are built. For example, in the Collaboration course the candidate will link course objectives with their research question. Further, while candidates will receive guidance in their courses related to their research projects they will also be expected to develop ownership of the capstone projects and identify the venue in which it will be presented. Candidates will be encouraged to present their capstone projects in settings that are most appropriate for their projects. For example, candidates who are working on a school improvement project may present their findings before the SBDM council. Other candidates may have projects that are more appropriate for a presentation before the Board of Education, while others may find the best setting to be a professional learning community comprised of others most impacted by the project. Many candidates will present their capstone in the Curriculum and Instructional Design course. All candidates will be required to post an electronic version of individual presentations and support documents in Blackboard, our electronic course management system. Posting in Blackboard will allow for peer review as well as make the projects available to all members of the Teacher Leader Advisory Committee. A three member
committee consisting of the TL program lead (or designee), a PreK-12 educator, and a peer (i.e., another candidate completing the program at the same time or a recent [within the last two years] TL program graduate) will evaluate each capstone project.

**Research Methodologies for Culminating or Capstone Project**

Research methodologies may vary from candidate to candidate. Some may choose to complete qualitative projects while others complete quantitative projects. Some may complete comprehensive case studies of individual students while others complete a study that is more ethnographic in nature. The goal of the culminating project is to provide teacher leader candidates the skills necessary to make data-driven decisions. The capstone guidelines and scoring rubric follow the Continuous Assessment System below.

**Assessment of Mastery of Kentucky Teacher Standards**

The Kentucky Teacher Standards and the Kentucky IECE Teacher Standards are a part of the program objectives. Individual courses are linked to program objectives and are assessed at the course level. Demonstration of mastery will take on a number of forms that may include Teacher Performance Assessment, action research projects, presentations, development of professional development opportunities, disaggregation of data, and collaboration with colleagues and parents in improving student achievement. Additionally, critical performances are tied to program objectives and the Kentucky Teacher Standards. Therefore, candidate success on critical performances is a direct link to mastery of the Teacher Standards.
<table>
<thead>
<tr>
<th>Program Goals and Objectives</th>
<th>When Assessed</th>
<th>Method of Assessment</th>
<th>Who is Responsible</th>
<th>How will the assessment be used?</th>
</tr>
</thead>
<tbody>
<tr>
<td>G - 1 Within three years of program completion, alumni will demonstrate the ability to make a positive impact on PreK-12 student learning.</td>
<td>Every 3 years</td>
<td>Data matrix*</td>
<td>Dept Chair, CoE Assessment Coord</td>
<td>Course and Program revision</td>
</tr>
<tr>
<td>G - 2 Within three years of program completion, alumni will be able to document at least 5 classroom, school, or district leadership activities.</td>
<td>Every 3 years</td>
<td>Alumni survey</td>
<td>Dept Chair, CoE Assessment Coord</td>
<td>Course and Program revision</td>
</tr>
<tr>
<td>G - 3 At least 80% of candidates who seek National Board Certification will attain the certification within three years of completing the program.</td>
<td>Annually</td>
<td>Alumni survey, ESPB certification</td>
<td>Dept Chair, CoE Assessment Coord</td>
<td>Gates and Program revision</td>
</tr>
<tr>
<td>G - 4 The number of candidates seeking National Board Certification will increase 5% over each three-year period.</td>
<td>Every 3 years</td>
<td>Alumni survey, ESPB certification</td>
<td>Dept Chair, CoE Assessment Coord</td>
<td>Gates and Program revision</td>
</tr>
<tr>
<td>G - 5 At least 50% of alumni will seek leadership opportunities beyond the classroom. (e.g., school or district leadership or leadership within local, state and national professional organizations)</td>
<td>Annually</td>
<td>Alumni survey, advisory committee input</td>
<td>Dept Chair, CoE Assessment Coord</td>
<td>Gates and Program revision</td>
</tr>
</tbody>
</table>

Successful candidates will...

| O – 1 Be leaders in their schools and districts | In program courses | Critical Performances | MSU Faculty | Course and Program revision |
| O – 2 Evaluate high-quality research on student learning and college readiness | In program courses | Critical Performances | MSU Faculty | Course and Program revision |
| O – 3 Deliver differentiated instruction for PreK-12 students based on continuous assessment of student learning and classroom management | In program courses | Critical Performances | MSU Faculty | Course and Program revision |
| O – 4 Gain expertise in content knowledge | In program courses | Critical Performances | MSU Faculty | Course and Program revision |
| O – 5 Incorporate reflections that inform best practice in preparing PreK-12 students for postsecondary opportunities | In program courses | Critical Performances | MSU Faculty | Course and Program revision |
| O – 6 Support PreK-12 student achievement in diverse settings | In program courses | Critical Performances | MSU Faculty | Course and Program revision |
| O – 7 Enhance instructional design utilizing the Program of Studies, Core Content for Assessment, and college readiness standards | In program courses | Critical Performances | MSU Faculty | Course and Program revision |
| O – 8 Design and plan instruction | In program courses | Critical Performances | MSU Faculty | Course and Program revision |
| O – 9 Create and maintain a learning climate | In program courses | Critical Performances | MSU Faculty | Course and Program revision |
| O – 10 Implement and manage instruction | In program courses | Critical Performances | MSU Faculty | Course and Program revision |
## Teacher Leader – Continuous Assessment
### Of Program Goals and Objectives (Continued)

<table>
<thead>
<tr>
<th>Program Goals and Objectives (continued)</th>
<th>When Assessed</th>
<th>Method of Assessment</th>
<th>Who is Responsible</th>
<th>How will the assessment be used?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful candidates will...</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>O – 11</td>
<td>Assess and communicate learning results</td>
<td>In program courses</td>
<td>Critical Performances</td>
<td>MSU Faculty</td>
</tr>
<tr>
<td>O – 12</td>
<td>Demonstrate the implementation of technology</td>
<td>In program courses</td>
<td>Critical Performances</td>
<td>MSU Faculty</td>
</tr>
<tr>
<td>O – 13</td>
<td>Reflect on and Evaluate teaching and learning</td>
<td>In program courses</td>
<td>Critical Performances</td>
<td>MSU Faculty</td>
</tr>
<tr>
<td>O – 14</td>
<td>Collaborate with colleagues, parents, and others</td>
<td>In program courses</td>
<td>Critical Performances</td>
<td>MSU Faculty</td>
</tr>
<tr>
<td>O – 15</td>
<td>Evaluate teaching and implements professional development</td>
<td>In program courses</td>
<td>Critical Performances</td>
<td>MSU Faculty</td>
</tr>
<tr>
<td>O – 16</td>
<td>Provide leadership within school, community, and profession</td>
<td>In program courses</td>
<td>Critical Performances</td>
<td>MSU Faculty</td>
</tr>
<tr>
<td>O – 17</td>
<td>Design and conduct professionally relevant research projects</td>
<td>In program courses</td>
<td>Critical Performances</td>
<td>MSU Faculty</td>
</tr>
</tbody>
</table>

*The proposed data matrix may include input from the Advisory Committee, alumni surveys, and the KIDS project – the State Longitudinal Data Base (SLDS).*
Capstone Project Guidelines & Scoring Rubric

Objectives
The capstone project is a reflection of candidate leadership skills. It provides the opportunity for candidates to demonstrate independence and originality, to plan and organize a project over a period of time, and to put into practice some of the concepts and skills that are a part of the Teacher Leader program.

Choosing a Project
The idea for the project more than likely will come from the course Research and Teacher Leader. In that course candidates will collaborate with professionals in the local school or district, select a research question or questions and an appropriate research design that will result in an answer to the question. The goal of the project is to bring about improved student achievement in the candidate’s school. In planning the project, candidates should assume that they are directing the planning and implementation of the project. As a reflection of leadership skills, whenever possible and appropriate, candidates should collaborate with other stakeholders.

Designing the Project
Identify the problem
Working in collaboration with professionals in the local school or districts candidates will identify a problem and develop an appropriate research design that will result in an answer to the problem. Candidates will explain why the problem needs to be solved and the potential benefit to student achievement.

Context The demographics and the context in which the problem exists are to be described.

Procedures
As appropriate research design should be designed and described with a timeline for completion.

Implementation and Assessment
Candidates will implement the project and assess the success of the project describing the impact the project had on students, the classroom, and the school.

Presentation
The capstone project will be presented to an audience of peers, university faculty, and PreK-12 leaders. The presentation will include an overview of the project, lessons learned, impact on PreK-12 student achievement, and recommendations for next steps.

Reflections
Candidates will reflect on the project citing lessons learned, what they might do differently if the project were repeated, and suggestions for implementation by others who may be seeking ways to improve student learning.

Scoring Guide
Candidates are STRONGLY encouraged to use the Capstone Scoring Guide in all phases of the project.
## Capstone Scoring Guide

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Selection and Problem Identification</td>
<td>Project is somewhat relevant, although there is no obvious connection to student achievement. There is little or no linkage of the project to the Kentucky Teacher Standards.</td>
<td>Project seems relevant, although there is no obvious collaboration with school and/or district professionals. The linkage or connection to student achievement is serendipitous at best. There is limited linkage of the project and the Kentucky Teacher Standards.</td>
<td>Project was selected and planned with some collaboration with school and/or district professionals. There are some connection to student achievement although not measurable. The candidate links the project to the Kentucky Teacher Standards.</td>
<td>Project was selected and planned with a variety of collaboration sessions with school and/or district professionals. A direct connection to student achievement is made. The candidate links the project to the Kentucky Teacher Standards.</td>
</tr>
</tbody>
</table>

### Comments

**Context**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate’s presentation of context fails to clearly identify the setting for the project.</td>
<td>Candidate shares context of his/her project. The role group(s), setting, policies and procedures, and barriers are articulated, but the candidate’s presentation leaves questions about more than one aspect of the context.</td>
<td>Candidate shares context of his/her project. The role group(s), setting, policies and procedures, and barriers are articulated, but the candidate’s presentation leaves questions about one aspect of the context.</td>
<td>Candidate shares a clear picture of context of his/her project. The role group(s), setting, policies and procedures, and barriers are articulated.</td>
</tr>
</tbody>
</table>

Ideas in this scoring guide were taken from a number of aspiring leaders programs including projects in Jefferson, Graves, and Pike Counties.
<table>
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<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedures</td>
<td>Methodology is not shared.</td>
<td>Candidate fails to share methodology and/or people involved, and/or a general idea of the timeline used in the project.</td>
<td>Candidate shares methodology, people involved, and a general idea of the timeline used in the project.</td>
<td>Candidate clearly shares methodology including people involved as well as a timeline of the work.</td>
</tr>
<tr>
<td>Assessment / Impact</td>
<td>There is little or no evidence of an assessment plan, and there is little evidence that the process and outcome have been analyzed and evaluated.</td>
<td>There is little or no evidence of an assessment plan, or there is little evidence that the process and outcome have been analyzed and evaluated.</td>
<td>The plan for assessment was not integrated into the planning and the success of the candidate’s efforts is sketchy and/or there is evidence that the process and outcome have been analyzed and evaluated; however, application of the findings is missing.</td>
<td>A plan for assessment was initiated at the beginning of the project, implemented, and results reported. There is evidence that the process and outcome have been carefully analyzed and evaluated. A plan for refinement is presented.</td>
</tr>
</tbody>
</table>

Ideas in this scoring guide were taken from a number of aspiring leaders programs including projects in Jefferson, Graves, and Pike Counties.
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<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation</strong></td>
<td>The audience receives a garbled message due to problems relating to the presentation.</td>
<td>Due to the form and presentation of the oral and visual text, parts of the presentation are unclear.</td>
<td>The presenter’s message is understandable in its format.</td>
<td>The form and presentation of the oral and visual text enhances the ability of the audience to understand and connect with the message.</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>Reflection does not adequately or accurately connect the project lessons learned, suggestions for what might be done differently if project were implemented again, and/or limited or no linkage to improved student achievement.</td>
<td>Reflection is minimally connected to lessons learned. Little or no discussion related to what might be done differently if project were implemented again and loose linkages to improved student achievement.</td>
<td>Reflection connects project to lessons learned, provides some general ideas about what might be done differently if project were implemented again, and some general linkage to improved student achievement.</td>
<td>Reflection specifically connects project to lessons learned, provides suggestions for what might be done differently if project were implemented again, and a clear linkage to improved student achievement.</td>
</tr>
</tbody>
</table>

**Comments**

Minimum passing score - 18

Ideas in this scoring guide were taken from a number of aspiring leaders programs including projects in Jefferson, Graves, and Pike Counties.
EDTL 601 - Leadership and Decision Making

Course Description
This course provides foundational experience for all Teacher Leader graduate programs. The course explores the various forms of instructional leadership, the impact of leadership on student achievement, and develops knowledge and skills related to professionalism, organizational analysis, critical reflection, and planning. Central to this course is the analysis of multiple data sources to plan and implement strategies for improved student achievement.

CONCEPTUAL FRAMEWORK FOR EDUCATOR PREPARATION PROGRAM:
Community Engagement: A Light to and from the Mountains
The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia – preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Courses Objectives (linked to program objectives)
At the conclusion of this course master’s candidates will be able to do the following:
1. Describe various forms of instructional leadership and the impact of leadership on student achievement (PO 2, PO 6)
2. Have the knowledge and skills base related to professionalism, organizational analysis, critical reflection, and planning. (PO 5)
3. Be able to analyze multiple data sources to plan and implement strategies for improving student achievement. This analysis to include a variety of data types including individual-performance data (e.g., Individual Education Plan [IEP], classroom performance data, standardized assessments and school-performance. (PO 7, PO 11)
4. Understand the impact of leadership on school culture and classroom climate. (PO 6, PO9)
5. Identify interests, career goals, major program projects, and related professional development experiences. (PO 15)
6. Begin to develop the skills necessary to be leaders in their schools and districts. (PO 1)
7. Identify internal and external data sources in a school setting. (PO2, PO 14)
Course Activities & Related Assessment Procedures.
Foundational to the following activities and assessments is the understanding that the candidate will use his or her own classroom, school, and district in identifying, evaluating, implementing and evaluating the activities. Furthermore, active involvement of principals, instructional supervisors, and other teacher leaders in the school and district to provide coaching and mentoring will help ensure the professional growth of the candidate and the long-term, positive influence the candidate will have on the classroom, school, and district.

1. Leaders in their Classroom, Schools, and Districts. Candidates will explore the domain of leadership and how it impacts decision making in the school, district, community, and the profession. Guiding questions include: (1) What does teacher leadership mean for the larger domain outside the classroom? (2) In working with colleagues, parents, administrators, and other partners? (3) For the school and district? Candidates will interview a student, parent, principal, district level administrator, and a community leader, and then develop a graphic presentation that captures what a school should be, including each of the stakeholder perspectives. Candidates will produce a presentation (e.g., PowerPoint, podcast, video) that outlines the array of stakeholders that a teacher leader impacts, and what leadership ‘core values’ are non-negotiables in an ethically driven, student-centered school community. Candidates will then use the presentation to inform educators’ practice (e.g., SBDM council meeting, PLC, grade-alike meeting, etc.). (100 points)

2. Examining School Practices. The document Standards and Indicators for School Improvement (SISI) will be discussed to introduce/reinforce the standards by which Kentucky public schools are audited and improvement plans developed. Using their own school (or one with which they’re familiar) candidates will select one of the standards, gather and evaluate available data, and assign a performance rating for each Indicator for that standard. For Indicators that are assigned a one or two rating, candidates will identify (at least) two potential strategies to raise the performance level. For Indicators that are assigned a three or four performance level, candidates will identify two practices present in the school to support the assigned rating. Candidates will use their work to inform practice either in their classroom or school and provide a reflection that includes specific examples of how their analysis informed practice. Specific examples may include changes in the candidate’s instructional strategies, revision of SBDM policies, Professional Learning Community activities, review of school schedule, etc. (50 points)

3. Preparing PreK-12 Students for the Next Level and Enhancing Instructional Design. Using the Program of Studies, Core Content for Assessment, and college readiness standards (for candidates at the secondary level) candidates will conduct a vertical analysis of their school’s curricula. Guiding questions include (1) What steps have been taken to ensure that the course content for the grade levels preceding the level at which I teach adequately prepare students? (2) How does the course content at the grade level at which I teach align with the course content at the subsequent grade level? Candidates will select one content area and analyze or develop curriculum maps within their school. Candidates will provide evidence that this analysis has been shared with task-alike peers noting areas of appropriate alignment and areas that need revision. (50 points)
4. **Professional Growth/Graduate Program Plan.** Using the growth plan developed at the school district level and a self-analysis that focuses on professional career goals, candidates will develop a comprehensive career plan that integrates school district professional development opportunities and their graduate program plan. In the development of this plan each candidate will document how he or she has consulted with university professors, their principal, and district leadership, and have integrated the input from each of these individuals into his or her individual plan. See Appendix A for more information. (100 points)

5. **Leadership in Diverse Settings.** Candidates will compare and contrast policies, practices, and procedures with a classroom or school that has a student population different than their own. The difference must be at least half or double the identified demographic. For example if the identified demographic is low SES, if a candidate is in a school where 30% of the students are on free or reduced-price lunch, the candidate may select a school that has either 15% (or less) or 60% (or more) free or reduced-price lunch. If the demographic is the gender of students, a candidate in a mixed-gender classroom may select a single gender classroom. Candidates will use research that focuses on improved student achievement (e.g., effective schools’ research, single-gender classroom, ethnic inclusion) and compare/contrast practices in the two schools selected. (100 points)

6. **Collaboration with Colleagues, Parents, and Others** To better understand the importance of developing professional relationships in the school and larger community candidates will
   a. Role-play typical school scenarios that involve a disagreement between two or more parties and require a “win, win” understanding of conflict resolution. This activity will include Covey’s “Seven Habits” graphic and a discussion of what Covey means by always seeking ‘the third answer’.
   b. Complete a culture audit of their school, and report their findings to the class and the school’s SBDM council. For schools with cultural audits less than a year old, candidates will complete a case study to determine if changes have been made as a result of the last audit.
   c. Research professional learning communities (PLC), finding both positive and negative aspects of the PLC structure. If an effective professional learning community is not present in the candidate’s school, a candidate will visit a school that has been trained in effective use of professional learning communities and develop strategies for implementation in his or her own school. Development (if not present), participation, and leading of PLC’s will be an on-going expectation for candidates throughout the TL program.
   d. Develop a sample district plan that focuses on emotional intelligence training, effective teams, trust, and authentic communication. The plan will be shared with district leadership. Guiding questions include (1) What role does the teacher leader play in developing professional relationships with other stakeholders? (2) What is the teacher leader’s role in professional learning communities? (3) How can the teacher leader encourage stronger relationship between the school and the home? (100 points)

7. **Assesses and Communicates Results.** Using all relevant data each candidate will develop a systematic SWOT analysis of their classroom, school, or district. This analysis must be situated within an ecological analysis of the various forces impacting American education and conclude with recommendations for improvement. The candidate will present the results of the data to either a
professional learning community, SBDM council, school-based committee, or a similar group. (100 points)

8. **Evaluates Teaching and Implements Professional Development.** Critical to the improvement of instructional delivery is the ability to evaluate teaching and design activities to improve student learning. Candidates will share classroom assessments they have developed and the results of those assessments (e.g., student scores [without identifying individual students], what the candidates did as a result of the assessments, and reflections based on the assessment. The candidates’ peers (other candidates) will provide feedback following a prescribed feedback process (e.g., tuning protocol, critical friend). The candidates will then develop and implement professional development using the data gathered from the self-reflections and peer assessments. (100 points)

9. **Reflects on and Evaluates Teaching & Learning.** Candidates will complete a Teacher Performance Assessment (TPA) and share the results with at least one other colleague at their schools. (100 points)

**Critical Performance** (200 points)
Working in their own schools (or in schools with which they are very familiar) with the principal and/or professional development committee candidates will develop a personal and school-wide professional development plan. These should include the following:

- Analysis of results of (at least) the last three years of state-mandated assessments. This analysis should include the areas in which students tend to perform best and a discussion linking the student achievement to specific practices, policies, programs, etc., within the school. Further, the analysis should include the areas in which students tend to perform weakest.
- Disaggregation of state-mandated data to reflect how subpopulations (e.g., male/female, SES levels, ethnicity) perform
- Synthesis of at least three additional data sources (e.g. scholastic audits, culture & climate surveys, school improvement plans [current and 2 preceding plans], implementation & impact checks, professional development plan, school technology plan). This synthesis should include the candidate’s perceptions of what is working and what may need to be changed.
- Identification of resources needed for the professional development plan to include financial, human, and time.
- An evaluation plan to gauge the level of success of the professional development plan.

**Grading Scale**

- 900 – 1000 A
- 800 – 899 B
- 700 – 799 C
- 600 – 699 D
- < 600 E

**ADA Statement:**
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Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services, the student should immediately contact the Disability Services Coordinator in room 204-E, ADUC, 606-783-5188, www.moreheadstate.edu/disability/.

Campus Safety Statement:
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Suggested Resources
**School, District, and State Resources**

- Kentucky’s Core Content for Assessment
- Kentucky’s Program of Studies
- Kentucky School Council Guidelines/Policies (KASC resources)
- Kentucky’s Scholastic Indicators for School Improvement (SISI--2008 version)
- Sample Scholastic Audit from Kentucky Department of Education
- School and District Assessment Data (CATS, NCLB, ACT, college readiness standards, and other assessment data)
- School Consolidated Improvement Plan (I and I checks, other data)
- School Culture and Climate Surveys (Effective Schools, and/or other)
- School District Improvement Plan
- School/District Curriculum Documents (Including master schedules, co-curricular and extra-curricular menu of services)
- School/District Professional Development Plans
- School/District Technology Plan
- School/District Special Education and Title I Data
Professional Growth/Graduate Program Plan

Candidate’s Name (printed) ______________________________________________________________

School & district in which candidate will complete TL activities _______________________________________________________________________

Goals from candidate’s Individual Growth Plan (IGP) developed at the school/district level and planned Professional Development activities

1. _______________________________________________________________________________
   _______________________________________________________________________________
   _______________________________________________________________________________

2. _______________________________________________________________________________
   _______________________________________________________________________________
   _______________________________________________________________________________

3. _______________________________________________________________________________
   _______________________________________________________________________________
   _______________________________________________________________________________

Candidate’s career goals

1. _______________________________________________________________________________
   _______________________________________________________________________________
   _______________________________________________________________________________

2. _______________________________________________________________________________
   _______________________________________________________________________________
   _______________________________________________________________________________

3. _______________________________________________________________________________
   _______________________________________________________________________________
   _______________________________________________________________________________

Area of specialization (Selected area of specialization must fit into the candidates IGP, career, and professional goals. Candidates and their advisor will sign the curriculum map for the area of specialization. Curriculum maps provide more detail for each area of specialization.)

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Briefly describe how the Teacher Leader program will help you develop as a teacher leader.

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
The Teacher Leader program has six core courses listed below. Following each course title, briefly describe how you anticipate the course will help you develop as a teacher leader.

1. Leadership and Decision-Making ______________________________________________________
   __________________________________________________________________________________
   __________________________________________________________________________________

2. Education in Context ________________________________________________________________
   __________________________________________________________________________________
   __________________________________________________________________________________

3. Research and Teacher Leadership ______________________________________________________
   __________________________________________________________________________________
   __________________________________________________________________________________

4. Developmental Analysis of Learning ____________________________________________________
   __________________________________________________________________________________
   __________________________________________________________________________________

5. Collaboration for Teachers ____________________________________________________________
   __________________________________________________________________________________
   __________________________________________________________________________________

6. Curriculum and Instructional Design ____________________________________________________
   __________________________________________________________________________________
   __________________________________________________________________________________

How does the TL program help meet your professional development needs? ______________________
   __________________________________________________________________________________
   __________________________________________________________________________________

At the heart of Morehead State University’s Teacher Leader Program is the desire to develop the educational leadership skills of program participants and improve the learning of the PreK – 12 students the participants serve. To help ensure this goal is met, program participants must be provided opportunities to see effective educators at work and, when appropriate, lead activities designed to increase student achievement. Signatures below indicate support for the candidate to participate in MSU’s Teacher Leader program and related program activities. These activities will include opportunities designed to foster leadership skills among its participants and may include leading school-based committees, developing PD for professional learning communities, leading job-alike improvement initiatives, etc. The extent to which participants are able to participate in these activities is determined at the school level.

Candidate’s Signature ___________________________ Date ________________

Name of School and District (printed) ________________________________________________

School official’s name (printed) ______________________________________________________

School official’s signature ___________________________ Date ________________

MSU advisor’s name (printed) ______________________________________________________

MSU advisor’s signature ___________________________ Date ________________
Course Description: This course prepares teachers for leadership roles through 1) an examination of both classic and contemporary theories of education; 2) an exploration of diverse pedagogical models and theories; and, 3) an analysis of the decision-making assumptions and processes that impact upon school practices. It explores both professional literature and practicing teachers’ perceptions about what schools and their leaders actually do and engages them in debates about what schools and their leaders should do. Candidates will analyze various perspectives, assumptions, strengths and weaknesses of these theories and models. Candidates will research the connection between theory and practice in actual school settings.

CONCEPTUAL FRAMEWORK FOR EDUCATOR PREPARATION PROGRAM:
Community Engagement: A Light to and from the Mountains
The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia – preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Course Objectives: At the conclusion of this course candidates will be able to do the following:
1. Understand and analyze key issues facing Kentucky school leaders today in the context of major intellectual, social, economic and political forces shaping education in the state and the nation. (PO 1, PO 13)
2. Understand and analyze core theories and models of education and school leadership in light of contemporary scholarship. (PO 5)
3. Understand the challenges and benefits of differentiated instruction from the perspectives of differing pedagogical paradigms. (PO 3)
4. Understand the importance of cultural diversity as a part of the educational experience as well as the challenges of providing that experience in rural settings. (PO 6)
5. Understand the challenges of putting theory into practice. (PO 8)
6. Be conversant with key concepts from sociology, history, and philosophy of education that will contribute to their professional literacy. (PO 15)
7. Begin to develop local district specific research interests that they can pursue throughout their masters degree studies. (PO 17)
8. Communicate effectively in both oral and written form.
EPSB Themes:
Diversity:
This course will explore the concept of diversity in relation to exceptional children, gender, culture, race and socio-economic status.

Assessment:
This course will introduce the idea of assessment and evaluation.

Literacy/Reading:
This course will introduce the concept of literacy, examine various definitions of literacy, and relate it to our liberal democratic republic.

Closing the Achievement Gap:
This course will introduce the idea that there is an achievement gap between various groups in America. This gap, its causes and possible solutions will be examined from a historical perspective.

Course Activities and Related Assessment Procedures:

1. **Skill Development** - DIGESTS – Candidates will write a one-page, single-spaced summary of an argument from a reading assigned by the instructor. A summary is not an opinion on the reading, but a precise description of the author’s argument. A digest must include a THESIS, STRUCTURE OF ARGUMENT, and a CONCLUSION. The purpose of the digest assignment is to help candidates read more carefully. They will first read the assigned reading searching for the THESIS. A thesis (a.k.a the main idea) is a position or stance taken by an author. After identifying the thesis, candidates will outline the basic argument that supports the thesis, thus identifying the structure of the argument. Finally, candidates will create a conclusion that summarizes the basic point of the author. The conclusion will inevitably reflect the thesis. Identifying the THESIS is an important first step in reading analysis. Without an understanding of thesis, candidates will struggle to understand the structure of the argument and articulate the conclusion.

2. **Professional Literacy** – Essay Exams – Midterm and Final essay exams covering important terms, topics, theories, practices, and people in education. (PO, 15)

3. **Practical Application** – Candidates will identify and describe a mission statement of a school or a district. They will analyze that mission statement in light of historical, political, economic and/or philosophical context. Questions to be pursued might include the following: Who benefits politically from this mission? What economic impact does this mission have upon local, state, national and global community? What historical trends does this mission statement best reflect? What philosophical theories and/or practices does this mission statement best reflect? To what extent is the formal mission statement actually lived out in the life of the school? (PO, 13)
Critical Performances (PO, 13):
In addition to traditional classroom assessments all participants in this course must successfully complete the following critical performances:

1. **Critical Analysis of a Local School Decision.** Candidates will examine a decision made by the leadership of a school (preferably one’s own school) and show what assumptions were made in the decision-making process, whom the decision was designed to serve, and the larger impact of the decision on the life of the school.

2. **Philosophy of Education Statement.** Candidates will synthesize what they have learned in the course from various educational and pedagogical theories and models to articulate their own vision of education and their role in achieving that vision.

GRADING: To determine the course grade each of the following activities will be evaluated and awarded points. Maximum possible points for each activity are indicated below.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>Grade Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four Digests (10pts each)</td>
<td>40</td>
<td>A</td>
</tr>
<tr>
<td>Philosophy of Education</td>
<td>50</td>
<td>90 -100%</td>
</tr>
<tr>
<td>Critical Analysis</td>
<td>50</td>
<td>80 - 89%</td>
</tr>
<tr>
<td>Practical Application</td>
<td>50</td>
<td>70 - 79%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100</td>
<td>60 - 69%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>00 - 59%</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

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EDTL 603 - Research and Teacher Leadership

Course Description
This course is planned as the first of two research courses that will be taken by graduate students in all Teacher Leader masters programs. In this course, candidates will explore the logic, processes, and methods of educational research. This exploration will prepare candidates to understand, evaluate, and apply appropriate research methods to answer specific questions in educational settings (e.g., classrooms, schools, districts). In this course, candidates will collaborate with others in their schools to develop questions and appropriate methodology for future collaborative research.

REQUIRED TEXTS (Two required):


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Community Engagement: A Light to and from the Mountains
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AMERICANS WITH DISABILITIES ACT (ADA)
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Campus Safety Statement:
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COURSES OBJECTIVES (linked to program objectives)
At the conclusion of this course masters’ candidates will be able to do the following:
1. Explain the research designs used in educational settings and the strengths and limitations of each (PO17).
2. Evaluate the quality of research on student learning and college readiness (PO2)
3. Identify research-based strategies for delivering differentiated instruction for PreK-12 students based on continuous assessment of student learning and classroom management (PO3)
4. Describe research-based findings on instructional methods that support PreK-12 achievement in diverse settings (PO6)
5. Use research-based evidence to reflect on and evaluate teaching and learning (PO13)
6. Collaborate with professionals in the public schools to identify research questions that would improve learning in specific settings (PO14)
7. Provide leadership within school, community, and profession as a competent and ethical educational researcher (PO16).
8. In collaboration with professionals in the local school or district, select a research question or questions and an appropriate research design that will result in an answer to the question(s) (PO14) (PO17).

COURSE ACTIVITIES & RELATED ASSESSMENT PROCEDURES.
Foundational to the following activities and assessments is the understanding that the candidate will use their own classroom, school, and district in identifying, evaluating, implementing and evaluating the activities.

1. **Explain the research designs used in educational settings and the strengths and limitations of each (PO17).**

   **CRITICAL PERFORMANCE: CREATING A RESEARCH MATRIX.**
   The purpose of the first assignment is to provide candidates with knowledge of the fundamentals of research. Candidates will use scholarly resources to develop a matrix of research methodology with the questions that various types of research can answer. For example, true experimental design or quasi-experimental design must be used if the researcher is seeking to identify cause and effect relationships. Qualitative research is useful to provide an in-depth description of a research question that uses words as data. Although all research studies situated in specific classrooms, schools, or districts can most accurately be described as
action research (with limited generalizability), action research studies use varied designs (e.g.,
correlational, experimental, ex-post facto, single-case study, descriptive).

Assessment: The research matrix assignment will be taught for mastery using a rubric given with
the assignment and iterative feedback to the candidate resulting in a document that will guide
candidates' evaluation of research.

2. Evaluate the quality of research on student learning and college readiness (PO2)

ASSIGNMENT: REVIEW OF RESEARCH PAPER #1

The purpose of this assignment is to teach the candidate to do a literature search, use APA 5th
edition formatting, and synthesize a research study for presentation to other class participants.

Through a literature search, the candidate will select a research article on "student learning
and/or college readiness" from ERIC or Google Scholar. For this paper, the candidate will adhere
to the following criteria: A. Obtain the full text of an article. B. Begin Review of Research Paper
by citing the selected article in APA 5th edition format. C. Prepare a brief (at least three pages
double-spaced) review of the article using appropriate APA 5th edition format. Students will
organize their review using the following headings: (1) Type of Research, (2) Purpose of the
Study (3) Method, (4) Participants, (5) Instrumentation, (6) Procedure, (7) Data Analysis, (8)
Results, (9) Conclusions, and (10) Evaluation of the Study.

Assessment: Rubric given with assignment. Candidate will complete the assignment with
iterative feedback from the instructor until mastery is achieved.

3. Identify research-based strategies for delivering differentiated instruction for PreK-12 students
based on continuous assessment of student learning and classroom management (PO3)

ASSIGNMENT: REVIEW OF RESEARCH PAPER #2

The purpose of this assignment is to teach the candidate to do a literature search, use APA 5th
edition formatting, and synthesize a research study for presentation to other class participants.

Through a literature search, the candidate will select a research article on "strategies for
delivering differentiated instructions for PreK-12 students" from ERIC or Google Scholar. For
this paper, the candidate will adhere to the following criteria: A. Obtain the full text of an
article. B. Begin Review of Research Paper by citing the selected article in APA 5th edition format. C. Prepare a brief (at least three pages double-spaced) review of the article using appropriate APA 5th edition format. Students will organize their review using the following headings: (1) Type of Research, (2) Purpose of the Study (3) Method, (4) Participants, (5) Instrumentation, (6) Procedure, (7) Data Analysis, (8) Results, (9) Conclusions, and (10) Evaluation of the Study.
4. **Describe research-based findings on instructional methods that support PreK-12 achievement in diverse settings (PO6)**

   The purpose of this assignment is to teach the candidate to do a literature search, use APA 5th edition formatting, and synthesize a research study for presentation to other class participants.

   **ASSIGNMENT: REVIEW OF RESEARCH PAPER #3**

   Through a literature search, the candidate will select a research article on "**instructional methods that support PreK-12 achievement in diverse settings**" from ERIC or Google Scholar. For this paper, the candidate will adhere to the following criteria: A. Obtain the full text of an article. B. Begin Review of Research Paper by citing the selected article in APA 5th edition format. C. Prepare a brief (at least three pages double-spaced) review of the article using appropriate APA 5th edition format. Students will organize their review using the following headings: (1) **Type of Research**, (2) **Purpose of the Study** (3) **Method**, (4) **Participants**, (5) **Instrumentation**, (6) **Procedure**, (7) **Data Analysis**, (8) **Results**, (9) **Conclusions**, and (10) **Evaluation of the Study**.

   **Assessment: Rubric given with assignment.** Candidates will complete the assignment with iterative feedback from the instructor until mastery is achieved.

5. **Provide leadership within school, community, and profession as a competent and ethical educational researcher (PO16).**

   **ASSIGNMENTS: COMPLETING CITI TRAINING FOR IRB**

   The purpose of this assignment is to assure that the candidate knows and understands the parameters of ethical behavior in educational research. After reading and discussing assigned material from the textbook, the candidate will take the Collaborative IRB Training Initiative (CITI) training online through Morehead State University's site on the Department of Research and Sponsored Program's Webpage. Each candidate will complete the training, take the final test, and print his or her certificate of completion. This certificate will be submitted with a request for IRB review in the second research course.

   **Assessment: Successful completion of the CITI assessment and printing Certificate.**

6. **In collaboration with professionals in the local school or district, select a research question or questions and an appropriate research design that will result in an answer to the question(s) (PO14) (PO17)**
ASSIGNMENT: COLLABORATIVE DEVELOPMENT OF RESEARCH QUESTIONS

The purpose of this assignment is to encourage the candidate to collaborate with professionals in his or her school setting to develop three research questions and research methods of answering these questions. A draft of a research proposal will result from the collaboration. This preliminary research proposal may be developed and carried out in the second research course.

Assessment: The candidate and course instructor will use the candidate's research matrix to evaluate the collaborative preliminary proposal.

COURSE EVALUATION:
All work must be submitted using the American Psychological Association (APA) Publication Manual (5th edition) format.
All work must be submitted on the assigned date.
All grading will be criterion-referenced using rubrics given to candidates with each assignment.
Candidates will achieve mastery level on each assignment before receiving a final grade in the course.

ASSIGNMENT: PERCENTAGE OF GRADE
CRITICAL PERFORMANCE:
CREATING A RESEARCH MATRIX .................................................................35%

RESEARCH PAPER #1 ........................................................................10%
RESEARCH PAPER #2 ........................................................................10%
RESEARCH PAPER #3 ........................................................................10%
COMPLETING CITI TRAINING ...............................................................10%

COLLABORATIVE DEVELOPMENT OF RESEARCH QUESTIONS ...............25%

NOTE: THE SECOND RESEARCH CLASS IN THIS SERIES MAY INCLUDE EITHER A RESEARCH CLASS SIMILAR TO EDF 600 RESEARCH METHODS IN EDUCATION LEADING TO THE COMPLETION OF A COLLABORATIVE RESEARCH STUDY IN THE FIELD OR A CLASS DESIGNED WITHIN THE CONTENT AREA TO MODEL RESEARCH IN SPECIFIC DISCIPLINES (e.g., SCIENCE, MATHEMATIC, MUSIC, ART). LEADING TO THE COMPLETION OF A COLLABORATIVE RESEARCH STUDY IN THE DISCIPLINE.
Morehead State University
Professional Education Unit
EDTL 604: Collaboration for Teachers

DESCRIPTION OF COURSE:
This course is designed primarily to develop teacher knowledge and skills needed to accommodate a wide range of diverse learners in the regular classroom. To this end, the areas of teacher collaboration, professional interactive teaming, and teacher consultation will be emphasized. In addition to the inter-professional content, the course also will address instructional and assessment issues pertaining to the inclusive class placement of students with disabilities. The course is appropriate for all teachers whose role includes responsibilities for the education of students with diverse needs in school settings.

PREREQUISITES:
It is expected and preferable that candidates taking this course have experience teaching full-time, and in classrooms wherein students with diverse needs are served. Collaboration is the focus of this course, and all teachers are, or will be, required to collaborate with their colleagues in effective schools.

COURSE OBJECTIVES/COMPETENCIES: Each course objective is followed by a reference to applicable program objectives with the relevant abbreviation, such as: PO 14.
Upon completion of the course, candidates will be able to

1. Develop skills necessary for effective engagement in teamwork, consensus decision making, collaborative teaching, mentoring (PO 14)
2. Provide, participate and evaluate embedded professional development (PO 15, 16)
3. Collaborate with other professionals, parents and community members (PO 14)
4. Develop skills allowing for tapping into internal and external communities to improve student achievement (PO 1, 14, 16)
5. Develop requisite skills for leadership within school, community, and the profession (PO 1)
6. Explain the rationale underlying changes in the role of special education teachers to one that places more emphasis on collaboration to provide services to students with special needs (PO 13)
7. Describe strategies for extending the role of special education and other teachers to include skills in collaborative preparation, instruction, and management (PO 8, 9, 10)
8. Describe differences between collaboration and consultation, and explain advantages and disadvantages of each practice (PO 14)
9. Describe skills needed by effective resource consultants and collaborating teachers (PO 14)
10. Satisfactorily apply collaborative and/or consultative skills in a public school setting involving at least one regular class teacher, in order to effect positive change in student academic and/or social behaviors (PO 3, 6, 8, 9, 10, 13, 14)
11. Explain and implement Curriculum-Based Measurement procedures with exceptional and/or at-risk students in inclusive and/or resource settings (PO 11, 13)
12. Describe, and explain the rationale for, Positive Behavioral Interventions and Supports (PBIS) as a school-wide strategic approach to establishing a positive school climate and an effective management system addressing the needs of all students (PO 1, 13, 14, 16)

13. Explain and implement skills in ecological assessment of a public school and complete a written analysis of the extent to which the school implements positive behavioral supports for all students (PO 11, 14)

RELATIONSHIP OF EDTL 606 TO THE EXPERIENCED TEACHER STANDARDS FOR PREPARATION AND CERTIFICATION OF THE KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD

The course objectives/competencies of TL 604 directly address the Teacher Standards required by the Kentucky Education Professional Standards Board for the training and preparation of teacher leaders. In particular, candidates in this course will develop their knowledge and skills to varying degrees in the KY Teacher Standards and TL program objectives through class content presentation and through implementation of and reporting on applied assignments

Conceptual Framework

Community Engagement: A Light to and from the Mountains

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

EPSB Themes

With reference to EPSB themes, this course addresses 1] diversity, through the unit’s candidates’ exposure to individuals with disabilities and those students who are at-risk, who are their students in the field experiences and applied coursework; 2] assessment, as teachers implement informal techniques such as Curriculum-Based Measurement and systematic behavioral observation to monitor students’ progress towards objectives established by collaborative teams and evaluate formative and summative documentation of the collaborative project; and 3] closing the achievement gap, as the collaborative teams implement co-teaching and other collaborative instructional strategies to impact under-achievement.

COURSE STRUCTURE:

A combination of lecture, small group discussion and problem solving, and role-play rehearsals of skills will comprise most class meetings. On a regular basis, candidates also will report on progress being made with the continuing tasks throughout the semester. Active participation is essential to developing the skills being developed in the course. Candidates will also be expected to implement strategies, lead in-school small group discussions, and reflect on the impact of learned strategies on student learning.
Following is a schedule of the class topics each week and the corresponding required readings. Additional information will be provided in class describing the content, organization, and evaluation criteria for the assignments to be completed during the semester.

**COURSE TEXT:**

<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Topics</th>
<th>Required Reading From</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Rationale for collaboration; Fundamentals of collaboration and inclusion</td>
<td>Friend &amp; Cook Chap. 1</td>
</tr>
<tr>
<td></td>
<td>Legal mandates for schools re inclusion &amp; collaboration</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Appraising your school as an environment conducive to collaboration:</td>
<td>Chap. 1</td>
</tr>
<tr>
<td></td>
<td>Ecological Assessment and Positive Behavioral Interventions and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supports [PBIS]</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Designing a plan for change &amp; Developing an effective collaboration</td>
<td>Chap. 7</td>
</tr>
<tr>
<td></td>
<td>strategy</td>
<td></td>
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<tr>
<td></td>
<td>Using Curriculum-based Measurement to monitor student progress</td>
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</tr>
<tr>
<td>Week 4</td>
<td>Consultation and collaboration; Teams and their effectiveness in schools</td>
<td>Chap. 3, 4</td>
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<tr>
<td>Week 5</td>
<td>Co-teaching approaches</td>
<td>Chap. 5</td>
</tr>
<tr>
<td>Week 6</td>
<td>Exam 1</td>
<td>Chap. 5</td>
</tr>
<tr>
<td>Week 7</td>
<td>Co-teaching approaches</td>
<td></td>
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<tr>
<td>Week 8</td>
<td>Working with administrators, para-educators, and other professionals</td>
<td>Chap. 6</td>
</tr>
<tr>
<td>Week 9</td>
<td>Developing effective communication skills</td>
<td>Chap. 8</td>
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<tr>
<td>Week 10</td>
<td>Interpersonal communication and problem-solving: Using statements and</td>
<td>Chap. 2, Chap. 9</td>
</tr>
<tr>
<td></td>
<td>asking questions, and providing feedback</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Exam 2</td>
<td>Chap. 10</td>
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<tr>
<td></td>
<td>Interpersonal problem identification and strategies to solve problems</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Understanding conflict and resistance in collaborative contexts</td>
<td>Chap. 11</td>
</tr>
<tr>
<td>Week 13</td>
<td>Generalizing collaborative skills to parents and the families of students</td>
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<tr>
<td>Week 14</td>
<td>Providing and participating in professional development within schools</td>
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</tr>
<tr>
<td>Week 15</td>
<td>Presentation of Assignment 1 (Collaboration Project) due</td>
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<tr>
<td>Week 16</td>
<td>Summing up the outcomes: What have you accomplished? Ethics in</td>
<td></td>
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<tr>
<td></td>
<td>collaborative practice</td>
<td></td>
</tr>
<tr>
<td>Week 17</td>
<td>Exam 3</td>
<td></td>
</tr>
</tbody>
</table>
COURSE REQUIREMENTS AND EVALUATION:

ASSESSMENT STRATEGIES
Several types of traditional and authentic assessment strategies are utilized in the evaluation of candidate performance on the course objectives and competencies. They are as follows:

TRADITIONAL ASSESSMENT ACTIVITIES

- Tests which include short-answer and essay questions requiring both knowledge and application
- Student papers in the form of written analytical reports
- Reflective narratives in the form of evaluative summations of the effectiveness of field-based collaborations with classroom teachers
- Case studies in the form of formative and summative assessment of public school student performance and/or progress on specific academic skills and/or social behaviors

AUTHENTIC ASSESSMENT TASKS

- Maintenance of weekly log documenting progress made in collaborative intervention project with public school teacher
- Audio/video-tape recording of planning and evaluation meeting, or instructional delivery with collaborating school teacher
- Formative and summative data collection of public school student academic performance and/or progress
- Development of either an academic or behavioral intervention plan, and its implementation and evaluation in a public school setting
- Observation, data collection, and analyses of school-wide policies and procedures for the maintenance of an orderly, safe, and positive environment for all students

ASSIGNMENTS:
Assignment 1 and Critical Performance (Program Objectives 1, 3, 6, 8, 9, 10, 11, 13, 14)
Collaboration Project

Each candidate will implement a collaborative assignment with a regular class teacher (if candidate is a special education teacher), or with a special education teacher (if candidate is a regular class teacher). A specific issue or problem concerning either the inclusion or least restrictive environment of a student – or students – with special needs, or students who are at-risk for underachievement, will be identified jointly by the two teachers, and an intervention or support plan will be designed and implemented collaboratively. It is the intention of the project that both teachers should share responsibility for objectively monitoring and modifying the intervention as necessary, based on the evidence of student progress, or lack of progress. However, in situations where a teacher is not consistently collaborating with the other partner, one of the tasks of collaboration is to attempt to
improve any interpersonal and collaborative functioning so that the intervention plan can continue to be implemented successfully for the benefit of the target student(s).

If the target student(s) progress in basic academic skills is the focus of the planned intervention, the collaborators should utilize some form of curriculum-based assessment (CBA) or Curriculum-Based Measurement (CBM) procedures (these will be demonstrated in class). The project will be formatively monitored through the maintenance of a collaboration log, the systematic collection of data (e.g., CBM), and the video recording of two (2) meetings at different stages of the collaboration project.

This assignment is an opportunity for candidates to significantly develop their expertise in providing leadership within the school as they demonstrate the efficacy of best practice in the application of collaborative skills to enhance student performance. Should the experience produce results that are worthy of replication, then the processes used, as well as the outcomes of the assignment, can provide the content for in-building professional development for other colleagues, thereby clearly meeting the program objective of providing embedded professional development.

**Assignment 2**

**Ecological Assessment and Positive Behavioral Instructional Supports [PBIS] Analysis.**

A systematic, planned assessment will be implemented for a school in which candidate work full- or part-time. Initially, data will be collected in two common areas in the school where, in the candidates’ judgment, problems are presented by current procedures. The observation of the common areas will involve using a planned, standardized, observation instrument on at least five occasions for each area in order to provide reliable data and contextual information about the problem situations. The contexts and the data will be analyzed to produce an analysis of the efficiency and effectiveness of the school’s procedures, with the safety and well being of all students also being a primary emphasis.

The assignment also will involve an informal assessment of the school climate. Candidates will report on the stated school policy or philosophy statement, and evaluate whether or not it appears to be supported by school-wide practices in organization, management and discipline procedures, including the use of positive supports to improve and maintain general, school-wide behavior repertoires by all students. Further details concerning this assignment will be provided in class and on Blackboard.

**EXAMINATIONS:**

- **Exam 1.** (All readings, materials & class sessions to date)
- **Exam 2.** (All readings, materials & class sessions since Exam 1)
- **Exam 3.** (All readings, materials & class sessions since Exam 2)

**REGULAR ATTENDANCE:**

Attendance at all class sessions is required. Participation in class activities and discussions comprises an essential part of the learning experience. Candidates are responsible for obtaining notes and other materials pertaining to class sessions from which they were absent. The instructor reserves the right to take into consideration the regularity of a candidate’s class attendance when calculating final grades and will have the option to increase a borderline grade if attendance so warrants. Regular attendance is considered to be at least 90% of the total number of class sessions for the course.
SPECIAL NEEDS ACCOMMODATIONS
Any candidate with special learning needs as described under The Americans with Disabilities Act (ADA, 1990) should contact the course instructor during the first week of classes. It is important to discuss any accommodations that are needed or that might assist in ensuring that candidates are able to complete all the work assigned in the course. In addition, candidates who wish to discuss specific learning difficulties experienced in understanding or completing course requirements are welcome to do so, and should not hesitate to contact the instructor. The success of every candidate in meeting the course objectives is the major goal of the course.

Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services candidates should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/.

<table>
<thead>
<tr>
<th>Grade Weighting</th>
<th>Final Grade Scale</th>
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</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>30% A = 90%+</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>25% B = 80% - 89%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>15% C = 70% - 79%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>15% D = 60% - 69% (no grad credit)</td>
</tr>
<tr>
<td>Exam 3</td>
<td>15% E = &lt;60%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

Campus Safety Statement:
Emergency response information will be discussed in class. Candidates should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary and should notify their instructors at the beginning of the semester if they have special needs or will require assistance during an emergency evacuation. Candidates should familiarize themselves with emergency response protocols at www.moreheadstate.edu/emergency.
Course Description. Central to this course is the application of principles of human growth and development, research findings, and theories of human behavior to explore differences across learners in PreK-12 classrooms. This course includes analysis of educational policy, investigation of learner differences, and introduces the concepts of differentiated instruction and analysis of assessment practices with regard to various domains and contexts of development, including cognitive, emotional, moral, language, identity, gender, peers, parenting, family context, and lifestyle.

Course Objectives (program objectives in parentheses). At the conclusion of this course, masters’ candidates will be able to

1. Identify aspects of normal development across developmental domains at various chronological ages from infancy through adolescence; (PO 3, PO 6)
2. Identify developmentally appropriate physical, cognitive, and psychosocial activities for various ages of children up through adolescence; (PO 3, PO 5, PO 6, PO 8, PO 9)
3. Analyze differences across developmental domains in learners at the same grade level; (PO 5, PO 6)
4. Compare the achievement of learners at the same grade level but in different stages of development across developmental domains; (PO 5, PO 11, PO 13, PO 15)
5. Compare developmental research to educational policy and evaluate the developmental appropriateness of local educational policies as well as recent national and state educational legislation and teachers’ classroom procedures and time management strategies; (PO 2, PO 13, PO 16)
6. Apply principles of human growth and development and relevant research findings to explore differences among learners in PreK-12 classrooms; (PO 2, PO 5, PO 6, PO 9)
7. Begin development of strategies for differentiated instruction appropriate for various developmental domains and contexts of development; (PO 8, PO 9, PO 11, PO 13, PO 15)
8. Begin development of appropriate assessment practices for various developmental domains and contexts of development. (PO 8, PO 9, PO 11, PO 13, PO 15)

Course Activities & Related Assessment Procedures (program objectives in parentheses). In addition to formative and summative objective assessments, all participants in this course must successfully complete the following activities:

1. Developmental Case Studies of Students. Based on data collection with the same four to six students throughout the semester, each candidate will develop individual case studies that identify the differences across domains of development and individual contexts for these students and relate them
to any observed differences in student achievement and behavior in the classroom. Students chosen for
the case studies will represent a range of academic performance: low, middle, and high level. These
case studies will provide a basis for thinking about differentiated instruction and assessment practices of
the teacher(s). The case studies will be assembled over the course of the semester, with individual
sections turned in periodically as the relevant domains are discussed in class. **As a critical performance,**
graded pieces will be assembled into a final cumulative portfolio along with candidates’ concluding
analytical summary of the case studies and tentative plan for differentiation of instruction and
assessment. These reports will be shared with teaching peers (grade-alike groups, professional learning
communities, etc.) for discussion and input regarding next steps in differentiation. (PO 5, PO 13)

2. **Reading and Critical Analysis of Developmental Research.** Candidates will read, analyze, and discuss
research on controversial issues related to human growth and development. Potential topics include
use of high-stakes testing, testing of students with disabilities, ability tracking, retention in grade, the
kindergarten curriculum, sex-segregated classes, recess and physical education requirements, music and
second language instruction, educating students whose first language is not English, education in the
inner cities, and homework’s relationship to academic achievement. (PO 2)

3. **Policy Analysis.** Candidates will analyze recent state and national legislation and local policies
regarding the developmental appropriateness for the age group they teach. **As a critical performance,**
each candidate will develop and present to his or her principal, district leadership, or site-based
decision making council a report that includes the following two policies:
   a. One policy deemed developmentally inappropriate, making recommendations for a
developmentally suitable alternative policy for the selected school and district, citing the
   professional literature as support for the analysis
   b. One policy deemed developmentally appropriate, citing the professional literature as support
   for the analysis. (PO 2, PO 5, PO 13)

**Grades:** Grades will be weighted as follows:
   Weekly formative open book quizzes – 15%
   Developmental case study portfolio – 35%
   Critical analysis of research – 15%
   Policy analysis paper – 15%
   Summative exams (3 over the semester) – 20%

A = 90-100%  B=80-89.5%  C=70-79.5%  D=60-69.5%

**Conceptual Framework for Educator Preparation Program:**
*Community Engagement: A Light to and from the Mountains*
The Professional Education Unit at Morehead State University delivers rigorous, high quality programs
that prepare professionals informed by the best national and international scholarship, plus the
research, literature, and experiences specific to Appalachia — training professionals who improve the
schools, quality of life, and communities in which they live and serve. This statement is not only the strategic mission statement for the College, but it also incorporates the conceptual framework, which guides all our activities.

**Kentucky Teacher Standards:** Elements of this course acknowledge and incorporate content and construction consistent with portions of the following standards:
- Standard I – Demonstrates Applied Content Knowledge
- Standard II – Designs/Plans Instruction
- Standard III – Creates and Maintains Learning Climate
- Standard IV – Implements and Manages Instruction
- Standard V – Assesses and Communicates Learning Results
- Standard VIII – Collaborates with Colleagues/Parents/Others

**Interdisciplinary Early Childhood Education Standards:** Elements of this course acknowledge and incorporate content and construction consistent with portions of the following standards:
- Standard I – Designs/Plans Instruction
- Standard II – Creates/Maintains Environments
- Standard III – Implements Instruction
- Standard IV – Assesses & Communicates Learning Results
- Standard VIII: Supports Families
- Standard IX: Demonstrates Implementation of Technology

**EPSB Themes:** The content and activities involved in this course address portions of the EPSB Themes of Diversity, Assessment, and Closing the Achievement Gap.

**KERA Initiatives:** As this course surveys developmental patterns for children from birth through adolescence, candidates will discuss ways in which developmentally appropriate educational practices can be implemented in achieving KERA initiatives. The specific initiatives that will be connected to content in this course include Kentucky’s Learner Goals and Academic Expectations, as well as discussion of standards and content by grade as stipulated in Kentucky’s Program of Studies. Through field experience activities and course lectures, candidates will gain an understanding of the cognitive development of children as they grow and make connections between milestones of development and the academic abilities expected of children by the state-mandated assessments.

**24/7 Blackboard Support:** There is a new 24-hour a day, 7 day a week help line for Blackboard Support. Candidates and faculty will be able to get account assistance by calling a local (to Morehead) number, a toll free number, conducting a live chat, or e-mail with this new support program.

Contact information is
- Phone: 783-5000 (press option 1) or 866-590-9239
**Accommodation for Disabilities:** In compliance with the Americans with Disabilities Act, all candidates with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services candidates should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

**Campus Safety Statement:** Emergency response information will be discussed in class. Candidates should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. They should notify their instructors at the beginning of the semester if they have special needs or will require assistance during an emergency evacuation. Candidates should familiarize themselves with emergency response protocols at www.moreheadstate.edu/emergency.
COURSE DESCRIPTION: This course will provide candidates with an overview of curriculum models, their historical and philosophical foundations, and their inherent practices. Candidates will further examine practices that allow for differentiated instruction in a variety of learning environments. The culminating performance will involve the development, implementation, and evaluation of a candidate-designed content-specific curricular framework.

TEXTBOOK:


Either/OR


CONCEPTUAL FRAMEWORK FOR EDUCATOR PREPARATION PROGRAM:

Community Engagement: A Light to and from the Mountains

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia – preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

PROGRAM OBJECTIVES & TEACHER STANDARDS:

1. Become a leader in school and community through discussion about content area of specific ways to address the strengths and needs of all students.
2. Review current literature on high-quality research on student learning and college readiness.
3. Enhance instructional design using the Program of Studies, Core Content for Assessment, college readiness standards, and National Standards.
4. Develop and deliver a plan for differentiated instruction based on continuous assessment of student learning and classroom management.
5. Develop a classroom management plan conducive to learning for all students.
6. Develop and conduct meaningful, professionally relevant, research projects within selected classes as part of the regular curriculum.
7. Incorporate reflections on teaching that inform best practice in preparing students for post-secondary life.
8. Support student achievement in diverse settings including those in using technology (handhelds, workstations, and interactive whiteboards) and on the Internet.

COURSE OBJECTIVES (not all are stated as such on the program objectives):

1. Analyze curricular models their inherent instructional practices, and how these practices can influence student learning. PO 3
2. Identify curricular model(s) and influences in local school/district. PO 2
3. Design, implement, and analyze differentiated instructional practices to meet diverse learning needs of the students using the Program of Studies, Core Content for Assessment, and college readiness standards. PO 7, 8, 10, 15, 17
4. Assess and communicate learning results. PO 11
5. Appropriately use technology to enhance instruction. PO 12

ACTIVITIES DESCRIPTION:

1. Curriculum in chosen discipline: Writing a curriculum framework for the classroom is an important event based in solid pedagogical research, assessment, theoretical, and philosophical underpinnings. In this course, candidates will develop an action proposal for change based on a curricular need as assessed through state and national exams, local needs, and/or professional judgment. The proposal will be enacted and researched as to its efficacy through multiple observations and assessments. This assignment is valued at 500 points. It will be assessed according to supportive data for national exam performance, a cooperative plan developed through the candidate’s school SBDM and/or action committee, presentation of research to colleagues and peers, and development of resulting curriculum. (CRITICAL PERFORMANCE)
2. Reflective Practice: Reflections on classroom teaching and its effect on students is crucial to understanding change process in the schools. This assignment is valued at 100 points and will be assessed according to the ability to which one can detail the interaction, action, and consequences of the teacher and students.
3. Classroom Management Plan: In coordination with the curriculum plan, candidates will design a classroom management plan, which is based on current solid practice, research, and theory. This assignment is valued at 200 points and will be assessed according to the following: research-proven practice from current research, the extent to which non-majority groups are addressed, and presentation of the plan.
4. Technology Management Plan: In coordination with both the curriculum and classroom management plans, candidates will develop a plan for technology use that will support student learning. Current practice, research, and theory are blended to produce solutions to problems and long-term goals for your classroom. This assignment is valued at 200 points and will be assessed according to the following: Ability to identify multiple sources of content supportive information
and /or educational technology with appropriate justification of its use, presentation of the plan and its effect on students, concept goals measuring before and after technology application and remediation or extension plans.

GRADING:

Grades in this course are determined as a percent from the whole. There are 1000 points available. 90-100%=A, 80-89%=B, 70-79%=C, etc.

COMMUNICATIONS:

All candidates are expected to maintain an electronic mail account, which they check at least once a day. Candidates should change their email on Blackboard to the account they will be using and checking each term. If candidate’s email address is not current, it is their responsibility to update it through Datatel. Candidates can expect to receive group communication during the semester through the Announcements section on Blackboard and should check e-mail each day and the course Announcements each week.

If the instructor asks a question, has a comment, response from the recipient is required by email. If no response is given within 72 hours, any requested information will be considered denied by the candidate. If the request asked for clarification of an assignment, the assignment will be given a grade based on the original information. It is important to answer your email. Email is the main communication in this class. It is important you maintain appropriate Internet connectivity, Web browser, and service. It is strongly suggested that candidates use an Internet Service Provider (ISP) separate from their school system if they are working this term in a PreK-12 environment.

Assignments for delivery to the instructor should be formatted in Microsoft Word. If candidates do not have Word, they may send assignments in RTF (rich text format). Assignments should not be sent in Works format. Tutorials for all programs are available on the Multimedia Assistant Link below and should be read prior to practice with multimedia. Assignments will be received through the Assignments button. Discussion Boards are calculated as part of the grade shown under Course Evaluation below. They are not separate grades.

Throughout the semester, candidates will be asked to respond to questions on the discussion board. The questions will be relevant to in-class assignments, Virtual classroom logs, and world events. The Virtual classroom is an excellent meeting room for online classes. Since many candidates are full time teachers, the Virtual classroom will be used in the evenings. Candidates will be emailed about possible topics and meeting times prior to any arrangement of using the feature. All virtual classroom discussions are archived. Grades are not given, and participation is not required, for the Virtual classroom. Discussion Board postings are required as part of some modules.

All candidates are expected to complete outside readings for the course. Full text readings will be available through our Blackboard site. Outside readings may consist of web sites linked to the
Blackboard external links button. Some of these readings are in PDF format. Please see http://www.adobe.com/ for a free reader download.

ADA Statement:
Americans with Disabilities Act (ADA): In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services candidates should immediately contact the Disability Services Coordinator in room 204-E, ADUC, 606-783-5188, www.moreheadstate.edu/disability/.

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SELECTED COURSE RESOURCES:


Curry, L. (October 1990). A critique of the research on learning styles, Educational Leadership, pp. 50-54.


<table>
<thead>
<tr>
<th>Name</th>
<th>Highest Degree</th>
<th>Rank</th>
<th>Relationship university/unit /program</th>
<th>Experience</th>
<th>Scholarship (within last 3 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lola Aagaard</td>
<td>PhD</td>
<td>Associate Professor</td>
<td>Fulltime, Fulltime, Part time</td>
<td>• Served for 8 years as an educational researcher with AEL</td>
<td>• Published 1 peer-reviewed article</td>
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<td></td>
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<td></td>
<td></td>
<td>• Served for 9 years as a university faculty member</td>
<td>• Presented 5 peer-reviewed research papers at regional conferences and 1 at a national conference</td>
</tr>
<tr>
<td>Deborah Abell</td>
<td>PhD</td>
<td>Associate Professor</td>
<td>Part time, Part time, Part time</td>
<td>• Served for 15 years in the school system in Kentucky</td>
<td>• Published one book chapter</td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td>• Served for 14 years as a university faculty member, Department Chair and</td>
<td>• Completed presentation at one national and one state conference</td>
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<td></td>
<td>Associate Provost</td>
<td>• Served on statewide taskforce for reform of general education</td>
</tr>
<tr>
<td>Victor Ballestero</td>
<td>EdD</td>
<td>Associate Professor</td>
<td>Fulltime, Fulltime, Part time</td>
<td>• Served for 23 years in the school system in Costa Rica</td>
<td>• Published 4 peer-reviewed articles and 3 ERIC articles</td>
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<td></td>
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<td></td>
<td></td>
<td>• Served for 11 years as a university faculty member</td>
<td>• Received three consecutive grants from the Institute for Regional Analysis and Public Policy (IRAPP) to research the Hispanic student and parent participation in Kentucky schools</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Published one book chapter and three peer-reviewed articles with another</td>
<td>• Completed 8 national and three international presentations</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>article under review for publication</td>
<td></td>
</tr>
<tr>
<td>David Barnett</td>
<td>EdD</td>
<td>Associate Professor</td>
<td>Fulltime, Fulltime, Part time</td>
<td>• Served for 27 years in the school system in Kentucky</td>
<td>• Published one book chapter and three peer-reviewed articles with another article under review for publication</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Served for 7 years as a university faculty member</td>
<td>• Completed nine presentations at national conferences</td>
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<td></td>
<td></td>
<td>• Served as Interim Assistant Dean</td>
<td>• Served on statewide task force designed to review current educational leadership preparation programs and provide recommendations to the KY legislature</td>
</tr>
<tr>
<td>Mattie Decker</td>
<td>EdD</td>
<td>Assistant Professor</td>
<td>Fulltime, Fulltime</td>
<td>• Taught for 22 years in schools in Georgia, Colorado, and Texas</td>
<td>• Published three peer-reviewed journal articles and 1 monograph</td>
</tr>
<tr>
<td>Name</td>
<td>Degree</td>
<td>Title</td>
<td>Employment Status</td>
<td>Education</td>
<td>Work Experience</td>
</tr>
<tr>
<td>---------------</td>
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<td>---------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Dan Grace     | PhD    | Associate Professor | Fulltime Part time | • Education Specialist and Consultant, Texas Education Agency, and West Tennessee 6 years  
• University faculty member 7 years | • Presented at local, state and international education conferences, papers published in conference proceedings  
• Served on various state and national advisory boards |
| Richard Hughes| EdD    | Instructor      | Fulltime Part time | • 14 years public school teacher  
• 21 years as university faculty member | • Completed 3 peer reviewed presentations at national conferences  
• Completed 6 peer reviewed presentations at regional and state conferences |
| Melanie Jones | PhD    | Assistant Professor | Fulltime Part time | • 8 yrs as part-time community college instructor  
• 2 yrs as a university research/evaluation specialist  
• Currently in 1st year as a university faculty member | • Co-authored book chapter on research/evaluation in press and co-authored $947K in grant proposals  
• Published 4 peer-reviewed journal articles and presented 16 research workshops for WV K-12 school leaders  
• Presented at 2 international, 6 national, and 4 regional conferences |
| Beverly Klecker| PhD   | Associate Professor | Fulltime Part time | • 6 yrs taught elementary and middle school and 2 yrs developed and directed district-wide elementary school guidance program  
• 1.5 yrs Team Leader in Office of Assessment and Accountability KDE designing validation studies for CATS  
• 12 yrs taught research and measurement at Eastern Kentucky University and Morehead State University | • Received 2008 MSU Distinguished Researcher Award  
• Published 2 reviews in national peer reviewed journals, 5 ERIC research publications  
• Presented at 3 international and 6 regional peer-reviewed conferences  
• Served as Internal Evaluator: US Department of Education Title III Grant funding Datatel/RIISE Project (3 of 5 years) and 2 yrs evaluator for Professors in the Schools Program at MSU |
| James Knoll   | PhD    | Professor       | Fulltime Part time | • 10 years experience in schools and treatment facilities working with children and youth with disabilities  
• 11 years experience as researcher/consultant | • 3 national peer-reviewed presentations  
• 6 state/regional peer-reviewed presentations  
Topics include: Supporting college success for at-risk & disabled |
| **Lesia Lennex** | EdD | Associate Professor | Fulltime Fulltime Part time | in centers dedicated to services to individual with disabilities  
- 14 years a University faculty  
- 13 years as faculty in graduate and undergraduate programs at MSU  
- 6 years classroom teacher in middle/high school sciences, American history, and English  
- Curriculum designer for TN science curriculum 1997-2004 | students  
- Universal Design for Learning  
- Alternative track to teacher certification  
- Published three journal articles in international publications  
- Wrote and awarded two grants in curriculum and technology integration  
- Served as chair for special interest group Information Technology Education for International Society for Technology and Teacher Education, Member Reading Committee, EPSB 2006-Present |
| **Lee Nabb** | PhD | Assistant Professor | Fulltime Fulltime Part time | 3+ years of experience teaching graduate and undergrad courses for DePaul University, the University of Wyoming, Colorado State University, and Morehead State University. |  
- Published two books, with one chapter in press and published four papers in refereed conference proceedings  
- Wrote and consulted on four successful grant proposals  
- Delivered 10 presentations at international and national conferences |
| **Ron Skidmore** | PhD | Associate Professor | Fulltime Fulltime Part time | 11 Years as Faculty Member at MSU  
- Interim-Chair Dept. of Psychology, MSU 2006-2007  
- Adjunct Faculty for KCTCS for 10 years |  
- Published 1 peer-reviewed article  
- Delivered 5 presentations at regional/national conferences |
| **Tim Simpson** | PhD | Assistant Professor | Fulltime Fulltime Part time | Teaching Assistant and Instructor for 5 years at University of Illinois and Morehead State University  
- MSU assistant professor for 4 years |  
- Published 3 peer reviewed articles  
- Authored 1 peer reviewed book chapter  
- Delivered 2 presentations at state conference  
- Co-chaired MSU General Education Redesign Task Force |
| **Lynn Spradlin** | PhD | Professor | Fulltime Fulltime Part time | Served 14 years as a professor of undergraduate and graduate students  
- Served as a school counselor and family therapist for 6 years  
- Served as a high school teacher for 6 years |  
- Co-authored a text book  
- Co-authored an instructors manual  
- Wrote a book chapter  
- Co-authored two research articles |
| **Rocky Wallace** | DSL | Instructor | Fulltime Fulltime | Served for 28 years in the school system in Kentucky |  
- Published two books with another in progress  
- Published four articles |
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Title</th>
<th>Type</th>
<th>Experience</th>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melinda Willis</td>
<td>EdD</td>
<td>Associate Professor</td>
<td>Fulltime</td>
<td>Served for 2 years as a university faculty member</td>
<td>Served as team lead in concert with a 5-state consortium in the development of courses for the teacher leader master’s</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Part time</td>
<td>Professional Development Consultant with KEDC</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Served for 2 years as a university faculty member</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Public school experience and paraprofessional library experience prior to appointment</td>
<td></td>
</tr>
<tr>
<td>Wayne Willis</td>
<td>PhD</td>
<td>Professor</td>
<td>Fulltime</td>
<td>MSU faculty member for 13 years</td>
<td>Developed, implemented, and evaluated middle school learning strategies academies in three regional school districts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Part time</td>
<td>Public school experience and paraprofessional library experience prior to appointment</td>
<td>Director of Kentucky Reading Project at MSU</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Taught at MSU for 20 years, Averett College for 5 years, University of OK for 3 years</td>
<td>Delivered 13 state level presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Completed dozens of author/illustrator visits in public schools doing presentations for thousands of students.</td>
<td></td>
</tr>
<tr>
<td>Sam Wright</td>
<td>PhD</td>
<td>Assistant Professor</td>
<td>Fulltime</td>
<td>Served for 24 years in the school system in Kentucky</td>
<td>Published 9 peer-reviewed articles</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Part time</td>
<td>Served for 5 years as a university faculty member</td>
<td>Completed 8 presentations at the national, state, and regional levels</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Served on Greater Clark Superintendent Selection Committee</td>
<td>Served on Greater Clark Superintendent Selection Committee</td>
</tr>
</tbody>
</table>
Curriculum Contracts

Morehead State University

Teacher Leader Master’s Degree – Middle Grades
Curriculum Map

Admission requirements*:
1. An acceptable admission index by meeting any of the following
   a. GRE score (verbal + quantitative) * undergraduate GPA = 2050 (minimum)
   b. Miller Analogies Test (MAT) Scaled Score * undergraduate GPA = 980 (minimum)
   c. The test requirement is waived for candidates who have successfully completed a master’s degree
2. A teaching certificate or statement of eligibility
3. An approved professional growth plan signed by school supervisor. (If the candidate is not currently teaching, the candidate’s advisor may approve the professional growth plan)

Students not meeting these requirements may apply under the alternative admission plan

• While enrolled in EDTL 601 the candidate will develop a comprehensive career plan that integrates school district professional development opportunities and their graduate program plan.
• After completion of 12 hours, candidates must have attained at least a 3.0 cumulative program GPA. Candidates falling below a 3.0 cumulative program GPA may take no more than an additional 6 hours. If after completing an additional 6 hours the cumulative program GPA is below 3.0, the candidate will be dropped from the program.

Core Courses

<table>
<thead>
<tr>
<th>These three courses must be taken during first 12 hours of graduate study:</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTL 601  Leadership and Decision Making</td>
</tr>
<tr>
<td>EDTL 602  Education in Context</td>
</tr>
<tr>
<td>EDTL 603  Research and Teacher Leadership</td>
</tr>
<tr>
<td>The capstone project is planned as a part of EDTL 603. This course will be offered fall, spring and on-demand during the summer.</td>
</tr>
</tbody>
</table>

EDTL 604  Collaboration for Teachers
EDTL 605  Developmental Analysis of Learning
These courses may be taken in either order (i.e. EDTL 604 then EDTL 605 or vice versa). Courses will be offered fall, spring, and on-demand summer.

EDTL 606  Curriculum and Instructional Design
This course will be offered fall, spring, and on-demand summer.

Area of Specialization

Middle Grades – 12 hours
EDMG 636 Middle School Curriculum
EDEL 677 Reading in the Content Area

Two of the following depending upon area of certification:
EDEL 623 Advanced Language Arts
EDEL 622 Advanced Social Studies Instruction
EDUC 618 Teaching Mathematics for Diverse Learners
SCI/MATH 619 Advanced Integrated Math and Science for Teachers

Program Completion
1. Candidates must successfully complete a capstone project in a venue approved by their advisor. The capstone project may include a presentation before a panel of educators, a presentation as a part of an educational conference, or professional development the candidate has written and planned. The capstone project may also include a publication in a peer reviewed professional journal.
2. Candidates must file for completion at the beginning of their last semester. Forms may be picked up in the Graduate Office.
3. Candidates must have at least a 3.0 cumulative GPA.

Candidate’s Name (printed) ______________________________________________________________

/  /  
Candidate’s Signature/Date  Advisor’s Signature/Date

NOTE: The Teacher Leader Master’s degree will NOT change the area a candidate is certified to teach.
Admission requirements*:
1. An acceptable admission index by meeting any of the following
   a. GRE score (verbal + quantitative) * undergraduate GPA = 2050 (minimum)
   b. Miller Analogies Test (MAT) Scaled Score * undergraduate GPA = 980 (minimum)
   c. The test requirement is waived for candidates who have successfully completed a master’s degree
2. A teaching certificate or statement of eligibility
3. An approved professional growth plan signed by school supervisor. (If the candidate is not currently teaching, the candidate’s advisor may approve the professional growth plan)

Students not meeting these requirements may apply under the alternative admission plan

- While enrolled in EDTL 601 the candidate will develop a comprehensive career plan that integrates school district professional development opportunities and their graduate program plan.
- After completion of 12 hours, candidates must have attained at least a 3.0 cumulative program GPA. Candidates falling below a 3.0 cumulative program GPA may take no more than an additional 6 hours. If after completing an additional 6 hours the cumulative program GPA is below 3.0, the candidate will be dropped from the program.

Core Courses

These three courses must be taken during first 12 hours of graduate study:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTL 601</td>
<td>Leadership and Decision Making</td>
<td>Fall, Spring, Summer</td>
</tr>
<tr>
<td>EDTL 602</td>
<td>Education in Context</td>
<td>Fall, Spring, Summer</td>
</tr>
<tr>
<td>EDTL 603</td>
<td>Research and Teacher Leadership</td>
<td>Fall, Spring, On-Demand Summer</td>
</tr>
</tbody>
</table>

EDTL 604 Collaboration for Teachers
EDTL 605 Developmental Analysis of Learning
These courses may be taken in either order (i.e. EDTL 604 then EDTL 605 or vice versa). Courses will be offered fall, spring, and on-demand summer.

EDTL 606 Curriculum and Instructional Design
This course will be offered fall, spring, and on-demand summer.

Area of Specialization
Gifted Education – 12 hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSP 641</td>
<td>Conceptions and identification of gifted children and youth</td>
</tr>
<tr>
<td>EDSP 642</td>
<td>Meeting the Individual needs of gifted children and youth</td>
</tr>
<tr>
<td>EDSP 643</td>
<td>Teaching the gifted student</td>
</tr>
<tr>
<td>EDSP 645</td>
<td>Practicum in gifted education</td>
</tr>
</tbody>
</table>

Program Completion
1. Candidates must successfully complete a capstone project in a venue approved by their advisor. The capstone project may include a presentation before a panel of educators, a presentation as part of an educational conference, or professional development the candidate has written and planned. The capstone project may also include a publication in a peer reviewed professional journal.

2. Candidates must file for completion at the beginning of their last semester. Forms may be picked up in the Graduate Office.

3. Candidates must have at least a 3.0 cumulative GPA.

Candidate’s Name (printed) ______________________________________________________________

_________________________ / _____________________________ /
Candidate’s Signature/Date                     Advisor’s Signature/Date

NOTE: The Teacher Leader Master’s degree will NOT change the area a candidate is certified to teach.
Morehead State University

Teacher Leader Master’s Degree – Educational Technology
Curriculum Map

Admission requirements*:

1. An acceptable admission index by meeting any of the following
   a. GRE score (verbal + quantitative) * undergraduate GPA = 2050 (minimum)
   b. Miller Analogies Test (MAT) Scaled Score * undergraduate GPA = 980 (minimum)
   c. The test requirement is waived for candidates who have successfully completed a master’s degree
2. A teaching certificate or statement of eligibility
3. An approved professional growth plan signed by school supervisor. (If the candidate is not currently teaching, the candidate’s advisor may approve the professional growth plan

Students not meeting these requirements may apply under the alternative admission plan

• While enrolled in EDTL 601 the candidate will develop a comprehensive career plan that integrates school district professional development opportunities and their graduate program plan.

• After completion of 12 hours, candidates must have attained at least a 3.0 cumulative program GPA. Candidates falling below a 3.0 cumulative program GPA may take no more than an additional 6 hours. If after completing an additional 6 hours the cumulative program GPA is below 3.0, the candidate will be dropped from the program.

Core Courses

These three courses must be taken during first 12 hours of graduate study:

EDTL 601 Leadership and Decision Making
EDTL 602 Education in Context
EDTL 601 and EDTL 602 will be offered during the fall, spring, and summer semesters.

EDTL 603 Research and Teacher Leadership
The capstone project is planned as a part of EDTL 603. This course will be offered fall, spring and on-demand during the summer.

EDTL 604 Collaboration for Teachers
EDTL 605 Developmental Analysis of Learning
These courses may be taken in either order (i.e. EDTL 604 then EDTL 605 or vice versa). Courses will be fall, spring, and on-demand summer.

EDTL 606 Curriculum and Instructional Design
This course will be offered fall, spring, and on-demand summer.

Area of Specialization

Educational Technology – 15 hours

EDUC 621 Technology for the 21st Century Teacher
EDUC 680 Introduction to Instructional Design and Technology
EDUC 611 Introduction to Action Research & Grant Writing
EDUC 628 Technology, Education & Culture: From the Alphabet to the Internet

Select one of the following courses:
EDUC 688, EDUC 625, EDUC 685, CIS 634, or CIS 650

Program Completion

1. Candidates must successfully complete a capstone project in a venue approved by their advisor. The capstone project may include a presentation before a panel of educators, a presentation as a part of an educational conference, or professional development the candidate has written and planned. The capstone project may also include a publication in a peer reviewed professional journal.
2. Candidates must file for completion at the beginning of their last semester. Forms may be picked up in the Graduate Office.
3. Candidates must have at least a 3.0 cumulative GPA.

Candidate’s Name (printed) ______________________________________________________________

/_________________________ /_________________________
Candidate’s Signature/Date Advisor’s Signature/Date

NOTE: The Teacher Leader Master’s degree will NOT change the area a candidate is certified to teach.
Admission requirements*: 
1. An acceptable admission index by meeting any of the following 
   a. GRE score (verbal + quantitative) * undergraduate GPA = 2050 (minimum) 
   b. Miller Analogies Test (MAT) Scaled Score * undergraduate GPA = 980 (minimum) 
   c. The test requirement is waived for candidates who have successfully completed a master’s degree 
2. A teaching certificate or statement of eligibility 
3. An approved professional growth plan signed by school supervisor. (If the candidate is not currently teaching, the candidate’s advisor may approve the professional growth plan) 
4. Candidates must be admitted to the National Board for Professional Teaching program as a part of this option.

*Students not meeting these requirements may apply under the alternative admission plan

• While enrolled in EDTL 601 the candidate will develop a comprehensive career plan that integrates school district professional development opportunities and their graduate program plan.

• After completion of 12 hours, candidates must have attained at least a 3.0 cumulative program GPA. Candidates falling below a 3.0 cumulative program GPA may take no more than an additional 6 hours. If after completing an additional 6 hours the cumulative program GPA is below 3.0, the candidate will be dropped from the program.

Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTL 601</td>
<td>Leadership and Decision Making</td>
<td></td>
</tr>
<tr>
<td>EDTL 602</td>
<td>Education in Context</td>
<td>EDTL 601 and EDTL 602 will be offered during the fall, spring, and summer semesters.</td>
</tr>
<tr>
<td>EDTL 603</td>
<td>Research and Teacher Leadership</td>
<td>The capstone project is planned as a part of EDTL 603. This course will be offered fall, spring and on-demand during the summer.</td>
</tr>
<tr>
<td>EDTL 604</td>
<td>Collaboration for Teachers</td>
<td></td>
</tr>
</tbody>
</table>

Area of Specialization

Reaching/Writing Endorsement – 15 hours
- EDEL 626 Investigations in Reading
- ENG 608 Writing Project
- ENG 609 Writing Project
- EDEL 625 Foundations in Language Development
- EDEL 677 Reading in the Content Area

National Board – 9 hours
- EDUC 603 Assessment of Students
- Planning Units (transferred in from NBC)
- Classroom Community (transferred in from NBC)

Program Completion

1. Candidates must successfully complete a capstone project in a venue approved by their advisor. The capstone project may include a presentation before a panel of educators, a presentation as a part of an educational conference, or professional development the candidate has written and planned. The capstone project may also include a publication in a peer reviewed professional journal.
2. Candidates must file for completion at the beginning of their last semester. Forms may be picked up in the Graduate Office.
3. Candidates must have at least a 3.0 cumulative GPA.
4. Candidates must pass the National Board for Professional Teaching assessments as a part of this option.

Candidate’s Name (printed) ____________________________________________________________________________________________________________

___________________________/ _____________________________/ _____________________________/
Candidate’s Signature/Date                          Advisor’s Signature/Date

NOTE: The Teacher Leader Master’s degree will NOT change the area a candidate is certified to teach.
**Admission requirements**: 

1. An acceptable admission index by meeting any of the following  
   a. GRE score (verbal + quantitative) * undergraduate GPA = 2050 (minimum)  
   b. Miller Analogies Test (MAT) Scaled Score * undergraduate GPA = 980 (minimum)  
   c. The test requirement is waived for candidates who have successfully completed a master’s degree  
2. A teaching certificate or statement of eligibility  
3. An approved professional growth plan signed by school supervisor. (If the candidate is not currently teaching, the candidate’s advisor may approve the professional growth plan)  

Students not meeting these requirements may apply under the alternative admission plan  

- While enrolled in EDTL 601 the candidate will develop a comprehensive career plan that integrates school district professional development opportunities and their graduate program plan.  
- After completion of 12 hours, candidates must have attained at least a 3.0 cumulative program GPA. Candidates falling below a 3.0 cumulative program GPA may take no more than an additional 6 hours. If after completing an additional 6 hours the cumulative program GPA is below 3.0, the candidate will be dropped from the program.  

### Core Courses  

These three courses must be taken during first 12 hours of graduate study:  

- **EDTL 601** Leadership and Decision Making  
- **EDTL 602** Education in Context  
  
  EDTL 601 and EDTL 602 will be offered during the fall, spring, and summer semesters.  
  
- **EDTL 603** Research and Teacher Leadership  
  
  The capstone project is planned as a part of EDTL 603. This course will be offered fall, spring and on-demand during the summer.  

- **EDTL 604** Collaboration for Teachers  
  
  This course will be offered fall, spring, and on-demand summer  

### Area of Specialization  

**Reaching/Writing Endorsement** – 21 hours  

- EDEL 626 Investigations in Reading  
- ENG 608 Writing Project  
- ENG 609 Writing Project  
- EDEL 625 Foundations in Language Development  
- EDEL 677 Reading in the Content Area  
- EDEL 662 Assessment of Reading  
- EDEL 624 Practicum  

**NOTE:** The Teacher Leader Master’s degree will NOT change the area a candidate is certified to teach.  

### Program Completion  

1. Candidates must successfully complete a capstone project in a venue approved by their advisor. The capstone project may include a presentation before a panel of educators, a presentation as a part of an educational conference, or professional development the candidate has written and planned. The capstone project may also include a publication in a peer reviewed professional journal.  
2. Candidates must file for completion at the beginning of their last semester. Forms may be picked up in the Graduate Office.  
3. Candidates must have at least a 3.0 cumulative GPA.  

Candidate’s Name (printed) ________________________________________________________________  
___________________________/__________  _____________________________/_________  
Candidate’s Signature/Date                   Advisor’s Signature/Date
Morehead State University

Teacher Leader Master’s Degree – School Community Leader
National Board Certification Option
Curriculum Map

Admission requirements*:
1. An acceptable admission index by meeting any of the following
   a. GRE score (verbal + quantitative) * undergraduate GPA = 2050 (minimum)
   b. Miller Analogies Test (MAT) Scaled Score * undergraduate GPA = 980 (minimum)
   c. The test requirement is waived for candidates who have successfully completed a master’s degree
2. A teaching certificate or statement of eligibility
3. An approved professional growth plan signed by school supervisor. (If the candidate is not currently teaching, the candidate’s advisor may approve the professional growth plan)
4. Candidates must be admitted to the National Board for Professional Teaching program as a part of this option.

Students not meeting these requirements may apply under the alternative admission plan

• While enrolled in EDTL 601 the candidate will develop a comprehensive career plan that integrates school district professional development opportunities and their graduate program plan.
• After completion of 12 hours, candidates must have attained at least a 3.0 cumulative program GPA. Candidates falling below a 3.0 cumulative program GPA may take no more than an additional 6 hours. If after completing an additional 6 hours the cumulative program GPA is below 3.0, the candidate will be dropped from the program.

Core Courses

These three courses must be taken during first 12 hours of graduate study:
EDTL 601 Leadership and Decision Making
EDTL 602 Education in Context
EDTL 601 and EDTL 602 will be offered during the fall, spring, and summer semesters.

EDTL 603 Research and Teacher Leadership
The capstone project is planned as a part of EDTL 603. This course will be offered fall, spring and on-demand during the summer.

EDTL 604 Collaboration for Teachers
EDTL 605 Developmental Analysis of Learning
These courses may be taken in either order (i.e. EDTL 604 then EDTL 605 or vice versa). Courses will be offered fall, spring, and on-demand summer.

Area of Specialization
School Community Leader – 12 hours
EDIL 621 Research for the Instructional Leader
EDIL 622 Understanding Professional Responsibilities
EDIL 623 Coaching & Mentoring for Improved Results
EDIL 624 Designing and Implementing High Quality Professional Development

National Board – 9 hours
EDUC 603 Assessment of Students
Planning Units (transferred in from NBC)
Classroom Community (transferred in from NBC)

NOTE: The Teacher Leader Master’s degree will NOT change the area a candidate is certified to teach.

Program Completion
1. Candidates must successfully complete a capstone project in a venue approved by their advisor. The capstone project may include a presentation before a panel of educators, a presentation as a part of an educational conference, or professional development the candidate has written and planned. The capstone project may also include a publication in a peer reviewed professional journal
2. Candidates must file for completion at the beginning of their last semester. Forms may be picked up in the Graduate Office.
3. Candidates must have at least a 3.0 cumulative GPA.
4. Candidates must pass the National Board for Professional Teaching assessments as a part of this option.

Candidate’s Name (printed) ______________________________________________________________
________________________________________/ _____________________________________________/
Candidate’s Signature/Date Advisor’s Signature/Date
Morehead State University

Teacher Leader Master’s Degree – School Community Leader
Non National Board Certification Option

Curriculum Map

Admission requirements*:
1. An acceptable admission index by meeting any of the following
   a. GRE score (verbal + quantitative) * undergraduate GPA = 2050 (minimum)
   b. Miller Analogies Test (MAT) Scaled Score * undergraduate GPA = 980 (minimum)
   c. The test requirement is waived for candidates who have successfully completed a master’s degree
2. A teaching certificate or statement of eligibility
3. An approved professional growth plan signed by school supervisor. (If the candidate is not currently teaching, the candidate’s advisor may approve the professional growth plan)

*Students not meeting these requirements may apply under the alternative admission plan

- While enrolled in EDTL 601 the candidate will develop a comprehensive career plan that integrates school district professional development opportunities and their graduate program plan.
- After completion of 12 hours, candidates must have attained at least a 3.0 cumulative program GPA. Candidates falling below a 3.0 cumulative program GPA may take no more than an additional 6 hours. If after completing an additional 6 hours the cumulative program GPA is below 3.0, the candidate will be dropped from the program.

Core Courses

These three courses must be taken during first 12 hours of graduate study:

EDTL 601 Leadership and Decision Making
EDTL 602 Education in Context
EDTL 601 and EDTL 602 will be offered during the fall, spring, and summer semesters.

EDTL 603 Research and Teacher Leadership
The capstone project is planned as a part of EDTL 603. This course will be offered fall, spring and on-demand during the summer.

EDTL 604 Collaboration for Teachers
EDTL 605 Developmental Analysis of Learning
These courses may be taken in either order (i.e. EDTL 604 then EDTL 605 or vice versa). Courses will be offered fall, spring, and on-demand summer.

EDTL 606 Curriculum and Instructional Design
This course will be offered fall, spring, and on-demand summer.

Area of Specialization

School Community Leader – 12 hours

EDIL 621 Research for the Instructional Leader
EDIL 622 Understanding Professional Responsibilities
EDIL 623 Coaching & Mentoring for Improved Results
EDIL 624 Designing and Implementing High Quality Professional Development

Program Completion

1. Candidates must successfully complete a capstone project in a venue approved by their advisor. The capstone project may include a presentation before a panel of educators, a presentation as a part of an educational conference, or professional development the candidate has written and planned. The capstone project may also include a publication in a peer reviewed professional journal.
2. Candidates must file for completion at the beginning of their last semester. Forms may be picked up in the Graduate Office.
3. Candidates must have at least a 3.0 cumulative GPA.

Candidate’s Name (printed) ______________________________________________________________

______________________________________  _____________________________/
Candidate’s Signature/Date                    Advisor’s Signature/Date

NOTE: The Teacher Leader Master’s degree will NOT change the area a candidate is certified to teach.
Morehead State University
Teacher Leader Master’s Degree – Social Studies
Curriculum Map

Admission Requirements*:
1. An acceptable admission index by meeting any of the following
   a. GRE score (verbal + quantitative) * undergraduate GPA = 2050 (minimum)
   b. Miller Analogies Test (MAT) Scaled Score * undergraduate GPA = 980 (minimum)
   c. The test requirement is waived for candidates who have successfully completed a master’s degree
2. A teaching certificate or statement of eligibility
3. An approved professional growth plan signed by school supervisor. (If the candidate is not currently teaching, the candidate’s advisor may approve the professional growth plan)

Students not meeting these requirements may apply under the alternative admission plan

• While enrolled in EDTL 601 the candidate will develop a comprehensive career plan that integrates school district professional development opportunities and their graduate program plan.
• After completion of 12 hours, candidates must have attained at least a 3.0 cumulative program GPA. Candidates falling below a 3.0 cumulative program GPA may take no more than an additional 6 hours. If after completing an additional 6 hours the cumulative program GPA is below 3.0, the candidate will be dropped from the program.

Core Courses
These three courses must be taken during first 12 hours of graduate study:
EDTL 601  Leadership and Decision Making
EDTL 602  Education in Context
EDTL 601 and EDTL 602 will be offered during the fall, spring, and summer semesters.
EDTL 603  Research and Teacher Leadership
The capstone project is planned as a part of EDTL 603. This course will be offered fall, spring and on-demand during the summer.

EDTL 604  Collaboration for Teachers
EDTL 605  Developmental Analysis of Learning
These courses may be taken in either order (i.e. EDTL 604 then EDTL 605 or vice versa). Courses will be offered fall, spring, and on-demand summer.

EDTL 606  Curriculum and Instructional Design
This course will be offered fall, spring, and on-demand summer.

Area of Specialization
Social Studies – 12 hours
Note: Courses selected must align with candidate’s professional growth and career goals
HIS600: Special Class (can take multiple times—content varies per professor. One semester it might be The Holocaust and another semester the content might be Issues of Race and Gender in Antebellum Kentucky, etc.)
HIS610: American Biography
HIS680: History for Teachers
GEO600: Political Geography
GEO602: Geographic Factors and Concepts
GEO605: Conservation of Natural Resources
GEO615: Urban Geography
GOVT600: Seminar on State and Local Government
GOVT605: Environmental Law and Policy
GOVT680: Government for Teachers
ECON600: Survey of Economics
ECON690: Economic Education for Teachers

Program Completion
1. Candidates must successfully complete a capstone project in a venue approved by their advisor. The capstone project may include a presentation before a panel of educators, a presentation as a part of an educational conference, or professional development the candidate has written and planned. The capstone project may also include a publication in a peer reviewed professional journal.
2. Candidates must file for completion at the beginning of their last semester. Forms may be picked up in the Graduate Office.
3. Candidates must have at least a 3.0 cumulative GPA.

Candidate’s Name (printed) ______________________________________________________________
___________________________/  ______________/  _____________________________/
Candidate’s Signature/Date  Advisor’s Signature/Date

NOTE: The Teacher Leader Master’s degree will NOT change the area a candidate is certified to teach.
Admission requirements*:
1. An acceptable admission index by meeting any of the following
   a. GRE score (verbal + quantitative) * undergraduate GPA = 2050 (minimum)
   b. Miller Analogies Test (MAT) Scaled Score * undergraduate GPA = 980 (minimum)
   c. The test requirement is waived for candidates who have successfully completed a master’s degree
2. A teaching certificate or statement of eligibility
3. An approved professional growth plan signed by school supervisor. (If the candidate is not currently teaching, the candidate’s advisor may approve the professional growth plan)

*Students not meeting these requirements may apply under the alternative admission plan

- While enrolled in EDTL 601 the candidate will develop a comprehensive career plan that integrates school district professional development opportunities and their graduate program plan.
- After completion of 12 hours, candidates must have attained at least a 3.0 cumulative program GPA. Candidates falling below a 3.0 cumulative program GPA may take no more than an additional 6 hours. If after completing an additional 6 hours the cumulative program GPA is below 3.0, the candidate will be dropped from the program.

Core Courses
These three courses must be taken during first 12 hours of graduate study:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Offerings</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTL 601</td>
<td>Leadership and Decision Making</td>
<td>Fall, Spring, Summer</td>
</tr>
<tr>
<td>EDTL 602</td>
<td>Education in Context</td>
<td>Fall, Spring, Summer</td>
</tr>
<tr>
<td>EDTL 603</td>
<td>Research and Teacher Leadership</td>
<td>Fall, Spring, Summer, On-Demand</td>
</tr>
</tbody>
</table>

EDTL 601 and EDTL 602 will be offered during the fall, spring, and summer semesters.

Area of Specialization
Business & Marketing – 12 hours

Required
BIS 621 Instructional Innovations in Business & Information Technology Education

An additional 9 hours selected from the following courses.
Note: Courses selected must align with candidate’s professional growth and career goals
BIS 630 Managerial Communications
MKT 650 Marketing Administration
MNGT 665 Organizational Behavior
MNGT 661 Human Resource Topics
FIN 660 Financial Management
ECON 661 Managerial Economics

Program Completion
1. Candidates must successfully complete a capstone project in a venue approved by their advisor. The capstone project may include a presentation before a panel of educators, a presentation as a part of an educational conference, or professional development the candidate has written and planned. The capstone project may also include a publication in a peer reviewed professional journal.
2. Candidates must file for completion at the beginning of their last semester. Forms may be picked up in the Graduate Office.
3. Candidates must have at least a 3.0 cumulative GPA.

Candidate’s Name (printed) ______________________________________________________________
___________________________/ _____________________________/
Candidate’s Signature/Date Advisor’s Signature/Date

NOTE: The Teacher Leader Master’s degree will NOT change the area a candidate is certified to teach.
Morehead State University

Teacher Leader Master’s Degree – Business & Marketing
Technology Option
Curriculum Map

Admission requirements*:
1. An acceptable admission index by meeting any of the following
   a. GRE score (verbal + quantitative) * undergraduate GPA = 2050 (minimum)
   b. Miller Analogies Test (MAT) Scaled Score * undergraduate GPA = 980 (minimum)
   c. The test requirement is waived for candidates who have successfully completed a master’s degree
2. A teaching certificate or statement of eligibility
3. An approved professional growth plan signed by school supervisor. (If the candidate is not currently teaching, the candidate’s advisor may approve the professional growth plan)

Students not meeting these requirements may apply under the alternative admission plan

- While enrolled in EDTL 601 the candidate will develop a comprehensive career plan that integrates school district professional development opportunities and their graduate program plan.
- After completion of 12 hours, candidates must have attained at least a 3.0 cumulative program GPA. Candidates falling below a 3.0 cumulative program GPA may take no more than an additional 6 hours. If after completing an additional 6 hours the cumulative program GPA is below 3.0, the candidate will be dropped from the program.

Core Courses

| These three courses must be taken during first 12 hours of graduate study: |
| EDTL 601  Leadership and Decision Making |
| EDTL 602  Education in Context |
| EDTL 601 and EDTL 602 will be offered during the fall, spring, and summer semesters. |
| EDTL 603  Research and Teacher Leadership |
| The capstone project is planned as a part of EDTL 603. This course will be offered fall, spring and on-demand during the summer. |
| EDTL 604  Collaboration for Teachers |
| EDTL 605  Developmental Analysis of Learning |
| These courses may be taken in either order (i.e. EDTL 604 then EDTL 605 or vice versa). Courses will be offered fall, spring and on-demand during the summer. |

Area of Specialization

Business & Marketing – 12 hours

Required
BIS 621  Instructional Innovations in Business & Information Technology Education

An additional 9 hours selected from the following courses.
Note: Courses selected must align with candidate’s professional growth and career goals
BIS 630  Managerial Communications
BIS 640  Research Strategies in BIS
CIS 650  Innovation, Technology, and Organizational Change
CIS 636  Global Information Systems
CIS 625  Web Information Systems & Internet Technologies

Program Completion

1. Candidates must successfully complete a capstone project in a venue approved by their advisor. The capstone project may include a presentation before a panel of educators, a presentation as a part of an educational conference, or professional development the candidate has written and planned. The capstone project may also include a publication in a peer reviewed professional journal.
2. Candidates must file for completion at the beginning of their last semester. Forms may be picked up in the Graduate Office.
3. Candidates must have at least a 3.0 cumulative GPA.

Candidate’s Name (printed) ______________________________________________________________

/_________________________/ /_________________________/
Candidate’s Signature/Date Advisor’s Signature/Date

NOTE: The Teacher Leader Master’s degree will NOT change the area a candidate is certified to teach.
Morehead State University

Teacher Leader Master’s Degree – English
Curriculum Map

Admission requirements*:
1. An acceptable admission index by meeting any of the following
   a. GRE score (verbal + quantitative) * undergraduate GPA = 2050 (minimum)
   b. Miller Analogies Test (MAT) Scaled Score * undergraduate GPA = 980 (minimum)
   c. The test requirement is waived for candidates who have successfully completed a master’s degree
2. A teaching certificate or statement of eligibility
3. An approved professional growth plan signed by school supervisor. (If the candidate is not currently teaching, the candidate’s advisor may approve the professional growth plan)

Students not meeting these requirements may apply under the alternative admission plan

- While enrolled in EDTL 601 the candidate will develop a comprehensive career plan that integrates school district professional development opportunities and their graduate program plan.
- After completion of 12 hours, candidates must have attained at least a 3.0 cumulative program GPA. Candidates falling below a 3.0 cumulative program GPA may take no more than an additional 6 hours. If after completing an additional 6 hours the cumulative program GPA is below 3.0, the candidate will be dropped from the program.

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Leadership and Decision Making</td>
<td>Fall, Spring, Summer</td>
</tr>
<tr>
<td>EDTL 602</td>
<td>Education in Context</td>
<td>Fall, Spring, Summer</td>
</tr>
<tr>
<td>EDTL 603</td>
<td>Research and Teacher Leadership</td>
<td>Fall, Spring, Summer</td>
</tr>
</tbody>
</table>

These three courses must be taken during first 12 hours of graduate study:

EDTL 601 and EDTL 602 will be offered during the fall, spring, and summer semesters.

EDTL 603 is Research and Teacher Leadership. The capstone project is planned as a part of EDTL 603. This course will be offered fall, spring, and on-demand during the summer.

EDTL 604 Collaboration for Teachers
EDTL 605 Developmental Analysis of Learning
These courses may be taken in either order (i.e. EDTL 604 then EDTL 605 or vice versa). Courses will be offered fall, spring, and on-demand during the summer.

EDTL 606 Curriculum and Instructional Design

This course will be offered fall, spring, and on-demand summer.

Area of Specialization

English – 12 hours
ENG 608 Morehead Writing Project Summer Institute*
ENG 609 Morehead Writing Project Summer Institute*
ENG 612 Theories of Teaching Writing

Elective – 3 hours graduate English elective approved by advisor

*Candidates must be approved to participate in the Morehead Writing Project Summer Institute to register for these courses.

NOTE: The Teacher Leader Master’s degree will NOT change the area a candidate is certified to teach.

Program Completion

1. Candidates must successfully complete a capstone project in a venue approved by their advisor. The capstone project may include a presentation before a panel of educators, a presentation as a part of an educational conference, or professional development the candidate has written and planned. The capstone project may also include a publication in a peer reviewed professional journal.
2. Candidates must file for completion at the beginning of their last semester. Forms may be picked up in the Graduate Office.
3. Candidates must have at least a 3.0 cumulative GPA.

Candidate’s Name (printed) ____________________________
___________________________/ _____________________________/
Candidate’s Signature/Date Advisor’s Signature/Date
Morehead State University

Teacher Leader Master's Degree – Interdisciplinary P-5 Specialization
Curriculum Map

Admission requirements*:
1. An acceptable admission index by meeting any of the following
   a. GRE score (verbal + quantitative) * undergraduate GPA = 2050 (minimum)
   b. Miller Analogies Test (MAT) Scaled Score * undergraduate GPA = 980 (minimum)
   c. The test requirement is waived for candidates who have successfully completed a master’s degree
2. A teaching certificate or statement of eligibility
3. An approved professional growth plan signed by school supervisor. (If the candidate is not currently teaching, the candidate’s advisor may approve the professional growth plan)

Students not meeting these requirements may apply under the alternative admission plan

• While enrolled in EDTL 601 the candidate will develop a comprehensive career plan that integrates school district professional development opportunities and their graduate program plan.
• After completion of 12 hours, candidates must have attained at least a 3.0 cumulative program GPA. Candidates falling below a 3.0 cumulative program GPA may take no more than an additional 6 hours. If after completing an additional 6 hours the cumulative program GPA is below 3.0, the candidate will be dropped from the program.

These three courses must be taken during first 12 hours of graduate study:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTL 601</td>
<td>Leadership and Decision Making</td>
</tr>
<tr>
<td>EDTL 602</td>
<td>Education in Context</td>
</tr>
<tr>
<td>EDTL 603</td>
<td>Research and Teacher Leadership</td>
</tr>
</tbody>
</table>

EDTL 603 will be offered during the fall, spring, and summer semesters.

EDTL 604 Collaboration for Teachers
EDTL 605 Developmental Analysis of Learning
These courses may be taken in either order (i.e. EDTL 604 then EDTL 605 or vice versa). Courses will be offered fall, spring and on-demand during the summer.

EDTL 606 Curriculum and Instructional Design
This course will be offered fall, spring, and on-demand summer.

Area of Specialization
Interdisciplinary P-5 Specialization – 12 hours

Required:
- EDEL 627 Reading in the Elementary School
- MATH 631 Problem Solving for the Elementary Teacher

Choose 2 of the following:
- EDEL 622 Social Studies in Today’s Elementary Schools
- EDEL 623 Advanced Language Arts for the Elementary Teacher
- EDEL 629 Literature Across Curriculum
- SCI 690 Advanced Science for the Elementary School Teacher

NOTE: The Teacher Leader Master’s degree will NOT change the area a candidate is certified to teach.

Program Completion

1. Candidates must successfully complete a capstone project in a venue approved by their advisor. The capstone project may include a presentation before a panel of educators, a presentation as a part of an educational conference, or professional development the candidate has written and planned. The capstone project may also include a publication in a peer reviewed professional journal.
2. Candidates must file for completion at the beginning of their last semester. Forms may be picked up in the Graduate Office.
3. Candidates must have at least a 3.0 cumulative GPA.

Candidate’s Name (printed) ______________________________________________________________
___________________________/  _____________________________/
Candidate’s Signature/Date                      Advisor’s Signature/Date

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Admission requirements*:
1. An acceptable admission index by meeting any of the following
   a. GRE score (verbal + quantitative) * undergraduate GPA = 2050 (minimum)
   b. Miller Analogies Test (MAT) Scaled Score * undergraduate GPA = 980 (minimum)
   c. The test requirement is waived for candidates who have successfully completed a master’s degree
2. A teaching certificate or statement of eligibility
3. An approved professional growth plan signed by school supervisor. (If the candidate is not currently teaching, the candidate’s advisor may approve the professional growth plan)

Students not meeting these requirements may apply under the alternative admission plan

- While enrolled in EDTL 601 the candidate will develop a comprehensive career plan that integrates school district professional development opportunities and their graduate program plan.
- After completion of 12 hours, candidates must have attained at least a 3.0 cumulative program GPA. Candidates falling below a 3.0 cumulative program GPA may take no more than an additional 6 hours. If after completing an additional 6 hours the cumulative program GPA is below 3.0, the candidate will be dropped from the program.

Core Courses

These three courses must be taken during first 12 hours of graduate study:

EDTL 601 Leadership and Decision Making
EDTL 602 Education in Context
EDTL 603 Research and Teacher Leadership

EDTL 601 and EDTL 602 will be offered during the fall, spring, and summer semesters.

EDTL 603 The capstone project is planned as a part of EDTL 603. This course will be offered fall, spring and on-demand during the summer.

EDTL 604 Collaboration for Teachers
EDTL 605 Developmental Analysis of Learning

These courses may be taken in either order (i.e. EDTL 604 then EDTL 605 or vice versa). Courses will be offered fall, spring and on-demand during the summer.

Area of Specialization

IECE – 21 hours

Required

EDEC 637 Early Childhood Education
EDSP 605 Programs for Young Handicapped Children
EDEC 600 Workshop (Special Topics)
EDEC 627 Preschool Child
IECE 615 Parents of Young Children

Required for IECE certification

IECE 657 Interdisciplinary Early Childhood Education Professional Assessment
IECE 658 Interdisciplinary Early Childhood Education Professional Assessment (continued)

NOTE: The Teacher Leader Master’s degree will NOT change the area a candidate is certified to teach.

Program Completion

1. Candidates must successfully complete a capstone project in a venue approved by their advisor. The capstone project may include a presentation before a panel of educators, a presentation as a part of an educational conference, or professional development the candidate has written and planned. The capstone project may also include a publication in a peer reviewed professional journal.
2. Candidates must file for completion at the beginning of their last semester. Forms may be picked up in the Graduate Office.
3. Candidates must have at least a 3.0 cumulative GPA.

Candidate’s Name (printed) _________________________________________________________________

/ _____________________________/ _____________________________
Candidate’s Signature/Date Advisor’s Signature/Date
Admission requirements*: 
1. An acceptable admission index by meeting any of the following 
   a. GRE score (verbal + quantitative) * undergraduate GPA = 2050 (minimum)  
   b. Miller Analogies Test (MAT) Scaled Score * undergraduate GPA = 980 (minimum)  
   c. The test requirement is waived for candidates who have successfully completed a master’s degree  
2. A teaching certificate or statement of eligibility  
3. An approved professional growth plan signed by school supervisor. (If the candidate is not currently teaching, the candidate’s advisor may approve the professional growth plan)  

Students not meeting these requirements may apply under the alternative admission plan  

- While enrolled in EDTL 601 the candidate will develop a comprehensive career plan that integrates school district professional development opportunities and their graduate program plan.  
- After completion of 12 hours, candidates must have attained at least a 3.0 cumulative program GPA. Candidates falling below a 3.0 cumulative program GPA may take no more than an additional 6 hours. If after completing an additional 6 hours the cumulative program GPA is below 3.0, the candidate will be dropped from the program.  

Core Courses  
These three courses must be taken during first 12 hours of graduate study:  
EDTL 601  Leadership and Decision Making  
EDTL 602  Education in Context  
EDTL 601 and EDTL 602 will be offered during the fall, spring, and summer semesters.  
EDTL 603  Research and Teacher Leadership  
The capstone project is planned as a part of EDTL 603. This course will be offered fall, spring and on-demand during the summer.  

EDTL 604  Collaboration for Teachers  
EDTL 605  Developmental Analysis of Learning  
These courses may be taken in either order (i.e. EDTL 604 then EDTL 605 or vice versa). Courses will be offered fall, spring and on-demand during the summer.  

Area of Specialization  
IECE – 15 hours  

Required:  
EDEC 637  Early Childhood Education  
EDSP 605  Programs for Young Handicapped Children  
EDEC 600  Workshop (Special Topics)  
EDEC 627  Preschool Child  
IECE 615  Parents of Young Children  

NOTE: The Teacher Leader Master’s degree will NOT change the area a candidate is certified to teach.  

Program Completion  
1. Candidates must successfully complete a capstone project in a venue approved by their advisor. The capstone project may include a presentation before a panel of educators, a presentation as a part of an educational conference, or professional development the candidate has written and planned. The capstone project may also include a publication in a peer reviewed professional journal.  
2. Candidates must file for completion at the beginning of their last semester. Forms may be picked up in the Graduate Office.  
3. Candidates must have at least a 3.0 cumulative GPA.  

Candidate’s Name (printed) ______________________________________________________________  
________________________________________/ _____________________________/  
Candidate’s Signature/Date Advisor’s Signature/Date  

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Morehead State University

Teacher Leader Master’s Degree – Special Education
Curriculum Map

Admission requirements*:
1. An acceptable admission index by meeting any of the following
   a. GRE score (verbal + quantitative) * undergraduate GPA = 2050 (minimum)
   b. Miller Analogies Test (MAT) Scaled Score * undergraduate GPA = 980 (minimum)
   c. The test requirement is waived for candidates who have successfully completed a master’s degree
2. A teaching certificate or statement of eligibility in special education
3. An approved professional growth plan signed by school supervisor. (If the candidate is not currently teaching, the candidate’s advisor may approve the professional growth plan)

Students not meeting these requirements may apply under the alternative admission plan

- While enrolled in EDTL 601 the candidate will develop a comprehensive career plan that integrates school district professional development opportunities and their graduate program plan.
- After completion of 12 hours, candidates must have attained at least a 3.0 cumulative program GPA. Candidates falling below a 3.0 cumulative program GPA may take no more than an additional 6 hours. If after completing an additional 6 hours the cumulative program GPA is below 3.0, the candidate will be dropped from the program.

Core Courses
These three courses must be taken during first 12 hours of graduate study:
EDTL 601  Leadership and Decision Making
EDTL 602  Education in Context
EDTL 601 and EDTL 602 will be offered during the fall, spring, and summer semesters.

EDTL 603  Research and Teacher Leadership
The capstone project is planned as a part of EDTL 603. This course will be offered fall, spring and on-demand during the summer.

EDTL 604  Collaboration for Teachers
EDTL 605  Developmental Analysis of Learning
These courses may be taken in either order (i.e. EDTL 604 then EDTL 605 or vice versa). Courses will be offered fall, spring and on-demand during the summer.

EDTL 606  Curriculum and Instructional Design
This course will be offered fall, spring, and on-demand summer.

Area of Specialization
Special Education – 12 hours
EDSP 621  Operation of Special Education Programs
EDSP 630  Universal Design for Learning
EDSP 631  Advanced Behavior Management
EDSP 632  Applied Research in Special Education

These three courses may be taken in either order (i.e. EDTL 604 then EDTL 605 or vice versa). Courses will be offered fall, spring and on-demand during the summer.

Program Completion
1. Candidates must successfully complete a capstone project in a venue approved by their advisor. The capstone project may include a presentation before a panel of educators, a presentation as a part of an educational conference, or professional development the candidate has written and planned. The capstone project may also include a publication in a peer reviewed professional journal.
2. Candidates must file for completion at the beginning of their last semester. Forms may be picked up in the Graduate Office.
3. Candidates must have at least a 3.0 cumulative GPA.

Candidate’s Name (printed) ______________________________________________________________
___________________________________________________________ / ______________________ /
Candidate’s Signature/Date Advisor’s Signature/Date

NOTE: The Teacher Leader Master’s degree will NOT change the area in which a candidate is certified to teach.
Morehead State University

Teacher Leader Master’s Degree – Biology

Curriculum Map

Admission requirements*:
1. An acceptable admission index by meeting any of the following
   a. GRE score (verbal + quantitative) * undergraduate GPA = 2050 (minimum)
   b. Miller Analogies Test (MAT) Scaled Score * undergraduate GPA = 980 (minimum)
   c. The test requirement is waived for candidates who have successfully completed a master’s degree
2. A teaching certificate or statement of eligibility
3. An approved professional growth plan signed by school supervisor. (If the candidate is not currently teaching, the candidate’s advisor may approve the professional growth plan)

Students not meeting these requirements may apply under the alternative admission plan

• While enrolled in EDTL 601 the candidate will develop a comprehensive career plan that integrates school district professional development opportunities and their graduate program plan.
• After completion of 12 hours, candidates must have attained at least a 3.0 cumulative program GPA. Candidates falling below a 3.0 cumulative program GPA may take no more than an additional 6 hours. If after completing an additional 6 hours the cumulative program GPA is below 3.0, the candidate will be dropped from the program.

^Biology option pending final approval from university curriculum committees

Core Courses

These three courses must be taken during first 12
hours of graduate study:

EDTL 601 Leadership and Decision Making
EDTL 602 Education in Context
EDTL 601 and EDTL 602 will be offered during the fall, spring, and
summer semesters.

EDTL 603 Research and Teacher Leadership
The capstone project is planned as a part of EDTL 603. This course
will be offered fall, spring and on-demand during the summer.

EDTL 604 Collaboration for Teachers
EDTL 605 Developmental Analysis of Learning
These courses may be taken in either order (i.e. EDTL 604 then EDTL
605 or vice versa). Courses will be offered fall, spring and on-
demand during the summer.

EDTL 606 Curriculum and Instructional Design
This course will be offered fall, spring, and on-demand summer.

Area of Specialization

Biology – 12 hours

Required:
BIOL 683 Selected Workshop Topics
Note: The summer offering of this course is designed for pre- and in-
service teachers.

9 hours from the following:
BIOL 606 Biology of Vertebrates, BIOL 633 Ichthyology
BIOL 651 Advanced Cell Biology, BIOL 624 Immunology
BIOL 643 General Parasitology, BIOL 628 Virology
BIOL 627 Pathogenic Microbiology, BIOL 601 Biological Concepts, BIOL 603 History/Philosophy of Biology
BIOL 610 Advanced Evolution, BIOL 615 Systematic Entomology, BIOL 625 Advanced Genetics
BIOL 609 Limnology, BIOL 636 Wetland Ecology
BIOL 609 Limnology, BIOL 654 Environmental Education, BIOL 629 Histology, BIOL 635 Advanced Ecology, BIOL 690 Biochemistry, BIOL 645 Molecular Biology, BIOL 638 Mammalogy, BIOL 631 Herpetology

Program Completion

1. Candidates must successfully complete a capstone project in a venue approved by their advisor. The capstone project may include a presentation before a panel of educators, a presentation as a part of an educational conference, or professional development the candidate has written and planned. The capstone project may also include a publication in a peer reviewed professional journal.
2. Candidates must file for completion at the beginning of their last semester. Forms may be picked up in the Graduate Office.
3. Candidates must have at least a 3.0 cumulative GPA.

Candidate’s Name (printed) ______________________________________________________________

/ / 

Candidate’s Signature/Date Advisor’s Signature/Date

NOTE: The Teacher Leader Master’s degree will NOT change the area in which a candidate is certified to teach.
Morehead State University

Teacher Leader Fifth Year
Curriculum Map

Admission requirements:
To be eligible for admission, candidates must have attained the following:
1. A baccalaureate degree.
2. A standard or provisional teaching certificate or statement of eligibility.
3. Minimum undergraduate GPA of 2.50.
4. An approved professional growth plan signed by school supervisor. If the candidate is not currently teaching the candidate’s advisor may approve the professional growth plan.

- While enrolled in EDTL 601 the candidate will develop a comprehensive career plan that integrates school district professional development opportunities and their graduate program plan.
- After completion of 12 hours, candidates must have attained at least a 3.0 cumulative program GPA. Candidates falling below a 3.0 cumulative program GPA may take no more than an additional 6 hours. If after completing an additional 6 hours the cumulative program GPA is below 3.0, the candidate will be dropped from the program.

Core Courses

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<td>EDTL 605</td>
<td>Developmental Analysis of Learning</td>
</tr>
</tbody>
</table>

These three courses must be taken during first 12 hours of graduate study:
EDTL 601 and EDTL 602 will be offered during the fall, spring, and summer semesters.
EDTL 603 The capstone project is planned as a part of EDTL 603. This course will be offered fall, spring and on-demand during the summer.

EDTL 606 Curriculum and Instructional Design
This course will be offered fall, spring, and on-demand summer.

Professional Education and Academic Support
Courses from Professional Education and Academic Support must align with candidate’s professional growth and career goals.

Professional Education – 6 hours
Candidate chooses 6 hours graduate level education courses that align with his/her professional growth plan. The candidate’s advisor and department chair must approve the courses.

Academic Support – 6 hours
Candidate chooses 6 hours graduate level academic support (content) courses that align with his/her profession growth plan. The candidate’s advisor and department chair must approve the courses.

NOTE: The Teacher Leader Master’s degree will NOT change the area in which a candidate is certified to teach.

Program Completion
1. Candidates must successfully complete a capstone project in a venue approved by their advisor. The capstone project may include a presentation before a panel of educators, a presentation as a part of an educational conference, or professional development the candidate has written and planned. The capstone project may also include a publication in a peer reviewed professional journal.
2. Candidates must file for completion at the beginning of their last semester. Forms may be picked up in the Graduate Office.
3. Candidates must have at least a 3.0 cumulative GPA.

Candidate’s Name (printed) ______________________________________________________________

__________________________________________________________ / ____________________________
Candidate’s Signature/Date                                                                 Advisor’s Signature/Date

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Alternative Admission

Candidates who do not qualify for regular admission may apply for alternative admission to the Masters program. This process requires that candidates meet the criteria for admission to the Teacher Leader Fifth Year program. These are as follows:

1. A baccalaureate degree.
2. A standard or provisional teaching certificate or statement of eligibility.
3. Minimum undergraduate GPA of 2.50.
4. An approved professional growth plan signed by school supervisor. If the candidate is not currently teaching, the candidate’s advisor may approve the professional growth plan.

Candidates meeting these criteria will be admitted to the Teacher Leader Fifth Year Program.

Provision 1. Candidates granted alternative admission may take up to 12 hours in the specific Teacher Leader Master’s program to which they are applying. If the candidate earns a GPA of 3.75 or higher for these 12 hours, the GRE/MAT testing requirements are waived for regular admission to the program. If a GPA of 3.75 is not attained, the candidate must submit a GRE or MAT score no later than the conclusion of the semester during which the 12th hour is completed at which time an admission’s index will be calculated. The admission’s index will be determined by the following:

   a. GRE score (verbal + quantitative) * undergraduate GPA = 2050 (minimum)
   b. Miller Analogies Test (MAT) Scaled Score * undergraduate GPA = 980 (minimum)

Provision 2. Once candidates have successfully completed 12 credit hours and met criteria for regular or alternative admission to the Teacher Leader Master’s, they may apply for admission to the Teacher Leader Master’s or they may continue in the Teacher Leader Fifth Year Program.
References


