

TO: Bethami Dobkin, Provost

**FROM: Tom Poundstone, Chair
Academic Senate**

DATE: May 18, 2010

**RE: Senate Action S-09/10-21CA
Masters in Teaching Leadership Program (MATL)
School of Education**

At the May 13, 2010 General Meeting of the Academic Senate, the attached proposal for the Masters in Teaching Leadership Program was approved on the Consent Agenda. This action was sent to the Senate from the Graduate and Professional Studies Educational Policies Committee where the proposal was unanimously approved. This action was assigned Senate Action # S-09/10-21CA.

Attachment

cc: Br. Ronald Gallagher
Dean Nancy Sorenson
Chris Sindt

Master of Arts in Teaching Leadership

Initial Program Review Report

2005 – 2009

Submitted December 2009
Revised April 2010

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INTRODUCTION

Program Rationale

What is a Teacher Leader?

Teacher leader is a general term that applies to teachers in a variety of roles within the school institution. For example, teachers who are out of the classroom full-time to assume some kind of leadership role in promoting change in classroom practice among large numbers of teachers are *teacher leaders*. However, *teacher leader* can also refer to a teacher who remains in the classroom and assumes, on top of their full-time teaching responsibilities, some role in promoting change. *Teacher leader* also describes teachers who have a reduced teaching load, for example teaching three periods of the day, and serve the school in some leadership capacity for the balance of their contracted time. (Lord and Miller, 2000).

Why Teaching Leadership?

The traditional model of school leadership evokes an image of an administrator—a school principal, for example—who directs instruction through the making of policies and procedures that are intended to sustain teaching and learning. In the current culture of accountability and budget crises, however, the principal is no longer sufficient leadership to ensure continuous progress toward school goals. In point of fact, principals do not—and cannot—be experts in all subject areas, and their tenure in a school is often shorter than that of the teachers. Moreover, state requirements and national mandates (such as the No Child Left Behind legislation) hold teachers accountable for student performance on assessments. The pressure of this accountability, coupled with community and family issues that affect student learning, challenge teachers—individually and collectively—to demonstrate exemplary professional preparation and continuous development (Blackwell & Diez, 1998). Now more than ever, classroom teachers must become part of the leadership team of the school and apply their knowledge of the constantly evolving nature of teaching and learning to promote school-wide collaboration aligned to a shared vision of student achievement.

Goodlad (1990) in *A Nation Prepared* proposed that schools introduce several elements related to the “career ladder” for teachers, the most notable of which was to introduce a new category of “lead teachers” who provide leadership in the schools and help their colleagues uphold high standards of learning and teaching. The appellation of “lead teacher” has evolved into the more current term, teacher leader. Teacher leaders are teachers committed to continuous improvement in instruction and student learning through the development of professional learning communities at the school site, the modeling of effective communication and collaboration skills, and through modeling and facilitating the use of research-based instructional strategies and data-driven action plans.

The teacher leader concept is a powerful one because teachers are uniquely positioned to assume leadership roles on a variety of tasks that transform schools from more traditional workplaces into professional learning communities. A short list of roles for teachers who want to be leaders in their school community are resource providers, instructional specialists, curriculum specialists, and teacher mentors. The roles teacher leaders take on in their school sites are varied

and largely specific to the individual context of the school, as a study by Lieberman, Saxl, and Miles (1988) confirmed. In order to be effective in roles such as those listed above, teachers must learn a variety of leadership skills, which are not typically supported in the curriculum of teacher credential programs. Those skills include:

- Building trust and developing rapport
- Diagnosing organizational conditions
- Managing the work and dealing with processes
- Building skills and confidence in others
- Accessing and using educational research to improve practice and student learning
- Using assessments and data for school improvement

The Need for Graduate Study to Support Teacher Leadership

Because the skills listed above are not typically developed as part of teacher credential programs or traditional Master's of Education programs, researchers and educators alike (e.g. Goodlad 1998) advocated that colleges of education develop master's programs that advanced teacher understanding of and capacity for collaboration, coaching and mentoring, decision-making, facilitation and action research. In the past, teachers frequently have had few options for advanced degrees in education; they may choose a Master's degree in Educational Administration which will lead them out of the classroom or a traditional Master's degree in Education which many claim is abstract, not grounded in practice and may not contribute significantly to teacher effectiveness.

The Master of Teaching Leadership (MATL) program was designed to respond to these calls for master's programs to prepare teachers for leadership roles at their school sites. The MATL Program was built upon the continuum of teacher preparation and professional growth, the California Standards of the Teaching Profession (CSTP), and National Board for Professional Teaching Standards (NBPTS) (Appendix O). The continuum of teacher preparation, as well as the CSTP and the NBPTS, reflect a system-wide conviction that pre-service teachers, beginning teachers, and accomplished teachers, move along a developmental path that continues throughout the professional career of the teacher. The MATL Program responds to the demand for more effective teacher practitioners who have the capacity to extend their influence beyond their classrooms to their schools and the wider profession, positively impacting the learning of students for years to come.

In sum, the MATL program is a vehicle for guiding and recognizing teacher development by providing coherence between the continuum of teacher development and the continuum of academic degrees. The MATL Program offers an alternative, field-based approach to graduate study that addresses educational needs that may not be adequately met through traditional programs. Classes are held at convenient locations and on weekends allowing professional educators to earn a master's degree without interrupting their careers.

Vision of the MATL Program

The faculty of the MATL Program hold the fundamental belief that teachers are the most valuable resource in any school system. Teachers plan and guide student learning, manage the classroom environment, and interact with colleagues, parents and administrators. We strive to address the needs of teachers for an applied degree, which advances knowledge and skill in communication, collaboration, reflective inquiry, decision-making and action research. It is the

goal of the MATL Program to foster enduring *relationships* between faculty in the KSOE and practitioners in the K-12 teaching field, and thereby to promote avenues where research-based learning has an immediate impact on teaching and learning in the K-12 educational context.

The MATL Program is based on the necessity for teachers to continue to learn and grow throughout their career *as reflective practitioners*, and for teacher leaders to impact school culture through instructional innovation, meaningful collaboration and informed use of assessment data. The Program curriculum and assessments were designed to develop the three capacities—reflection, systematic inquiry, and collaboration—that are at the heart of teacher growth. These capacities create an integrated learning process for the practicing teacher leader, and a pathway to apply learning in immediate, authentic ways within their own teaching context.

Process of the Review

The Program Director (PD), Dr. Kathy Perez, met with the Graduate Policies Committee/Program Review Committee Chair, Dr. Frank Murray, and the Dean of the School of Education in the Spring of 2009 to discuss the policies and procedures for this review. The PD contacted Academic Affairs about the due date for the review. This group determined that the MATL Program was not on the calendar for this year. There was an error in mistaking this program with the MA in Educational Leadership, which was scheduled for Fall 2009. After consultation with the faculty, the PD decided that the program would move forward with this review.

However, the PD was subsequently contacted by the Academic Senate Administrative Assistant and informed that there were a different set of guidelines because this review represented the Initial Program Review for the Program. Although the Academic Policies Committee (APC) had approved the original draft of the program proposal in 2005, it had received only fast-track approval that year by the Graduate Policies Committee and the Provost. The deadline for the initial program review was set for December 15, 2009.

The PD carefully reviewed the document, “Guidelines for Department and Program Reviews,” and generated a task list. Input was gathered from MATL faculty, Research Advisors, alumni and the current cohort of candidates through a series of meetings and surveys. Current resumes were collected from all faculty and advisors. Syllabi were revised for all courses, incorporating the new format required by the Kalmanovitz School of Education (KSOE).

Summary of Progress Since Initial Fast Approval (Spring 2005)

Each year since the program has been implemented, the PD and program faculty have carefully monitored student outcomes through reviewing summative projects, reviewing course and session evaluations, and conducting exit surveys of students. Based on an analysis of these assessments, faculty

have made modifications both in course curriculum and program assessments. Faculty have also refined processes of communication among faculty, research advisors, and students. The following list represents a summary of these changes:

- Learning outcomes and course content of EDTL 800, 820, and 830 have been modified to more carefully sequence the development and implementation of the Action Research project.
- The Candidate Handbook (Appendix F) was revised, reorganized, and re-indexed in response to faculty, research advisor and student feedback. Handbook is revised yearly to reflect program changes.
- The Teaching Leadership (TL) Strand (Appendix K) was developed and integrated across EDTL 800, 820, 830, and 840. The 5 Modules of the TL Strand are taught by the same faculty team to provide continuity and consistency.
- Faculty and Research Advisors collaboratively developed rubrics for the Portfolio and Colloquium presentation (Appendix N). The rubrics were piloted for the Portfolio and Colloquium presentation in 2008.
- A Research Advisor Handbook (Appendix G) was written and distributed to all research advisors to ensure timely dissemination of information and promote consistency in advising. Handbook is updated regularly to reflect program changes.
- An orientation session was developed and implemented for the Program. The Orientation occurs each year at the end of May, and attendance is mandatory. One make-up session is offered. Orientation includes an overview of the Action Research process and products. The agenda from the May 2009 Orientation appears in Appendix L.
- The application process was extended to include oral interviews and a writing proficiency examination. All program faculty and research advisors participate in the process and review interviewers' notes and applicants' writing samples before candidate is accepted into the program.
- An entry survey, end-of-program survey and alumni survey (Appendix I) were developed and implemented.

Modifications based on Feedback from GPSEPC Review (January 2010)

Program Director Kathy Perez and Research Coordinator Heidimarie Rambo attended a meeting of the GPSEPC on January 13, 2010. Based on questions and concerns of the committee, the following revisions have been made:

- This document was revised to clarify what Teacher Leadership is, differentiate the program learning outcomes from student performance indicators, describe the research bases of the curriculum,

delineate the relationship between teacher induction program and the advanced graduate coursework of the MATL, identify the multiple pathways to the MATL, and identify the quality assurance process of the Action Research project.

- A faculty-research advisor meeting was devoted to the re-crafting the MATL Program Learning Outcomes (February 2010). Program faculty and research advisors engaged in an “appreciative inquiry” to share stories of successful teacher leaders, which were then analyzed for common themes by the Kathy Perez, Heidimarie Rambo, and Dean Elias, Ed. D. faculty and member of the GPSEPC. The themes were compared and aligned to the professional body of research on teacher leadership, and new learning outcome statements were crafted. The revised Program Learning Outcomes appear on pg. 16 of this document. Program faculty and research advisors continued to develop these program learning outcomes at the upcoming meeting on April 15, 2010, when student performance indicators were described for each goal.
- A rubric for the Action Research Project (ARP) was drafted and will be piloted this spring. The first draft of the rubric was completed in late January, as part of the MATL program’s original plan for program development. (Action Item, p.24; original Program Review document 12-12-09). The draft was further revised based on program faculty and research advisor feedback. The rubric (Appendix N. v.) has been distributed to program faculty, research advisors and current candidates. Program faculty and research advisors will pilot the current draft of the ARP rubric with the current cohort of candidates. All stakeholders will submit feedback about the efficacy and suggestions for further revisions of the rubric to Heidimarie Rambo by May 24, 2010 for inclusion in the 2010-2011 *MATL Candidate Handbook*.

CONTEXT

The MATL Program in the Kalmanovitz School of Education

In the fall of 1998, the California legislature adopted and passed Senate Bill 2042, which established new criteria and processes for providing teacher preparation in the state of California. In effect, this legislation mandated the *Learning to Teach Continuum*, which included a teacher preparation phase and two additional years of Beginning Teacher Support and Induction (BTSA) in order to complete, or clear, the teaching credential (Appendix E). This process is referred to as teacher induction and requires completion of a portfolio of practice, teacher mentoring, and ongoing professional development.

Thus, the MATL Program evolved out of the need for beginning teachers to continue their professional growth beyond induction. The MATL Program offers an alternative, field-based approach to graduate study that builds on teacher induction and is grounded in the teacher’s authentic experience of the classroom. Classes are held at convenient locations and on weekends, allowing professional educators to earn a master’s degree without interrupting their careers.

Brief History Of The MATL Program

A fundamental underlying tenet of the Program is that every teacher deserves the opportunity to participate in a high quality graduate program that will result in higher levels of competence and higher levels of student achievement. Saint Mary's College School of Education has a long history of delivering high quality graduate education and is committed to assisting participating teachers to develop their ability to help all students reach high standards.

The development of the MATL began in 2003 with a feasibility study to explore existing programs and potential markets authorized by then-College President Br. Craig Franz and former Provost Sally Stampf. They provided program development funds to the PD to research and document other similar degree programs in other LaSallian institutions.

Dr. Perez's initial research turned up the notable example of the M.Ed. in Teacher Leadership at Saint Mary's University of Minnesota at Winona. She traveled three separate times to UM-Winona and interviewed program directors, supervisors, faculty, candidates and staff. In addition, Dr. Perez attended the Learning Community course sessions and the annual Colloquium for the program.

In order to ensure that the SMC program was relevant to the California context, Dr. Perez established an Advisory Board consisting of multiple stakeholders from area school districts. The Advisory Board drew from recognized educational leaders and community members and included an assistant superintendent, school principals, teacher mentors, BTSA program directors, and teachers in K-12 schools including National Board Certified teachers, SOE faculty and student teaching supervisors. A list of the members of the Board is included in Appendix P. The Advisory Board gave input about the core principles and practices of such a master's degree that would meet the needs of the broad educational community.

The Advisory Board recommended that Level 1 (12 units) of the MATL Program consist of four courses taken during the two years of teacher induction, recognizing the process that teachers must complete in order to clear their credentials did in fact move them along the continuum of the teacher development. The process of clearing a credential in California already required two years of coursework beyond the coursework required for the Preliminary credential. In the spring of the year the teacher completes Level 1, interested candidates apply for admission to Level 2 (18 units) of the MATL program. In 2007, the Program extended the formal admission process of Level 2 of the Program to require candidates participate in a verbal interview and a writing proficiency examination. Upon successful completion of this process, candidates are admitted to Level 2 of the MATL Program.

An overview of the courses associated with Level 1 and Level 2 of the MATL program are presented in Table 1.

Table 1. *Overview of the MATL Coursework by Level*

| Level 1 Year 1 | Level 1 Year 2 | Level 2 Year 3 |
|--------------------------|--------------------------|--------------------------|
|--------------------------|--------------------------|--------------------------|

A number of learning threads surfaced through the conversations with the Advisory Board, which have continued to inform the curriculum and educational design of the program. These learning threads are

- Teacher leadership
- Adult learning theory
- Action research / Inquiry Learning
- Professional learning communities
- Self-directed learning
- Data-driven dialogue
- Teacher identity
- Analysis of student work
- Teacher reflection of practice
- Collaboration

Thus, from the data collected by observations, interviews, surveys and advisory board input, the advanced coursework for both Level 1 and Level 2 of this graduate degree was developed to assist candidates to become change agents and educational leaders in their schools.

The Program adopted a Learning Community model of instruction, which relied on team-teaching. Faculty teams of educators with demonstrated records of teaching leadership taught the courses, and individuals were selected and partnered according to their diversity of perspective and experience in teaching leadership. The first cohort of candidates was admitted and began in the summer of 2005.

The MATL Program has evolved over the past five years. The courses have been modified based on multiple sources of input, including: student surveys, course evaluations, faculty and research advisor feedback, and alumni feedback. Nonetheless, the goal of the program has endured: to empower teachers with the skills they need to become change agents and educational leaders, and in particular, to be architects of their own learning.

Interactions with Programs on Campus

The Master of Arts in Teaching Leadership Program relies several programs on campus.

Library

The research librarians have had an integral role in presenting appropriate resources from the SMC library to the candidates. Hands-on seminars on conducting library research have been integrated into both EDTL 800 and EDTL 820. In addition to the three workshops they receive as part of their coursework, any MATL candidate with particular need may request individual appointments with a research librarian as they conduct their review of the literature.

Instructional Technology

The CaTS staff has provided support and tutorials to faculty on the use of Blackboard. The Program currently maintains a single MATL Program Blackboard site to foster greater communication between program faculty and students and to provide a forum for online discussions between course sessions. In addition to course syllabi, assignment descriptions, and grading rubrics, the MATL Blackboard site serves as a central hub for the Administrative Assistant to disseminate registration and graduation information.

Business Office

The PD and MATL Administrative Assistant have worked very closely with the Registrar's Office and the Business Office to establish systems and procedures for serving an off-campus cadre of students and faculty. These relationships have helped to smooth the registration issues and payment plans of our students.

MATL Candidates Pursuing Other Degrees

MATL graduates often pursue further degrees and/or credentials at Saint Mary's. To date, several graduates have moved on to earn a credential at Saint Mary's College in Educational Administration.

Accreditation/Certification Issues Related To This Program.

Since this program builds upon the *Learn to Teach* program (Induction) of the California Commission for Teacher Credentialing and the credential programs at the School of Education, we integrate and extend the very same accreditation standards that are used by the basic credential programs. The MATL Program also incorporates the National Board for Professional Teaching Standards.

The School of Education is involved in the BTSA (Beginning Teacher and Assessment) as an Institution of Higher Education. The PD and many of the MATL faculty and advisors participate in several external review processes. We remain current on potential changes to these requirements in order to be responsive to any implications these changes may have for the MATL program. For example, in 2008-2009, the California Commission of Teacher Credentialing made sweeping changes to the Induction standards to now require new teachers to submit action plans as part of their Induction portfolio. Program faculty are aware that these changes may affect the MATL program because new candidates may have more field-based experience with writing action plans before entering the Program.

Because the importance of the teacher leaders has gained significant attention in the past five years, a group of educators and education stakeholders convened in May 2008 to begin a process

that has resulted in a draft of Model Teacher Leader Standards (Teacher Leadership Exploratory Consortium, 2010). These standards are currently circulating through professional teacher organizations to collect feedback. Faculty in the MATL Program are participating in this process, but it is too early to predict the impact of these standards, when they are finalized, on the Program.

MISSION

Mission of the College

To address how the MATL Program incorporates and exemplifies the three traditions of the College, we have included the mission from the School of Education:

The mission of the School of Education is to prepare teachers, administrators and counselors to be competent practitioners and agents for personal and social change.

The mission of the Master of Arts in Teaching Leadership Program integrates the mission of the School of Education and includes the epigram:

“Teaching Minds...Touching Hearts.”

Our learning communities bring together committed professional educators who desire to improve their techniques, deepen their understanding of the teaching practice, and illuminate their values and beliefs about education. As a member of an MATL learning community, candidates connect and collaborate to:

- Learn from other teachers who are committed to lifelong learning
- Develop a network of professional educators
- Seek research-based practices directly related to the classroom and student learning
- Engage in learning that is practical and purposeful
- Apply best practices and theory in the classroom
- Become a change agent in the school and district.

Liberal Arts Mission

Teaching Leadership is concerned with cultivating divergent ways of knowing and the art of thinking within the context of assisting learners to grow intellectually. We probe our candidates to cultivate deeper thinking and exercise these capabilities within the context of their classroom, school and community. This is quite compatible with the liberal arts mission of the college, *to probe deeply the mystery of existence by cultivating the ways of knowing and the arts of thinking*. The kind of teacher leader we develop is one who is open to the wonder of existence and the world at large and is committed to helping their students maintain an attitude of wonder by becoming change agents in their educational setting.

The MATL Program is directed toward the critical analysis of the philosophical, historical and empirical foundations of curriculum development and the impact of diverse cultural influences on teaching and learning. The curriculum and capstone projects of the Program allow teachers the opportunity to identify, investigate, and transform their beliefs and practices about their teaching and learning.

The field of education is based on fundamental principles of pedagogy, psychology and curriculum development. The learning opportunities of the Program are designed to connect theory and practice. Curriculum and the capstone experiences together provide an integrated experience of academic study, classroom application, standards-based practice, reflective inquiry, and classroom research. The candidates integrate these principles into developing a philosophy of teaching leadership.

In fact, the overall philosophy of the MATL Program is based in the liberal arts tradition of critical inquiry and the active construction of knowledge. Central to our mission is the commitment to life-long and active engagement in learning. The philosophy of this Program is grounded in the interactive nature of teaching, learning, curriculum, and the personal values that guide teachers. Assessment within the Program is performance-based and authentic, and includes reflection and self-assessment, as well as feedback from instructors and research advisors.

Catholic Mission

The Catholic tradition of viewing the ethical and spiritual dimensions of life as central is a core value of the MATL Program. Teaching and learning are not perceived as purely intellectual activities. Instead, each candidate is part of a learning community, a set of relationships *based in mutual understanding and respect* (italicized words from the College Mission). One goal of this program is to help each teacher gain a renewed sense of what it means to be a teacher. In the community of learners, teachers develop a deeper understanding of their place in society as well as personal centeredness in their work. The program promotes democracy, diversity, inclusiveness, personal creativity and efficacy in as many aspects as possible. Through readings, discussions and interactive experiences, the program encourages teachers to develop expanded visions, not only for their own teaching, but of their students, schools and communities as well.

Taking on the responsibility of educating children and becoming a teacher leader is a profoundly ethical act and requires a commitment to *defend the goodness, dignity, and freedom of each person* in the classroom, school and community. This program provides coursework to inspire and transform candidates as they explore their own personal beliefs and commitment to education. Candidates address ethical issues specific to school settings and the profession.

Lasallian Mission

The Lasallian mission of the College is to *create a student-centered, educational community whose members support one another with mutual understanding and respect*. The Learning Community at the core of the MATL Program strives not only to provide just such an educational community for our candidates, but also to prepare them to create such student-centered communities in their own classrooms and school sites.

The learning community explores aspects of teacher identity and efficacy and examines best practices and research-based theories as part of individual and community-wide learning experiences. During the course of the program, learning community members work

collaboratively and cooperatively to develop and assess their work with formative and performance assessment and portfolios of practice. Working within cohort groups, candidates explore and use professional tools of inquiry to become broad-minded learners and effective developers of human potential in a changing world.

The Lasallian mission is infused throughout the MATL program. Honoring the equality of all people, though they differ in roles, abilities, class, ethnicity, gender, religion and sexual orientation is at the foundation of the MATL Program. We serve a larger social justice by empowering our candidates to become advocates for social change that benefits students, teachers and schools, by bringing them to an awareness of the inequities in the educational system. Mutual understanding, acceptance and respect across social boundaries is developed and modeled throughout the program. Candidates develop the knowledge and competencies to work effectively with diverse populations including English learners and students with special needs. The process of teaching and learning in the MATL Program challenges all participants to consider carefully what more we can do as faculty, advisors, students and educational programs to prioritize compassionate ways of living.

Educational Goals of the Program

At the inception of the program, the goals and learning outcomes of the MATL Program embodied the professional teacher standards (the California Standards for the Teaching Profession, the California Induction Standards and the National Board for Professional Teaching Standards; see Appendix O for a separate list of each of these standards). MATL Program Learning Outcomes, however, have evolved in response to the ongoing professional dialogue about the knowledge, skills, and competencies of the teacher leader.

Knowledge Base of the MATL Program

The MATL Program is based on the research of leaders in teaching leadership, professional teacher development, and school change. Complete references for these names are included in the References section at the end of this document.

Teaching Leadership

Doug Reeves
John Goodlad
Charlotte Danielson
Robert Marzano
Art Costa
Robert Elmore

Reflective Practice/ Learning Communities

Andy Hargreaves
Grant Wiggins
Linda Darling-Hammond
Mike Schmoker
Laura Lipton
Bruce Wellman

Professional Development/ Effective Teaching

Robert Garmston
Roland Barth

Change Process

Michael Fullan
Dennis Sparks
Gene Hall

MATL Program Learning Outcomes

In their current expression, the MATL Program Learning Outcomes represent finely-crafted statements connected to the critical dimensions of teacher leadership.

Graduates of the Master of Arts in Teaching Leadership Program:

- Are grounded in core theory regarding professional learning communities and demonstrate capacity to develop a professional learning community that embodies sustainable transformative change.
- Are grounded in core theory regarding systems of change and demonstrate capacity to diagnose needs within the community and institutional culture as a basis for designing innovative change within classrooms and/or institutions.
- Identify and respond to differences in learning style, culture and values in a way that leads to transforming participating students, colleagues, groups and schools.
- Are grounded in major theories of adult development and use these as a stimulus for self-awareness and embodied practice.
- Identify and articulate personal vision, values and vocation to tap into and channel their professional passion.

- Create sustainable school-based policies, structures and practices aligned to current theory and research.
- Are grounded in relevant theory and demonstrate capacity to design and implement data-driven evaluation of learning and systems of accountability.
- Are grounded in relevant theory and demonstrate capacity to develop action research into ongoing leadership practice within self and community

Program Courses

There are four courses consisting of 12 units in Level 1 of the MATL. Beginning teachers complete these courses over a two-year period, along with their teacher induction. Beginning teachers who have completed their teacher induction and Level 1 of the MATL coursework are eligible to apply for Level 2 of the MATL Program. Level 2 consists of 18 units. For beginning teachers, the MATL degree is a total of 30 units, completed over 3-year period.

Credentialed teachers with 5 or more years of teaching experience may challenge Level 1 by submitting a portfolio documenting evidence of learning commensurate with the experiences offered by the Level 1 coursework. Experienced teachers apply directly to Level 2 of the MATL Program, which, if accepted, they completed over a 1-year period. Table 2 provides an overview of the pathways to the MATL Program for both beginning and experienced teachers.

Table 2. *Admission Pathways to the MATL Program*

| Beginning Teachers | Experienced Teachers |
|---|---|
| Pre Service Preparation Preliminary Credential | Pre Service Preparation |
| Enter Level 1 of MATL Program: | May challenge Level 1 of MATL by submitting a portfolio of practice with evidence of: |
| <ul style="list-style-type: none"> • Induction Program to clear credential (2 years) which includes <ul style="list-style-type: none"> • Formative assessment of teaching • Coaching • Level 1 coursework through SMC Saturday Seminar <ul style="list-style-type: none"> • Year 1: EDTL 600; EDTL 610 (6 units) • Year 2: EDTL 700; EDTL 710 | <ul style="list-style-type: none"> • Clear Credential • Minimum of 5 years of teaching experience • Reflection describing how prerequisite induction standards has been met through, for example, <ul style="list-style-type: none"> • Participation in an induction program • Mentor/coach to beginning teachers |

(6 units)

Apply to **Level 2** of MATL Program

- 18 units of coursework

Apply to **Level 2** of MATL Program

- 18 units of coursework

Description of Courses in Level 1

EDTL 600 Exploring Teaching and Learning Leadership (3 units)

Course Description

Participants deepen their understanding of current best practices their competence in planning, designing and delivering instruction to all students. Participants will demonstrate subject matter knowledge in the content standards and induction standards.

EDTL 610 Connecting Teaching and Learning Practices (3 units)

Course Description:

Participants apply the concepts of learning, teaching and reflection, both independently and collaboratively. Learners apply, document and demonstrate their learning through participation in a Learning Community. (This course requires off-campus sessions.)

EDTL 700 Developing Teaching and Learning Practices (3 units)

Course Description:

Participants examine teaching and learning practices, and demonstrate continued professional growth in the content and induction standards.
(Pre-requisite: EDTL 600. EDTL 700 is for second year Saturday Seminar participants).

EDTL 710 Investigating Reflective Learning (3 units)

Course Description:

Participants apply concepts of learning, teaching and reflection, both independently and collaboratively through participation in a Learning Community. (This course requires off-campus sessions.)
(Pre-requisite: EDTL 610. EDTL 710 is for second year Saturday Seminar participants)

Description of Courses in Level 2

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

Course Description

In this course candidates explore the personal beliefs that guide their practice, and expand their development as reflective practitioners and as teacher leaders. The curriculum focuses on acquiring effective strategies for becoming an integral part of learning communities, for developing an action research question, and for doing academic research

EDTL 810 Implementing Effective Teaching Techniques (3 units)

Course Description

The goal of this course is to provide research-based knowledge and skills practice needed by teacher leaders and successful learning facilitators. Teaching and learning practices and theories will be examined. Effective teaching techniques and presentation skills will be modeled, practiced and critiqued. Self and peer-assessment processes to validate work will be applied. The focus of this course is on skills needed to develop effective communication and presentation skills with students, parents, colleagues and the community.

The curriculum will include research-based practices for planning, presenting and evaluating professional development, theory and research on effective practices, presentation skills, needs assessment and evaluation procedures and follow up. Additional topics to be covered will be coaching, facilitation and planning effective meetings

There will be hands on practice and demonstration of techniques with videotaping and feedback. On-going critical reflection, collegial sharing and coaching will be significant aspects of the learning process.

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

Course Description

This course will define and develop areas of inquiry that will promote a deeper awareness of the theory behind teacher practice. The curriculum will focus on the candidate's understanding of the qualities and attributes of effective teacher leadership and determination of the candidate's own teacher leadership profile. The instructional domains of the course are the relationship between teacher leader and teacher researcher, a comprehensive understanding of the Concerns Based Adoption Model (CBAM), values based decision-making, and effective communication strategies for instructional leadership. Connections to the candidate's own research focus will be emphasized as well.

This course will challenge candidates to integrate the core program concepts and vision into their classrooms through their action research learning. Their continued inquiry and involvement with the action research process will provide opportunities for making classrooms more effective for both students and teachers. Candidates will be required to focus on the integration of assessment, instruction, environment, and classroom management to transform their classrooms.

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

Course Description

In this course, candidates will deepen their understanding of using protocols to build learning communities and to systematically examine student work, and develop methods and procedures for conducting their Action Research Projects.

EDTL 840 *Demonstrating Professional Growth Experiences: Reflections and Projection* (3 units)

Course Description

The final semester of the Master's program provides learning community members with the opportunity to demonstrate their significant learning throughout the learning community experience through portfolio assessment.

Candidates will summarize their individual and community learning experiences from the MATL coursework. Plans for continued personal and professional growth will be developed. As a graduation requirement, students will inform the education profession of their acquired expertise at an all-community conference.

Learners will demonstrate their comprehensive and integrated discipline-based learning through portfolio development and by facilitating a research and dialogue-based seminar or forum at a professional learning conference.

Learners will analyze their individual and community learning experiences that have impacted their teaching and learning and create a synthesis for continued professional growth and practice as a professional educator. Focusing on transformational learning, learners will articulate their professional beliefs and practices for their approach to assessment, instruction, environment, and discipline (content area). Learners will develop professional growth plans that reflect the research on shared learning, collegial coaching, and teacher leadership.

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

Course Description

The intent of this course is for learners to carry out their action research independently and collaboratively and document and communicate their content-based area of inquiry investigation. Learners will present their action research findings at a networking conference and prepare an article for publication as part of the Action Research Project. Learners will continue to apply, document and demonstrate their professional growth to complete requirements with their research advisor.

Program Enrollment Over The Past 5 Years

Table 3. *MATL Program Enrollment 2005-2010*

| Year | Beginning Enrollment | Graduates |
|-------------|-----------------------------|------------------|
| 2005-06 | 41 | 34 |
| 2006-07 | 55 | 43 |
| 2007-08 | 38 | 29 |
| 2008-09 | 51 | 41 |

2009-10
2010-2011

28
68 (accepted)

NA

COMPETITIVE ANALYSIS OF THE MARKET

Target Market

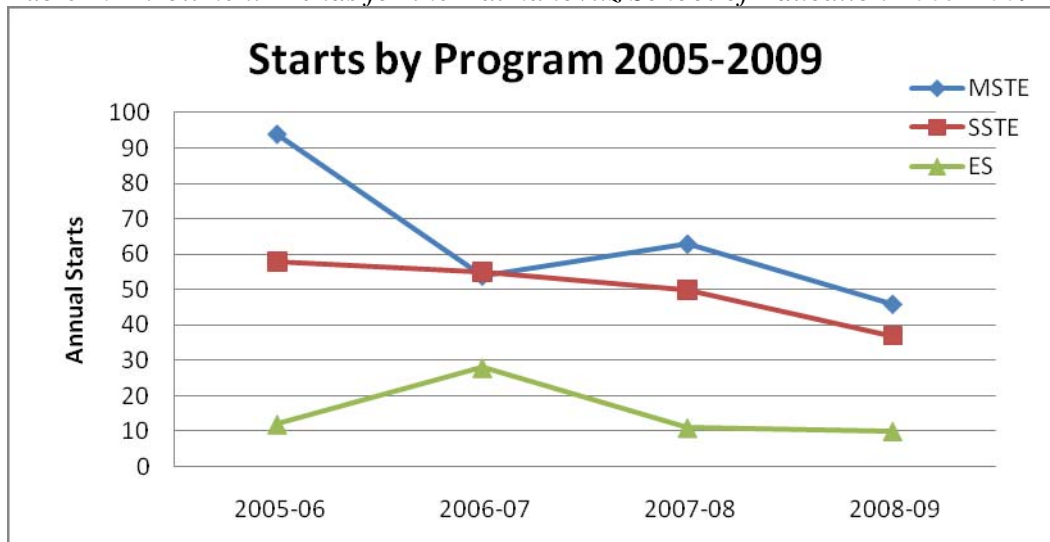
This program is designed for a broad base of participants including: beginning teachers, mentors, and experienced teachers. We have a formal partnership through the BTSA Program (Beginning Teacher Support and Assessment) with 28 school districts in the Bay Area region.

Enrollment Figures

Enrollments have fluctuated somewhat over the past five years from a high of 58 to our current enrollment of 28 (See Table 3). We believe our decreased enrollment is due to current economic conditions. Thirty-four teachers were admitted to the MATL Program in April 2009, but the uncertain employment climate led to several teachers “stopping out.” This downturn in enrollment mirrors the downturn in the SMC credential programs (Table 4). Although graduates of the SMC credential programs comprise a minority of teachers in the MATL Program, the decline in persons seeking to be teachers that is suggested by the graph in Table 4 is indicative of a statewide decline in enrollment in teacher education programs. Several of the districts in our partnership had no new first year teachers: fewer teachers in Induction mean fewer candidates for the MATL.

However, as a result of aggressive marketing by the PD in the fall of 2009 and an increase in interest in the Program from experienced teachers, there were approximately 80 applicants for the 2010-2011 academic year. From this pool, 68 of the applicants met admission criteria and have been accepted into the Program.

Table 4. *Enrollment Trends for the Kalmanovitz School of Education 2005-2009*



Legend. **MSTE:** Multiple Subject Teacher Education (elementary teacher credential program); **SSTE:** Single Subject Teacher Education (high school teacher credential program); **ES:** Educational Specialist (special education teacher credential)

Projection Figures

Because of the grim outlook for employment of new teachers, the target market for the MATL Program has broadened to include mentor and experienced teachers. In the current 2009-2010 cohort, half of the candidates are mentor and experienced teachers. The PD began marketing to experienced teachers in 2009. Currently, the PD offers on-site district information sessions, arranged through MATL alumni and the BTSA Consortium. A letter for the information session that was held in Alameda is attached in Appendix B.

The aggressive marketing by the PD in the fall of 2009 generated a great deal of interest in the Program, especially from experienced teachers, who want to increase their job qualifications. As a result, there were approximately 80 applicants for the 2010-2011 academic year of which nearly two-thirds were experienced teachers with 5 or more years of classroom teaching experience. From this pool, 69 of the applicants met admission criteria and have been accepted into the Program for the upcoming year.

Comparison with non-SMC Programs

The MATL Program is unique in its design and content. It was modeled after a similar program at Saint Mary's University of Minnesota at Winona. Core course content is similar, with the integration of California rather than Minnesota teaching standards. As of 2003-04, the program in Minnesota had been in existence for 12 years with 1800 participating teachers in 30 learning communities all over the state. The model included 90 facilitators/faculty who continue with the learning communities for the 5 semesters of coursework. There was one Director, 5 coordinators and 4 staff members. Even though the learning communities were off-site, the university has invested substantial resources into this program. It was their largest program in education.

Until recently, there have been no comparable programs in California. However, since the original draft of this document was submitted to the GPSEPC, we have learned that the University of Phoenix has a new Master of Arts in Education/Teacher Leadership. The degree requires 37 units of both core and elective courses. It is too early to assess the quality of this program, or its impact on the MATL Program at SMC.

Competitive Strengths And Weaknesses

The MATL is an innovative program for teachers seeking a Master's degree with cutting-edge curriculum and practical applications in schools and classrooms. The program vision is that the education field needs to be filled with well-trained, highly involved teacher leaders who have developed leadership skills through advanced coursework in Teaching Leadership. The academic degree coursework provides the preparation needed to achieve that vision. The MATL Program offers an alternative, field-based approach to graduate study that addresses the educational needs that may not be adequately met through traditional programs. Classes are held at convenient locations and on weekends allowing professional educators to earn a master's degree without interrupting their careers.

Another strength of the program may also be construed as a weakness. Graduate programs are expected to have rigor; and in fact, completing Level 2 of the Program, an 18-unit sequence, in one year is especially rigorous for teachers whose jobs are already demanding. Candidates appreciate the ability to complete Level 2 in one year. In point of fact, the MATL Program has the highest percentage completion rate of other programs in the School of Education (personal communication, Mel Hunt, credential analyst, KSOE). However, candidates proceed as a cohort through Level 2; and some candidates have difficulty keeping pace with the advanced coursework and the ongoing writing requirements. As a program we recognize that “life happens.” Therefore, if a candidate cannot keep up with the course and program requirements of Level 2—for personal or professional reasons—s/he is counseled to stop out and restart the program at the same point the following year.

SELF-APPRAISAL WITH PLANS OF ACTION

Operational Objectives of the MATL Program within the Context of the KSOE

- Provide quality graduate course work that is guided by the mission of the College, the School, and the Program.
- Maintain a program curriculum that is current, cohesive, and comprehensive: foundational courses provide candidates with a broad understanding of the field, theory, research and practice; advanced courses guide students more deeply and foster the candidates’ ability to integrate what they have learned through critical reflection and application in the field through action research.
- Attract and retain quality faculty with diverse backgrounds, areas of expertise, and teaching strategies, who are committed to mentor our students to become competent and ethical teacher leaders.
- Provide the overall structural support and leadership needed to administer an excellent academic graduate program.

Curriculum Overview

The research that was conducted in concert with the development of the Program (e.g. Goodlad, 1998; Blackwell & Diez, 1998) suggested graduate degree programs align coursework with the professional growth continuum of teachers (See *California Learning to Teach System*, Appendix E). The questions of program quality and coherence were carefully considered in development of the curriculum of the MATL Program. Special consideration was given to the fact that a teacher’s graduate work must have relevance to the work of the teachers (Blackwell & Diez, 1998). A central assumption for the curriculum of the MATL Program is that the role of inquiry and research and the collaboration within the learning community must emerge from actual problems encountered in a teacher’s classroom.

The curriculum of the MATL was developed around the learning threads that were identified during discussion with the founding Advisory Board. These learning threads are

- Teacher leadership
- Adult learning theory
- Action research / Inquiry Learning
- Professional learning communities
- Self-directed learning
- Data-driven dialogue
- Teacher identity
- Analysis of student work
- Teacher reflection of practice
- Collaboration

The assessment process—Action Research Project, Portfolio, and Colloquium Presentation—focuses the learning experiences within the Program and is driven by an investigation of the theories and best practices of teaching and learning. The development of the program emphasizes experiential learning and process as well as content. The MATL Program

- Is constructivist
- Encourages reflective practice
- Requires teacher action research
- Builds on the practical knowledge of teachers
- Builds community and collaboration
- Values personal history
- Is concerned with issues of equity and social justice

Program Learning Outcomes

This Program is designed to connect theory and practice. Components provide an integrated graduate experience of academic study, classroom application, standards-based practice, reflective inquiry, and classroom research. The MATL Program requires teachers to engage in action research in their classrooms. They engage in self-examination and reflection on their lives as teacher leaders. Teachers discover that action (especially classroom) research is an appropriate method for improving learning opportunities for K-12 students. As teachers reflect upon the learning environment they have created with their students, they uncover new levels of complexity in teaching and learning, and they open themselves to new possibilities and directions for their own and their student's growth.

Graduates of the Master of Arts in Teaching Leadership Program

(also listed on p. 16):

- Are grounded in core theory regarding professional learning communities and demonstrate capacity to develop a professional learning community that embodies sustainable transformative change.
- Are grounded in core theory regarding systems of change and demonstrate capacity to diagnose needs within the community and institutional culture as a basis for designing innovative change within classrooms and/or institutions.
- Identify and respond to differences in learning style, culture and values in a way that leads to transforming participating students, colleagues, groups and schools.
- Are grounded in major theories of adult development and use these as a stimulus for self-awareness and embodied practice.
- Identify and articulate personal vision, values and vocation to tap into and channel their professional passion.
- Create sustainable school-based policies, structures and practices aligned to current theory and research.
- Are grounded in relevant theory and demonstrate capacity to design and implement data-driven evaluation of learning and systems of accountability.
- Are grounded in relevant theory and demonstrate capacity to develop action research into ongoing leadership practice within self and community

Student Performance Indicators

The program learning outcomes for the Master of Arts in Teaching Leadership are presented above. The student performance indicators for all ten courses within the MATL are presented below. Faculty revisited these learning outcomes at their fall 2008 meeting in preparation for this review, and then again in February 2010 in response to the concerns and questions expressed by the GPSEPC. In April 2010, Program faculty and research advisors identified student performance indicators for each of the re-articulated Program Learning Outcomes. Table 5 presents the student performance indicators for each program learning outcome.

Some of the indicators of the graduate rigor of the MATL Program include:

- A thorough review of the literature is required for the action research project. Candidates need to include at least 15 peer-reviewed research articles. The faculty team of EDTL 820, the Program Director, and the Research Coordinator evaluate this review of literature.

- Candidates are required to do reflective inquiry throughout the program, culminating in a portfolio that demonstrates and communicates his/her dispositions of professionalism and commitment to growth in understanding of who s/he is as a learner and a teacher leader. The portfolio is shared at a learning community event and is both peer-reviewed and evaluated by the Advisor through the use of a rubric (Appendix N.i.).
- Candidates present their action research project to members of the larger teaching community in a one-hour presentation that is evaluated by their Research Advisor using a rubric (Appendix N.ii.).

Table 5. Student Performance Indicators for Program Learning Outcomes

Program Learning Outcome 1:

Candidates are grounded in core theory regarding professional learning communities and demonstrate capacity to develop a professional learning community that embodies sustainable transformative change.

| Student Performance Indicators | EDTL 600 | EDTL 610 | EDTL 700 | EDTL 710 | EDTL 800 | EDTL 810 | EDTL 820 | EDTL 830 | EDTL 840 | EDTL 850 |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| MATL Candidates will | | | | | | | | | | |
| Learn, practice, and demonstrate effective skills in listening, presenting ideas and leading discussions in order to advance shared goals and professional learning; | X | X | X | X | X | X | X | X | X | X |
| Learn, practice, and demonstrate facilitation skills to create trust among group members, develop collective wisdom, build ownership and action that supports student learning; | | X | | X | | X | | | X | X |
| Work to create an inclusive cohort of colleagues who turn to one another for learning, support and resources and who welcome diverse perspectives in addressing educational challenges; | X | X | X | X | X | X | X | X | X | |
| Learn and demonstrate strategies to provide feedback to colleagues to strengthen teaching practice and improve student learning. | | | | | X | X | X | X | X | |

Program Learning Outcome 2:

Candidates are grounded in core theory regarding systems of change and demonstrate capacity to diagnose needs within the community and institutional culture as a basis for designing innovative change within classrooms and/or institutions.

| Student Performance Indicators | EDTL 600 | EDTL 610 | EDTL 700 | EDTL 710 | EDTL 800 | EDTL 810 | EDTL 820 | EDTL 830 | EDTL 840 | EDTL 850 |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| MATL Candidates will | | | | | | | | | | |
| Learn and practice group processes to help colleagues and team members work collaboratively to solve problems, make decisions, manage conflict and promote meaningful change; | X | | X | X | X | X | X | X | X | |
| Collect, analyze and dissemination data relating to the impact and quality of learning innovations on their own teaching practice and student learning to colleagues and members of the school community; | | | | | X | | X | X | | X |
| Understand and demonstrate the use of assessment and data findings to recommend potential changes in organizational structure or practices that will enhance student achievement; | | | | | X | | X | X | X | X |
| Learn and practice effective communication and collaboration skills with families and other stakeholders focused on improving educational outcomes. | X | X | X | X | X | X | X | | | X |

Program Learning Outcome 3:

Candidates identify and respond to differences in learning style, culture and values in a way that leads to transforming participating students, colleagues, groups and schools.

| Student Performance Indicators | EDTL 600 | EDTL 610 | EDTL 700 | EDTL 710 | EDTL 800 | EDTL 810 | EDTL 820 | EDTL 830 | EDTL 840 | EDTL 850 |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| MATL Candidates will | | | | | | | | | | |
| Understand and apply strategies to meet the diverse learning needs of colleagues as well as students by identifying and promoting a variety of appropriate learning experiences; | X | X | X | X | | X | X | X | | |
| Identify appropriate strategies and resources to promote collaborative and differentiated learning experiences; | X | X | X | X | X | X | X | X | | |
| Develops and demonstrates instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction; | X | X | X | X | | X | | X | | X |
| Demonstrates understanding of the different backgrounds, ethnicities, cultures and languages in the school community to promote effective interactions among colleagues, families and the larger community. | | X | | X | | X | | | | |

Program Learning Outcome 4:

Candidates are grounded in major theories of adult development and use these as a stimulus for self-awareness and embodied practice.

| Student Performance Indicators | EDTL 600 | EDTL 610 | EDTL 700 | EDTL 710 | EDTL 800 | EDTL 810 | EDTL 820 | EDTL 830 | EDTL 840 | EDTL 850 |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| MATL Candidates will | | | | | | | | | | |
| Learn, practice and demonstrate working with adults to articulate opportunities/issues/challenges related to student learning, taking into account others' interests, knowledge and resources; | X | X | X | X | X | X | X | X | | |
| Assess colleagues' learning needs to ensure professional learning is collaborative, relevant, meaningful, differentiated and aligned with school/district improvement goals; | | | | | X | X | X | X | X | X |
| Learn, practice, and demonstrate strategies to facilitate effective individual and team interactions that engage colleagues in collaborative conversations about student learning data and instructional practice, challenge them to develop solutions, and develop a climate of trust and critical reflection. | | X | | X | X | X | X | X | X | X |

Program Learning Outcome 5:

Candidates identify and articulate personal vision, values and vocation to tap into and channel their professional passion.

| Student Performance Indicators | EDTL 600 | EDTL 610 | EDTL 700 | EDTL 710 | EDTL 800 | EDTL 810 | EDTL 820 | EDTL 830 | EDTL 840 | EDTL 850 |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| MATL Candidates will | | | | | | | | | | |
| Learn, practice, and demonstrate effective skills in clarifying, mediating and identifying the needs of self and others in order to advance shared goals and professional learning; | | | | | | X | X | X | X | X |
| Examine their own understandings of community, culture, and diversity and how these understandings can be used to enrich the educational experiences of students and achieve high levels of learning for all students. | X | X | X | X | X | | X | X | X | |

Program Learning Outcome 6:

Candidates create sustainable school-based policies, structures and practices aligned to current theory and research.

| Student Performance Indicators | EDTL 600 | EDTL 610 | EDTL 700 | EDTL 710 | EDTL 800 | EDTL 810 | EDTL 820 | EDTL 830 | EDTL 840 | EDTL 850 |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| MATL Candidates will | | | | | | | | | | |
| Learn, practice, and demonstrate skills of communication, collaboration and facilitation to address curricular expectations and student learning needs; | X | X | X | X | X | X | X | X | | X |
| Collaborates with colleagues to develop comprehensive strategies for engaging families and community members as partners in the educational process; | X | X | X | X | | X | | | | |
| Design, implement, and evaluate the impact of an action research plan. | | | | | X | | X | X | X | X |

Program Learning Outcome 7:

Candidates are grounded in relevant theory and demonstrate capacity to design and implement data-driven evaluation of learning and systems of accountability.

| Student Performance Indicators | EDTL 600 | EDTL 610 | EDTL 700 | EDTL 710 | EDTL 800 | EDTL 810 | EDTL 820 | EDTL 830 | EDTL 840 | EDTL 850 |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| MATL Candidates will | | | | | | | | | | |
| Analyze and interpret student achievement data and other data to improve instruction and analyze the impact of instructional innovations on student learning; | X | | X | | X | | X | X | | X |
| Access resources and expertise to help identify and use appropriate assessment instruments aligned to state and local standards; | X | X | X | X | X | | X | X | | |
| Collect and analyze classroom- and school-based data to identify opportunities to improve curriculum, instruction and assessment; | | X | | X | X | | | X | | X |
| Design and implement classroom-based formative assessments, interpret student work and other performance data, and apply findings to improve educational practice and student achievement; | | | | | | | X | X | | X |
| Learn, practice, and demonstrate the analysis of student learning data, collaborative interpretation of results and application of findings to revise instructional strategies and improve future educational results. | | | | | X | | X | X | X | X |

Program Learning Outcome 8:

Candidates are grounded in relevant theory and demonstrate capacity to develop action research into ongoing leadership practice within self and community.

| Student Performance Indicators | EDTL 600 | EDTL 610 | EDTL 700 | EDTL 710 | EDTL 800 | EDTL 810 | EDTL 820 | EDTL 830 | EDTL 840 | EDTL 850 |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| MATL Candidates will | | | | | | | | | | |
| Engage in reflective dialog with colleagues based on observation of instruction, student work and assessment data and make connections to research-based effective practices; | X | X | X | X | X | X | X | X | X | X |
| Learn, practice and demonstrate the process of selecting appropriate research-based strategies, designing action and other forms of research and measuring results; | | | | | X | | X | X | | X |
| Interpret, communicate, and disseminate findings of research related to student learning outcomes to members of the greater school community; | | | | | X | X | | X | X | X |
| Use research to advocate for teaching and learning processes that meet the needs of all students. | | | | | X | | X | X | | X |

Curricular Changes Within the Last Five Years

There have been two primary changes in the MATL Curriculum in the last 5 years, although there has been much fine-tuning of program policies, communication systems, and course content.

Creation of Teaching Leadership Strand

The first of these changes occurred in 2007-2008, when the Teaching Leadership strand was developed (Appendix T.i.). The five modules of the strand were designed and delivered by a faculty team across the courses, EDTL 800, EDTL 820, EDTL 830, and EDTL 840. The content, readings, and activities of the modules were correlated to a summative project, the Personal Plan for Teaching Leadership (PPTL; see student example, Appendix M.ii.). The creation of the strand allowed for increased visibility of the overarching nature of teaching leadership content in the Program by the candidates and provided more consistent support as they prepared for the PPTL.

Addition of In-Progress Course for ARP

The other curriculum change occurred more recently. We have added EDTL 860, a course which permits candidates who do not complete the writing of the Action Research document by May, to sign up for the additional course. In effect, we have created an *In Progress* option for the Action Research document, which is consistent with the policies of other graduate programs in the School of Education.

Program Change as a Result of GPSEPC Discussions

Reconstitution of the Advisory Committee

As a result of the reflection on the curriculum prompted by the GPSEPC review, program administration have taken steps to initiate a *MATL Advisory Committee*. Membership in this committee will consist of the Program Director, the Research Coordinator, lead faculty from the instructional teams of the Level 2 courses, full-time faculty from the KSOE, and field-based MATL alumni who have continued to demonstrate significant teacher leadership. The purpose of this team is to advise program faculty and research advisors about curriculum development, to consult with program faculty and research advisors about the action research process and project quality standards, and to provide faculty development to program faculty and research advisors. The membership of the MATL Advisory Committee for 2010-2011 includes

Kathy Perez, Professor, Program Director
Heidimarie Rambo, Adjunct Associate Professor, Research Coordinator
Dean Elias, Professor
Mary Kay Moskal, Associate Professor
John Hayden, instructor, EDTL 800
Pat Lesniak, instructor, EDTL 810
Mary Dierking, instructor, EDTL 820
Susan Couch, instructor, EDTL 830
Kathy Moore, MATL Alumni

ACTION ITEMS

- *Initiate MATL Advisory Committee to advise program faculty and research advisors about curriculum development, to consult with program faculty and research advisors about the action research process and project quality standards, and to provide faculty development to program faculty and research advisors.*
- *Continue regular (annual) revision of MATL Guidebook and Research Advisor Handbook*

- *Continue dialogue among faculty and research advisors about identifying and clarifying essential characteristics of a focused action research question.*
- *Develop a document for candidates of action research question characteristics.*

Sequencing of Courses

The MATL Program is a highly integrated, carefully sequenced series of courses that build the teaching skills and leadership capacity of the candidates as they progress through both Level 1 and Level 2 of the Program. There is a specific sequence in which the courses are taken at both Levels. Faculty and advisors meet regularly to increase articulation.

Candidates complete Level 1 over a period of two years. New teachers enroll in *EDTL 600: Exploring Teaching and Learning Leadership* and *EDTL 610: Connecting Teaching and Learning Practices* while participating in the first year of their teacher induction. Teachers continue with *EDTL 700: Developing Teaching and Learning Practices* and *EDTL 710: Investigating Reflective Learning* during the second year of their teacher induction. Experienced teachers may challenge Level 1 coursework by completing a portfolio of practice, aligning their teaching experience with the learning objectives of the Level 1 courses.

Eligible Beginning and Experienced teachers apply to Level 2 of the MATL Program, which, if accepted, is completed over a 1-year period. For the reader's convenience, Table 2, which presents an overview of the pathways to the MATL for both beginning and experienced teachers, is reprinted from page 17 of this document below.

At Level 2, the candidates all start together as a cohort—a learning community—in June of each year and finish the following May. Level 2 coursework begins with two courses in the summer: *EDTL 800: Building a Community of Learners through Critical Reflection* and *EDTL 810: Implementing Effective Teaching Techniques*. These are offered with a choice of times and dates to accommodate vacations, summer teaching, etc. The fall courses are: *EDTL 820: Articulating an Area of Inquiry: Bridging Theory and Practice* and *EDTL 830: Developing Areas of Inquiry*. The spring classes include two courses: *EDTL 840: Demonstrating Professional Growth Experiences: Reflections and Projections* and *EDTL 850: Documenting Professional Growth: Completing Action Research*. While enrolled in these two courses, they meet independently with their Research Advisor, and participate in the 5th Teaching Leadership module, the EDTL 840 Seminar, the Portfolio Event, and the Teaching Leadership Colloquium.

Sample course syllabi for EDTL 800, 810, 820, and 830 can be found in Appendix D.

Course titles and descriptions are listed under Overview (p. 18-20, this document). Additional syllabi can be provided upon request. All of the syllabi reflect the changes that have been made over the past five years. The PD also provided all faculty with standard language for the SMC Academic Honesty Policy, the ACA Code of Ethics, and the SMC Statement about Students with Disabilities. The PD and core faculty developed clear and consistent attendance requirements and consequences across all MATL courses.

Table 2. (reprint) *Admission Pathways of the MATL Program*

| Beginning Teachers | Experienced Teachers |
|--|---|
| Pre Service Preparation Preliminary Credential | Pre Service Preparation |
| Enter Level 1 of MATL Program: | May challenge Level 1 of MATL by submitting a portfolio of practice with evidence of: |
| <ul style="list-style-type: none"> • Induction Program to clear credential (2 years) which includes <ul style="list-style-type: none"> • Formative assessment of teaching • Coaching • Level 1 coursework through SMC Saturday Seminar <ul style="list-style-type: none"> • Year 1: EDTL 600; EDTL 610 (6 units) • Year 2: EDTL 700; EDTL 710 (6 units) | <ul style="list-style-type: none"> • Clear Credential • Minimum of 5 years of teaching experience • Reflection describing how prerequisite induction standards has been met through, for example, <ul style="list-style-type: none"> • Participation in an induction program • Mentor/coach to beginning teachers |
| Apply to Level 2 of MATL Program | Apply to Level 2 of MATL Program |
| <ul style="list-style-type: none"> • 18 units of coursework | <ul style="list-style-type: none"> • 18 units of coursework |

Ongoing Program Assessment: Evaluation of Student Mastery of Program Learning Outcomes

The faculty and research advisors of the MATL Program use multiple measures including formative and summative assessments to evaluate student mastery.

One example of these multiple measures includes the Teacher Leadership Portfolio. The candidate is required to develop a portfolio that demonstrates and communicates his/her disposition of professionalism and commitment to growth in his/her understanding of who s/he is as a learner and teacher leader. This is shared with fellow colleagues and advisors in a special culminating learning community event. Participants share artifacts and evidence of their growth as a teacher leader and submit a written summary to their advisors for evaluation. The advisor has a rubric to assess the portfolio. (Appendix N.i.) Another example of evaluating student mastery is the Personal Plan for Teaching Leadership (PPTL), which is submitted and evaluated as part of the Portfolio. Please see a student example in Appendix M.i. The *Tuning Protocol* (Bythe, Allen & Powell, 1999) used in EDTL 830 is an interactive method of collaboratively analyzing student work. The tuning protocol is peer-reviewed and also evaluated by the instructor of the course.

The Action Research Project is another way that students are evaluated. Multiple drafts of the first three chapters of the Action Research document are carefully evaluated throughout the program by the faculty of

EDTL 820, EDTL 830, the Program Director and the Research Coordinator. Beginning Spring 2010, the Research Advisor will use a rubric to assess the final draft of the Action Research document. A copy of this rubric appears in Appendix N.v. The PD and Research Coordinator review the final copies of the Action Research documents.

ACTION ITEMS

- *Continue reflective practices of each course*
- *Pilot the rubric for the ARP document.*
- *Develop option for ARP for candidates who are not currently employed in a school.*
- ***Continue to develop and monitor candidate and research advisor understanding of action research, portfolio and colloquium presentation process.***

Capstone Experiences

There are three capstone experiences for the MATL program. They are the Action Research document, the Portfolio and the Teacher Leadership Colloquium. The sequence supporting these experiences is presented in Table 5.

Action Research Project and Document

The Action Research document (ARP) is the comprehensive culminating document, which presents the teacher's action research project. Program participants begin to develop their essential questions in EDTL 800, which they may fine tune during the fall courses. The process of developing the essential question into the action research question is supported by instructor consultations in EDTL 800 and EDTL 820, by structured collaborative dialogue with other program participants, and through the process of doing a review of literature. The first two chapters of the Action Research document reflect this process, and several drafts of these chapters are written during the early fall course, EDTL 820. The faculty, Program Director and Research Coordinator assess drafts of these chapters together. Candidates whose work at this point in the program is deemed unsatisfactory are counseled out of the program or asked to "step out" of the program and re-enter after they have received additional resources (such as academic writing courses).

Once teachers have finalized their action research question, they develop a plan of action to systematically examine the effects of their innovation on their teaching and/ or student learning. Teachers identify sources of evidence, such as student assessments and may develop survey instruments or interview protocols, in order to more fully understand the phenomenon under investigation. Teachers receive support for developing action plans, identifying sources of data, and designing surveys and interviews in EDTL 820 and EDTL 830. Teachers write several drafts of their methods chapter (Chapter 3 of AR document) in EDTL 830 and receive feedback through coaching conversations with their course instructors, research advisors, and program participants. Again, candidates whose action plans are deemed unsatisfactory are either counseled out of the program or given options to receive additional support until their projects are meet program expectations.

Teachers collect and analyze data through an independent study process, much like other master's programs in the School of Education, in collaboration with their assigned research advisors. To support their final steps in this process, teachers attend the fifth Leadership Module, an all-day workshop on data-driven dialogue, in mid-spring. Final drafts of the Action Research document are reviewed by the research advisor, submitted as part of the Portfolio and shared with classmates and other research advisors at the Portfolio event, which is held at the end of April. Candidates receive feedback on this draft, which supports their final revisions and the production of the final copy of the document at the end of the semester.

In Spring 2010, Research Advisors will pilot the ARP rubric to evaluate the Action Research document. Beginning with the 2010-2011 cohort, Program faculty and Research advisors will use the ARP rubric throughout the drafting process of the Action Research document to provide both formative and summative feedback to the candidate.

Ongoing Program Assessment: Action Research Project

Yearly program assessment of the teachers' abilities to successfully implement action research into their classrooms has been conducted throughout the five years that this master's program has been in effect. Primary data comes from course evaluations, alumni surveys (Appendix I), and from the faculty reflection that is facilitated through course articulation meetings and quarterly faculty meetings. Feedback from student sources suggest that conducting and writing the Literature Review is the most challenging part of this process for our candidates. Over the course of the program's implementation, faculty have pushed back the initial survey of literature into the summer intensive, EDTL 800, so that candidates can begin their reading of research during the summer when teachers typically are on hiatus. In addition, the EDTL 820 faculty team has incorporated instruction on summarizing and synthesizing research, developed separate grading rationales for Chapter 1 and Chapter 2 assignments (Appendix N.iii.), and extended the due date for the graded draft of Chapter 2 in order to provide opportunities for teachers to incorporate feedback they receive on earlier drafts. Currently, faculty are discussing the potential effectiveness of extending the literature review timeline through the EDTL 830 course, so that teachers have more reasonable time to conduct research and write their reviews of literature. This change may involve significant reorganization of both the EDTL 820 and EDTL 830 content.

ACTION ITEM

- *Pilot a comprehensive rubric (Chapters 1-5) for the Action Research document. Program faculty will use this rubric to give formative feedback to the candidate as they write the initial drafts of their documents in courses. The rubric will be submitted as a summative assessment by the research advisor at the time that the teacher submits the final draft.*
- *Following the pilot of the ARP rubric, calibrate Research Advisors by reading a common ARP and using the rubric to evaluate the document.*

Personal Plan for Teacher Leadership and Portfolio

Teachers in the MATL program are required to communicate their *philosophy of teaching and learning*, as well as the impact of their participation in the program on their practice in the classroom. Teachers formally articulate this philosophy in a document called the *Personal Plan for Teacher Leadership*, or PPTL. The written statement includes an essay synthesizing the enduring understandings, the crystallizing incidents, and the beliefs and skills the teacher has gained in the MATL Program. It also includes a description of the teacher's plan for continued professional

development, including professional goals and the means of accomplishing and monitoring those goals.

All candidates for the MATL must develop individual Portfolios that demonstrate a link between MATL coursework, the Action Research project, and their professional practice. In addition to the PPTL (described above) the portfolio consists of four artifacts, or pieces of evidence, from the teacher's tenure as a MATL candidate and a brief reflection, describing the purpose and significance of the listed items. Using selected items from their Portfolios, MATL candidates make oral presentations at a Portfolio Event in late spring, reflecting with peers on their professional growth and their commitment to teaching leadership.

Development of the PPTL is supported through the Teacher Leadership Strand (Appendix K) and through one-on-one coaching conversations with research advisors. In addition to the informal feedback that candidates receive about their Portfolio during the Portfolio Event, the Research Advisors formally evaluate the candidate's portfolio using a rubric that was collaboratively developed by faculty and research advisors (Appendix N.i.) and successfully piloted during the 2008-2009 academic year. These rubrics are submitted to and reviewed by the Program Director.

Ongoing Program Assessment: Teaching Leadership Portfolio

Ongoing program feedback (end-of-program surveys, research advisor evaluation, and faculty reflection) suggests that the Portfolio document is a synthesizing experience for candidates. Many candidates relate during their Portfolio sharing that selecting artifacts and writing the supporting reflections was a catalyst to help the candidate fully appreciate the depth of their growth as a teacher leader.

Table 6. Summary of the Action Research Process and Products for 2009-2010

| <u>PROCESS</u> | <u>TIMELINE</u> |
|--|---|
| <p style="text-align: center;">IDENTIFY ACTION RESEARCH QUESTION</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">REVIEW LITERATURE</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">SYNTHESIZE PLAN OF ACTION WITH LITERATURE REVIEW</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">DEVELOP AND IMPLEMENT PLAN OF ACTION</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">COLLECT DATA</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">ANALYZE DATA & FORM CONCLUSIONS</p> <p style="text-align: center;">↓</p> | <p style="text-align: center;">SUMMER 2009</p> <p style="text-align: center;">by OCTOBER 2009</p> <p style="text-align: center;">by NOVEMBER 2009</p> <p style="text-align: center;">by DECEMBER 2009</p> <p style="text-align: center;">WINTER 2008-SPRING 2009</p> <p style="text-align: center;">SPRING 2009</p> |
| <u>PRODUCTS</u> | <u>Due Date</u> |
| <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%; text-align: center;"> <p>ACTION RESEARCH DOCUMENT</p> <p>(A typical project is at least 50 pages including references.)</p> </div> <p style="text-align: center;">↓</p> <p style="text-align: center;">Error! Reference source not found.</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Error! Reference source not found.</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Error! Reference source not found.</p> | <p style="text-align: center;">FINAL DRAFT: APRIL 19</p> <p style="text-align: center;">FINAL COPY: MAY 17</p> <p style="text-align: center;">APRIL 21</p> <p style="text-align: center;">APRIL 21</p> <p style="text-align: center;">MAY 15</p> |

Colloquium Presentation

The final capstone experience for teachers in the MATL Program is a presentation of their Action Research project to beginning teachers¹ at the St. Mary's Saturday Seminar Teaching Leadership Colloquium in May. Each presentation is 60 minutes in length. Forty-five minutes are devoted to the presentation, 10 minutes to the question-and-answer group discussion and 5

¹ Beginning teachers who are in Level 1 of the MATL Program are required to attend the Saturday Seminar Teaching Leadership Colloquium.

minutes for the audience to reflect and complete the session feedback form, responding to the questions posed by both the MATL candidate and beginning teacher participants. The MATL candidate’s research advisor serves as session facilitator. A breakdown of the roles and responsibilities for facilitator and candidate before and during the Colloquium presentation are presented in Table 7 and Table 8.

MATL candidates learn essential presentation skills in ECTL 810. They practice presenting their projects to their other program participants. They videotape this practice presentation for self-reflection. MATL candidates attend a full-day workshop about one month in advance of their Colloquium presentation, during which they refine and deepen their abilities to present to colleagues. These experiences are designed with idea that teacher leaders must frequently and effectively present to such audiences as school and district administrators, teachers and staff.

The Candidate receives both informal and formal feedback from the beginning teacher participants at his/her presentation. In addition, the Research Advisor formally assesses the presentation using a rubric that was developed collaboratively by faculty and research advisors (Appendix N.ii.) and successfully piloted during the 2008-2009 academic year. The session feedback and the completed rubrics are submitted to the Program Director, who reviews them and forwards these to the Candidate.

Ongoing Program Assessment: Teaching Leadership Colloquium

Ongoing program feedback (end-of-program surveys, colloquium feedback forms, evaluation rubrics) suggests that the Colloquium presentation is a transformative experience for both the MATL candidate and the beginning teachers in their audience. The Program Director and Research Coordinator review the colloquium feedback forms and the candidates’ evaluation by his/her research advisor, both of which have consistently confirmed that the Colloquium is a transformational experience for the Candidate and the session participants.

ACTION ITEM

- ***Continue to develop and monitor candidate and research advisor understanding of portfolio and colloquium presentation process.***
- ***Continue to ensure delivery of consistent information about portfolio and colloquium process through the program.***

Table 7. Pre-Colloquium Responsibilities for Candidate and Research Advisor

| RESEARCH ADVISOR | CANDIDATE |
|---|---|
| <ul style="list-style-type: none"> • Be prepared to interject questions and input during the session if needed to support dialogue and discussion. • Provide the Colloquium Feedback Forms and allow allotted time for discussion and reflection and writing. | <ul style="list-style-type: none"> • Submit session description and request for equipment by specified date. • Submit handouts (up to 10 pages) by specified date. • Prepare a 45-minute presentation of his/her action research project, which will include research, data collection, analysis, and conclusions. • Prepare at least 2 questions to be used to foster reflection and discussion by the learners/participants, especially about |

| | |
|--|--|
| | connecting the presentation to their classroom practice. <ul style="list-style-type: none"> • Dress professionally. |
|--|--|

Table 8. *Teaching Leadership Colloquium Presentation Roles and Responsibilities*

| RESEARCH ADVISOR | CANDIDATE |
|---|---|
| <ul style="list-style-type: none"> • Introduce self and Candidate. • Monitor time; the 45 minutes for the presentation, 10 minutes for question and answer, 5 minutes for reflection and feedback. • Assist the Candidate in keeping the question and answer session moving, if necessary. • Interject questions and input, if needed, to support on-going dialogue and discussions during the session. • Assist the Candidate as needed. • Distribute the Colloquium Feedback Forms and allow time for their completion. | <ul style="list-style-type: none"> • Have Candidate’s email address, and portfolio available at the session. • Open by introducing the Audience to the importance of the topic area. • Within the 45-minute presentation time, talk about the research question; implementation process; findings; and any questions for further investigation. • Invite Audience questions about information that has been presented. • Allow 5 minutes for Audience to reflect and complete the Colloquium Feedback forms. |

Long-Range Program Assessment Plan

The MATL Program has a carefully constructed process of ongoing assessment that helps us develop our long-range assessment plan. As previously stated, we administer surveys via Survey Monkey to Program completers each year. In addition, we do a end of program survey (Appendix I.ii.) at the Portfolio Event each year. Faculty are regularly evaluated through the data collected from student course evaluations. In addition, there is a periodic review of the Action Research Projects to insure consistency and quality. The Program Director and Research Coordinator meet regularly and monitor evaluation data and action research projects for quality control.

In addition, the PD observes faculty during at least one session of each course to provide ongoing feedback. There are regular articulation meetings held among faculty to provide a seamless sequence of course work experiences and to discuss specific needs of students. During the quarterly meetings, faculty reflect on student performance and feedback to inform needed program changes. Please see Faculty Meeting Minutes for additional information on how we use student and graduate data to develop changes in our program (Appendix H). We also use student performance on the capstone experiences of this program to refine program goals and deepen course content.

ACTION PLAN

04/30/2010

- *Continue revision of MATL Candidate Handbook and Research Advisor Handbook*
- *Continue to develop the articulation from course to course.*
- *Continue to dialogue with faculty and research advisors about how to support candidates in developing and clarifying action research questions.*
- *Develop a document for candidates to address their questions about action research characteristics.*
- *Continue to refine and enhance the communication process among all stakeholders: candidates, research advisors, faculty, and program administration.*

Market Outreach

There are very specific ways that we conduct market outreach in the MATL Program. Informally, our recruitment is done by word of mouth, among alumni, current students, faculty, employers, colleagues and our reputation in the field.

Another way that we recruit students is through the Saturday Seminar series (see brochures in Appendix B). This is a series of seminars that the PD coordinates on campus to serve the needs of the regional beginning teachers. This program provides the professional development necessary for teachers to complete, or “clear” their credential through induction. Currently, our program has a formal partnership with 28 school districts and the Diocese of Oakland. There are over 200 participating teachers in this program. The MATL Program is promoted in this seminar series by the Program Director. If the participating teachers take the series for academic credit, attend additional learning community meetings for two years and satisfactorily complete all assignments, they are eligible to apply for the advanced coursework of the MATL Program.

Experienced teachers enrich our Program as well. So the PD, Dr. Kathy Perez, attends mentor meetings in the region for the BTSA Program to let them know about this innovative master’s program. In addition, the PD and the Coordinator of Induction attends all 28 of our partner districts’ orientation sessions for beginning teachers in the induction process. The MATL Program is described in these meetings and information is shared.

Recently, the PD has contacted alumni about hosting an information session for other interested and experienced teachers in their school districts. This has been very successful. The PD coordinates these meetings with the school districts, develops the invitation/flyer (Appendix B) and then the district distributes the flyer to the teachers in the schools. The PD attends these meetings and adds that important personal touch to recruitment that makes Saint Mary’s unique. These sessions have proven very successful and it is a great way to keep the alumni involved in promoting the program.

Recruitment is also done is through the information meetings that the SOE Director of Recruitment and Admissions holds on campus on a regular basis. These meetings are for all programs in the School of Education. The PD is also a member of the SOE Recruitment Committee. In these meetings, we write program materials, give feedback on marketing materials and provide strategies for recruitment.

As the Coordinator of Professional Development and Outreach as well as the PD of MATL, Kathy Perez attends many meetings off campus with various educational groups. She always takes the

MATL brochures with her to promote the Program to the broader community. Examples of promotional materials are included in Appendix B.

ACTION ITEM

- *Continue to extend marketing plan and information sessions for recruitment of experienced teachers*

Comparison with non-Saint Mary's Programs

As previously stated, the MATL Program is unique in the region. Until recently, there has not been another degree program in the region for Teaching Leadership. Chapman University is the most local comparison/competitor for Master's degrees in education. They offer a degree based on BTSA (Beginning Teacher Support and Assessment) Program and Induction. However, the degree is generic in nature and not in Teaching Leadership. Based on our knowledge of their program and reputation in the field, we believe our program is of higher quality.

Since the original draft of this document was submitted to the GPSEPC, we have learned that the University of Phoenix has recently begun to offer a Master of Arts in Education/Teacher Leadership. The degree requires 37 units of both core and elective courses. It is too early to assess the quality of this program, or its impact on the MATL Program at SMC.

The unique advantage the MATL Program has is that it is built upon the BTSA Induction Program. In this way, the beginning teachers' induction program and requirements, formative assessment and mentoring are part of Level 1 of the MATL Program.

Student Outreach, Advising And Services

Student Advising

Student advising in the MATL Program is conducted by the Program Director, the Research Coordinator, the Faculty and the Research Advisors. Initial advising occurs before the student is admitted into the program. The Program Director meets personally with potential candidates to describe the course of study and to answer any questions they have.

The admissions process includes a verbal interview and a writing sample. Interviews are held in early spring, conducted by teams of faculty and advisors. There is a rubric for the verbal interview, and there is a rubric for the writing sample. The teams meet after the interviews to evaluate the writing samples and to discuss potential applicants. Admission decisions are made. Candidates who are accepted are notified formally by the Administrative Assistant, Patrice Young.

They are then advised to attend the Teaching Leadership Colloquium held in May. At this public event, the graduating MATL candidates present their action research projects. New applicants attend and get to see for themselves the wide range of potential topics as well as meet and greet the graduates, faculty and advisors. The 2009 Teaching Leadership Colloquium Program appears in Appendix M.i.

The next phase in the advising process is the Orientation (Appendix L). This is held in late May. Candidates are provided an overview of the program, engage in team-building activities, meet the faculty and advisors and are provided with the MATL Guidebook. In addition, they are provided the list of required texts and are given pre-assignments for the summer courses. Questions about the program are answered.

Throughout the program, candidates are encouraged to contact the Program Director, the Research Coordinator, or the Administrative Assistant with any questions they have. Everyone in the MATL Program is also linked to BlackBoard, which facilitates communication. Candidates understand that they may request ace-to-face meetings with the PD, Research Coordinator, or Program faculty at any time.

In late fall, the candidates are assigned a Research Advisor who assists and supports them through the final stages of the program. The Research Advisor meets regularly with candidates and provides guidance and feedback during the Action Research process. This personal touch makes a big difference in our program's completion rate and the candidate's success.

ACTION ITEM

- *More faculty resources are needed so that the advising program can be expanded to allow candidates to receive advising earlier in the program.*
- *Continue to refine and enhance communication process among all stakeholders: candidates, research advisors, faculty, staff and program administration*

Accommodating Students With Special Needs

In all of the MATL syllabi there is a statement about SMC services for students with special needs. When faculty are informed about a student with special needs we give them information and refer them to Academic Support Services. A situation occurred this year with a candidate who has an assistance dog. We assisted her in obtaining a 504 plan to accommodate her needs.

Students who have been classified as eligible for services under the Individuals with Disabilities Act (IDEA) generally provide documentation of this fact to instructors. The instructor then meets with the student to ensure that the needed accommodations are clear and to make arrangements for providing them. Some students with disabilities decline to receive services. In these cases, faculty use their own judgment in providing assistance as necessary.

Support for Student Clubs

The School of Education and the MATL Program do not have clubs. However, MATL faculty informs students about membership in professional organizations that will enhance their knowledge and networking capabilities such as the National Staff Development Council.

Placement Of Graduates

The process of placement of our graduates in the MATL Program is not really an issue because all of our candidates are fully employed. The faculty does provide them with opportunities to deepen their practice. In EDTL 830, a panel of MATL graduates present to the current students about how their careers have changed because of this degree. Because Saint Mary's College has such an excellent reputation in the region, principals and directors of human resources in school districts regularly seek out our graduates.

Alumni Contact and Alumni Involvement in Program

We stay connected with our graduates through an alumni survey (Appendix I.iii.) . In this way, we determine where are students are placed and how they are advancing their careers. In addition, we are playing to host an annual Alumni Seminar within the Saturday Seminars. This is an event where the graduates come on campus to hear a distinguished speaker and to network with each other. We piloted this event in November 2009 and repeat the Seminar in January with an additional break-out session.

Many of our graduates stay connected by fulfilling leadership roles in various programs at Saint Mary's. Several of our MATL graduates serve as facilitators for our Saturday Seminar series. In addition, many of our alumni become master teachers for Saint Mary's credential students.

Another way that we keep alumni involved is with recruitment. We sent a memo to all alumni to see if they would be interested in hosting an information session at their district for MATL. We have had several respondents.

ACTION ITEM

- *Establish an MATL Alumni Group.*

Collaboration with Other Campus Groups

The Saturday Seminar Series of Critical Issues in Education is open to all campus community members. This "Distinguished Speaker Series" is advertised monthly in the SMC Bulletin. Our faculty and advisors from the MATL Program serve as facilitators for these seminars. Another way that our faculty and advisors collaborate with other programs is by being supervisors for the credential candidates in their field placement. Several of our faculty and advisors also assist the Multiple Subject Program on campus as PACT (Performance Assessment for Teachers) Coordinators. In these ways, our faculty and advisors have a strong presence on campus and many of their roles overlap in other programs.

A note on campus services for graduate students. The Campus Bookstore, Library and Food Service have improved their services and hours for graduate students in the past few years. This is appreciated by faculty and students. However, the Counseling Center (beyond 1 visit) and the Wellness Center are not available to graduate students.

Faculty Quality

Faculty changes in the past five years

2004-2005

Dr. Katherine Perez, MATL Program Director, Ed.D. Curriculum and Instruction, Brigham Young University

2005 – 2006

Gordon Surface left to take position with BTSA for State of California

Dr. Heidimarie Rambo hired as adjunct faculty

Andrea Reardon hired as Advisor Coordinator

Linda Rondeau left because of a promotion in her district position.

Melinda Love left due to retirement.

Lana Burns left to become a BTSA Director.

Vivian Boyd left the MATL Program because of a promotion in her district.

Liane Cismowski hired as lecturer.

Maureen Forengo hired as lecturer.

Dr. Rosemarie Michaels hired as lecturer.

2006 – 2007

Francis Khim left MATL Program because of health and work issues

04/30/2010

Peter Parenti hired as intern
Teresa Johnson hired as intern

2007-2008

Peter Parenti hired as lecturer
Andrea Reardon left for family reasons
Dr. Susan Artis hired as intern
Teresa Johnson hired as lecturer
Dr. Heidimarie Rambo appointed as Research Coordinator

2008-2009

Dr Teri Hurlbut hired as an intern
John Hayden hired as intern
Steven France hired as an intern

2009 – 2010

Dr. Kevin Harrigan left MATL Program due to promotion as Superintendent of Newark Unified School District
John Hayden hired as lecturer
Michael Holmes hired as intern
Nicolette Frandsen hired as intern

2009-2010

Core faculty:

John Hayden, EDTL 800: MA Teaching Leadership, Saint Mary's College of California
Patricia Lesniak, EDTL 810: BA Sociology, University of California, Berkeley
Heidimarie Rambo, EDTL 820: Ph.D. English (Applied Linguistics), Kent State University
Rosemarie Michaels, EDTL 830: Ed.D. Learning and Instruction, University of San Francisco
Susan Couch, EDTL 830: MA Education, Stanford University
Peter Parenti, Leadership Strand, MA Teaching Leadership, Saint Mary's College of California

Faculty Interns:

Nicolette Frandsen, EDTL 800: MA Teaching Leadership, Saint Mary's College of California
Michael Holmes, EDTL 800: MA Teaching Leadership, Saint Mary's College of California

Research Advisors:

Teresa Celli, MS Elementary Education, California State University, Hayward
Liane Cismowski, MA Teaching Leadership, Saint Mary's College of California
Margaret Coughlan, MA Reading Leadership, Saint Mary's College of California
Susan Clemo, MEd. Education Leadership, Saint Mary's College of California
Cynthia Eaton, MA Early Childhood Ed., Saint Mary's College of California
James Hughes, Ph.D. Political Science, University of California, Berkeley
Terri Johnson, MA Teaching Leadership, Saint Mary's College of California
Jan Knight, MA Educational Administration, Miami University, Oxford, Ohio
Denise Kretzinger, MA Teaching Leadership, Saint Mary's College of California
Suzette Parkin, Ed.D. Educational Leadership, Saint Mary's College of California
Shayna Peeff (Glickman), MA Education, University of California, Davis
Martha Schimbor, MA Education, Stanford University
Kim Zembsch, JD, University of San Francisco School of Law

Number of Faculty and Research Advisors

1 Tenure-track faculty

Dr. Katherine Perez, Program Director (Not full-time in MATL program)

1 Full-time adjunct faculty

Dr. Heidimarie Rambo (Not full-time in MATL program)

5 Lecturers

John Hayden

Patricia Lesniak

Susan Couch

Dr. Rosemarie Michaels

Peter Parenti

14 Research Advisors

Ratio of tenure track faculty to non-tenure track faculty

1 tenure track to 6 non-tenure track or 17% tenure track, 83% non-tenure track.

ACTION ITEM

- *Need to allocate more resources toward MATL Program to hire additional full-time or tenure-track faculty to teach in the program.*

Ethnic and gender diversity of faculty

Including core faculty who are not active this year:

Of 11 total faculty, 7 are female, 4 are male, 10 are Caucasian, 1 is Asian/Pacific Islander.

ACTION ITEM

- *Continue to be proactive in recruiting and hiring faculty and staff of color and men.*

Academic Qualifications Of Faculty

Most Program Faculty and Research Advisors hold a master's degree², but one of the most important faculty/research advisor qualifications is evidence of teacher leadership in the school, district and community. The faculty and research advisors are individuals who have distinguished themselves in their district as teacher leaders and change agents. They are, for the most part, practitioners, which adds to their credibility with the candidates. Included in our ranks are: a Superintendent, a State Department of Education employee, and a National Board Certified Teacher. The key factor is that they are all very well connected in the field of education and serve as role models for our candidates. Short summaries of the professional backgrounds for representative faculty and research advisors are included in Table 9 for the convenience of the reader. Please refer to the faculty vitae in Appendix J for additional information regarding qualifications.

The model of “teachers teaching teachers” is one supported by both the St. Mary’s program at Winona, Minnesota and embraced by the professional literature on teaching leadership. In point of fact, the faculty of the St. Mary’s Winona program are exclusively their program graduates. SMC-KSOE MATL faculty do not mean to suggest that we want to slavishly adopt this model—we very much want to deepen the involvement of full-time faculty in the KSOE—but we also want to continue to provide avenues for our MATL alumni to continue to develop their own leadership and research capacities through on-going roles in the MATL Program. Toward this end, we have taken initial steps to constitute a MATL Advisory Committee. Membership in this committee will consist of the Program Director, the Research Coordinator, lead faculty from the instructional teams of the Level 2 courses, full-time faculty from the KSOE, and field-based MATL alumni who have continued to demonstrate significant teacher leadership. The purpose of this team is to advise program faculty and research advisors about curriculum development, to consult with program faculty and research advisors about the action research process and project quality standards, and to provide faculty development to program faculty and research advisors, especially in areas of scholarship. Two KSOE full-time faculty members have accepted invitations to join this Committee. The *MATL Advisory Committee* will meet before the 2010-2011 cohort begins coursework.

² There is one Program faculty member and one research advisor who do not hold a master's degree: Pat Lesniak and Kim Zembsch. A summary of their experience, which was considered in lieu of the degree, is included in Table 9.

ACTION ITEM

- *Initiate MATL Advisory Committee to provide faculty development to program faculty and research advisors about ways to disseminate action research carried out by faculty and graduates, including publishing.*
- *Continue to consider the advantages and disadvantages of having MATL graduates serve as program faculty*

Table 9. *Summaries of Faculty and Research Advisor Qualifications*

| | |
|---------|--|
| Faculty | <p>Pat Lesniak</p> <p>Ms. Lesniak co-developed and designed the Student Success Team Model used in K-12 schools throughout California. She designed and delivered training, follow up observation, coaching for over 500 school sites in CA. She assisted with development of instruments to evaluate effectiveness and satisfaction of the SST meeting process model. Ms. Lesniak provides training and consultation to multiple districts in Contra Costa County, Alameda and Santa Clara Counties, Stanislaus County, LA County, San Diego and San Bernardino Counties, as well as the CA Dept of Education, Office of Special Education.</p> <p>Lesniak has co-authored two publications published by California Department of Education, Publications Division. She has presented at the National Staff Development Council National Conference, Washington, DC; Family Resource Center Conferences, Northern and Southern California; CARS(CA Assoc of Resource Specialists) Conference, Northern and Southern California; CASP(CA Assoc of School Psychologists) Conference, Los Angeles, CA; California Collaborative Leadership Institute, Northern and Southern California; Family-School Collaboration Institutes, Costa Mesa and Sacramento CA; McDaniel Conference, Stanford University School of Education.</p> |
| Faculty | <p>John Hayden</p> <p>Hayden co-presented (with Anne Beninghof) on the differentiation and co-teaching that is occurring in the Piedmont schools to the Piedmont Parents Network and other members of the Piedmont community. Hayden has developed a model for creating differentiated tests based upon his research into the field of differentiated instruction, using different forms of tests, and gathering data on their effectiveness, an example of which has selected as a model differentiated math test by a national presenter on classroom differentiation.</p> <p>In collaboration with special education teachers at his school site, Hayden designed and implemented an action research project on differentiation in the Algebra I classroom. His findings have been shared with the math and special education departments, school administrators, other departments in staff meetings/staff development days, Board members, parents, community members, and the School Site Council.</p> |

Faculty **Maureen Fornengo**
Ms. Fornengo is a teacher coach at an elementary site where she supports K-12 teachers as they develop action plans, based on data and designed to improve their teaching practice. She designs and facilitates professional development for all Walnut Creek school district teachers from the district's curriculum office.

Research **Susan Clemo**
Advisor Susan Clemo is a lecturer at both St. Mary's College and CSU-EB Project Pipeline for courses in pertaining to literacy acquisition and language development. She has presented at numerous conferences on topics that include establishing a family learning night, managing learning center activities in a primary classroom, evaluating textbooks to ensure differentiation.

Ms. Clemo is Coordinator of the Bay Area School Reform Collaborative.

Research **Margaret Coughlin**
Advisor As part of a district-level committee that researched practices that support early intervention for children at-risk for reading acquisition, Ms. Coughlan designed a district-wide K-3 early intervention tutoring program that was piloted in the district in 2004-2005 and subsequently adopted. As part of this committee, Coughlin continues to evaluate the effectiveness of this program by analyzing data and recommending changes.

Currently, Ms. Coughlin serves as secretary of the governing board of the Association for Childhood Education International, California Chapter.

Research **Kim Zembsch**
Advisor Kim Zembsch established, authored and published an ongoing medical support group website for children and family with, and supporting people with, the condition known as Metatropic Dysplasia (May 2009).

She founded a charity entitled, "The Team Jack Zembsch Travel Fund" which is established at and operated by the Little People of America national organization and which provides travel funds for children with rare dwarfing conditions and severe spinal deformities to consult with specialist medical providers at the Nemours-A.I. DuPont Hospital for Children (August 2009).

Faculty Accomplishments: Teaching

All of the MATL faculty have good to excellent teaching records as evidenced by the course evaluations and observations by the PD, Dr. Katherine Perez. The Research Advisors also have excellent feedback from their candidates who complete evaluations at the Portfolio Event each year. The purpose of the intern program is to “try out” a potential lecturer and glean feedback from students, faculty and Program Director before hiring them on the next year as a lecturer. In the rare case where a new intern is not satisfactory, or does not meet our high program standards, s/he is not invited to intern again.

Faculty Accomplishments: Scholarship

Dr. Perez, MATL Program Director is a prominent presenter both nationally and internationally. She is an invited presenter regularly for the International Reading Association, The Association for Supervision and Curriculum Development, and the National Staff Development Council. These are national conferences with rigorous, juried acceptance procedures. This summer she will be presenting a paper at the International Congress of Reading in New Zealand and doing two keynote presentations for the Ministry of Education In Singapore.

Her latest book, *More Than 100 Brain-Friendly Tools and Strategies for Literacy Instruction* is a best-seller with Corwin Press (2008). She is contracted for another book with Corwin due next year on *Strategies for Struggling Readers*. In addition, she has another book contract with Jossey-Bass Publishers on *Co-Teaching and Inclusion*.

The MATL Program hosted our own professional development workshop last summer on “Leading Effective Groups” by Dr. John Eller, noted author and professor at Virginia Tech University. At this two-day session, over 35 faculty and advisors attended.

The Program has an ongoing commitment to faculty doing and publishing action research, especially within the context of their communities of practice, as this serves our program vision to actively improve the teaching and learning context of the K-12 schools.

Faculty Accomplishments: Service

The faculty and research advisors have been involved at the School level in multiple ways: Saturday Seminar facilitators, Practicum Advisors, PACT Scorers, Multiple Subject and Single Subject supervisors. In addition, the faculty, lecturers and interns are active at the school, district and community level and in professional organizations to advance their knowledge in the field.

Program Support For Faculty

Short And Long-Range Plans for Faculty Support

As is clear from the figures and narrative previously presented, part-time lecturers play a substantial role in delivering the instruction and support of the MATL Program. Although it adds to their credibility with our students to have practitioners in the field, our students may be better served by a stable complement of full-time faculty sufficient to cover the needs of all courses. The need for a full-time faculty presence in the Program notwithstanding, all courses in the MATL program are taught by faculty teams, which according to the initial stipend agreements established when the Program began, required that the per-course stipend for instructors be reduced to compensate for the teach-teaching model. These stipends have not been increased in 5 years. We would like to advocate for a small bump in the stipend for MATL faculty and research advisors.

We have several vitae on file of interested applicants for lecturers and advisors. However, with our decreased enrollment this year, we have been unable to hire anyone new. We will continue our efforts to hire men and people of color. With the exception of the first year of the MATL Program, there has been relative stability with the lecturers. In fact, most of the interns desire to ascend to the rank of lecturer as soon as a position becomes available. We do not anticipate any drastic changes in the next five years. We will continue to train “intern” instructors and Research Advisors in case our enrollment increases.

Building a stellar MATL Program involves the following recruitment goals: locating, nurturing and sustaining a mixture of talented, highly productive, and collaborative faculty members. We retain faculty by providing mentoring, co-teaching opportunities, connecting them with other faculty who have related interests, involving them in the faculty meetings, involving them in the development of program goals and action plans, offering resources at the College to refine their skills.

ACTION ITEM

- *Depending on future enrollments, recruit and hire new tenure-track faculty in areas of greatest need.*
- *Advocate for an increase in the MATL lecturer rate, based on seniority and years served in the program.*
- *Initiate the MATL Advisory Committee*

Faculty Evaluation Process

All MATL faculty are evaluated via the SMC Course Evaluations. The Program Director reviews all of these evaluations each term. These evaluations are discussed with the respective faculty member on a regular basis. In addition, all faculty and every course in the MATL Program are observed by the Program Director each term. Feedback is provided to the faculty. MATL Faculty are open to enhancing their teaching and receiving constructive feedback about syllabi, course readings, class activities and assignments.

Full-time adjunct faculty are evaluated annually through the Dean’s Office, using the Annual Report of Adjunct Faculty

Faculty Mentoring

Faculty in the MATL Program are collegial and supportive of each other with respect to curriculum and assessment, sharing of information and materials, and working together to support the students. The Program Director also provides support and mentoring for interns and lecturers. In addition, MATL faculty participate in the full-day part-time faculty orientation provided by the School of Education. The Program Director visits each and every class each year and provides feedback to the lecturers and interns.

Beginning in 2007-2008, the MATL began to ask interested educators to serve as Faculty Interns. An Intern shadows the core faculty team, learning from them, and serves as a Research Advisor for at least one candidate. If successful, they are hired the following year as a lecturer (pending adequate enrollment).

With the “internship” process in hiring new lecturers, we have one year to observe potential faculty in a co-teaching role and determine if they would be a good fit for the program.

Furthermore, the MATL Program holds quarterly Faculty/Advisor meetings to increase articulation and knowledge about the program, to promote information sharing and to build collegiality. Agendas and minutes from past meetings appear in Appendix H.

Faculty Development

Faculty Development is a vital component for the MATL Program. Therefore, we coordinated a professional development “retreat” in the summer of 2006 with Dr. John Eller from Virginia Tech University. He is the author of the best-selling book, *Leading Effective Groups*. This two-day retreat provided our faculty, lecturers, interns, Saturday Seminar facilitators, Practicum Advisors additional skills in facilitating groups and adult learning theory.

To facilitate a support system for Program faculty and research advisors to continue to develop their own leadership and research capacities through on-going roles in the MATL Program, we have constituted an MATL Advisory Committee. Membership in this committee will consist of the Program Director, the Research Coordinator, lead faculty from the instructional teams of the Level 2 courses, full-time faculty from the KSOE, and field-based MATL alumni who have continued to demonstrate significant teacher leadership. One important purpose of this committee is to provide development to program faculty and research advisors, especially in areas of scholarship.

ACTION ITEM

- *More funds are needed for faculty development for the MATL Program. Since all of our lecturers, interns and advisors are off-campus, this is particularly significant.*

Program Infrastructure

Decision-making

The Master of Arts in Teaching Leadership Program functions under the leadership of Dr. Katherine Perez, Program Director and the Research Coordinator, Dr. Heidimarie Rambo. The Program Director and the Research Coordinator for the MATL Program with their Administrative Assistant meet on a weekly basis to discuss questions, concerns of candidates and program issues.

The lecturers, advisors and interns are included in the decision-making process at our quarterly faculty meetings. They are included in many decisions regarding program development and improvement including: the setting of program goals, creation of the mission and vision, designing the curriculum, hiring and mentoring of lecturers and interns, and decisions regarding the status of

students in the program. Lecturers are also involved in course scheduling and refinement. The Program Director, with collaboration with the Research Coordinator has responsibility for allocation of the annual budget and for on-going evaluation of faculty, lecturers, interns and advisors.

Budget

The MATL Program budget is inadequate for the diverse population that we serve. In order to keep ourselves competitive in the market and to keep our program as cutting-edge to meet the needs of our students and faculty, we need to increase the budget line items.

Table 7. *MATL Discretionary Budget 2009-2010*

| | |
|----------------------------------|----------------|
| Instructional Materials | \$1,000 |
| Printing | 250 |
| Postage | 250 |
| Office Supplies | 500 |
| Travel: Professional Development | 1,500 |
| Rentals/Maintenance | 500 |
| Meals: Local Meetings | 1,500 |
| TOTAL DISCRETIONARY FUNDS | \$5,500 |

Office Space

Thanks to the new Filippi Academic Hall, there is adequate office space for Program Director, Research Coordinator and the Administrative Assistant for the MATL Program. The lecturers also have office space in the part-time faculty office. However, because this is primarily an off-campus program and the lecturers are practitioners in the field, this space is not often utilized.

Secretarial Support

The MATL Program is well served by an efficient Administrative Assistant, Patrice Young. Although she is only part-time (20 hours/week) she is very productive and has strong communication and technological skills to facilitate better communication with all of the students, faculty and advisors. She provides excellent service to our students and faculty. She takes care of everything from application files to assisting students with registration. She is the students' most consistent contact throughout their time in the MATL Program. She is readily available (even with her limited schedule), a good listener, and responsive to their needs and questions. However, there are "crunch" times during the year when her part-time status is not sufficient and she needs to work extra. An example of this would be during interviews and admission time.

For special projects, the receptionist, Adrienne Lipmann, and the student workers who report to her also provide assistance with word-processing, data entry and other tasks.

Instructional Materials And Equipment

Our instructional materials budget has been drastically reduced this year due to budget cuts. In order to keep current, we need the latest instructional supplies and DVDs to share with our students.

Since our program is taught off-site, the equipment issue can be very problematic for the instructor. Oftentimes, the instructor needs to order the media equipment from media services and carry the cumbersome equipment to the site. This is very problematic.

ACTION ITEM

04/30/2010

- *Purchase media equipment that is lightweight and portable for transporting to MATL classes off-site.*

Library Collections And Learning Resources

The MATL Program wants to recognize the efforts and expertise of Margaret Brown-Salazar and Sarah Vital in sharing their time and expertise with our students. They provide library workshops, individual services to the students throughout the year, and support for ordering books and films through the library. We are systematic about supporting the candidates as they develop their action research questions and literature review in the MATL Program. There are sessions with the Research Librarians in EDTL 800 and EDTL 820 to provide them with the research tools they need for their action research project.

Information Technology Services

The MATL Program appreciates the support and expertise from information technology services. We are well served by CaTS and Media Services. In particular, Rae Peralta and Carmel Crane have been available and responsive to the needs of the MATL faculty, interns, research advisors and candidates as we have integrated Black Board into the MATL program.

CHALLENGES OF PROGRAM

Internal Challenges

One of the biggest challenges of the MATL Program is the fact that it is taught off-site. In order to create a program that is affordable for a broad spectrum of teachers, the MATL Program was designed with candidates paying a reduced-tuition, faculty and research advisors receiving a reduced stipend and the courses meeting off-campus. However, in practice, we pay high rental fees for custodial time and room rental for these off campus sites. Five years ago, area schools were more likely to waive rental fees; today, with the budget crisis, this is no longer true.

Another factor about offering an affordable rate for teachers means that the faculty are compensated at a discounted rate. Their stipend per course has not increased in five years. We feel challenged to make our instructors and research advisors feel valued when there have been no step increases.

Finally, the Program is challenged to help the candidate value the NBPTS certification process. The original vision of the MATL imagined that candidates, once they finished the MATL, would continue on to complete their National Board certification. In fact, there have been a few candidates who have initiated the process. However, California districts have all but stopped rewarding the National Board-certified teacher with an additional stipend. National Board certification is an arduous and expensive process, which, without some form of recognition, may be in danger of losing its purpose.

ACTION ITEM

- *Continue to assess the advantages and disadvantages of classes for the MATL Program being held at off-campus locations instead of on campus.*
- *Advocate for a step increase in the MATL lecturer rate, based on seniority and years served in the program.*
- *Conduct systematic research about the current status of National Board certified teachers in California.*

Challenges From Competing Institutions

Since the original draft of this document was submitted to the GPSEPC, we have learned that the University of Phoenix has recently begun to offer a Master of Arts in Education/Teacher Leadership. The degree requires 37 units of both core and elective courses. Chapman University also has recently begun a MA built on Teacher Induction, which may compete with the MATL. However, in both cases, since these programs are still very new, it is too early to assess their quality, or their impact on the MATL Program at SMC.

Our biggest challenge from many perspectives is to continue to keep our tuition competitive with other area schools and affordable to teachers.

Program Needs That Can Be Addressed In The Next Five Years

Because of the current reality of the education system here in California, many teachers may find themselves out of work on a year-by-year basis. Candidates' successful completion of the current MATL Program depends on teacher employment: that is, a teacher cannot do classroom-based action research without a classroom. We intend to begin dialog with Program Faculty and Research Advisors about the feasibility of designing an MATL pathway for teachers who are unemployed or on hiatus.

A hallmark of the MATL Program has been the commitment of faculty to creating resources for the candidates to improve their understanding of the process and products of Action Research. Our current projects include designing a document to for candidates to use as an ongoing program resource to help clarify and model essential characteristics of an action research question and piloting a newly designed rubric for the Action Research document to assist Research Advisors in evaluating the final document. Research Advisors will be calibrated with this rubric to ensure the consistent quality of the Action Research projects. A timeline for these documents is presented in the Summary of Action Plans below.

Ongoing Concerns That Require Institutional Resources

The three concerns that are included here have been previously mentioned in other section where their mention seemed appropriate and called for. While we have little hope of attention to these concerns because they require additional institutional resources at a time when the College is "tightening its purse strings," we reiterate them here because we believe that attention to these issues is critical to the long-term vitality of the program.

As previously explained, all courses in the MATL program are taught by faculty teams, which according to the initial stipend agreements established when the Program began, required that the per-course stipend for instructors be reduced to compensate for the teach-teaching model. These stipends have not been increased in 5 years. We would like to advocate for a step increase in the stipend for MATL faculty and research advisors. In addition, we advocate for more faculty resources, especially fulltime and/or tenure track faculty, to be devoted to the program because our students will be better served by a stable complement of full-time faculty sufficient to cover the needs of all courses.

And finally, we must continue to assess the efficacy of courses in the MATL Program being held off-campus, often in area schools or district offices. Faculty are challenged to transport all instructional materials and equipment to these sites. According to the original rationale, situating these classes at area schools was intended to offer candidates classes at convenient, regional locations. However, in practice, we pay high rental fees for custodial time and room rental for these off campus sites.

SUMMARY PLAN OF ACTION

We have grouped the action items for the Program according to three themes: action items for which we do not need any additional support from the School of Education or College to accomplish; action items for which we require additional resources from the institution; and action items which the Program has already implemented or developed and which we expect to continue.

Priority Action Items Requiring No New Support

The items in this category correspond to the above section titled, *Program needs that can be addressed in the next five years*. The anticipated timeline for completion appears in parenthesis.

- *Establish an MATL Alumni Group. (A framework for the Alumni Group has already been adopted; Initial meeting January 2010 at Saturday Seminar)*
- *Begin a dialogue with faculty, research advisors and BTSA leaders about the feasibility of offering a Program track for unemployed teachers or teachers on hiatus. (Focus group discussions will begin in February 2010; possible proposal submitted at April or May 2010 APC)*
- *Pilot a comprehensive rubric (Chapters 1-5) for the Action Research document (Spring 2010) and calibrate Research Advisors by reading a common ARP and using the rubric to evaluate the document.*
- *Assess the advantages/disadvantages of having MATL program graduates serve as Program faculty.*
- *Initiate an MATL Advisory Committee to advise program faculty and research advisors about curriculum development, to consult with program faculty and research advisors about the action research process and project quality standards, and to provide faculty development to program faculty and research advisors (Spring 2010).*
- *Develop a written resource for candidates of action research question characteristics (pilot document June 2010)*
- *Conduct systematic research about the current status of National Board certified teachers in California. (Spring 2011)*

Priority Action Items Requiring Institution Support

The items in this category correspond to the above section, titled *Ongoing Concerns That Require Institutional Resources*. No timeline can be given for these action items because as we state them we have little confidence of achieving them in the immediate future. The current financial climate of the state, and the consequent impact on the college, makes any such increases unlikely in the near future. However, this fact does not mitigate our desire for an increase in staff resources allocated to the MATL Program.

- *Purchase media equipment that is lightweight and easily portable to facilitate classes at off-site locations.*
- *Advocate for more resources to be given to MATL Program to hire additional full-time and/or tenure-track faculty to teach in the program.*
- *Advocate for a step increase in the MATL lecturer rate, based on seniority and years served in the program.*
- *Increase funds for MATL faculty development.*

Ongoing Action Items

For each of these action items, the program has already established processes in place. We are committed to continued monitoring of these processes, using program assessments—such as the course evaluations, end-of-program and alumni survey—and faculty reflection and discussion to adjust as necessary.

- *Continue annual revision of MATL Guidebook and Research Advisor Handbook.*
- *Continue dialogue among faculty and research advisors about essential characteristics of a focused action research question.*
- ***Continue to develop and monitor candidate and research advisor understanding of portfolio and colloquium presentation process.***
- ***Continue to ensure delivery of consistent information about portfolio and colloquium process through the program.***
- *Continue to refine and enhance the communication process among all stakeholders: candidates, research advisors, faculty, and program administration, especially as students matriculate from course to course.*
- *Continue to extend marketing plan and information sessions for recruitment of experienced teachers*
- *Continue to be proactive in recruiting and hiring faculty and staff of color and men, including any FT, PT and research advisor positions available.*

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