Kristal Doolin
2013 Kentucky Teacher of the Year
Union College alumna

Master of Arts
Teacher Leader Online

WHEREVER YOU ARE, YOU’RE ON CAMPUS
The Teacher Leader program is designed for educators who seek career advancement and professional enrichment in a convenient, online environment. Our flexible program offers two areas of concentration: Educational Policy and Cultural Competency. While most working students will complete the program in two years, students who take an aggressive approach can finish in one year.

The Teacher Leader: Educational Policy program helps students gain a thorough understanding of the political structure of the educational system at the state and national levels. This degree provides leadership skills necessary for influencing political processes and could lead to advisory board positions and other opportunities to shape the future of education.

The Teacher Leader: Cultural Competency program is designed to help educators effectively lead diverse student populations. This concentration area was developed in response to the growing diversity in our region. The degree will distinguish graduates as leaders aware, sensitive and comfortable in culturally complex educational settings.

The curriculum is dynamic, challenging and real-world relevant. Whether you’re transitioning to another career or growing within your current career, Union’s online program offers the flexibility, convenience and academic rigor to help you succeed and meet your goals.

You’re always welcome to visit and meet your professors face-to-face, but whether in Barbourville or online, you’re always on campus.
COURSE DESCRIPTIONS*

CORE COURSES | 19 HOURS

Methods of Action Research for Teacher Leaders
EDUC 500. 3 credit hours.
This course engages candidates in assessment, research, and methodologies needed in order to create better educational research consumers among practitioners. Candidates will complete a reflective research analysis of local, state, and national student achievement data as relevant to their current or future content emphasis area. Further, candidates will development an action research project based on student achievement data to be implemented in a P-12 classroom from which findings are analyzed and change in the candidate’s abilities to lead their classroom as a result is discussed. Candidates will also present the outcomes of their action research project to the Teacher as Leader Capstone Experience Committee as part of Teacher as Leader program exit requirements.

Curriculum Design and Practices for Teacher Leaders
EDUC 502. 3 credit hours.
The need to implement current research-based curriculum and related supportive practices is an important element to the teacher as leader principle. In this course, candidates will develop a Curriculum Improvement Plan for their school or school district reflective of current research-based practices, integrating technology advances, and the KY Core Academic standards. Further, candidates will create an action plan for the development of a Professional Learning Community (PLC) focused on improving their school or school district’s curriculum practices for presentation at an administrative body within their school or school district (ex: Site Based Decision Making Council, Technology Advisory Board, or Assessment Board). Finally, candidates will complete a technology- based group presentation describing deconstruction of KCA standards toward development of teacher and student learning targets.

Assessment and Accountability Practices for Teacher Leaders
EDUC 511. 3 credit hours.
In this course, assessment and subsequent teacher accountability as the driving force towards increased student achievement in the classroom is explored. Topics covered in the course include: formative and summative assessment practices, assessment of learning vs. assessment for learning, student self-assessment, and group assessment processes. Further, candidates will review local, state, and national student achievement data as a means to develop classroom assessment procedures that reflective the need to close the national achievement gap. In particular, the use of technology in the assessment process including bell-ringers, E-exit slips, and assessment using smartphone technology will be emphasized throughout all course objectives and assignments.
Advanced Instructional Practices for Teacher Leaders

EDUC 513. 3 credit hours.

The need to implement current research-based instructional practices is an important element to the teacher as leader principle. Particular emphasis will be placed on the role of formative/summative assessment in the development and implementation of instructional practices for the classroom. In this course, candidates will develop a Collaborative Unit of Study reflective of current research-based practices that integrates major themes of the course including: Response to Intervention (RTI), Professional Learning Communities, (PLC), and practices reflective of the Stiggins model of assessment for learning. Further, students will develop a professional development activity based on the Collaborative Unit of Study for presentation at an administrative body within their school or school district (ex: Site Based Decision Making Council, Technology Advisory Board, or Assessment Board).

Culturally Responsive Practices for Teacher Leaders

EDUC 551. 1 credit hour.

This course explores the role of the teacher leader towards ensuring student achievement for all students in a global classroom environment. Candidates will develop a “toolbox” of skills and resources to address the individual learning needs of multiple student constituencies in the classroom including: English as Second Language (ESL) students, students with documented exceptionalities across the full spectrum of need (IEP’s to students identified as Gifted and Talented (GF), students from variant socioeconomic backgrounds and cultures, and students of different genders and sexual orientations. Candidates will complete a clinical placement in a setting that offers exposure to an ethnic, cultural, or socioeconomic perspective different than their own and provide a reflection of their experience.

Advanced Technology Practices for Teacher Leaders

EDUC 573. 3 credit hours.

Remaining at the forefront of advancement in technology allows candidates to truly become assets to their schools and develop themselves as teacher leaders. This course engages candidates in current and immerging technologies in educational practices. Topics covered include the use of technology as a tool for communication, assessment, research, and classroom management. Particular emphasis will be placed on the use of software including Skype, Smartphone, use of social media including Facebook and YouTube in the classroom, and formative/summative assessment processes through texting.

Teacher Leaders as Transformers of Education

EDUC 589. 3 credit hours.

This course explores the idea of “out of the box” thinking by candidates to cover KY Core Academic Standards (KCAS). Further, course objectives and assignments will focus on preparing students across all grade levels in the areas of career development, college readiness, and life skills. In particular, candidates will develop proficiencies needed to advance student achievement including: problem-solving and critical thinking skills, presentation skills, ability to work in groups or teams, work ethic behaviors, and writing skills. Particular emphasis will be placed on the use of vocational instruction as a means to cover KACS and in preparing students for career development and/or college readiness needs.
CONCENTRATION: EDUCATIONAL POLICY | 15 HOURS

**Introduction to Educational Policy**  
*EDAD 546. 3 credit hours.*  
This course examines the changing role of educational policy and its impact on teacher leaders and the classrooms they lead. Candidates will make connections to educational policy implementing Common Core Standards and the process of establishing subsequent KY Core Academic Standards (KCAS). A particular emphasis on the course focuses on the use for educational policy as an avenue for designing effective professional development activities for teacher leaders.

**Political Influencers on Educational Policy**  
*EDAD 547. 3 credit hours.*  
In this course, candidate will develop dispositional characteristics of an informed teacher leader who understands the impact of political groups- including teacher leaders, in shaping educational policy. Additionally, candidates will develop the skills needed to understand the degree of political influence in establishing educational policy and its implementation in school districts. Finally, candidates will explore the connection of instruction of underrepresented minority student populations and the spheres of political influence on educational policy.

**Comparative Profiles in Educational Policy**  
*EDAD 548. 3 credit hours.*  
Through comparison of Western and Non-Western educational policy and assessment of their results toward increasing student achievement rates, candidates will gain a global perspective of education across multiple ethnic and cultural groups. Candidates will also use comparison of educational policy in different countries to examine the impact of these policies on the macro and micro levels.

**PreK-12 Assessments and Educational Policy**  
*EDAD 549. 3 credit hours.*  
Upon completion of this course, candidates will develop a deeper understanding for and successfully utilize student assessments toward reaching the objectives of the educational policy that requires them. As such, the dispositional characteristics of a teacher leader who reflects on individual student learning are further advanced. A major component of the course is looking at the effectiveness of student assessments and measures designed under the idea of “one size fits all” approach in providing an accurate depiction of student learning.

**Special Topics in Educational Policy**  
*EDAD 550. 3 credit hours.*  
In this course, candidates will explore selected issues and topics relevant to educational policy in a P-12 school setting. Through course assignments, readings, and clinical placement, candidates will develop the skills needed to understand leading issues and topics related to current educational policy. As such, Candidates will acquire a knowledge base to better understand educational policy its application to service as a teacher leader.
CONCENTRATION: CULTURAL COMPETENCY | 15 HOURS

Foundations of Multicultural Education  
*EDAD 531. 3 credit hours.*  
In this course, candidates develop the personal, social, and intellectual aptitudes needed to apply theoretical concepts toward increased student achievement in a global, P-12 classroom. The course also addresses significant cultural competency challenges that have been identified, through research-based assessments, as being variables that impact the student achievement gap.

Introduction to International Education  
*EDAD 532. 3 credit hours.*  
An intensive exploration of the current state of research and theory as applied to human development across the lifespan. Although this course outlines the latest findings on developmental changes that occur from birth to eighteen, strongest emphasis will be placed upon adult development and changes that are a product of the aging processes. Developmental issues germane to counseling and the helping professions will be emphasized, along with in-depth discussions of developmental research from primary source material.

Diversity in Learning and Evaluation  
*EDAD 533. 3 credit hours.*  
Upon completion of this course, candidates will develop a deeper understanding for and successfully utilize student assessments toward the objective of increasing student achievement rates in a global, P-12 classroom. Further, candidates will explore the legal and ethical issues of assessing diverse student populations and examine the use of Traditional Norm-Reference testing with diverse student populations. Finally, candidates will develop an understanding of and skill base for implementing universal design, assessments, and classroom accommodations as a means of advancing student achievement within diverse student populations.

Instructional Strategies for Multicultural Populations  
*EDAD 534. 3 credit hours.*  
Candidates will examine the educational context for diversity from a culturally diverse learner viewpoint and examine current research as it applies to instructional strategies for culturally diverse learners. Further, candidates will explore and implement strategies for direct learning, cooperative learning, and mnemonics for culturally diverse learners.

Effective Classroom Management Practices for Diverse Classrooms  
*EDAD 535. 3 credit hours.*  
In this course, candidates will examine the role of a P-12 student’s culture as a means of developing effective classroom management strategies. This exploration also includes review of parental involvement and student achievement assessments of diverse student populations when determining the use of individualism and collectivism frameworks for classroom management strategies. Though clinical placements, candidates will also implement and evaluate classroom management strategies that build upon the strengths of culturally diverse learners across the P-12 spectrum.
FAQs

How do I apply?
Your enrollment counselor will guide you through the entire process: gradedu@unionky.edu or 606.546.1796

If you’re ready to apply, the document can be accessed at www.unionky.edu/grad

How much does it cost?
Number of credit hours: 34
Tuition: $400 per credit hour
Additional fees may apply

How long does it take to complete the program?
Ambitious students can finish in as little as one year, but it really depends on your schedule. Our flexible programs accommodate working adults, so you’ll set your own pace.

How long does it take to complete a class?
Classes are 8-weeks, except EDUC 551, a full semester course.

Is financial aid available?
Yes, and you have options. Financial aid and tuition assistance is available for those who qualify. For more information, contact your enrollment counselor: gradedu@unionky.edu or 606.546.1796.

What are the computer requirements?
Any PC, tablet, phone, etc. capable of sufficiently running an office productivity suite and a browser such as Firefox 3, Chrome 4, MS Internet Explorer 7 (or later) is acceptable.

What if I have technical problems?
You can access our 24-hour help desk any time, from anywhere.
For more information, contact:
Preshus Howard
Director of ESU Candidate/Licensure Services
606.546.1796
gradedu@unionky.edu

New opportunities will COME to LIGHT

unionky.edu/graduate