Teacher leaders have the power to influence and change the educational landscape through modeling effective practice, shaping school culture, and supporting collaborative team structures. Master of Arts in Education: Teacher Leadership candidates learn skills and techniques including advocacy and outreach, negotiating change processes, peer evaluation, understanding collaboration paradigms, and using data to improve instruction. The program expands the candidate’s professional knowledge and will optimize the ability to serve in a variety of teacher leadership roles in and beyond the classroom.

The Teacher Leadership Academic Certificate is for emerging teacher leaders looking to expand their circle of influence and for those in leadership roles. Guided by the National Teacher Leadership Model Standards and the Colorado Quality Teacher standards, the certificate provides a strong foundation to address school reform measures. The Academic Certificate may be completed independently, and is noted on the transcript.

Program Highlights
- High-quality instruction by practicing educators
- Emphasis on reflective practice and application
- Classes held evenings, Saturdays and summer intensives
- Classroom-based and blended online sessions provide collaboration and immediate application of learning

Courses
Regis Teacher Leadership Academic Certificate
(12 semester hours)
MAE 640I Leading Professional Learning (3 SH)
MAE 640J Leading and Supporting Collaborative Cultures (3 SH)
MAE 640K Leadership for Inclusion and Equity (3 SH)
MAE 640L Leading With Data in Mind (3 SH)

Master of Arts in Education: Teacher Leadership
(32 semester hours) All course listed above, plus:
MAE 640F Leading Instruction and Reflective Practice (3 SH)
MAE 640M Teacher Leadership Practicum (3 SH)
MAE 614 Action Research: Foundation (3 SH)
MAE 616 Action Research: Application (2 SH)
MAE 619 Curriculum Theory and Application (2 SH)
MAE 620 Evaluation Theory and Application (2 SH)
MAE 610 Connecting Belief, Theory and practice (3 SH)
MAE 695S-T Teacher Leadership Support Seminars (1 SH)
MAE 640I Leading Professional Learning (3 SH)
Participants deepen their understanding and ability to plan and facilitate professional learning in their schools/district. Through research and adult learning theory application, educators learn how to create a climate of trust that supports critical reflection on professional growth topics that improve student learning. The course emphasizes professional learning that is team-based, job-embedded and aligns with Colorado Teacher Quality Standards.

MAE 640J Leading and Supporting Collaborative Cultures (3 SH)
This course provides educators with skills to form partnerships and foster collaboration. Educators develop group facilitation skills and practice techniques. Participants explore the principles of conflict and change management and recent research to inform conversations. Educators analyze creating a culture of collective responsibility, advocacy, problem solving and decision making that benefits the community.

MAE 640K Leadership for Inclusion and Equity (3 SH)
This course provides educators with skills to create equitable and inclusive learning and working environments that emphasize respect for diverse backgrounds and perspectives. Participants learn to identify, promote and facilitate differentiated professional learning, and foster reflection upon culturally responsive teaching. Participants also learn to model, teach and advocate for equitable and ethical practices.

MAE 640L Leading With Data in Mind (3 SH)
This course will help educators teach and support colleagues in the collection, analysis, and communication of student data to improve student learning, facilitate school improvement and promote change. Through inquiry and collaboration, educators will engage in trust-building, negotiation, and teamwork to advocate for professional learning and become effective change agents.

MAE 640F Leading Instruction and Reflective Practice (3 SH)
This course deepens understanding about instructional practices so participants may lead work around student learning. Participants learn to develop academic rigor through intentional language to promote critical thinking, increase achievement through reflection, and differentiate using the gradual release of responsibility model. The Common Core State Standards are unpacked, empowering teachers to make connections to instruction.

MAE 610 Connecting Belief, Theory and Practice (3 SH)
Students explore research and learning theories from constructivism and cognitive psychology. Participants develop personal beliefs, explore how these beliefs are supported by educational theorists and research, and demonstrate how their beliefs manifest in classroom practice.

MAE 640M Teacher Leadership Practicum (3 SH)
Building on the continuum of teacher leadership course work, educators hone their skills in various environments, serving as team leaders and/or other leadership roles within their school/district. Educators collaborate with colleagues and other stakeholders to facilitate improvements in instruction and learning. Educators work to advance professional learning opportunities, advocate for students, families and community, and will influence decision-making within their school/district.

MAE 614 Action Research: Foundations (3 SH)
Participants develop research questions and design an action research study to investigate an aspect of their practice. A formal research proposal is submitted to the Regis Human Subjects Institutional Review Board and school district for approval. A literature review, synthesizing current scholarly research, will be completed.

MAE 616 Action Research: Application (2 SH)
Participants examine research strategies, giving emphasis to ethnographic/action research, in studying the multifaceted culture of process-learning classrooms. Participants identify teaching-learning questions arising from their own situations and learn techniques and resources for their research studies.

MAE 619 Curriculum Theory and Application (2 SH)
Participants discover how concept-based curriculum, especially inquiry and constructivism, is developed in student-centered classrooms. Distinctions among adopting, adapting and designing student-centered curricula around the Colorado Academic Standards are examined.

MAE 620 Evaluation Theory and Application (2 SH)
Assessment and evaluative procedures are studied as an integral part of curriculum design and instructional practice. Students design assessment and evaluation procedures for their classrooms based on individual school communities. Participants implement ongoing assessments in the classroom and reflect upon student learning. Prerequisite: MAE 619

MAE 695S-T Teacher Leadership Seminars (1 SH)
Degree-seeking candidates are assigned to a support seminar group. Candidates must register for a minimum of two semesters (1 credit hour per semester). Seminars are led by a mentor/adviser who will orient candidates to the program. Candidates work with their mentor to apply their learning from program courses to their leadership role, explore connections, and assist candidates to integrate belief, theory and practice in preparation for the CAP Review. (Pass/No Pass grade)

Financial aid available: regis.edu/financialaid