College of Education

Master of Arts in Teaching: Elementary Initial Licensure Degree Program (Elementary MAT)

APPLICATION GUIDE

Summer 2017 Application deadline: May 10, 2017 by 5pm

Summer 2017 Session: June 26th-August 4th (4-weeks online plus, 2-weeks face to face: July 24-August 3 @ WOU, M-TH 8:30am-5pm)

Contact information:

Dr. Alicia Wenzel, Elementary MAT Coordinator & COE Faculty
503-838-8668 | wenzela@mail.wou.edu | RWEC 224

Zig Derochowski, Graduate Advisor & Field Placement Coordinator
503-838-9269 | derochowskiz@wou.edu | RWEC 117

MAT Website: www.wou.edu/mat

Your success is our mission.
Dear Applicant,

Congratulations on taking the first step in what will be a wonderful new educational experience! Western Oregon University and the College of Education welcome you to apply for the Master of Arts in Teaching: Elementary Initial Licensure Degree Program, aka, *Elementary MAT*. The Elementary MAT is designed to provide successful teacher candidates with Master’s degree and a license to teach in elementary school or in K-8 multiple subjects classrooms.

The *Elementary MAT*:

- meets TSPC requirements for an Initial Elementary Teaching License (multiple subjects K-8)
- enables candidates opportunities to earn a Master’s Degree and elementary teaching license
- consists of 67 credits completed over 8 quarters (2 summer, 2 fall, 2 winter, 2 spring)
- uses a cohort model and is completed through a hybrid format (online, F2F Saturday classes once a month, F2F Summer Institute)
- includes three terms of increasingly sophisticated student teaching experiences
- offers flexibility in Elementary MAT candidates’ capstone project
- offers endorsements of ESOL or BIL/ESOL with an added 18 credits

On behalf of our faculty and staff in the College of Education (COE) we want to make your admissions into Western Oregon University Graduate programs and the Elementary MAT in the COE as smooth as possible. You will find details about admission to WOU and Elementary MAT included in this packet. Below are the important steps you need to complete to begin the Elementary MAT program.

1. Complete the WOU Graduate Application process and submit to the WOU Graduate Office—required form titled: Application for Graduate Admission or complete the WOU Graduate Application online: [http://www.wou.edu/graduate/files/2015/05/GraduateApplication.pdf](http://www.wou.edu/graduate/files/2015/05/GraduateApplication.pdf) (All online graduate application forms require Adobe Reader™ to save and create your digital signature.)

2. Complete the Elementary MAT Application form and submit it with accompanying application materials to Zig Derochowski, the DTE Graduate Advisor located in the RWEC 117, 503-838-9269, derochowskiz@wou.edu. All application materials are available online from: [www.wou.edu/mat](http://www.wou.edu/mat)

3. Communicate with Dr. Alicia Wenzel, coordinator of the Elementary MAT or DTE Graduate Advisor, Zig Derochowski, in the Department of Teacher Education with questions about the Elementary MAT, the application process, pre-program interview, financial aid, pre-requisite classes, and course scheduling.

4. Confirm your classes for your schedule.

The Elementary MAT is a licensure program and bound by the requirements of Oregon’s Teachers Standards and Practices Commission (TSPC). This includes passing several standardized licensure tests (Civil Rights Test, NES Subtests 1 & 2), and completing clinical placements in K-8 elementary schools under the supervision of school and university personnel. The Elementary MAT is a graduate degree program, and thus candidates are required to complete a capstone project. More about these requirements during advising sessions.

*Enjoy your journey!* Dr. Alicia Wenzel, Elementary MAT Coordinator
College of Education

Admission requirements: Elementary MAT

Applicants must have a Bachelor’s degree from an accredited college or university and have the following to begin the Elementary MAT:

- **meet at least one of these conditions:**
  - be three (3) years post graduation
  - have an emergency teaching license
  - a school administrator is nominating you for the Elementary MAT so you can be a licensed teacher in their district
- **have completed Elementary MAT course prerequisites** (though candidates can begin Elementary MAT with up to five missing prerequisite courses that can be taken during first five terms of the Elementary MAT)
  - Math 211, 212, 213 or graduate equivalent (e.g., 621 Number and Operations, 622 Measurement and Data, 623 Geometry, or equivalent)
  - 12 quarter hours in Social Sciences (one course in Geography, one course in US History, one course in Economics)
  - 12 quarter hours in Language Arts (one course in Writing, one course in American/English Literature, one course in Linguistics)
  - 12 quarter hours in Science (at least one course in Physical Science - physics, chemistry, consumer chemistry; one course in Biology or Life Sciences - general biology, ecology, marine biology, zoology, botany, environmental science; one course in Earth or Space Sciences - geology, oceanography, meteorology, astronomy, environmental science)

Applicants must complete two applications to begin the Elementary MAT:

- WOU Graduate School Application
- Elementary MAT Application

See applications requirements & directions on the following pages.
Graduate School Admission requirements

1. Apply to WOU Graduate School
   _____ Complete and submit the Graduate Programs Application. Students must be admitted to the WOU Graduate School before being considered for admission to the Elementary MAT program. Two ways to apply to the Graduate Programs: online or a hard copy. Send completed hard copy of application, fee, and transcripts to:
   
   Graduate Studies Coordinator
   Administration Building, Rm 107
   345 Monmouth Ave. N, Monmouth, OR 97361

   _____ Send $60, non-refundable application fee. Fee should be made payable to Western Oregon University (if you have previously been admitted to WOU as a graduate student, submit an Application for Re-Enrollment from and pay a $15 fee) and should be submitted with your Graduate Programs Application.

   _____ Send official sealed transcripts. Official transcripts from all previously attended colleges and universities must be mailed to the Graduate Studies Coordinator.

   _____ Meet GPA requirement. A GPA of 3.0 in the last 60 semester or 90 quarter hours of undergraduate or graduate coursework is required. GPA requirement will be waived for students who already have a Master’s degree from an accredited institution. Those with less than a 3.0 GPA can be admitted with passing MAT or GRE scores.

   - Miller Analogies Test (MAT): Minimum required score-395 or higher
   - Graduate Record Exam (GRE): minimum quantitative score: 147; minimum verbal score: 148; and a 3.5 or higher on Analytical Writing

Submit all WOU Graduate School application materials to the Graduate Office at least one week prior to the program admission deadline. The Graduate Programs Office will notify you of your status of admission and whether you need to supply them with any other documentation.
Elementary MAT Application Checklist

Application materials should be submitted in a complete packet, paper clipped, and in order below. Please note that any missing items may delay or prevent acceptance into the Professional Licensure Program.

1. Apply to College of Education Elementary MAT Program

   ____ Complete the Elementary MAT Application form including one of the three essay questions

   ____ One completed Administrator Nomination form OR two (2) letters of recommendation verifying success working with youth. If you are currently working in a school district, have your principal or superintendent complete the nomination form on your behalf. If you are not working in a school district, seek two letters of recommendations; one should be from a school personnel. The other letter could be from someone who has witnessed your success with youth from an activity that you work with such as coaching, clubs, or other youth activities.

   ____ Submit College Transcripts with Elementary MAT application. Transcripts must be reviewed to ensure candidates have most of the prerequisites before beginning the Elementary MAT. However, up to five prerequisite courses can be taken during the first five terms of the Elementary MAT program. Submit hard copies of your transcripts with your application or email copies of all your transcripts (unofficial copies are fine) to Zig Derochowski at derochowskiz@wou.edu.

   ____ Complete the School Placement Questionnaire

   ____ Complete the Character Questionnaire

   ____ Read and sign the Professional Characteristics Demonstrated by an MAT Candidate form

   ____ Resume Highlight experiences and skills relevant to the teaching profession.

   ____ 30 hours of K-8 Observation/Volunteer/Classroom Teaching time. Provide a brief letter, on school letterhead, from the school personnel you completed this time with verifying hours spent and tasks completed.

Submit application materials to:

Richard Woodcock Education Center
Elementary MAT Program, Attn: Zig Derochowski
Western Oregon University, 345 N. Monmouth Ave., Monmouth, Oregon 97361

Within a week after the application deadline applicants should hear from the College of Education as to whether they have been selected for an interview or not. All candidates are expected to attend an interview if selected. Interviews are generally conducted within 7 – 10 days after the application deadline. Admission letters will be sent out approximately two weeks after interviews have concluded.
Elementary Master of Arts in Teaching (Elementary MAT) Application

Name: _______________________________________________ Date of Birth: ________________

E-mail address: _______________________________________

Home Phone: ___________ Cell Phone: _______________ Work Phone: _______________

Address: __________________________ City: _______________ ST: ___________ Zip: __________

Bachelor Degree: __________________________________________________________

College/University: __________________________________________________________ Date Issued: ______

Additional Degree: __________________________________________________________

College/University: __________________________________________________________ Date Issued: ______

Current Teaching License Held: Y / N, If Y, what type? ☐ Transitional ☐ Substitute ☐ Emergency

Desired Start Date: ☐ Summer Term 2017 ☐ Online/Hybrid

Elementary MAT Cohort you applying for? ☐ Online/Hybrid

If seeking an additional endorsement, which will you complete? ☐ ESOL/Bilingual ☐ ESOL

Student Signature: ___________________________ Date: ________________

Elementary MAT Essay Questions

Please respond to ONE the following three questions by submitting a maximum of one page, typed response. Response should be focused, clear, and use sound grammar.

1. Describe your working experience with youth. Include a description of the setting or classroom, your level of responsibility within the setting, and the length of time you spent in each experience.

2. Discuss your future goals in education, how you intend to become involved with the school community, both in and out of the classroom.

3. Today’s classrooms are made of students from diverse backgrounds. Share your understanding of diversity and how your prior experiences have prepared you to work effectively with diverse learners.
Elementary Master of Arts in Teaching (Elementary MAT)
Administrator Nomination Form

Elementary MAT candidates, please have a district administrator complete this nomination form on your behalf. This serves as a letter of recommendation and is a main part of the Elementary MAT Application. This form should be returned to the applicant in a sealed envelope with signature across seal. Email Dr. Alicia Wenzel at wenzela@mail.wou.edu with questions.

Name of Applicant____________________________________  Applicant’s current position ______________________

Name of Nominating Administrator ___________________________________ Position _______________________

Administrator’s Email address_________________________________ Phone number________________________

School District Name_______________________ How long have you known the applicant?_________

In what capacity have you worked with or supervised the applicant?_____________________________________

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<tr>
<th>Administrator, please rate these dimensions of the candidate.</th>
<th>Needs Improvement 1</th>
<th>Emerging 2</th>
<th>Acceptable 3</th>
<th>Strong 4</th>
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<td><strong>Emotional maturity</strong>: Demonstrates situation appropriate behavior.</td>
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**Considering ALL factors, I recommend that the candidate:**

- [ ] be admitted to the Elementary MAT Professional Licensure Program
- [ ] be given additional review, as I have reservations about recommending them for the Elementary MAT Licensure Program
- [ ] be denied entry into the Elementary MAT Professional Licensure Program

Would you hire this candidate for your district/school if they earned a teaching license? Y / N

Comments (encouraged): please feel free to attach additional comments on a separate page

Evaluator Signature: __________________________ Date: _______________
School Placement Information

1. Do you currently work/volunteer at a school? Yes/No  If yes, in what school and what is your role?
____________________________________________________________________________________

2. Do you have a specific school or school district in which you would like to complete your student teaching? Y/N

Name of School(s) preferred:
____________________________________________________________________________________

3. If you do have a specific school in which you would like to do your student teaching, do you have a teacher in mind that might be willing to mentor you?

Mentoring Teacher’s Name:
____________________________________________________________________________________

4. If you don’t have a specific school in mind, please indicate an area of preference with a 1, 2, 3, or 4 with (1) most preferred – (4) least preferred (circle preferred cities).

____ Northern Region:
McMinnville, Amity, Newberg, Mt. Angel, Canby, Tigard, Tualatin, Silverton, North Marion, St. Paul, Woodburn, Gervais

____ Central Region:
Dallas, Monmouth-Independence, Salem-Keizer, Stayton, Willamina, Cascade, Jefferson, Falls City, Perrydale

____ Southern Region:
Corvallis, Albany, Philomath, Lebanon, Sweet Home, Harrisburg, Monroe, Junction City, Scio, Springfield, Eugene

____ Other Region- Which specific area? ______________________________________________________

5. At what level do you picture yourself teaching?

____ K-3  ____ 4-6  ____ 7-8  ____ I would like any level

6. Is there anything you would like us to consider as we seek a placement for you?
Elementary MAT Character Questions

Answer each question with a “YES” or “NO” in the space to the left of the question. Any “YES” answers must be fully explained on a separate sheet of paper. Western Oregon University will utilize information listed as a part of the documentation in considering an applicant for admission to a program.

1. Have you ever left any educational or school-related employment, voluntarily or involuntarily, while the subject of an inquiry, review or investigation of alleged misconduct or alleged violation of professional standards of conduct or when you had reason to believe such investigation was imminent?

2. Are you currently the subject of an inquiry, review or investigation for alleged misconduct or alleged violation of professional standards of conduct?

3. Have you ever failed to complete a contract for educational services in any educational or school-related position, or for any alleged misconduct or alleged violation of professional standards of conduct been placed on leave by your employer or left such employment prior to the end of the contract term?

4. Have you ever had a professional certificate, credential, or license (of any kind) revoked or suspended or have you been placed on probationary status for any alleged misconduct or alleged violation of professional standards of conduct?

5. Have you ever been denied a professional license for which you applied or granted a professional license on a conditional or probationary basis for any alleged misconduct or alleged violation of professional standards of conduct?

6. Have you ever surrendered a professional license of any kind before its expiration?

7. Have you ever been disciplined by any public agency responsible for licensure of any kind, including but not limited to educational licensure?

8. Have you ever been convicted or been granted conditional discharge by any court for: (a) any felony; (b) misdemeanor; or (c) any major traffic violation, such as: driving under the influence of intoxicants or drugs; reckless driving; fleeing from attempting to elude a police officer; driving while your license was suspended, revoked or used in violation of any license restriction; or failure to perform the duties of a driver or witness at an accident?

9. Have you ever been arrested or cited for any offense listed in question (8) above which is still pending in court?

10. Have you ever entered a plea of guilty or No Contest relative to any charge for an offense listed in question 8?

11. Have you ever had any civil judgment or other court order entered against you resulting from abuse, assault, battery, harassment, intimidation, neglect, stalking, or other threatening behavior toward other persons?

I hereby certify that the information on or relating to this form is true and correct and grant the College of Education permission to check civil and criminal records to verify any statement made on this report. I understand that the College of Education may deny admission to a program or revoke permission for student teaching or practica upon evidence that I knowingly made false statement on this form. Any change in the information indicated above must be reported and will be subject to review.

___________________________________                       _________________________                           _____________
Signature of Student Teacher                        Applicant V# (if you have one)                        Date
Professional Characteristics Demonstrated by an Elementary MAT Candidate

Dispositions

The teaching profession has historically valued and upheld high professional and ethical standards for teachers. The College of Education is committed to high levels of professionalism for all Master of Arts in Teaching candidates. The Division of Teacher Education believes it is important for you to be aware of and understand the characteristics of professionalism prior to program admission.

The graduate faculty at WOU will use this form to assess your professionalism at the following points; admissions, application for candidacy, during your final evaluation and as warranted. The College reserves the right to advise your continuation or termination in the Master of Arts in Teaching program based on assessment of your professionalism.

Please carefully review the attached list of PROFESSIONAL CHARACTERISTICS DEMONSTRATED BY THE Elementary MAT CANDIDATE. KEEP PAGES 2 AND 3 FOR YOUR PERSONAL RECORDS. This page will be signed and submitted with your application materials, as your verification of receiving, reading, understanding and retaining this list of expectations.

Should you have any questions regarding the form or the process, please contact Dr. Alicia Wenzel, Elementary MAT Coordinator at 503-838-8668 or wenzela@mail.wou.edu.

PRINTED NAME / Signature Date:

Your signature acknowledges that you have read and are retaining the attached PROFESSIONAL CHARACTERISTICS DEMONSTRATED BY THE ELEMENTARY MAT CANDIDATE FORM (next two pages)
Assessment of Professional Characteristics Demonstrated by the Elementary MAT Candidate

PROFESSIONAL CHARACTERISTICS DEMONSTRATED BY THE CANDIDATE

Collaboration: The student works with others to achieve a common goal.

1.1 Interacts constructively with peers/colleagues, administrators, supervisors, staff, mentor teachers, and parents
   ● Shows consideration and respect for thoughts and feelings of others
   ● Demonstrates effective verbal and non-verbal communication skills
   ● Demonstrates flexibility with others
   ● Solicits suggestions and feedback from others
   ● Maintains communication with colleagues, supervisors, and mentor teachers when questions or concerns arise
   ● Recognizes a range of valid viewpoints

1.2 Functions as a contributing member of an instructional team to achieve long-term curriculum goals, state content standards, and district standards (term 4)
   ● Communicates effectively both verbally and non-verbally
   ● Shares ideas and materials
   ● Offers ideas and observations at IEP meetings

Honesty and Integrity: The student demonstrates truthfulness, professional behavior, and trustworthiness.

2.1 Displays honesty and integrity
   ● Maintains confidentiality
   ● Elicits trust and respect from both peers and supervisors
   ● In completing course and field experience assignments, produces original work and credits sources when appropriate

Respect: The student honors, values, and demonstrates consideration and regard for oneself and others.

3.1 Is respectful of cultural patterns and expectations within a community context
   ● Presents self in a professional manner (e.g., dress, communication)
   ● Speaks and behaves in a manner that is sensitive to linguistic and cultural differences and respects the dignity and worth of others
   ● Establishes good rapport with students and colleagues
   ● Seeks to address the varied learning needs of students in his/her classroom, including lower-performing children and those with disabilities
   ● Recognizes and respects identities informed by a group’s historical context

Commitment to Learning: The student values learning for self and students.

4.1 Exhibits energy, drive, and determination to make one’s school and classroom the best possible environment for teaching and learning
   ● Plans and delivers instruction that engages all students in his/her classroom and addresses their learning needs
   ● Values ongoing assessment as essential to the instructional process

4.2 Demonstrates a commitment to students’ learning
   ● Implements research-based strategies
   ● Proposes ideas and solutions that address curriculum, instruction, and classroom management
   ● Locates and/or creates materials that bring about student learning
● Assumes responsibilities, locates materials and resources, and improves teaching
● Reflects upon and evaluates effectiveness as a teacher, and seeks to improve skills
● Reflects on and offers ideas to address curricular, instructional and classroom management matters
● Engages students in discovering how knowledge is constructed
● Actively and consciously looks for stories, wisdom, action, and creations of knowledge from diverse perspectives

4.3 Reflects on performance and attitudes as a teacher
● Reflects upon and evaluates effectiveness as a teacher, and seeks to improve skills
● Receives feedback in a positive manner and makes necessary adjustments
● Regularly re-assesses his/her commitment to the profession
● Evaluates instruction and student interactions and modifies as needed

**Emotional Maturity:** The student demonstrates situation appropriate behavior.

5.1 Is self-confident and enthusiastic
● Displays enthusiasm for teaching and the subject matter
● Demonstrates self-confidence through body language, voice tone, eye contact, preparedness
● Exhibits energy, drive, and determination to become a professional educator

5.2 Is dependable, conscientious, and punctual
● Arrives early or on-time
● Completes assigned tasks in a timely manner
● Follows through with assignments and expectations

5.3 Models social skills, character traits and dispositions desired in students.
● Establishes caring and mutually respectful relationships with students
● Explicitly teaches and models desired behaviors and attitudes

**Leadership and Responsibility:** The student acts independently and demonstrates accountability, reliability, and sound judgment.

6.1 Is aware of and acts according to school policies and practices
● Has obtained and read school policy manual
● Adheres to class, school, and district rules and policies.

6.2 Advises students in formal and informal settings
● Shows concern for all aspects of a student’s well-being, is alert to signs of academic and behavioral difficulty, and responds appropriately
● Actively listens to and advises students, making referrals as appropriate

6.3 Meets work schedule demands
● Is prepared for lessons and other responsibilities
● Meets and consults with mentor teacher each week to plan lessons

6.4 Is aware of the importance of professional appearance and demeanor
● Dresses professionally
● Displays a positive attitude
● Communicates in a professional manner

6.5 Demonstrates initiative, in an acceptable manner, for introducing programs or practices in a school or classroom
● Make suggestions at faculty meetings
● Offers ideas to mentor teacher and other instructional team members around instructional, curricular, and behavioral needs of students

**Signature of the Student Who Has Read This Form:** *Your signature on the Dispositions Form acknowledges only that the student has had an opportunity to read this report; it does not imply concurrence with the information reported.*
Division of Teacher Education Elementary MAT Course Sequence & Descriptions

<table>
<thead>
<tr>
<th>Term 1-SU</th>
<th>Term 2-FA</th>
<th>Term 3-W</th>
<th>Term 4-SP</th>
<th>Term 5-SU</th>
<th>Term 6-FA</th>
<th>Term 7-W</th>
<th>Term 8-SP</th>
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<td>ED 674</td>
<td>ED 615</td>
<td>ED 624</td>
<td>ED 637-SS</td>
<td>ED 637-Math</td>
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<td>ED 643</td>
<td>ED 581</td>
<td>ED 685</td>
<td>ED 637-STEM</td>
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<td>ED 618</td>
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<td>6 credits</td>
<td>10 credits</td>
<td>9 credits</td>
<td>12 credits</td>
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SUMMER 2017:

- **ED 674 Integrating the Creative Arts (3)** Focuses on integrating a variety of areas of the creative arts into the elementary classroom, including visual arts, music, drama, and dance. The importance of fostering creativity and designing an environment for playful exploration of the arts as well as integrating the arts into literacy and other content area connections will be explored.

- **ED 665 Reading and Writing through Children’s Literature (3)** This course is a foundational survey of children’s literature and its impact on children’s literacy development in the elementary grades. Students will explore various genres, authors, illustrators, styles and movements within children’s literature as well as resources available for choosing and using quality literature with young people. Practical methodological approaches to encouraging children’s reading and writing development will be embedded within a genre study approach. Particular emphasis will be placed on mentor text and craft analysis approaches to teaching writing and the writing process.

FALL 2017:

- **ED 615 Critical Inquiry into the Foundational Narratives of Schooling (3)** This course examines the foundational narratives that give meaning to the modern school experience. Historical, philosophical and societal narratives of schooling are analyzed in an attempt to better understand not only the workings of the American school system but also our lived experience as learners and teachers within the public school. Prerequisite: admission to M.A.T.: Initial Licensure Program

- **ED 643 The Whole Child: Metaphors of Learning and Development (3)** Major theories of learning and children development will be examined as they apply to instructional processes in the early childhood and elementary classroom. The interrelationship among these theories and how they affect instructional processes, such as teaching, learning and lesson planning, will be a primary focus for this course

WINTER 2018:

- **ED 624 Rethinking Special Education (3)** This course provides an overview of the special populations of students in today’s classrooms including students with disabilities, those with special talents or abilities (Talented and Gifted - TAG), and those who have not yet mastered the English language (English Language Learners - ELL). Students will be provided with information and activities related to the various needs of these students and will develop and apply strategies for teaching effectively in the heterogeneous classroom.

- **ED 581 Introduction to ESOL (3)** This course provides an introduction to the field of ESOL and bilingual education. In addition to offering an overview of the principles of second language acquisition, this course explores classroom practices that allow English language learners at different proficiency levels to access grade-level content while developing skills in academic and social language.

- **ED 618 Teaching for Equity, Justice, and Agency (3)** Enables teacher candidates to increase awareness of student diversity in P-12 settings. Course explores multiple theories and models to inform and apply pedagogical frames in order to differentiate instruction and enhance learning opportunities.
SPRING 2018:

- **ED 637 Inquiry into Pedagogy: Social Studies Education (3)** This course introduces the student to theories, strategies, resources, technologies, and State Standards related to Social Studies curriculum and instruction. Students will investigate the history and broad range of Social Studies content, engage in planning, presenting, and assessing Social Studies units and lessons, debate current issues in the field of Social Studies, and participate in interactive activities.

- **ED 685 The Word and the World: Supporting All Learners through Language and Literacy (3)** Major theories of language and literacy will be examined as they apply to diverse emergent and developing readers in preschool through elementary grades. Teacher candidates learn how to administer a variety of reading assessments to guide instructional decision-making and design standards-based rationales and lesson plans that differentiate to meet all students’ unique needs.

- **ED 652 Integrating Health and Physical Education (3)** Experiential course provides future elementary classroom teachers with an overview of theory and practice as well as practical methods for integrating health and physical education, movement, and physical activity in the classroom as a means of facilitating conceptual development as well as developing a healthy school and community environment.

SUMMER 2018:

- **ED 637 Inquiry into Pedagogy: Math Education (3)** Students will analyze mathElementary MATics assessment and instructional practices, including content area literacy, diversity, and technology as they relate to improving learning. Students will examine and critique current issues, research, and implications for classroom practice.

- **ED 637 Inquiry into Pedagogy: STEM Education-Science, Technology, Engineering, Math Elementary MATics (3)** Students will analyze subject-matter specific assessments and instructional practices, including content area literacy, diversity, and technology as they relate to improving learning.

FALL 2018:

- **ED 609 M.A.T. Clinical Experience I (3)** During this part of the pre-service practicum, teacher candidates will be on site a minimum of 30 hours throughout the term. The practicum begins and ends with the start and finish dates of the university term. During this term, teacher candidates will have the opportunity to observe the classroom and school environment. It provides the opportunity for the teacher candidate to become familiar with the culture of the school setting.

- **ED 651 Content Area Literacy (3)** The focus of this course is the study of literacy as it applies to every subject and curriculum within an elementary school setting. We will pay close attention to specific strategies of reading, writing, speaking and listening within a classroom - as these critical components are necessary for developing engaged, problem solvers and independent thinkers both in and outside the classroom. The concept of text and the true meaning of literacy will be discussed in depth so that each student, upon completion of this course, understands their role as a literacy teacher. ED 651 will also emphasize literacy standards across content areas as outlined by the Common Core State Standards.

- **ED 638 Curriculum, Assessment, and Reflection (3)** This course examines curriculum, assessment, instruction, and reflection practices within standards-based education and school collaborative teams. Students will learn to apply research-based strategies in assessment and instruction within various classroom settings and in different subject areas. Students learn to use reflection as a tool for removing barriers to student achievement for all learners and how assessment data is used to drive decision making that can lead to improved student performance.

- **ED 686 Capstone and Professional Leadership Seminar I (1)** Students will begin their engagement in developing a learning community that will support them during their final year of clinical practice and in the development of a reflective, research-based graduate capstone project. This course introduces the two primary graduate exit requirements: A Teacher Performance Assessment and a Capstone Project.
WINTER 2019:

- **ED 616 M.A.T. Clinical Experience II (3)** The teacher candidate will spend a minimum equivalent of four hours a day in the classroom. This term the teacher candidate will plan, teach and assess his/her edTPA tasks. Literacy should be infused into at least one goal and three objectives. During a specified two week period of time the teacher candidate will spend five consecutive days in the classroom. The other five days are designated for completion and submission of the edTPA Assessment.

- **ED 654 Classroom Climate and Environments for Learning (3)** Teacher candidates develop a clear vision of what remarkable (a) school-wide, (b) classroom, and (c) individual environments can look and sound like. Candidates will develop a deeper understanding of curriculum, instruction, teaching and learning, and how these can be designed to enhance the classroom experience for students. Investigated topics include: engaging students, establishing classroom culture, how to bring joy and happiness to the learning environment, how to create an environment full of inquiry and excitement.

- **ED 687 Capstone and Professional Leadership Seminar II (3)** Students will continue their engagement in developing a learning community that will support them during their final year of clinical practice and in the implementation of a reflective, research-based graduate capstone project.

SPRING 2019:

- **ED 697 M.A.T. Clinical Experience III (9)** During ED 697 the teacher candidate will complete full-time clinical placement in his/her authorization level. During the clinical experience, the teacher candidate will be full-time in the building for a minimum of ten weeks (with the exception of two days of Professional Educator Job Fairs). The teacher candidate will plan, teach and assess a unit of instruction. Literacy should be infused into at least one goal and three objectives. Teacher candidates are required to take full responsibility to plan, teach and assess three periods or two blocks throughout the term. They will also complete the Equitable Learning Outcomes Assignment (refer to the Equitable Learning Outcomes Action Plan and assignment description sheet). During the time they are not taking full responsibility they will be actively involved in working with the clinical teacher to support students learning.

- **ED 688 Capstone and Professional Leadership Seminar III (3)** Students will continue their engagement in developing a learning community that will support them during their final year of clinical practice and in the implementation of a reflective, research-based graduate capstone project.

Elementary MAT courses are closely linked to classroom experience so teacher candidates explore theories and practices learned in their studies. Teaching proficiencies that define what teachers should know and be able to do upon completion of the program are threaded through each course. Assessment of the proficiencies occurs through classroom activities, course assignments, teaching evaluations, and production of work samples. Teacher Candidates admitted into Elementary MAT enroll as a group into specific classes each term and continue through the program as a cohort.