

Description of Options

CURRICULUM AND INSTRUCTION

The Curriculum and Instruction (C & I) Option in the master's program in education promotes the development and enhancement of teaching competencies and strategies appropriate for regular classroom teachers. In concert with the Graduate Program Conceptual Framework and the Professional Educator Development Mission, students in the program are instructed in ways to "create environments that foster individual exploration of human potential" through study of theory and the applications of theory to practice. The standards from the national Board of Professional Teaching Standards serve as the basis for the program outcomes (Professional Standards dimension of the Conceptual Framework).

To align with both the Professional Educator Development Mission and these standards, the C & I Option has two tracks. The first is designed for education professionals who are currently working in regular classrooms. The course content in this C & I Professional Development track is designed to extend current teaching skills and knowledge with emphasis in the areas of multiculturalism, ethics, social responsibility, and relationships. This track includes an extensive review of the foundations for American public education and contemporary redesign and reform movements. Since assessment of students, classrooms, and systems is essential for providing developmentally appropriate educational experiences for students, a course that focuses on assessment strategies is included. A series of courses follows, each dealing with an aspect of the teacher's role in the regular classroom in depth. An internship concludes the C & I Professional Development track.

The second C & I track (Certification track - World Education Links) is designed for students with a bachelor's degree in a liberal arts discipline and life experiences which have led them to want to obtain an initial teaching certificate in Early Childhood Education, Elementary Education, Middle School Mathematics, Physical Education, Music Education, or a secondary certification area currently offered at the college.

All students in the WEL program must be enrolled full-time and are placed in a field setting for an entire public school year (August to June). Students develop individual learning plans referenced to state and national standards for teachers. A mentor teacher in the classroom in which the student is assigned provides critical instruction and guidance in the development of a portfolio documenting competence in certification standards and completion of the individual learning plan. Students meet as a cohort group every Friday and on selected Saturdays during the fall and spring semesters. Courses in the Certification track - WEL are offered only to full-time graduate students.

The WEL program track requires an initial review of previous course work to determine missing competencies in undergraduate liberal arts areas required to meet state standards for teacher certification. Activities requiring acquisition of missing competencies are prescribed and are typically demonstrated in the classroom.

The Certification track includes content and experiences that address both the Teacher Education Themes and the New Hampshire State Standards for Teacher Certification. In addition to the content in portfolio development and assessment, design

and reform of American education, assessment in the classroom context, and curriculum development, students enrolled in the C & I Certification track are required to gain competence in lifespan development and classroom instructional management. Literacy and methods experiences at the level appropriate for the level of certification being sought are also required. Students who successfully complete all requirements in this program option receive the Master of Education degree and are recommended for initial teacher certification. Students enrolled in this program who wish to pursue initial certification in General Special Education must take the undergraduate course work associated with that certification.

EDUCATIONAL LEADERSHIP

School principals are leaders who function in multiple roles to meet the diverse needs of individuals and groups in an increasingly complex society and in a rapidly evolving world. In order to lead effectively, school principals must be prepared with the knowledge, skills, and ethical understandings necessary to create an environment which promotes human potential in terms of learning and citizenship.

The literature defines leadership as a direction-setting task. People who lead engage in visioning, purposing, and agenda setting. At the core is the principal's role in the development of shared strategic visions for his or her school. Shared visions are the basis of a school's culture and values, which suggests that leaders are people who facilitate the development of shared visions and thus create desired changes in culture and values (National Policy Board for Educational Administration, 1993).

A developmental and ecological perspective provides the theoretical framework for the program. The overriding theme of leadership drives the vision of school principal preparation. The developmental framework focuses on the needs, tasks, and challenges of children, adolescents, and adults in the school setting. The ecological perspective prepares future principals to work effectively with those systems that comprise and have an interrelationship with schools. These systems include school, family, community, and state, national, and global organizations.

A multicultural perspective is expressed by the commitment to prepare principals who can work effectively with diverse populations of children, adolescents, and adults. This emphasis encompasses sensitivity to individuals in an organizational setting.

School principals work with students, teachers, other professionals, paraprofessionals, staff members, parents, board members, community members, and central office personnel in a variety of curricular and co-curricular planning and activities. Leadership, team-building, and communication skills are crucial when working with all constituencies, large groups, small groups or individual conferencing.

A thorough understanding of organizational effectiveness, motivation, human development, learning and learning styles, mediation and conflict resolution, oral and written communication, and delegation is integral to the program.

School principals must be models of and knowledgeable about ethical and legal standards. Principals must be capable of applying those concepts in the complexities of a school setting.

Legal and ethical considerations include understanding the parameters surrounding confidentiality, personal and group safety, the importance of knowing one's own biases and limits, consultation with colleagues and when to refer an issue to another individual, central office or outside agency.

The Educational Leadership Option has two tracks. The first is the traditional program that requires students to satisfactorily progress through a series of courses that are offered within the semester format. Typically, courses meet once per week during the academic year and twice per week during summer sessions.

The second track is the Principal Residency Network (PRN). Briefly, PRN is a 12-month, full-time residency track. Students enroll full-time and develop individual learning plans referencing state and national standards and develop portfolios with evidence of completion of the learning plans. PRN students are assigned to mentor principals selected by the program option faculty. After acceptance into the Educational Leadership Option, an additional application step is required. Information on PRN is available from the TEGS office or program option faculty.

SCHOOL COUNSELOR

Graduates meet New Hampshire competencies for certification as a guidance counselor (grades K-12).

- Master of Education (39 credits)
- Post-Master's Certification Program (25 credits)

These options promote the enhancement and development of counseling skills and strategies appropriate for school counselors. Knowledge and competency statements adapted from the American School Counselor Association (ASCA) and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) provide the framework for program outcomes (Professional Standards dimension of the Conceptual Framework).

These options present a developmental perspective that focuses on the needs, tasks, and challenges of children and adolescents; an ecological perspective that examines the context of students' lives within school, family, and community and in the larger national and global environment; and a multicultural perspective that addresses the full range of cultural, ethnic, gender, class, and racial diversity existing in schools and in society while also paying careful attention to the entire range of learning differences and styles. These options also provide a grounding in current ethical and legal standards.

The School Counselor Options develop skills in individual counseling, small group guidance and counseling, classroom guidance behavior management, crisis intervention, and referral. These options employ a field-based approach, with each course requiring students to apply course content to a school or counseling context. Two school counselor internships (elementary and secondary) include a seminar and require students to demonstrate mastery level counseling in a public school setting. Prior to engagement in a formal internship, students are **strongly advised** to have at least 500 hours of contact with children of various ages in different public school environments.

Flexibility and individualization are also features of the School Counselor Options. Students design and try out interventions based on interpretations of theory and research into identified best practices. Flexibility in developing new skills is acquired through the selection of electives and practical experience in public school settings.

SPECIAL EDUCATION

Graduates meet New Hampshire competencies for advanced certification: Emotionally Disturbed (grades K-12) and Learning Disabilities (grades K-12).

- Master of Education (39 credits)
- Post-Master's Certification Program (25 credits)

These options promote the enhancement and development of teaching skills and strategies appropriate for special-needs learners. The Curriculum Referenced Licensing and Accreditation Framework from the Council for Exceptional Children (1998) and the Exceptional Needs Specialist standards from the National Board of Professional Teaching Standards provide the program outcomes (Professional Standards dimension of the Conceptual Framework).

To align with these standards and in response to the expressed needs of teachers in the field, course content includes an extensive review and discussion of the laws related to special education and issues concerning best practices. Assessment skills are refined and extended to include a range of strategies appropriate for a variety of educational settings. Two courses focus on the theoretical bases for both identification and instruction of cognitive and behavioral challenges. While some application is included in these courses, two additional courses focus on teaching students with cognitive challenges and with social and emotional challenges. A course on collaborating with other professionals in educational settings and the Internship round out these options.

The Special Education options are field-based; each course requires students to apply course content to a school context. The options are sequential in design, with each course cluster providing a base for subsequent courses, integrating the Themes and the Professional Standards dimension of the Graduate Program Conceptual Framework. The Special Education Internship includes a seminar and requires students to demonstrate mastery-level teaching in a special education setting. Program flexibility and individualization occur within the courses as students design and try out interventions based on interpretations of theory and research into identified best practices. Flexibility in developing new skills is accomplished through student selection of electives.

POST-BACCALAUREATE TEACHER CERTIFICATION PROGRAM

This program is specifically designed to address the needs of two distinct populations:

- Experienced educators who want to become certified in another discipline.
- Individuals who hold a baccalaureate degree and whose life experiences have led them to seek initial teacher certification. Note: This program may be the shortest route to certification if you have previously completed a significant amount of undergraduate coursework in education.

This program closely follows the undergraduate Teacher Education model. It is composed exclusively of undergraduate courses. Through this program, students are able to meet New Hampshire competencies for certification in one or more of the 21 content areas for teacher certification currently offered at KSC (see list on application form). Selection of a Content Area is required for admission. Prior to admission, it is **strongly recommended** that applicants have at least 100 hours of contact with children in a public school setting. This track requires an initial review of previously completed course work. The Office of Teacher Education & Graduate Studies will examine official transcripts to develop an individualized educational plan that will address the KSC Teacher Education Themes while meeting New Hampshire state standards for Teacher Certification. Prior to engagement in the Student Teaching experience, it is **strongly recommended** that a student have at least 500 hours of contact with children of various ages in different public school environments.