MASTER OF ARTS IN TEACHING LEADERSHIP

This program is designed for teachers currently enrolled in a BTSA/Induction program and experienced teachers who have met the induction standards through a minimum of five years of classroom experience. Formal application for admission to the Kalmanovitz School of Education is required for Level II of the program.

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

The Master of Arts in Teaching Leadership is intended for K-12 teachers who are committed to career-long learning about the craft of teaching and development of their skills as instructional leaders. The two levels of the program move participants along a continuum of development that has as its foundation their initial credential work.

Level I of the MATL program has been designed primarily with new teachers in mind, while providing more experienced educators with updated teaching tools and inspiration from distinguished seminar speakers. By successfully completing Level I requirements, participants will meet state standards for induction to the profession. Coursework and learning experiences in Level I address the California Standards for the Teaching Profession and the California Induction Standards. In this program component, particular emphasis is given to subject matter content, pedagogy and reflective inquiry.

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

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

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

- Maintain at least a “B” average in the program coursework, with no individual course grade below “B-”.
- Attend all sessions and complete all assignments.
- Apply course content toward systematic reflection and innovation in their classroom.
- Complete the action research components.

Prerequisite
Enrollment in a recognized Induction Program or a minimum of five years of teaching experience and demonstration of training and experience equivalent to the course content of EDTL 600, 610, 700 and 710 via the Course Challenge process.

**Required Courses**

**Level I**

**Year One**
- EDTL 600 - Exploring Teaching and Learning Leadership (3)
- EDTL 610 - Connecting Teaching and Learning Practices (3)

**Year Two**
- EDTL 700 - Developing Teaching and Learning Practices (3)
- EDTL 710 - Investigating Reflective Learning (3)

**Level II**
- EDTL 800 - Building a Community of Learners through Critical Reflection (3)
- EDTL 810 - Implementing Effective Teaching Techniques (3)
- EDTL 820 - Articulating an Area of Inquiry: Bridging Theory and Practice (3)
- EDTL 830 - Developing Areas of Inquiry: Research and Practice (3)
- EDTL 840 - Demonstrating Professional Growth Experiences: Reflections and Projections (3)
- EDTL 850 - Documenting Professional Growth: Completing Action Research (3)
- EDTL 860 - Documenting Professional Growth: IP (1)

**Master of Arts in Teaching Leadership Courses**

**Level I – Year One**

**EDTL 600 Exploring Teaching and Learning Leadership (3)**
Participants deepen their understanding of current best practices, increasing their competence in planning, designing and delivering instruction to all students. Participants demonstrate subject matter knowledge in the content standards and induction standards.

**EDTL 610 Connecting Teaching and Learning Practices (3)**
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.)

**Level I – Year Two**

**EDTL 700 Developing Teaching and Learning Practices (3)**
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)**
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.)
Level II – Application for Admission required  

EDTL 800 Building a Community of Learners through Critical Reflection (3)  
In this course, participants 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)  
This course provides research-based knowledge and skills practice needed by teacher leaders and successful learning facilitators. Teaching and learning practices and theories are examined. Effective teaching techniques and presentation skills are modeled, practiced and critiqued. Self- and peer-assessment processes to validate work is 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 includes 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 covered include coaching, facilitation and planning effective meetings. On-going critical reflection, collegial sharing and coaching are significant aspects of the learning process.

EDTL 820 Articulating an Area of Inquiry: Bridging Theory and Practice (3)  
This course defines and develops areas of inquiry that will promote a deeper awareness of the theory behind teacher practice. The curriculum focuses on the participant’s understanding of the qualities and attributes of effective teacher leadership and determination of their own teacher leadership profile. The instructional domains of the course are the relationship between the 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 participant’s own research focus are also emphasized.

This course challenges learners to integrate the core program concepts and vision into their classroom through their action research learning. Their continued inquiry and involvement with the action research process provides opportunities for making classrooms more effective for both students and teachers. Learners are 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)  
In this course, learners 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 Projections (3)  
In the final semester of the Master's program learners demonstrate their comprehensive and integrated discipline-based learning through portfolio development and assessment. Learners analyze the 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 articulate their professional beliefs and practices for their approach to assessment, instruction, environment, and discipline (content area). Learners 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)
In this course, learners carry out their action research independently and collaboratively and document and communicate their content-based area of inquiry investigation. Learners continue to apply, document and demonstrate their professional growth to complete requirements with the support of their research advisor. As a graduation requirement, participants present their action research findings and inform the education profession of their acquired expertise at the annual Teaching Leadership Colloquium. The action research findings are also prepared for publication to complete the Action Research Project.

EDTL 860 Documenting Professional Growth: IP (1)
This course is taken if the student does not complete the research project within the normal length of the program. May be repeated each long semester during which the project is not yet completed.