

# MASTER OF ARTS IN TEACHING (MAT)

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Degree: Master of Arts in Teaching  
<https://www.towson.edu/coe/departments/teaching/>

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The Master of Arts in Teaching (MAT) is designed for those without formal training in the field of education who wish to enter the teaching profession. It is well suited to recent graduates and to those seeking to change careers. A graduate of this program will be eligible for initial teacher certification within the General Education concentrations of Early Childhood (ECED), Elementary (ELED) or Secondary Education (SCED). A student may also choose a Special Education track in Infant/Primary, Elementary/Middle or Secondary/Adult Education. In addition to completing the MAT program requirements, the Maryland State Department of Education (MSDE) requires that all applicants for state teaching licensure successfully complete the required content exams for their respective area. Teacher candidates pursuing certification as French or Spanish world language teachers must provide a passing score on the ACTFL OPI exam at the Advanced Low level prior to beginning EDUC 798. All world language teacher candidates must pass the ACTFL WPT at the Advanced Low level as an MSDE certification requirement.

Teacher candidates with a concentration in General Education have two options for program completion: One-Year (full-time) and Part-Time. The One-Year option requires a full-time commitment to courses and internship. This program encompasses a summer, fall and extended spring term. The Part-Time option allows teacher candidates to design a course of study to fit their schedules (generally one, two or three evening courses per term). Both options require teacher candidates to complete substantial daytime internship hours (typically 2 days per week) during

their enrollment in EDUC 797 and full-time internship during EDUC 798. Participation in the Part-Time option requires candidates to complete all MAT program requirements within seven years. The Special Education tracks are only available as Part-Time options.

The MAT Program offers an on-campus option and a fully online option. The online program is available statewide and designed for convenience and flexibility.

Internships for teacher candidates pursuing a General Education certification are completed in public Professional Development Schools (PDS) in partnership with the university. Internships for teacher candidates pursuing Special Education certification are completed in appropriate special education classroom settings. Teacher candidates are responsible for transportation to internship placements. All placements must be completed in subject areas and grade levels appropriate to the desired certification area. Understanding of assessment and literacy, application of effective instructional strategies, demonstrated evidence of PreK-12 student learning and development of essential dispositions for educators are integrated throughout the program and assessed during course work and internships.

## Requirements

### Admission Requirements

Application deadlines and a full listing of materials required for admission can be found on the website.

### Prerequisites for Admission

Early Childhood and Elementary certifications for both General Education and Special Education require a well-rounded content background, including specific courses in English, math, science and the social sciences. These requirements are aligned with professional association accreditation standards. In addition, Special Education teacher candidates enrolled in the Infant/Primary and Elementary/Middle tracks must take two MSDE approved reading courses as prerequisites to the program: ECED 618 or ELED 611; and EDUC 717.

Special Education teacher candidates enrolled in the Secondary/Adult track must take one graduate-level reading course as a prerequisite to the program: SPED 670. Contact the MAT office for evaluation of transcripts to determine any needed content area course work. This should be done prior to application.

Certification in Secondary General Education requires a minimum of 30 specific units in a content area: biology, chemistry, earth-space science, English, math, physics, history / social studies or one of the world languages (French or Spanish). Content area requirements are aligned with professional association accreditation standards. Contact the MAT office for evaluation of transcripts to determine any needed content area course work. This should be done prior to application.

### Program Completion

In order to successfully complete the MAT program and graduate, teacher candidates must maintain a 3.00 GPA in the graduate program, earn no more than two grades of "C" in MAT course work, receive satisfactory grades on all content prerequisites prior to entering EDUC 798, receive a grade of "C" or greater in EDUC 797 prior to entering EDUC 798, and earn a grade of "S" in EDUC 798. Additionally, all teacher candidates must meet the edTPA completion requirement.

## Degree Requirements for General Education

The MAT program in Early Childhood or Elementary General Education requires 42 units of course work. The MAT program in Secondary General Education requires 37 units of course work to include 34 graduate units and 3 undergraduate units in secondary methods.

### Early Childhood General Education

Code	Title	Units
<b>Core Courses</b>		
EDUC 730	PRINCIPLES OF LEARNING, DEVELOPMENT AND DIVERSITY	3
EDUC 731	CURRICULUM AND ASSESSMENT	3
EDUC 797	INTERNSHIP I WITH SEMINAR <sup>1</sup>	6
EDUC 798	INTERNSHIP II WITH SEMINAR <sup>2</sup>	6
SPED 637	INCLUSION FOR THE CLASSROOM TEACHER	3
<b>Early Childhood General Education Courses</b>		
ECED 604	MATH/SCIENCE IN THE EARLY CHILDHOOD EDUCATION PROGRAM	3
ECED 608	INTEGRATED CURRICULUM AND AUTHENTIC LEARNING IN EARLY CHILDHOOD EDUCATION	3
ECED 614	WORKING WITH LINGUISTICALLY DIVERSE YOUNG CHILDREN AND THEIR FAMILIES	3
ECED 618	THINKING THROUGH THE PROCESSES AND ACQUISITION OF LITERACY	3
ECED 621	ASSESSMENT OF READING AND WRITING IN EARLY CHILDHOOD EDUCATION	3
ECED 623	STRATEGIES FOR TEACHING READING AND WRITING: BALANCED LITERACY APPROACHES IN ECED CLASSROOM	3
EDUC 717	CHILDREN'S LITERATURE AND OTHER MATERIALS FOR TEACHING READING	3
<b>Total Units</b>		<b>42</b>

### Elementary General Education

Code	Title	Units
<b>Core Courses</b>		
EDUC 730	PRINCIPLES OF LEARNING, DEVELOPMENT AND DIVERSITY	3
EDUC 731	CURRICULUM AND ASSESSMENT	3
EDUC 797	INTERNSHIP I WITH SEMINAR <sup>1</sup>	6
EDUC 798	INTERNSHIP II WITH SEMINAR <sup>2</sup>	6
SPED 637	INCLUSION FOR THE CLASSROOM TEACHER	3
<b>Elementary General Education Courses</b>		
ECED 614	WORKING WITH LINGUISTICALLY DIVERSE YOUNG CHILDREN AND THEIR FAMILIES	3
EDUC 717	CHILDREN'S LITERATURE AND OTHER MATERIALS FOR TEACHING READING	3
EDUC 787	LITERACY INSTRUCTION AND ASSESSMENT I	3
ELED 611	PRINCIPLES AND PRACTICES OF LANGUAGE AND LITERACY	3

ELED 621	LITERACY INSTRUCTION AND ASSESSMENT II	3
ELED 685	SEMINAR IN ELEMENTARY SCHOOL SOCIAL STUDIES	3
MATH 621	SEMINAR IN TEACHING ELEMENTARY/ MIDDLE SCHOOL MATHEMATICS	3
<b>Total Units</b>		<b>42</b>

<sup>1</sup> A lab fee is attached to EDUC 797. All teacher candidates must complete a minimum of two days each week in at their internship placement as a requirement of this part-time internship. Successful completion of EDUC 797 is a prerequisite to enrollment in EDUC 798.

<sup>2</sup> A lab fee is attached to EDUC 798. All teacher candidates complete 18 weeks of full-time, five days per week internship in a PDS. EDUC 798 is completed in the final spring term.

### Secondary General Education

Code	Title	Units
<b>Core Courses</b>		
EDUC 730	PRINCIPLES OF LEARNING, DEVELOPMENT AND DIVERSITY	3
EDUC 731	CURRICULUM AND ASSESSMENT	3
EDUC 797	INTERNSHIP I WITH SEMINAR <sup>1</sup>	6
EDUC 798	INTERNSHIP II WITH SEMINAR <sup>2</sup>	6
SPED 637	INCLUSION FOR THE CLASSROOM TEACHER	3
<b>Secondary General Education Courses</b>		
ISTC 501	INTEGRATING INSTRUCTIONAL TECHNOLOGY <sup>3</sup>	3
EDUC 734	THE TEACHER AS RESEARCHER	3
SCED 560	USING LITERACY IN THE SECONDARY SCHOOL	4
SCED 561	TEACHING LITERACY IN THE SECONDARY CONTENT AREAS	3
Select one of the following based on content area:		
MATH 423	TEACHING MATHEMATICS IN THE SECONDARY SCHOOLS	3
SCED 353	TEACHING MODERN FOREIGN LANGUAGE	
SCED 355	TEACHING SOCIAL STUDIES IN THE SECONDARY SCHOOL	
SCED 357	TEACHING ENGLISH IN THE SECONDARY SCHOOL	
SCIE 380	TEACHING SCIENCE IN THE SECONDARY SCHOOLS	
<b>Total Units</b>		<b>37</b>

<sup>1</sup> A lab fee is attached to EDUC 797. All teacher candidates must complete a minimum of two days each week in at their internship placement as a requirement of this part-time internship. Successful completion of EDUC 797 is a prerequisite to enrollment in EDUC 798.

<sup>2</sup> A lab fee is attached to EDUC 798. All teacher candidates complete 18 weeks of full-time, five days per week internship in a PDS. EDUC 798 is completed in the final spring term.

<sup>3</sup> A lab fee is attached to this course.

## Degree Requirements for Special Education

The MAT program in Infant/Primary and Elementary/Middle Special Education requires 39 units of course work. The MAT program in Secondary/Adult Special Education requires 40 units of course work.

### Infant/Primary Special Education

Code	Title	Units
<b>Core Courses</b>		
EDUC 730	PRINCIPLES OF LEARNING, DEVELOPMENT AND DIVERSITY	3
EDUC 797	INTERNSHIP I WITH SEMINAR <sup>2</sup>	3
EDUC 798	INTERNSHIP II WITH SEMINAR <sup>3</sup>	6
SPED 525	FORMAL TESTS AND MEASUREMENTS FOR STUDENTS WITH DISABILITIES (PREK-12)	3
SPED 605	WORKING WITH FAMILIES OF STUDENTS WITH DISABILITIES	3
SPED 607	CURRICULUM/METHODS OF CLASSROOM MANAGEMENT FOR STUDENTS WITH DISABILITIES	3
SPED 632	ASSESSMENT ISSUES FOR CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS	3
SPED 637	INCLUSION FOR THE CLASSROOM TEACHER	3
SPED 641	EDUCATION OF STUDENTS WITH DISABILITIES (SWD): METHODS OF INSTRUCTION	3
SPED 646	USING TECHNOLOGY TO DIFFERENTIATE INSTRUCTION <sup>1</sup>	3
<b>Early Childhood Special Education Courses</b>		
ECED 621	ASSESSMENT OF READING AND WRITING IN EARLY CHILDHOOD EDUCATION	3
ECED 623	STRATEGIES FOR TEACHING READING AND WRITING: BALANCED LITERACY APPROACHES IN ECED CLASSROOM	3
<b>Total Units</b>		<b>39</b>

<sup>1</sup> A lab fee is attached to this course.

<sup>2</sup> A lab fee is attached to EDUC 797. All teacher candidates must complete a minimum of two days each week in at their internship placement as a requirement of this part-time internship. Successful completion of EDUC 797 is a prerequisite to enrollment in EDUC 798.

<sup>3</sup> A lab fee is attached to EDUC 798. All teacher candidates complete 18 weeks of full-time, five days per week internship in a special education classroom. EDUC 798 is completed in the final spring term.

### Elementary/Middle Special Education

Code	Title	Units
<b>Core Courses</b>		
EDUC 730	PRINCIPLES OF LEARNING, DEVELOPMENT AND DIVERSITY	3
EDUC 797	INTERNSHIP I WITH SEMINAR <sup>2</sup>	3
EDUC 798	INTERNSHIP II WITH SEMINAR <sup>3</sup>	6

SPED 525	FORMAL TESTS AND MEASUREMENTS FOR STUDENTS WITH DISABILITIES (PREK-12)	3
SPED 605	WORKING WITH FAMILIES OF STUDENTS WITH DISABILITIES	3
SPED 607	CURRICULUM/METHODS OF CLASSROOM MANAGEMENT FOR STUDENTS WITH DISABILITIES	3
SPED 632	ASSESSMENT ISSUES FOR CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS	3
SPED 637	INCLUSION FOR THE CLASSROOM TEACHER	3
SPED 641	EDUCATION OF STUDENTS WITH DISABILITIES (SWD): METHODS OF INSTRUCTION	3
SPED 646	USING TECHNOLOGY TO DIFFERENTIATE INSTRUCTION <sup>1</sup>	3
<b>Elementary/Middle Special Education Courses</b>		
EDUC 787	LITERACY INSTRUCTION AND ASSESSMENT I	3
ELED 621	LITERACY INSTRUCTION AND ASSESSMENT II	3
<b>Total Units</b>		<b>39</b>

<sup>1</sup> A lab fee is attached to this course.

<sup>2</sup> A lab fee is attached to EDUC 797. All teacher candidates must complete a minimum of two days each week in at their internship placement as a requirement of this part-time internship. Successful completion of EDUC 797 is a prerequisite to enrollment in EDUC 798.

<sup>3</sup> A lab fee is attached to EDUC 798. All teacher candidates complete 18 weeks of full-time, five days per week internship in a special education classroom. EDUC 798 is completed in the final spring term.

### Secondary/Adult Special Education

Code	Title	Units
<b>Core Courses</b>		
EDUC 730	PRINCIPLES OF LEARNING, DEVELOPMENT AND DIVERSITY	3
EDUC 797	INTERNSHIP I WITH SEMINAR <sup>2</sup>	3
EDUC 798	INTERNSHIP II WITH SEMINAR <sup>3</sup>	6
SPED 525	FORMAL TESTS AND MEASUREMENTS FOR STUDENTS WITH DISABILITIES (PREK-12)	3
SPED 605	WORKING WITH FAMILIES OF STUDENTS WITH DISABILITIES	3
SPED 607	CURRICULUM/METHODS OF CLASSROOM MANAGEMENT FOR STUDENTS WITH DISABILITIES	3
SPED 637	INCLUSION FOR THE CLASSROOM TEACHER	3
SPED 641	EDUCATION OF STUDENTS WITH DISABILITIES (SWD): METHODS OF INSTRUCTION	3
SPED 646	USING TECHNOLOGY TO DIFFERENTIATE INSTRUCTION <sup>1</sup>	3

### Secondary Special Education Courses

SCED 560	USING LITERACY IN THE SECONDARY SCHOOL	4
SCED 561	TEACHING LITERACY IN THE SECONDARY CONTENT AREAS	3
SPED 601	SPECIAL EDUCATION: CURRICULUM & METHODS OF INSTRUCTION FOR SECONDARY TRANSITION	3
<b>Total Units</b>		<b>40</b>

<sup>1</sup> A lab fee is attached to this course.

<sup>2</sup> A lab fee is attached to EDUC 797. All teacher candidates must complete a minimum of two days each week in a special education classroom. Successful completion of EDUC 797 is a prerequisite to enrollment in EDUC 798.

<sup>3</sup> A lab fee is attached to EDUC 798. All teacher candidates complete 18 weeks of full-time, five days per week internship in a special education classroom. EDUC 798 is completed in the final spring term.

## Accelerated Program Accelerated Bachelor's to MAT Program

The accelerated Bachelor's - Master's program in Teaching allows students to complete their graduate degrees plus teacher certification in shorter time. Students earn a four-year Bachelor's degree in a non-education related major and a Master of Arts in Teaching that leads to eligibility for initial teacher certification in the State of Maryland. As early as junior year, students may complete the application process to screen into the accelerated Bachelor's – Master's program in Teaching. The accelerated degree program allows qualified undergraduates to take courses that will count towards the Master's of Arts in Teaching while still enrolled as an undergraduate at Towson University.

### Selection Criteria for the Accelerated Program

- Current undergraduate with junior or senior standing at Towson University
- A minimum cumulative GPA of 3.00
- Resume and brief statement of purpose (less than 250 words).
- Completion of the "Accelerated Program Agreement."

The "Accelerated Program Agreement," defines program requirements and acknowledges that selection for the accelerated program, as an undergraduate, does not guarantee admission to the Master of Arts in Teaching (MAT) Program. To continue into the master's portion of the accelerated program, students must complete their bachelor's degrees from Towson and formally apply to the MAT Program through Admissions in the final semester of their senior year.

### Degree Requirements

- Undergraduate student with 60+ units is screened for the accelerated major by the academic department.
- Students in the accelerated program will take up to 9 units of graduate MAT coursework determined most appropriate for the student's intended teaching certification area.
- In their senior year, accelerated program students will formally apply to the Master of Arts in Teaching (MAT) Program via Admissions. The application fee is waived for Towson graduates.

- Accelerated program students admitted to the master's program will begin the MAT Program the term AFTER they complete their undergraduate degree.
- Accelerated program students admitted to the MAT Program may earn their master's degree in as little as 12 months.

### Areas of Certification

- Early Childhood Education, grades Pre-K - 3 (42 units)
- Elementary Education, grades 1 - 6 (42 units)
- Secondary Education, grades 7-12 (37 units)
  - Concentration Areas: Math, Biology, Chemistry, Physics, Earth Space Science; (World Languages-PreK-12 in Spanish & French)
- Special Education (39-40 units)
  - Concentration Areas: Infant/Primary (birth-3rd grade), Elementary/Middle (1st-8th grade), Secondary/Adult (6th-12th grade).
  - All students will complete a part-time and full-time teaching internship.

### Withdrawal and Ineligibility

- Students may withdraw by informing the program director in writing. Students who complete the bachelor's but decide not to continue with the MAT portion of the program will terminate their program with the fulfillment of all requirements for the undergraduate degree.
- A student who is ineligible to participate or who withdraws from the accelerated degree program cannot double-count any courses for both undergraduate and graduate degrees.

## Learning Outcomes Early Childhood MAT

### NAEYC Standard 1. Promoting Child Development and Learning

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

### NAEYC Standard 2. Building Family and Community Relationships

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

### NAEYC Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with

families and other professionals, to positively influence the development of every child.

### **NAEYC Standard 4. Using Developmentally Effective Approaches**

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

### **NAEYC Standard 5. Using Content Knowledge to Build Meaningful Curriculum**

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

### **NAEYC Standard 6. Becoming a Professional**

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

### **NAEYC Standard 7. Early Childhood Field Experiences**

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

## **Elementary Education MAT**

### **CAEP K-6 ELEMENTARY TEACHER PREPARATION STANDARDS**

- **STANDARD 1** – Understanding and Addressing Each Child's Developmental and Learning Needs Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic

perspective on children's strengths and needs and how to motivate their learning.

- **STANDARD 2** – Understanding and Applying Content and Curricular Knowledge for Teaching Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies.
- **STANDARD 3** – Assessing, Planning, and Designing Contexts for Learning Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students' learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners' diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation, and promote students social and emotional development.
- **STANDARD 4** – Supporting Each Child's Learning Using Effective Instruction. Candidates make informed decisions about instruction guided by knowledge of children and assessment of children's learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate, and use whole class discussions to support and enhance children's learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.
- **STANDARD 5**- Developing as a Professional Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.

## **English MAT NCTE Standards**

- **1) Content Knowledge (Reading Texts).** Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.
- **1.1** Candidates are knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.
- **1.2** Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.
- **2) Content knowledge (Using Language and Writing);** Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.
- **2.1** Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multi-modal discourse.

- **2.2** Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g. descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on ELA content; and they understand the impact of language on society.
- **2.3** Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.
- **3) Content Pedagogy: Planning Literature and Reading Instructions in ELA.** Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.
- **3.1** Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts across genres, periods, forms, authors, cultures, and various forms of media and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.
- **3.2** Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.
- **3.3** Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.
- **3.4** Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.
- **3.5** Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students' comprehension and interpretation of print and non-print texts.
- **3.6** Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.
- **4) Content Pedagogy: Planning Composition Instruction in ELA.** Candidates plan instruction and design assessments for composing texts (i.e. oral, written, and visual) to promote learning for all students.
- **4.1** Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.
- **4.2** Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.
- **4.3** Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.
- **4.4** Candidates design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.
- **5) Learners and Learning: Implementing English Language Arts Instruction.** Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students' context-based needs.
- **5.1** Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students' linguistic and cultural backgrounds.
- **5.2** Candidates use data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA.
- **5.3** Candidates differentiate instruction based on students' self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning.
- **5.4** Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.
- **6) Professional Knowledge and Skills (Theories and Research);** Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English language arts.
- **6.1** Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.
- **6.2** Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA
- **7) Professional Knowledge and Skills (Professional Interaction and Leadership);** Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English language arts professional learning communities, and actively develop as professional educators.
- **7.1** Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.
- **7.2** Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

## Foreign Languages MAT

- **ACTFL Standard 1.** Language proficiency: Interpersonal, Interpretive, and Presentational
- **ACTFL Standard 2.** Cultures, Linguistics, Literatures, and Concepts from Other Disciplines
- **ACTFL Standard 3.** Language Acquisition Theories and Knowledge of Students and Their Needs
- **ACTFL Standard 4.** Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources
- **ACTFL Standard 5.** Assessment of Languages and Cultures – Impact on Student Learning
- **ACTFL Standard 6.** Professional Development, Advocacy, and Ethics

## Mathematics MAT

### NCTM Standard 1: Content Knowledge

Effective teachers of secondary mathematics demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, connections, and applications within and among mathematical content domains.

### NCTM Standard 2: Mathematical Practices

Effective teachers of secondary mathematics solve problems, represent mathematical ideas, reason, prove, use

mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching.

### NCTM Standard 3: Content Pedagogy

Effective teachers of secondary mathematics apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students' mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice.

### NCTM Standard 4: Mathematical Learning Environment

Effective teachers of secondary mathematics exhibit knowledge of adolescent learning, development, and behavior. They use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools.

### NCTM Standard 5: Impact on Student Learning

Effective teachers of secondary mathematics provide evidence demonstrating that as a result of their instruction, secondary students' conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers support the continual development of a productive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge.

### NCTM Standard 6: Professional Knowledge and Skills

Effective teachers of secondary mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations.

### NCTM Standard 7: Secondary Mathematics Field Experiences and Clinical Practice

Effective teachers of secondary mathematics engage in a planned sequence of field experiences and clinical practice under the supervision of experienced and highly qualified mathematics teachers. They develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors across both middle and high school settings that involve a diverse range and varied groupings of students. Candidates experience a full-time student teaching/internship in secondary mathematics directed by university or college faculty with secondary mathematics teaching experience or equivalent knowledge base.

## Science MAT

### NSTA Standard 1: Content Knowledge

Effective teachers of science understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in their fields of licensure.

### NSTA Standard 2: Content Pedagogy

Effective teachers of science understand how students learn and develop scientific knowledge. PR eService teachers use scientific inquiry to develop this knowledge for all students.

### NSTA Standard 3: Learning Environments

Effective teachers of science are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources – including science-specific technology, to achieve these goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met.

### NSTA Standard 4: Safety

Effective teachers of science can, in a P-12 classroom setting, demonstrate and maintain chemical safety, safety procedures, and

the ethical treatment of living organisms needed in the P-12 science classroom appropriate to their area of licensure.

### **NSTA Standard 5: Impact on Student Learning**

Effective teachers of science provide evidence to show that P-12 students' understanding of major science concepts, principles, theories, and laws have changes as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates provide evidence for the diversity of students they teach.

### **NSTA Standard 6: Professional Knowledge and Skills**

Effective teachers of science strive continuously to improve their knowledge and understanding of the ever changing knowledge base of both content, and science pedagogy, including approaches for addressing inequities and inclusion for all students in science. They identify with and conduct themselves as part of the science education community.

## **Social Studies MAT**

- **Standard 1.** Content Knowledge Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.
- **Standard 2.** Application of Content Through Planning Candidates plan learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners.
- **Standard 3.** Design and Implementation of Instruction and Assessment Candidates design and implement instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence.
- **Standard 4.** Social Studies Learners and Learning Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.
- **Standard 5.** Professional Responsibility and Informed Action Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to advance social justice and promote human rights through informed action in schools and/or communities.

Special Education MAT

### **CEC Initial Preparation Standard 1: Learner Development and Individual Learning Differences**

- **1.0** Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
- **1.1** Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
- **1.2** Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

### **CEC Initial Preparation Standard 2 Learning Environments**

- **2.0** Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
- **2.1** Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
- **2.2** Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
- **2.3** Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

### **CEC Initial Preparation Standard 3 Curricular Content Knowledge**

- **3.0** Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
- **3.1** Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities
- **3.2** Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities
- **3.3** Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

### **CEC Initial Preparation Standard 4 Assessment**

- **4.0** Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.
- **4.1** Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
- **4.2** Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
- **4.3** Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.
- **4.4** Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

### **CEC Initial Preparation Standard 5 Instructional Planning and Strategies**

- **5.1** Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural

and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

- **5.2** Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.
- **5.3** Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
- **5.4** Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.
- **5.5** Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
- **5.6** Beginning special education professionals teach to mastery and promote generalization of learning.
- **5.7** Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.
- **7.3** Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

## **CEC Initial Preparation Standard 6 Professional Learning and Ethical Practice**

- **6.0** Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
- **6.1** Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.
- **6.2** Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
- **6.3** Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
- **6.4** Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
- **6.5** Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.
- **6.6** Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

## **CEC Initial Preparation Standard 7 Collaboration**

- **7.0** Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.
- **7.1** Beginning special education professionals use the theory and elements of effective collaboration.
- **7.2** Beginning special education professionals serve as a collaborative resource to colleagues.