

MASTER OF ARTS IN TEACHER LEADERSHIP

Overview and Contact Information

The M.A.T. in Teacher Leadership (MATL) program supports educators who want to help build their school's capacity for success, support professional growth among their peers, or serve in a leadership role at the local, state, or national level. With the option of three pathways – Leadership, Independent School Leadership, and Independent School Pedagogy – all of our courses are specifically designed to equip educators with practical skills that they can apply immediately in their schools and organizations to build stronger education systems.

Designed for full-time educators, MATL students have the option of completing this 32- to 36-credit program fully online or in a hybrid model through dynamic learning that provides students the opportunity to attend class sessions through interactive video conferences. Courses are offered throughout the year, including in the evenings and as a week-long intensives during summer months.

Our innovative curriculum emphasizes equity, advocacy, and collaboration, and course content can be personalized to ensure that you gain skills you can immediately apply in practice. At the culmination of your course of study you will initiate a capstone project, inspired by your personal leadership goals and specifically designed for implementation in your classroom, school, community, or beyond.

Educators can choose modified academic tracks to seek specialization, expertise, and prepare to build their career in the following areas:

- Independent Schools Tracks (<http://catalog.mtholyoke.edu/PaGE/programs/institutes-for-educators/#independentschooltext>): These tracks are specially designed for full-time educators working in independent schools who want to enhance their teaching and prepare for leadership roles. There are two tracks to choose from: one for early career teachers and the other for teacher leaders ready for new professional growth.
- Nonprofit Leadership and Entrepreneurship Track (<http://catalog.mtholyoke.edu/PaGE/programs/institutes-for-educators/#nonprofitsentrepreneurship>): This track helps prepare classroom educators to explore other applications of their skills and abilities to new contexts and ventures.
- National Board Certification Track (<https://www.nbpts.org/national-board-certification/>): Prepare for National Board candidacy. The program provides support for candidates working toward National Board certification; elements of the requirements for the National Board portfolio can be done as a part of the program capstone project.

Students can work with their advisor to develop a customized course of study based on areas of interest/need.

Courses can be completed online, with real-time and asynchronous components.

Upon successful completion of the program, students are awarded the Master of Arts in Teaching degree.

Contact Information

Jemelleh Coes, Director, Teacher Leadership Programs

Justin Minkel, Assistant Director, Teacher Leadership Programs

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<https://www.mtholyoke.edu/directory/departments-offices-centers/professional-and-graduate-education> (<https://www.mtholyoke.edu/directory/departments-offices-centers/professional-and-graduate-education/>)

Learning Goals

Graduates of the Master of Arts in Teaching, Teacher Leadership program will:

1. Develop practical action plans founded in an understanding of the decision-making process in education, including how policies are created, implemented, and modified, and how teachers can work to inform broad based changes.
2. Create professional learning plans related to instructional practice, advocacy, professional development and andragogy, educating the whole child, and/or data-driven instruction.
3. Execute a project that integrates knowledge of the field of Teacher Leadership with personal professional goals.

Gwendolyn Bass, Ed.D., University of Massachusetts Amherst

Katherine Bassett, M. A., Rowan University

Sarah Brown Wessling, M.A., Iowa State University

Jemelleh Coes (<https://www.jemellehcoes.com/>), Ph.D., University of Georgia

Charell Coleman, Ed. S., University of West Georgia

Amia Dixon, Ed.D., University of South Carolina

Indyasia Fowler, M.Ed., University of Georgia

Nancy Gardner, M.A., Florida State University

Karen Harrington, M.Ed., University of Massachusetts, Amherst

John Holland (<https://www.mtholyoke.edu/people/john-holland/>), Ph.D., Virginia Commonwealth University

Elise Kuypers, M.A.T., Mount Holyoke College

Daniele Massey, Ed.D., Walden University

Pam Mulcahy, M. Ed., University of New Hampshire

Shelby Regner, M.A.T., Mount Holyoke College

Jacob Rivers, M.A.T., Mount Holyoke College

Eric Schildge, M.A.T., Mount Holyoke College

Curriculum and Requirements

The 32-credit program includes the option for students to take additional coursework to deepen their skills in particular areas of specialty. Below is a sample schedule of the progression of courses a student might take over the course of their two years in the program:

Code	Title	Credits
Summer		
X.EDUC-441	Fostering a Collaborative Culture for Learning	2
X.EDUC-467	Coaching, Mentoring, and Facilitating Instructional Improvements	2
X.EDUC-458	Owning Assessments and Data for Student Learning	2
Fall		
X.EDUC-427	Practicum 1: Professional Development and Mentoring	3
X.EDUC-452AC	Topics in Social-Emotional Learning and Development: 'Advising and Counseling Students Beyond the Classroom'	2
January		
X.EDUC-457	Personal and Professional Leadership in Education	1
Spring		
X.EDUC-411	Policy Fluency: Current Issues in Education	4
X.EDUC-437	Advanced Practicum: Professional Development and Mentoring	2
X.EDUC-468	Leadership in Practice for Educators	1
Summer		
X.EDUC-449	Equity and Social Justice: A Teacher's Role	2
X.EDUC-455	Outreach and Advocacy for Educational Change	4
Fall		
X.EDUC-413	Leading Colleagues Using Research: Bridging the Gap Between Research and Practice	2
X.EDUC-456	Promoting Professional Learning	2
January		
X.EDUC-471	Communications and Networking for Teachers	1
Spring		
X.EDUC-489	Catapult! Capstone Course	4

See Also

Additionally the program offers a variety of stand alone institutes that support the learning of educators at various phases of their career looking to enhance their practice in a specific area. Institutes include:

- Instructional Coaching Leadership (<https://www.mtholyoke.edu/academics/find-your-program/instructional-coaching-leadership-institute/>)
- Independent Schools Mentoring (<https://www.mtholyoke.edu/academics/find-your-program/independent-schools-mentoring-institute/>)
- Social and Emotional Learning (<http://catalog.mtholyoke.edu/PaGE/programs/institutes-for-educators/#socialemotionallearningtext>)
- Social Justice and Equity (<http://catalog.mtholyoke.edu/PaGE/programs/institutes-for-educators/#socialjusticeadvocacytext>)

Admission

All applicants must have a bachelor's degree, and a history of effective classroom practice and strong passion for student learning. GRE scores are not required.

To apply to the M.A.T. in Teacher Leadership, prospective students must complete an application and upload all supporting materials via the

online application (<https://gradadmission.mtholyoke.edu/apply/>). Send official transcripts to:

Amy Asadoorian
Professional and Graduate Education
Mount Holyoke College
50 College Street
South Hadley, MA 01075

Financing

Please see Graduate Tuition, Fees, Financing, and Financial Aid (<http://catalog.mtholyoke.edu/PaGE/financial-policies/>) for further information.

Course Offerings

X.EDUC-409 Schools, Schooling, and Society: an Introduction to Education and Social Policy

Credits: 2

The course familiarizes students with the historical foundations of public education, current movements in education reforms such as Race to the Top, Common Core Standards, Every Student Succeeds Act, and theories of change. The course examines the social policies and catalysts that have caused transformation in society and public education and includes contemporary events. In keeping with Massachusetts Department of Education mandates for approved licensure programs, the course provides the foundational readings to prepare teachers for work in a diverse society. Topics include knowledge of curriculum; knowledge of learners; knowledge of educational goals, knowledge of social/cultural contexts; and pedagogical content knowledge.

Applies to requirement(s): Meets No Distribution Requirement

R. Hornsby

Restrictions: This course is offered for graduate students only.

X.EDUC-411 Policy Fluency: Current Issues in Education

Spring. Credits: 3 - 4

In this learning experience, teacher leaders will deepen their understanding of how to share, spread, and scale their practices and convictions to impact the teaching profession beyond their classroom walls. Participants will engage in simulated project pitches, reflective writing, drafting and revising a blog post, and conversations with guest speakers working to shape policy and practice across the country. This course is intended for teacher leaders in both public and independent school contexts.

Applies to requirement(s): Meets No Distribution Requirement

J. Minkel

Restrictions: This course is offered for graduate students only.

Notes: Those who want to learn more about current issues in education with a systems lens in order to scale future initiatives should enroll in the 3-credit option. For those ready to apply the course content to a specific project, the 4-credit option includes an action component built around implementing that initiative.

X.EDUC-413 Leading Colleagues Using Research: Bridging the Gap Between Research and Practice*Fall. Credits: 2*

Based on Domain 2 of the Teacher Leader Model Standards, this class helps build the skills, knowledge, and dispositions teacher leaders need to support colleagues in using the latest research and data to improve practice and student learning. Topics we will explore include types of research, examining the research process, the skills teacher leaders need to lead colleagues in using research to improve practice, research competencies, action research, data collection and analysis, how research makes instruction intentional and systematic, and how it allows us to make meaning out of numbers.

Applies to requirement(s): Meets No Distribution Requirement
The department

Restrictions: This course is offered for graduate students only.

X.EDUC-414 Research Design for Educators*Credits: 1*

This course provides an introduction to research methodology and design in applied educational contexts. Topics covered in this course include: ethical considerations in educational research, how to conduct comprehensive literature searches, measurement and interpretation of qualitative and quantitative data, and research report writing. Through this course, students will explore the research process from hypothesis development and literature review to publication. At the conclusion of this course, students will be prepared to develop and incorporate the elements of effective research designs into their own research projects.

Applies to requirement(s): Meets No Distribution Requirement
J. Holland

X.EDUC-418 Seminar in Public and Non-Public Schools*Not Scheduled for This Year. Credits: 2*

This seminar course will examine the legal, social, and cultural factors that shape the various types of schooling in America. Students will have the opportunity to learn about and discuss the history, curriculum and teaching methods, role of various stakeholders, and current debates surrounding various types of schooling. Throughout the course, students will engage in critical analysis of various public and non-public schooling models and will be encouraged to develop their own perspectives on the role of education in American society. The seminar format will facilitate discussion, and students will be expected to contribute actively to class discussions and written assignments. Note: Types of schooling discussed may shift each semester that the course is offered.

Applies to requirement(s): Meets No Distribution Requirement
J. Coes

Restrictions: This course is limited to Teacher Leadership MAT students only
Notes: Repeatable for credit.

X.EDUC-419 Independent Schools: New Teachers Seminar*Not Scheduled for This Year. Credits: 2*

This course helps new independent school teachers answer questions that all teachers ask themselves on a daily basis: How do we best serve our students and their learning needs, across the multiple dimensions of learning styles, ethnicity, race, gender and class? As we design an experience to welcome and engage all of our students, how do we also nourish and sustain ourselves in this important work? The course includes cohort meetings as well as time for reflection, designing lesson plans, exploring how we organize our classrooms, and discussing how we support ourselves and each other.

Applies to requirement(s): Meets No Distribution Requirement
The department
Instructor permission required.

X.EDUC-420 Human Development: 'Child and Adolescent Development' Spring. Credits: 2

In this course students will develop a foundational framework of knowledge about physical, cognitive and social/emotional development that can inform their teaching practice in the classroom. Through individualized exploration, students will have opportunities to delve into the study of the age group that they intend to teach, and the class will discuss specific topics particularly relevant to education, such as language development, gender, moral development, the nature of intelligence, and motivation. By the end of this course, students should be conversant in developmental theory and able to use it to support the pedagogical choices they will make as educators.

Applies to requirement(s): Meets No Distribution Requirement
L. Perroncel

X.EDUC-422 Practicum Seminar on Teaching and Learning: Early Childhood and Elementary Education*Spring. Credits: 4*

The Integrated Methods Seminar focuses on supporting and building on key aspects of the intensive full-time supervised student teaching experience. Teacher candidates learn how to develop integrated curriculum units, address complex behavioral and management issues with increasing sophistication, delve more deeply into theory and practice, develop peer coaching and mentoring skills, develop habits of reflection, and prepare for job interviews. Additionally, there is an emphasis on social studies content and pedagogy. Specifically, students will be studying content of a meaningful elementary and early childhood social studies curriculum and devising lessons and units that address multiple learning needs, planning effective and aligned assessments, infusing best practices, and exploring integration opportunities. Linking critical learning from their work in social justice to issues of instructional equity and practice in the classroom is also part of the Seminar this semester.

Applies to requirement(s): Meets No Distribution Requirement
C. Swift

Restrictions: This course is limited to Mount Holyoke MAT students only

X.EDUC-423 Student Teaching in Early Childhood and Elementary Schools*Spring. Credits: 10*

Students participate in full-time student teaching in early childhood and elementary classrooms for 15 weeks. During this semester-long field-based placement, students hone classroom management skills, implement an extended integrated curriculum unit, deliver lessons in all content areas, and develop a wide range of assessment skills. The practicum culminates in two weeks of Lead Teaching, during which the student is responsible for managing all aspects of the classroom program. Students work with classroom teachers and program supervisors to address Professional Teaching Standards as required by the Commonwealth of Massachusetts.

Applies to requirement(s): Meets No Distribution Requirement
R. Hornsby

Restrictions: This course is limited to Mount Holyoke MAT students only
Advisory: Students may only register for X.EDUC-423 if concurrently taking X.EDUC-422.

Notes: 5 days a week for 15 weeks full-time student teaching in school site (includes Mount Holyoke College's spring break). This course is graded on a credit/no credit basis.

X.EDUC-424 Internship in Educational Settings*Not Scheduled for This Year. Credits: 4 - 10*

Graduate students undertake a supervised internship from January through June in an educational setting comprised of up to 600 hours. This would be a supervised, mentored experience, and tailored to the hours of the student, approved by a faculty member within the Professional and Graduate Education department. Evaluation of performance is determined by on-site visits, written assignments, as well as supervisor and mentor evaluations. Successful completion of the course is verified based on satisfactory submission of a final product/portfolio and presentation that demonstrates an integration of knowledge and skills gained through their program of study and internship experience.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby, C. Swift**Restrictions: This course is offered for graduate students only.**Instructor permission required.**Advisory: For graduate students who will not be pursuing licensure.**Notes: This course is graded on a credit/no credit basis.***X.EDUC-427 Practicum 1: Professional Development and Mentoring***Fall. Credits: 3*

Participants survey best practices in instructional coaching and professional development and implement these practices in their educational contexts. Topics include: cultivating positive mentoring/coaching relationships, observation protocols, developing and facilitating andragogically-sound professional learning, coaching for emotional resilience, and assessing professional learning. Participants actively apply skills in their own settings with specialized coaching from the course instructor and create a professional learning experience and/or approach to instructional coaching that is designed to meet the needs of students and teachers in their unique learning community.

*Applies to requirement(s): Meets No Distribution Requirement**E. Kuypers, S. Regner**Restrictions: This course is offered for graduate students only.***X.EDUC-428 Critical Literacy Through Multicultural Children's Literature: Becoming Critically Literate***Spring. Credits: 2*

In this course, we will discuss sociopolitical issues reflected in children's literature (i.e., gender, race, class, sexuality, ability, etc.) and read across genres, themes, and perspectives. Teacher candidates will develop analytical practices to examine books' words and images, ask complex questions about power and language, and consider counternarratives through critical multicultural analytical practices. Teacher candidates will write text reflections, reader responses, and create a text set centered on a social issue of choice. In addition, teacher candidates will reflect on becoming critically literate educators and how a critical orientation to reading and teaching impacts their beliefs and practices.

*Applies to requirement(s): Meets No Distribution Requirement**C. Swift**Restrictions: This course is limited to Mount Holyoke MAT students only***X.EDUC-429 Using Art for Educational Advancement***Not Scheduled for This Year. Credits: 2*

This course focuses on using arts as a catalyst for change inside and outside of the classroom. It supports educators in deepening their pedagogical techniques using arts, and it supports leaders outside the classroom in exploring how to use art beyond the classroom to influence system change. Participants will engage in discussion around critical issues in education and problem solve for such issues using various forms of art. Techniques to be explored may include, but are not limited to: literature, visual arts, the graphic arts, the decorative arts, and performing arts. By the end of this course, participants will have a portfolio of resources that can be used in their areas of practice.

*Applies to requirement(s): Meets No Distribution Requirement**The department**Restrictions: This course is limited to Teacher Leadership MAT students only. Instructor permission required.***X.EDUC-430 The Process of Teaching and Learning in Secondary and Middle Schools***Fall. Credits: 4*

This course is intended to help prepare prospective secondary and middle school teachers for effective classroom instruction. The focus of this course is to explore a range of philosophies of education and existing classroom practices. The course uses the current educational landscape in order for teacher candidates to examine culturally relevant teaching and learning practices, teaching in multicultural settings, establishing the classroom climate, choosing instructional approaches, and attending to the needs of a range of learners.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Community-Based Learning**L. Perroncel**Restrictions: This course is offered for graduate students only.***X.EDUC-431 Student Teaching in Secondary and Middle Schools***Spring. Credits: 10*

Students participate in full-time student teaching in middle or secondary classrooms for 15 weeks. During this semester-long field-based placement, students hone classroom management skills, design and implement curriculum, and develop a wide range of assessment skills. Students work with classroom teachers and college supervisors to address Professional Teaching Standards as required by the Commonwealth of Massachusetts.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is limited to Mount Holyoke MAT students only**Advisory: Students may only register for X.EDUC-431 if concurrently taking X.EDUC-433.**Notes: 5 days a week for 15 weeks; full-time student teaching in school sites (includes Mount Holyoke College's spring break). Credit/no credit grading.*

X.EDUC-433 Practicum Seminar on Teaching and Learning: Middle and Secondary Education*Spring. Credits: 4*

This weekly seminar provides students with opportunities to design and discuss case studies involving adolescents in middle and secondary school settings, review researched-based models of instruction, and classroom management, and engage in dialogue with professionals regarding numerous aspects of teaching and student learning. Additional topics covered include reviewing the legal obligations of teachers, addressing the needs of students with disabilities, English language learners, and developing effective communication between home and school.

*Applies to requirement(s): Meets No Distribution Requirement**C. Swift**Restrictions: This course is limited to Mount Holyoke MAT students only***X.EDUC-436 Exceptional Learners Internship I***Fall and Spring. Credits: 1 - 4*

Students pursuing an additional license are expected to complete a supervised field experience of at least 150 hours in an approved public school classroom within the licensure area pursued. Placements may be located within or outside of western Massachusetts. In addition to the field experience component, students attend regular course meetings. Reading and writing assignments are an opportunity to learn more about tracking student development, advocacy, utilizing action research as a tool for professional development and collaboration, and leveraging an additional license on the job market.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is offered for graduate students only.**Notes: Credit/no credit grading.***X.EDUC-437 Advanced Practicum: Professional Development and Mentoring***Not Scheduled for This Year. Credits: 2*

This course is the culmination of The Institute for Instructional Coaching. Participants reflect, refine, and expand upon the professional learning sessions they have developed, as well as their instructional coaching practice, while expanding their learning experience to enhance the impact in their context. Topics in this course include: developing systematic professional learning opportunities for new and experienced educators in a given setting, professional collaboration and co-facilitation, enhancing professional leadership through system-wide programming. Participants complete the institute as experts in ongoing, embedded, and personalized professional learning.

*Applies to requirement(s): Meets No Distribution Requirement**E. Kuypers, S. Regner**Restrictions: This course is offered for graduate students only.***X.EDUC-441 Fostering a Collaborative Culture for Learning***Credits: 2*

This course is centered around Domain One of the Teacher Leader Model Standards, with an emphasis on creating cultures in our schools that support educator development and student learning. Modules include defining teacher leadership, exploring formal and informal teacher leadership roles, adult learning theory, facilitation of group learning and discussion, mitigating difficult discussions and building consensus, organizational change and the change process, building trust, and other skills to create inclusive cultures for professional growth (and student learning!).

*Applies to requirement(s): Meets No Distribution Requirement**N. Gardner**Restrictions: This course is offered for graduate students only.***X.EDUC-449 Equity and Social Justice: A Teacher's Role***Credits: 2*

In this course, participants will learn to address issues of social justice seamlessly and incorporate social justice into the design of their learning environments. This will be accomplished in three steps: First, participants will be assigned a self-awareness partner to process socialization around social issues. Second, participants will produce narratives about their social justice development. Finally, participants will create action plans that will create learning environments that don't shut down dialogues about difference, but open them up. Participants will then take this new learning and self-awareness and apply it to education systems outside of their classroom.

*Applies to requirement(s): Meets No Distribution Requirement**J. Coes, J. Minkel***X.EDUC-450 Social-Emotional Learning and Development: Foundations of Social, Emotional, and Academic Development***Spring. Credits: 2*

In the course, educators will learn the foundational principles of social and emotional learning through an accelerated survey of foundations of SEL strategies in pedagogy, practice, and instructional leadership. They will explore how SEL advances educational equity and personal student growth by establishing affirming learning environments that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. Educators will examine the clear connection and the roles of the school in students' emotional and academic success. Educators will build a strong foundation in social emotional learning that includes equity-based, culturally responsive, and trauma sensitive practices through the use of case studies examples, personal reflection, and the building of resources for community use.

*Applies to requirement(s): Meets No Distribution Requirement**M. Arabo, J. Juravich, B. Ross, A. Wright**Restrictions: This course is offered for graduate students only.**Advisory: This course is for Prince George's County students only.***X.EDUC-451 Social-Emotional Learning and Development: Pedagogy and Practice***Spring. Credits: 2*

In this course, educators will explore ways to put the foundations of social and emotional learning (SEL) into practice. This exploration includes the examination of available resources, evaluation of ways in which SEL may be built into their current curriculum and instruction, and strategic development of collaboration and connections with educators, families, and other stakeholders on issues related to social and emotional learning. Educators will identify areas of strength and opportunity of the social and emotional well-being of students, reflect on their own social and emotional well-being, and create a plan of action for their own growth and the growth and empowerment of students.

*Applies to requirement(s): Meets No Distribution Requirement**B. Ross**Restrictions: This course is offered for graduate students only.**Advisory: This course is for Prince George's County students only.*

X.EDUC-452 Topics in Social-Emotional Learning and Development**X.EDUC-452AC Topics in Social-Emotional Learning and Development: 'Advising and Counseling Students Beyond the Classroom'***Fall. Credits: 2*

Educators serve in multiple roles to support students in their academic, extracurricular, and, in some cases, dorm lives. This course will provide an overview of the following: school counseling principles, widely adopted models of comprehensive developmental counseling curricula, social-emotional learning, approaches in multicultural counseling, and mentoring students on academic and professional issues. We will also address identification, prevention, intervention, and crisis management strategies for topics including: relationships, mental health, trauma, and substance use/abuse. Students will explore how to analyze various types of student performance data to inform academic and non-academic programming.

*Applies to requirement(s): Meets No Distribution Requirement**K. Harrington**Restrictions: This course is offered for graduate students only.***X.EDUC-452AT Topics in Social-Emotional Learning and Development: 'Coaching and Athletics'***Not Scheduled for This Year. Credits: 2*

Educators in public and independent schools often serve in multiple roles, including as coaches for competitive and intramural sports. This class will provide an overview of issues related to supporting the student athlete, including the following: administering sport programs, principles of effective coaching, promoting and coaching the college-bound student athlete, compliance with governing bodies in sport, equity in athletics, team-building, event management, and sport safety.

*Applies to requirement(s): Meets No Distribution Requirement**J. Rivers**Restrictions: This course is offered for graduate students only.***X.EDUC-452NT Topics in Social-Emotional Learning and Development: 'Introduction to Social and Emotional Learning'***Credits: 2*

In this course, educators will engage with the principles of social and emotional learning (SEL) with a lens on how they can integrate these concepts into their work as teachers: building classroom community, teaching students to resolve their own conflicts, and helping their students develop compassion for others including those of different identities and backgrounds than their own. In relation to advocacy and teacher leadership, they will also explore some of the opposition and barriers to SEL, as well as effective arguments in support of SEL at a policy and "systems" level. Educators will strengthen their instruction and advocacy in equity-based, culturally responsive, and trauma-sensitive practices explored through case studies, instructional strategies, reflection, and development of a portfolio that applies their new knowledge to their specific teaching context.

*Applies to requirement(s): Meets No Distribution Requirement**B. Ross**Restrictions: This course is offered for graduate students only.**Advisory: This course is for Prince George's County students only.***X.EDUC-455 Outreach and Advocacy for Educational Change***Credits: 4*

This course integrates Teacher Leader Model Standards for Domains VI and VII: assessing community needs and values, engaging families and colleagues in partnerships, and advocating for students and for the teaching profession. Participants will explore culturally responsive teaching approaches and strategies for collaborating with families to support meaningful and relevant student learning and development. Participants will also learn how to use research, policies, and persuasive communications to help build appropriate programs, interventions, and advocacy efforts that promote positive outcomes for both students and teachers.

*Applies to requirement(s): Meets No Distribution Requirement**J. Coes, J. Minkel***X.EDUC-456 Promoting Professional Learning***Not Scheduled for This Year. Credits: 2*

This course is centered around Domain Three of the Teacher Leader Model Standards, with an emphasis on evaluating and creating school cultures for professional learning and professional development design. Modules for this class will include school climate and culture audits, the change process, analyzing school community and data to pinpoint professional development needs, and evaluating professional learning. Teachers will walk away with design plans for creating cultures of adult learning to improve student learning.

*Applies to requirement(s): Meets No Distribution Requirement**S. Brown Wessling***X.EDUC-457 Personal and Professional Leadership in Education***Credits: 1*

This course is designed to help educators cultivate their skills as reflective practitioners as a means of enhancing personal leadership development. Students will examine personal leadership qualities and the role of storytelling as leadership. Course participants will create individualized learning plans that allow for deeper exploration of personal and professional leadership interests. The menu of options for personalized learning will include further reading in the domains of adult development, professional learning, motivation, leadership and related topics.

*Applies to requirement(s): Meets No Distribution Requirement**K. Jackson***X.EDUC-458 Owning Assessments and Data for Student Learning***Credits: 2*

Built around Domain 5 of the Teacher Leader Model Standards, this course helps teachers build the skills to do just that, as we explore organizational improvement through assessment design. Learn to facilitate and support colleagues in using assessment tools to inform decisions to improve practice and student learning. One module of this class includes an exploration of Improvement Science, a new methodology brought to education from the health field, where teachers will learn how small ideas can be tested and taken to scale, potentially impacted organizational change. Embedded in practice, focused on your personal and professional growth.

*Applies to requirement(s): Meets No Distribution Requirement**B. Ross*

X.EDUC-459 Independent Schools: Experienced Teachers Seminar Practice

Not Scheduled for This Year. Credits: 2

This course is designed for teachers with 2-5 years of classroom experience at independent schools. Building from participants' experience, the course focuses on improving teachers' use of evidence-based practices to support children's progress. Topics include: focused observation, instructional support, emotional support, classroom organization, giving and receiving feedback and designing your ideal classroom. Participants will reflect on and share feedback about their teaching practices, and continue to develop their practice in this engaging learning community.

*Applies to requirement(s): Meets No Distribution Requirement
The department*

X.EDUC-460 Subject-Specific Methods 1 for Middle and Secondary Teachers

Fall. Credits: 2

This course is the first of two methods courses. Firmly embedded within the EL Education Model, it will provide opportunities for participants to explore the links among the theoretical underpinnings of expeditionary learning, experiential learning, and project-based learning through an interdisciplinary approach, with a focus on arts integration. Students will engage with the Understanding by Design (UBD) model of curriculum development, focusing on universal access to content for a full range of learners. Students will connect theory with practice and reflect on their practice.

*Applies to requirement(s): Meets No Distribution Requirement
E. Foley, J. Minkel*

Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only

Advisory: Requires a field-experience in an educational setting.

X.EDUC-461 The Process of Teaching and Learning: Developing Literacy in Our Schools

Fall. Credits: 4

Through a balanced and integrated approach, students will learn to develop literacy in our schools. Class members will learn about emergent literacy, diagnosing language needs, integrating phonics skills in a literature-based program, the teaching of process writing, children's fiction and nonfiction literature, and a variety of formative and summative ways to assess learning.

*Applies to requirement(s): Meets No Distribution Requirement
S. Frenette, R. Hornsby*

Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only

Advisory: Requires a field-experience in an educational setting.

Notes: Requires a field experience in an educational setting.

X.EDUC-462 Subject-Specific Methods 2

This advanced course builds on the design Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

X.EDUC-462AR Subject-Specific Methods 2: 'The Arts'

Fall. Credits: 2

This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

*Applies to requirement(s): Meets No Distribution Requirement
E. Foley, The department*

Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only

Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as placement in a school setting (as many activities will require the participant to teach mini lessons etc.).

X.EDUC-462EN Subject-Specific Methods 2: 'English'

Fall. Credits: 2

This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

*Applies to requirement(s): Meets No Distribution Requirement
E. Foley, The department*

Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only

Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as placement in a school setting (as many activities will require the participant to teach mini lessons etc.).

X.EDUC-462FR Subject-Specific Methods 2: 'Foreign Languages'

Fall. Credits: 2

This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

*Applies to requirement(s): Meets No Distribution Requirement
E. Foley, The department*

Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only

Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as placement in a school setting (as many activities will require the participant to teach mini lessons etc.).

X.EDUC-462HS Subject-Specific Methods 2: 'History/Social Sciences'*Fall. Credits: 2*

This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

Applies to requirement(s): Meets No Distribution Requirement

E. Foley, C. Swift

Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only

Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as placement in a school setting (as many activities will require the participant to teach mini lessons etc.).

X.EDUC-462MA Subject-Specific Methods 2: 'Mathematics'*Fall. Credits: 2*

This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

Applies to requirement(s): Meets No Distribution Requirement

E. Foley

Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only

Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as placement in a school setting (as many activities will require the participant to teach mini lessons etc.).

X.EDUC-462SC Subject-Specific Methods 2: 'The Sciences'*Fall. Credits: 2*

This advanced course builds on the design principles and interdisciplinary approach of Subject-Specific Methods 1, and focuses on the development of subject specific curriculum units. Firmly embedded within the EL Education Model, links will be made between the theoretical underpinnings of subject specific pedagogy, differentiated learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts from the field and through reflecting on their practice.

Applies to requirement(s): Meets No Distribution Requirement

E. Foley, The department

Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only

Advisory: X.EDUC-460 Subject-Specific Methods 1. Completion of EL slice in the summer, as well as placement in a school setting (as many activities will require the participant to teach mini lessons etc.).

X.EDUC-466 Social-Emotional Learning and Development: Instructional Coaching And Mentoring*Not Scheduled for This Year. Credits: 2*

Having already studied the foundational principles of and pedagogical strategies for implementing social and emotional learning, educators in this course will learn best practices in the coaching and mentoring of other educators toward resource utilization, implementation of practices, and the identification and embodiment of dispositions that promote social and emotional learning. Educators in this course will begin to train other educators to be culturally responsive, trauma-informed, reflective practitioners who attend to the social and emotional well-being of themselves, their students, and the communities they serve. Educators will engage in practical application and evaluation of their budding skills.

Applies to requirement(s): Meets No Distribution Requirement

J. Juravich

Restrictions: This course is offered for graduate students only.

Coreq: X.EDUC-450 and X.EDUC-451.

Advisory: X.EDUC-451 or courses in social and emotional learning. This course is for Prince George's County students only.

X.EDUC-467 Coaching, Mentoring, and Facilitating Instructional Improvements*Credits: 2*

This course provides opportunities for teachers to design, develop, critique, implement, give, and receive feedback on professional development experiences that align with the Common Core standards and the particular needs of the school/district's participating staff. Modules include staying focused on content while developing collaborative relationships, engaging in reflective dialogue with teachers and administrators, developing leadership skills, professional growth, and technology for collaborative learning. Participants will be able to individualize their learning experience based on an area of choice for personal and professional growth: instructional coaching, mentoring, or peer coaching.

Applies to requirement(s): Meets No Distribution Requirement

E. Kuypers, S. Regner

X.EDUC-468 Leadership in Practice for Educators*Spring. Credits: 1*

In this course students will develop their goals as teacher leaders and will engage in discussions, readings, modules, and activities that support professional growth. Critical course concepts will be introduced in a whole group book study format. Additionally, students will explore opportunities for leadership in education through conversations with guest experts in the field. At the culmination of the course students will complete an articulation of practice and professional development plan.

Applies to requirement(s): Meets No Distribution Requirement

E. Schildge

Restrictions: This course is offered for graduate students only.

X.EDUC-471 Communications and Networking for Teachers*Credits: 1*

In this course, students will develop their skills of networking, communication, and leadership by organizing special events such as panel discussions, webinars, public forums, and speaker series' on current topics and pressing issues in the field of education. Students will collaborate to identify areas of focus for these events and will then work with the course instructor to recruit speakers, develop promotional campaigns and communications, facilitate sessions, create resource materials, and engage constituents.

Applies to requirement(s): Meets No Distribution Requirement

K. Bassett

Restrictions: This course is limited to Teacher Leadership MAT students only

X.EDUC-476 Independent School: Beyond the Classroom*Fall. Credits: 2*

The independent school faculty member wears many "hats" in addition to that of the teacher. Students in this course study the non-teaching aspects of independent school work, improving their ability to serve as stewards of their schools' missions. Guest speakers from independent schools will address these roles and facilitate students' investigation of other topics including school governance and administration, admissions, advancement, athletics, counseling, student and residential life, and more. Coursework will include analyzing case studies, budgets, interviewing various departments and jobs within an independent school, and an in-depth case study of the student's context based on current independent school standards and best practices. Student work will culminate in the creation of a personal inventory and growth plan for successful career development in independent schools.

*Applies to requirement(s): Meets No Distribution Requirement**P. Mulcahy***X.EDUC-477 Seminar on Effective Teaching and Learning Strategies for Practitioners***Not Scheduled for This Year. Credits: 4*

In this hands-on course, participants working in classrooms explore issues and challenges of their professional and classroom practice, including: workshopping new curricular ideas, integrating evidence-based practices for effective classroom management and teaching, and ways to support other areas of the participants' administrative or co-curricular responsibilities. Participants attend group seminars and individual conferences intended to strengthen their confidence in the classroom and capacity to successfully engage diverse learners. Evaluation of performance is determined through course observations and by written assignments.

*Applies to requirement(s): Meets No Distribution Requirement**C. Coleman**Advisory: Must be in a teaching role in a school setting.**Notes: This course is graded on a credit/no credit basis. This course may be repeated once for an additional four credits.***X.EDUC-481 Internship in Education Administration***Fall. Credits: 2 - 6*

Graduate students undertake an internship of up to 500 hours in an educational setting under the supervision of an PreK-12 school administrator from January through June. This would be a supervised, mentored experience, that is tailored to the student's needs and interests, and approved by a faculty member within the Professional and Graduate Education department. Evaluation of performance is determined by on-site visits, written assignments, as well as supervisor and mentor evaluations. Successful completion of the course is verified based on satisfactory submission of a final product/portfolio and presentation that demonstrates an integration of knowledge and skills gained through their program of study and internship experience.

*Applies to requirement(s): Meets No Distribution Requirement**J. Maher**Restrictions: This course is offered for graduate students only.**Notes: Repeatable to a maximum of 6 credits.***X.EDUC-489 Catapult! Capstone Course***Spring. Credits: 2 - 6*

This course is designed to catapult students' professional and personal leadership journey to the next level. It serves as an idea incubator, helping give teacher leaders the support and direction they need to propel themselves forward in their work and launch teacher-created ideas to improve education for all students. In this class, graduate students will demonstrate and document the impact of their knowledge gained throughout their journey at Mount Holyoke College. Students will choose a domain of the Teacher Leader Model Standards to focus their capstone work, then they will choose one of four pathways for the semester: a research study, a teacher-created project, a teacher leader internship, or National Board candidacy. They will apply their skill and knowledge under a teacher leader coach, who will support them and engage in weekly reflective practice of their teacher leadership work. At the end of the semester, teachers will complete and share a portfolio that demonstrates how their experiential learning experience has enhanced their practice as a leader and a teacher leader.

*Applies to requirement(s): Meets No Distribution Requirement**N. Gardner, C. Swift**Restrictions: This course is limited to Teacher Leadership MAT students only***X.EDUC-495 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Restrictions: This course is offered for graduate students only.**Instructor permission required.**Notes: In fall, spring, and full summer terms, this independent study may range from 1 to 4 credits. In January and partial summer terms (Summer 1, Summer 2) this independent study may range from 1 to 2 credits.*