



Master of Science in Education
in Educational Leadership
Application

For Office Use Only
Date Received: _____ Application _____ Individualized Essay**
_____ Application Essay
_____ Official undergraduate transcript
_____ For consideration of transfer credits, official graduate transcripts and syllabi
_____ Copy of Maine teaching certification _____ Recommendation 1 _____ Recommendation 2
Preferred start Date _____ Concentration _____

Last Name _____ First Name _____ Middle _____
Preferred First Name _____ Name on previous records _____ Date of Birth _____
Gender Female Male Student ID _____
Best Email Address _____ Best Phone Number _____
Home mailing address _____

Experience in Education

Number of Years Teaching _____ Current Employer _____
Current Position _____
Do you hold a current Maine Department of Education teaching certificate? Yes No
My endorsements are in the following areas _____
Other teaching experience:
District/School _____ Position _____ Number of years _____
District/School _____ Position _____ Number of years _____

Please provide a copy of your Maine teaching certification.

Program Plan

Preferred semester to start your graduate program: _____ Year
September
January
May

Application Due Dates*
December 9 for January
April 24 for May
August 14 for September

Pace: I plan to complete the program in 2 years I plan to complete the program in 3 years

* Applications are accepted on a rolling basis, and will be considered when complete. Students may enroll in some courses as a non-matriculated student prior to acceptance into the program.

Country of Birth: _____ Are you a US citizen? Yes No
If you are a US Permanent Resident, indicate alien registration number and submit a copy (front & back) of your Permanent Resident Card. A# _____

(Optional) Universities are asked by the federal government, accrediting associations, and college guides, among others, to describe the racial/ethnic backgrounds of our students. To fulfill these requests, we ask you to answer the following questions:

Language(s) spoken at home _____ Are you of Franco-American heritage? Yes No
Please indicate if you are Hispanic/Latino Yes No
Please select one or more of the following racial categories to describe yourself: American Indian or Alaska Native
Asian Black or African American Native Hawaiian or other Pacific Islander White Other

Education

Where did you receive your baccalaureate degree?

Institution _____ Degree In _____

Have you taken graduate level courses that you would like to submit for transfer into your concentration? Yes No *Only graduate courses in which you received a 3.0 or above and were taken in the last five years from a regionally accredited institution will be considered for transfer.*

Institution _____ Course _____ Grade ____ Date Completed _____

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Please provide official transcripts (undergraduate and graduate) from all the above institutions, as well as syllabi for the graduate courses listed above. Official transcripts must be sent **directly** from the above institutions to the Office of Graduate Studies. *This office will obtain all UM System school transcripts (UMA, UMF, UMFK, UMM, UM, UMPI, and USM).*

Recommendations

Two recommendations are required:

- One from current administrator or supervisor.
- One from a professional colleague of the applicant's choosing.

Please provide each reference with a copy of the blank Recommendation Form found online.

Concentration

Administration (EDU 550, EDU 552, EDU 553, SED 518)
Educational Technology (EDU 572, three other courses)
Gifted and Talented Education (SED 530, 531, 532, 533)
English Language Learners (four of the following, EDU 502, EDU 504, EDU 504, EDU 505, EDU 511)
Individualized ** (please see below for guidelines)
Math Intervention Specialist (EDU 524 or EDU 561, EDU 526, EDU 527, EDU 528)
Math Leadership (EDU 529, 530, 531, 532)
Special Education (four courses from Special Education)

**** Individualized Concentration Guidelines:** Please submit the following additional materials in one document:

- Propose a title for the focus of your concentration.
- List the courses you have taken that you are requesting for transfer. Include course prefix, title, institution, and grade received. (Official transcripts and syllabi are required for final decision regarding transfer of credit.)
- List the courses you may take at UMF or other institutions to complete the concentration (refer to UMF's graduate catalog for UMF courses).
- Provide a brief (500 word limit) description of the focus. Include: What knowledge and skills do you hope to obtain? How would this focus promote your growth as a teacher leader?

Application Essay

We are looking for educators with the potential to become leaders; and who would benefit from a program designed to build these skills and characteristics. Write a brief (1000 word limit) essay in which you:

- Identify two areas of strength from the Teacher Leader Model Standards (p. 3). Please provide examples and evidence of your successes as a teacher leader.
- Identify two areas you wish to develop from the Teacher Leader Model Standards (p. 3). Please articulate how the M.S.Ed. program at UMF will support your development in these areas.

Teacher Leader Model Standards

From the Teacher Leadership Exploratory Consortium <http://www.teacherleaderstandards.org/>

1. Fostering a Collaborative Culture to Support Educator Development and Student Learning
1.a. Utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change.
1.b. Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning.
1.c. Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning.
1.d. Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges.
1.e. Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues.
2. Accessing and Using Research to Improve Practice and Student Learning
2.a. Assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning.
2.b. Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning.
2.c. Supports colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues.
2.d. Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning.
3. Promoting Professional Learning for Continuous Improvement
3.a. Collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals.
3.b. Uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning.
3.c. Facilitates professional learning among colleagues.
3.d. Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning.
3.e. Works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning.
3.f. Advocates for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning.
3.g. Provides constructive feedback to colleagues to strengthen teaching practice and improve student learning.
3.h. Uses information about emerging education, economic, and social trends in planning and facilitating professional learning.
4. Facilitating Improvements in Instruction and Student Learning
4.a. Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture.
4.b. Engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices.
4.c. Supports colleagues' individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator.
4.d. Serves as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs.
4.e. Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe.
4.f. Promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction.
5. Promoting the Use of Assessments and Data for School and District Improvement
5.a. Increases the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards.
5.b. Collaborates with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning.
5.c. Creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues.
5.d. Works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning.
6. Improving Outreach and Collaboration with Families and Community
6.a. Uses knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community.
6.b. Models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances.
6.c. Facilitates colleagues' self-examination of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students.
6.d. Develops a shared understanding among colleagues of the diverse educational needs of families and the community.
6.e. Collaborates with families, communities, and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community.
7. Advocating for Student Learning and the Profession
7.a. Shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning.
7.b. Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students.
7.c. Collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members.
7.d. Advocates for access to professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals.
7.e. Represents and advocates for the profession in contexts outside of the classroom.