University of Cincinnati Educator Preparation Programs

Candidate Handbook

Teacher Leader Endorsement

"Transforming lives, schools, and communities"

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UNIVERSITY OF
Cincinnati

Teacher Leader Endorsement Program Faculty and Staff

Angela Ferguson, Program Coordinator
University of Cincinnati CECH
615U Teachers College
Cincinnati, OH   45221-0002
Tel: (513) 315-8604

Angela Ferguson angela.ferguson@uc.edu	Program Coordinator , Instructor
Joseph Stahl joseph.stahl@uc.edu	Instructor
Tracy Yarchi tracy.yarchi@uc.edu	Instructor
Laura Dell laura.dell@uc.edu	Academic Director Teacher Licensure & Online Learning
Shelby Ellis shelby.ellis@uc.edu	Assistant Director, Academic Professional Development/CECH Phone: 513.556.2496 Fax: 513.556.2483 Questions: registration, grades, BlackBoard
Karen Schmidt karen.schmidt@uc.edu	Assistant Director, Academic Applying for TL Endorsement Phone: 513.556.0297
BlackBoard Support blackboard@uc.edu http://blackboard.uc.edu/support/	Phone: 513.556.1602

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1   Introduction

Welcome to the University of Cincinnati and to the Teacher Leader Endorsement Program. I hope you find this handbook helpful as you navigate your way through to program completion. Please familiarize yourself with the content and keep it as a useful guide during your online journey. Should you have further questions about the program itself, please contact me at angela.ferguson@uc.edu. If your question pertains to your work in a particular course, please contact the instructor at the email address listed above.

Once again, welcome. We hope to make your journey a smooth and enjoyable one that opens up for you new ways of seeing yourself, as well as new possibilities for sharing your expertise and gifts and for making a contribution to your schools and to the world.

Angie

2   Transformation Initiative

The goal for our Transformation Initiative is ***to improve the performance of students in high needs schools by preparing educators who recognize the moral imperative to meet the needs of each student. We will prepare educators who are committed to each student, caring about each individual, and competent in evidence-based and data driven instruction. We are* transforming lives, schools, and communities by:**

supporting our candidates as they
- come to terms with unintentional barriers and bias
- prepare to work in high needs, challenging schools
- analyze their teaching effectiveness.

revising our programs and curriculum by
- embedding courses in schools and better integrating courses with field experiences.
- adding more and earlier field experiences.
- implementing research-based strategies.
- emphasizing the development of students' academic language.

assessing our impact on P-12 student outcomes by
- assessing student learning
- implementing a reliable and valid Teacher Performance Assessment to improve the consistency
- implementing a mosaic of measures of candidates and graduates' impact on student learning

3   Conceptual Framework and Institutional Standards

The conceptual framework identified by the University of Cincinnati educator preparation community is *to transform lives, schools, and communities.* In view of this mission, the Unit's standards for performance expectations for candidates are:

Candidates of the University of Cincinnati are *committed, caring, competent educators*
- with foundation knowledge, including knowledge of how each individual learns and develops within a unique developmental context.
- with content knowledge, able to articulate the central concepts, tools of inquiry, and the structures of their discipline.
- who successfully collaborate, demonstrate leadership, and engage in positive systems change.
- who demonstrate the moral imperative to teach all students and address the responsibility to teach all students with tenacity.
- able to address issues of diversity with equity and posses skills unique to urban education including culturally responsive practice.
- able to use technology to support their practice.
- who use assessment and research to inform their efforts and improve student outcomes.
- who demonstrate pedagogical content knowledge, grounded in evidence-based practices, and maximizing the opportunity for learning, and professionalism.

4   Professional Commitments and Dispositions

The National Council for the Accreditation of Teacher Education (NCATE) defines dispositions as "the values, commitments, and professional ethics that influence behaviors toward candidates, families, colleagues, and communities and affect candidate learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice" (NCATE, 2001, p. 53).

We have identified the dispositions that reflect our "Way of Being" – in other words, qualities we believe committed, caring and competent educators should possess. Intrinsic to our dispositions are the notion of community and belonging. We appreciate each individual's fundamental need for acceptance and belonging, and we understand most candidates' fundamental anxiety relates to being competent and successful.

Dispositions
We believe committed, caring and competent educators should possess the following dispositions. *As committed, caring, competent educators* we:
- demonstrate professionalism in attendance, punctuality, and dress.
- demonstrate initiative on behalf of all learners.
- demonstrate responsibility to promote effort and excellence in all learners
- demonstrate rapport with students, peers, and others.

- demonstrate a commitment to reflection, assessment, and learning as an ongoing process.
- are willing to work collaboratively with other professionals to improve the overall learning environment for students.
- appreciate that "knowledge" includes multiple perspectives and that development of knowledge is influenced by the perspective of the knower.
- are dedicated to teaching the subject matter and in keeping informed and are competent in the discipline and its pedagogy.
- appreciate both the content of the subject are and the diverse needs, assets, and interests of the students and value both short and long term planning.
- are committed to the expression and use of democratic values in the classroom.
- take responsibility for making the classroom and the school a "safe harbor" for learning, in other words, a place that is protected, predictable, and has a positive climate.
- recognize the fundamental need of students to develop and maintain a sense of self-worth, and that student misbehavior may be attempts to protect self-esteem.
- believe that all children can learn and persist in helping every student achieve success.
- value all students for their potential and people and help them value each other.
- are committed to high ethical and professional standards.

5   Accreditation

The Educator Preparation Programs at the University of Cincinnati are accredited by the National Council for the Accreditation of Teacher Education (NCATE). Additionally, the Teacher Leader Endorsement Program is approved by the Ohio Board of Regents.

6   Admission

Candidates must:
- hold a valid Ohio teaching license
- have a Masters degree
- have an undergraduate GPA of at least 3.0 on a 4.0 scale
- have four years' teaching experience
- submit two letters of reference
- submit a statement describing their professional goals
- submit proof of teaching experience

7　　　Coursework and Program Completion

All courses are required and at the graduate level.

Program Completion: No degree will be awarded at the completion of the program; candidates who successfully complete the program will be recommended for the Teacher Leader Endorsement. Successful completion requires receiving at least a C in each of the required courses. Candidates must also successfully complete the performance assessments embedded in courses and the Practicum.

8　　　　Getting started

- Complete the graduate application process
- Register for the beginning courses/must be taken simultaneously
    - CI7060 Developing and Sustaining Professional Learning Communities for Teacher Leaders
    - CI7064 Practicum I for Teacher Leaders
- Second-term registration
    - CI7061 Coaching & Mentoring for Improved Results for Teacher Leaders
    - CI7063 Recognizing, Assessing, & Supporting Quality Instructional Practices for Teacher Leaders
    - CI7065 Practicum II for Teacher Leaders

Helpful Tips

- Official class schedules are only available online at ONE STOP. Registration confirmation will NOT be sent.
- Bills will only appear online at ONE STOP. Bills will NOT be mailed or emailed if you have an outstanding balance or to confirm payment. A late fee will be automatically assessed if your bill is not paid by the first day of class.
- Grades are only available online at ONE STOP.
- For a UC BEARCAT ONLINE (BOL) email address, go to https://email.uc.edu/wm/mail/login.html. Note the statement, "If you do not know your BOL account information, you can find it out here". Within 24 hours of the Registrar officially registering you for a course, your UC email account is established and your email address is sent to the professor's Blackboard website for the course. At that point your name will appear on the Class Roster.
- The One Stop Student Service Web site is where you can register for classes, accept your aid award, pay your bill, check your grades, request a transcript, and more. http://www.onestop.uc.edu/
- BLACKBOARD COURSE MANAGEMENT http://blackboard.uc.edu/webapps/portal/frameset.jsp
- For students, Blackboard provides a convenient way to access course materials via Internet access and provides for a variety of content format -audio, visual, and interactive multimedia. The communication tools allow students to collaborate with

their classmates using email and discussion board forums. As a portal to other University services, students can quickly and conveniently link to the online registration/bill pay site, University Libraries, and much more. There is an educational Blackboard tutorial available through Blackboard support http://blackboard.uc.edu/support/.

First-time Blackboard Users

To activate your account:

- Log onto http://blackboard.uc.edu/support and click on "Activate an Account" in the upper left-hand corner. Then complete the screen that appears.
- To log onto the course website and access the Discussion Board Forum, do the following:
  - Log onto the website at www.blackboard.uc.edu. Click on this course.
  - Click on the rectangular "Communication" tab on the left side of your screen.
  - Click on "Discussion Board." "Discussion Forum" should appear.
  - Submit your initial responses by clicking on "Add New Thread."
  - To respond to another student or to the instructor, click the "reply" button at the lower right side. You may also submit your initial response this way.
- To send an email to one or more students or the instructor, click on the "Communication" tab then "send email."

The Teacher Leader Program is designed for licensed teachers who have completed a Masters degree and is most often completed in one academic year with a Teacher Leader cohort.

- An application is required to complete the endorsement program, but classes may be taken as a non-matriculated student for licensure renewal or other professional development needs
- There are four courses, totaling 12 semester hours
- All courses are offered online using Blackboard
- Students begin the program with CI7060 (3 hours) alongside CI7064 (1 hour)
- Students follow up with CI7061 (3 hours), CI7063 (3 hours), and CI7065 (2 hours)
- Tuition is at the professional development rate (Currently $355 per credit hour) which is 50% off the regular graduate tuition rate
- For further questions about the program, please contact Angie Ferguson, Teacher Leader Program Coordinator @ angela.ferguson@uc.edu

9   Course Information

First term/taken simultaneously
CI 7060 Developing and Sustaining Professional Learning Communities for Teacher Leaders

CI 7062 Practicum 1 for Teacher Leaders (1 hour)

Second term/taken simultaneously
CI 7061 Coaching and Mentoring for Improved Results for Teacher Leaders

CI 7063 Recognizing, Assessing, and Supporting Quality Instructional Practices

CI 7062 Practicum II for Teacher Leaders (2 hours)

Tips for Success in an Online Program

Many students enjoy the online forum because of its flexibility. There are no face-to-face classes to attend or driving time connected with the course. Students are able to participate in online discussions when it is convenient for their personal schedules. However, an online forum does not translate into "less time" spent on course activities. Time spent in an online class is similar to the time one would expect to spend in a face-to-face environment. Students are expected to spend their time reading completely all of the forums for each course at BlackBoard. Instructors provide all of the resources necessary for a successful experience, and students are responsible for reading ALL information for the entire course. Students are also expected to read and respond to fellow classmates. When each student participates fully in the online environment, a richer experience will result for everyone.

Each assignment for online courses has a specific due date. Discussion Board posts are usually due on Wednesdays and responses by Sundays and are worth approximately 40% of your grade. Most courses have 3-4 other assignments and are due as assigned. Instructors work together to make sure major assignments are not due at the same time.

Instruction sheets for each assignment are available in BlackBoard. Please note that assignments are emailed to your instructor according to the format indicated on the sheet. You must also include your name in the text, so instructors will know who you are.

Please remember that ongoing communication with your instructor is how you make yourself "present" in the online environment. Be sure to communicate in the rare occasions when you might need an extension to avoid the loss of points on your assignments!

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Assessment and Practicum Information

Teacher Leader Endorsement Assessments

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Completed by Instructors:

Assessment 1: Leadership Case Study
https://uceducation.qualtrics.com/SE/?SID=SV_51skJFylEG49p1a

Assessment 2: Action Research Project
https://uceducation.qualtrics.com/SE/?SID=SV_eF3ibT3PYQbccTy

Assessment 3: Professional Learning Community Project
https://uceducation.qualtrics.com/SE/?SID=SV_dbxk8ReS54EcGuE

Assessment 4: Supporting Learning and Improved Practice
https://uceducation.qualtrics.com/SE/?SID=SV_8AZEuveyXRu9nk8

Completed by principal or supervisor familiar with candidate's work:

Assessment 5: Dispositions
https://uceducation.qualtrics.com/SE/?SID=SV_5aw6VtWQqjogYwk

Assessment 6: Use of technology
https://uceducation.qualtrics.com/SE/?SID=SV_a5hp17QIXA9H4P2

Unit Wide Assessments:

Completed by the Candidate:

Candidate Evaluation of Teacher Leader Program
https://uceducation.qualtrics.com/SE/?SID=SV_erqNGxL3GvLWxpy

https://uceducation.qualtrics.com/SE/?SID=SV_4NhTXb473SW1SoA

Teacher Leader Follow-up
Course Evaluations

Please take time at the end of each course to evaluate the course and the instructor. Evaluations are completed online. You will receive notification of the evaluations. Your opinion is valuable!!! Thanks in advance for completing the online forms. Your time and feedback is appreciated!

10   Adding the Endorsement

Once the four courses are successfully completed, teachers may apply to have the Teacher Leader Endorsement added to their Ohio teaching license. To begin this process, please contact:

Karen Schmidt
karen.schmidt@uc.edu

Assistant Director, Academic
Applying for TL Endorsement
Phone: 513.556.0297