

New Graduate Program (Majors, Sequences, Certificates) Proposal
Illinois State University - Graduate Curriculum Committee

Program Department Educational Administration & Foundations **Submission Date** Tuesday, March 24, 2015
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Initiator Department Educational Administration & Foundations
Coauthor(s) Patricia Klass (phklass@ilstu.edu) **Version** 4
Title of New Program Teacher Leader Sequence **Proposed Starting Catalog Year** 2016-2017

Associated Course Proposal(s):

New Graduate Course EAF 418 *ISSUES IN SITE-LEVEL LEADERSHIP: TEACHER LEADER*
New Graduate Course EAF 419 *LEADING LEARNING FOR EQUITY AND SOCIAL JUSTICE: TEACHER LEA*
New Graduate Course EAF 420 titled *SUPERVISION FOR LEARNING ENVIRONMENTS: TEACHER LEADER*

1. Proposed Action

- New Major
- ✓ New Sequence
- New Certificate
- More than 50% of courses in this program are Distance Education

Sequence Major

Educational Administration (M.S./M.S. in Ed.)

2. Provide Graduate Catalog copy for new program.

Teacher Leader Sequence

The Teacher Leader Sequence in the Master of Science in Education degree requires 33 credit hours of coursework with an action research project and capstone seminar, to include:

- The core courses for this degree: EAF 418, 419, 420, 431, 435,437; SED 454; TCH 473, 478.
- A two-semester Action Research project and Capstone Course including EAF 415 and EAF 438. Students must have attained Advanced Graduate status to begin the capstone experience.

Candidates will prepare an individual student portfolio documenting that all requirements established in the Department of Educational Administration & Foundations Assessment System have been successfully met. This documentation includes multiple measures of knowledge, performance, and disposition standards. A current listing of portfolio requirements can be obtained from the Department.

3. Provide a description for the proposed program.

The Teacher Leader sequence in the M.S. in Ed. Educational Administration is designed for experienced teachers who wish to assume building-level leadership roles without moving into formal administrative positions. Students may earn a Master's Degree in Education and the Teacher Leader Endorsement by taking six courses (18 hours) required for the endorsement in addition to 15 additional hours in EAF for the master's. Coursework will focus on cultivating leadership that improves teaching and learning, including:

- Developing a deeper understanding of instructional pedagogy
- Teaching specific subject matter to diverse students
- Understanding how people learn and change
- Assessing student performance
- Using technology in the classroom
- Developing building leadership skills
- Conducting classroom action research

Teachers in this program will engage in critical inquiry, study current issues and apply best practices in education. Innovative projects for the teacher's own classroom and school community will be accomplished in partnership with the school, district, and/or community. Instruction will use a variety of dynamic instructional strategies, modeling what our graduates will be expected to do as teacher leaders in schools, including but not limited to problem-based learning, case studies, simulation, field experiences, and action research. Candidates who earn this degree will be confident, effective instructional coaches, taking a mentoring/teaming approach to collaboratively improve classroom instruction and student performance.

4. Provide a rationale of proposed program.

Since 2010, the Illinois State Board of Education (ISBE) drastically changed the licensure and endorsement system for educators at all levels, The EAF Department previously offered a master's degree in general administration, which also led to Type 75 certification. In 2011 the Type 75 certificate was discontinued in favor of two separate endorsements (Principal Endorsement and Teacher Leader Endorsement), which is intended to provide a more focused career path and related preparation for teachers in Illinois. This ISBE change required graduate programs in Illinois to submit new program proposals for each endorsement. First, the faculty and staff in EAF developed a major revision of the principal preparation program in response to the changes in the state principal endorsement in 2012, and the new M.S. in Ed. for principal preparation was approved by Illinois State University a few months later. The first cohort began in Fall 2013. The number of students has been reduced, of course, due to the highly focused and prescriptive nature of the program.

This proposal addresses the second new state endorsement: Teacher Leader. The proposed sequence contains a course of study that the Illinois State Board of Education approved for the Teacher Leader Endorsement in summer 2014. The teacher leader sequence not only includes Educational Administration classes, but classes from the Department of Special Education and the School of Teaching & Learning since the nature of the program bridges traditional teaching and traditional administration. The Departments agreed that the Teacher Leader sequence would be housed in the Department of Educational Administration & Foundations. The addition of this sequence within the existing M.S. in Ed., in essence, completes the transition from the one General Administrative degree to the two new sequences (the concurrently proposed principal preparation and teacher leader sequences).

Leadership preparation at Illinois State University features a dynamic relationship between scholarship and practice. Faculty honor diverse voices and multiple perspectives. Courses meld themes of learning, leadership, and social justice in the context of Practical Wisdom. Program design emphasizes an aligned systems research-based view of PK-20 education. Graduates become our partners in the field, building inclusive democratic communities centered on learning.

5. Describe the expected effects of the proposed program on existing campus programs (if applicable).

No existing programs would be negatively affected. The teacher leader sequence would enhance the existing graduate programs in EAF and bring enrollments back to the levels before the state changed the more general Type 75 program to a more restricted principal program. The Departments who offer the required non-EAF courses (TCH and SED) have approved this proposal.

6. Describe the expected curricular changes required, including new courses. If proposals for new courses that will be or have been submitted, please reference those related proposals here:

Three new courses are proposed (EAF 418, EAF 419, and EAF 420). All other courses currently exist so no other curricular changes would be needed: TCH 478, TCH 473, SED 454, EAF 431, EAF 435, EAF 437, EAF 415, EAF 438

7. Anticipated funding needs and source of funds.

No new funds are required. The financial implication forms have been completed and submitted.

8. Yes Does this program count for teacher education?

Courses in the sequence will lead to a teacher leader endorsement from the State of Illinois as well as a master's degree from Illinois State University.

The program is grounded in the College of Education's conceptual framework, Realizing the Democratic Ideal. Teachers ready to meet the challenges and rewards of serving students in a democratic society embody the ethical and intellectual aspects of teaching, leading and learning.

The ethical commitments are:

- (EC1) Sensitivity toward the varieties of individual and cultural diversity
- (EC2) Disposition and ability to collaborate effectively with others
- (EC3) High regard for learning and seriousness of personal, professional, and public purpose
- (EC4) Respect for learners of all ages, with special regard for children and adolescents

The intellectual commitments are:

- (IC1) Wide general knowledge and deep knowledge of the content to be taught
- (IC2) Knowledge and appreciation of the diversity among learners
- (IC3) Understanding of the factors that affect learning and appropriate teaching strategies
- (IC4) Interest in and ability to seek out and use informational, technological, and collegial resources
- (IC5) Contagious intellectual enthusiasm and courage to be creative

9. The following questions must be answered.

Yes Have you confirmed that Milner Library has sufficient resources for the proposed program?

Yes Have letter(s) of concurrence from affected departments/schools been obtained?

A departments/school is affected if it has a program with significant overlap or if it teaches a required or elective course in the program.

10. Routing and action summary for New Graduate Program: [Proposal Routing](#)

1. Educational Administration & Foundations Department Curriculum Committee Chair

<i>Lenford Sutton (website)</i>	Lenford Sutton	3/24/2015 4:22:04 PM
Signature	Print	Date

2. Educational Administration & Foundations Department Chair/School Director

<i>Lenford Sutton (website)</i>	Lenford Sutton	3/24/2015 4:22:51 PM
Signature	Print	Date

3. College of Education College Curriculum Committee Chair

<i>Shaqwana Freeman-Green (web)</i>	Shaqwana Freeman-Green	4/22/2015 11:47:37 AM
Signature	Print	Date

4. College of Education College Dean

<i>Perry Schoon (website)</i>	Perry Schoon	4/22/2015 11:56:29 AM
Signature	Print	Date

5. Council for Teacher Education Chair

<i>Perry Schoon (website)</i>	Perry Schoon	9/16/2015 2:57:53 PM
Signature	Print	Date

6. Graduate Curriculum Committee Chair

<i>Denise Wilson (website)</i>	Denise Wilson	11/17/2015 12:30:52 PM
Signature	Print	Date

7. Director of Graduate School

<i>Amy Hurd (website)</i>	Amy Hurd	11/17/2015 12:42:59 PM
Signature	Print	Date

All new graduate programs (majors, sequences, certificates) are routed by the G.C.C. to the Academic Senate