

MASTER OF ARTS IN TEACHING LEADERSHIP

This program requires enrollment in a BTSA/Induction programs in a school district partnered with Saint Mary's College School of Education (please see Program Director for details).

Please consult the Program Assistant/Director for specific application requirements for this program.

The Master of Arts in Teaching Leadership is intended for K-12 teachers who are committed to career-long learning about the craft of teaching and development of their skills as instructional leaders. The two levels of the program move candidates along a continuum of development that they started with initial credential work. The first level of the M.A. program has been designed primarily with new teachers in mind. By successfully completing Level I requirements, candidates will meet state standards for induction to the profession. Coursework and learning experiences in Level I address the California Standards for the Teaching Profession and the California Induction Standards. In this program component, particular emphasis is given to subject matter content, pedagogy and reflective inquiry.

Courses and learning experiences in Level II of the program are designed to deepen and extend candidate's understanding of content and pedagogy and to develop their capacity to serve as leaders and agents of change in the schools of our region. The learning experiences and assessments that comprise Level II reflect the core propositions and the assessment processes of the National Board for Professional Teaching Standards. The National Board for Professional Teaching Standards recognizes accomplished teaching by certifying individual teachers who successfully complete a rigorous set of performance assessments related to the following core propositions:

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

Successful completion of the program, which leads to a Master of Arts degree in Teaching Leadership, requires that students:

- Maintain at least a "B" average in the program coursework
- Attend all sessions and complete all assignments
- Apply course content toward systematic reflection and innovation in their own classroom
- Complete the action research components

Prerequisite

Enrollment in Induction Program of school district partnered with SMC

Required Courses

EDTL 600 - Exploring and Learning Leadership (3)

EDTL 610 - Connecting Teaching and Learning Practices (3)

EDTL 700 - Developing Teaching and Learning Practices (3)

EDTL 710 - Investigating Reflective Learning (3)
EDTL 800 - Building a Community of Learners through Critical Reflection (3)
EDTL 810 - Implementing Effective Teaching Techniques (3)
EDTL 820 - Articulating an Area of Inquiry: Bridging Theory and Practice (3)
EDTL 830 - Developing Areas of Inquiry: Research and Practice (3)
EDTL 840 - Demonstrating Professional Growth Experiences: Reflections and Projections (3)
EDTL 850 - Documenting Professional Growth: Completing Action Research (3)

Master of Arts in Teaching Leadership Courses

EDTL 600 Exploring and Learning Leadership (3)

Learning community members will begin investigating and transforming their beliefs about teaching and learning. Current best practices will be shared to increase participants' competence in planning, designing and delivering instruction to all students. Participants will demonstrate subject matter knowledge, based on content standards and frameworks.

EDTL 610 Connecting Teaching and Learning Practices (3)

The intent of this course is for participants to apply concepts of learning, teaching, and reflection, both independently and collaboratively. Learners will apply, document and demonstrate their learning between sessions through participation in Learning Community sessions (requires two sessions in addition to the Saturday Seminars).

EDTL 700 Developing Teaching and Learning Practices (3)

Learning community members will further examine teaching and learning practices. The development of individual learning plans using an inquiry-based model will guide participants toward demonstrating continued professional growth. (Prerequisite: EDTL 600 –intended for second year participants)

EDTL 710 Investigating Reflective Learning (3)

The intent of this course is for participants to apply concepts of learning, teaching, and reflection, both independently and collaboratively. Learners will apply, document and demonstrate their learning between sessions through participation in Learning Community sessions (requires two sessions in addition to the Saturday Seminars). (Prerequisite: EDTL 610 –intended for second year participants)

EDTL 800 Building a Community of Learners through Critical Reflection (3)

In this course candidates will explore their personal beliefs that guide their practice. Effective instructional strategies and techniques for differentiation as it relates to their content will be explored. The action research process will be introduced and candidates will develop inquiry questions to investigate.

EDTL 810 Implementing Effective Teaching Techniques (3)

Teaching and learning practices and theories will be examined. Effective teaching techniques and presentation skills will be practiced and critiqued. The focus of this course is to develop effective presentation skills and to develop effective communication and collaborative relationships with students, parents, colleagues and community.

EDTL 820 Articulating an Area of Inquiry: Bridging Theory and Practice (3)

Areas of inquiry that will promote a deeper awareness of the theory behind teacher practice will be defined and developed. Specific attention will be given to the constructivist learning model as a means of enhancing the learning opportunities of students. Learning community members will continue documenting and assessing their work and document their growth using a professional portfolio.

EDTL 830 Developing Areas of Inquiry: Research and Practice (3)

During this course, learning community member will engage in self-directed activities to articulate the emerging curriculum for their learning community experience. On-going collegial sharing and reflection will be significant aspects of the learning process. A required networking conference for all year three learning community members will be held. Learners will conduct action research design in their classrooms. Completion of the requirements of arranged work, learners will apply, document, and demonstrate their learning between the learning community sessions.

EDTL 840 Demonstrating Professional Growth Experiences: Reflections and Projections (3)

Candidates will demonstrate their significant learning through portfolio development and analyzing data, findings and conclusions from their action research inquiry project. Candidates will attend a special follow-up seminar to EDTL 810. The seminar will include presentation skills practice with feedback in preparation for the Colloquium. Candidates will share a presentation they have delivered or may present a portion of their action research project. Advisors will meet independently with learners to assist and support action research project completion.

EDTL 850 Documenting Professional Growth: Completing Action Research (3)

The intent of this course is for learners to complete their action research independently and to document and communicate their inquiry investigation. Learners will present their findings at a Teaching Leadership Colloquium. Learners will continue to apply, document and demonstrate their professional growth to complete requirements with their learning community advisor.