

TEACHER LEADER MASTER OF ARTS IN SPECIAL EDUCATION (TL M.A.S.E.)

DEGREE DESIGN

Campbellsville University's Teacher Leader Master of Arts in Special Education Program is uniquely designed in a cohort model reflecting a professional learning community. It will be delivered by education faculty in collaboration and partnership with area school district personnel. The Teacher Leader Master of Arts in Special Education program is a 30-hour, cohort model program. Upon acceptance into the program, candidates will enroll in a cluster of professional proficiency courses totaling 15 hours:

- (a) Advanced Assessment & Instructional Strategies for Diverse Learners
- (b) Effective Strategies for Improved Students' Classroom Behavior
- (c) Learning Disabilities: Foundations, Assessment & Strategies for Success for All Students
- (d) Designing & Assessing Effective Instruction in Mathematics
- (e) Reading Theories & Practice

Consistent with the unit's conceptual framework, these professional proficiency courses have been designed to equip candidates with the knowledge, skills, and dispositions needed for the *empowerment* of teacher leaders to impact P-12 student learning for students with disabilities. The professional proficiency courses will be offered in an online format.

The remaining 15 hours in the program, professional education courses, will be courses in the Teacher Leader Master of Arts in Education program. Candidates in the Teacher Leader MASE program will have the opportunity to have professional experiences with candidates from other disciplines. These professional education courses are taught in the summer terms and in the academic year in a trimester schedule. Practica are taught in two trimesters (1.5 hours each) during the academic year in a combination of online/weekend formats.

Thus, the Teacher Leader Master of Arts in Special Education program is designed to prepare candidates to become empowered as teacher leaders (empowerment process) to make a positive impact on P-12 student learning (empowerment outcome).

COURSE LIST

All Teacher Leader MASE students are required to take the following courses. OL denotes online, WK, weekend and CB, campus-based.

SED 695 Advanced Assessment and Instructional Strategies for Diverse Learners 3 hours, OL

This course will provide appropriate pertinent experiences in test administration and interpretation applied to diverse learners and informed use of assessment data. The administrator of formal achievement testing and informal measures of assessment will be discussed. Emphasis will be on making eligibility, program, and placement decisions for diverse learners. With student learning being at the core of the School of Education's conceptual framework, such advanced experiences related to assessment and using such assessments effectively to design appropriate responses to student work is crucial to classroom and student success.

SED 696 Effective Strategies for Improved Student Classroom Behavior**3 hours, OL**

This course is designed to provide students with knowledge and understanding of behavioral assessment and intervention strategies that have been effective for individuals with a wide range of disabilities including: EBD, LD, MMD, and ASD. Students will learn to (a) identify and assess problem behavior, (b) design and implement behavioral interventions, (c) design learning environments that will prevent problem behaviors, (d) apply behavioral procedures in educational settings, and (e) understand interconnections between biological, cognitive, social, and emotional dimensions of behavior.

SED 697 Learning Disabilities: Foundations, Assessment & Strategies for Success for All Students**3 hours, OL**

All learners possess unique characteristics, interests, and abilities. Educators are responsible for connecting instructional planning to individual strengths and needs of learners with disabilities. This advanced course serves to deepen students' understanding of all learners. Students will review the federal and state definitions of specific learning disabilities, eligibility criteria for support services, the regulations that govern such service, and the instructional responsibilities of all teachers of students with mild to moderate learning disorders. Theories, current issues such as cultural and linguistic diversity of students, inclusion, differentiating instruction for diverse learners, different assessment processes, early intervention strategies and the standards-based education reform movement are broadly addressed. The course will provide strategies to make teaching and learning more effective in increasingly diverse schools.

SED 698 Designing & Assessing Effective Instruction in Mathematics**3 hours, OL**

The primary focus of this course is an in-depth examination of the teaching of mathematics to children with learning and behavioral disorders. The overall context in which these researched-based best practices are considered are the national curricular reforms in mathematics. Clearly, this course primarily attends to domains of pedagogy, and its relationship to subject matter, curriculum, and pedagogical content knowledge. Specific attention is provided in this course to the teaching that responds to the reform recommendations identified by National Council of Teachers of Mathematics (NCTM). Candidates will demonstrate their understanding of best practice mathematics instruction for exceptional children through a case-study project.

SED 699 Reading Theories and Practice**3 hours, OL**

This course focuses on effective reading instruction, building on teacher knowledge, assessment, effective practice, differentiated instruction and family/home connections. Teachers will learn evidence-based reading strategies to become highly effective reading teachers who understand how to use Response to Intervention (RTI) with all students and students with special needs. Field experiences provide opportunities for teachers to collaborate with public school practitioners to help a struggling reader.

ED/SED 665 Research Methods**3 hours, OL**

This course emphasizes both qualitative and quantitative methodology appropriate for the completion of the Teacher Leader Master's Action Research project. Special attention is given to action research procedures. Action research, like evaluation, policy, and pedagogical research, builds upon what is fundamental in the qualitative approach. It relies on people's own words, both to understand a problem and to convince others to help remedy it.

ED/SED 655 Empowering Teacher Leaders**3 hours, OL & CB**

This course introduces students to specific teacher leadership skills and examines a variety of leadership styles. It is essential to effective leadership that we know our own capabilities. Students will assess their own skills and styles and identify strategies for incorporating these into their leadership professional growth plans and utilizing these in their current classroom and school assignments. Emphasis will be placed on identifying a research question for an Action Research Project to be developed during the program and assessed as the culminating project in the Teacher Leader Master's program. Students will present their project to professional learning communities in their schools, SBDM Council and/or school boards and to their peers and university faculty in the program.

ED 670 Action Research Practicum I**1.5 hours, OL & WK**

The action research project is the heart of the work in the Campbellsville University teacher leader masters program. Practicum I builds upon knowledge gained in ED 665 in which a variety of research methods are explored with a focus on action research. In this practicum, the action research project is refined and implemented. This form of self-reflective inquiry, directed by the teacher regarding their own practice, may require adjustments as planning is implemented. The practice of regular reflection via an action research journal and online discussion boards continue, feedback is provided and the reflective writing is analyzed. Research timelines are reviewed, updated, and adjusted. A plan for reporting results is developed and that is added to the research timeline. Appropriate tables, charts and graphs supporting the research study are constructed. Ethical considerations of these research projects are reviewed again and carefully assessed with regard to how they may be utilized in educational decision-making. The Teacher Leader Professional Growth Plan is reviewed upon with progress reported via collegial discussions and reflections.

ED 675 Action Research Practicum II**1.5 hours, OL & WK**

The action research project is the heart of the work in the Campbellsville University masters program. Practicum II builds upon knowledge gained in ED 655 and ED 670 in which action research has been explored and introduced. ED 655 encouraged teachers to implement a research topic of personal interest to them to improve classroom practice and to improve the community in which their practice is embedded. In this final practicum, the action research project is concluded, data is analyzed and implications of the research are reviewed and the final report is written and shared with peers. This self-reflective inquiry may yield unexpected data or variables not previously considered may be uncovered. The practice of regular reflection via an action research journal or blog continues and concluded; feedback continues to be provided, the reflective writing is analyzed and discussed via the research response group online. Final parts of the action research reports are reviewed and peer editing occurs in the online setting. Research is shared in the face-to-face meetings and the plan to share the research more widely is reviewed and implemented.

ED 690 Supervision of Instruction**3 hours, CB**

This course emphasizes the development of leadership skills for supervision of student teachers, interns, and other teachers, or in heading a department within a school or at a district level. Special emphasis will be given to designing, compiling, and developing practical and useful content for one's professional background in preparation for supervising and mentoring. Students will become familiar with mentoring programs in the Commonwealth, clinical supervision models, and the Kentucky Teacher Internship Program. The Teacher Leader Action Research Project is submitted and presented in this course.

ED 656 Effective Management for Today's Educators**3 hours, OL**

This course will assist the candidate teachers in developing research-based strategies for creating and managing a classroom environment that maximizes student learning and prevents potential problems. Topics for in-depth study include: effective schools research; teacher behavior and management techniques; discipline theories; conferencing and referrals; observation, reporting and communication skills. Candidates will observe, record and analyze both teacher and student behaviors as they relate to the instructional program and learning environment during the required six (6) Field/Service Learning Hours. A research paper will require the candidate to examine classroom management models which will focus on all students and specifically the following disability areas: EBD, LD, MMD and ASD.