TEACHING MAT

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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 Early Childhood, Elementary/Middle or Secondary 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 PRAXIS II exam or other approved testing alternative in their area of specialization. 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. Teacher candidates pursuing certification as Chinese world language teachers must provide a passing score on the ACTFL OPI at the Intermediate High level prior to beginning EDUC 798. All world language teacher candidates must pass the ACTFL WPT at the Intermediate High level as an MSDE certification requirement.

Teacher candidates with a concentration in General Education have two options for program completion: One-Year and Extended Year. The One-Year option requires a full-time commitment to courses and field placements. This program encompasses a summer, fall and extended spring term. The Extended Year option allows teacher candidates to design a course of study to fit their schedules (generally one, two or three evening courses per term). Teacher candidates who select the Extended Year option may be required to participate in a minimum of one day of daytime field experience per course during the fall and spring terms. Both options require teacher candidates to complete substantial daytime observation/participation hours during their enrollment in EDUC 797 and become full-time interns for EDUC 798 in the 18-week extended final term. Participation in the Extended Year option requires teacher candidates to complete all MAT program requirements within seven years.

The Special Education tracks are only available as Extended Year options.

Field placements and internships for teacher candidates pursuing a General Education certification are completed in public professional development schools in partnership with the university. Field placements and internships for teacher candidates pursuing Special Education certification are completed in appropriate special education classroom settings. Teacher candidates are responsible for transportation to the field placements and internships. All placements must be completed in subject areas and grade levels appropriate to the declared MAT field of certification. 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 in the final term. The development and presentation of a professional portfolio that demonstrates attainment of national performance standards will take the place of a master's thesis. Guidance in portfolio development is an integral part of the program.

Combined Bachelor's to Master's Program in Teaching

The combined 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 Secondary Education or Special Education in the State of Maryland. As early as junior year, students may complete the application process to screen into the combined Bachelor’s – Master’s program in Teaching. The combined 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.

Admission Requirements

- A baccalaureate degree from a regionally accredited college or university**.
- A 3.00 GPA is required for full admission. A GPA between 2.75 and 2.99 may qualify the applicant for conditional admission. GPA calculations for admission are based upon the cumulative units of the degree or the last 60 units of undergraduate and post-baccalaureate study.
- 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 Early Childhood and Elementary/Middle tracks must take two graduate-level reading courses as prerequisites to the program: ECED 618 or ELED 611; and EDUC 717. 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 36 specific units in a content major (biology, chemistry, earth-space science, English, math, physics, social science or one of the world languages including Chinese, French or Spanish). Certification
in Secondary Special Education requires a minimum of 21 specific units in a content major (biology, English, math or social science). Content major 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.

- Passing scores as determined by MSDE on the PRAXIS Core Exam: Reading, Writing and Mathematics or other approved testing alternative (SAT, ACT or GRE).

**Non-immigrant international students:** See additional admission information in Graduate Admissions (https://www.towson.edu/academics/graduate/admissions/apply/international.html)

**See Exceptions to Policy** in Graduate Admissions (http://www.towson.edu/academics/graduate/admissions/apply/policies.html)

### Application Procedures


- Graduate application
- Official transcripts from all colleges attended
- Official copy of passing scores on the PRAXIS Core Exam: Reading, Writing and Mathematics or other approved testing alternative (SAT, ACT or GRE). Passing scores are determined by MSDE.
- A brief (one- to two-page) admission essay discussing the applicant's reasons for entering the teaching profession
- Two professional narrative letters of reference
- Résumé

It is recommended that application and all admission credentials be submitted by March 15 for the summer term including the One-Year option, May 15 for the fall term, and October 15 for the spring term. Late applications will be considered if space is available.

### 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 present a Summative Portfolio and receive scores of “3” or higher for all InTASC and COE Standards as a program exit/graduation 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 40 units of course work to include 37 graduate units and 3 undergraduate units in secondary methods.

## Early Childhood General Education Courses

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>EDUC 730</td>
<td>PRINCIPLES OF LEARNING, DEVELOPMENT AND DIVERSITY</td>
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<tr>
<td>EDUC 731</td>
<td>CURRICULUM AND ASSESSMENT</td>
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<tr>
<td>EDUC 732</td>
<td>INTERNSHIP I/SEMINAR 1</td>
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<tr>
<td>EDUC 733</td>
<td>INTERNSHIP II WITH SEMINAR 2</td>
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<tr>
<td>SPED 637</td>
<td>INCLUSION FOR THE CLASSROOM TEACHER</td>
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### Elementary General Education Courses

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<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>ELED 611</td>
<td>PRINCIPLES AND PRACTICES OF LANGUAGE AND LITERACY</td>
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<td>ELED 621</td>
<td>LITERACY ASSESSMENT IN THE ELEMENTARY CLASSROOM</td>
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<td>ELED 685</td>
<td>SEMINAR IN ELEMENTARY SCHOOL SOCIAL STUDIES</td>
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<tr>
<td>ELED 717</td>
<td>CHILDREN'S LITERATURE AND OTHER MATERIALS FOR TEACHING READING</td>
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<td>ELED 718</td>
<td>THINKING THROUGH THE PROCESSES AND ACQUISITION OF LITERACY</td>
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<tr>
<td>ELED 720</td>
<td>ASSESSMENT OF READING AND WRITING IN EARLY CHILDHOOD EDUCATION</td>
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</tr>
<tr>
<td>ELED 723</td>
<td>STRATEGIES FOR TEACHING READING &amp; WRITING: BALANCED LITERACY APPROACHES IN ECED CLASSROOM</td>
<td>3</td>
</tr>
<tr>
<td>ELED 724</td>
<td>MATH/SCIENCE IN THE EARLY CHILDHOOD EDUCATION PROGRAM</td>
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<tr>
<td>ELED 725</td>
<td>INTEGRATED CURRICULUM AND AUTHENTIC LEARNING IN EARLY CHILDHOOD EDUCATION</td>
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<td>ELED 726</td>
<td>WORKING WITH LINGUISTICALLY DIVERSE YOUNG CHILDREN AND THEIR FAMILIES</td>
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<tr>
<td>ELED 727</td>
<td>DEVELOPMENT OF LITERACY</td>
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<td>ELED 728</td>
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2 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.
Applications exam to the Special Education program director as a graduation requirement.

**Early Childhood Special Education**

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<tr>
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<td>EDUC 797</td>
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<td>INTERNSHIP II WITH SEMINAR</td>
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<td>SPED 525</td>
<td>FORMAL TESTS AND MEASUREMENTS FOR STUDENTS WITH DISABILITIES (K-12)</td>
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<td>SPED 605</td>
<td>WORKING WITH FAMILIES OF STUDENTS WITH DISABILITIES</td>
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<tr>
<td>SPED 607</td>
<td>CURRICULUM/METHODS OF CLASSROOM MANAGEMENT FOR STUDENTS WITH DISABILITIES</td>
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<tr>
<td>SPED 632</td>
<td>ASSESSMENT ISSUES FOR CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS</td>
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<td>ED STD W/DIS/CM&amp;I</td>
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<td>SPED 646</td>
<td>USING TECHNOLOGY TO DIFFERENTIATE INSTRUCTION</td>
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**Early Childhood Special Education Courses**

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<tbody>
<tr>
<td>ECED 621</td>
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Total Units 39

1 A lab fee is attached to this course.

2 A lab fee is attached to EDUC 797. Teacher candidates must complete a minimum of one day each week in a special education classroom as an internship requirement. Successful completion of EDUC 797 is a prerequisite to enrollment in EDUC 798.

3 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.

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**Elementary/Middle Special Education**

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<td>INTERNSHIP I/SEMINAR</td>
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<td>SPED 525</td>
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<td>ASSESSMENT ISSUES FOR CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS</td>
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**Secondary General Education**

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<td>CURRICULUM AND ASSESSMENT</td>
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Total Units 40

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3 A lab fee is attached to this course.

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**DEGREE REQUIREMENTS FOR SPECIAL EDUCATION**

The MAT program in Early Childhood and Elementary/Middle Special Education requires 39 units of course work. The MAT program in Secondary Special Education requires 40 units of course work.

Special Education MAT teacher candidates must submit a copy of their score on the PRAXIS II Special Education: Core Knowledge and
Secondary Special Education Courses

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<tr>
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<tbody>
<tr>
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Elementary/Middle Special Education Courses

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<tr>
<td>EDUC 787</td>
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<td>ELED 621</td>
<td>LITERACY ASSESSMENT IN THE ELEMENTARY CLASSROOM</td>
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Total Units 39

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Secondary Special Education

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<tr>
<td>SCED 560</td>
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<td>SCED 561</td>
<td>TEACHING READING IN THE SECONDARY CONTENT AREAS</td>
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<tr>
<td>SPED 601</td>
<td>SPECIAL EDUCATION: CURRICULUM &amp; METHODS OF INSTRUCTION FOR SECONDARY TRANSITION</td>
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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

ACEI Standard 1. Development, Learning, and Motivation

1.0 Development, Learning, and Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.

ACEI Standard 2. Curriculum Standards

2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

2.2 Science—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;

2.3 Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;

2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;

2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

ACEI Standard 3. Instruction Standards

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving;

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments;

3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

ACEI Standard 4. Assessment Standards

4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

ACEI Standard 5. Professional Standards

5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.
English MAT
NCTE Standards

1) Content Knowledge (Reading Texts). Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and multimedia tests 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 knowledgeable 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.
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.

N斯塔 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.

N斯塔 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.

N斯塔 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.

N斯塔 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

N斯塔 Standard 1.1 Culture and Cultural Diversity. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.

N斯塔 Standard 1.2 Time, Continuity, and Change. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of time, continuity, and change.

N斯塔 Standard 1.3 People, Places, and Environment. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, and environment.

N斯塔 Standard 1.4 Individual Development and Identity. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.

N斯塔 Standard 1.5 Individuals, Groups and Institutions. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of individuals, groups, and institutions.

N斯塔 Standard 1.6 Power, Authority, and Governance. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of power, authority and governance.

N斯塔 Standard 1.7 Production, Distribution, and Consumption. Candidates in social studies should possess the knowledge, capabilities, and disposition to organize and provide instruction at the appropriate school level for the study of production, distribution, and consumption of goods and services.

N斯塔 Standard 1.8 Science, Technology and Society. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology and society.

N斯塔 Standard 1.9 Global Connections. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of global connections and interdependence.

N斯塔 Standard 1.10 Civic Ideals and Practices. Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civic ideals and practices.

N斯塔 Standard 3.1 Course or Courses on Teaching Social Studies. Institutions preparing social studies teachers should provide and require prospective social studies teachers to complete a course or courses dealing specifically with the nature of the social studies and with ideas, strategies, and techniques for teaching social studies at the appropriate licensure level.

N斯塔 Standard 3.2 Qualified Social Studies Faculty. Institutions preparing social studies teachers should provide faculty in the social studies and social studies education components of the program who are recognized as (a) exemplary teachers, (b) scholars in the field of social studies and social studies education, and (c) informed about middle and secondary school classrooms and teaching.

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

CEC Initial Preparation Standard 3 Learning Differences
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.

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 paraprofessionals, 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.

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.

**Foreign Languages MAT**

ACTFL Standard 1. Language, Linguistics, Comparisons. Candidates (a) demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency (See the following supporting explanation and rubrics for required levels of proficiency.); (b) know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own; and (c) know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own.

ACTFL Standard 2. Cultures, Literatures, Cross-Disciplinary Concepts. Candidates (a) demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices; (b) recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time; and (c) integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.

ACTFL Standard 3. Language Acquisition Theories and Instructional Practices. Candidates (a) demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction and (b) develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners.

ACTFL Standard 4. Integration of Standards into Curriculum and Instruction. Candidates (a) demonstrate an understanding of the goal areas and standards of the Standards for Foreign Language Learning and their state standards, and they integrate these frameworks into curricular planning; (b) integrate the Standards for Foreign Language Learning and their state standards into language instruction; and (c) use standards and curricular goals to evaluate, select, design, and adapt instructional resources.

ACTFL Standard 5. Assessment of Language and Cultures. Candidates (a) believe that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures; (b) reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction; and (c) interpret and report the results of student performances to all stakeholders and provide opportunity for discussion.

ACTFL Standard 6. Professionalism. Candidates (a) engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice and (b) know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field.