TABLE OF CONTENTS

Program Overview 2
   Employment Opportunities 2
   Strengths of the Program 2

Core Class Schedules 3

Admission to the Teacher Leadership Ed.S. Degree Program 3
   Conditional Admission 3

Advising/Mentoring 3

Degree Requirements 4
   Transfer of Credit 4
   Comprehensive Examinations 4
   Eligibility for Examination 4
   Preparation of Examination 5
   Grading of Examination 5

Degree Plan of Study 5
   Minimum Hours Required 5
   Program Check Sheet 7

Graduation 8

General Policies 8

Appendix A: Admission Portfolio 9

Appendix B: Principal Recommendation 12
1. PROGRAM OVERVIEW

The Educational Specialist (Ed.S.) degree in Teacher Leadership is the University of Montevallo’s innovative, model program designed for certified and/or experienced educators who are interested in developing expertise in leading other educators in curriculum and instructional improvement across subject areas and grade levels, so as to advance their own practice and to serve as faculty-based leaders contributing to sustainable improvement in their schools. Built on the scientifically-based research, this degree integrates the study of curriculum, instruction, socio-cultural issues, and teacher leadership in a visionary model of collaborative leadership for quality student learning, curriculum design, and educational equity.

The Ed.S. core courses are offered ONLINE in a structured two-year rotation. Initial core courses focus on reviewing and analyzing contemporary research in the core areas of teacher leadership, curriculum, instruction, and social and cultural competency in order to help students acquire knowledge, skills, and dispositions pertaining to research based practices in these areas.

Four of the core courses, EDL 606: Leadership and Mentor Training, EDL 612: Public Relations and Community Resources, EDL 645: Data Driven Models for Curriculum Development, and EDL 648: Leadership for Educational Equity and Social Justice, are common courses for both Ed.S. Teacher Leadership and Ed.S. Instructional Leadership students at UM. Joint program offerings provide both future Teacher Leaders and Instructional Leaders with the opportunity to work and learn together to develop and implement collaborative leadership in schools, a fundamental tenet for both programs.

The program culminates with a two-semester, action research capstone sequence, EDL 691: Research and Planning for School Improvement and EDL 692; Implementation and Evaluation of School Improvement, wherein students identify a real-world problem in their school, design and action research plan to study the problem empirically, implement their study, collect and analyze data, and write-up a research report that includes implications for school improvement.

Employment Opportunities:
A degree from UM’s Teacher Leadership program will prepare graduates for teacher leadership in areas of curriculum, instruction, and cultural competency positions in a variety of settings such as:

- Schools and school districts
- Universities and Community Colleges
- Government agencies, business, and industry
- Non-governmental (NGO’S) or non-profit organizations

Strengths of the Program:
- The Teacher Leadership program gives students a broad understanding of effective instructional and curricular practices, teacher leadership towards continuous educational improvement, advancing educational equity and cultural competency, and the research behind these practices.
- The program allows students some flexibility to tailor the program to their professional development goals.
• The program provides a solid foundation for students interested in pursuing a doctorate in education.

2. CORE CLASS SCHEDULES

The Ed.S. in Teacher Leadership **Core Courses** (24 semester hours) are offered in a structured rotation, in which EDL 690: Teacher Leadership for the 21st Century is the “entry” course that provides students with a theoretical framework in Teacher Leadership as a foundation for their other core courses. The Core Courses schedule is listed in the chart below. Ordinarily, this schedule ought to be followed as printed. In addition to the Core Courses, students will select TWO instructor approved electives (6 hours) to take based on availability and program alignment.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
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</thead>
<tbody>
<tr>
<td>ONE</td>
<td>EDL 690</td>
<td>EDL 606</td>
<td>Elective</td>
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<tr>
<td></td>
<td>EDL 645</td>
<td>EDL 643</td>
<td>Elective</td>
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<tr>
<td>TWO</td>
<td>EDL 691</td>
<td>EDL 692</td>
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<td></td>
<td>EDL 648</td>
<td>EDL 612</td>
<td></td>
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</tbody>
</table>

3. ADMISSION TO THE TEACHER LEADERSHIP Ed.S. DEGREE PROGRAM

For information on general UM graduate admissions requirements that apply to all prospective students, please visit the Admissions and Registration section of the Graduate Bulletin (http://www.montevallo.edu/grad/). Please be sure to submit all requested material by the established deadline(s).

(a) In addition to the general admission requirements, criteria for admission to teacher leader program shall include (See Appendix A):

1. A master’s level professional educator certificate in any teaching field or area of instructional support.
2. A minimum of three full years of full-time teaching experience in a P-12 setting.
3. A portfolio containing:
   i. Three letters of recommendation.
   ii. Evidence of ability to positively affect student achievement.
   iii. Evidence of collaborative leadership potential.

(b) If an individual is admitted to an Alabama Class AA teacher leader program based on a master’s level professional educator certificate in a teaching field or area of instructional support from another state, completes the Class AA teacher leader program, and subsequently applies for Class AA teacher leader certification, then the individual must earn at least a Class A Professional Educator Certificate in a teaching field or area of instructional support before applying for Class AA certification.
5. ADVISING/MENTORING

- At the time of notification of acceptance into the Master’s Program, the student will be assigned to an academic advisor. The advisor is the key individual with whom the student will work and the departmental representative who will monitor all progress toward completion of degree requirements. If the student, for some particular reason, prefers a different advisor, the program coordinator should be contacted promptly. Any requests for a change of advisor, after the student has worked with a given advisor, should be directed in writing to the Program Coordinator for consideration.
- It is the student's responsibility to keep informed of all rules, regulations, and procedures required for graduate studies. Graduate program regulations will not be waived or exceptions granted because students plead ignorance of the regulations or claim failure of the adviser to keep them informed.
- An orientation and group advising session will be held each semester for newly admitted students. New students are expected to attend this session.

6. DEGREE REQUIREMENTS

1) Complete the prescribed Program of Study, a minimum of 30 semester hours beyond the master’s degree including the selected program requirements, within a period of 6 years (transfer credit may not exceed 6 semester hours beyond the masters).
2) Have an overall 3.50 GPA on all graduate work attempted (6 maximum hours of C).
3) Attain a passing score on the capstone research project, which serves as a comprehensive examination, near the conclusion of the planned Program of Study.

Transfer of Credit

Students may transfer into the program a maximum of six (6) semester hours from another accredited institution or hours completed at UM prior to admission to the program. In order for any transfer of credit to take place, an official transcript must have been received by the University and a request for such credit must be requested by the student and approved by their advisor. The student and advisor will complete the Graduate Transfer Credit form from the College of Education with their advisor.

Comprehensive Examination

Prior to graduation, Ed.S. in Teacher Leadership students are required to successfully complete an academic culminating experience which is planned and evaluated by each student’s program area. The action research project and oral defense required for graduation from the Ed.S. in Teacher Leadership will be administered in conjunction with the capstone experiences in EDL 691 and EDL 692. Therefore, EDL 692 should be the final core course a student takes, with the exception of the final elective option.

Failure on a comprehensive examination requires re-enrollment and re-examination during a subsequent semester. Students are required to be enrolled during the semester in which they take examinations to satisfy this requirement and must be enrolled in the term they plan to
graduate. The examination provides the student and the advisor evidence of strengths and limitations in the student’s work.

**Eligibility for Examination**

The Comprehensive Examination (oral defense) for the Educational Specialist Degree in Teacher Leadership shall be taken in conjunction with EDL 692: Implementation and Evaluation of School Improvement. This course should be the student’s final core course, with the exception of EDL 643. Students who have incomplete grades in pertinent course work should not register for EDL 692.

**Preparation of Examination**

The program coordinator and instructor of EDL 692 assumes responsibility in the preparation of the exam by preparing questions and convening the faculty who will be involved in evaluating students’ oral defenses. Examination questions/structure will be solicited by the program coordinator from appropriate faculty mentors.

**Grading the Examination**

The final decision as to the student’s passing, passing on condition, or failing is reached by the faculty involved in preparing and evaluating the examination. Examination faculty and the student’s advisor shall recommend appropriate action by the faculty as to whether the student has passed or failed a particular question or the entire examination.

If the faculty determines that the student has attained a “Conditional Pass,” the student will be required to demonstrate competency in the area of deficiency. This could require completing additional written work within a prescribed time frame.

If the student is determined to have failed the examination, the entire examination will be rewritten no sooner than the next administration date scheduled by Student Services and posted on their web site. Students must be enrolled in a credit course during the semester in which they take the comprehensive examination.

7. **DEGREE PLAN OF STUDY**

A program of study is established and agreed to by the student and the degree program and specifies the course degree requirements. Students are expected to complete their program of study during their first semester of registration and submit it prior to enrollment in the second semester. Once filed and approved, the plan of study can only be changed with the consent of the student’s advisor.

**Educational Specialist in Teacher Leadership**

**Minimum Hours Required for Ed.S.—30 Credit Hours**
The Educational Specialist program in Teacher Leadership is designed for certified and experienced educators who are interested in developing expertise in leading other educators in curriculum and instructional improvement across subject areas and grade levels, so as to advance their own practice and to serve as faculty-based leaders contributing to sustainable improvement in their schools and educational contexts.

The Ed.S degree program requires a course-based action research study. The research study and the comprehensive exams/oral defense will focus on reviewing and analyzing contemporary research in the core areas of teacher leadership, curriculum, instruction, and social and cultural competency in order to help students acquire knowledge, skills, and dispositions pertaining to research based practices in these areas. Students also select two (2) advisor approved electives to support their program of study. This degree does not prepare students for administrative or supervisory certification.

Program Checksheat [next page]
## STATE OF ALABAMA DEPARTMENT OF EDUCATION
### TEACHER EDUCATION AND CERTIFICATION

Candidate's Name: ___________________________________________  Program: Teacher Leadership  Total Hours: 30

### CLASS AA PROGRAM CHECKLIST
FOR TEACHER LEADER


<table>
<thead>
<tr>
<th>Program Courses:</th>
<th>Problem-based Research Project: (at least six hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 690 Teacher Leadership for the 21st Century</td>
<td>EDL 691 Research and Planning for School Improvement 3</td>
</tr>
<tr>
<td>EDL 606 Leadership and Mentor Training</td>
<td>EDL 692 Implementation and Evaluation of School Improvement 3</td>
</tr>
<tr>
<td>EDL 645 Data-Driven Models for Curriculum Development</td>
<td></td>
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<tr>
<td>EDL 648 Leadership for Educational Equity and Social Justice</td>
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<tr>
<td>EDL 612 Public Relations and Community Resources</td>
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<tr>
<td>EDL 643 The School Climate</td>
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<tr>
<td>Two advisor approved electives (6 hours)</td>
<td></td>
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<tr>
<td>3</td>
<td></td>
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</tbody>
</table>

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Survey of Special Education Coursework (Required if not previously completed):

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Dean of Education:

__________________________________________  Date: ____________________________
8. GRADUATION

- Students who intend to graduate must see their advisor to ensure that degree requirements are met.
- Students who intend to graduate must complete the Diploma Care and submit it to Graduate Admissions and Records by the last day of classes in the term preceding the graduation semester.
- Students should complete the Graduate Completer Survey through Graduate Admissions and Records the semester in which they plan to graduate.
- Students should apply for certification through Teacher Education Services according to the dates and deadlines outlined in the TES calendar.
- Students must be registered in the term they are graduating.
- If your record is placed on hold, please refer to Graduate Admissions and Records for information on how to satisfy the hold requirements.
- Please refer to the Academic Calendar for dates to apply for graduation.
- You should view your degree audit regularly through Banner Self-Service.

9. GENERAL POLICIES

Students in the program should be familiar with all program and University policies.
APPENDIX A

Teacher Leadership
Admission Portfolio

College of Education
The Teacher Leadership Admission Portfolio is required for admission into the Class AA/Ed.S program under the rules of the Alabama State Department of Education. Each candidate must submit the portfolio in addition to all graduate transcripts, valid Class A teaching certificate, and EXP form indicating at least three years of successful teaching.

Assemble the portfolio in a three-ring binder or plastic portable filing box. Computer fonts used must be standard, such as Arial or Times New Roman. Use tabs or file folders to separate sections according to the following structure:

1. Letters of Recommendation
2. Evidence of Collaborative Leadership Potential
3. Evidence of Ability to Lead Student Achievement

The contents of the portfolio will be reviewed and scored by university faculty members. After meeting ALSDE basic requirements, the portfolio will count for all 100 points toward acceptance into the program. A minimum score of 80 is required to be accepted. Point values for portfolio elements are as follows:

<table>
<thead>
<tr>
<th>Element</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letters of Recommendation</td>
<td>30</td>
</tr>
<tr>
<td>Evidence of Collaborative Leadership Potential</td>
<td>40</td>
</tr>
<tr>
<td>Evidence of Ability to Lead Student Achievement</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The portfolio shall contain the following items:

1. **Recommendations:** Three (3) letters of recommendation.

2. **Evidence of Collaborative Leadership Potential:** Applicants should submit one (1) of the items listed below:
   a. completed copy of a recent EDUCATE Alabama evaluation; or
   b. Principal Recommendation Form

3. **Evidence of Ability to Lead Student Achievement:** What does it mean to be an instructional leader? How have you positively affected student achievement? Provide one (1) example of evidence documenting the ability to improve student achievement. For your example, share a learning task you have used with one or more students. Recognizing that learning often occurs incrementally, the task may be one that is repeated more than once until you determine that the student(s) can demonstrate some element of knowledge or skill.
• Describe the learning task in detail.

• Identify the standard(s) met by the task – AL Course of Study, local curriculum guides, professional organization standards, standardized test outcomes, etc. Briefly describe how the task fits into a larger context of your program and the study of that knowledge or skill.

• Reflect on what a successful student can do as a result of your teaching. Include thoughts about how you enhance chances of success on the task for your students.

• Describe how you assess the task. How do you use it as a basis for assessing student progress (especially with at risk learners)? How do you use it for judging your teaching effectiveness? How do you use it for revising future instruction?

• Identify the types of common mistakes, misconceptions, continuing misunderstandings, and obstacles to higher-level thinking that often remain after completion of the task. How do you deal with those? How do you adjust instruction for remediation with the same students, and in future assignments?

NOTE: The portfolio should be complete, professional in appearance, and grammatically correct.
Please rate the applicant’s potential as a Teacher Leader in your school on a scale of 1-4 (1=least promising; 4=most promising)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>1. Mentoring beginning teachers</td>
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<td>2. Motivating learners and colleagues</td>
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<td>3. Maintaining openness to change when important</td>
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<td>4. Making decisions in collaboration with others</td>
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<td>5. Communicating clearly</td>
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<td>6. Understanding group dynamics</td>
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<td>7</td>
<td>Acting on the basis of professional ethics</td>
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<td>8</td>
<td>Acknowledging the importance of accountability</td>
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<tr>
<td>9</td>
<td>Accepting the importance of planning</td>
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<tr>
<td>10</td>
<td>Dealing constructively with conflict</td>
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<tr>
<td>11</td>
<td>Relating to parents and other community entities</td>
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<tr>
<td>12</td>
<td>Accepting the community as a resource</td>
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<tr>
<td>13</td>
<td>Understanding and appreciating school culture</td>
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<tr>
<td>14</td>
<td>Accepting the importance of diversity</td>
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<tr>
<td>15.</td>
<td>Assessing the impact of community influences</td>
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<tr>
<td>16.</td>
<td>Finding and solving problems</td>
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<tr>
<td>17.</td>
<td>Exhibiting a working knowledge of curriculum</td>
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<tr>
<td>18.</td>
<td>Understanding the nature of assessment</td>
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<tr>
<td>19.</td>
<td>Embracing the importance of staff development</td>
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<tr>
<td>20.</td>
<td>Collecting and using data for decision making</td>
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</tbody>
</table>
FINAL COMMENTS:

____________________________________________________________________
Principal’s Printed Name

____________________________________________________________________
Principal’s Signature    Date