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- Monitor progress of, provide feedback to, and evaluate performances of students, faculty, and staff;
- Promote faculty professional development and scholarship;
- Encourage and model practices based on high standards and expectations, as defined by professional associations;
- Demonstrate a commitment to ethical and professional standards;
- Provide diverse and inclusive teaching and learning experiences;
- Use creative and effective teaching enhanced with the application of current technology;
- Provide a variety of meaningful field and clinical experiences that include working with diverse populations;
- Seek external funding for innovative programs that enhance learning, growth, and development to meet the needs of the community;
- Engage in continuous assessment that ensures program effectiveness;
- Provide timely and accurate communication and information to internal and external constituencies;
- Engage with P-12 schools, university colleagues, community agencies, and other professional communities to achieve our mutual goals and interests.

The purpose of the teacher education, instructional leadership, and school counseling programs is to develop effective professionals who embody the knowledge, skills, and dispositions to teach, lead, and counsel all learners. This commitment is reflected in the Conceptual Framework through cohesive and coordinated experiences that stimulate inquiry and develop candidates into successful helping professionals. Candidates are expected to collaborate with peers, education and other university faculty, and practitioners in active pursuit of theoretical, disciplinary and pedagogical understanding. The intention is to provide an experience through which candidates develop the knowledge, skills and dispositions to function as informed and ethical professionals. Candidates are disposed to think critically, respect cultural differences, recognize the worth of all individuals, practice with competence and appreciate the value of continued personal and intellectual growth.

The Conceptual Framework emphasizes the importance of preparing candidates to support the learning, growth and development of all students. Faculty are engaged with candidates in classroom coursework and field experiences, continuously assessing the candidates' knowledge, skills, and dispositions as they participate in their various program experiences. We believe the educator's role is to facilitate learning, which is accomplished by creating opportunities for all students to actively participate in their program experiences through methods appropriate to their individual learning styles. Our model is based to a great extent on the Constructivist Model, borrowing from the tenets of Piaget and Vygotsky and the Social Cognitive Theory of Learning. However, to increase the appreciation of diverse and expansive thinking among our students, we encourage the introduction of modern theoretical perspectives (e.g. race theory, feminist theory, disability studies, etc.).

The theory of Lev Vygotsky (Vygotsky, 1978) extends Piaget's ideas and states that interaction with other people and the real world environment is critical for learning and development of children and adults. Vygotsky emphasized using:

- Explicit instruction to promote learning;
- Collaboration and challenging tasks within a problem solving approach; and
- Group activities to internalize learning processes.

Vygotsky outlined a theory of cognitive development based on the premise that there is a mutual interaction between children and people with whom they have regular social contact. The child's intellectual development is based on social interactions or cooperative dialogues with other members of society. As adults or more competent peers help children to master meaningful activities, the communication between these entities becomes part of the children's thinking. Once the essential features of this dialogue are internalized, children can use the language to guide them in activities. A central idea of Vygotsky's theory is that cognition is always situated in activity and that people learn best when they are working with others while actively engaged in a problem solving situation.

Social interaction is a major vehicle of learning – whether it is formalized cooperative learning in the classroom or the natural interactions of children on the playground or in family gatherings. All social interaction contributes to learning. However in classroom learning the nature of the teacher-student interaction is paramount. Teacher-student interaction should be collaborative and include teacher modeling, explaining and questioning. Students should, in turn, be expected to self-question in ways that enable them to accurately verbalize the concepts being learned (Vygotsky, 1987).

The education, instructional leadership, and school counseling programs implement Vygotsky's ideas through the candidates' active participation in content and pedagogy classes as well as appropriate experiences, i.e. field experieE0176019A0003007301C7>4d77erbalizeiG[5]]TJETBT(ue)3(e)7(xpe7h7BT/F12 11.04 Tfn-301

student learning. In addition, the Conceptual Framework guides faculty to make data driven decisions when evaluating the effectiveness of candidates and/or programs.

The Unit prepares candidates who are advocates for all learners and are proficient as:

Knowledgeable scholars (which includes content, professional, pedagogical, diversity and technical knowledge). Candidates are well-grounded in theory and equipped with a strong knowledge base to provide learning environments that value diversity, collaboration, and promote a high level of achievement and quality for all learners.

Skilled scholars (which includes lesson and unit planning, classroom management, classroom teaching, communication, reflection, assessment, accountability for student learning, and technology skills). The effective use of pedagogical skills is essential in building a community of learners to ensure a positive impact on P-12 learning.

Collaborative scholars (which includes the ability to collaborate with students, parents, and colleagues; interpersonal skills; dispositions; professionalism; and self-evaluation). Candidates contemplate the appropriateness and possible long-term consequences of their professional dispositions and actions on student performance and all aspects of their teaching and instruction.

Consistent with the Unit's theme, vision, mission, and philosophy there is a commitment to and value of diversity. The Unit is committed to attracting and retaining candidates and faculty with diverse backgrounds and providing diverse and inclusive teaching and learning experiences. The Unit's theme, "Committed to the Development of All Learners" further emphasizes an essential belief that all students can learn at a high level. Faculty members of the COEHS intentionally teach that learning is not predicated upon gender, race, disability, ethnicity, and/or socio-economic status.

The importance of recognizing the racial, behavioral, and cultural diversity of students has inspired much recent discussion and research in higher education. Racially diverse environments, when

Each program in the Unit has defined the essential knowledge, skills, and dispositions that its candidates must possess to successfully complete the program. These program requirements and experiences are consistent with the essential knowledge of the profession as defined by the appropriate SPA guidelines. For example, the elementary program requirements and experiences are designed to meet the standards of the Association for Childhood Education International (ACEI) while the physical education program is designed to meet the National Association for Sport and Physical Education (NASPE) standards

All candidates, except school counselors, completing a program at Northern Kentucky University prepare a portfolio (electronic or paper) to demonstrate that he/she is proficient in meeting the state standards for that program. The portfolio is assessed at each transition point to provide candidates with appropriate feedback regarding their progress toward meeting standards. Prior to the completion of their programs candidates must submit a satisfactory portfolio as determined by one or more professional educators who evaluate the portfolio using a rubric. In addition, candidates are regularly evaluated on their dispositions through the Disposition and Professional Behaviors Checklist used in each education program.

MASTER OF ARTS IN TEACHING (MAT) PROGRAM OUTCOMES

Upon completion of the Master of Arts in Teaching program, students will:

- 1) Understand the dynamics and vicissitudes of modern students, including the developmental, cultural, social, emotional and physical influences on their learning.
- 2) Understand that schooling occurs within a social and political context, and is subject to local, state, national and global influences.
- 3) Recognize various factors that influence students' motivation, and appropriately adjust such factors to improve students' motivation to meet high standards of learning.
- 4) Design, plan and deliver instruction that is relevant to students, addresses learning objectives for all students, and facilitates multiple levels of learning.
- 5) Utilize content knowledge to design, plan and deliver lessons/units that are accessible and meaningful for learners.
- 6) Utilize content knowledge to engage learners in critical thinking, creativity and collaborative problem solving.
- 7) Apply a variety of classroom management theories and techniques that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self motivation.
- 8) Use multiple methods of formative and summative assessment to evaluate students' performance and inform instruction.
- 9) Thoughtfully demonstrate habits of a lifelong devotion to learning through engagement in professional development and reflection.
- 10) Initiates collaborations with colleagues, families, other school professionals and community agencies to enhance student learning.
- 11) Use technology to plan and deliver and differentiate instruction that addresses learning objectives for all students, and facilitates multiple levels of learning.

MAT Admission Requirements

Each student admitted into the Master of Arts in Teaching program must meet the following admission criteria.

Admission Criteria

Introduction Letter

Resume

Three letters of recommendation

Official Transcripts showing bachelor's degree conferred with minimum GPA of 2.75 on a 4.0 scale OR GPA of at least 3.0 in last 30 semester hours of undergraduate study

Content Coursework Completed with acceptable GPA

Background Check

Signed KY EPSB Code of Ethics

Signed NKU COEHS Graduate Code of Ethics

Passing scores on all sections of GRE or PPST

EDMT 692 Field Experience I

The University Field Experiences Supervisor is the official university course instructor on record for the field experiences course and represents the college at the field placement site. The supervisor collaborates with the schools to place students with teachers. The supervisor is responsible for communicating with the principal and faculty of the school regarding their roles in mentoring field experiences students. The supervisor will monitor attendance and offer support to students for any needs at the field placement. The supervisor will attempt to observe each field experiences student's involvement in class activities and interaction with middle grades or secondary students and teachers. The University Supervisor will complete a

(see Appendix) evaluating the student's professional dispositions. The supervisor will grade all written assignments related to the field experiences, and will suggest revisions to those that are required elements of the electronic portfolio. The supervisor will assess students' electronic portfolios. Using input from the Cooperating Teacher, the University Supervisor determines the final field experiences course grade for each student.

The University Supervisor meets with each Cooperating Teacher to explain his/her responsibilities and to offer support. The teacher will be responsible for collaborating with the field experiences student to plan a schedule of activities for experience in the classroom. The activities should not only be meaningful to the student's learning, but also be authentic activities. For example, the student may be assigned to work with small groups or individuals, or to introduce activities or parts of lessons designed by the teacher to the whole class. The teacher should offer constructive feedback. The teacher should not view field experiences students as simply messengers, clerk-typists, or paper-graders, though students may assist with some of these teaching-related duties. The major focus of the Cooperating Teacher should be to help the student become familiar with the roles of the teaching profession, actively involving the student as much as possible. The teacher also is responsible for preparing the P-12 students to accept the field experiences students as adults and future teachers; they should be introduced to the classroom of students as pre-service teacher candidates. The way a classroom of students perceives teacher education students and their role is an important factor in establishing a comfortable and rewarding relationship. The Cooperating Teacher will also complete a

evaluating the professional dispositions of the field experiences student, which will be collected by the University Supervisor and be considered as part of the student's overall course grade. This form will also be placed in the student's file as part of his/her

participating in the local schools' programs and activities. The University highly recommends that the student purchase educator's liability insurance; students who join the NEA-SP (National Education Association – Student Programs) receive liability insurance as a portion of their membership.

It is the responsibility of the field experiences student to immediately notify the University Supervisor if s/he has been arrested, charged, or convicted of a crime (other than a moving vehicle violation) while participating in a field experiences. This may result in the student being removed from the field experiences placement. Failure to notify the University Supervisor may result in being removed from the Master of Arts in Teaching program.

Students are expected to be punctual and to adhere to the attendance schedule they have arranged with their cooperating teacher. Students are responsible for transportation to and from their assigned schools.

The student must arrange a schedule of field experiences visits with his/her cooperating teacher.

If a student is going to be absent or late to a scheduled field experiences, they must contact the school office by phone, and the Cooperating Teacher and University Supervisor by phone and/or e-mail, in a timely manner (ahead of scheduled observation time if possible).

The University Supervisor will monitor attendance using a sign-in process at the school's main office.

Students are responsible for tracking clock-hours of observation on a _____ (see Appendix); this time sheet will be verified and signed by the Cooperating Teacher or school office personnel, and will be collected by the University Supervisor at the end of the placement. Falsification of time sheets or attendance sign-in may result in failure of the course, or immediate dismissal from the program. Students should be as actively involved as the teacher will allow. Students must behave appropriately at the school site, following the cooA 1t the cooA 1oA 1oA 1oA 1oA t

Students will begin developing the basic electronic portfolio during EDMT 692, the first fall term. The electronic portfolio displays a student's best work as "artifacts" and presents evidence of the student's knowledge and professional growth over time. The initial level (see Appendix) are the basic framework of the Teacher Education Program's electronic portfolio. The electronic portfolio will be organized using . Instruction for developing the electronic portfolio will be given during the campus seminars.

The electronic portfolio will be assessed by the University Supervisor, using the electronic portfolio rubric for each field experiences course (EDMT 692, EDMT 693, EDMT 694). EDMT 696 also requires a portfolio, which will be assessed by the University Supervisor if the candidate is completing clinical e

clinical experiences application meeting in April 2014. For questions, please see Jill Niemeyer in MEP 263A or contact her at 859-572-6320.

To complete the Master of Arts in Teaching program, a student must meet the following exit criteria.

program. The catalog of record serves as a contract between the University and the candidate and contains the policies and procedures that will be followed during the candidate's graduate program. Candidates can access their Graduate Catalog of record on the Office of Graduate Programs website or on the Master of Arts in Teaching Blackboard organization site. Students entering the MAT program in the fall of 2013 will be subject to the policies of the 2013-14 Graduate Catalog.

academic honesty include cheating; plagiarizing; submitting, without permission, a paper or assignment completed for one class to fulfill a requirement for another class; fabricating materials; using materials in an unauthorized manner; misrepresenting academic records; and/or facilitating academic dishonesty. Any such violations will be dealt with seriously. If the student is engaged in academic dishonesty in a class, the professor will decide whether to assign an F on the assignment, or an F in the course, depending on the seriousness of the violation. In addition, the violation will be reported to the department Chair. These violations may impact the Chair's willingness to support your pursuit of teacher licensure.

What is Plagiarism? Copying word for word from any source without enclosing the material in quotation marks, and citing the source and page number of the quote is considered plagiarism. Re-writing ideas into your own words without citing the source of the ideas is also considered plagiarism. *Unintentional*

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African American Student Affairs/Ethnic Services	6684	SU 309	6161
All Card	6016	SU 120	
Alumni Association	5486	JH 421	1950
Bookstore	5142	UC	6994
Bursar	5204	AC 235	6087
Campus Recreation	5197	HC 1 st Floor	6090
Career Services	5680	UC 225	6996
Early Childhood Center	6338	MEP 147	1941
Educational Outreach (Online Programs)	2400	CA 270	5174
Financial Assistance	5143	AC 301	6997
Graduate Programs	6364	AC 302	6670
Health, Counseling and Prevention Services	5650	UC 440	5615
Information Technology Help Desk	6911	AC 220	
Intercollegiate Athletics	5193	BOK 133	6089
International Student Affairs	6517	UC 405	6178

Kentucky Center for Mathematics	7690	MP 475	
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Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data.

Prepares assessments that measure student performance on each objective and help guide teaching.

Aligns instructional strategies and activities with learning objectives for all students.

Plans instructional strategies that include several levels of learning that require higher order thinking

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives.

Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.

Uses a variety of strategies and methods to supports student diversity by addressing individual needs.

Treats all students with respect and concern and monitors student interacti/MCID 160interactie83f.3(p)3(p)3(o)-5(rts)10



Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.

Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives.

Promotes opportunities for students to engage in accurate self-assessment of learning.



Reflects on and accurately evaluates instructional practice using appropriate data.

Identifies areas for professional growth using appropriate data.

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale.

Designs a plan to enhance student learning that includes all parties in the collaborative effort.

Implements planned activities that enhance student learning and engage all parties.

Master of Arts in Teaching

