



Division of Education and Leadership (DEL)

**Master of Arts in Teaching:
Elementary Initial Licensure Degree Program
(*Elementary MAT, “eMAT”*)**

2019 APPLICATION GUIDE

Summer 2019 Cohort Application deadline: March 1, 2019 by 5 p.m.

First Term-Summer 2019 Session (*June 24th-August 2nd*)

6-Weeks total with 2 Weeks Face to Face [F2F] at WOU and 4 Weeks Online

Week 1 (June 24-28): F2F, M-F 8:30am-4:30pm,

Weeks 2-5: online, and

Week 6 (July 29-Aug 2): F2F, M-F 8:30am-4:30pm

Contact information:

Dr. Alicia Wenzel, Elementary MAT Coordinator & COE Faculty

503-838-8668 | wenzela@mail.wou.edu | RWE224

Emily Pahlke, Graduate Program Advisor

503-838-8675 | pahlkee@mail.wou.edu | RWE2164

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 Division of Education and Leadership welcome you to apply for the Master of Arts in Teaching: Elementary Initial Licensure Degree Program, aka. *Elementary MAT (or eMAT)*. The Elementary MAT is designed to provide successful teacher candidates with a Master's degree and a license to teach in elementary schools or in K-8 multiple subjects classrooms.

The *Elementary MAT*:

- meets TSPC requirements for a preliminary Elementary Teaching License (multiple subjects K-8)
- enables candidates opportunities to earn a Master's Degree and an 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 an online/hybrid format (online, F2F Saturday classes twice a term, F2F Summer F2F Institute as a part of each summer term)
- includes three terms of increasingly sophisticated student teaching experiences
- offers flexibility in Elementary MAT candidates' capstone project
- offers an additional endorsement option in ESOL with an added 18 credits

On behalf of our faculty and staff in the Division of Education and Leadership we want to make your admissions into Western Oregon University Graduate Programs and the Elementary MAT as smooth as possible. You will find details about admission to WOU Graduate Programs and Elementary MAT included in this packet. Below are the important steps you need to complete to be considered for admission into the Elementary MAT program.

1. Complete the WOU Graduate Programs Application process and submit to the WOU Graduate Programs Office— required form titled: Application for Graduate Admission form ***OR complete the WOU Graduate Programs Application online found on the WOU Graduate Programs website.***
2. Complete the Elementary MAT Application form and submit it with accompanying application materials to Emily Pahlke, Graduate Programs Advisor located in RWE 164, 503-838-8675, pahlkee@mail.wou.edu. All application materials are available online from: www.wou.edu/mat

The Elementary MAT is a licensure program and bound by the requirements of Oregon's Teachers Standards and Practices Commission (TSPC). This includes taking graduate level coursework, demonstrating proficiency in dispositions, passing several standardized licensure tests (Civil Rights Test, NES Subtests 1 & 2), completing clinical placements in K-8 elementary schools under the supervision of school and university personnel, and passing a state licensure exam (edTPA). The Elementary MAT is a graduate degree program requiring candidates to complete a portfolio as the capstone project.

Enjoy your journey!

Dr. Alicia Wenzel, Elementary MAT Coordinator

Division of Education and Leadership

Applicants *must have a Bachelor's degree from an accredited college or university with a minimum of a 3.0 GPA, have taken one of the following tests- SAT/ACT/GRE/MAT, and have the following to be eligible for the Elementary MAT:*

- **meet at least one of these conditions:**
 - be three (3) years post BA/BS graduation
 - have an emergency/restricted classroom teaching license
 - be nominated by a school administrator in your school/district for the Elementary MAT so you can become a licensed teacher in their district
- **have completed Elementary MAT course prerequisites** - *candidates can begin Elementary MAT with up to six missing prerequisite courses that can be taken during the five terms of the Elementary MAT; Language Arts and Math courses must be completed within the first four terms.*
 - **MATH (Option A or B)**
 - **OPTION A:** Four (4) Undergraduate Courses-Math 211, 212, 213 and one math elective (e.g., MATH 396, MTH 393, MTH 398, MTH 492, MTH 494, or MTH 495)
 - **OPTION B:** Three (3) Graduate Courses- MATH 621 Number and Operations, MATH 622 Measurement and Data, MATH 623 Geometry
 - **SOCIAL SCIENCES**-12 credit hours (*one course in each: Geography, US History, Economics*)
 - **LANGUAGE ARTS**-12 credit hours (*one course in each: Writing, American/English Literature, Linguistics*)
 - **LAB SCIENCES**-12 credit hours of science with labs spread out over 2-3 science disciplines (*Physical Science - e.g. physics, chemistry, consumer chemistry; Biology or Life Sciences - e.g. general biology, ecology, marine biology, zoology, botany, environmental science; Earth or Space Sciences - e.g. geology, oceanography, meteorology, astronomy, environmental science*)
- **Applicants must complete two applications to be considered for the Elementary MAT:**
 - WOU Graduate School Application-acceptance into the WOU Graduate School is a requirement for eMAT consideration
 - Elementary MAT Application

Elementary MAT Online/Hybrid format: *This licensure program provides rich and flexible learning experiences with instruction occurring primarily online plus some F2F course meetings. F2F meetings occur two Saturdays per term, 8:30am-5:00pm (fall, winter, spring) and two non-consecutive weeks during both of the summer terms (M-F)*

Attendance at F2F sessions is required.

See applications requirements & directions on the following pages.



Graduate Programs Admission requirements

1. Apply to WOU Graduate Programs:

_____ **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. You can complete the Graduate Programs application online or by submitting 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** payable to Western Oregon University

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

_____ **Meet GPA requirement.** You must have earned an overall GPA of 3.0 while earning your Bachelor's degree. The 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

All WOU Graduate School application materials must be received by the Graduate Programs Office at least one week prior to the Elementary MAT 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 the order listed below.
Please note that any missing items may delay or prevent acceptance into the Professional Licensure Program.

1. **Apply to the Elementary MAT Program:**

- _____ **Complete the Elementary MAT Application form.**
- _____ **Complete the Essay Questions on the application form.**
- _____ **Submit Administrator Nomination Form OR two (2) letters of recommendation verifying success working with youth.** *If you currently work 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 activities including coaching, clubs, tutoring, or other youth activities.*
- _____ **Submit Completed Transcript Review Form.** Transcripts must be reviewed to ensure candidates have completed the necessary coursework to be eligible for the eMAT program. ***Candidates can be considered for the eMAT with up to six missing prerequisite courses that can be completed during the first five terms of the Elementary MAT program. HOWEVER, all math and Language Arts courses must be completed during the first four terms.***

To have your transcripts reviewed email copies of all your transcripts (unofficial copies are fine) to Emily Pahlke at pahlkee@mail.wou.edu and ask to have them reviewed for the eMAT program.
- _____ **Documentation for completion of one of the following tests: SAT/ACT/MAT/GRE**
- _____ **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. *If you are teaching in a classroom or working in a school AND are having your administrator complete the nomination form, ask them to document your 30 hours of being in an elementary classroom on the form.*
- _____ **Complete the School Placement Questionnaire**

Submit application materials to:

Richard Woodcock Education Center, **Elementary MAT Program**, Attn: Emily Pahlke
Western Oregon University, 345 N. Monmouth Ave., Monmouth, Oregon 97361

*Applicants should hear whether they have been selected for an interview or not with 7-10 days after the application deadline. **All selected candidates are expected to participate an interview.** Interviews are generally conducted within 7 – 10 days after the application deadline. Admission letters are sent out two weeks after interviews have concluded.*

Please contact the Office of Disabilities for accommodations during the admission process or during the eMAT program.

Elementary Master of Arts in Teaching Application

Name: _____
First Middle Last

Address: _____

E-mail address: _____ Date of Birth: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

Bachelor Degree: _____

College/University: _____ Date Issued: _____

Additional Degree: _____

College/University: _____ Date Issued: _____

Teaching License Held? Y / N, If Y, what type? ☐ Substitute ☐ Restricted/Emergency

Elementary MAT cohort applying for which year? Summer Term _____

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

Elementary MAT Essay Questions

Please respond to the following four questions. One typed page per question. Responses should demonstrate high levels of written communication skills.

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. (*InTASC 9-Professional Learning & Ethical Practice*)
3. Today's classrooms are comprised of students from diverse backgrounds, for example, cultural and linguistic differences, special physical and emotional needs, differences in socioeconomic levels, and life experience, as well as differences in ability. Share your understanding of diversity and how your prior experiences have prepared you to work effectively with diverse learners. (*InTASC 2-Learner Differences*)
4. The eMAT/MAT is a licensing degree and graduate professional program. Describe the qualities that make you a good match for this type of program and your plan for being successful within the program. (*DEL Character Dispositions: 4, 5, & 6; and GLO: W and IA*)

Elementary Master of Arts in Teaching: Administrator Nomination Form

Elementary MAT candidates, please have your school administrator complete this nomination form. This nomination form takes the place of the two letters of recommendation. This form is for those working in a school setting in some formal capacity. Email Dr. Alicia Wenzel with questions, wenzela@mail.wou.edu.

Name of Applicant _____ Applicant's current position _____

Name of Nominating Administrator _____ Position _____

Administrator's Email address _____ Phone _____

School District Name _____ How long have you known the applicant? _____

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

Has this candidate worked or volunteered in your school in a classroom for at least 30 hours? Y / N,

Administrator, please rate these dimensions of the candidate.	Improvement Needed, 1	Emerging, 2	Acceptable, 3	Strong, 4
Collaboration: Works with others to achieve common goals				
Honesty & Integrity: Demonstrates truthfulness, professional behavior, and trustworthiness.				
Respect: Honors, values, & demonstrates consideration and regard for oneself and others.				
Scholarship & commitment to learning: Values learning for self & students.				
Emotional maturity: Demonstrates situation appropriate behavior.				
Leadership & responsibility: Acts independently and demonstrates sound judgement, accountability, and reliability.				

Considering ALL factors, I recommend that the candidate: choose one

_____ be admitted to the Elementary MAT Professional Licensure Program

_____ be given additional review, as I have reservations about recommending them for the Elementary MAT Professional 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

School Administrator Signature: _____ **Date:** _____

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

Please feel free to return this form to the applicant in a sealed envelope with signature across the seal.



School Placement Information

Name: _____
First Middle Last

Address: _____
Street City State Zip

Phone: (home) _____ (cell) _____ (work) _____

Email: _____ DOB _____

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 list school districts or areas you would like to complete your student teaching – McMinnville, Salem, Canby, Albany, Corvallis, etc. List your top 3 districts/areas.

5. At what level do you picture yourself teaching?

___ K-3 ___ 4-6 ___ I would like any level

6. Are you planning on earning an ESOL endorsement? Y/N If so, which _____

7. Is there anything you would like us to consider as we seek a placement for you?

Elementary MAT Character Questions

Please read the following character questions carefully and answer all questions with a “yes” or “no” answer. Any other responses will result in your application being considered incomplete. **All “yes” answers must be fully explained in writing on a separate piece of paper.** The explanation must be signed and dated by you.

Information disclosed on this form and/or the explanatory narrative may be shared with school district partners and placements, as necessary. School districts may run an additional background check as well.

Character Questions:	Answer:
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?	Yes / No
Have you ever left educational or school-related employment when you had reason to believe an investigation for misconduct was underway or imminent?	Yes / No
Are you currently the subject of an inquiry, review or investigation for alleged misconduct or alleged violation of professional standards of conduct by either an employer or a licensure agency?	Yes / No
Have you ever been placed on leave by your employer for any alleged misconduct?	Yes / No
Have you ever had any adverse action taken on a professional certificate, license or charter school registration?	Yes / No
Have you ever been placed on probationary status for alleged misconduct while holding a professional license, certificate, registration, or credential?	Yes / No
Have you ever been denied any professional license for which you applied or granted a professional license on a conditional or probationary basis for any alleged misconduct?	Yes / No
Have you ever surrendered a professional license of any kind before its expiration?	Yes / No
Have you ever been disciplined by any public agency responsible for licensure of any kind, including but not limited to educational licensure?	Yes / No
Have you ever been convicted or been granted a diversion or conditional discharge by any court for any: (a) Felony; or (b) Misdemeanor; or (c) Major traffic violation including but not limited to: driving under the influence of intoxicants or drugs; reckless driving; fleeing from or 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?	Yes / No
Have you ever been arrested or cited for any offense listed above which is still pending in the courts? This includes any diversion, conditional discharge or postponed adjudication that has not been dismissed by the courts at the time this application is signed.	Yes / No
Have you ever had any civil judgement or other court order, including but not limited to a restraining order, entered against you resulting from allegations of abuse, assault, battery, harassment, intimidation, neglect, stalking, or other threatening behavior toward other persons?	Yes / No

I certify that the information on this form is true and correct and grant the College of Education (COE) permission to check civil and criminal records to verify any statement made on this report. I understand that the COE may deny admission to the eMAT Program or revoke permission for teacher candidacy upon evidence that I made false statements on this form. Changes in the information indicated above must be reported and will be subject to review.

Applicant Printed Name

Applicant Signature

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 its students. The Division of Education and Leadership believes it is important for you to be aware of and understand the characteristics of professionalism (e.g., dispositions) prior to program admission.

The graduate faculty at WOU, and your university supervisor and clinical mentor teacher, will use this form to assess your professionalism at the following points; admissions, application for candidacy, during coursework and field placement, your final evaluation and as warranted. The College reserves the right to advise your continuation or termination in the Elementary Master of Arts in Teaching program based on assessment of your professionalism and dispositions. Successful demonstration of dispositions is required for program completion.

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 commit to the attached PROFESSIONAL CHARACTERISTICS DEMONSTRATED BY THE ELEMENTARY MAT CANDIDATE FORM (next two pages)

Assessment of Professional Characteristics Demonstrated by the Elementary MAT 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 & Responsibility: The student acts independently & demonstrates accountability, reliability, & 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 that the student has had an opportunity to read this report and implies concurrence with the information reported.*

Elementary MAT Course Sequence & Descriptions

Term 1-SU	Term 2-FA	Term 3-W	Term 4-SP	Term 5-SU	Term 6-FA	Term 7-W	Term 8-SP
ED 674 ED 665	ED 615 ED 643	ED 624 ED 581 ED 618	ED 637-SS ED 685 ED 652	ED 637-Math ED 637-STEM	ED 609 ED 651 ED 638 ED 686	ED 616 ED 654 ED 687	ED 697 ED 688
6 credits Plus pre-requisites	6 credits Plus pre-requisites	9 credits Plus pre-requisites	9 credits Plus pre-requisites	6 credits	10 credits	9 credits	12 credits

SUMMER 2018:

- **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 2018:

- **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 2019:

- **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 2019:

- **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 students' 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 2019:

- **ED 637 Inquiry into Pedagogy: Math Education (3)** Students analyze elementary mathematics, assessment and instructional practices, including content area literacy, diversity, and technology related to improving learning. Students examine and critique current issues, research, and implications for classroom practice.
- **ED 637 Inquiry into Pedagogy: STEM Education Science, Technology, Engineering, Math (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 2019:

- **ED 609 M.A.T. Clinical Experience I (3 credits)** During this clinical experience, teacher candidates will be on site a minimum of four hours every day, or 2.5 days each week (minimum of 200 hours during the 10-week term). During this term, teacher candidates will have the opportunity to tutor small groups and/or individual students. They will plan, teach and assess a three-lesson unit of instruction implementing edTPA expectations. Literacy should be the focus of the three lessons. The teacher candidate will also become familiar with the workings of a public school by meeting with the school personnel, attending faculty meetings and extracurricular activities, and participating in the clinical teacher's assigned duties.
- **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 642 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 Graduate Project, the Professional Portfolio.

WINTER 2020:

- **ED 616 M.A.T Clinical Experience II (3 credits)** During this clinical experience, teacher candidates will be on site at a minimum of four hours every day, or 2.5 days each week (minimum of 200 hours during the 10-week term). The practicum should begin and end with the school calendar for their starting and ending dates. During this term, teacher candidates will plan, teach and assess his/her edTPA tasks. During a specified two week period of time the teacher candidate will spend the first five consecutive days in the classroom. The other five days are designated for completion and submission of the edTPA Assessment. Literacy should be infused into at least one goal and three objectives. The teacher candidate will also develop a deeper understanding of the workings of a public school by meeting with the school personnel, attending faculty meetings and extracurricular activities, and participating in the clinical teacher's assigned duties.
- **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. Students will also complete their final Teacher Performance Assessment, edTPA. Students will continue adding to their Capstone Graduate Project

SPRING 2020:

- **ED 697 M.A.T. Clinical Experience III (9)** During the clinical experience, the teacher candidate will be full-time in the building for a minimum of ten weeks, (minimum of 400 hours during the 10-week term), with the exception of two days of Professional Educator Job Fairs. The teacher candidate will plan, teach and assess an 8-10 lesson 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. Students will also complete their Capstone Graduate Project.

Elementary MAT courses are closely linked to classroom experience so teacher candidates explore theories and practices learned in their studies. Teaching proficiencies and dispositions 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 and dispositions occur through classroom activities, course assignments, field placement evaluations, 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.