

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:

- Differentiated Instruction (<http://catalog.mtholyoke.edu/PaGE/programs/institutes-for-educators/#differentiatedinstructiontext>)
- Digital Innovation and Media (<http://catalog.mtholyoke.edu/PaGE/programs/institutes-for-educators/#digitalinnovationmediatext>)
- Equity, Advocacy and Partnerships (<http://catalog.mtholyoke.edu/PaGE/programs/institutes-for-educators/#equityadvocacypartnershiptext>)
- Global and Intercultural Education (<http://catalog.mtholyoke.edu/PaGE/programs/institutes-for-educators/#globalinterculturaltext>) and/or TESOL (<http://catalog.mtholyoke.edu/PaGE/programs/institutes-for-educators/#tesolcertificatetext>)
- Independent Schools (<http://catalog.mtholyoke.edu/PaGE/programs/institutes-for-educators/#independentschoolstext>)
- Nonprofit Leadership and Entrepreneurship (<http://catalog.mtholyoke.edu/PaGE/programs/institutes-for-educators/#nonprofitsentrepreneurshiptext>)
- Research and Data (<http://catalog.mtholyoke.edu/PaGE/programs/institutes-for-educators/#researchdataequitytext>)
- Prepare for National Board Candidacy (<https://www.nbpts.org/national-board-certification/>)
- Apply for Massachusetts Professional License (<http://www.doe.mass.edu/licensure/academic-prek12/teacher/license-types.html#professional-license>) (for elementary 1-6; math 1-6 and 5-8)

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

Jemellah Coes, Director, Teacher Leadership Programs
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Learning Goals

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

Outcome 1: Develop a working knowledge of the Teacher Leader Model Standards and identify areas for applying these principles to encourage personal and professional growth.

Outcome 2: Develop an understanding of the field of Teacher Leadership in the U.S. and globally as a means of aligning personal and professional leadership goals with trends across contexts.

Outcome 3: Articulate personal and professional leadership goals related to instructional practice, advocacy, professional development and andragogy, educating the whole child, data-driven instruction, and policy-making, and develop a continuous practice of self-reflection and improvement.

Outcome 4: Develop a foundational understanding of education policy, including how policies are created, implemented, and modified, and how teachers can work to inform broad based changes.

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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-471 | Communications and Networking for Teachers | 1 |
| 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-414 | Research Design for Educators | 1 |
| Spring | | |
| X.EDUC-489 | Catapult! Capstone Course | 4 |

See Also

- Differentiated Instruction Institute (<http://catalog.mtholyoke.edu/PaGE/programs/institutes-for-educators/#differentiatedinstructiontext>)
- Digital Innovation and Media for Educators Institute (<http://catalog.mtholyoke.edu/PaGE/programs/institutes-for-educators/#digitalinnovationmediatext>)
- Equity, Advocacy, and Partnerships Institute (<http://catalog.mtholyoke.edu/PaGE/programs/institutes-for-educators/#equityadvocacypartnershiptext>)
- Global and Intercultural Education Institute (<http://catalog.mtholyoke.edu/PaGE/programs/institutes-for-educators/#globalinterculturaledtext>)

- Independent Schools Institute (<http://catalog.mtholyoke.edu/PaGE/programs/institutes-for-educators/#independentschoolstext>)
- Nonprofit Leadership and Entrepreneurship for Educators Institute (<http://catalog.mtholyoke.edu/PaGE/programs/institutes-for-educators/#nonprofitsentrepreneurshiptext>)
- Research and Data Institute (<http://catalog.mtholyoke.edu/PaGE/programs/institutes-for-educators/#researchdataequitytext>)
- TESOL Certificate for Educators (<http://catalog.mtholyoke.edu/PaGE/programs/institutes-for-educators/#tesolcertificatetext>)

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/?_ga=2.203493840.1115798967.1659984764-1556106209.1601496778). 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, C. Swift

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-412 Integrated Approaches in Teaching for Resilience*Not Scheduled for This Year. Credits: 1*

This course introduces approaches that can improve school experiences and long-term outcomes for children who have experienced trauma. Participants will develop an understanding of common barriers to educational access and engagement for youth who have experienced trauma, through a lens that incorporates Social Emotional Learning, Culturally Responsive Teaching, and Universal Design for Learning principles. Using case examples, discussion, and skill-building exercises, participants will learn practical strategies for cultivating resilience and improving school performance and advocacy for children with special needs and circumstances.

*Applies to requirement(s): Meets No Distribution Requirement**G. Bass**Restrictions: This course is offered for graduate students only.***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**J. Holland**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-416 Applied Action Research***Not Scheduled for This Year. Credits: 1 - 2*

This course is designed for educators who are implementing innovative projects and are conducting action research in educational settings. Through this course, participants examine opportunities and potential challenges associated with implementation of their research project. Participants will expand and refine existing project plans and will create the corresponding materials, such as consent forms, approval plans, participant outreach documents, implementation timeline, data collection tools etc., needed to execute the project in their context.

*Applies to requirement(s): Meets No Distribution Requirement**G. Bass**Restrictions: This course is offered for graduate students only.**Advisory: X.EDUC-413 and X.EDUC-414.**Notes: Credit/no credit grading. Repeatable.***X.EDUC-418 Seminar in Public and Non-Public Schools***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***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-421 Online Pedagogy and Distance Learning for PK-12 Educators
Not Scheduled for This Year. Credits: 1

In this class, we will review current research on effective online pedagogy and teaching with technology in PK-12 classrooms. We will examine teaching in synchronous and asynchronous formats, utilizing different types of devices. We will also evaluate curricula, platforms, and web-based tools that support planning and assessment for standards based, online teaching. Students will develop electronic portfolios that address content and performance standards. We will explore the work of national teacher technology organizations and open educational resources.

Applies to requirement(s): Meets No Distribution Requirement
D. Mack

Restrictions: This course is offered for graduate students only.

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 EL protocols and 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 20 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 20 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-429 Using Art for Educational Advancement*Fall. 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**J. Dearybury**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**The department**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 20 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 20 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-438 Exceptional Learners Internship II***Not Scheduled for This Year. Credits: 1 - 3*

Students are expected to complete a supervised field experience of at least 100 hours in an inclusive classroom in a public school setting. In addition to the field experience component, students attend weekly course meetings. Reading and writing assignments focus on a survey of learning disabilities, descriptions of special education programs, understanding Individuals with Disabilities Education Act polices and placement options, interpreting Individualized Education Program plans, and planning curriculum for inclusive classrooms.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Restrictions: This course is offered for graduate students only.**Notes: This course is graded on a credit/no credit basis.*

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***X.EDUC-450 Social-Emotional Learning and Development: Foundations of Social, Emotional, and Academic Development***Not Scheduled for This Year. Credits: 2*

In this course, educators will learn the foundational principles of social and emotional learning (SEL) including vocabulary, concepts, and research. 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 SEL foundation that includes equity-based, culturally responsive, and trauma-sensitive practices through case studies, examples, personal reflection, and portfolio development.

*Applies to requirement(s): Meets No Distribution Requirement**The department**Restrictions: This course is offered for graduate students only.**Coreq: X.EDUC-451 and X.EDUC-466***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**The department**Restrictions: This course is offered for graduate 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-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***X.EDUC-456 Promoting Professional Learning***Fall. 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***Not Scheduled for This Year. 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**The department***X.EDUC-459 Independent Schools: Experienced Teachers Seminar Practice***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**A. Beattie**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**T. Sullivan-Daley**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

A. Beattie, K. Ripley

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

A. Beattie, T. Thomas

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

A. Beattie, 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

A. Beattie, 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

A. Beattie, 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

M. Winston

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

The department

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.

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, P. Mulcahy, 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

P. Mulcahy

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.