

# Master of Arts in Teaching Leadership

## Level II – Year Three

### **EDTL 811: Teaching Leadership: Theory to Practice**

In this course candidates will explore their personal beliefs that guide their practice, and will expand their development as reflective practitioners and as teacher leaders. The curriculum will focus on acquiring effective strategies for becoming an integral part of learning communities and to provide research-based knowledge and skills practice needed by teacher leaders and successful learning facilitators. Candidates will explore their educational philosophy as agents of change in their schools. Effective teaching techniques and presentation skills will be modeled, practiced and critiqued. Self and peer-assessment processes to validate work will be applied. Principles of adult learning theory and skills needed to develop effective communication and presentation skills to connect with students, parents, colleagues and the community will be covered.

### **EDUC 575: Introduction to Action Research**

This intensive course is required for students pursuing the Masters of Arts in Teaching Leadership (MATL) and students pursuing the Masters in Educational Administration (EDAD) degrees. In this course students will explore their personal beliefs that guide their practice, and will expand their development as reflective practitioners. It introduces students to the concept and the value of practitioner-as-researcher, to different types of teacher/action research, and to library and on-line resources. In this course, students will develop their own action research question, complete an IRB application for their study, begin to support their ideas with relevant literature and complete a strong rough draft of Chapter I and an outline of Chapter 3.

### **EDUC 576: Research Framework and Design**

This course follows Introduction to Action Research as a requirement for students pursuing the Masters of Arts in Teaching Leadership and Master's of Educational Administration degrees. It is designed to further candidates' knowledge of, and experience with, action research. While learning the components of action research, candidates proceed with their own Action Research Inquiry Projects: formulate a research question and a research design, locate and review relevant literature, and collect data. This course will challenge candidates to integrate the core program concepts and vision into their classrooms through their action research learning. Candidates reflect upon action research in the contexts of contributing to knowledge about education and to their own professional development. Their continued inquiry and involvement with the action research process will provide opportunities for making classrooms more effective for both students and teachers.

**EDUC 577: Data Collection and Analysis**

This course follows EDUC 576 Research Framework and Design as a requirement for students pursuing the Masters of Arts in Teaching Leadership and Master's of Educational Administration degrees. It is designed to further candidates' knowledge of, and experience with, action research. This course will define and develop teacher capacity to analyze and use data to inform instruction. Candidates will deepen their understanding of using protocols to build learning communities and to systematically analyze student work. Candidates will develop and implement methods and procedures as they continue their Action Research Projects. Candidates' continued inquiry and involvement with the action research process will provide opportunities for making classrooms more effective for both students and teachers.

**EDTL 841: Teaching Leadership to Transform School Culture**

In this course candidates will explore their personal beliefs that guide their practice, and will expand their development as reflective practitioners and as teacher leaders. The curriculum will focus on acquiring effective strategies needed by teacher leaders and successful learning facilitators. Effective teaching techniques and presentation skills will be modeled, practiced and critiqued. Self and peer-assessment processes to validate communication and coaching skills will be applied. The curriculum will include skills needed for collaboration, coaching, facilitation and planning effective meetings. Research-based information on parent involvement and establishing meaningful relationships with families will also be covered.

**EDUC 578: Synthesis for School Leadership**

The intent of this course is for learners to carry out their action research independently and collaboratively and to document their inquiry investigation (Action Research Project). Candidates will present their Professional Plan for Teaching Leadership and Portfolio to their colleagues, advisors and faculty at a culminating portfolio event. Candidates will present their action research findings at the Leadership Colloquium (May) and prepare the finished written document of the Action Research Project. Learners will continue to apply, document and demonstrate their professional growth to complete requirements with their research and faculty advisor.