

## **MEMORANDUM**

**TO:** Committee on Academic Programs (CAP)  
**FROM:** Steering Committee  
**RE:** Proposed Graduate Certificate in Teacher Leadership  
**DATE:** February 7, 2018

### **Background:**

The Department of Educational Administration and Secondary Education (EASE) has developed the attached proposal for a new graduate certificate in Teacher Leadership. This proposal has been endorsed by the curriculum committee of the School of Education and by the Graduate Studies Council. The next step in the graduate certificate program approval process is a review by CAP.

### **Charge:**

CAP should consider whether all units that might be affected by the proposal have been consulted and whether the proposal is consistent with the College's mission. If CAP determines that additional testimony is required, then CAP should solicit this testimony from the appropriate units. If CAP agrees that all affected units have been consulted and that the new program is consistent with the College's mission, it may prepare a final recommendation without seeking further testimony.

**Testimony Tier:** Tier I.

### **Timeline:**

CAP should complete its work on this charge by the end of March, 2018.

### **TCNJ Governance Processes**

**Step 1 – Steering issues a charge**

**Step 2 - Governance prepares a Preliminary Recommendation**

Once the appropriate standing committee or council has received the charge, it should start by collecting data needed to make a preliminary recommendation. It should receive input from affected individuals and all relevant stakeholder groups prior to making a preliminary recommendation. For issues that have broad implications or that affect a large number of individuals, initial testimony should be solicited from the campus community at large. For some issues, sufficient initial testimony may come from input through committee membership or solicitation from targeted constituent groups.

When, in the best judgment of the committee, adequate clarity of the principles contributing to the problem are known, a preliminary recommendation should be drafted and disseminated to the campus community.

### **Step 3 – The Relevant Stakeholders provide Testimony**

Once a preliminary recommendation has been completed, the standing committee or council should seek testimony from the campus community. The testimony should be gathered in accordance with the Testimony Tier (see page 24) assigned to the issue by Steering.

For issues that require public testimony from the campus community, the chair of the standing committee or council should approach the president of the appropriate representative bodies to schedule the next available time slot at a meeting of that body.

Testimony should be gathered in a way that allows stakeholders to weigh in fully on the issue. Members of the standing committee or council that wrote the preliminary recommendation should be present to hear and record the testimony.

### **Step 4 – Governance prepares a Final Recommendation**

Once the standing committee or council has received appropriate testimony, it should revise the preliminary recommendation into a final recommendation. Once the final recommendation is complete, the standing committee or council should use sound judgment to determine whether or not more public testimony is required. If, in its feedback to the original preliminary recommendation, a stakeholder representative body requests to review an issue again, the committee or council is bound to bring it back to that body. If a full calendar year has passed since the formal announcement of the preliminary recommendation, the committee must resubmit a preliminary recommendation to the campus community.

When the committee or council has completed the final recommendation, it should forward it to the Steering Committee. The final recommendation should be accompanied by a cover memo that summarizes the initial charge, how testimony was gathered and the nature of that testimony, and how the committee responded to that testimony, including a description of how the preliminary recommendation evolved as a result of testimony.

### **Step 5 – Steering considers the Final Recommendation**

### **Step 6 – The Provost and/or President and Board consider the Final Recommendation**

### **Step 7 – Steering notifies the Campus Community**

**Testimony Tier I** – The issue requires minimal testimony from the campus community. The assigned council or committee should consult with relevant stakeholders before preparing the final recommendation, but there is no need for surveys or open fora.

**For a complete description of all steps and of the other testimony tiers, see Governance Structures and Processes, 2017 Revision, pages 21 – 24.**

The College of New Jersey  
New Graduate Certificate

Name of Graduate Certificate: Teacher Leader

Term Effective Date: Summer or Fall 2018

Home School: School of Education

Home Department: Educational Administration and Secondary Education

Type of Approval


New Graduate Certificate within a Department \_\_\_ New Interdisciplinary Graduate Certificate  
\_\_\_ Modification of Existing Graduate Certificate \_\_\_ Deactivation (no replacement)

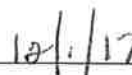
Briefly describe the certificate program and its requirements. For interdisciplinary certificate programs, list other departments and schools with courses.

This non-degree certificate program relies on a 15-credit sequence of graduate courses to train practicing teachers to work in non-supervisory school leadership roles.

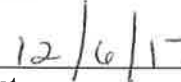
Initial Approval

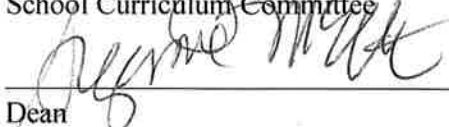
In the case of new graduate certificates, the signatures indicate that all affected units within a school have reviewed the attached proposal, and that the attached proposal includes a detailed outline of the curriculum and needed resources such as: a. faculty and support of instruction for all units involved; b. library resources; c. equipment, laboratory support, and computer support; and d. facilities for all units involved. If the program does not involve courses outside the home department, the proposal is submitted to the Steering Committee after this step.

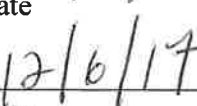
  
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Department Chair

  
\_\_\_\_\_  
Date

  
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School Curriculum Committee

  
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## Initial Program Proposal Teacher Leader Certificate Program

**Overview:** Linda Mayger, Maureen Connolly, Karen Gordon, and Donald Leake in the Department of Educational Administration and Secondary Education (EASE) have developed a proposal for a new 5-course Teacher Leader Certificate Program. The proposed non-degree certificate program relies on a 15-credit sequence of graduate courses to train practicing teachers to work in non-supervisory school leadership roles.

### **Program Outcomes:**

After teachers complete the 5-course (15 graduate credits) sequence they will obtain a Teacher Leader Certificate. The proposed program is aligned with the Teacher Leader Endorsement standards set forth by the NJ legislature in September 2015.

### **Background:**

Through an integrated and thoughtfully sequenced series of courses, TCNJ's Teacher Leader Certificate Program prepares teachers to work in partnership with administrative leaders to promote student learning and support their colleagues in facilitator, coach, professional development, and other non-supervisory leadership roles. Based on the Teacher Leader Model Standards from the Teacher Leader Exploratory Consortium, the Teacher Leader program aligns with the theoretical framework that teacher leadership has the potential to "promote effective, collaborative teaching practices in schools that lead to increased student achievement, improved decision making at the school and district level, and create a more dynamic teaching profession" (Teacher Leader Exploratory Continuum, 2011, pg. 3).

### **Need for the Program:**

- 1. Teacher Leader Endorsement:** TCNJ does not currently offer a program that would qualify individuals for a Teacher Leader Endorsement. In 2015, Governor Christie signed a bill that authorized a teacher leader endorsement to the instructional certificate. To be eligible for the teacher leader endorsement an applicant shall:
  - Complete a program of study equivalent to, at a minimum, 12 graduate credits or 180 clock hours, or a combination thereof, with an approved provider of a program of study for the teacher leader endorsement; and
  - Complete five years of full-time teaching under a valid provisional or standard certificate, or a combination thereof, issued by the State Board of Examiners.
- 2. Survey:** Educational professionals from TCNJ's area schools have expressed a need for teachers who can skillfully fill leadership roles. To understand the needs of educators from our area, the Teacher Leader Certificate Program development team distributed a Qualtrics survey to in-service teachers and school administrators ( $n = 48$ ). The survey asked participants a series of questions regarding the needs of in-service educators. Their responses informed the development of the proposed Teacher Leader Certificate Program.

Respondents reported that teachers in their schools are currently offered the following opportunities to act in leadership roles:

- professional development facilitators
- mentors
- content leaders/pedagogical peer leaders/instructional coaches
- team leaders (innovation and technology, data, PLCs)
- leadership council
- committee work
- peer observers

Respondents listed the following skills as those teachers require to serve successfully in leadership roles:

- Communication, facilitation, feedback
- Interpersonal skills, empathy, self-regulation
- Current pedagogies, e.g., differentiation and design thinking
- Creativity, open-mindedness, innovation, a spirit of inquiry
- Leadership and advocacy
- Organization, planning, time management
- Adult learning models and theories, motivation,
- Systems thinking
- Problem solving
- Public speaking
- Collaboration
- Current research and using data to drive instruction

69% of respondents favored a blend of online and campus courses

3. **Focus group:** Practicing teachers believe the proposed Teacher Leader Certificate Program meets an unmet need for leadership preparation among individuals who do not intend to become administrators. The Teacher Leader Certificate Program development committee convened a focus group of practicing teachers from area school districts who are in-service teacher leaders and are familiar with TCNJ School of Education graduate programs. The discussion indicated that:

- teacher colleagues have expressed interest in taking graduate courses, but have avoided educational leadership programs because they “don’t want to be administrators”
- A 15-credit program is attractive to many students who are interested in being part of a collegial community of learners, but do not want to commit to a full master’s degree program
- A 15-credit program qualifies teachers to move up a column on most salary schedules, resulting in a pay increase
- the descriptions of the five courses included in the Teacher Leader Certificate Program were thought to be attractive to practicing teachers.

- predominately face-to-face course delivery, with some blended classes offered during the regular school year to accommodate practicing professionals, presented an ideal format.
4. **Program Availability:** Research into Teacher Leader graduate programs revealed that no colleges of education in the area offer a similar teacher leader certificate program. Instead, Rider, Rowan, and Rutgers offer Masters or Doctoral programs in teacher leadership with a minimum of 34 credits.
  5. **TCNJ Program Enhancement:** The proposed Teacher Leader Certificate Program benefits our M.Ed. in Educational Leadership and iSTEM programs.
    - Three of the Teacher Leader courses are current course offerings for Educational Leadership that are typically under-enrolled, so the addition of teacher leader students facilitates efficient use of our faculty.
    - The iSTEM program will offer the Teacher Leader Certificate as an area of concentration, expanding the options available to their students and providing an additional marketing point for their program.
    - We anticipate that some of the Teacher Leader Certificate Program students will choose to continue their work by completing master's degrees at TCNJ. While the program is designed to function as a "stand alone" experience, candidates in the program may choose to apply three of the courses to a Master's degree in Educational Leadership or all five courses to an iSTEM degree.

### Summary of Program Benefits

- **Fulfills District Needs:** School districts in the area would benefit from increasing the capacity of their current teacher leaders and enabling more teachers to fill instructional leadership roles.
- **Attracts New Students:** Since no other colleges offer a certificate program, we would be competitive in attracting students who wish to obtain a Teacher Leader Certificate, but already have a Master's Degree or have no plans to pursue one.
- **Revenue Generation:** The Teacher Leader Certificate Program makes efficient use of current course offerings, enhances the marketability of current programs, and exposes potential M.Ed. candidates to TCNJ.

**Program Details:** Candidates for the Teacher Leader Certificate will complete a series of five 3-credit courses, offered on campus in the summer semester and in both blended and on-campus formats during the fall and spring. The five courses include three existing courses and two new courses, with a capstone project of students facilitating a Professional Learning Community at their site.

### Resources Needed:

- Department of EASE currently has the capacity to accommodate an influx of new students via the proposed program. The current Educational Administration faculty will coordinate the program and serve as advisors.

- The program has no specialized requirements for library resources, equipment, support, or facilities.
- Growth of the program will depend on enrollment and capacity.

Implementation Steps:

- School of Education Curriculum Committee approval during the Spring semester of 2018
- The two new courses were approved during the Spring semester of 2017. The program faculty will offer courses in accordance with the attached syllabi.
- The NJ Department of Education is currently in the process of convening an advisory board that will approve providers of the program of study for the teacher leader endorsement. The Educational Leadership Program faculty intend to submit an application to become a DOE-supported program in response to this advisory board's first call for providers of the program of study.
- The Department intends to begin marketing the program in Spring 2018 and begin accepting students for the Summer of 2018.

The attached resources include:

- a preliminary outline of required courses for the proposed program
- sample syllabi for the two new courses

Thank you for your consideration of this proposal. If you would like to review any existing course syllabi or have any questions concerning these changes, please contact the Coordinator of the Educational Leadership program, Dr. Donald Leake, at (609) 771-2229 or by email at [leake@tcnj.edu](mailto:leake@tcnj.edu).



## Appendix A: Courses

### **EDAD 530/Group Dynamics for Educational Leaders (existing)**

3 credits

This course is designed to study the intrapersonal and interpersonal skills essential for leaders to develop school cultures and climates that optimize the success of all members of the school community. Topics include effective communication, cultural responsiveness, team building, decision making, problem solving and the people side of change.

### **EDFN 520/Social Problems and Education (existing)**

3 credits

This course examines social norms and the discriminatory practices enacted by institutional policies. Race, class, gender, sexuality, and ableism are among the topics to be explored. In addition, this course endeavors to prepare educators to become seekers of social justice who promote policies that will create more just and equitable educational opportunities in schools. This course fulfills the State of New Jersey requirements for multicultural education.

### **Instructional Leadership (new)**

3 credits

This course endeavors to develop teacher leaders' ability to model reflective practice based on student data; make connections with research-based effective practices; harness the skills, expertise, and knowledge of colleagues to address curricular expectations and learning needs; guide colleagues in helping students navigate existing and emerging technologies; and promote instructional strategies that address equity in the classroom.

### **Facilitating Professional Learning (new)**

3 credits

This course endeavors to develop teacher leaders' ability to promote, design, and facilitate job-embedded professional learning aligned with meaningful change. Topics include using information about emerging trends in planning and facilitating professional learning; planning professional learning that is team-based, job-embedded, sustained; using information about adult learning to respond to the diverse learning needs of colleagues; providing constructive feedback to colleagues; supporting colleagues' individual and collective reflection; and advocating for access to professional resources.

### **EDFN 508/Introduction to Research and Data-Based Decision Making (existing)**

3 credits

This course is intended to assist students in becoming well-informed consumers of research who use evidence to inform school practices. Students will develop an understanding of data collection, data analysis, and collaborative investigation in the field of education. The course culminates with the opportunity for students to use a data-informed system of inquiry to address a real-world problem of practice.

### Proposed Schedule

- **EDAD 530- Group Dynamics**
  - On-campus fall and summer
- **EDFN 520- Social Problems and Education**
  - On-campus spring and summer
- **New Course- Instructional Leadership**
  - On-campus summer
- **New Course – Facilitating Professional Learning**
  - Blended format fall
- **EDFN 508- Introduction to Research and Data-Based Decision Making**
  - Blended format, spring and fall

<b>Fast Track Sequence</b>		
<b>Summer</b>	<b>Fall</b>	<b>Spring</b>
EDFN 520	EDAD 530	EDFN 508
Instructional Leadership	Professional Learning	

<b>Regular Sequence*</b>		
<b>Summer 1</b>	<b>Fall 1</b>	<b>Spring</b>
EDAD 530	Professional Learning	EDFN 520
<b>Summer 2</b>	<b>Fall 2</b>	
Instructional Leadership	EDFN 508	

\* Meets school district 9-credit per school year caps on reimbursements