2. How teacher leaders use knowledge, skills and dispositions to promote an educational culture that values reflective practice.

3. How to set goals and establish priorities to promote collaborative partnerships with families, schools and communities to positively affect student learning.

4. Professional learning communities and how they function within an educational setting.

5. How teacher leaders encourage information literacy through continual professional development.

Differentiation/Diversim   s

5. Use current tools to support the research process to bring about applied solutions for educational change.

Assessment

In the area of assessment, graduate teacher candidates will …

1. Develop effective approaches to assessment, evaluation and diagnosis.

2. Use research to assess the teaching/learning environment and inform their practice.

3. Evaluate and select appropriate resources and materials to support student learning.

4. Communicate with parents, students and other appropriate audiences about assessment policies, plans and outcomes.

5. Use technology to collect, analyze, and interpret assessment data

Portfolio entries can take a variety of forms. None are excluded, but they must be submitted electronically. Printed materials may need to be scanned. Candidates could include digital video or audio clips of teaching or other professional activities; digital products, photographs, drawings

	detailed plans for advocating on behalf of the issue/problem/concern that you have identified.
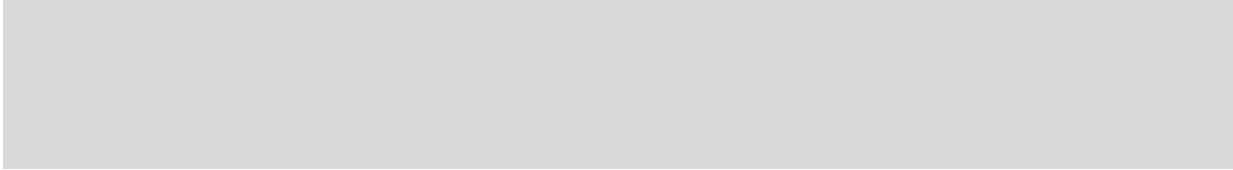
	as they relate to policies and practices within educational settings.

EDCI 610: Methods of Research	In this assignment, candidates will compile information from the qualitative, quantitative, and mixed methods article critiques. Candidates will then synthesize the information to write a concise reflection (2 - 4 pages) identifying the components of the methodologies, and addressing the following: What are strengths and weaknesses of quantitative, qualitative research, and mixed methods research with specific examples
	Candidates will also articulate what research methodology is most suitable for the classroom research in their discipline

EDCI 609: Assessment of Instruction

Each teacher leader will develop an assessment plan for a real or hypothetical class. The plan will address different perspectives on assessment, include a variety of assessment types, and will describe and document (with references) how the teacher candidate will use research to

4. The names of pupils in classes should be deleted. Candidates are responsible for securing written permission from the school or organization to use materials that may identify students or participants of a program.

1. Candidates must present a satisfactory portfolio meeting all core theme areas before graduation requirements are met. The portfolio should be submitted electronically and available to the program coordinator between the 10 and 15th week of the semester of expected graduation and no earlier than completion of 24 semester hours.

2. Candidates' portfolios will be viewed and evaluated in the college's assessment management system (TK20).

3. Common assignments for each core theme are evaluated by course instructors at the time of submission.

4. The portfolio as a whole will be evaluated independently by the program coordinator. The portfolio is rated using a rubric with a scale of 1 – 3. Candidates must achieve a score of at least 2 (proficient) on each component.

5. If each core theme and the portfolio in its entirety receives at least a proficient score the portfolio is formally accepted and the candidate is notified that the portfolio is satisfactory. For any items that do not receive a passing score, the candidate is notified of the reviewer's findings and suggestions for remediation are provided. Changes to these portfolio entries should be corrected and the portfolio should be resubmitted for additional review. Any requested changes must be made within one additional regular academic semester.

The teacher leader demonstrates an ability to advocate on behalf of an identified educational issue. The Influencing Action Plan identifies an educational issue, explains research, and provides advocacy plans.

The teacher leader demonstrates a strong ability to advocate on behalf of an identified educational issue. The Influe /   A   / M $ ion Pna ˝   onmh,   ieM   ᴉn   a   ⱡ
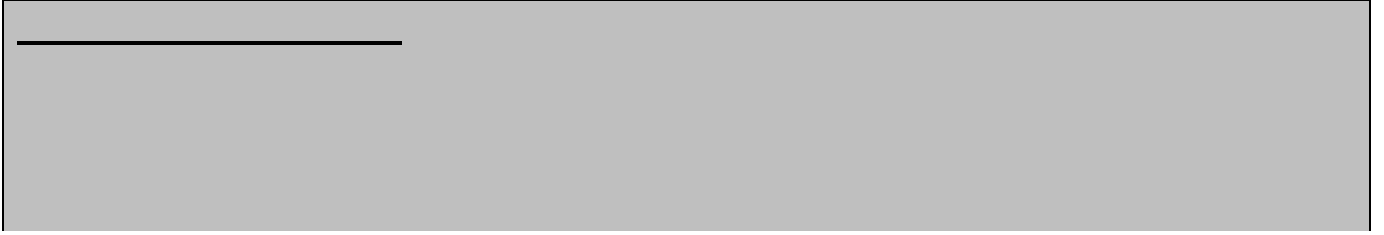
The teacher leader does not satisfactorily reflect on his/her work.