Advanced Candidates Demonstrate Their Expertise in Pedagogical Content Knowledge through Leadership and Mentoring Roles in Their Schools and Communities

Advanced Music

Program candidates and graduates serve:
- as master teachers working with undergraduate student teachers: within the past 6 years, 8 program completers provided this service
- as community leaders in fine arts advocacy
- service on local arts boards

Information on leadership and mentoring roles of program candidates and graduates is taken from the biannual survey of program graduates. This survey has taken several forms over the years – paper, online. The most recent survey was a conference call with program completers from 2009 – 2011.

Building and District Leadership

Competence demonstrated through Praxis II test.

Curriculum & Instruction

Academic program leadership is at the heart of graduate studies in curriculum and instruction, especially in the course, ED 820, Curriculum Leadership: Models and Strategies. While that goal is emphasized in other required and elective courses, the premise behind ED 820 is that graduate students will become curriculum coordinators, instructional coaches, or members of school district decision-making and action-taking committees. Practicum requirements in both the Curriculum Leadership (CL) and Effective Practitioner (EP) strands expand on that academic leadership goal by involving students in actual leadership activities in their host schools or districts. Such activities can involve teacher and community groups.

ESOL

Candidates in the ESOL program are required to demonstrate their expertise in pedagogical content knowledge through leadership and mentoring roles in their school and communities, especially during their practicum and after program completion. This aspect is assessed through follow-up studies that become part of the program director and program faculty’s areas of research and publication (see for example Sehlaoui & Albrecht, 2011; Sehlaoui & Albrecht, 2009) where findings are shared with the professional community. Abstracts of these studies are available upon request.

Gifted Special Education

The practica observations require Gifted Advanced Program candidates to a apply expertise in pedagogical content knowledge by gaining competency in multiple forms of assessment (Standard 3) structuring advanced and expanded state and local curriculum (Standard 4).
Evaluation of Disposition IV includes making a positive contribution to the learning of others (students/peers) and understanding the role of standards and outcomes. Gifted Advanced Program candidates and alumni serve as officers in the state and national professional organizations.

*Instructional Design and Technology*

Both the 2010 Teachers College Outstanding recent graduate and the 2012 Kansas Teacher of the Year are IDT program graduates.

*Master Teacher-Elementary Subject Matter*

Each course has a major project that calls for inquiry, critical analysis, and synthesis of the subject. For example, in EL 802, it's the development of a Unit plan based on the principles of backwards design; and in EL 854, it's the entire action-based research project. Our candidates report on being asked to lead their PLC study in teaching content and on doing in-service for their school or district.

*Reading Specialist*

As noted in an employer focus group, ESU Reading Specialist graduates are leading professional development, serving as literacy coaches and instructional coaches, resource teachers, and state trainers.

*School Counseling*

School counseling candidates are considered ‘experts’ in student growth and development in the three domains (personal-social, academic, and career) for grades PreK-12 (ages 4-18), and as such they are expected to take a leadership role within their buildings and district. For candidates who are already working as school counselors (hired by the district in the position of school counselor), they are often asked to serve as coordinators of the building SIT, 504, or MTIS teams, as well as serve as a resource for students, teachers, and parents throughout the IEP process. School counseling candidates also serve at the building and district level as leaders of the Crisis Planning and Management Team, as well as provide direction during times of trauma and disaster within their schools and community. Candidates are also well versed in the development and management of a comprehensive developmental counseling program (ASCA, 2005) and continue to provide leadership to other faculty and staff members in the five aspects of program management (planning, developing, implementing, evaluating, and enhancing). Above all they serve as advocates for students, teachers, and parents (especially those who are underserved). In many situations school counseling candidates serve as coordinators of peer mentoring or mediation programs that involve extensive staff and student training, monitoring, and evaluation. They are also called upon at various times to provide in-service training and staff development on a variety of student and parent related topics, which provides an additional example and acknowledgment of their expertise in content and skills and leadership abilities.

*School Psychology*
Supervised field experiences include a minimum of a 600 hour practicum field experience, and a minimum of a 1400 hour internship field experience, during which candidates are assessed by field supervisors. Leadership, consultation and collaboration skills are an integral part of the field supervisor rating tools/rubrics.

During internship, a mental health case study requires that the candidate take a leadership role in creating and advocating for a mental health prevention/intervention effort. That case study and its rubric weigh leadership heavily in its scoring rubric.