



Note: This is only an introduction of the program. You are responsible to review the Graduate Catalog for program details.

The Master of Arts in the Teacher Leader program at Concordia University Chicago is designed for those classroom teachers who are interested in increasing their job responsibilities and assuming leadership roles within their schools and districts. This degree is designed for active teachers who are not interested in becoming a Principal. Rather, graduate candidates aim for leadership roles in a variety of capacities, such as Department Chairs, Instructional Coaches, Curriculum Coordinators, Mentor Teachers, Community Liaisons, in addition to other leadership positions.

The program develops teacher skills and competencies that are needed throughout the candidate's career as a Master Educator and Leader. Specifically, the Teacher Leader program at Concordia University Chicago offers training in leading organizational change and development, building collaborative relationships with stakeholders, using data to improve student performance, instructional coaching, and curriculum construction. One corner stone of the program is to richly develop candidate strength and competency to effectively navigate the ever-increasing diversity of student populations, with particular focus of schools as centers of learning within a larger community context. Graduates of the Teacher Leader program are well-positioned to assume leadership responsibilities in elementary, middle, and high schools in public, private, and non-profit settings.

Program Objectives:

Concordia's Master of Arts program in Teacher Leader will enable graduate candidates to:

- Develop a leadership style to fit diverse populations, situations, and settings;
- Gain knowledge of leadership frameworks and models of shared governance and to understand and use teacher evaluation models;
- Become skilled in building and leading effective teams; including team formation, dynamics, management, and growth;
- Become a self-assured and effective instructional coach taking a mentoring/teaming approach in improvement of classroom instruction;
- Improve instruction through multiple uses of building and district student data; research-based instructional models; and collaboration with colleagues;
- Understand diverse learners (including students with IEP, ELL, underrepresented and at-risk, including the IL Social and Emotional Learning Standards);
- Serve as a facilitator of change within a school and engage in planning and management of tasks to support change and implement planned initiatives;
- Work with families, colleagues, building/district leadership, and the larger school community for increased student performance.

Coursework	
EDL 6131	Ohio: School Evaluation and Change Processes
EDL 6121	Ohio: Supervision and Improvement of Instruction
EDL 6310	Schools, Family, Community Partnerships
EDL 6715	Providing Instructional Support
EDL 6775	Leading School-Based Professional Learning Communities
RES 6600	Educational Research
*EDL 6725	Building Collaborative Relationships
*EDL 6530	Instructional Coaching and Mentoring
*EDL 6140	Curriculum and Assessment: Framework
*EDL 6988	Teacher Leader Practicum (capstone course)
Total Credit Hours: 30	

The Teacher Leader courses are subject to administrative review and change at any time.

***Courses that are required for Ohio TL endorsement**