

Mayville State University

Masters of Arts in Teaching (MAT) Program

Handbook

Contents

Welcome.....	3
Mission Statement	5
Teacher Education Conceptual Model.....	9
Table 1: Theory and Curricular Connections.....	17
Goals and Objectives of the MAT Program.....	21
MAT Policies and Procedures.....	26
Exiting the MAT Program.....	34
Graduation and Commencement.....	35
MAT Clinical Mentorship Experience.....	40
Appendices.....	44
Appendix A Clinical Mentorship Agreement.....	45
Appendix B Program Advising Checklist.....	46
Appendix C Admission Appeals Coversheet.....	47
Appendix D Scholarship Information.....	48
Appendix E Clinical Experience Schedule.....	49
Appendix F Clinical Mentorship Teaching Experience Weekly Plan.....	50
Appendix G Clinical Mentorship Teaching Experience Weekly Reflection.....	51
Appendix H Suggested Timeframe to Transition in and out.....	52
Appendix I MAT Program ProEthica Fact Sheet.....	53
Appendix J Capstone Project.....	56

Welcome

Welcome to Mayville State University and the Division of Education. In joining us, you have become part of a long history of educators who have been leaders in the profession. Mayville State was founded in 1889 as North Dakota's original Teachers College. In 1925, the State Board of Higher Education (SBHE) authorized Mayville State to grant a Bachelor of Arts in Education, and in 1948, the B. A. in Education became a Bachelor of Science in Education, and the first non-teaching Bachelor of Arts was offered in 1961. In recent years, educational degree options have expanded to encompass early childhood through multiple secondary content areas with additional specializations and certificates. Since its inception, Mayville State has steadily grown and progressed, education leaders with a focus on personal service. Today over 800 educators across North Dakota are Mayville State Alumni.

The Masters of Arts in Teaching (MAT) degree program is a 32 credit online-delivered program that provides options for graduates with bachelor's degrees to obtain a professional teaching degree while maintaining employment. The MAT program is standards-based to support secondary teacher certification requirements of the North Dakota Education Standards and Practices Board (ESPB) and supports the development of teacher-leaders.

The MAT program's purpose is to provide continued growth and service to North Dakota. The MAT degree offered through Mayville State University is designed to assist persons with non-teaching bachelor's degrees to apply for teacher certification in a secondary content area while obtaining a master's degree. The addition of the MAT program to MSU's well-established teacher preparation programs provides another option for entry-level professionals to begin teaching careers. Mayville State University is accredited by the Higher Learning Commission, and MSU's Educator Preparation Program (EPP) is accredited by the National Council for the Accreditation of Teacher Education. MSU will write for accreditation by CAEP in 2020. Teacher Education has been a focus of MSU's mission throughout the institution's 125-year history and the addition of the MAT program supports the tradition of serving North Dakota's workforce and K-12 schools.

With the current shortage of teachers throughout North Dakota and nation-wide, the MAT degree is an option for many who may be interested in a possible career change into education.

The goal of the MAT program is to add qualified teachers into the workforce who are equipped with the knowledge and skills needed to create learning rich classrooms where students flourish through authentic engagement. The North Dakota Department of Commerce has acknowledged preschool, elementary, middle school and secondary teacher shortages across the state. MSU's Master of Arts in Teaching Program is here to help get people who are interested in a teaching career into the classroom!

The MAT program supports two types of learners interested in teaching. The first are those who already have an Alternative Access license by the Education Standards and Practices Board of North Dakota, are employed by a school district, and need to gain the credentials through online course programming to apply for full teacher licensure in ND. The second group of learners are those who will complete MAT program courses followed by a Teaching Mentorship Clinical Experience prior to seeking licensure. The MAT program provides grounded study on teaching, learning and leadership to support the successful MAT graduate in today's workforce.

Students with an Alternative Access License and hold a teaching position in North Dakota:



Students without an Alternative Access License:



The Division of Education is accredited by the Council for Accreditation of Educator Preparation (CAEP) and the Higher Learning Commission. Accreditation process that accredits Mayville State University, assures quality and supports continuous program improvement. Under the Division's conceptual framework, "The Reflective Experiential Teacher" candidates combine personal experiences with teacher training (knowledge, skills and disposition) as they reflect on both. This framework is used to guide and direct all program design and enhancement, through the continual process of providing candidates with the correct curriculum and experiences needed to prepare them for the realities of diverse classrooms.

During the teacher training program, MAT students experience teaching and learning strategies that exemplify differentiated instruction of 21st Century Skills to purposefully increase student engagement through authentic learning experiences. Our aim is to prepare qualified teachers that demonstrate the ability to reflect upon the unique needs of all students, and to make data-based instructional decisions.

This handbook has been developed to serve as a narrative depiction of the Mayville State University MAT program: its purpose, administrative procedures, and policies. The handbook is a resource for selection of courses, tracking of requirements for graduation, and application of teacher certification. It provides the information and forms needed to prepare for and complete the teaching experience. It is the responsibility of MAT students to work with advisors to develop a study plan to ensure degree completion that will lead to fulfilling North Dakota licensure requirements.

The faculty and staff at MSU are committed to providing the highest quality professional preparation programs. It is our goal to meet the needs of every MAT student and personalize the higher education experience.

Mission Statement

Mission of Mayville State University

Mayville State University is dedicated to excellence in teaching, service, and scholarship in dynamic, inclusive and supportive learning environments that are individually focused. We offer quality undergraduate and master's programs enriched with practical experiences to prepare all learners for a global economy.



Core Values: Our Dedication to Personal Service

Mayville State University, since its beginning in 1889, has embraced the philosophy of personal service, the foundation of our core values. These values guide how we perform our work and conduct ourselves every day with all of our stakeholders.

We act with **integrity** in all we do.

We demonstrate integrity through honesty and loyalty to our institution, high ethical standards, respect for others, being responsible and accountable for our actions, and having open communication.

We are **student-focused**.

We provide individualized support that is responsive to the needs of students, and results in their success.

We are committed to **teaching and learning excellence**.

We engage in transformational experiences, supportive learning environments, scholarly opportunities, and collaborative relationships.

We promote and value an open and diverse **community**.

We foster partnerships across our local, regional, and global communities. We respect all individuals through our small town campus culture that supports a sense of family.

We integrate **leadership** in all we do.

We encourage individuals to develop and strengthen leadership skills and abilities, while providing opportunities to enhance the common good.

Purposes of Mayville State University

- To provide academic programs and services that address contemporary career and workforce opportunities.
- To maintain collaborative relationships with schools, employers, and communities which contribute to the economic growth and social vitality of North Dakota.
- To deliver flexible programs, instruction, and student services to meet the needs of the individual.
- To cultivate an environment that supports creativity, intellectual curiosity, lifelong learning, service, and an appreciation of diversity.

The Purpose and Goals of Teacher Education

The purpose of professional education is to prepare teachers for elementary and secondary schools. To achieve this end, the professional education program emphasizes: the learning process from childhood through adolescence; the concepts and applications of learning theories and evaluative techniques; the study of students with special needs and the employment of diagnostic techniques; the utilization of multimedia, computers, and current technology; an examination of legislative and judicial actions as they relate to teaching; an analysis of the needs of racial and multicultural minority students and the ways in which the schools may accommodate those needs; and the sociological and historical foundations of the public schools.

MAT and Teacher Licensure

The MAT program supports those interested in teaching with two different paths within the program.

The first path is for those who already have an Alternative Access license through the Education Standards and Practices Board, are employed by a school district, and need to gain the credentials through online course programming to apply for full-teacher licensure in North Dakota. These students will typically take the Teaching Mentorship Clinical Experience at the onset of the program.

The second path is for those who will complete MAT program courses followed by the Teaching Mentorship Clinical Experience prior to seeking licensure. The MAT program provides grounded study on teaching, learning, and leadership to support the successful MAT graduate in today's workforce.

*Alternate Access License (One-Year): Issued in a documented shortage area. This license is for those who do not have a teaching degree but do have a bachelor's degree in a content area where the vacancy exists in the school. It is expected that the applicant will work with a university to complete their education coursework over the next 3 years (if needed.) The license must be requested in writing by the local school administrator indicating the unsuccessful search for a qualified applicant and the desire for this license to be issued. Requirements include the completed online application, a bachelor's degree in the content area to be taught (official transcripts), and a plan of study from the college of education where the applicant will complete 1/3 of the program of study each year toward the teaching degree. This license can be issued a year at a time for a maximum of 3 years. (retrieved from ESPB website: <https://www.nd.gov/espb/licensure/types.html>)

Please note: The 32 semester hour MAT program by itself is **not a stand alone licensure-granting degree**. The MAT applicant's prior degree background and future aspiration in teaching will be taken into consideration when creating the individualized plan of study. Students may need to complete additional coursework to seek professional licensure. Individual transcript review will be completed by an MAT advisor prior to admission.

Goals of the MAT program

The primary goals of the MAT program for students are to:

- Demonstrate understanding of child and adolescent development, learning, motivation, and behavior, and how to create an effective learning environment; Curriculum Connection: EDUC 555, EDUC 592
- Demonstrate ability to adapt instruction to meet the needs of diverse learners; Curriculum Connection: EDUC 593
- Demonstrate the ability to develop short- and long-range instructional plans using a variety of instructional strategies to create meaningful learning experiences; Curriculum Connection: EDUC 550, 572, 580

- Demonstrate the ability to communicate effectively using a variety of verbal, nonverbal, and media communication techniques; Curriculum Connection: EDUC 572
- Demonstrate the ability to use effective formal and informal assessment strategies; Curriculum Connection: EDUC 522
- Demonstrate the ability to develop effective professional relationships and seek out opportunities for participation in professional growth; Curriculum Connection: EDUC 581
- Demonstrate the ability to develop teacher-leaders through reciprocal, reflective, purposeful learning experiences to support community and workforce needs; Curriculum Connection: All coursework

Consequently, the professional education courses utilize research-based teaching strategies that reflect program goals. As a result of these practices, candidates are able to think critically and problem solve, communicate effectively, work independently and in collaborative groups, gain experience with and develop an understanding of the workplace, and critically examine and reflect on the social and professional elements of the teaching profession.

The goal of the teacher education program is that MSU graduates comprehend and demonstrate the content, pedagogical and professional knowledge, skills and dispositions necessary to help all students learn, including students with exceptionalities and of different ethnic, racial, gender, language, religious, socioeconomic and regional/geographical origins.

Teacher Education Conceptual Model

The Reflective Experiential Teacher Model



The Reflective Experiential Teacher conceptual framework was designed and adopted by the unit in 1990. Use of the framework supports the inclusion of effective, research-based teaching strategies throughout the unit. It is based upon a belief that teacher candidates develop the ability to reflect on and apply current research findings, theoretical knowledge, and effective teaching practices. Candidates learn how to use inquiry to question and test hypotheses in simulated and clinical experiences with subsequent reflective exercises that develop their ability to analyze and think critically. Recognizing that growth is fundamental to teaching and learning, the unit critically reviewed the model in June 2014. This resulted in acknowledgment of the frameworks continued value in support of standards-based learning outcomes candidates are expected to meet. The framework is used to guide continual improvement based upon adopted assessment procedures, research, and the Interstate Teacher Assessment and Support Consortium (InTASC) standards. In addition to developing skills in communication, collaboration, critical thinking and creativity, designated as the 4 C's of 21st century learning (Beers, 2011; Hayes Jacobs, 2010) two additional 'C's, competency and culture, were deemed critical to the quality criteria representative of Mayville State University's Teacher Education Program.

Rationale for the Reflective Experiential Teacher

Student Learning Outcomes (SLO's) within the Division of Education provide the foundation for teaching and learning with a focus on 21st century skills. SLO's were developed from research on educator preparation (INTASC) and provide the foundation for framing Mayville State University's Educator Preparation Program using The Reflective Experiential Teacher Model. The acquisition of competencies in knowledge, skills and disposition to become a professional educator require teacher candidates to think critically and reflectively on theory, practices, and experiences within social, cultural and environmental contexts for teaching and learning. The Teacher Education Committee identified outcomes for teacher candidates to embrace the importance of critical thinking skills, the application of bringing theory to practice using acquired knowledge and skills, and developing a positive self-concept, self-esteem and attitude towards teaching and learning. To ensure these outcomes are met, the framework used by the Teacher Education Program is The Reflective Experiential Teacher Model which supports the characteristics and needs of the students in the Teacher Education Program.

Faculty guide teacher candidates to develop reflective abilities throughout their specific education programs with "critical input experiences" (Marzano, 2007) supported by instructor modeling and subsequent opportunities for teacher candidates to practice in both classroom and clinical experiences. The completion of several clinical and field experiences in diverse, multi-cultural contexts throughout education degree programs add a comprehensive approach to the teacher candidate's growth and learning within The Reflective Experiential Teacher Model framework. Candidates observe a variety of instructional techniques used by teachers in P-12 classrooms and reflectively learn to appreciate the connections they make between theory learned and strategies observed and practiced.

Reflection, defined within the framework, is an active process that promotes learning; An idea Dewey (1910) agreed with defining reflection as "active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusion to which it tends constitutes reflective thought" (p. 6).

The inclusion of clinical and field experiences throughout the Teacher Education Program supports teacher candidates in changing their frame of reference, or habits of mind (Cranton, 2006) becoming more perceptive to reflectively think comprehensively and inclusively about experiences. Mezirow's (1997) transformative learning theory (TL) recognizes the growth of a learner in the type of meaningful understandings Wiggins and McTighe (2005) discuss with the 6 facets of understanding used to ground teacher candidate's work with lesson planning that focuses on the inclusion of multiple perspectives and critical thinking. Transformative learning, a "uniquely adult" learning theory (Taylor as cited in Cranton, 2006, p. 52) revolves around two elements: critical reflection and critical discourse (Kitchenham, 2008). The Reflective Experiential Teacher Model is supported by research on transformative learning as the elements of reflection and dialogue are evidenced throughout instruction and clinical experiences of Mayville State University's Teacher Education Program. Teacher candidates at Mayville State University have experienced teaching and learning throughout their preparatory years in school, many coming from small, rural communities in North Dakota and insights on teaching and learning may be limited when students begin the Teacher Education Program. Teacher candidates draw upon their background knowledge and transform their ideologies of teaching and learning when studied theory, research-based practices and experiences lead them to new understandings.

The Reflective Experiential Teacher Model is used to frame the development of courses and learning experiences in the Teacher Education Program which are measured in the Student Learning Outcomes (SLO's) that have been developed by the Teacher Education Committee. All SLO's are measured by rigorous course and program reviews in a comprehensive assessment system to guide continued improvement and development-based upon reflective analysis of student data.

MAT Program Conceptual Framework

Mayville State University

Leadership through Teaching: An Authentic/Constructivist Leadership Model

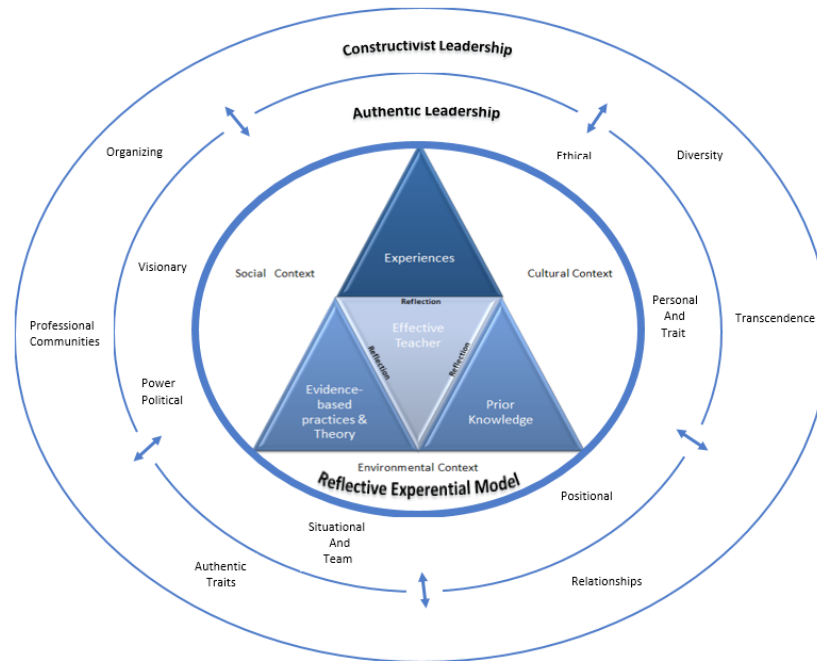
The MAT Program conceptual framework is provided here with a focus on the confluence between the Authentic Leadership Model and Constructivist Leadership Model as it applies to MSU's teacher education program framework: the Reflective Experiential Teacher Model. Advanced scholarly coursework will be identified with the models through a curriculum/leadership crosswalk.

Mayville State University (MSU) developed the Masters of Arts in Teaching (MAT) program as a response to the teacher shortage in North Dakota's workforce therein bringing on a movement of leadership through teacher education; a grounded approach to fulfilling a local need. The MAT program was designed to include candidates with an earned Bachelor of Science or Bachelor of Arts degree either studying in a pre-licensed capacity or those with current teaching placements licensed with alternate access licenses. The MAT program is part of the Division of Education.

MSU's MAT program is grounded upon the belief that all teachers can be leaders in some capacity whether being leaders in the local education unit, in their communities, or as a stakeholder in the educational system. The MAT program is infused with the confluence of the Authentic/Constructivist Leadership Theory to better explain the advanced scholarly standards, along with the adopted conceptual framework of the Division of Education "Reflective Experiential Teacher" model (see **Diagram 1**).

The Division of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) which has now transitioned into the Council for Accreditation of Educator Preparation (CAEP). The accreditation process assures quality and supports continuous program improvement. Under the Division's conceptual framework, "The Reflective Experiential Teacher" candidates combine personal experiences with teacher training (knowledge, skills and dispositions) and make meaningful connections through continuous, guided reflective processes (MSU, 2016).

Diagram 1: The Reflective Experiential Teacher Model with the MAT's Authentic/Constructivist Theoretical Position



This framework is used to guide and direct all program design and enhancement, through the continual process of providing candidates with curriculum and experiences to prepare them for the realities of teaching in diverse classrooms. With this internal framework, the MAT is grounded in an over-arching theoretical base of the Authentic/Constructivist Leadership Theory. Quality scholarship and theory underpins leadership education. At the same time, it is important to use educational methods that respect life experiences of the participants and that are easy to understand and communicate (Boyce, 2006). The MAT program provides an organic leadership experience as participants bring prior knowledge of learning and leadership into their studies. Authentic/Constructivist theoretical positions contribute to our understanding of the transfer of theory to practice with an emphasis on the competencies of educational leaders who can create an atmosphere of support for diversity, social equity, and educational change.

Definitions of Authentic/Constructivist Leadership

The MAT program supports persons entering the teaching profession from a variety of professional backgrounds. In this section, Authentic Leadership and Constructivist Leadership is explained by definition and traits as they apply to the MAT program.

Traits of Authentic Leadership

In *Authentic Leadership*, six views of leadership function as an integrated system. Effective leadership requires knowledge and attention to all six areas simultaneously. Terry (1993) referred to this integration of all leadership views as “authentic leadership.” Effective leadership requires knowledge and attention to all six areas: Ethical, Personal and Trait Theory, Visionary, Power Political, Organizational and Positional, and Situational Team simultaneously. Each in part are explained through functional ways.

Authentic Leadership Connected to Curriculum (verbatim from Boyce)

Ethical Leadership is concerned about “doing the right thing” - moving toward a beneficial end or common good. Leadership assesses why something should be done, what is to be done, and the values that underlie the situation. Leadership engages followers in a respectful, voluntary and community- enhancing relationship. The ethical leadership view is also the portion of the leadership framework connected to the concept of meaning – addressing questions of “What is at stake here?” and “What are the right things to do?” (**EDUC 500, EDUC 581, EDUC 592. EDUC 595**)

Personal and Trait Theory Leadership is linked to biological and inborn traits - some people are born to be leaders, others are not, and/or everyone can lead, but their leadership behavior will vary depending on their personal style. Assessing personal skills, preferences, strengths and weaknesses, and understanding personal styles of leadership are part of the personal/trait theory view. The personal/trait theory view is also the portion of the leadership framework that connects to the concept of existence – addressing the question, “What is the history of the person, group, or community?” (**EDUC 500, EDUC 555, EDUC 592, EDUC 593**)

Visionary Leadership is focused on the ability to help others to critically examine “the present” - and leaders provide a sense of direction for “the future.” Thinking “outside” the existing system is encouraged. Developing scenarios, possibilities for the future, and doing that which has not been done before is expected. The visionary leadership view is also the portion of the leadership framework that connects to the concept of mission – addressing the question, “What is the purpose, direction or mission of what we are trying to accomplish (**EDUC 500, EDUC 572, EDUC 580**)

Power Political Leadership is connected to getting something done – initiating change. Leadership is viewed as (a) moving forward a personal agenda, and/or (b) the empowerment and engagement of others. Leaders must have the skills to work successfully in formal and informal systems, deal with power and conflict, build coalitions, and address issues of participation and involvement. The power/political leadership view is also the portion of the leadership framework that connects to the concept of power – answering the questions, “What is the level of commitment with those who are stakeholders?” and “What are the dynamics between those involved in this issue?” (EDUC 550, EDUC 592, EDUC 593)

Organizational and Positional Leadership is connected to organizational position and role. Leadership responsibilities differ among levels of the organization, and a role of leadership is to create and adapt the organizational structures and processes to work as effectively as possible. Leadership can be defined by the behaviors, skills and activities exhibited by those in positions of organizational influence. The organizational/positional leadership view is also the portion of the leadership framework that connects to the concept of structure – addressing the question, “What are the plans, processes and systems used to organize the work?” The educational connection can be experienced with the participation of stakeholders in local, state and national policy-making groups. (EDUC 522, EDUC 550)

Situational Team Leadership is fluid, dynamic and changing – dependent on the needs of the group. Everyone has the potential to lead and to be a group member. The role of the leader is to help the group move to the desired goal by using different leadership skills/techniques at appropriate times. The situational/team leadership view is also the portion of the leadership framework that connects to the concept of resources – addressing the question, “What are the types of resources needed for success?” An example of this is the institution of Professional Learning Communities (PLC’s) where teacher-leaders work collaboratively to improve teaching skills and the academic performance of students. (EDUC 522, EDUC 572, EDUC 580).

The six leadership models that comprise the Authentic Leadership Model were explored in this section. The coursework crosswalk was also added. Next, a review of the traits and constructs of the Constructive Leadership Model and how it applies to the MAT curriculum will be presented.

Traits of Constructivist Leadership

Constructivist leadership is defined as the “reciprocal learning processes that enable participants in a community to construct meaning towards a shared purpose” and defies the traditional conception of leadership (Lambert, 2002). For example, traditional leadership is often limited by specific traits that include roles of power and authority, whereas constructivist leadership offers a fluid and dynamic notion of leadership that transcends personalities and roles. It is a tenet that within the model of constructivist leadership, all participants within the school community possess the capacity and responsibility to contribute to the well-being of their schools.

Constructivism has become a theory of learning that emerged from a theory of knowing. It is an epistemological concept that draws from a variety of fields, including philosophy, psychology, and science (Lambert, p.7). Constructivist principles that ground the theory of Constructivism stem from the works of Dewey, Piaget, Bruner, Vygotsky, and Feuerstein.

The Principles of Constructivism

1. Knowledge and beliefs are formed within the learner. (Authentic/Organic Traits)
2. Learners personally imbue experiences with meaning. (Relationships)
3. Learning activities should cause learners to gain access to their experiences, knowledge, and beliefs. (Organizing knowledge)
4. Culture, race, and economic status affect student learning individually and collectively. (Diversity)
5. Learning is a social activity that is enhanced by shared inquiry. (Professional Communities)
6. Reflection and metacognition are essential aspects of constructing knowledge and meaning. (Transcendent Traits)
7. Learners play a critical role in assessing their own learning. (Authentic/Organic)

The constructivist's stance on practice is that outcomes of the learning process are varied and often unpredictable and learning is not uniform and cannot be specified in advance; it is not assembled like parts of a machine but rather evolves in nonlinear ways from the experiences and attitudes of the learners (p. 28).

Constructivist Leadership Traits as Aligned to the Curriculum

Authentic Traits (1) A leader is socially responsible teacher who focuses on the authentic learning of students (children and adults) that comes from prior knowledge and authentic work. Authentic work must be experienced by teachers and students as authentic relationships and learning possibilities in order to introduce and maintain reciprocity. Each of our teacher/leaders within the MAT program will bring an organic leadership experience from whence they came, within the content and knowledge that they bring into their studies. Constructivism is grounded in reciprocity. **(EDUC 500, EDUC 595)**

Organizing (2) A leader is socially responsible teacher who focuses on building organizational capacity through resource coherence. There is a constancy of effort and progress and a sense of efficacy and accomplishment in the midst of the flurry of daily activity. Values and resources align to support interrelatedness among decision making, school programs, the school community, improvement efforts, and outcomes for students. **(EDUC 522, EDUC 550, EDUC 555)**

Professional Communities (3) A leader is a socially responsible teacher who focuses on systems of thinking and strategic approaches to developing a learning community. All members of the school community-students, parents, teachers, administrators, district staff, school board and community members-are pulling together in a constant direction toward achieving a shared vision. The norms, beliefs, structures, and skills for inquiry, innovation, and continuous improvement are part of the day-to-day culture of the school. An example of this are the PLC's that are in-place in progressive educational units nationwide. **(EDUC 522, EDUC 550, EDUC 572, EDUC 580, EDUC 592)**

Relationships (4) A leader is a socially responsible teacher who focuses on the importance of understanding patterns of relationships and knowing that they form the primary bases for human growth and development. The foci of community are relationships and the patterns of relationships that lead to strong schools. The connection between leaders and viable learning communities comes in the form of strong relationships which can very well be the most important factor in our past, present, and future endeavors. **(EDUC 581, EDUC 593)**

Diversity (5) and learning brings upon a bold, socially responsible leader who focuses on teaching and learning for equity and high achievement. Desired impact of the leadership work shows that race class, language, culture, income, gender, and sexual identity are no predictors of academic success (or failure). All students can produce high-quality work and achieving at high levels regardless of internal or external factors. **(EDUC 581&EDUC 593)**

Transcendence (6) A leader is a bold, socially responsible teacher who focuses on engaging and influencing forces within the larger context. The school actively engages and influences the context to generate the knowledge, resources and support needed for continuous improvement of teaching and learning. Two-way learning relationships and partnerships support the creation of new knowledge and help the school community proactively meet new challenges. **(EDUC 500, EDUC 526, EDUC 572, EDUC 580, EDUC 592).**

In the previous section, we discussed the definition of the Constructivist Leadership Model and tenets associated. We also explored the advanced scholarly coursework associated with the model. Next, the conceptualized diagram (See Diagram 1) and coursework crosswalk (Table 1) will further display this proposal.

Table 1: Theory and Curricular Connections at a Glance

Course	Credits (SH)	Authentic Leadership Views	Connection to Constructivist Leadership
EDUC 500: Teaching Mentorship/Clinical Practice	6	Authentic Leadership	Authentic (1) & Transcendence (6)
EDUC 522: Educational Assessment	3	Organizational and Positional; Situational and Team	Organizational (2) & Professional Communities (3)
EDUC 526: Foundational Practices of Reading Instruction	3	Situational and Team	Transcendence (6)
EDUC 550: Foundations of Education & Leadership	3	Power and Political; Organizational and Positional	Organization (2) & Professional Communities (6)
EDUC 555: Child & Adolescent Development	3	Personal and Trait Theory	Organization (2)
EDUC 572: Instructional Resources & Technology	2	Visionary; Situational and Team	Professional Communities (3) & Transcendence (6)
EDUC 580: Instructional Strategies for Classroom Teachers	4	Visionary; and Situational Team	Professional Communities (3) & Transcendence (6)
EDUC 581: Human Relations & Diversity	3	Ethical Leadership	Relationships (4) & Diversity (5)
EDUC 592: Theories of Learning Management	2	Ethical Leadership; Personal and Trait Theory	Professional Communities (3) & Transcendence (6)
EDUC 593: Inclusive Classroom	2	Ethical Leadership; Power and Political; Personal and Trait	Relationships (4) & Diversity (5)
EDUC 595: Comprehensive Capstone Project	1	Authentic Constructivist Leadership	Authentic (1) & Transcendence (6)

In this explanatory essay, a conceptualization of the confluence between the Authentic Leadership Model and Constructivist Leadership Model was provided as it applies to the MAT program. Integration of the Authentic/Constructivist Leadership Model along with the Reflective Experiential Model provides a framework for the Master of Arts in Teaching Program at Mayville State University. Advanced scholarly coursework was connected to the framework through a curriculum/leadership crosswalk.

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MAT Program Student Learning Outcomes (SLO):

These SLOs were developed to reflect CAEP standards and the requirements of all ND teacher evaluation systems to be based on the four general categories of InTASC standards.

- SLO 1: Learner & Learning: Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.
- SLO 2: Content: Students understand subject matter deeply and flexibly so they can advance their students' learning, address misconceptions and apply ideas to everyday life.
- SLO 3: Instructional Practice: Students will plan instruction, utilize effective instructional strategies and technologies, and continuously assess students for mastery and decision-making purposes.
- SLO 4: Professional Responsibility: Students will take responsibility for student learning, collaborative relationships, their own professional growth, and the advancement of the profession.

Interstate Teacher Assessment and Support Consortium Standards: (InTASC)

The InTASC model core teaching standards outline what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce in today's world. These standards outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement. Mayville State University Teacher Education Program uses the InTASC standards as a guide to measure teacher candidate competencies.

Interstate New Teacher Assessment and Support Consortium Standards (InTASC)

1. Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

5. **Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. **Assessment:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. **Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context..
8. **Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. **Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. **Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

National Board for Professional Teaching Standards

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

Goals and Objectives of the Master of Arts in Teaching Program

The Teacher Education Committee reviews program courses and content to strengthen and improve the Master of Arts in Teaching (MAT) program based on current best practice and research-based findings. The goals and objectives that guide the Master of Arts in Teaching program provides the students with the awareness that the MAT Program:

- is grounded in current research based teaching methods;
- will support the development of appropriate dispositions;
- includes modeling of effective teaching;
- supports the application of theory to practice;
- is responsible to develop and maintain strategic and professional clinical partnerships;
- collaborates with highly qualified mentor teachers for clinical experiences;
- supports professional development;
- includes learning experiences with experts in the field;
- promotes a technology enabled learning environment with pedagogy and content knowledge;
- partners with state and school mentoring programs to support candidate success;
- infuses reflective exercises throughout the program; and
- guides the MAT students' professional development by providing a learning environment conducive to critical dialogue on fundamental educational issues.

The procedure employed for adopting program objectives resulted from analysis of standards and teacher preparation learning outcomes, reconceptualization of preparing experienced professionals for teaching, debate and consensus among members of the Teacher Education Committee.

Instructional Strategies of the Division of Education

The Teacher Education Unit researched instructional strategies that support teacher candidates in developing the 6 C's earlier referenced: communication, collaboration, critical thinking, creativity, competencies and culture. With a focus on developing knowledge, skills, and critical attributes of teacher candidates, the Teacher Education Unit also provides learning activities that enhance teacher candidate's understanding of cultural and linguistic diversity. Instructional strategies used within the program supports work with each of the 6 C's noted above.

The teacher education unit regularly researches teaching practices and reflects upon current use of research-based teaching strategies. Faculty select and implement one or more models and strategies of instruction to match the learning objectives of the courses they teach and the teacher candidates' learning needs. Models for instruction and strategies used within the teacher education program are briefly described below. It is the goal of instructors within the Teacher Education Unit to use these identified models and strategies to support students' cognitive processes associated with learning while focusing on critical thinking, questioning, inductive and deductive reasoning, problem solving, planning and recall.

Direct: Instruction strategies that are teacher led to provide structure and sequence throughout the teaching or presentation. Instructors frequently pair direct instruction with other instructional models and strategies. Direct instruction positively impacts student achievement (Hattie, 2009). Associated strategies include:

- Explicit teaching
- Guided practice for reading, listening, viewing
- Demonstrations
- Lecture
- Drill and practice

Indirect: A student-centered approach to teaching that warrants high levels of student engagement. Teachers support and facilitate learning by providing learning environments that encourage decision-making, critical thinking, and other independent learning skills. Indirect instructional strategies positively influence student achievement and attitudes towards study (Strobel & van Barneveld, 2009; Orlich et al., 2013).

- Problem solving
- Inquiry
- Case studies
- Concept mapping
- Reading for meaning
- Cloze procedures

Independent: Students actively construct learning as they develop self-reliant skills in while guided or supervised by an instructor (ETS, 2014).

- Learning contracts
- Research projects
- Learning centers
- Computer supported instruction
- Distance learning

Experiential: A student-centered model, experiential learning supports the application and analysis of concepts as students enter into learning experiences designed for the student by the teacher, or created by the student. This type of learning is active, constructive and complex when reflection is a part of the experience (Dewey, 1938, Marzano, 2007).

- Role play
- Simulation
- Field experiences
- Research process
- Experiments
- Practicums, clinical experiences, student teaching
- Games
- Observations

Interactive: Students and teachers share through participation and discussion in this model of instruction. Students and teachers develop skills in listening, observation, interpersonal skills and interventions (Byers et al., 2009) which promote positive learning attitudes and enhance relationship building skills (Hattie, 2009).

- Cooperative learning groups
- Discussions
- Peer practice
- Debates
- Interviews
- Brainstorming

Mayville State University Education Program Diversity Competencies

Description: The knowledge, skills and dispositions that comprise diversity competencies at MSU are based on the recommendations of multiple sources on teaching standards as follows:

- Marzano's Evaluation Model
- Danielson's Framework For Teaching
- Interstate Teacher Assessment and Support Consortium Model Teaching Standards
- Themes of (1) Cultural competence, (2) English Language Learners, (3) Individual differences, and (4) Multiple perspectives
- Council for the Accreditation of Educator Preparation Standards
- National Council for Accreditation of Teacher Evaluation Standards
- Association of American Colleges & Universities Value Rubrics

Competencies from these sources were compiled, combined, and condensed to create a set of competencies that are taught and measured in essential studies courses and throughout MSU teacher education programs. Diversity competencies are as follows:

1. Recognize assets and needs of diverse learners
2. Understand cultural self-awareness and worldviews as they relate to teaching and learning decisions
3. Use knowledge of diversity to ensure learning experiences are differentiated to the needs of the learner
4. Reflect on context, multiple perspectives, actions and personal decisions as they related to diversity
5. Pursue information, resources and supports to meet the needs of diverse learners
6. Exhibit respect, openness and value of diversity across the spectrum of differences
7. Demonstrate actions consistent with the belief that all students are valued and can learn

Mayville State University Education Program Technology Competencies

Description: The knowledge, skills and dispositions that comprise technology competencies at Mayville State University are based on the recommendations of multiple sources on technology use in education (see References and list below):

- Interstate Teacher Assessment and Support Consortium Model Teaching Standards
- Themes of (1) Communication, (2) Critical Thinking & Problem Solving, (3) Technology, and (4) Use of Data to Support Learning
- National Council for Accreditation of Teacher Evaluation Standards
- Council for the Accreditation of Educator Preparation Standards
- Association of American Colleges & Universities Value Rubrics
- Themes of Critical Thinking and Information Literacy
- International Society for Technology Education (ISTE): NETS.S & NETS.T

Competencies from these sources were compiled, combined, and condensed to create a set of competencies that are taught and measured in essential studies courses and throughout MSU teacher education programs. Technology competencies are as follows:

1. Identify issues and trends in educational technology
2. Evaluates technology resources for quality, accuracy, and effectiveness
3. Applies strategies to become a technology-using teacher
4. Align learning goals and objectives with digitally responsible & ethical use of technology
5. Use technology to support planning, differentiation, implementation, and evaluation of student learning experiences
6. Engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information
7. Supports skill development and content knowledge through media and technology
8. Promote learner success with using appropriate technologies for diverse learners
9. Enrich professional practice through effective use of digital tools and resources

MAT POLICIES and PROCEDURES:

Graduate students are responsible for becoming familiar with the requirements of their program of study and the associated policies and procedures that are applicable at Mayville State University. Academic standards and policies for academics, financial aid, and student affairs are found on the Mayville State University website for students to reference.

MSU Online Program Information:

Students may reference all MSU online program policies and procedures on the Mayville State University website. Go to “MSU Online” for information.

Admission to Mayville State University

Prior to completing the application for graduate studies at Mayville State University, persons interested in the MAT program must schedule a consultation with an MAT advisor within the Division of Education (education@mayvillestate.edu or 701-788-4710) and have an undergraduate GPA of 3.0 or higher. Applicants must have a previously transcribed bachelor’s degree.

For admission to Mayville State University, submit the following 3 items to:

**Office of Admissions
Mayville State University
Attention: Mindy O’Connor
330 Third Street NE
Mayville, ND 58257**

_____ 1. Application for graduate admission to Mayville State University: Complete the online application on the MSU website after consulting with an MAT advisor

_____ 2. An application fee of \$35.00 U.S. dollars must accompany each application for admission to the university. The application fee cannot be waived and is not refundable.

_____ 3. Official transcripts verifying all undergraduate coursework and degrees earned from accredited institutions

**Please contact Mindy O’Connor if you need assistance with graduate application to Mayville State University:
mindy.oconnor@mayvillestate.edu, 701.788.4635**

MAT Program Admission

Graduate students are responsible to become familiar and adhere to the requirements and criteria of the MAT program. Admission to the MAT program is completed in conjunction with, or after admission to MSU.

Applicants will be provided all necessary information to complete the items for admission to the MAT program listed below after consultation with an MAT advisor. Applicants will complete the admission to the program process within TaskStream, a software system purchased by students upon admission to the university, that will be used throughout the MAT program (see section entitled “TaskStream”). MAT program admission requirements are found within the Taskstream “Admission and Continuance” DRF and indicated below:

_____ **\$35 MAT Graduate Program Application Fee (due upon admission, submit to the Division of Education)**

_____ **A current resume or CV (upload to TaskStream)**

_____ **3 Letters of reference from people who can respond to the applicant’s professionalism, potential for success in teaching, and can speak to the applicant’s content knowledge expertise. Letters may not be submitted from family members. (upload to TaskStream)**

_____ **An official score report indicating successful completion of the Praxis Core Academic Skills for Educators test. Go to: <http://www.ets.org/praxis/nd/requirements> for Information on passing scores. Please consult with an MAT advisor prior to taking the exam. (see section entitled “Praxis”)**

_____ **Signed Student Code of Conduct Form (completed in TaskStream)**

_____ **Proof of current student liability insurance (student will upload to TaskStream) (see section entitled “Liability Insurance”)**

_____ **Proof of fingerprinting and a background check clearance (student will upload to TaskStream)**

_____ **Admission Interview Essay (completed in TaskStream)**

_____ **Consultation with an MAT advisor.**

*All Admission decisions are based upon full review of all information in the application in order to ensure fairness and to balance the limitations of any single element of the application.

Provisional Admission

A candidate may apply to the MAT program and take nine (9) credit-hours of courses before full admission requirements to the MAT program must be met. Permission from the Director of Graduate Studies and/or the Teacher Education Committee must be obtained to be provisionally enrolled in nine hours of graduate courses. Application and fee, and original transcripts are necessary for provisional acceptance. All admission requirements must be met before candidates will be fully admitted to the MAT program. Failure to complete all admission requirements after nine (9) hours of coursework may result in administrative withdrawal from the courses or credit may not be applied toward graduation in the degree program.

Certification and licensure requirements for teachers are impacted by changes in rules and regulations at the institutional, state, and federal levels. MAT students are required to communicate with their advisor about licensure goals. The MAT advisor will assist the student in creating a plan of study that meets both content and professional core requirements set by the North Dakota Education Standards and Practices Board.

Admission Appeal

A candidate whose application for admission to the MAT program is denied has the right to appeal the decision. Appeal letters should clearly state the grounds for appeal. Please use the Appeal Cover Sheet (See appendix). Students must submit a written explanation giving specific reasons the decision to deny admission should be reversed and any documentation to substantiate the student's explanation.

- Students whose appeals are granted will be admitted as provisional students.
- Students are not eligible for financial aid while taking courses under a provisional admission status.

Appeals must be submitted to:

Graduate Admissions Office
Mayville State University
330 Third Street NE
Mayville, ND 58257

TaskStream

Upon enrollment at MSU, students are required to purchase a TaskStream account. TaskStream is the assessment management system used by the Division of Education at MSU.

TaskStream Assessment and E-folio System: TaskStream will be used for self-evaluation, mentor teacher evaluations and instructor evaluations. It will also be used to track an applicant's admission and continuance in the MAT program, as well as the build of the EDUC 595 Capstone project, which begins during the first course taken.

There are two options to purchase TaskStream:

1. Students can go to www.taskstream.com and purchase an account, or
2. Students can purchase a 3-year license from the MSU Bookstore. If purchased online and the activation runs out, students will need to renew subscription to be able to work within their Taskstream account. Please note that the student's account will need to be active throughout their entire program at Mayville State University.

*Once students are enrolled in TaskStream, students are to email Kayla Smith, Division of Education Data Management Coordinator, (kayla.d.smith@mayvillestate.edu) with their account information.

Please note: Gaining access to MAT program components in TaskStream is critical for a student's movement through the program from enrollment to completion.

An example of one component for admission to the MAT program that is to be completed in TaskStream is the Admission Essay Assignment that a sample of items to be addressed in the Admission Essay include:

Admission Essay (Below are a few sample items.)

1. Describe any evidence of teaching experience (i.e. classroom teaching, Sunday school, coaching, professional development)
2. Describe evidence of content knowledge (degrees, certificates, etc.)
3. How would you describe yourself to someone who doesn't know you?
4. What is your motivation for becoming a teacher?
5. What do you feel might be the greatest challenge to becoming a teacher?

Praxis

Core Academic Skills Assessment (Praxis I): This is a reading, writing, math test that is required for admission to our program and for licensure in the state of North Dakota. To register for the test please follow the steps below:

1. Go to www.ets.org
2. Click on The Praxis Series
3. Click on the Register for a Test quick link on the left hand side
4. In the middle of the page there is a link that says register online now (set up an account and go through the registration process)
5. Test Name: Core Academic Skills for Educators: Combined Test (5751)
6. Students have the option of taking each test separately (reading, writing, math) for additional fees
7. There will be one area where students need to select Education Standards and Practices Board (ESPB) there are two options in this area-MAT students should choose ESPB)
8. Students must send test results to Mayville State University. Note: If you don't request that results are sent to MSU at the time of registration, ETS will require an additional charge to send results later.

Student Liability Insurance

Students taking courses within the MAT Program must demonstrate proof of current student liability insurance to the instructor if the course has a clinical experience (**EDUC 581, EDUC 593 and EDUC 500**). Students will only be able to participate in the required clinical experience(s) for a course if proof of insurance is provided.

Student liability insurance is required to protect MAT students from personal financial liability for most incidents that could arise during clinical experiences while the student is in the MAT program. Student liability insurance typically provides coverage on a variety of situations which might result in injury to someone other than the MAT student. Examples of listings for student liability insurance may state that students are covered for:

- Pre-K - 12 student injuries, or charges of educational malpractice, among other statements.

Students may choose to obtain liability insurance from a private insurance company or they may choose to obtain liability insurance through organizations such as NEA or AAE which provides an option for teacher candidates (listed below). *Mayville State University does not recommend one form of insurance over another or endorse any organization offering insurance for teacher candidates.* The list below is provided as a courtesy to assist MAT students with options.

1. Check with any of your current insurance providers about purchasing student liability coverage.
2. NEA/North Dakota United has an option for student insurance:
 - a. Log into <http://www.nea.org/>
 - b. Click Join NEA
 - c. Click Student Membership
 - d. Click State of North Dakota
 - e. Near the bottom complete the information to Enroll for the Next Membership Year (9/1/xx-8/31/xx)
 - f. Click Continue
 - g. Finish Application
3. The Association of American Educators has insurance available for students. Here is the link: <http://www.aaeteachers.org/index.php/join-renew>
4. NDAHPERD offers insurance to students (Physical Education) <http://www.ndshape.org/join/>

If students choose to use a homeowner's insurance policy, Mayville State University will need a written statement from the insurance company representative to include: the name of the MAT student, a statement that the student is covered for student liability insurance, the date the coverage is in effect and date that the coverage will expire. **Students are to submit an electronic copy of their current student liability insurance as requested by their instructors prior to a first clinical experience in any given course.**

Fingerprinting

Fingerprinting is required for all students entering and in the teacher education program. Students are required to:

1. Complete the fingerprinting process upon admission to the program; and
2. Provide proof of a clear background check continuously through the program (background checks are valid for 18 months so more than one background check may be required).

Name Badge Requirement

MAT students are required to wear a name badge when they are representing MSU during all clinical experiences, including observations. Name badges can be obtained through the Division of Education office. Please email the Division of Education office to request a name badge at:

education@mayvillestate.edu or call 701-788-4710. Replacement name badges will cost \$5.00.

Program Continuance Requirements

Graduate candidates must maintain an overall GPA of 3.0 or better throughout the MAT program. A candidate with a program GPA below 3.0 will be placed on academic probation. Candidates who are placed on academic probation for two consecutive semesters will be removed from the graduate program due to academic deficiency. A minimum grade of "C" is required to successfully complete all courses, but a program GPA of 3.0 or above is required to graduate from the MAT program.

Non-Degree Admissions: Individuals who desire to pursue study beyond the baccalaureate degree for professional growth and improvement of skills but do not wish to obtain an advanced degree may be admitted as non-degree graduate students under the following conditions:

- The applicant must complete an application form and submit an application fee to MSU as required for admission to MSU.
- The applicant must hold a bachelor's degree with an overall GPA of 3.0 from a regionally accredited institution and forward a copy of the transcript to the Office of Graduate Studies as part of the application process.
- Applicants must have the prerequisite courses or background/experience necessary for the course or courses in which they desire to enroll. This may require consultation and approval from course instructors.
- Applicants taking graduate courses must consult a graduate studies advisor.(Contact the Division of Education for consultation)
- Students enrolled with Non-Degree status may subsequently desire to be considered for admission to Graduate Studies to pursue an advanced degree in the MAT program. This change in status may be accomplished by submitting a new application specifying degree-seeking status to the MSU MAT program. Up to nine (9) credits earned in the non-degree status may be used to fulfill graduate degree requirements if approved.

Registering for Classes through Connect ND

After consulting with an MAT advisor and obtaining a plan of study, students will need to register for courses. Directions for registering for classes through Connect ND are as follows:

Instructions for Registration:

To search the registration schedule of classes, go to Class Search. **Important:** Click on section hyperlink for course details, such as additional course fees, prerequisites, course description, course restrictions, etc.

To register for classes, go to **Student Center**, click on **Enroll** under the **Academics** section.

1. Select term and click **Continue** (this step is skipped if eligible to register for only one term).
2. If class number (a four or five digit number) is not known, use the **Class Search** feature to search for a course.
3. Use pulldown option to find **Course Subject**. Enter course number if known. Click on **Search**.
4. If multiple sections appear, click on section hyperlink for course details (course fees, prerequisites, course description, general education, course restrictions, etc.)
5. Click on **View All** (as applicable) to view all available sections of a course.
6. To select your desired section, click on **Select Class**.
7. Click on **Next** to add class to Enrollment Shopping Cart.
8. Click on **Proceed to Step 2 of 3**.
9. Confirm class and click **Finish Enrolling**.
10. Watch for Success/Error messages. Courses with errors are not added to your schedule.
11. Click on **My Class Schedule** to review for accuracy.
12. If requisite errors exist, please contact your advisor or the Registrar's Office.

Exiting the MAT Program

MAT Graduate Students must adhere to the Graduate Studies: Academic Standards for Mayville State University.

A favorable recommendation for teacher certification and exiting the MAT program requires:

1. Completion of all program requirements.
2. Earning a minimum grade point average of 3.0 or higher in their MAT education coursework at MSU along with a minimum of 2.50 cumulative GPA that supports the requirement of the North Dakota Education Standards and Practices Board. Obtaining a grade of “C” or higher in all MAT courses.
3. Completion of the Praxis II Content Test(s) and Principles of Learning and Teaching for Secondary Education. Candidates must meet or exceed the minimum scores for licensure in the content area to which they will be applying for licensure. Minimum scores for North Dakota can be found on the ETS website: www.ets.org.
4. Successful completion of the electronic Capstone Portfolio Project and presentation; and
5. A favorable recommendation from the Teacher Education Committee.

Graduation and Commencement

Program Graduation Requirements

Students will be held to the program requirements current at the time of admission to the MAT program. Program requirements upon admission will be referenced for the student's study plan for a period not to exceed seven years. The seven-year period runs without regard to continuous enrollment. Students have the option of electing to update to current program requirements with approval of an MAT advisor and Dean of Education if the student is following a study plan from a previous catalog. Students who have not graduated after seven years from the time they first enroll at Mayville State University, will be subject to curricular requirements stated in the most-current catalog.

As licensure is dependent upon ND ESPB requirements, programming may include additional learning activities or experiences to meet any current licensing requirements.

Course substitutions require approval of the MAT advisor, Dean of Education, and the Registrar. MAT advisors will guide students to complete the substitution process.

Application for graduation must be filed with the Registrar during the semester previous to the term in which the student expects to graduate. The deadlines for applying are listed on the current academic calendar. The Registrar will audit the academic records of students expecting to graduate during the semester prior to graduation and will inform the student and his/her advisor of any remaining requirements before registration for the final semester. The Degree Audit is used for advising purposes and becomes an official document when signed by the Registrar.

Prior to exiting the program and degree completion, students must:

1. Gain acceptance into the MAT program (see admission criteria)
2. Complete a minimum of 32 graduate semester hours.
3. Complete courses successfully with a minimum grade of C or S in the approved program of study.
4. Maintain a minimum graduate grade point average of 3.0. Students may take a maximum of two (2) repeated courses.
5. Assume responsibility for meeting all graduation requirements.
6. Complete the M.A.T. program within a maximum of seven (7) years.
7. Uphold the Code of Professional Conduct for Educators (Article 67.1-03, State of ND. Code of Professional Conduct for Educators) during all clinical placements along with all University policies.
8. Successfully complete the Teaching Mentorship Clinical Experience.
9. Complete and present the capstone portfolio meeting or exceeding the standards required for program completion.
10. Complete the Praxis exams (PLT and Content area) meeting or exceeding North Dakota state licensure exam score requirements (see ETS website or ESPB website for information)

Commencement

Candidates for graduation are encouraged to attend their commencement ceremony. The event is held once a year at the end of spring semester on the Saturday after finals week in the middle of May, at the Lewy Lee Fieldhouse. The ceremony honors the achievement of students who have completed an associate, baccalaureate degree program, and the Masters in Arts of Education Program. Diploma inserts will be sent to the address provided on the graduation application upon degree completion. It is the student's responsibility to ensure that this address is correct.

Early Participation Policy

Students may request to attend the spring commencement ceremony if they meet all of the following conditions:

1. The student has applied for graduation;
2. The student has no more than 9 semester hours remaining to graduate and is currently registered for those courses; and
3. The student has no outstanding incomplete grades.

Apply for early commencement participation through the Office of Academic Records at OM 114 or records@mayvillestate.edu.

MAT students are required to order the Master's cap and gown from the Mayville State University Bookstore. Caps and gowns will be forwarded to the student, but the Master's hood will be retained as MAT graduates will receive this hood from administrative faculty at the commencement ceremony.

Teacher Licensure

Students who complete the MAT degree and successfully exit the program are eligible for teacher licensure in North Dakota if they pass the Praxis II and PLT examinations. Licensure information can be obtained from the North Dakota ESPB found at: <http://www.nd.gov/espb/>. MAT students are encouraged to obtain a North Dakota teaching license as having a license from NDESPB may support application to teach in another U.S. state.

MAT Courses and Semester Hours (SH)

EDUC 500 Teaching Mentorship Clinical Experience - 6 SH

This teaching experience requires a full-time placement in an appropriate school classroom and participation in professional activities associated with the clinical placement site and the university. This experience is designed to assist students to further develop the knowledge, skills, and dispositions necessary for teaching 5-12 students. Fall, Spring.

EDUC 550 Foundations of Education and Leadership - 3 SH

This course examines the historical, philosophical, social and psychological foundations of education and discusses philosophical viewpoints that influence new teachers' priorities and strategy choices in their practice. Study of the structure and roles of the local, state, and federal government within the American educational system is a focus of the course along with student-led research on global educational systems and cultural diversity in education, current trends in curriculum and instruction, professionalism in practice and teacher leadership. Fall, Spring.

EDUC 592 Theories of Learning and Management - 2 SH

This course is designed as a higher-ordered study of intertwined and varied theoretical perspectives on learning, cognition, and behavior management of learners. Participants will study the learning process, student learning readiness, assets for learning, and how individuals construct knowledge and acquire skills. Understandings of individual strengths and needs of learners will guide growth in instructional decision making while motivating and engaging students to build competencies in self-directed learning behaviors. Students will research optimal learning environments to meet students' needs. Spring, Summer.

EDUC 555 Child and Adolescent Development - 3 SH

This course is designed to cover specifically the cognitive, physiological, social and emotional aspects of human development from conception to early adulthood. Special emphasis is placed on the development of students of diversity. Fall, Summer.

EDUC 580 Instructional Strategies for the Classroom - 4 SH

This course prepares students to provide high-quality instruction in today's diverse classrooms using a backwards design approach to most effectively plan for differentiated instruction. Students will develop a philosophy of education, design lessons using research-based strategies to differentiate learning, conduct formative assessment, and respond to needs to promote positive student outcomes and meet standards. Students will learn how to implement instructional strategies that support STEM learning and the development of 21st century skills. A backwards design approach will focus on technology integration, trans-disciplinary instruction, and real-world problem solving. Prerequisite: EDUC 550, EDUC 572, EDUC 592. Spring.

EDUC 526 Foundations of Practices in Reading Instruction - 3 SH

This course is grounded in the theoretical bases of balanced literacy instruction and constructivist learning. Students will build competencies in reading instruction and planning literacy-based lessons to support standards-based practice. Summer.

EDUC 572 Instructional Resources and Technology - 2 SH

This course will focus on the background knowledge and instructional methods using technologies to support student learning and achievement. The use of technology as a tool to teach and support K-12 learners' engagement and motivation is explored while building 21st Century skills. This course uses the International Society for Technology in Education Standards and InTASC principles to guide learning experiences. Fall, Spring.

EDUC 581 Human Relations and Diversity - 3 SH

This course will study the theoretical and practical issues of diversity in classroom settings related to disabilities, culture, race, gender, ethnicity, language, and socio-economic levels. The student will examine stereotypes, prejudice, discrimination, and differing value systems in an attempt to better understand the behaviors and characteristics in a diverse classroom to provide a supportive educational environment. Summer.

EDUC 593 Inclusive Classroom - 2 SH

This course assists teachers when identifying children, youth and young adults with special needs as outlined in PL 108-446 (i.e., learning disabilities, intellectual disabilities, physical impairments, other health impairments, sensory impairments, communication disorders, emotional/behavior disorders, autism, and traumatic brain injury) and PL 95-561 (i.e., gifted and talented). Students will research concepts of inclusion, teaming approaches, assessment techniques, certification requirements, individual education plans, and the use of modifications and adaptations within an inclusive environment in general education classrooms. Students will research the roles and responsibilities of a general education teacher on a special education team. A focus on collaborative processes, organizational support services for students and families, and the individualization of learning plans that support students with disabilities guides research and learning for the course. Summer.

EDUC 522 Educational Assessment - 3 SH

This course will study formal and informal assessment tools for desired learning results and multiple sources of evidence of student learning. Emphasis with the identification of learning goals and purpose for assessment so students may: diagnosis diverse student needs, learn to use formative assessment and feedback, critique existing assessment tools, design, adapt and select a range of multiple evaluation, use technology to support assessment practices, communicate standards-based results, and use assessment results to improve the teaching and learning process through data-based decision-making. Spring, Summer.

EDUC 595 Comprehensive Capstone Project - 1 SH

The Comprehensive Capstone project is designed for students completing the MAT degree to demonstrate competencies in the knowledge, skills, and dispositions required for effective classroom teaching. Students will indicate a discipline to focus their research emphasis. A self-directed study in ethics in education is included in this course. Arranged.

MAT Clinical Mentorship Experience

When students are registered for EDUC 500, they will receive an email from the Division of Education offices that will provide a link to an informative website about the clinical mentorship experience. Please use the website and the information below to gain information on the clinical mentorship experience.

Student Responsibilities

As you begin your clinical experience, it is critical that you understand your responsibilities to the assigned Mentor Teacher, University Supervisor, and to Mayville State University to ensure a successful clinical experience.

Students in the clinical experience will be using Moodle to get information and forms to complete the teaching mentorship clinical experience.

- Sign the student clinical experience agreement form and upload it on the 500 course dropbox. Within that contract you are required to adhere to all school district and Mayville State University policies and procedures. This includes policies and expectations within the MAT Handbook. The MAT Handbook is updated regularly and can be found online as well as in the EDUC 500 online course.
- For any absence of $\frac{1}{2}$ day or longer (other than immediate illness) during the scheduled dates of the teaching mentorship clinical experience, students must secure approval from their Mentor Teacher and University Supervisor. Students must also provide the Director of Student Placement an email communication of the approved, planned absence prior to the absence. The MAT student is also responsible for writing sub plans for the Mentor teacher. For any absence less than $\frac{1}{2}$ day the student is required to receive approval from the Mentor Teacher and for an immediate illness the student must notify the Mentor Teacher.
- Candidates will need to upload a teaching schedule by the due date listed on the Moodle site under the assignment titled: Teaching Schedule. Make sure to upload your teaching schedule to your University Supervisor in the first week's drop box.
- You may wish to review the student orientation checklist with your mentor teacher.

Expectations of the MAT Student

Accountability is critical to good teaching practices, and MAT students are to be held accountable for their work and personal dispositions throughout the clinical experience.

- **Hours**

MAT students are to keep the same hours and follow calendar and regulations as is required of the mentor teacher. This includes pre-service, in-service dates, conferences, faculty meetings, and school functions required or practiced by the mentor teacher if allowed.

- **Lesson Plan Submission**

MAT students must have their lesson plans submitted in a timely manner. Mentor teachers need to have enough time to review the lesson plan and make suggestions for possible revisions if needed. Therefore, mentor teachers are to set the timeline for lesson plan submission and identify how MAT students are to submit the lesson plans (email, hard copy, etc.).

- **Demonstrate Positive Dispositions**

Including: accountability, interest, initiative, dependability, flexibility, commitment to professional communications and behaviors, effective skills in organization and preparation, ethical behavior, collaboration skills, responsibility and professional dress.

Portfolio Note: At the end of your teaching experience, you will be presenting your completed portfolio for the Capstone in EDUC 595. You will add additional artifacts and rationales during the teaching experience. *Those students beginning with the clinical experience, please note that more information will be given to you about your portfolio work and presentation as you move through your program. Students who have completed MAT coursework prior to completing the Capstone course (595) along with the clinical mentorship experience are to schedule a phone conference to discuss the portfolio review process with their advisor.

Suggested Timeframe to Transition in and out of Teaching Responsibilities

The MAT Program consists of 2 paths to the Clinical Mentorship Teaching Experience:

1. MAT students who have been hired in a district and begin their MAT program with the Clinical Mentorship Teaching Experience while working in their own designated classroom alongside a mentor teacher, and
2. Students who have completed the MAT coursework and are completing their program with the Clinical Mentorship.

The transition to teaching in the classroom may be unique for each MAT student. Below are some guidelines to provide support and guidance during this clinical mentorship teaching experience.

It is essential that time is used in the first one to two weeks to support the MAT student in getting comfortable with and understanding his or her new environment. As well, a gradual transition to assume full-time teaching responsibilities may assist them with feelings of confidence and competence to support the quality of their teaching experience. Please discuss this timeline with your MAT student. Please note this is just a guideline and use it flexibly for your classroom needs.

Week 1: Orientation and observation. This first week should be one of helping the teacher / MAT student become acclimated to the school and classroom environments. Completion of the student teacher orientation checklist should take place throughout this first week. The MAT student will be actively observing your instructional strategies and classroom management or requesting feedback on newly developing skills and practices.

Weeks 2-3: The MAT student will be observing instruction following lesson plans prepared by mentor teacher, or may be developing lesson plans that will need feedback from the mentor teacher, depending upon the MAT student's classroom situation. The MAT student will take the lead with classroom routines, and supporting the mentor teacher as they instruct (administering tests, leading short informal segments of the teacher's prepared lesson or small group work, etc.). MAT students will also take the lead in 1-3 lessons or content areas per day.

Weeks 4-8: The MAT student will assume lead responsibility to plan, prepare, deliver instruction, and monitor student progress to include grading

Weeks 9-10: Student teacher takes less of the lead role (similar to duties in week's 2-3) while the mentor teacher begins to resume the lead role. If the MAT student has his/her own classroom, full time instructional planning will remain in effect.

Week 11-13 --Depending on the MAT student's assignment(s): the MAT student will be phased out of teaching and assume a support role in the classroom. Opportunities might be given for the MAT student to observe other teachers in the building if possible.

Mentor Teacher Selection

In addition to the ND requirements for mentor teachers, selection of clinical educators for placements is a collaborative process between university and school administrators. Mentor teachers often have the following in common:

- Advanced academic degrees, certifications and/or endorsements
- Training as a mentor or instructional coach (e.g., ESPB Teacher Support System)
- Demonstrated achievement as a teacher leader
- Positive teacher performance evaluation rating by supervisor (i.e., ND Teacher Evaluation Guidelines)

Evaluations During the Clinical Experience

Mentor teachers will be asked to complete evaluations of the MAT student throughout the clinical experience.

Lesson Plan Evaluation (completed in TaskStream)

- The lesson plan evaluation is typically completed twice. You will be notified via email when an evaluation is coming up. The lesson plan that will be evaluated in the system will be the lesson plan that is observed by the mentor teacher and university supervisor. In order to initiate the lesson plan evaluation the MAT student must first upload their lesson plan and complete the self-evaluation. Once they submit their self-evaluation the mentor teacher and university supervisor will gain access.

InTASC Evaluation (Completed in TaskStream)

- The InTASC evaluation is completed at the same checkpoints as the lesson plan.

Disposition (Completed in TaskStream)

- The disposition evaluation is completed 1 time at the completion of the experience.

Suggested Grade (Completed in TaskStream)

- The suggested grade is completed 1 time at the completion of each experience.

Pre/Post Conference

- This is completed by the university supervisor at the conclusion of each visit.

Exit Form

- The exit surveys are completed 1 time at the completion of the experience.

Appendices

Appendix A	Clinical Mentorship Agreement.....	45
Appendix B	Program Advising Checklist.....	46
Appendix C	Admission Appeals Coversheet.....	47
Appendix D	Scholarship Information.....	48
Appendix E	Clinical Experience Schedule.....	49
Appendix F	Clinical Mentorship Teaching Experience Weekly Plan.....	50
Appendix G	Clinical Mentorship Teaching Experience Weekly Reflection.....	51
Appendix H	Suggested Timeframe to Transition in and out of Teaching Responsibilities.....	52
Appendix I	MAT Program ProEthica Fact Sheet.....	53
Appendix J	Capstone Project.....	56



Appendix A: Clinical Mentorship Agreement

The clinical mentorship is an important part of Mayville State University's professional education program. It is the responsibility of the student to utilize research-based educational practices and understanding in their professional practice throughout their clinical mentorship experience. MAT students are also responsible to uphold the integrity of the clinical mentorship process as established. Students must read and agree to the following requirements:

1. Follow policies as stated in the MAT handbook,
2. Adhere to the school district policies at the clinical placement site,
3. Adhere to Mayville State University policies,
4. Complete background check and submit results to Task Stream (MAT Admission DRF),
5. Provide proof of liability insurance, submitted to TaskStream (MAT Admission DRF),
6. Complete Praxis II Subject Area Assessments and Principals of Learning and Teaching and send results to Mayville State University prior to graduation. It is highly recommended that the Praxis II is taken prior to the clinical mentorship,
7. Demonstrate professionalism throughout the clinical mentorship experience (refer to the Mayville State University Dispositions Document),
8. Complete all requirements of the clinical mentorship assignment,
9. Establish and maintain a collaborative and respectful relationship with the Mentor Teacher(s), University Supervisor, other educators, administrators, students and the Director of Student Placement;
10. Maintain confidentiality of all faculty/student communication or interaction that occur during, or are associated with, the clinical mentorship experience; and
11. Maintain confidentiality of all faculty/student communications or interactions that occur during, or are associated with the experience. Students will adhere to the confidentiality policies of the cooperating program and expectation of the university. Students will not discuss confidential information from their experience with anyone outside of the designated school experience faculty and administration and professors. Facebook, Twitter, and Texting photos or information about the children or families is prohibited. Violation of the confidentiality policy may result in termination from the experience.

With my signature below I willingly accept to uphold any and all requirements as stated above. Failure to fulfill any of the above requirements may result in disciplinary action that might include removal from the clinical mentorship experience.

Student Signature: _____

Printed Name: _____

Date: _____

Faculty Signature: _____

Appendix B
Mayville State University
Master of Arts in Teaching (MAT)
Program Advising Checklist

Name: _____ Student ID# _____
 BS Degree Earned: _____ Catalog Year: _____

Mayville State University:

College:

A minimum GPA of 3.00 is required for this program.

A maximum of 9 semester hours will be allowed in transfer.

CORE REQUIREMENTS: (39 Hours)

Prefix/Num	Course Title	Sem Cr	Prefix/Num	Course Title	Sem Cr	Term	Grd	Hpts
EDUC 500	Tchg Mentorship Clinical Exp	6						
EDUC 522	Educational Assessment	3						
EDUC 526	Found Practices in Rdg Instruc	3						
EDUC 550	Foundations of Educ/Leadership	3						
EDUC 555	Child & Adolescent Develop- ment	3						
EDUC 572	Instructional Resources/Tech	2						
EDUC 580	Instr Strategies Clsrm Tehr	4						
EDUC 581	Human Relations & Diversity	3						
EDUC 592	Theories of Learning/Mgmt	2						
EDUC 593	Inclusive Classroom	2						
EDUC 595	Comprehensive Capstone Project	1						

TOTAL CR _____ AVE _____ HPTS _____ GPA _____ (3.00 min GPA)



Appendix C

Mayville State University Master of Arts in Teaching (MAT) Program *Admission Appeals Coversheet*

Please Read: If you were denied admission and believe you have met MAT admissions standards, you may submit an appeal. The appeal process is only for applicants who have serious or compelling evidence that they feel the committee should consider.

APPLICANT INFORMATION:

NAME: _____ **MASU ID#** _____

EMAIL ADDRESS: _____ **PHONE #** _____

DOCUMENTS: Submit the following documents in ONE COMPLETE PACKAGE. Incomplete packages will not be considered and may not be resubmitted.

- Appeal Coversheet signed and dated
- Letter of Appeal addressing extenuating circumstances and academic performance
- Documentation that supports the reason for the appeal (if applicable)
- A copy of all official transcripts dated within 30 days of appeal process.

THE FOLLOWING APPLIES TO ALL APPEALS:

- Appeals must be received by MASU within 15 business days from the date you received your denial of admission letter.
- Appeal documents are to be submitted to Mayville State University, Division of Education, 330 Third Street NE Mayville, ND 58257 to the attention of the Dean and Chair of Education.
- Students who are appealing their denied status may only submit one appeal per admission term.
- Students who are appealing will be contacted by email when the appeal letter has been received by the Division of Education office.
- Appeals will be reviewed by the teacher education committee.
- Students will be notified by email once a decision has been made regarding admission status.

Applicant Signature: _____ Date: _____

OFFICE USE ONLY	Deny Letter Date: _____	Appeal Rec'd Date: _____	Employee Initials: _____
------------------------	-------------------------	--------------------------	--------------------------

Appendix D

Scholarship Information

Any student attending Mayville State University has the opportunity to apply for available scholarships and are encouraged to do so. For information on scholarships and application processes, go to the MSU website Scholarship page: MSU home>Paying for School>Scholarship

One MAT program specific scholarship has been made available from a grant from the Edson & Margaret Larson Foundation. Mayville State University is able to provide students in the Master of Arts in Teaching program the opportunity to apply for the Larson Leadership Foundation Master of Arts in Teaching Scholarship. There is a strong movement for teachers to become leaders in their schools and communities and educational leadership is emphasized throughout a student's MAT studies. The Edson & Margaret Larson Foundation recognizes the leadership commitment teachers have in their schools and communities.

Processes are outlined on MSU's website for students to apply for scholarships.

Appendix E

Clinical Experience Schedule

Please upload this form to Moodle as soon as possible. Be sure that all information is filled out completely and accurately for each experience. (full time and/or part time)

Name of MAT Student _____

Name of Mentor Teacher _____

Name of School _____

Principal's Name _____ Principal's Email _____

Note: MAT Students in a secondary classroom must complete ALL the information below.

Time of Class _____ Grade _____ Class _____ Mentor Teacher _____

Time of Class _____ Grade _____ Class _____ Mentor Teacher _____

Time of Class _____ Grade _____ Class _____ Mentor Teacher _____

Time of Class _____ Grade _____ Class _____ Mentor Teacher _____

Time of Class _____ Grade _____ Class _____ Mentor Teacher _____

Time of Class _____ Grade _____ Class _____ Mentor Teacher _____

Time of Class _____ Grade _____ Class _____ Mentor Teacher _____

Time of Class _____ Grade _____ Class _____ Mentor Teacher _____

If you have more than one mentor teacher, please specify which mentor teacher is responsible for your various teaching areas.

Note: MAT Students in an elementary or early childhood classroom please attach a daily schedule.

Clinical Experience in Grade: _____

Appendix F
Mayville State University-Clinical Mentorship Teaching Experience
Weekly Plan

(Complete one week plan per subject area/prep)

Week ____ Dates: _____

<p><u>Context</u> (InTASC 1, 2, 3)</p> <p>Teacher Name:</p> <p>Date:</p> <p>Lesson Topic:</p> <p>Grade Level:</p> <p>Duration:</p>

Monday	<p><u>Objectives</u> (InTASC 4) (linked to standards):</p> <p><u>Assessment Evidence</u> (InTASC 6):</p> <p><u>Instructional Strategies</u> (InTASC 4, 5, 7, 8):</p>
Tuesday	<p><u>Objectives</u> (InTASC 4) (linked to standards):</p> <p><u>Assessment Evidence</u> (InTASC 6):</p> <p><u>Instructional Strategies</u> (InTASC 4, 5, 7, 8):</p>
Wednesday	<p><u>Objectives</u> (InTASC 4) (linked to standards):</p> <p><u>Assessment Evidence</u> (InTASC 6):</p> <p><u>Instructional Strategies</u> (InTASC 4, 5, 7, 8):</p>
Thursday	<p><u>Objectives</u> (InTASC 4) (linked to standards):</p> <p><u>Assessment Evidence</u> (InTASC 6):</p> <p><u>Instructional Strategies</u> (InTASC 4, 5, 7, 8):</p>
Friday	<p><u>Objectives</u> (InTASC 4) (linked to standards):</p> <p><u>Assessment Evidence</u> (InTASC 6):</p> <p><u>Instructional Strategies</u> (InTASC 4, 5, 7, 8):</p>

Appendix G

Mayville State University-Clinical Mentorship Teaching Experience Weekly Reflection

(InTASC 9)

(Complete a reflection for each day of the week plan)

Context (InTASC 1, 2, 3)

Teacher Name:

Date:

Monday	Preparation: Planning: Teaching: Student Engagement and Participation: Evidence of Student Learning:
Tuesday	Preparation: Planning: Teaching: Student Engagement and Participation: Evidence of Student Learning:
Wednesday	Preparation: Planning: Teaching: Student Engagement and Participation: Evidence of Student Learning:
Thursday	Preparation: Planning: Teaching: Student Engagement and Participation: Evidence of Student Learning:
Friday	Preparation: Planning: Teaching: Student Engagement and Participation: Evidence of Student Learning:

Appendix H

Suggested Timeframe to Transition in and out of Teaching Responsibilities

The MAT Program consists of 2 paths to the Clinical Mentorship Teaching Experience:

1. MAT students who have been hired in a district and begin their MAT program with the Clinical Mentorship Teaching Experience while working in their own designated classroom alongside a mentor teacher, and
2. Students who have completed the MAT coursework and are completing their program with the Clinical Mentorship.

The transition to teaching in the classroom may be unique for each MAT student. Below are some guidelines to provide support and guidance during this clinical mentorship teaching experience for students who do not hold a teaching position, but have completed MAT courses and are completing the clinical mentorship.

It is essential that time is used in the first one to two weeks to support the MAT student in getting comfortable with and understanding his or her new environment. As well, a gradual transition to assume full-time teaching responsibilities may assist them with feelings of confidence and competence to support the quality of their teaching experience. Please discuss this timeline with your MAT student.

Week 1: Orientation and observation. This first week should be one of helping the teacher / MAT student become acclimated to the school and classroom environments. Completion of the student teacher orientation checklist should take place throughout this first week. The MAT student will be actively observing your instructional strategies and classroom management or requesting feedback on newly developing skills and practices.

Weeks 2-3: The MAT student will be observing instruction following lesson plans prepared by mentor teacher, or may be developing lesson plans that will need feedback from the mentor teacher, depending upon the MAT student's classroom situation. The MAT student will take the lead with classroom routines, and supporting the mentor teacher as they instruct (administering tests, leading short informal segments of the teacher's prepared lesson or small group work, etc.). MAT students will also take the lead in 1-3 lessons or content areas per day.

Weeks 4-8: The MAT student will assume lead responsibility to plan, prepare, deliver instruction, and monitor student progress to include grading.

Weeks 9-10: Student teacher takes less of the lead role (similar to duties in week's 2-3) while the mentor teacher begins to resume the lead role. If the MAT student has his/her own classroom, full time instructional planning will remain in effect.

Weeks 11-12: Depending on the MAT student's assignment(s): the MAT student will be phased out of teaching and assume a support role in the classroom. Opportunities might be given for the MAT student to observe other teachers in the building if possible.

Lesson Plan Submission

MAT students must have their lesson plans submitted in a timely manner. Mentor teachers need to have enough time to review the lesson plan and make suggestions for possible revisions if needed. Therefore, mentor teachers are to set the timeline for lesson plan submission and identify how MAT students are to submit the lesson plans (email, hard copy, etc.). If you have an MAT student with an experience scheduled less than 10 weeks (some may pursue double licensure areas) use the above timeline and suggestions to guide phasing the MAT student in and out of full teaching responsibilities over your scheduled time period.



**Mayville State University
Master of Arts in Teaching (MAT) Program
ProEthica Fact Sheet**

As an assignment in EDUC 595, the ProEthica Modules prepare individuals in leadership, decision making, and critical thinking skills in ethics as professional educators.

What are the ProEthica Program Modules?

The ProEthica Program: Ethics for the Professional Educator

The ProEthica™ program is an online and self-paced training and assessment program composed of a series of interactive modules and resources to help you gain experience in the application of professional ethics in decision making.

The program was built around a set of principles that guide decision making. These principles serve to guide you in a positive direction through your most difficult ethical challenges, even when the best way to follow “the rules” may not be clear.

The ProEthica program is currently offered for teachers and school leaders, including principals and superintendents.

In the ProEthica program for Teachers, you will learn:

- how to better balance the often competing obligations and expectations in your relationships with students, your school and your community
- general obligations under the law, relevant regulations and best practices
- the principles embodied in the Model Code of Ethics for Educators (MCEE) and your state's code of conduct

In the ProEthica program for School Leaders, you will learn:

- how you can establish and support a culture of professionalism in education — in relationships with students, your schools and your communities
- ethical understanding to guide decision making
- the specific regulations and expectations that school leaders face every day

Both are available at two levels:

- ProEthica™ Foundations: an introduction to the application of professional ethics to decision making
- ProEthica™ Essentials: a more advanced exploration of ethical challenges and how to apply the principles of the MCEE in your daily practice

Which version and level you take depends on where you are in your teaching career and your state, jurisdiction, educator preparation program (EPP) or school district requirements. Each state, jurisdiction, EPP or school district sets its own requirements.

Which or both for MSU

Where and when can I take it?

The ProEthica program is delivered online. Once you are eligible to test, you can access

the ProEthica program on your laptop, PC or tablet anywhere you have Internet access. There are no predetermined testing windows, so you can complete the program at your own pace, as directed by your eligibility provider.

How do I gain eligibility to take the ProEthica program?

Eligibility to take the ProEthica program is determined by your state, jurisdiction, district or educator preparation program.

How much does it cost?

The cost is determined by the state, program or district that provided eligibility. Please contact your eligibility provider for more information.

Once I receive my eligibility, how do I register?

Step 1:

Once the appropriate eligibility provider (your state's Department of Education, EPP, school district or school) enters your eligibility into the ProEthica client portal, the Learning Management System (LMS) will automatically generate an email giving you access to register for the ProEthica program. If a payment voucher was assigned to you, you will not be prompted for payment during registration.

Step 2:

Using the link and information provided in the email, you will then be able to access the LMS to register for the ProEthica program. Once registered, you can submit your payment and begin accessing the modules immediately.

How long will it take me to complete the ProEthica program?

While there are no time limits in either the learning modules or end-of-module tests, most of the modules in the ProEthica program were designed to be completed in under 30 minutes, and the end-of-module tests were designed to take no more than 25 minutes. How long it takes to complete all of the modules will vary based on how much you decide to engage with the material. You will have the opportunity to revisit many of the activities, which can extend the amount of time it takes you to complete them.

Do I have to take all of the modules in one sitting?

No. You are able to take the modules over the course of the license period (usually 365 days) or as directed by your eligibility provider. Additionally, you may exit a module and return to where you left off. You cannot exit in the middle of an end-of-module knowledge check.

What happens when I complete the ProEthica program?

Once all of the ProEthica modules are complete, you can print your electronic certificate of completion in the LMS. Your scores will be automatically reported to you and your score recipients.

What scores are reported to my score recipients?

Only performance on the end-of-module knowledge checks and summative assessment (available in ProEthica Essentials only) is reported. Data from the learning activities in the modules are not collected or reported.

Who gets my scores?

Your eligibility provider will automatically receive your scores. Additionally, if the ProEthica program is required by your state, the state department will also receive your scores. Download [Understanding Your ProEthica Scores \(PDF\)](#) for more information.

ProEthica Modules***Module 1: Introduction***

This module explores the relationship between the dispositional, ethical and regulatory frameworks as they apply to educator decision making and conduct.

Module 2: The Professional Educator

This module identifies the professional educator's responsibilities to the profession.

Module 3: The Professional Educator and the Student This module identifies the professional educators' responsibility to establish and maintain appropriate verbal, physical, emotional and social boundaries with and regarding students.

Module 4: The Professional Educator and the School This module addresses how professional educators promote effective and appropriate relationships and interactions with members of the school community while maintaining professional boundaries in and outside of the school building.

Module 5: The Professional Educator and the Community

This module identifies how professional educators must reflect the values of the profession as members of the community.

Module 6: Ethical Decision Making for the Professional Educator

This module provides a simulation-based activity in which the user will examine long-term consequences of short-term decisions. Completion of this module will require users to apply what they have learned in previous modules as well as this one.

Appendix J

MAYVILLE STATE UNIVERSITY CAPSTONE PROJECT

PORTFOLIO RUBRIC

MAT STUDENT: _____ **Date:** _____

Reviewer(s): _____

If a grade lower than B is earned, students will be required to revise the portfolio given reviewer feedback. Both reviewers will re-evaluate the portfolio and scores will be submitted. Students will only be allowed one presentation.

Portfolio presentation outcome:

Grade _____

Grading Criteria

Distinguished: Candidate demonstrates exemplary work.

Proficient: Candidate demonstrates sufficient work.

Basic: Candidate demonstrates work that partially meets criterion.

Unsatisfactory: Candidate demonstrates work that does not meet criterion

59-68 points = A

52-58 points = B

47-51 points = C

39-46 points=D

< 38 points = F

A	B	C	D	F
5 Distinguished	Distinguished	Distinguished	Distinguished	11 Basic or
9 Proficient	12 Proficient	7 Proficient	6 Proficient	Greater than
0 Basic	2 Basic	7 Basic	8 Basic	3 Unsatisfactory
0 Unsatisfactory	0 Unsatisfactory	0 Unsatisfactory	1 Unsatisfactory	

14 markings for rubric areas evaluated with criteria

4 markings of met/unmet: All areas of portfolio review that have 'met or unmet' criteria marks must be marked 'met' upon course completion. If they are marked unmet upon portfolio review and presentation, the student will be expected to revise/redo until a 'met' score results. This is to be completed within the timeframe of the semester.

INTRODUCTION/Autobiography:

<p><u>Content</u></p> <ul style="list-style-type: none"> · Candidate background-information · Content Area discussed · Reason for entering the teaching profession · Personal goals · Professional goals · Integrates informatio to the Authentic Constructivist Leadership Model 	<p><u>Photo</u></p> <p>(head/shoulders, professional looking)</p>	<p><u>Writing Mechanics/Appearance</u></p> <p>(font/colors/neatness)</p> <ul style="list-style-type: none"> · well-written narrative 	<p>Distinguished _____</p> <p>Proficient _____</p> <p>Basic _____</p> <p>Unsatisfactory _____</p>
--	--	--	---

<p>Distinguished:</p> <p>The MAT student confidently presents their portfolio in an exemplary manner with professionalism. The introduction is engaging and shows an integration of concepts of the Authentic Constructivist Leadership Model through a statement of personal and professional goals highlighting selected areas of the autobiography.</p>	<p>Proficient:</p> <p>The MAT student competently presents their portfolio. The introduction is engaging and shows connection to the Authentic Constructivist Leadership Model through a statement of personal and professional goals, referencing the autobiography.</p>	<p>Basic:</p> <p>The MAT student presents their portfolio but lacks fluent presentation. The introduction provided a statement of personal and professional goals but did not relate them to the Authentic Constructivist Leadership Model. The autobiography is referenced.</p>	<p>Unsatisfactory:</p> <p>The MAT student presents their portfolio with evidence of unpreparedness. The introduction lacks a statement of personal and professional goals and does not reference the Authentic Constructivist Leadership Model.</p>
---	--	---	--

Comments:

RESUME AND REFERENCES:

<u>Content</u>	<u>References</u>	
Met: The resume is professional in appearance and is free of spelling and grammatical errors. The format is clear; adequately summarizes teaching skills, abilities and accomplishments.	Met: Three or more references are uploaded.	Met _____ Unmet _____
Unmet: The resume lacks professional appearance and may contain spelling and grammatical errors. The format provides minimal reference to teaching skills, experiences or accomplishments.	Unmet: 3 references are not uploaded/listed.	

Student must meet criteria in ‘met’ for both resume and references to score a ‘met’

Comments:

Leadership in Action Paper

<p>Distinguished:</p> <p>Rationale thoroughly provides a comprehensive summary of the MAT student's understandings and growth in the area of a teacher-leader, relating key insights of the paper to the Authentic Constructivist Leadership Model.</p>	<p>Proficient:</p> <p>Rationale provides a summary of the MAT student's understandings and personal/professional growth in the area of a teacher-leader, relating insights of the paper to the Authentic Constructivist Leadership Model.</p>	<p>Basic:</p> <p>Rationale provides a summary of the MAT framework of the Authentic Constructivist Leadership Model but does not associate understandings and personal/professional growth in the area of a teacher leader.</p>	<p>Unsatisfactory:</p> <p>Rationale provides a limited summary of important concepts within the MAT framework of the Authentic Constructivist Leadership Model. Rationale does not demonstrate the student's association to a teacher leader.</p>
--	--	--	--

<p><u>Artifact (Performance, essential knowledge and research)</u></p>	<p><u>Rationale</u></p>
---	--------------------------------

<p>Comments:</p>	<p>Distinguished _____</p> <p>Proficient _____</p> <p>Basic _____</p> <p>Unsatisfactory _____</p>
------------------	---

ProEthica

Met: Certificate of Achievement up- loaded	Unmet: No certificate of achievement uploaded	Met _____ Unmet _____
--	---	--

Comments:

INTASC.1 Learner Development

STANDARD: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performance Indicators

The Candidate:

- * assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
- * creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
- * collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

Essential Knowledge Indicators

The Candidate:

- * understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.
- * understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.
- * identifies readiness for learning, and understands how development in any one area may affect performance in others.
- * understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

<u>Artifact (Performance, essential knowledge and research)</u>	<u>Rationale</u>
--	-------------------------

Distinguished: Rationale thoroughly describes the artifact and its context for use; clearly appraises, in specific terms, in performance and knowledge along with well-written personal insights of learner development through the lens of a teacher-leader.	Proficient: Rationale describes the artifact and its context for use; clearly discusses how the artifact demonstrates representation of skills in performance and knowledge, and personal insights of learner development through the lens of a teacher-leader.	Basic: Rationale identifies the artifact, discusses general, limited terms of how the artifact demonstrates the representation of the student's knowledge and performance in the area of learner development through the lens of a teacher-leader.	Unsatisfactory: Rationale inadequately identifies the artifact; misjudges how the artifact demonstrates knowledge or performance of learner development. Insights of a teacher-leader are not evident in the rationale.
---	---	--	---

Comments:	Distinguished _____ Proficient _____ Basic _____ Unsatisfactory _____
-----------	--

INTASC.2 Learning Differences

STANDARD: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performance Indicators

The Candidate:

- * designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
- * makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
- * designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
- * brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms.
- * incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
- * accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Essential Knowledge Indicators

The Candidate:

- * understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth.
- * understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
- * knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.
- * understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
- * knows how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources into instruction.

Artifact (Performance, essential knowledge and research)	Rationale
---	------------------

Distinguished: Rationale thoroughly describes the artifact and its context for use; clearly appraises, in specific terms, in performance and knowledge along with well-written personal insights of learner differences through the lens of a teacher-leader.	Proficient: Rationale describes the artifact and its context for use; clearly discusses how the artifact demonstrates representation of skills in performance and knowledge, and personal insights of learner differences through the lens of a teacher-leader.	Basic: Rationale identifies the artifact, discusses general, limited terms of how the artifact demonstrates the representation of the student’s knowledge and performance in the area of learner differences through the lens of a teacher-leader.	Unsatisfactory: Rationale inadequately identifies the artifact; misjudges how the artifact demonstrates knowledge or performance of learner differences. Insights of a teacher-leader are not evident in the rationale.
---	---	--	---

Comments:	Distinguished _____ Proficient _____ Basic _____ Unsatisfactory _____
-----------	--

INTASC.3 Learning Environment

STANDARD: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Performance Indicators

The Candidate:

- * collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- * develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
- * collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work
- * uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
- * communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- * promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
- * builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Essential Knowledge Indicators

The Candidate:

- * understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning
- * knows how to help learners work productively and cooperatively with each other to achieve learning goals.
- * knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.
- * understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
- * knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

<u>Artifact (Performance, essential knowledge and research)</u>	<u>Rationale</u>
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Distinguished: Rationale thoroughly describes the artifact and its context for use; clearly appraises, in specific terms, in performance, knowledge and personal insights of developing safe, respectful and engaging learning environments through the lens of a teacher-leader.	Proficient: Rationale describes the artifact and its context for use; clearly discusses how the artifact demonstrates representation of skills in performance and knowledge, and personal insights of developing safe, respectful and engaging learning environments.	Basic: Rationale identifies the artifact, discusses general, limited terms of how the artifact demonstrates the representation of the student's knowledge. Performance and personal insights in developing safe, respectful and engaging learning environments.	Unsatisfactory: Rationale inadequately identifies the artifact; misjudges how the artifact demonstrates knowledge or personal insights on developing a safe, respectful and engaging learning environment. Insights of a teacher-leader are not evident in the rationale.
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Comments:	Distinguished _____ Proficient _____ Basic _____ Unsatisfactory _____
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INTASC.4 Content Knowledge

STANDARD: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Performance Indicators

The Candidate:

- * uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
- * engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
- * engages learners in applying methods of inquiry and standards of evidence used in the discipline.
- * stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- * recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
- * evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.
- * uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
- * creates opportunities for students to learn, practice, and master academic language in their content.
- * accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

Essential Knowledge Indicators

The Candidate:

- * understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
- * understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
- * teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.
- * knows how to integrate culturally relevant content to build on learners' background knowledge.
- * has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches

<u>Artifact (Performance, essential knowledge and research)</u>	<u>Rationale</u>
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<p>Distinguished:</p> <p>Rationale thoroughly describes the artifact and its context for use; clearly appraises, in specific terms, in performance, knowledge and personal insights of the central concepts, tools of inquiry and structures of the discipline through the lens of a teacher-leader.</p>	<p>Proficient:</p> <p>Rationale describes the artifact and its context for use; clearly discusses how the artifact demonstrates representation of skills in performance and knowledge, and personal insights of the central concepts, tools of inquiry and structures of the discipline through the lens of a teacher-leader.</p>	<p>Basic:</p> <p>Rationale identifies the artifact, discusses general, limited terms of how the artifact demonstrates the representation of the student's knowledge, performance and personal insights of the central concepts, tools of inquiry and structures of the discipline through the lens of a teacher-leader.</p>	<p>Unsatisfactory:</p> <p>Rationale inadequately identifies the artifact; misjudges how the artifact demonstrates knowledge or performance or personal insights on insights of the central concepts, tools of inquiry and structures of the discipline through the lens of a teacher-leader.</p>
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<p>Comments:</p>	<p>Distinguished _____</p> <p>Proficient _____</p> <p>Basic _____</p> <p>Unsatisfactory _____</p>
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INTASC.5 APPLICATION OF CONTENT

STANDARD: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Performance Indicators

The Candidate:

- * develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
- * engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
- * facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
- * engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
- * teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
- * engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
- * facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
- * develops and implements supports for learner literacy development across content areas.

Essential Knowledge Indicators

The Candidate:

- * understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns
- * understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.
- * understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
- * understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

- * understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
- * understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.
- * understands creative thinking processes and how to engage learners in producing original work.
- * knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

<u>Artifact (Performance, essential knowledge and research)</u>	<u>Rationale</u>
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Distinguished: Rationale thoroughly describes the artifact and its context for use; clearly appraises, in specific terms, in performance, knowledge and personal insights related to application of content and differing perspectives to real-world context through the lens of a teacher-leader.	Proficient: Rationale describes the artifact and its context for use; clearly discusses how the artifact demonstrates representation of skills in performance and knowledge, and personal insights related to application of content and differing perspectives to real-world context through the lens of a teacher-leader.	Basic: Rationale identifies the artifact, discusses general, limited terms of how the artifact demonstrates the representation of the student’s knowledge, performance and personal insights related to application of content and differing perspectives to real-world context through the lens of a teacher-leader.	Unsatisfactory: Rationale inadequately identifies the artifact; misjudges how the artifact demonstrates knowledge or performance or personal insights related to application of content and differing perspectives to real-world context through the lens of a teacher-leader.
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Comments:	Distinguished _____ Proficient _____ Basic _____ Unsatisfactory _____
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INTASC.6 ASSESSMENT

STANDARD: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Performance Indicators

The Candidate:

- * balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
- * designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
- * works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
- * engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- * engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- * models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- * effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
- * prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
- * seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Essential Knowledge Indicators

The Candidate:

- * understands the differences between formative and summative applications of assessment and knows how and when to use each.
- * understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
- * knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
- * knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
- * understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
- * knows when and how to evaluate and report learner progress against standards.
- * understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

<u>Artifact (Performance, essential knowledge and research)</u>	<u>Rationale</u>
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<p>Distinguished Rationale thoroughly describes the artifact and its context for use; clearly appraises, in specific terms, in performance, knowledge and personal insights of multiple methods of assessment through the lens of a teacher-leader.</p>	<p>Proficient Rationale describes the artifact and its context for use; clearly discusses how the artifact demonstrates representation of skills in performance and knowledge, and personal insights of multiple methods of assessment through the lens of a teacher-leader.</p>	<p>Basic Rationale identifies the artifact, discusses general, limited terms of how the artifact demonstrates the representation of the student's knowledge, performance and personal insights of multiple methods of assessment through the lens of a teacher-leader.</p>	<p>Unsatisfactory Rationale inadequately identifies the artifact; misjudges how the artifact demonstrates knowledge or performance or personal insights of multiple methods of assessment through the lens of a teacher-leader.</p>
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Comments	Distinguished _____
	Proficient _____
	Basic _____
	Unsatisfactory _____

INTASC.7 PLANNING FOR INSTRUCTION

STANDARD: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performance Indicators

The Candidate:

- * individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
- * plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
- * develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
- * plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
- * teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.
- * evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

Essential Knowledge Indicators

The Candidate:

- * understands content and content standards and how these are organized in the curriculum.
- * understands how integrating cross disciplinary skills in instruction engages learners purposefully in applying content knowledge.
- * understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
- * understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
- * knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
- * knows when and how to adjust plans based on assessment information and learner responses.
- * knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

<u>Artifact (Performance, essential knowledge and research)</u>	<u>Rationale</u>
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<p>Distinguished</p> <p>Rationale thoroughly describes the artifact and its context for use; clearly appraises, in specific terms, in performance, knowledge and personal insights of planning for instruction through the lens of a teacher-leader.</p>	<p>Proficient</p> <p>Rationale describes the artifact and its context for use; clearly discusses how the artifact demonstrates representation of skills in performance and knowledge, and personal insights of planning for instruction through the lens of a teacher-leader.</p>	<p>Basic</p> <p>Rationale identifies the artifact, discusses general, limited terms of how the artifact demonstrates the representation of the student's knowledge, performance and personal insights of planning for instruction through the lens of a teacher-leader.</p>	<p>Unsatisfactory</p> <p>Rationale inadequately identifies the artifact; misjudges how the artifact demonstrates knowledge or performance or personal insights of planning for instruction through the lens of a teacher-leader.</p>
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Comments	Distinguished _____
	Proficient _____
	Basic _____
	Unsatisfactory _____

INTASC.8 INSTRUCTIONAL STRATEGIES

STANDARD: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performance Indicators

The Candidate:

- * uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
- * continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
- * collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
- * varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
- * provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
- * engages all learners in developing higher order questioning skills and metacognitive processes.
- * engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
- * uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
- * asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Essential Knowledge Indicators

The Candidate:

- * understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
- * knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
- * knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
- * understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.
- * knows how to use a wide variety of resources, including human and technological, to engage students in learning.
- * understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

<u>Artifact (Performance, essential knowledge and research)</u>	<u>Rationale</u>
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<p>Distinguished</p> <p>Rationale thoroughly describes the artifact and its context for use; clearly appraises, in specific terms, in performance, knowledge and personal insights of a variety of instructional strategies through the lens of a teacher-leader.</p>	<p>Proficient</p> <p>Rationale describes the artifact and its context for use; clearly discusses how the artifact demonstrates representation of skills in performance and knowledge, and personal insights of a variety of instructional strategies through the lens of a teacher-leader.</p>	<p>Basic</p> <p>Rationale identifies the artifact, discusses general, limited terms of how the artifact demonstrates the representation of the student’s knowledge, performance and personal insights of a variety of instructional strategies through the lens of a teacher-leader.</p>	<p>Unsatisfactory</p> <p>Rationale inadequately identifies the artifact; misjudges how the artifact demonstrates knowledge or performance or personal insights of a variety of instructional strategies through the lens of a teacher-leader.</p>
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Comments	Distinguished _____
	Proficient _____
	Basic _____
	Unsatisfactory _____

INTASC.9 PROFESSIONAL LEARNING AND ETHICAL PRACTICE

STANDARD: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performance Indicators

The Candidate:

- * engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
- * engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
- * uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
- * actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
- * reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
- * advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

Essential Knowledge Indicators

The Candidate:

- * understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
- * knows how to use learner data to analyze practice and differentiate instruction accordingly.
- * understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
- * understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
- * knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

<u>Artifact (Performance, essential knowledge and research)</u>	<u>Rationale</u>
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<p>Distinguished Rationale thoroughly describes the artifact and its context for use; clearly appraises, in specific terms, in performance, knowledge and personal insights of professional learning and ethical practice through the lens of a teacher-leader.</p>	<p>Proficient Rationale describes the artifact and its context for use; clearly discusses how the artifact demonstrates representation of skills in performance and knowledge, and personal insights of professional learning and ethical practice through the lens of a teacher-leader.</p>	<p>Basic Rationale identifies the artifact, discusses general, limited terms of how the artifact demonstrates the representation of the student's knowledge, performance and personal insights of professional learning and ethical practice through the lens of a teacher-leader.</p>	<p>Unsatisfactory Rationale inadequately identifies the artifact; misjudges how the artifact demonstrates knowledge or performance or personal insights of professional learning and ethical practice through the lens of a teacher-leader.</p>
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Comments	Distinguished _____
	Proficient _____
	Basic _____
	Unsatisfactory _____

INTASC.10 LEADERSHIP AND COLLABORATION

STANDARD: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and development, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Performance Indicators

The Candidate:

- * takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
- * works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
- * engages collaboratively in the school wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
- * works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
- * the teacher builds ongoing connections with community resources to enhance student learning and well-being.
- * engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
- * uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
- * uses and generates meaningful research on education issues and policies.
- * seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
- * advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
- * takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

Essential Knowledge Indicators

The Candidate:

- * understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
- * understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
- * knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
- * knows how to contribute to a common culture that supports high expectations for student learning.

<u>Artifact (Performance, essential knowledge and research)</u>	<u>Rationale</u>
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<p>Distinguished</p> <p>Rationale thoroughly describes the artifact and its context for use; clearly appraises, in specific terms, in performance, knowledge and personal insights of leadership and collaboration to ensure learner growth and advance the profession through the lens of a teacher-leader.</p>	<p>Proficient</p> <p>Rationale describes the artifact and its context for use; clearly discusses how the artifact demonstrates representation of skills in performance and knowledge, and personal insights of leadership and collaboration to ensure learner growth and advance the profession through the lens of a teacher-leader.</p>	<p>Basic</p> <p>Rationale identifies the artifact, discusses general, limited terms of how the artifact demonstrates the representation of the student's knowledge, performance and personal insights of leadership and collaboration to ensure learner growth and advance the profession through the lens of a teacher-leader.</p>	<p>Unsatisfactory</p> <p>Rationale inadequately identifies the artifact; misjudges how the artifact demonstrates knowledge or performance or personal insights of leadership and collaboration to ensure learner growth and advance the profession through the lens of a teacher-leader.</p>
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Comments:	Distinguished _____
	Proficient _____
	Basic _____
	Unsatisfactory _____

Teaching Videos and Reflections: Clinical Mentorship Experience

Upload two teaching videos along with your self-reflection here.

<u>Video 1 (Performance, essential knowledge and research)</u>	<u>Rationale</u>
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Distinguished The student provides a careful and detailed assessment of their own teaching as described in the Authentic Constructivist Leadership Model using 2 or more references to the Model framework to support reflective analysis.	Proficient The student provides an appropriate assessment of their own teaching as described in the Authentic Constructivist Leadership Model.	Basic The student provides a limited assessment of their own teaching as described in the Authentic Constructivist Leadership Model.	Unsatisfactory The student provides an inadequate assessment of their own teaching that does not meet the expectations of a critically reflective teacher as described in the Authentic Constructivist Leadership Model.
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Comments:	Distinguished _____ Proficient _____ Basic _____ Unsatisfactory _____
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<u>Video 2 (Performance, essential knowledge and research)</u>	<u>Rationale</u>
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<p>Distinguished</p> <p>The student provides a careful and detailed assessment of their own teaching as described in the Authentic Constructivist Leadership Model using 2 or more references to the Model framework to support reflective analysis.</p>	<p>Proficient</p> <p>The student provides an appropriate assessment of their own teaching as described in the Authentic Constructivist Leadership Model.</p>	<p>Basic</p> <p>The student provides a limited assessment of their own teaching as described in the Authentic Constructivist Leadership Model.</p>	<p>Unsatisfactory</p> <p>The student provides an inadequate assessment of their own teaching that does not meet the expectations of a critically reflective teacher as described in the Authentic Constructivist Leadership Model.</p>
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<p>Comments:</p>	<p>Distinguished _____</p> <p>Proficient _____</p> <p>Basic _____</p> <p>Unsatisfactory _____</p>
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Diversity and Technology

<p><u>Diversity</u></p> <p>Met: The portfolio demonstrates the student has embedded evidence within their rationales and artifacts of meeting the Educator Preparation Program’s (EPP) Diversity Goals as listed in the MAT Handbook.</p>	<p><u>Technology</u></p> <p>Met: The portfolio demonstrates that the MAT student has embedded evidence within their rationales and artifacts of meeting the Educator Preparation Program’s (EPP) Technology Goals as listed in the MAT Handbook.</p>	<p>Diversity:</p> <p>Met _____</p> <p>Unmet _____</p>
<p>Unmet: The portfolio does not demonstrate that the student has embedded evidence within their rationales and artifacts of meeting the EPP’s Diversity Goals as listed in the MAT Handbook.</p>	<p>Unmet: The portfolio does not demonstrate that the student has embedded evidence within their rationales and artifacts of meeting the EPP’s Technology Goals as listed in the MAT handbook.</p>	<p>Technology</p> <p>Met _____</p> <p>Unmet _____</p>

Comments: