University of Central Florida

College of Education
Master of Education in Teacher Leadership
Student Handbook
Master of Education in Teacher Leadership

Introduction

The Master of Education (M.Ed.) program in Teacher Leadership is designed for professionally certified educators (or those who are qualified to become certified) who want to extend their influence beyond the walls of the classroom and to improve their knowledge and skills in the area of leadership. Students also engage in the development of expertise in leading other educators in curriculum and instructional improvement across subject areas and grade levels. The Teacher Leadership program addresses teacher empowerment and leadership in the expanded roles and responsibilities of teachers in schools. *This degree does not prepare students for initial, administrative or supervisory certification.*

Together, the Graduate Student Handbook and your graduate program handbook should serve as your main guide throughout your graduate career. The Graduate Student Handbook includes university information, policies, requirements and guidance for all graduate students. Your program handbook describes the details about graduate study and requirements in your specific program. While both of these handbooks are wonderful resources, know that you are always welcome to talk with faculty and staff in your program and in the Graduate College.

*International students are encouraged to apply. Students must submit evidence of certification that makes them eligible for the Teacher Leadership degree program as well as the documents required by the University of Central Florida for international student admission.

For more information on documents required by UCF please visit:
http://www.admissions.graduate.ucf.edu/International_Applicants/Transcripts_and_Evaluation/

*Students must forward all certification documents and transcripts directly to the Florida Department of Education for review and approval.*

For more information on Florida certification please visit:
http://www.fldoe.org/edcert/foreigntrained.asp

Academic Integrity

The central activities and missions of a university rest upon the fundamental assumption that all members of the university community conduct themselves in accordance with a strict adherence to academic and scholarly integrity. As a graduate student and member of the university community, you are expected to display the highest standards of academic and personal integrity.

Here are some resources to help you better understand your responsibilities:
Degree Requirements

The Master of Education in Teacher Leadership (M.Ed.) program requires a minimum of 33 credit hours beyond the bachelor’s degree, including 15 credit hours of core courses, and a minimum of 18 credit hours in a chosen track. *This degree does not prepare students for initial teacher certification, nor administrative or supervisory certification.*

Total Credit Hours Required:
33 Credit Hours Minimum beyond the Bachelor's Degree

Program Milestones and Standards
Master of Education in Teacher Leadership (M.Ed.) program requires a minimum of 33 credit hours beyond the bachelor's degree; minimum credit hour requirements vary by track. Students from all tracks must complete the required 15 credit hours of core courses. The program requires that all students complete a Capstone Research Project or Thesis.

The Capstone is a course-based action research study (i.e., application and analysis of the effectiveness of research-based best practices in the classroom). The Capstone mimics a thesis, but students are not required to follow University guidelines for a thesis or choosing a defense committee. The Capstone is a 3 credit hour course that must be completed in the student’s final semester of the program.

OR

The thesis focuses on reviewing and analyzing contemporary research in the core areas of teacher leadership, curriculum theory, data-driven instructional decision making, action research and inquiry, analysis of classroom practice, and social and cultural competency in order to help candidates acquire knowledge, skills, and dispositions pertaining to research-based practices in these areas. Additional course requirements vary by track. Although the thesis is listed as a 6 credit course, it may require additional time to complete.

*** =For teachers certified and interested in Middle School Science (5-9), the K-8 Mathematics and Science M.Ed. program may be of interest.

The Master of Education in Teacher Leadership (33 Semester Hours)

15 Credit Hours Minimum

All students must take The Master of Education in Teacher Leadership core, regardless of their chosen track. *There can be no substitutions in the core.*

*EDG 6935 Introductory Seminar in Teaching and Leadership (3 credit hours)
EDG 6223 Curriculum Theory, Organization, and Policy (3 credit hours)
EDF 6472 Data-driven Decision Making for Instruction (3 credit hours)
**EDF 6233 Introduction to Action Research and Analysis of Classroom Practice (3 credit hours)**
**EDF 6635 CAPSTONE - Action Research in Teaching and Leadership (3 credit hours)**
OR
**IDS 6971 Thesis (6 credit hours)**

*Must be taken in first semester in the program.
**Capstone Research Project or Thesis are finalized during these courses at the end of the program.*

The Master of Education in Teacher Leadership Program/Content Track Eligibility

<table>
<thead>
<tr>
<th>Program Eligibility</th>
<th>Secondary Content Tracks(^1)</th>
<th>Curriculum Leadership (^2)</th>
<th>Educational Technology</th>
<th>Gifted Education (^2,3)</th>
<th>Global/International (^2)</th>
<th>Urban Education (^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content-Certified Teachers</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Other Cert. Areas Outside of Content Tracks(^4)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

1. The Master of Education in Teacher Leadership program does NOT lead to certification. Secondary content tracks, and all other tracks, are designed to enhance teaching and leadership skills.

2. These programs also have a certificate available. If you intend to seek a UCF certificate in addition to the Masters, a separate application and fees are required at the time of application for admission. Please see the link below for further details. Students are encouraged to review all policies.

3. Students who enroll in the Gifted Education certificate also qualify for a gifted endorsement through the Florida Department of Education. Students are responsible for applying for the endorsement. If you are enrolled in the Gifted Master’s program, you are not required to obtain the certificate.

4. Graduates of elementary education programs in the State of Florida only are not considered content area certified. Refer to your State certification documents for specific information pertaining to certification eligibility.

The Master of Education in Teacher Leadership requires that students complete a program of study during the first semester of the program. This is usually completed in the Introduction to Teacher Leadership course (EDG 6935).
Program Tracks
*Students Choose One Track* (18 Credit Hours Minimum)

Art Education (18 credit hours)
- ARE 6450 K-12 Instructional Materials (3 credit hours)
- ARE 6666 Arts Education Advocacy (3 credit hours)
- ARE 6748 Advanced Research Seminar in Art Education (3 credit hours)
- ARE 6747 Assessment Seminar (3 credit hours)
- ARE 6905 Research Trends in Art Education (3 credit hours)

Choose two electives:
- ARE 5251 Art for Exceptionalities
- ARE 5454 Studio Experiences in Art Education (repeatable 3 times)
- ARE 6195 Teaching Art Appreciation and Criticism
- ARE 6450 K-12 Instructional Materials
- ARE 6666 Arts Education Advocacy
- ARE 6748 Advanced Research Seminar in Art Education
- ARE 6747 Assessment Seminar
- ARE 6905 Research Trends in Art Education
- ART studio courses approved by adviser

Curriculum Leadership (18 credit hours)
Students take the following courses:
- ESE 6217 Curriculum Design (3 credit hours)
- ESE 6416 Curriculum Evaluation (3 credit hours)
- EDG 6224 Curriculum Policy Analysis (3 credit hours)
- EDF 6259 Learning Theories Applied to Leadership in Teaching Practice (3 credit hours)

Choose two elective courses with adviser approval:
- EDF 6517 Perspectives on Education (3 credit hours)
- EME 5050 Fundamentals of Technology for Educators or EME 6602 Integration of Technology into the Curriculum (3 credit hours)
- EDF 6886 Multicultural Education (3 credit hours)
- EDS 6123 Educational Supervisory Practices I or EDS 6130 Educational Supervisory Practices II or EDA 6502 Administration of Instructional Programs (3 credit hours)
- IDS 6516 Leadership Development for Math and Science Teachers (3 credit hours)
- RED 5147 Developmental Reading (3 credit hours)
- Other electives as approved by adviser and program coordinator (up to 6 credit hours)

Educational Technology (18 credit hours)
- EME 5050 Fundamentals of Technology for Educators (3 credit hours)
- EME 5053 Electronic Resources for Education (3 credit hours)
- EME 6405 Application Software for Educational Settings (3 credit hours)
- EME 6507 Multimedia in the Classroom (3 credit hours)
- EME 6602 Integrating Technology into the Curriculum (3 credit hours)

Select one of the following:
- EME 6055 Current Trends in Instructional Technology (3 credit hours)
- EME 6062 Research in Instructional Technology (3 credit hours)
- EME 6613 Instructional Systems Design (3 credit hours)
EME 6417 Interactive Online and Virtual Teaching Environments (3 credit hours)*
*The prerequisite for this course is EME 6507.
EME 6458 Virtual Teaching and the Digital Educator (3 credit hours)**
**The prerequisite for this course is EME 6417.

English/Language Arts Education (18 credit hours)
- LAE 6637 Research in Teaching English (3 credit hours)
- LAE 6936 Seminar in Language Arts Education (3 credit hours)
- EDF 6259 Learning Theories Applied to Leadership in Teaching Practice (3 credit hours)

Select 3 of the following courses:
- LAE 5295 Writing Workshop I (3 credit hours)
- LAE 5337 Literacy Strategies for Middle and Secondary Teaching (3 credit hours)
- LAE 5495 Assessing Writing (3 credit hours)
- LAE 6296 Writing Workshop II (3 credit hours)
- LAE 6366 Studies in Adolescent Literature (3 credit hours)
- LAE 6616 Trends in Language Arts Education (3 credit hours)

Gifted Education (18 credit hours)
- EDF 6259 Learning Theories Applied to Leadership in Teaching Practice (3 credit hours)
- EGI 6051 Understanding the Gifted/Talented Student (3 credit hours)
- EGI 6245 Program Planning and Methodology for Gifted/Talented Students (3 credit hours)
- EGI 6246 Education of Special Populations of Gifted Students (3 credit hours)
- SDS 6426 Guidance and Counseling of Gifted/Talented Individuals (3 credit hours)
- EGI 6305 Theory and Development of Creativity (3 credit hours)

Global, International, and Comparative Education
- EDF 6809: Introduction to Comparative and International Education (3 credit hours)
- SSE 5391: Global Education: Theory and Practice (3 credit hours)
- EDF 6855: Equitable Educational Opportunity and Life Chances: A Cross-National Analysis (3 credit hours)
- EDS 6365: Education and National Development (3 credit hours)
- EDF 6259 Learning Theories Applied to Leadership in Teaching Practice (3 credit hours)

Choose Two (2) of the following:
- EDG 6775: Exploring Global Educational Issues in Int’l. Contexts (3 credit hours)
- EEC 6606: International Perspectives on Early Childhood Development (3 credit hours)
- Other graduate courses with Program Coordinator’s Approval

Mathematics Education (18 credit hours)
- MAE 6337 Teaching Algebra in Secondary Schools (3 credit hours)
- MAE 6338 Teaching Geometry in Secondary Schools (3 credit hours)
- EDF 6259 Learning Theories Applied to Leadership in Teaching Practice (3 credit hours)

Select 3 of the following courses:
- MAE 6517 Diagnosis/Remediation of Difficulties in Mathematics for the Classroom Teacher (3 credit hours)
- MAE 6641 Problem Solving and Critical Thinking Skills (3 credit hours)
- MAE 6656 Using Technology in the Instruction of K-12 Mathematics (3 credit hours)
- MAE 6938 Teaching Advanced Mathematics (3 credit hours)
- IDS 6516 Leadership Development for Mathematics and Science Teachers (3 credit hours)
- IDS 6910 Research in Mathematics and Science Education (3 credit hours)
- IDS 6937 Reflecting on Instruction of Mathematics and Sciences (3 credit hours)
- IDS 6939 Reforming Curriculum in Mathematics and Science Education (3 credit hours)
Science Education (18 credit hours)
*Each science discipline has required electives, you are encouraged to discuss your electives with your advisor before enrolling*
Choose 3 of the following courses:
- SCE 5836 Space Science for Educators (3 credit hours)
- ISC 6146 Environmental Education for Educators (3 credit hours)
- IDS 6516 Leadership Development for Mathematics and Science Teachers (3 credit hours)
- IDS 6910 Research in Mathematics and Science Education (3 credit hours)
- IDS 6937 Reflecting on Instruction of Mathematics and Science (3 credit hours)
- IDS 6939 Reforming Curriculum in Mathematics and Science Education (3 credit hours)

Graduate science content courses in the following areas (9 credit hours)

Biology Focus (choose three):
- EVR 5930
- HUN 5247
- IDS 5127
- Any graduate level course with prefixes BSC, HSC, MCB, PCB, or ZOO

Chemistry focus (choose three):
- BCH 6740
- HUN 5247
- Any graduate level course with prefixes CHM or CHS

Physics focus (choose three):
- Any graduate level course with prefixes AST, OSE, PHY, or PHZ

***= For teachers certified and interested in Middle School Science, the K-8 Mathematics and Science M.Ed. program may be of interest.

Social Science Education (18 credit hours)
- SSE Electives (12 credit hours)
- Social science electives in other programs and departments (6 credit hours), including, but not limited to, the following course prefixes: AFH, AMH, ASH, CPO, EUH, HIS, INR, LAH, or POS

Urban Education (18 credit hours)
Students take the following courses:
- EDF 6259 Learning Theories Applied to Leadership in Teaching Practice (3 credit hours)
- EDF 6725 Critical Issues in Urban Education (3 credit hours)
- EDF 6936 Seminar in Improving Teaching and Learning in Urban Settings (3 credit hours)
- EDG 6636 Social Contexts of the Urban Classroom (3 credit hours)

Choose two (2) elective courses with adviser approval:
- EEX 6342 Seminar, Critical Issues in Special Education (3 credit hours)
- EDF 6688 Public Policy and Urban Education (3 credit hours)
- EDF 6884 Education as a Cultural Process (3 credit hours)
- EGI 6426 Education of Special Populations of Gifted Students (3 credit hours)
- SYD 5795 Class, Race, and Gender in American Society (3 credit hours)
- EDF 6886 Multicultural Education (3 credit hours)

***= The Urban Certificate is 15 credit hours. The M.Ed. in Teacher Leadership, Urban Education track, requires 18 credit hours as indicated above.
Rationale for Teacher Leaders

The Master of Education in Teacher Leadership program in the College of Education at the University of Central Florida is designed for those teachers who seek to share leadership responsibilities, share in instructional leadership tasks, engage in collegial collaboration, and facilitate the development of professional learning communities.

Potential Roles for Teacher Leaders

Teacher leaders have expertise in subject matter knowledge, curriculum development, and instructional and assessment practice. Teacher leaders will be able to:

- Mentor and coach new and veteran teachers
- Develop and facilitate professional development activities
- Design curriculum
- Lead school improvement activities
- Serve as team leaders, content area or grade level chairs
- Serve on school, district, or community committees
- Collect and use data to design instruction and assessment.
- Analyze and interpret student data
- Engage in peer evaluation
- Conduct interviews to better understand community relations
Master of Education in Teacher Leadership Standards

Teachers who complete the Master of Education in Teacher Leadership Program are expected to meet Professional Practice Standards for Teacher Leadership as outlined in the Domains and Indicators of Leadership Performance. Coursework in the program prepares teacher leaders to meet these standards.

Glossary of Terms

**Domains** describe what teacher leaders are expected to demonstrate in their leadership.

**Essential Knowledge** describes what teacher leaders need to know and understand in order to meet the Professional Practice Standards of the Teacher Leader.

**Indicators of Dispositions** describe dispositions expected of the teaching professional.

**Florida Educator Accomplished Practices (FEAPs)** describe state designated practices for teachers.

**Indicators of Performance** describes the expectations professors have for students. During class and while reviewing work, professors observe and assess these criteria.

**Leadership performance** describes what teacher leaders provide as evidence that demonstrates the standard.

**Professional Learning Community (PLC)** describes an organized group established to support collaborative learning in the school setting. The PLC format is often used in class assignments and discussions.

**Program Based Evidence** describes examples of assignments professors create to meet domain criteria. This section gives examples, but different course assignments may be assigned to meet the domain requirements.
## Master of Education in Teacher Leadership Program Goals

<table>
<thead>
<tr>
<th>Domains</th>
<th>Essential Knowledge</th>
<th>Indicators of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain I</strong>&lt;br&gt;Understands Adults as Learners to Support Professional Learning Communities</td>
<td>The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared accountability for school outcomes that maximizes teacher effectiveness, promotes relationship building and collaboration, enlists colleagues to be part of a leadership team, and drives continuous improvement in instruction and student learning.</td>
<td>Utilizes group processes to help colleagues and team members work collaboratively to solve problems, make decisions, manage conflict and promote meaningful change</td>
</tr>
<tr>
<td>Knowledge of Learning Community Context&lt;br&gt;<em>The teacher /leader understands school culture, members of the learning environment and how to facilitate collaboration, and what it means to be a leader.</em></td>
<td><strong>FEAP(s): Continuous Improvement</strong>&lt;br&gt;Program-based evidence:&lt;br&gt;a) Participates in or facilitates lesson study, book study, or PLC that focuses on aiding adult learners in building the skills necessary to problem-solve, manage conflict, and promote change.</td>
<td>Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating and identifying the needs of self and others in order to advance shared goals and professional learning</td>
</tr>
<tr>
<td>Indicators of Disposition</td>
<td></td>
<td>Models facilitation skills to create trust among individuals and group members</td>
</tr>
<tr>
<td>2. Committed to lifelong learning</td>
<td></td>
<td>Uses technology to create and support communication within learning communities that extends beyond the boundaries of the classroom or school.</td>
</tr>
<tr>
<td>3. Demonstrates fairness and equity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Demonstrates ethical professional behavior</td>
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## Master of Education in Teacher Leadership Handbook

<table>
<thead>
<tr>
<th>Domains</th>
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<tbody>
<tr>
<td><strong>Domain II</strong></td>
<td>The teacher leader understands how educational research is used to create new knowledge, promote specific policies and practices, improve instructional practice and make inquiry a critical component in teacher learning and school redesign; and uses this knowledge to model and facilitate colleagues’ use of appropriate research-based strategies and data-driven action plans.</td>
<td>Assists colleagues in accessing research, student learning data and other resources</td>
</tr>
<tr>
<td>Accesses and Uses Research to Improve Practice</td>
<td></td>
<td>Guides colleagues in selecting appropriate research-based strategies, designing action and other forms of research and measuring results</td>
</tr>
<tr>
<td><strong>Knowledge of Research Methods and Data-Driven Decision-making</strong></td>
<td><em>The teacher/ leader understands how to find and use resources that inform data-driven instruction, assessment, and professional decisions.</em></td>
<td>Facilitates the analysis of student learning data, collaborative interpretation of results and application of findings to revise instructional strategies and improve future educational results</td>
</tr>
<tr>
<td><strong>Indicators of Disposition</strong></td>
<td></td>
<td>Works with colleagues to interpret, communicate and disseminate findings of research related to student learning outcomes to members of the greater school community</td>
</tr>
<tr>
<td>3. Demonstrates fairness and equity</td>
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<td></td>
</tr>
<tr>
<td>7. Demonstrates ethical professional behavior</td>
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<td></td>
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<tr>
<td>9. Reflects research based best practices</td>
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</tbody>
</table>
| **FEAP(s): Instructional Delivery, Continuous Improvement** | **Program-based evidence from specific content or program:** a) Design a research plan that addresses a challenge or problem of practice in a content or program area  
 b) Design instruction and assessment based on student data in teaching practice |                                                                                                                                 |

<table>
<thead>
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<tbody>
<tr>
<td><strong>Domain III</strong></td>
<td>The teacher leader understands the constantly evolving nature of teaching and learning, new and emerging technologies and changing community demographics; and uses this knowledge to promote and facilitate structured and job-embedded professional learning initiatives aligned to school improvement goals.</td>
<td>Responds to the diverse learning needs of colleagues as well as students by identifying and promoting a variety of appropriate professional learning</td>
</tr>
<tr>
<td>Promotes Professional Learning for Continuous Improvement</td>
<td></td>
<td>Identifies appropriate technologies to promote collaborative and differentiated professional learning opportunities</td>
</tr>
<tr>
<td><strong>Knowledge of the Learning Community and its Impact on Teaching and Learning</strong></td>
<td><em>The teacher leader understands the needs of the students and how to facilitate professional learning that meets those needs.</em></td>
<td>Provides, where appropriate, feedback to colleagues to strengthen teaching practice and improve student learning</td>
</tr>
<tr>
<td><strong>Indicators of Disposition</strong></td>
<td></td>
<td>Works with colleagues to collect, analyze and disseminate data to the school community relating to the impact and quality of professional learning initiatives on their own or others’ teaching practices, student learning and school/community culture</td>
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<tr>
<td>5. Promotes social justice</td>
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<td></td>
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<tr>
<td>7. Demonstrates ethical professional behavior</td>
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<tr>
<td>Domain</td>
<td>Essential Knowledge</td>
<td>Indicators of Performance</td>
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<tr>
<td>Domain IV</td>
<td>The teacher leader demonstrates a deep understanding of the teaching and learning process and uses this knowledge to advance the professional skills of colleagues by being a continuous learner, modeling reflective practice based on student results, and working collaboratively with colleagues to ensure instructional practices are aligned to Common Core Standards, NGSSS, and content-specific benchmarks</td>
<td>Facilitates the collection and analysis of classroom- and school-based data to identify opportunities to improve curriculum, instruction and assessment</td>
</tr>
<tr>
<td></td>
<td><strong>Knowledge of Theories of Teaching and Learning in content or program area</strong></td>
<td>Engages in reflective dialog (through professional learning communities, for example) with colleagues based on observation of instruction, student work and assessment data and helps make connections to research-based effective practices</td>
</tr>
<tr>
<td></td>
<td><em>The teacher leader understands how to facilitate application of theories of teaching and learning to professional practice</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Indicators of Disposition</strong></td>
<td>Serves as a team leader, coach, or mentor to harness the skills, expertise and knowledge of colleagues to address curricular expectations and student learning needs</td>
</tr>
<tr>
<td></td>
<td>1. Believes that all students can learn</td>
<td>Promotes, models, and shares instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction</td>
</tr>
<tr>
<td></td>
<td>4. Values diversity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Demonstrates ethical professional behavior</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>FEAP(s): Instructional Design, Instructional Delivery, Continuous Improvement.</strong></td>
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<tr>
<td></td>
<td><strong>Program-based evidence from specific content or program:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) participation in a professional learning community (P-20 context)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) reflection on process of having served as a coach, team leader, or critical friend</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) implementation of an instructional strategy based on collection and analysis of classroom data</td>
<td></td>
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</tbody>
</table>
### Domain V
**Uses Assessments and Data for Classroom Practice and School Improvement**

**Knowledge of Current Best Practice in Assessment in Content or Program Area**

*The teacher leader is aware of current research trends in assessment and understands how to facilitate use of effective assessment strategies in classroom practice.*

**Indicators of Disposition**

- 7. Demonstrates ethical behavior
- 8. Maintains high academic standards

**Essential Knowledge**

The teacher leader is knowledgeable about current research on assessment methods, designing and/or selecting effective formative and summative assessment practices and use of assessment data to make informed decisions that improve student learning; and uses this knowledge to promote appropriate strategies that support continuous and sustainable organizational improvement.

**Indicators of Performance**

- Facilitates teams of teachers in designing and implementing classroom-based formative assessments, scoring and interpreting student work and other performance data, and applying findings to improve educational practice and student achievement.
- Facilitates effective individual and team interactions that engage colleagues in collaborative conversations about student learning data and instructional practice, challenge them to develop solutions, and develop a climate of trust and critical reflection.
- Works with colleagues to use assessment and data findings to recommend potential changes in curriculum and organizational structure or practices that will enhance student achievement.

### Domain VI
**Improving Outreach and Collaboration with Families and Community**

**Knowledge of Improving Outreach and Collaboration with Families and Community**

*The teacher leader understands the impact that families, cultures, and communities have on student learning. As a result, the teacher leader seeks to promote a sense of partnership among these different groups toward the common goal of excellent education.*

**Indicators of Disposition**

- 7. Demonstrates ethical professional behavior
- 10. Exhibits caring attitude towards students

**Essential Knowledge**

The teacher leader understands the impact that families, cultures, and communities have on student learning. As a result, the teacher leader seeks to promote a sense of partnership among these different groups toward the common goal of excellent education.

**Indicators of Performance**

- Shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning;
- Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students;
- Collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members;
- Represents and advocates for the profession in contexts outside of the classroom.
<table>
<thead>
<tr>
<th>Domains</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain VII</strong>&lt;br&gt;Advocates for Student Learning and the Profession</td>
<td>The teacher leader uses research to advocate for student needs and for practices that support effective instruction and assessment to increase student learning, and to serve as an individual of influence and respect within the school, community and profession. The teacher leader understands how educational policy is made at the local, state and national level as well as the roles of school leaders, boards of education, legislators and other stakeholders in formulating those policies.</td>
<td>Shares information with colleagues regarding how state and national trends and policies can impact classroom practices and expectations for student learning</td>
</tr>
<tr>
<td>Knowledge of the Structure of National, State, and Local Educational Policy and their Impact on Students and Teachers</td>
<td>FEAP(s): Continuous Improvement, Professional Responsibility</td>
<td>Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of students within their teaching context</td>
</tr>
<tr>
<td><strong>Indicators of Disposition</strong>&lt;br&gt;1. Believes that all students can learn&lt;br&gt;5. Promotes Social Justice&lt;br&gt;6. Promotes Democracy&lt;br&gt;7. Demonstrates ethical professional behavior</td>
<td>Program-based evidence: a) Plan and implement action research based on a question of instructional practice, curriculum policy, or issues related to social justice and equity</td>
<td>Collaborates with colleagues in research that supports student learning needs, or changes in instructional and assessment strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advocates for professional resources that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Represents and advocates for the profession in contexts outside of the classroom (membership in local, state, and national educational affiliations and committees)</td>
</tr>
</tbody>
</table>
Assignment of Academic Advisor

The Master of Education in Teacher Leadership Program/Content Tracks and Contacts

Program Tracks
Curriculum Leadership Contact: Dr. Carolyn Hopp
Educational Technology Contact: Dr. Glenda Gunter
Gifted Education+ Contact: Gillian Eriksson
Global, International, and Comparative Education Contact: Dr. Karen Biraimah
Urban Education+ Contact: Dr. Martha Lue Stewart
+The tracks for Urban Education and Gifted Education are fully online.

Content Area Tracks++
Art Education Contact: Dr. Thomas Brewer
English/Language Arts Education Contact: Dr. Jeff Kaplan
Mathematics Education Contact: Dr. Erhan Selcuk Haciomeroglu
Science Education Contact: Dr. Bobby Jeanpierre
Social Science Education Contact: Dr. Scott Waring
++ Content area tracks require professional certification in the content area.

Each student should meet with the Program Coordinator during the first semester of the program in order to complete a Plan of Study, which is forwarded to Graduate Studies. Throughout the program, students should follow the sequence of courses as indicated on the Plan of Study as well as confer with program faculty to ensure progress in the program tracks.

Follow the link to Plans of Study on the Teacher Leadership website (www.education.ucf.edu/teacherleadership). Each program has a downloadable copy of the Plan of Study for each track.

Graduate Research

UCF has three fundamental responsibilities with regard to graduate student research. They are to (1) support an academic environment that stimulates the spirit of inquiry, (2) develop the intellectual property stemming from research, and (3) disseminate the intellectual property to the general public. Students are responsible for being informed of rules, regulations and policies pertaining to research. Below are some general policies and resources.

Research Policies and Ethics Information: UCF's Office of Research & Commercialization ensures the UCF community complies with local, state and federal regulations that relate to research. For polices including required Institutional Review Board (IRB) approval when conducting research involving human subjects (e.g. surveys), animal research, conflict of interest and general responsible conduct of research, please see their website: www.research.ucf.edu > Compliance.
UCF’s Patent and Invention Policy: In most cases, UCF owns the intellectual property developed using university resources. The graduate student as inventor will according to this policy share in the proceeds of the invention. Please see the current UCF Graduate Catalog for details: [www.graduatecatalog.ucf.edu > Policies > General Graduate Policies](http://www.graduatecatalog.ucf.edu > Policies > General Graduate Policies).

The College of Education Research

The Center for Educational Research and Development (CERD) is a type IV institute within the College of Education whose purpose is to support the vision and mission of the College by facilitating research activities. CERD is a support service for the College in the area of contracts and grants as well as non-funded research. College of Education faculty members are provided support in identifying funding sources, preparation of grant proposals and budgets, and submitting reports. CERD provides guidance to faculty in the area of contracts and grants administration and compliance.

In addition, CERD provides evaluation services for funded projects both within and outside the College. A staff of research assistants provides faculty with advice in designing evaluation plans for proposals and implementing evaluation plans for funded projects.

Institutes

Below is a list of various institutes the College of Education supports. You may visit the following to obtain more detailed information [http://www.education.ucf.edu/institutes.cfm](http://www.education.ucf.edu/institutes.cfm).

- Toni Jennings Exceptional Education Institute
- UCF Marriage and Family Research Institute
- Institute of Exercise Physiology and Wellness
- Institute for Law and Justice in Education
- Program Evaluation and Educational Research Group (PEER)

Financial Support

Graduate Financials

Students with qualifying assistantships or university-wide fellowships will receive financial packages that include an assistantship or fellowship stipend, tuition remission, and health insurance. Qualifying fellowships are accompanied by tuition waivers. Qualifying assistantships include single appointments of at least .50 FTE (20 hrs/week) or two appointments of at least .25 FTE (10 hrs/week). Tuition remission is in the form of either tuition waivers or tuition payments that cover in-state (resident) tuition. Non-resident students with financial packages are not charged out-of-state tuition or the non-resident financial aid fee.
For additional information about funding for graduate school, please visit the Student Finances section of the College of Graduate Studies student website at www.students.graduate.ucf.edu.

If you are interested in applying for loans or externally funded need-based awards, visit the Office of Student Financial Assistance website at http://finaid.ucf.edu and complete the Free Application for Federal Student Aid (FAFSA), which is available January 1 each year.

Financial Support Requirements

Graduate students must meet certain requirements each term that they receive fellowships or assistantships. In brief, to receive and maintain these types of financial support packages, a student must:

- maintain good academic standing
- be enrolled full time

A more detailed description of the financial support requirements can be found in the Financial Information > Financial Support requirements of the current Graduate Catalog at www.graduatecatalog.ucf.edu.

University Fellowships

Most university fellowships are reserved for incoming degree-seeking graduate students who plan to enroll full time. For a listing of merit-based fellowships that are offered through the UCF College of Graduate Studies, as well as a listing of various general graduate funding opportunities, see the Student Finances > Fellowships section of the College of Graduate Studies student website at www.students.graduate.ucf.edu.

Graduate Travel Awards

The College of Graduate Studies provides travel awards for students to present their research or comparable creative activity at a professional meeting or conference. To review the award requirements and apply online, see www.graduate.ucf.edu > Graduate Travel Awards.

Graduate Assistantships

Graduate assistantship appointments offer opportunities for students to engage in research, teaching, and other projects during their graduate study. These are paid appointments that promote the missions of the University. For eligibility, students must be accepted as a graduate student in a degree program and be enrolled full-time.

For more information concerning graduate assistantships, see the Financial Information > Graduate Assistantships section of the current Graduate Catalog at www.graduate.catalog.ucf.edu or talk to the Graduate Program Director to learn about specific eligibility and application guidelines.
Graduate Teaching

Graduate students may be appointed as graduate teaching assistants (GTAs) to carry out responsibilities as classroom teachers (instructors of record), co-teachers or classroom assistants, graders, lab assistants, or other roles directly related to classroom instruction. Mandatory training requirements must be met for a student to be hired in the position of Graduate Teaching Associate, Assistant or Grader. The training, offered by UCF’s Faculty Center for Teaching and Learning, covers course design, learning theories, ethics, and other topics relevant to preparing GTAs for their responsibilities. See www.students.graduate.ucf.edu > Student Finances > GTA Information for training requirements and registration instructions.

Students who are non-native speakers of English and do not have a degree from a U.S. institution must pass the SPEAK test before they will be permitted to teach as Graduate Teaching Associates (position code 9183) or Graduate Teaching Assistants (position code 9184). The SPEAK test is not required for students who will be appointed as a Graduate Teaching Grader (position code 9187). Additional information including how to register for the test can be accessed through the GTA Information section of the College of Graduate Studies student website.

GTA Performance Assessments

At the completion of each semester in which a student is employed as a GTA, the student’s faculty GTA supervisor will meet with the student and complete the GTA Performance Assessment Form. These assessments are intended to facilitate and document the mentoring of graduate student teachers, promoting a review and discussion of the strengths and weaknesses in the student’s performance in preparation for future employment.

Vacation and Leave Expectations

Expectations concerning vacations, days off and leave vary greatly depending upon the assistantship type and the details of the individual circumstances. Please speak to your supervisor at the beginning of your appointment to clarify what these expectations are.

International Students

For information about the types of employment available to international students, and the requirements and restrictions based on visa type, see the International Services Center’s website: www.intl.ucf.edu > Students > Employment.

Graduate Student Associations

The Graduate Student Association (GSA) is UCF's graduate organization committed to enrich graduate students' personal, educational and professional experience. To learn more or get involved, please visit www.gsa.ucf.edu. For individual department or graduate program organizations, please see program advisor.
Forms

- **College of Graduate Studies Forms n Files**
  A listing of forms and files for the College of Graduate Studies.
- **Education Leadership Program Forms**
- **Graduate Petition Form**
  When unusual situations arise, petitions for exceptions to policy may be requested by the student. Depending on the type of appeal, the student should contact his/her program adviser to begin the petition process.
- **Transfer Request Form**
  In order for transfer courses to be requested for use in a UCF degree, the official transcripts from the institution where the courses were taken must be sent to UCF’s College of Graduate Studies. In addition to the form, supporting documentation from the program/college must be submitted giving approval for courses to be transferred and where credit should be applied in the program of study.
- **Traveling Scholar Form**
  Required form of graduate students who would like to take advantage of resources available on another campus, but not available at UCF; for example, special course offerings, research opportunities, unique laboratories and library collections.

Useful Links

- **Academic Calendar**
- **Ask UCF**
- **Bookstore**
- **Campus Life**
- **Campus Map (Interactive)**
- **Center for Educational Research and Development (CERD)**
- **College of Education**
- **College of Graduate Studies**
- **College of Graduate Studies Useful Links**
- **Counseling Center**
- **Educational leadership Faculty**
- **Financial Assistance**
- **Graduate Catalog**
- **Graduate Student Association**
- **Knights E-mail**
- **Learning Online**
- **PID and NID Help**
- **Recreation Center**
- **Register for Classes**
- **Student Health Services**
- **Student Technology Center (Computer Labs)**
- **Thesis and Dissertation Process**
- **UCF Golden Rule Student Handbook**
• UCF Library Online
• Writing Center

Graduate News

News & Announcements

• A Week-Long Celebration of Research
• Highest University Honors Awarded
• Save the Date for the Graduate Research Forum
• A New Innovative Study Space

Upcoming Events

• Epilogue
• Dissertation Defense: Automatic Scenario Generation using Proced...
• Dissertation Defense: Quantum Algorithms for Mathematical Proble...
• Dissertation Defense: Counselor Education Students' Ethnic Ident...

The University of Central Florida is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award degrees at the associate, baccalaureate, master's, and doctoral levels.

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