



### TEACHER LEADERSHIP CONCENTRATION FORM

Name \_\_\_\_\_ Phone \_\_\_\_\_ E-mail \_\_\_\_\_

Advisor \_\_\_\_\_ Phone \_\_\_\_\_ E-mail \_\_\_\_\_

<b>Required Concentration Courses: 18 credits</b>	<b>Sem. Hrs.</b>	<b>Completed Sem./Year</b>
<p><b>EDLE 620 Leadership: Organizational Theories &amp; Leadership Development</b>            Studies basic organizational theories and models of leadership and management. Emphasizes shared leadership in professional environments, communication skills, systems thinking, and personal and organizational change. Bridges theory to practical applications in educational settings.</p>	3	
<p><b>EDLE 612 Leadership: Educational Law</b>            Provides legal foundations of U.S. public schools. Examines general principles of statutory and case law, and applies judicial decisions to educational environments. Focuses on legal responsibilities, constraints, and opportunities of public school officials. Includes a component of Special Education law.</p>	3	
<p><b>EDLE 618 Leadership: Supervision of Instruction</b>            Provides theoretical and practical overviews of supervision and evaluation of instruction. Introduces supervision and inquiry into current issues, and best practices in supervision. Uses practical, interactive exercises to develop skills in clinical process and developmental approach to supervision.</p>	3	
<p><b>EDLE 610 Leadership: Schools and Communities</b>            Examines critical functions of leadership and management, complex decision-making of school executives, and constructive relationships between schools and communities. Studies historical, philosophical, and sociological foundations of American education, and impact of organizational structure on reform and student achievement. Emphasizes leadership skill development.</p>	3	
<p><b>EDUC 597 Leadership: Special Topics in Education: Trends &amp; Issues in Instruction</b>            Increases knowledge and skills of leaders in curriculum development. Emphasis is placed on current issues and trends and the impact of policy on curriculum and instruction.</p>	3	
<p><b>EDUC 598 Leadership: Directed Reading, Research, &amp; Individual Projects</b>            Presents various subjects and projects, principally by directed study, discussion, research, and participation under the supervision of graduate faculty member.</p>	3	
<p><b>PROGRAM EXIT REQUIREMENT: <i>Professional Development Portfolio</i></b>            A performance-based document that provides concrete evidence of teacher professional development throughout the ASTL program.</p>		