

# Curriculum & Teacher Development Application Guidelines and Requirements

University of Montevallo  
College of Education and Human Development



## Introduction

A Curriculum & Teacher Development degree offers candidates broad qualifications in **Curriculum Leadership & Professional Development**. Candidates for the Curriculum & Teacher Development Ed.S. can be from all educational areas who want to learn more about curriculum leadership. According to State Department regulations, educators who enroll in this program **are eligible for a pay increase** upon degree completion, but the Ed.S. in Curriculum & Teacher Development **does not** lead to a Class AA certification.

*Since it is a non-certification program, K-12 educators can pair the Ed.S. with Instructional Leadership, leading to Class A certification. See dual portfolio requirements for more information on this option.*

## Supplemental Items for the Curriculum and Teacher Development Application

The candidate should complete all relevant application information through the [online admissions portal](#). Once the online application is completed, the system will prompt the candidate to upload ALL the following supplemental items.

1. Curriculum and Teacher Development Portfolio (each portfolio item should be uploaded separately; please see below).
  - Three letters of recommendation
  - One narrative that demonstrates *Evidence of Collaborative Leadership Potential*
  - One narrative that demonstrates *Evidence of Ability to Support Student Achievement, Teacher Development, Curriculum Design, Instructional Support, or Public Service related to Education*.
2. Transcripts for all Institutions of Higher Education attended.
3. Verification of work experience or EXP form (educators)—The candidate's employer should verify that the candidate has been employed for at **least THREE years** in teacher development, curriculum design, instructional support, or education-related public service. K-12 candidates can use an EXP form supplied by their district office. If the candidate is outside K-12 education, a letter from their HR department will be sufficient.

## Curriculum & Teacher Development Portfolio Requirements

University faculty members will review the portfolio's contents for graduate-level writing ability and potential to succeed in the Curriculum and Teacher Development program. Candidates may be asked to resubmit portfolio items as additional information is deemed necessary by the faculty reviewer(s).

While completing the Curriculum & Teacher Development portfolio items, please adhere to the following requirements:

- **Three Letters of Recommendation**—Three letters of recommendation, one of which must be written by a principal/supervisor with whom the candidate has worked for **at least one year** and who was the candidate's supervisor **within the last three years**. All letters should be current, written within the previous year, and address the candidate's potential as a teacher leader.
- **Evidence of Collaborative Leadership Potential**—Candidate should submit a 1 – 2 page narrative detailing specific evidence/examples of their collaborative leadership potential. Candidates are welcome to attach additional evidence related to the narrative. However, the narrative should only be 1 – 2 pages and discuss what being a collaborative teacher leader means.
- **Evidence of Ability to Support Student Achievement, Teacher Development, Curriculum Design, Instructional Support, or Public Service related to Education**—The candidate should submit a narrative that is a minimum of 2 pages but not to exceed 4 pages that addresses the following:
  - Description of a professional task completed with students, teachers, curriculum design, instructional support, or public service related to education.
  - Discuss the steps the applicant took to design and facilitate supports/activities in curriculum or teacher development, as well as evidence used to inform the effectiveness of the specified task.
  - Discuss mistakes, misconceptions, misunderstandings, and/or obstacles encountered during or after task completion/implementation, including how the candidate addressed these and made adjustments for continuous improvement.
  - Reflection on how the candidate determines the effectiveness of professional tasks related to education to support student achievement, teacher development, curriculum design, instructional support, or public service.

**NOTE: Portfolio samples should be complete and professional in appearance, address all item prompts, and be free of grammatical and mechanical errors.**