

MASTER OF ARTS IN TEACHER LEADERSHIP

Overview and Contact Information

The Master of Arts in Teacher Leadership program (M.A.T.L.) is a 32-credit program designed for full-time teachers who want to enhance their leadership skills for current or future roles. It is offered by Mount Holyoke Programs in Teacher Leadership.

Teachers can choose modified tracks:

- Where coursework builds the skills to prepare students for National Board Candidacy, with an option for candidate support as the capstone project; or
- Where coursework can be used to apply for Massachusetts Professional License (for elementary 1-6; math 1-6 and 5-8).

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

Megan Allen, Director

Amy Nichols, Senior Administrative Assistant

413-538-3478

<https://www.mtholyoke.edu/professional-graduate/master-arts-teacher-leadership>

Curriculum and Requirements

The 32-credit program is composed of the following progression of terms and courses:

Summer

X.EDUC-441	Fostering a Collaborative Culture for Learning	2
X.EDUC-467	Coaching, Mentoring, and Facilitating Instructional Improvements	2
X.EDUC-456	Promoting Professional Learning	2

Fall

X.EDUC-453	Foundations of Teacher Leadership and Global Education Reform	4
------------	---	---

January

X.EDUC-457	Personal Leadership Growth and Articulation of Practice	2
------------	---	---

Spring

X.EDUC-411	Policy Fluency: Current Issues in Education	4
------------	---	---

Summer

X.EDUC-443		2
X.EDUC-458	Owning Assessments and Data for Student Learning	2
X.EDUC-449	Equity and Social Justice: A Teacher's Role	2

Fall

X.EDUC-454	Teachers as Agents of Change	2
------------	------------------------------	---

January

Fostering Partnerships, Communication, and Collaboration

Spring

Capstone Project

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

To apply, complete the online M.A.T.L. application. Include the essay response if applying for a scholarship. Provide official transcripts and two letters of recommendation. Send all transcripts to:

Master of Arts in Teacher Leadership
Professional and Graduate Education
Merrill House
Mount Holyoke College
50 College Street
South Hadley, MA 01075

To secure their place in the program, successful applicants will pay a non-refundable \$300 deposit which will be applied as a credit to their first term's bill.

Tuition for the M.A.T.L program is \$24,500, covering the 32 credits required for the degree.

M.A.T.L Full-time Program

When	Bill Amount
June for Summer	\$4,600
July for Fall	\$3,050
December for January and Spring	\$4,600
June for Summer	\$4,600
July for Fall	\$3,050
December for January and Spring	\$4,600
Total for Year 1	\$24,500

M.A.T.L students who elect additional courses will pay each course's per-course fee.

For refund schedules and information, please consult Refund Policies for all M.A.T. Degree Programs (<http://catalog.mtholyoke.edu/PaGE/financial-policies>).

Mount Holyoke's Office of Student Financial Services works closely with M.A.T.L. students to ensure that they are aware of the different financing options available to best suit their individual needs.

Please see Financial Aid for all M.A.T. Degree Programs (<http://catalog.mtholyoke.edu/PaGE/financial-policies>) for further details.

Scholarships

The Kevin Grover Distinguished Teacher Leader Scholarship (\$5000)

The scholarship is awarded to state teachers of the year or runners-up for state teacher of the year. State teachers of the year may also apply for the Emerging Teacher Leader Scholarship (for an additional \$3500). Teachers may use the scholarship or nominate one colleague for transfer of the scholarship. (Transfer does not guarantee admittance to the program.) There is no additional application step for this scholarship.

Emerging Teacher Leader Scholarship (up to \$8500)

This scholarship is for teachers who show a strong dedication to education, student learning, and aspire to affect change in their school, district, or beyond. An application essay is required.

Mount Holyoke Alumnae Educator Leadership Award (up to \$8500)

This scholarship is for Mount Holyoke alumnae in the education field who are committed to serving students in order to build a stronger education system. An application essay is required.

For more information on scholarships, please contact Megan Allen at mallen@mtholyoke.edu.

Course Offerings

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

Spring. Credits: 4

In this learning experience, teachers will work on building up their "education policy fluency" based on their own school context. Students will read education news from across the country, including Education Week and blogs from a range of teacher and education bloggers with varied perspectives. Then they will dig into deeper understanding through weekly dialogue with each other and article authors and current teacher leader experts in the field. This course aims to help teachers gain an even stronger understanding of the policy world that influences what we do in the classrooms, in both public and private school settings.

Applies to requirement(s): Meets No Distribution Requirement

M. Allen

Restrictions: This course is offered for graduate students only.

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

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

M. Allen

X.EDUC-417 Teaching With Technology

Credits: 2

Students will read current research examining the effectiveness of teaching with technology in PreK-12 classrooms as they explore questions about the role of technology in 21st century education. Students will experiment with a variety of tools that allow teachers to design effective lessons for a diverse range of learners. Students will focus on using technology to integrate students on IEPs, 504, and other learners with specific learning needs.

Applies to requirement(s): Meets No Distribution Requirement

L. Manzi

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

X.EDUC-420 Schools, Schooling, and Society

Credits: 4

This course familiarizes teacher candidates with theories of teaching and learning, human development and current movements in education reform. 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; child development; adolescent development; learners and educational goals; and inclusive pedagogy for a range of learners. Key tenets of EL Education will be unpacked through participation in an EL slice.

Applies to requirement(s): Meets No Distribution Requirement

B. Bell

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

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

Spring. Credits: 4

This weekly seminar for MAT students provides students with opportunities to examine curriculum development models, develop an integrated curriculum unit utilizing state and national content area standards, review researched based models of classroom management, and engage in dialogue with practicing teachers regarding numerous aspects of teaching and student learning. Additional topics covered include the arts in education, physical education, legal obligations of teachers, and home-school communication. As is the case in all pre-licensure programs, there is continued emphasis on addressing the needs of students with disabilities and English Language Learners.

Applies to requirement(s): Meets No Distribution Requirement

C. Swift

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

Instructor permission required.

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 12 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 college supervisors to address Professional Teaching Standards as required by the Commonwealth of Massachusetts' Pre-service Performance Assessment Program.

Applies to requirement(s): Meets No Distribution Requirement

C. Swift

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

Instructor permission required.

Notes: 5 days a week for 12 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-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

B. Bell

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

Advisory: Requires a field-experience in an educational setting. Required for all teacher candidates accepted into the middle and secondary teacher licensure programs.

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 12 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' Pre-service Performance Assessment Program

Applies to requirement(s): Meets No Distribution Requirement

B. Bell

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

Instructor permission required.

Notes: 5 days a week for 12 weeks; full-time student teaching in school sites (includes Mount Holyoke College's spring break)

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

B. Bell

Restrictions: This course is limited to Mount Holyoke MAT students only
Instructor permission required.

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

M. Allen

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. Daigle-Matos

X.EDUC-453 Foundations of Teacher Leadership and Global Education Reform*Fall. Credits: 4*

This dynamic course is an exploration of the foundational pieces of teacher leadership, including the history and theories of teacher leadership, an examination of education reform in the United States, and a study of teacher leadership and reform from a global perspective. Students will also research their local district or state to gain a better understanding of their local reform history and past waves of teacher involvement. This course will include several video-conference discussions with nationally recognized teacher leaders from across the country who will share their lessons learned and perspectives in teacher leadership. Embedded in practice and focused on your personal and professional growth.

Applies to requirement(s): Meets No Distribution Requirement

M. Allen

Restrictions: This course is offered for graduate students only.

X.EDUC-454 Teachers as Agents of Change*Fall. Credits: 4*

Grounded in peer-reviewed research, this class helps build the knowledge, skills, and dispositions, for teachers to advocate for students, the teaching profession, and policies that benefit student learning. Students will engage in modules on entrepreneurial thinking, building a courageous mindset, the development of expertise, relationship-building, messaging, persuasive writing, and public speaking. Students will also revisit the change process and explore multiple entry points for advocacy in and out of the classroom. This class includes several videoconference sessions with advocacy leaders in the field.

Applies to requirement(s): Meets No Distribution Requirement

M. Allen

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

X.EDUC-456 Promoting Professional Learning*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. Available on campus or through videoconferencing from your home device.

*Applies to requirement(s): Meets No Distribution Requirement**M. Allen***X.EDUC-457 Personal Leadership Growth and Articulation of Practice***Spring. Credits: 2*

We will further develop as reflective practitioners, and to use that reflective practice to explore personal leadership development. Critical course concepts will be introduced in a whole group book study format. As a second step, course participants will create individualized learning plans that allow for deeper exploration of topics of personal and professional interest. The menu of options for personalized learning will include further reading in the domains of adult development, professional learning, motivation, and leadership. Additionally, it involves videoconferencing with several nationally recognized teacher leaders.

*Applies to requirement(s): Meets No Distribution Requirement**M. Allen, B. Crowley**Restrictions: This course is offered for graduate students only.***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 understand assessment and data, 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. This class includes an exploration of Improvement Science, where teachers will learn how small ideas can be tested and taken to scale, potentially impacted organizational change. It will also include several videoconferences with nationally recognized teacher leaders from across the country. Embedded in practice, focused on your personal and professional growth.

*Applies to requirement(s): Meets No Distribution Requirement**M. Allen***X.EDUC-460 Subject-Specific Methods for Middle and Secondary Teachers***Fall. Credits: 4*

This subject-specific methods course is designed for graduate-level teacher education students preparing to teach at the secondary or middle school levels. Firmly embedded within the Expeditionary Learning Model, this course links the theoretical underpinnings of subject-specific pedagogy, differentiated learning, global learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts in the field and through reflecting on their practice within pre-practicum placements in local schools.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Community-Based Learning**B. Bell, E. Levine**Restrictions: This course is limited to Mount Holyoke MAT students only***X.EDUC-461 The Process of Teaching and Learning: Developing Literacy in Early Childhood And Elementary Schools***Fall. Credits: 4*

Through a balanced and integrated approach, students will learn to develop literacy in early childhood/elementary 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 formative and summative ways to assess learning. Course required for spring semester practicum students. Course evaluation is based on written and oral work done individually and in groups. Requires a prepracticum.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Community-Based Learning**C. Swift**Restrictions: This course is limited to Mount Holyoke MAT students only**Notes: Prepracticum required***X.EDUC-463 Teaching English Language Learners***Fall and Spring. Credits: 4*

This course addresses core competencies outlined in the Massachusetts Department of Education's English Language Learner certificate requirement. Readings in language acquisition theory, language learning and teaching, effective lesson design and assessment, Sheltered Instruction Observation Protocol, and knowledge of intercultural learners are covered. Students will have experience developing and adapting lessons and curriculum to address the needs of students in their pre-practicum settings.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Community-Based Learning**K. Accurso, H. Graham**Restrictions: This course is offered for graduate students only.***X.EDUC-465 Children's Literature for Educators***Fall. Credits: 4*

This course introduces various genres of children's literature, including literature for adolescents; explores equity and social justice issues; and examines approaches to using literature in the preK-12 curriculum with an emphasis on social-emotional learning and making literature accessible to all learners. Students will read a variety of texts across genres and discuss ways to integrate literature into curriculum and learning as they expand their knowledge and appreciation of children's literature. Literature will be examined from multiple perspectives.

*Crosslisted as: EDUC-267**Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Community-Based Learning**C. Swift**Restrictions: This course is limited to Mount Holyoke MAT students only**Instructor permission required.*

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

M. Allen

X.EDUC-470 The Process of Teaching and Learning: Developing Math/Science/Technology Instruction and Curriculum

Fall. Credits: 4

Students will learn about inquiry-based science/math curriculum and use of technology in PreK-6 classroom. They will construct more extensive understandings of science/math instruction by developing lessons that implement the Massachusetts Frameworks incorporating the Common Core State Standards for Mathematics. They will teach a minimum of three lessons to students in their pre-practicum setting. Emphasis will be on learning diverse management and instructional practices, such as the use of manipulatives, problem solving, cooperative learning, and project-based learning. Students will also become more adept at developing effective approaches to using assessment to guide instruction.

Applies to requirement(s): Meets No Distribution Requirement

Other Attribute(s): Community-Based Learning

L. Mattone

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

Notes: Prepracticum required

X.EDUC-489 Catapult! Capstone Course

Spring. Credits: 4

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

M. Allen

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

X.EDUC-495 Independent Study

Fall and Spring. Credits: 1 - 4

The department

Instructor permission required.