



Build your skills in teaching and leadership with a graduate degree or certificate at the University of Nevada, Las Vegas

The UNLV programs in Leadership for Teachers and Professionals are designed for practicing teachers who want to improve their understanding of teaching and learning and build their leadership skills for positions in their schools and districts.

Graduate Certificate in Leadership for Teachers and Professionals

The Graduate Certificate is a 12-credit program designed to develop building-level leaders who want to lead without leaving the classroom. Leaders will be prepared to assist their schools with data literacy, peer coaching, and working with urban student populations.

For more information go to education.unlv.edu.

Credits earned in the Graduate Certificate can be applied to the Leadership for Teachers and Professionals Master's Degree or the Ph.D. in Teacher Education (depending on current education level).

M.Ed. in Leadership for Teachers and Professionals

The M.Ed. is designed to build knowledge and skills to

- work as leaders and mentors in their school building and other contexts.
- serve in leadership and mentoring roles and work with adult learners, facilitate and lead change as well as coach other teachers or licensed professionals at all stages in their careers.
- assume leadership roles that includes but not limited to managing or leading from the middle, including designing, managing, and leading school-level projects, mentoring other teachers/professionals, and technology integration.

For more information go to education.unlv.edu

Questions? Contact Dr. Peter Wiens at peter.wiens@unlv.edu.

Leadership for Teachers and Professionals • Master's Degree (M.Ed.) 37 Credits

This degree program is specifically designed to serve exemplary teachers and other licensed professionals who work in an education setting who are capable and interested in assuming greater professional leadership, but who want to remain in the classroom for at least some portion of their time. This program is not intended for individuals who aspire to obtain licensure to work as an educational administrator. Students must hold an elementary, secondary, or special license to be admitted to the program.

The generalist degree is comprised of eleven of the courses below, each of which is 3 credits unless otherwise noted. A 4-course certificate can be earned through completing the following courses: CIG 687: Coaching High-Leverage Field Practices, CIG 684: Data Literacy, CIG 685: Peer Assistance and Review, and CIG 603: Urban Education.



CIG 687: Coaching High-Leverage Field Practices

Teacher leaders and other licensed professionals who work in education settings will contextualize high-level field practices for building-level leadership. As part of this course, students will create mentorship plans that consider content and context. There is a required 25-hour field component to this course.

CIG 681: Curriculum Implementation and Innovation

Teacher leaders and other licensed professionals who work in education settings will develop skills in critiquing, redesigning, and differentiating curricula. Students will learn to serve as building-level leaders for curriculum implementation, redesign, and differentiation in urban settings to meet the needs of students from marginalized backgrounds.

CIG 684: Data Literacy for Teacher and Professional Leaders

Teacher leaders and other licensed professionals who work in education settings will learn how to design assessments that are valid and reliable. Students will also learn how to develop instruction based on multiple sources of formative and summative data for all areas.

CIG 683: Dynamic Teaching Practices

Teacher leaders and other licensed professionals who work in education settings will develop teacher-as-facilitator perspectives at the building level and leverage research-based teaching practices to increase student achievement. Coursework will be tied to the state teacher evaluation framework and steeped in adult learning theory.

CIG 685: Peer Assistance and Review

This course will provide teacher leaders and other licensed professionals who work in education settings with an overview of policy regarding teacher evaluations with an emphasis on the state's teacher evaluation. Emphasis will be given to successfully coaching peers through the review process.

CIG 682: Reflective Practice in Teaching

Based on the National Board for Professional Teaching Standards Core Propositions, this course will use video analysis to improve teaching practices. Teacher leaders and other licensed professionals who work in education settings will engage in meaning making from their own videos and learn to help peers self-regulate through video analysis.

CIG 680: Developing Social Emotional Competence in Teachers and Professional Leaders

Teacher leaders and other licensed professionals who work in education settings will assist peers in recognizing social and emotional factors that influence student learning, analyzing student needs and planning for classroom supports to meet those needs. Coursework will also highlight students' contexts and learn how to successfully engage families.

CIG 686: Teachers and Professionals as Change Agents

This course will focus on the foundations of policy, advocacy, and equity within various systems and structures. Teacher leaders and other licensed professionals who work in education settings will understand their capacities and roles as change agents at the school/building/community as well as state and national levels.

CIG 688: Teaching and Learning Seminar

Examination of seminal and current research in education or licensed professionals' disciplines through student-directed readings, discussions and presentations.

CIG 690: Teachers as Action Researchers

Surveys literature on classroom action and research as new genre of research, examines important issues in the field of teacher research, and helps students begin conducting action research in their own classrooms or educational settings. Students develop an action research project.

CIG 667: Technology and Educational Change

Examines issues and trends pertaining to the implementation of technology-based innovations. Includes a review of research on past and current change efforts. Topics covered include professional development, assessment, strategies for technology coordinators, grant writing, and long-range planning for effective change.

CIG 603: Urban Education

Analysis of the needs and problems of pupils in the urban school, with special emphasis on the development of relevant curricula and teaching strategies. Field work on pertinent problem required.

CIG 697: Culminating Experience (1 credit)