UNIVERSITY SENATE
UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

Introduced by: University Planning & Policy Council & Graduate Academic Council

Date: March 2007

PROPOSAL TO ESTABLISH A CERTIFICATE OF GRADUATE STUDY (CGS) PROGRAM IN TEACHER LEADERSHIP

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

1. That the University Senate approves the attached Proposal as recommended by the University Planning & Policy Council and Graduate Academic Council.

2. That this proposal be forwarded to the President for approval.
School of Education Proposal:  
Certificate of Graduate Study (CGS) in Teacher Leadership

(1) Rationale for the Certificate

In the past decade, education policies and practices have led to increased opportunities for teachers to become leaders in their schools and communities. Although leadership is often viewed as an administrative role, such as principal or superintendent, there are many educators being asked to assume increased leadership responsibilities such as mentoring and curriculum development. The following three examples provide insight into this situation:

- Initiatives such as No Child Left Behind require qualified teachers in every classroom and systems in place for assessment and instruction of students. To meet the guidelines associated with this law, many schools are turning to classroom teachers to assume leadership roles in curriculum development, assessment, and mentoring.

- National Board Certified (NBC) teachers need to successfully pass a series of assessments and exams indicating their proficiency in subject area knowledge and teaching skills (see http://www.nbpts.org). However, the NBC process does not necessarily assist teachers with subsequent responsibilities that are often placed upon them by their school districts, such as becoming a teacher mentor or leading professional development workshops. The NBC process does not prepare them directly for teaching adults, nor for conceptualizing the subject matter of teaching. In addition, state regulations provide for National Board Certified teachers to be able to teach graduate courses at universities in programs leading to teacher certification. To do so, these teachers may need additional support for developing curriculum and syllabi appropriate for teaching a graduate level course.

- Government policies are leading to requirements for an immediate number of experienced professional in specific subject areas. For example, the Reading First regulations require increased numbers of literacy coaches within school buildings and across districts. These coaches are often graduates who only recently received certification as literacy specialists. While they may have a solid background in literacy instruction, they do not necessarily have experiences with professional development or leading a group of teachers.

During the 2005-06 academic year faculty members in the School of Education participated in a series of discussions with members of the education community, both locally and nationally. Our intent was to understand the developing responsibilities for teacher leaders and to prepare a program of study that would directly assist these educators. Further, community educators initiated discussions with the School of Education, including the local National Board Certified teachers, requesting the development of such a university program. To facilitate an appropriate link between the needs of the potential students and the coursework offered, a faculty member participated in a summer workshop of NBC teachers, which included many teachers interested in a potential Certificate of Graduate Study. Thus, local educators, faculty members from each of the four School of Education departments, and the SOE Dean’s office worked
together to develop this CGS. The intent of this interdepartmental CGS is to provide a 15-credit program of study that directly assists teacher leaders in areas of reflective practice, professional development, mentoring, curriculum development and/or coaching.

(2) Curriculum

The coursework associated with this CGS is drawn from degree programs across the School of Education, including the Educational Administration and Policy Studies (EAPS) department, the Educational Theory and Practice (ETAP) department, the Department of Reading (ERDG), the division of Special Education (ESPE) in the department of Educational and Counseling Psychology. This CGS has a particular attachment to the CAS in Curriculum and Instruction (ETAP), CAS and PhD in Reading (ERDG), MS and PhD in Educational Administration (EAPS) and the MS in Special Education (ESPE).

CGS in Teacher Leadership (15 credits)
(Course descriptions for all courses below are appended at the end of this document)

6 credit block – Reflective Teaching Fieldwork
In this 6-credit block, students are engaged in reflective study of their educational practices over an extended period of time (typically one year). The reflective study will ask students to focus on their own practice as well as the learning of their students as individuals, and the diverse contexts in which they all live and work. Students must take a total of 6 credits in this area, either 6 credits of one course or 3 credits from two courses. This fieldwork will include a major product based upon the reflective study (e.g., teaching portfolio, article for publication, National Board Certification documents, Capital District Writing Project activity).

EAPS 895 Internship
ERDG 695 Supervised Fieldwork
ERDG 743 Researching Classroom Literacy
ETAP 696 Reflective Practice

3 credit course – Course in Professional Development, Mentoring, or Coaching
Students must take a 3-credit course in the area of professional development, mentoring, or coaching. The options focus on how to teach adults with courses assignments and projects intended to assist teachers in assuming leadership responsibilities.

Select one course from these options:
EAPS 619 Supervisory Leadership
ERDG 757 Research on Preparing Literacy Teachers
ETAP 770 Frameworks for Professional Development
EAPS/ERDG/ETAP 687 Institute in Education (as advised)

6 Credit Block – Area of Focused Study
In this 6-credit block, students will work with their advisor to develop a two-course sequence that best assists the students in pursuing a particular area of interest. This will often align with a subject area, though it may also be broader such as a teacher leadership in general. The following are five examples that students may choose to pursue, although new 6 credit blocks may be developed by the CGS committee or a discussion between advisor and student.
(1) Literacy Practicum Internship
Students selecting this option will take the ERDG 892 Practicum in College Teaching course. They will participate as an assistant in a master’s level course offered by the Reading Department – generally the ERDG 620 or ERDG 623 practicum. The intent is for the student to have an internship for graduate level teaching. In additions, students will select one ERDG 700 level course to expand their knowledge base in literacy theory and practice.

(2) Theory and Practice of Mentoring for Cooperating Teachers
Students seeking this option will focus on the skills of mentoring and the conceptualization of teaching, learning, and learning to teach. They will have practice in observation, in giving and receiving feedback, and in active listening. In addition, they will become familiar with the literature on teacher learning and teaching as a learning profession. Courses will include ETAP 607, Introduction to Reflective Mentoring, and one other course from the professional development, mentoring, or coaching constellation. This course is especially suited for MSSE cooperating teachers as well as cooperating teachers involved in other programs.

(3) Educational Leadership
Students selecting this option will focus on developing skills important for leading efforts aimed at school improvement. In consultation with their advisor, students will select two courses related to educational policy and leadership such as EAPS 618 School and Community Partnerships, EAPS718 Interprofessional Leadership for School, Family, and Community Partnerships, or courses related to school law, politics and organization.

(4) National Board Certification Leadership Facilitators
Educators who are already National Board Certified may elect to become facilitators for new NBC candidates. This includes a full week session during the summer and regular meetings throughout the school year. These activities provide students with an opportunity to become a mentor and have assistance in making this transition from teacher to coach/mentor. Coursework attached to this option include ETAP 607, ERDG 695, and or course approved by advisor.

(5) 6 credit specialization as approved by the advisor.

(3) Faculty credentials and course responsibilities
The courses associated with the CGS are already taught by School of Education faculty or are attached to fieldwork projects that are already developed. We do anticipate that our focused areas of study may increase as additional government and educational policies continue to develop. We have intentionally included flexibility in the 6-credit Area of Focus Study. For example, it is probable that science and/or math may be added as a specific focus area. Similarly, there is a new project aimed at National Board Certification for principals that will likely have a strong match to this CGS. As an interdepartmental CGS, the Teacher Leadership CGS committee includes one faculty member from each participation program (EAPS, ERDG, ESPE, ETAP) and one member of the Dean’s office (e.g., Associate Dean). This committee will manage the CGS, including proposed changes to the curriculum and the admissions process.

(4) Students:
Admission requirements:
- Master’s degree with a GPA of 3.0 or higher.
- Statement of Goals
• A minimum of three letters of recommendation (include at least two academic references and one teaching reference)
• Transcript review – Graduate coursework

Admissions committee/Advisement: The Teacher Leadership CSG committee will review the admissions folders for admission/denial. The committee will assign the application folder to the appropriate department and the department will also reach an admission decision. The department will make a decision about the most appropriate advisor, given the subject area and interests of the student. The two-layer process is intended to maintain the same criteria for all applicants, yet also leave flexibility for departments in terms of enrollment and specialization priorities.

(5) Resources and support programs:

We do not anticipate any new resources for this CGS as it draws upon programs that already exist. In the long-term, there is a possibility that we will have enough students who enroll in this certificate that we may need to have a special section of a course in professional development/mentoring/coaching. However, that would be connected to an increase in summer enrollment that should off-set the cost of an instructor. This CGS will require a support structure in terms of the administrative responsibilities associated with admissions and decisions about program changes, however that will be handled by the interdepartmental committee that has already been meeting for the past several months to develop this proposal. It will require an advisor for admitted students.

Course Descriptions

**EAPS 618 Family and Community Partnerships (3)**
Analysis of school improvement-oriented partnerships with families, community organizations, and neighborhood associations with special emphasis on health and social service agencies, youth development organizations, and local coalitions.

**EAPS 619 Supervisory Leadership (3)**
Examines the context, purposes, concepts and uses of instructional supervision from the perspective of the school leader. Stresses application of models and methods of evaluation for accountability and quality control and for professional development. Includes practical experience through classroom observation, analysis of portfolios, and case-based methods.

**EAPS 718 (Ssw 730) - Interprofessional Leadership for School, Family, and Community Partnerships (3)**
Analysis of leadership for school, family, and community partnerships with special emphasis on how schools can leverage and strengthen family and community resources for leaning, success in school, and healthy development. Topics include interprofessional and community collaboration, parent empowerment, school-linked services, after school programs, and community development strategies

**EAPS 895 Internship (4)**
Participation in planned experiences which emphasize the student's professional objective. Includes a seminar.

**ERDG 695 Supervised Fieldwork (3)**
Exploring theory and research through fieldwork experience. Open to graduate students who have been
admitted to the Reading Department. Prerequisite: Consent of department. May be taken for up to 12 credits.

**ERDG 743 Researching Classroom Literacy. (3)**
Intended to help teachers formulate research problems and be competent with the logic of classroom action research. Course involves readings on classroom research, analysis of examples of classroom research, and formulating individual research projects.

**ERDG 757 Research on Preparing Literacy Teachers (3)**
The focus of this course is the examination of historical and current research on literacy teacher preparation and continued development, including teacher change, teacher beliefs, and institutional constraints and affordances related to literacy instruction in schools.

**ERDG 892 Practicum in College Teaching (3)**
Preparation and presentation of course content, and evaluation of student achievement. Student works directly with the faculty member who is teaching a 500-level or 600-level course. Prerequisite: Consent of instructor.

**ETAP 607 Mentoring of Teachers (3)**
Focuses on development of theoretic frameworks of mentoring drawn from research/literature that frames understanding of teaching and mentoring; practice reflecting on one's own teaching as a prerequisite to aiding new teachers; and critical reflection of teachers' practice as mentors. Assumes that mentoring must be learned even by skilled teachers.

**ETAP 696 Reflective Practice (1-6)**
Systematic analysis of educational practice in a mentored environment. This course provides frameworks and approaches to help experienced educators articulate the dimensions of successful practice through a close examination of their own activities. May be repeated for up to 12 credits with permission of instructor.

**ETAP 770 Frameworks for Teacher Professional Development (3)**
Examines different models of and theoretical frameworks for teacher professional development. Models include various forms of teacher research, mentoring, teacher leadership programs, reflective teaching groups, teacher study groups, and book groups. Frameworks for understanding these models will include concepts of teacher learning, learning organizations, and policy.
Graduate Bulletin Posting

CGS in Teacher Leadership (15 credits)

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6 credit block – Reflective Teaching Fieldwork
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EAPS/ERDG/ETAP 687 Institute in Education

6 Credit Block – Area of Focused Study
In this 6-credit block, students will select a pre-approved set of coursework or work with their advisor to develop a two-course sequence that best assists the students in pursuing a particular area of interest. This will often align with a subject area, though it may also be broader such as a teacher leadership in general.

Suggested PeopleSoft Codes

TAP-CGSTL
RDG-CGSTL
EPY-CGSTL
ADM-CGSTL
EDU-CGSTL (for initial application placement, until admitted to department)