Duquesne University  
Leading Teacher Program  
Themes & Domains

**Themes**

The learning experiences reflect the themes of leadership, diversity and technology and are infused throughout the Leading Teacher Program.

**Leadership:** A leading teacher is a lifelong learner inspiring a community of learners to pursue continuous improvement and growth.

**Diversity:** A leading teacher is an advocate, creating learning experiences that demonstrate sensitivity, acknowledging students of all abilities and valuing human differences.

**Technology:** A leading teacher is an architect building learning environments that acknowledge and incorporate the power of technology.

**Domains and Competencies**

**Domain I: Learning Theorist**

Becoming a Learning Theorist- this domain emphasizes an understanding of pedagogy and the cognitive and affective process that will address the learning needs of people of all ages.

**Learning Theorist Competencies**

1. A leading teacher understands how people of all ages learn and develop and is able to demonstrate the ability to provide learning opportunities that support their intellectual, social, and personal development.

2. A leading teacher understands how people of all ages differ in their approaches to learning and is able to demonstrate the ability to create instructional opportunities that are adapted to diverse learners.

3. A leading teacher understands the concepts of effective verbal, nonverbal, and multimedia communication techniques to foster active inquiry and collaboration and is able to provide supportive interaction in the classroom.

**Domain II: Curriculum Designer**

Becoming a Curriculum Designer- this domain emphasizes curricular decisions based on research theory, informed practice, and recommendations of the learned societies.

**Curriculum Designer Competencies**

1. A leading teacher understands the central concepts, curriculum approaches, tools of inquiry, and structures of the discipline(s).
Domain II: Curriculum Designer (continued)

2. A leading teacher plans instruction based upon knowledge of curriculum theory teaching models, subject matter, students, community and curricular goals, demonstrating the ability to create learning experiences and opportunities that make the subject matter meaningful for people of all ages, races, ethnicity, gender, creed, abilities, health issues or sexual orientation.

3. A leading teacher understands individual and group motivation and behavior and is able to demonstrate the ability to create and modify a learning environment that encourages 1) active engagement in learning, 2) self-motivation, and 3) positive social interaction.

4. A leading teacher understands and is able to demonstrate the use of formal and informal assessment strategies as a continuous part of the instructional cycle, to evaluate and ensure that continuous intellectual, social, emotional, and physical development of the learner is facilitated.

Domain III: Expert in School Context

Becoming an Expert in School Context- this domain explores the intellectual, ethical, cultural, economic, historical, political, and governmental influences upon schools including traditional and emerging perspectives.

School Context Competencies

1. A leading teacher understands and demonstrates the knowledge of subject matter, students’ needs, the community, and curriculum goals.

2. A leading teacher demonstrates the ability to foster relationships with school colleagues, parents, and agencies in the larger community to support learning and well-being for the total school community.

Domain IV: Master Practitioner

Becoming a Master Practitioner- this domain develops competence in instructional strategies, technology, reflective practice, school- community- professional linkages and academic training.

Master Practitioner Competencies

1. A leading teacher demonstrates uses of instructional strategies that encourage diverse learners of all ages and abilities to develop critical thinking, problem solving and performance skills.

2. A leading teacher applies technologies that support effective teaching and learning, including adaptive technologies and his/her professional development.

3. A leading teacher demonstrates reflective practice by evaluating the effects of his/her choices and decisions on individuals, groups, the school and the community.
**Domain IV: Master Practitioner (continued)**

4. A leading teacher has the formal and informal training and experience to demonstrate mastery of one or more academic areas or disciplines.

5. A leading teacher actively seeks opportunities to enhance professional growth in self and others, and affective/emotional growth in self and others.

**Domain V: Instructional Leader**

Becoming an Instructional Leader- this domain emphasizes the leader and knowledge of self in relationship with the group and the relationship with the community and society.

**Instructional Leader Competencies**

1. A leading teacher understands the concepts of leadership styles; a code of ethics linked to democratic process and their relationship to followership and is able to demonstrate the ability to engage in shared leadership with team, group, or circle members.

2. A leading teacher understands the processes of planning, problem analysis and problem solving and participatory decision-making and is able to demonstrate the ability to build consensus among team, group or circle members.

3. A leading teacher understands the concepts and processes of change agentry and is able to demonstrate the ability to initiate and manage change and growth in the classroom, school, and the total school community.