

Teacher Leader Master's And Planned Fifth-Year Programs



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TEACHER LEADER MASTER'S AND PLANNED FIFTH-YEAR PROGRAMS

Kentucky schools are charged with reaching proficiency by 2014, and the PreK-12 education community that includes school district administrators and teachers is held accountable for rigorous performance standards tied to annual assessments. With the changing role of the career educator, professional preparation beyond the initial licensure phase presents some unique concerns and issues. Educators need more than rigor and relevancy to equip them to move student learning to higher levels.

In 2001, the Wallace Foundation established the State Action for Education Leadership Project (SAELP I) to advance the development of strong education leaders. Fifteen states, including Kentucky, through a proposal submitted by the Kentucky Department of Education (KDE), were selected to design initiatives to enhance the leadership skills of principals. SAELP I was to examine the current state of leadership in Kentucky, research effective leadership models, and analyze the principal's role in the schools. The results indicated that instead of the principal as the sole leader in the school, a better model is distributed leadership that includes teacher leaders.

SAELP II is focused on developing teacher leaders. SAELP II will emphasize the shared district and university responsibility for identifying and nurturing aspiring leaders, as well as developing performance-based, job-embedded learning experiences focused on leadership for student learning.

In 2002 the Education Professional Standards Board (EPSB) received the Title II Teacher Quality Enhancement Grant. Funds from the grant supported revisions of the Kentucky Teacher Internship Program (KTIP) and New Teacher Standards with the edition of the leadership standard for new teachers.

After two-years of discussion during summer retreats, the EPSB appointed the Master's Degree Redesign Committee September 2005 to review rank change and master's degree programs. The committee was charged with refashioning the way institutions prepare experienced educators and school leaders. Developing teacher leaders quickly became the focus with an emphasis on job-embedded learning experiences and university collaboration with teachers and districts.

After two years of review, comments, and editing by the Master's Review Redesign, Standards, and Guidelines Committees, the regulations were brought forth to begin the final implementation phase. The redesigned master's will elevate teachers as leaders in the classroom, school, and district.

A teacher can improve student learning when given the opportunity to participate in the design and development of the goals and curriculum for the school. Empowering teachers does not require a paradigm shift, but it does call for a more collaborative focus between higher education, district administrators, and teachers.

Teacher leadership is not about "teacher power," but it is also no longer a fantasy that exists in the minds of the practitioner. Teacher leadership is about a ground level collaborative that strengthens performance. Teachers should be essential contributors to the shared leadership in the school. The new generation of teachers is not content to rule over a classroom when there are issues that affect the professional community that support the school environment.

TERMINOLOGY

Collaboration: Colleges and universities must document the collaborative involvement of practitioners, district administrators, and arts and science faculty. Practitioner, districts, and arts and science faculty must be active participants in every aspect of the development of the master's redesign program including the decision process. Institutions are not expected to collaborate with every district in their service area.

Job-embedded: Job-embedded leadership should incorporate throughout the curriculum experiences in the school or district that are not just courses but are hands-on and/or performance-based activities.

Leadership: Leadership skills and content should not be focused on a single course but be embedded throughout the curriculum.

REFERENCES

Leadership for Student Learning: Redefining the Teacher as Leader (2001). A Report of the Task Force on Teacher Leadership, Institute for Educational Leadership.

Levine, Arthur (2006). *Educating School Teachers*, The Education Schools Project.

Murphy, Joseph (2005). *Connecting Teacher Leadership and School Improvement*, Corwin Press.

Stone, Randi and Cuper, Pru (2006). *Best Practices for Teacher Leadership: What Award-Winning Teachers Do for Their Professional Learning Communities*, Corwin Press.

Kentucky Department of Education:

- State Action for Education Leadership Project II (SAELP II), PowerPoint presentation, The Wallace Foundation
- It's All About the Kids (2007). PowerPoint presentation
- Kentucky's Guide to Reflective Classroom Practices: A Self-Assessment Tool for Teachers

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION
*PROFESSIONAL STANDARDS FOR THE ACCREDITATION OF SCHOOLS,
COLLEGES, AND DEPARTMENTS OF EDUCATION*

STANDARD 1: Candidate Knowledge, Skills, and Dispositions

ELEMENTS:

1. Content knowledge for Teacher Candidates
2. Content Knowledge for Other Professional School Personnel
3. Pedagogical Content Knowledge for Teacher Candidates
4. Professional and Pedagogical Knowledge and Skills for Teacher Candidates
5. Professional Knowledge and Skills for Other School Personnel
6. Dispositions for All Candidates
7. Student Learning for Teacher Candidates
8. Student Learning for Other Professional School Personnel

STANDARD 2: Assessment System and Unit Evaluation

ELEMENTS:

1. Assessment System
2. Data Collection, Analysis, and Evaluation
3. Use of Data for Program Improvement

STANDARD 3: Field Experiences and Clinical Practice

ELEMENTS:

1. Collaboration Between Unit and School Partners
2. Design, Implementation, and Evaluation of Field Experiences and clinical Practice
3. Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions to Help All Students Learn

STANDARD 4: Diversity

ELEMENTS:

1. Design, Implementation, and Evaluation of Curriculum and Experiences
2. Experiences Working with Diverse Faculty
3. Experiences Working with Diverse Candidates
4. Experiences Working with Diverse Students in P-12 Schools

STANDARD 5: Faculty Qualifications, Performance, and Development

ELEMENTS:

1. Qualified Faculty
2. Modeling Best Professional Practices in Teaching
3. Modeling Best Professional Practices in Scholarship

4. Modeling Best Professional Practices in Service
5. Collaboration
6. Unit Evaluation of Professional Education Faculty Performance
7. Unit Facilitation of Professional Development

STANDARD 6: Unit Governance and Resources

ELEMENTS:

1. Unit Leadership and Authority
2. Unit Budget
3. Personnel
4. Unit Facilities
5. Unit Resources Including Technology

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GUIDELINES

Components of Program Review Document:

Conceptual Framework:

“An underlying structure in a professional education unit that gives conceptual meanings through an articulated rationale to the unit’s operation, and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.” *NCATE Standards 2006*

The Conceptual Framework should be research based and support the unit’s philosophy of preparation. The narrative must include the following items: (a) mission of the Unit; (b) Unit’s philosophy, commitments, and dispositions; (c) all knowledge bases; (d) performance standards; (e) integration with the curriculum and assessment system.

Program Design

- Demonstrate collaboration with districts in design of programs that will involve teachers at appropriate levels: elementary, middle, and secondary (NCATE Standard 3, Element 1)
 1. Curriculum design
 2. Outcome measures
- Demonstrate collaboration with Arts and Science faculty in design of programs (NCATE Standard 5, Elements 1, 2, & 5)
 1. Curriculum design
 2. Outcome measures
- Interpret and analyze P-12 student achievement data (NCATE Standard 2, Elements 2 & 3)
 1. Continuous assessment
 2. Commonwealth Accountability Testing System
 3. Post-secondary readiness and national assessments
 4. Documented use of assessment data to plan effective intervention strategies that positively affect student learning
- Demonstrate a process to individualize a program to meet the candidate’s professional growth/improvement plan (e.g., pre and post consultation, portfolio demonstrating professional growth, incorporation of school improvement plan into candidate’s master’s program plan, National Board for Professional Teaching Standards) (NCATE Standard 1, Element 4 and Standard 3, Element 3)
- Support job-embedded professional experiences (such as creating professional learning communities within school/district) for candidates (NCATE Standard 1, Elements 3 & 4)

- Describe the institution's plan to facilitate direct service to the collaborating school districts by education faculty members (NCATE Standard 5, Element 5)
- Provide multiple career pathways or opportunities to strengthen certification area
 1. Teacher Leader Endorsement (All Grades)
 2. Other Endorsement:
 - Computer Science (Grades 8-12)
 - ESL (Grades Primary – 12)
 - Gifted Education (Grades Primary – 12)
 - Driver Education (Grades 8-12)
 - Instructional Computer Technology (Grades Primary – 12)
 - School Safety (Grades Primary -12)
 - Environmental Education (Grades Primary – 12)
- Completion of the program will earn the candidate Rank II and Teacher Leader Master's designation (as well as the Teacher Leader Endorsement)
- Utilize mixed delivery methods that might include:
 - Face-to-Face
 - Collaborative teaching
 - Workshops/seminars/symposia/academies
 - On-line or distance learning
 - Weekend/night
 - District locations
 (NCATE Standard 5, Elements 2 & 5)

Program Curriculum

- Prepare candidates to be leaders in their schools and districts (NCATE Standard 1)
- Evaluate high-quality research on student learning and college readiness (NCATE Standard 1, Elements 5 & 6; Standard 5, Elements 2 & 3)
- Plan for differentiated instruction for P-12 students based on data analysis and classroom management (NCATE Standards 3 & 4)
- Enhance candidate expertise in content knowledge, as applicable (NCATE Standard 1, Element 1)
- Incorporate reflections that inform best practice in preparing all students for postsecondary opportunities (NCATE Standards 1 through 4)
- Provide clinical experiences that examine student achievement in diverse settings (NCATE Standards 3 & 4)

