Committed to the Development of All Learners

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Promote faculty professional development and scholarship;

Encourage and model practices based on high standards and expectations, as defined by professional associations;

Demonstrate a commitment to ethical and professional standards;

Provide diverse and inclusive teaching and learning experiences;

Use creative and effective teaching enhanced with the application of current technology;

Provide a variety of meaningful field and clinical experiences that include working with diverse populations;

Seek external funding for innovative programs that enhance learning, growth, and development to meet the needs of the community;

Engage in continuous assessment that ensures program effectiveness;

Provide timely and accurate communication and information to internal and external constituencies;

Engage with P-12 schools, university colleagues, community agencies, and other professional communities to achieve our mutual goals and interests.

Purpose

The purpose of the teacher education, instructional leadership, and school counseling programs is to develop effective professionals who embody the knowledge, skills, and dispositions to teach, lead, and counsel all learners. This commitment is reflected in the Conceptual Framework through cohesive and coordinated experiences that stimulate inquiry and develop candidates into successful helping professionals. Candidates are expected to collaborate with peers, education and other university faculty, and practitioners in active pursuit of theoretical, disciplinary and pedagogical understanding. The intention is to provide an experience through which candidates develop the knowledge, skills and dispositions to function on ann ann ETe( )]TJ219(t)9(o)BT1 d clian31 Ta1 0 ce

competent peers help children to master meaningful activities, the communication between these entities becomes part of the children's thinking. Once the essential features of this dialogue are internalized, children can use the language to guide them in activities. A central idea of Vygotsky's theory is that cognition is always situated in activity and that people learn best when they are working with others while actively engaged in a problem solving situation.

Social interaction is a major vehicle of learning – whether it is formalized cooperative learning in the classroom or the natural interactions of children on the playground or in family gatherings. All social interaction contributes to learning. However in classroom learning the nature of the teacher-student interaction is paramount. Teacher-student interaction should be collaborative and include teacher modeling, explaining and questioning. Students should, in turn, be expected to self-question in ways that enable them to accurately verbalize the concepts being learned (Vygotsky, 1987).

The education, instructional leadership, and school counseling programs implement Vygotsky's ideas through the candidates' active participation in content and pedagogy classes as well as appropriate field experiences, i.e. practicum, internship, and/or student teaching. During these experiences candidates construct their knowledge by engaging in a variety of activities, such as developing and teaching lesson plans, assessing P-12 students, and collaborating with their peers, university supervisors, and cooperating teachers in the P-12 school.

The Unit's programs foster learning environments that invite collaboration and cooperation among learners and instructors and provide opportunities for candidates to be reflective about many issues related to their future profession as a teacher, instructional leader, or school counselor. Within this context, candidates are asked to continually reflect and examine their knowledge, skills, and dispositions with the ultimate goal of becoming a highly qualified practitioner.

Candidate Proficiencies
The Unit's theme "Committed to the Development of All Learners" is derived from candidate proficiencies and outcomes pertaining to the standards governing initial and advanced programs. The Conceptual Framework and its alignment with appropriate national, state, and SPA standards ensures that candidates demonstrate the knowledge, skills and dispositions needed to positively impact P-12 student learning. In addition, the Conceptual Framework guides faculty to make data driven decisions when evaluating the effectiveness of candidates and/or programs.

The Unit prepares candidates who are advocates for all learners and are proficient as:
> Knowledgeable scholars (which includes content, professional, pedagogical, diversity and technical knowledge). Candidates are well-grounded in theory and equipped with a strong knowledge base to provide learning environments that value diversity, collaboration, and promote a high level of achievement and quality for all learners.
> Skilled scholars (which includes lesson and unit plan (w((w(w(w(3a5(rs)12lessonBT12s are

Introduction
The Northern Kentucky University Teacher as Leader Program leads to a master of arts in education degree. The program has been carefully developed by NKU graduate faculty in collaboration with former and current graduate students, teachers and administrators from regional schools, and colleagues from across the university especially from the College of Arts and Sciences (A&S).

Completers of the Teacher as Leader Master's Degree Program will earn the Kentucky Teacher as Leader Endorsement. It is designed to meet the program guidelines and Kentucky Teacher Standards as established by the Kentucky Education Professional Standards Board (KYEPSB). In addition, completers are eligible for a rank change in Kentucky and a similar change in credentials status in other states.

Program Guiding Concept
The Teacher as Leader Program (MATL) is designed to foster an educational culture in which leadership in instruction and learning are informed by research and continuous data collection and analysis, while embracing the NKU themes of diversity, technology, and civic engagement.

Definition
With the overarching goal of enhancing the learning and growth of students, a teacher as leader regularly engages in curricular and professional leadership in the pursuit of excellence at school, district, and state levels. The efforts to foster positive change and renewal are grounded in the ethics of inquiry, knowledge, competence, caring, and social justice (Lezotte & Mckee, 2006).

Program Goals
The Teacher as Leader Program consists of a series of courses, field- 0 1 396.4 Tf1 0 1 1 359.95 362. been

candidates and faculty with diverse backgrounds and providing diverse and inclusive teaching and learning environments. The unit is committed to the integration, infusion, and application of technology that enhances instruction, advances student learning, and addresses special learning needs. Each course in the Teacher as Leader Program utilizes the Blackboard web platform. The use of the internet and multimedia instructional systems is integrated throughout the program. Each candidate must successfully demonstrate competency in understanding and using educational technology through their performance and observable outcomes in content and pedagogy courses.

Admission Requirements

5.   : Submit three (3) recommendation forms with attached letters of recommendation. Applicants should seek recommendations from colleagues familiar with the applicant's qualifications for graduate study (e.g., former professor, current principal, supervisor). Attached letters of recommendation must be written on official letterhead and have the signature of the individual providing the recommendation. Within the letter, those providing recommendations should explain their professional role, their relationship to the applicant, and their assessment of the applicant's qualifications for graduate study. Recommendation letters submitted without the recommendation form will not be accepted. Recommendation forms are available on the Office of Graduate Programs website.

6.   : Submit a copy of one's current teaching certificate or out-of-state equivalent. New teachers in Kentucky may submit a Kentucky Statement of Eligibility.

7.   : Print, sign, and submit the Teacher as Leader Admission Agreement to the Office of Graduate Programs. The agreement form is available on the College of Education and Human Services Graduate Programs website.

International students or students whose native language is not English should contact the Office of International Students and Scholars (OISS) to inquire about policies regarding official transcript evaluations and English proficiency. Transcript evaluations and/or TOEFL scores may be required for admission to the Teacher as Leader program. The OISS may be reached by telephone at (859) 572-6517 or by email at oiss@nku.edu.

Preference will be given to applicants with an undergraduate grade point average of 2.75 or higher, and GRE scores of 380 or higher in Quantitative Reasoning, 450 or higher in Verbal Reasoning, and 3.4 or higher in Analytical Writing. Applicants who meet two or more of these requirements will be considered, but may be required to take additional coursework.

Application Review and Deadlines

While conducting the CARP, candidates are encouraged to remain in regular contact with, and receive feedback from, their course instructors, faculty advisors, and school-based colleagues. Candidates needing mathematical or statistical assistance may contact the Burkardt Center on the NKU campus at http://bcc.nku.edu/index.php.

Program Exit Requirements

Program exit requirements are outlined on the MAED: Teacher as Leader curriculum contract and the in the NKU Graduate Catalog. Exit requirements for concentrations and endorsements are also listed on the respective curriculum contract and in the Graduate Catalog. Please note that the addition of an endorsement or teaching area to a certificate may require additional coursework and/or Praxis exams as required by KYEPSB.

Orientation and Academic Advising

Transition Points

The following table lists the transition points of the Master of Arts in Education: Teacher as Leader program.

African American Programs & Serivces/Ethnic Services	6684	SU 309	
All Card	6016	SU 120	
Alumni Association	5486	421 Johns Hill Rd	1950
Bookstore	5142	UC	
Bursar	6697/ 5204	AC 2nd floor	6087
Campus Recreation	5197	HC 1st floor	6090
Career Services	5680	UC 225	6996
Early Childhood Center	6338	BEP 147	
Educational Outreach (Online Programs)	2400	Campbell Hall 270	
Financial Assistance	5143	AC 416	6997
Graduate Programs	6364	AC 302	6670
Health, Counseling & Student Wellness	5650	UC 440	5615
Information Technology Help Desk	6911	UC 252	
Intercollegiate Athletics	5193	BOK 133	6089
International Student Students & Scholars	6517	UC 305	6178
Kentucky Center for Mathematics	7690	MP 475	
Office of the Registrar	5556	AC 301	6094
Parking Services	5505	400 Nunn Dr	6692
Public Safety	5500	JH 415	6991
Steely Library	5456	SL	5457
Testing and Disability Services	5401	SU 303	5874
Welcome Center	1485	WC	
Women's Center	5550	UC	6718