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. 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-credit program entirely online through dynamic, hybrid 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/#differentiatedinstructioncontext)
- 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/#equityadvocacypartnershipstext)
- Facilitating Professional Learning (http://catalog.mtholyoke.edu/PaGE/programs/institutes-for-educators/#facilitatingprolearningtext)
- 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/#nonprofitentrepreneurscontext)
- Research and Data (http://catalog.mtholyoke.edu/PaGE/programs/institutes-for-educators/#researchdatacontext)
- Apply for Massachusetts Professional License (http://www.doe.mass.edu/licensure/academic-prek12/teacher/ licensetypes.html#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.

M.A.T. in Teacher Leadership Program 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.

Contact Information

Gwen Bass, Director, Teacher Leadership Programs

Merrill House
413-538-3692
https://www.mtholyoke.edu/professional-graduate/master-arts-teacher-leadership

David Bosso (http://www.nnstoy.org/david-bosso), Ed.D., American International College (NNSTOY Affiliate)

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

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

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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

Daniele Massey (http://www.dodea.edu/newsroom/pressreleases/20121107.cfm), Ed.D., Walden University (NNSTOY Affiliate)

Sarah McQuade, M.S., University of Northumbria, England

Jennifer Walker, Ed.D, Walden University (NNSTOY Affiliate)

Ryan Wallace, M.A.T., Mount Holyoke College (NNSTOY Affiliate)
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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Summer</td>
<td>X.Educ-441 Fostering a Collaborative Culture for Learning</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>X.Educ-467 Coaching, Mentoring, and Facilitating Instructional Improvements</td>
<td>2</td>
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<td></td>
<td>X.Educ-456 Promoting Professional Learning</td>
<td>2</td>
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<tr>
<td>Fall</td>
<td>X.Educ-453 Foundations of Teacher Leadership and Global Education Reform</td>
<td>4</td>
</tr>
<tr>
<td>January</td>
<td>X.Educ-457 Personal and Professional Leadership in Education</td>
<td>1</td>
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<tr>
<td>Spring</td>
<td>X.Educ-411 Policy Fluency: Current Issues in Education</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>X.Educ-468 Leadership in Practice for Educators</td>
<td>1</td>
</tr>
<tr>
<td>Summer</td>
<td>X.Educ-413 Leading Colleagues Using Research: Bridging the Gap Between Research and Practice</td>
<td>2</td>
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<td></td>
<td>X.Educ-458 Owning Assessments and Data for Student Learning</td>
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<td></td>
<td>X.Educ-449 Equity and Social Justice: A Teacher's Role</td>
<td>2</td>
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<tr>
<td>Fall</td>
<td>X.Educ-455 Outreach and Advocacy for Educational Change</td>
<td>4</td>
</tr>
<tr>
<td>January</td>
<td>X.Educ-414 Research Design for Educators</td>
<td>1</td>
</tr>
<tr>
<td>Spring</td>
<td>X.Educ-489 Catapult! Capstone Course</td>
<td>4</td>
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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/#equityadvocacypartnershipstext)
- Facilitating Professional Learning Institute (http://catalog.mtholyoke.edu/PaGE/programs/institutes-for-educators/#facilitatingprolearningtext)
- Global and Intercultural Education Institute (http://catalog.mtholyoke.edu/PaGE/programs/institutes-for-educators/#globalinterculturaltext)
- Independent Schools Institute (http://catalog.mtholyoke.edu/PaGE/programs/institutes-for-educators/#independentschooltext)
- Nonprofit Leadership and Entrepreneurship for Educators Institute (http://catalog.mtholyoke.edu/PaGE/programs/institutes-for-educators/#nonprofitentrepreneurshipstext)
- 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://www.mtholyoke.edu/professional-graduate/how-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-406 TESOL Seminar: Foundations of Effective Teaching
Not Scheduled for This Year. Credits: 2
This is the first of a two-course TESOL program designed to provide participants with a foundation of practical pedagogy, linguistic knowledge, and classroom experience to prepare for a job as an English language instructor in an intercultural environment. The course includes lecture and discussion, materials development sessions, and teaching workshops. Participants will develop a teaching portfolio for use in their job search and receive a certificate of completion if they successfully complete both the seminar and practicum courses.

Applies to requirement(s): Meets No Distribution Requirement

The department

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

E. Schilde

Restrictions: This course is offered for graduate students only.
X.EDUC-413 Leading Colleagues Using Research: Bridging the Gap Between Research and Practice
Spring. 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
G. Bass, D. Bosso
Restrictions: This course is offered for graduate students only.

X.EDUC-414 Research Design for Educators
Spring. 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
G. Bass, J. Holland

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

X.EDUC-419 Independent Schools: New Teachers Seminar Practice
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

X.EDUC-420AD Human Development: 'Adolescent Development'
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
A. Grillo

X.EDUC-420CD Human Development: 'Child Development'
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. Students will have opportunities to delve into the study of the age group that they intend to teach (preK-8th grade) through individualized exploration, 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
A. Grillo

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-424.

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

Spring. 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

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-425 TESOL Practicum: Effective Teaching Strategies Field Experience

Not Scheduled for This Year. Credits: 2

This is the second of a two-course TESOL program designed to provide participants with the experience to prepare to be an effective English language instructor in an intercultural environment. In this practicum, students will hone their classroom management skills, implement curricular units and deliver lessons designed to support students’ language acquisition, and develop assessment skills. Students will submit curriculum plans, videotaped lessons, and complete written assignments and reflections. Participants will develop a teaching portfolio for use in their job search and receive a certificate of completion if they successfully complete both the seminar and practicum courses.

 Applies to requirement(s): Meets No Distribution Requirement

The department

Prereq: X.EDUC-406.

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

H. Brown

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

H. Brown

Restrictions: This course is limited to Mount Holyoke MAT 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-443 Introduction to the Orton-Gillingham Approach to Reading and Dyslexia
Not Scheduled for This Year. Credits: 1
This course is an introduction to the Orton-Gillingham approach—a systematic, structured, multisensory approach for teaching reading. In this course, participants will explore instructional methods to teach the hows and whys of reading to struggling readers, particularly those with dyslexia. In the course, participants will also review the history of reading and the English language, current research, and common reading assessments. Students who complete this course are eligible to apply for membership in the Academy of Orton-Gillingham Practitioners and Educators (AOGPE) as a Subscriber member.
Applies to requirement(s): Meets No Distribution Requirement
The department

X.EDUC-446 Orton-Gillingham Associate Level Course
Not Scheduled for This Year. Credits: 4
This course is designed for practitioners and educators working with students of all ages and abilities. It includes an overview of the history of reading and the English language, research and assessments related to reading and language-based learning disabilities, and multisensory approaches to teach students with language-based learning disabilities. This course presents the Orton-Gillingham approach—a systematic, structured, multisensory method for teaching students with language-based learning disabilities. Through interactive lessons, lectures, group work, modeled lessons, students will learn and practices this approach.
Applies to requirement(s): Meets No Distribution Requirement
The department

X.EDUC-448 Orton-Gillingham Associate Level Course Practicum
Not Scheduled for This Year. Credits: 4
This course is designed for practitioners and educators working with students of all ages and abilities. This course develops participants' knowledge of the Orton-Gillingham approach—a systematic, structured, multisensory method for teaching students with language-based learning disabilities. Students will engage in a 100 hour supervised practicum, during which they develop and implement lessons with supervision provided by the instructor. At the conclusion of this practicum, students are eligible to apply for their Orton-Gillingham certification.
Applies to requirement(s): Meets No Distribution Requirement
The department
Advisory: Successful completion of, or concurrent enrollment in, X.EDUC-446 Orton-Gillingham Associate Level Course.

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. Nurse-Coes

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
S. McQuade

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
J. Holland
Restrictions: This course is offered for graduate students only.
X.EDUC-455 Outreach and Advocacy for Educational Change

Not Scheduled for This Year. 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
T. Chang

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.
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
S. Brown Wessling

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
D. Massey

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
G. Bass, 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
The department
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 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 pre-practicum.
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: Pre-practicum required

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
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 be in a school setting (as many activities will require the participant to teach mini lessons etc.).

X.EDUC-462EN Subject-Specific Methods 2: 'English'
Not Scheduled for This Year. 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. Magrath-Smith
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 be in a school setting (as many activities will require the participant to teach mini lessons etc.).

X.EDUC-462AR 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
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 be in a school setting (as many activities will require the participant to teach mini lessons etc.).

X.EDUC-462MA Subject-Specific Methods 2: 'Mathematics'
Not Scheduled for This Year. 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
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 be in a school setting (as many activities will require the participant to teach mini lessons etc.).

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
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 be in a school setting (as many activities will require the participant to teach mini lessons etc.).

X.EDUC-462EN Subject-Specific Methods 2: 'English'
Not Scheduled for This Year. 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. Magrath-Smith
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 be in a school setting (as many activities will require the participant to teach mini lessons etc.).

X.EDUC-462AR 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
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 be in a school setting (as many activities will require the participant to teach mini lessons etc.).

X.EDUC-462MA Subject-Specific Methods 2: 'Mathematics'
Not Scheduled for This Year. 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
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 be in a school setting (as many activities will require the participant to teach mini lessons etc.).
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**  
**H. Graham**  
**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only**  
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X.EDUC-465 Children's Literature for Educators  
**Not Scheduled for This Year. 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-8 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**  
**The department**  
**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only**  
**Advisory: Requires a field-experience in an educational setting.**  
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X.EDUC-466 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**  
**J. Walker**  
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X.EDUC-467 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**  
**S. Brown Wessling**  
**Restrictions: This course is offered for graduate students only.**  
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X.EDUC-469 Models of Entrepreneurship in Education  
**Spring. Credits: 1**  
Today’s challenges in education require creative, out-of-the-box ideas and entrepreneurial teachers are often best positioned to design and implement these solutions. In this course we will explore different models of entrepreneurship in education, including how it works within the contexts of working in classrooms and schools, in nonprofits, as authors and consultants, and in commercial endeavors. Through case studies and guest lectures students investigate entrepreneurial approaches to address existing problems, challenges, and opportunities in education. Students will develop their own ideas around new programming, services, advocacy, and/or ways to increase access to education.  
**Applies to requirement(s): Meets No Distribution Requirement**  
**T. Espinosa**  
**Restrictions: This course is offered for graduate students only.**  
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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**  
**R. Hornsby, L. Mattone**  
**Restrictions: This course is limited to Mount Holyoke MAT, MATM, and MATL students only**  
**Advisory: Requires a field-experience in an educational setting.**  
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X.EDUC-476 Independent School: Beyond the Classroom  
**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**  
**K. Evelti**
X.EDUC-477 Seminar on Effective Teaching and Learning Strategies for Practitioners
Fall. Credits: 2
In this hands-on course, participants working in classrooms explore issues and challenges of their professional and classroom practice, including: workshop 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
K. Evelti
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 two credits.

X.EDUC-481 Internship in Education Administration
Spring. Credits: 2 - 6
Graduate students undertake an internship of up to 500 hours in an educational setting under the supervision of a 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
G. Bass
Restrictions: This course is limited to Teacher Leadership MAT students only

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, G. Bass
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.