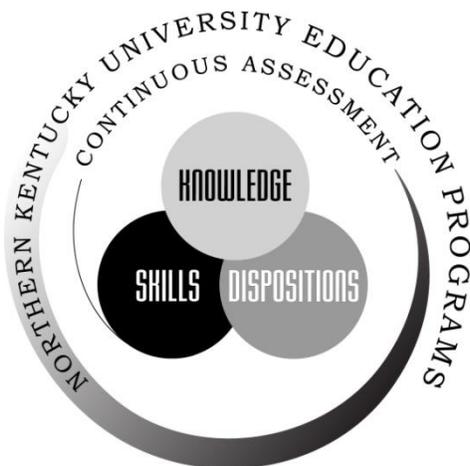


Northern Kentucky University
College of Education and Human Services

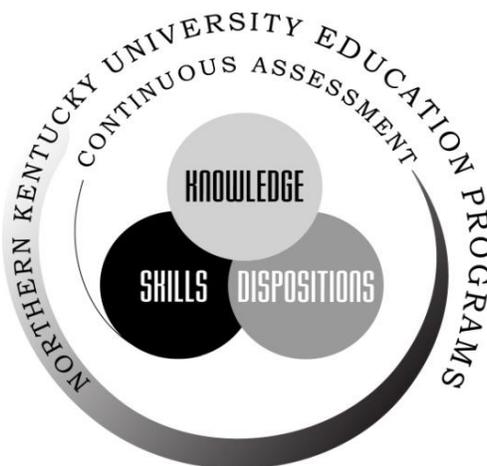


Master of Arts in Teaching (MAT)
Program Handbook

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CONCEPTUAL FRAMEWORK



Committed to the Development of All Learners is the theme that undergirds the Conceptual Framework for all professional programs in the College of Education and Human Services (COEHS) at Northern Kentucky University. The Conceptual Framework is supported by the missions of the university and the college and used by faculty to continuously assess and update the curricula of the initial and advanced programs. The COEHS created its Conceptual Framework after input from its constituents: education and arts and science faculty, candidates, staff, and community members. The graphic depicts a framework of continuously assessing the knowledge, skills, and dispositions that classroom teachers, instructional leaders, and school counselors must have to facilitate student learning and academic achievement.

THE COLLEGE OF EDUCATION AND HUMAN SERVICES' VISION AND MISSION STATEMENT

The vision of the College of Education and Human Services (Unit) is to prepare exemplary helping professionals who demonstrate the personal and professional knowledge, skills, and dispositions necessary to provide for the learning, growth, and developmental needs of individuals in an increasingly diverse, complex, and technological society.

The mission of the College, in alignment with the university's core values, is to realize our vision through collaboration and mutual support among the programs' students, faculty, staff, and communities.

COLLEGE GOALS

The goals of the teacher education, instructional leadership, and school counselor programs are to:

- Attract, retain, and graduate students of diverse backgrounds;
- Recruit and retain outstanding, committed, collegial, and diverse faculty and staff;

- 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.

PURPOSE

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.

PHILOSOPHY

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 experiences, internship, and/or clinical experiences. During these experiences candidates construct their knowledge by engaging in a variety of activities, such as developing and teaching lesson plans, assessing P-12 students, and collaborating with their peers, university supervisors, and cooperating teachers in the P-12 school.

The Unit's programs foster learning environments that invite collaboration and cooperation among learners and instructors and provide opportunities for candidates to be reflective about many issues related to their future profession as a teacher, instructional leader, or school counselor. Within this context, candidates are asked to continually reflect and examine their knowledge, skills, and dispositions with the ultimate goal of becoming a highly qualified practitioner.

CANDIDATE PROFICIENCIES

The Unit's theme "Committed to the Development of All Learners" is derived from candidate proficiencies and outcomes pertaining to the standards governing initial and advanced programs. The Conceptual Framework and its alignment with appropriate national, state, and SPA standards ensures that candidates demonstrate the knowledge, skills and dispositions needed to positively impact P-12

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.

COMMITMENT TO DIVERSITY

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 properly nurtured, lead to gains in educational outcomes for all students. Diversity extends beyond student demographics. Cultural, philosophical, ideological, language, and intellectual diversity are among the many forms of diversity which are recognized by the Conceptual Framework and are integrated into the principles and practices of each program.

At the initial level, all teacher education candidates in the College of Education and Human Services are required to complete a diversity course as part of the university's general education requirements, as well as two special education classes that focus on teaching students with disabilities. In addition, all candidates at the initial level are required to consider diverse groups of students when developing and implementing lesson and unit plans in their methods and field experiences courses. Faculty, in turn,

evaluate each candidate's ability to plan and work with students of diverse backgrounds. Candidates at the initial level are also required to have experiences working with diverse P-12 students during their field and clinical experiences. Candidates at the advanced level are required to complete a course in diversity as well as document working with P-12 students of diverse backgrounds, which include students with disabilities and Limited English Proficiency, as well as students who are racially and socio-economically diverse.

Education in a democracy requires a commitment to affirming diversity and meeting the challenges presented by a wide range of constituents and communities. The Unit prepares candidates who are equipped with knowledge, competency, and dispositions required to provide equitable educational experiences for all students within a diverse P-12 population. The Unit envisions that its candidates emerge as knowledgeable, skilled, and collaborative scholars who are effective communicators and reflective decision-makers, accountable for the learning of all students.

COMMITMENT TO TECHNOLOGY

The International Society for Technology in Education (2008) states that through the ongoing use of technology in the schooling process, students are empowered to achieve important technology capabilities. A key individual in helping students develop those capabilities is the classroom teacher. The teacher is responsible for establishing the classroom environment and preparing the learning opportunities that facilitate students' use of technology to learn, communicate, and develop knowledge products. Consequently, the Unit faculty believe it is critical that all candidates are prepared to provide their students with opportunities to develop their technological knowledge and skills. The Unit is committed to the integration, infusion, and application of technology to enhance instruction and advance student learning.

All candidates are required to develop and maintain an electronic portfolio (electronic portfolio) during their professional semesters. The electronic portfolio requires candidates to use technology to document their knowledge, skills, and dispositions as outlined in the electronic portfolio rubric and aligned with the appropriate standards.

In addition, through various forms of instructional technology, candidates learn how to create meaningful experiences and personalized learning for P-12 students. Computers and information technologies offer candidates a myriad of possibilities to bring the digital world into the classroom. Education faculty are also committed to modeling positive technology usage by seamlessly infusing technology into their lessons. One example of this infusion is the use of Blackboard for blended and online course delivery. Blackboard allows educators to provide collaborative activities, critical reflection, and instructional resources to candidates in both online and face-to-face courses. In addition, faculty have the opportunity to attend on-campus technology seminars and workshops to enhance their technological skills. Faculty and candidates also receive technology support as needed from the university's Informational Technology Department

ALIGNMENT WITH STANDARDS

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.

Conclusion

The Conceptual Framework incorporates a shared view of how to best prepare Northern Kentucky University College of Education and Human Services candidates to deliver educational services to children and youth, schools, families, and communities. This framework embodies the essential elements of the Unit's programs and provides a blueprint for ensuring coherence among curriculum, instruction, field experiences, clinical practice, and assessment of candidates. It is a guide for the systematic experiences required of candidates in each program and provides the basis for the continuous assessment and improvement of candidates and programs. The goals of this collaborative process are to continuously evolve and improve each program while developing candidates who effectively demonstrate the knowledge, skills, and dispositions required of highly qualified teachers, instructional leaders, and school counselors.

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

Passing scores on state required Praxis II Content exam

Interview & Essay demonstrating 21st Century skills of collaboration, creativity, critical thinking & communication

Assessment of candidate dispositions is conducted by two faculty members who conduct the interview and evaluate the on-demand written response to an essay prompt. The essay is also evaluated for evidence of the 21st Century skills of communication, collaboration, creativity and critical thinking, using the scoring rubric included as Appendix A.

MAT CURRICULUM

Students in the MAT program take the following courses, typically in the following sequence:

Fall Semester 1

EDMT 611 Studies of the Learners

EDMT 612 Classroom Management

EDMT 622 Cultural Identity in Schooling

EDMT 692 Field Experience I

Spring Semester 1

EDMT 621 Students with Exceptionalities

EDMT 632 Curriculum Design and Assessment

EDMT 693 Field Experience II

Summer Semester

EDMT 610 Foundations of American Schooling

Fall Semester 2

EDMT 691 Technology in Middle/Secondary Classroom

EDMT 694 Field Experience III

The Methods course(s) relevant to your certification area:

EDMT 543 Methodology/Pedagogy in Middle School/Secondary Science

EDMT 544 Methodology/Pedagogy in Middle School/Secondary Math

EDMT 545 Methodology/Pedagogy in Middle School/Secondary Social Studies

EDMT 594 Methodology/Pedagogy in Middle School Language Arts

(Or other, as applicable)

*** Students in the certification area of secondary English must take two methods courses:

ENG 620 and ENG 630

Spring Semester 2

EDMT 696 Clinical Experience or EDMT 696 KTIP Internship

Semester Varies

EDG 630 or EDU 530

EDG 630 Language & Learning Across the Curriculum

EDG 530 Reading in Junior/Senior High School

(Students in the certification area of secondary English must take EDU 530)

2nd Methods Course

MAT FIELD EXPERIENCES COURSES

The College of Education and Human Services at NKU attempts to provide the student with the best possible field experiences. To ensure this, the students are assigned to local public schools under the direction of qualified teachers, who are recommended by appropriate school officials, and who work closely with the University Supervisor. Practicum courses are now referred to as field experiences.

The field experiences courses are designed to give the student experiences in: (1) observation of teachers and students in various schools; (2) participation and collaboration in teaching activities; (3) self-evaluation for teaching; (4) documentation of professional dispositions and potential for teaching; (5) planning and implementing lessons and (6) implementing classroom management practices. Specific expectations for each field experiences course are outlined in the course syllabus.

Roles and Responsibilities of the University & Public School

University Field Experiences Supervisor

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 **Teacher Education Recommendation Form/Dispositions Checklist** (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.

Cooperating Teacher

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 **Teacher Education Recommendation Form/Dispositions Checklist** 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 overall record.

Roles and Responsibilities of the Field Experiences Student

Legal Considerations

Students have a responsibility to perform their duties in a responsible manner while engaged in their assignment. A field experiences student may be held liable for any negligent acts or omissions while

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. **Field Experiences students must never be left alone with a student. Field Experiences students are never to be left alone in charge of a classroom; a school staff member must always be present. If a teacher leaves the room with no one in charge but you, you should follow the teacher out of the room. Contact your University Supervisor if a situation arises where you are forced to be left without staff supervision.**

Criminal Violation Statement

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.

Attendance and Participation at the Field Experiences Placement

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 **time sheet** (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 codes of ethics noted above. Violations of these codes, uncooperative, inappropriate, disruptive or unprofessional behavior may cause immediate failure and dismissal from the program.

Technology Policy

Cell phones, palm pilots, Blackberries, and other technology devices must be in the "off" position during field experiences observations and campus seminars. In the event of an unusual or emergency situation, students may have the cell phone in the "silent" mode and step out of class to communicate if necessary. Student-owned laptop computer use is not permitted in the field experiences classrooms. Student use of computers/technology belonging to the public school placement is prohibited, unless under the direct supervision of the Cooperating Teacher as a part of the K-12 student learning/lesson plans.

Developing the Electronic Portfolio

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 **Kentucky Teacher Standards** (see Appendix) are the basic framework of the Teacher Education Program's electronic portfolio. The electronic portfolio will be organized using **Foliotek**. 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 experiences, or the Director of the MAT program if the candidate is completing KTIP. In each semester, the field experiences professor will distribute a rubric that will be used to evaluate the portfolio. Students will be allowed three assessment attempts for each element of the electronic portfolio, using Foliotek. All requirements of the rubric must be met by the third attempt for a passing electronic portfolio. A student must meet the electronic portfolio requirements to pass the field experiences course. The required elements for each semester are listed on the rubric.

Each semester, the student will add additional *artifacts*, update the *Philosophy* and *Diversity Log*, write a holistic *Reflection* about the semester's growth, and add other components as required in the course syllabus.

ADVISING

Each student is assigned as Advisor and is expected to contact his/her Advisor with any questions regarding the course sequence or program expectations. Students are required to have a face-to-face or virtual meeting with their Advisor when they have completed approximately 15-18 hours of coursework. This meeting is to review the student's progress and to ensure that the student understands the exit requirements. At the conclusion of this meeting, the student will be asked to sign a form documenting the Advising meeting. The Advisor will submit the signed form to the Teacher Education Graduate Office to be placed in the student's file. Students who do not meet with their advisor will have an advising hold and will not be allowed to register until they have met this requirement.

CLINICAL EXPERIENCES OR KTIP

In the final term of the MAT program, students who have successfully found teaching positions will complete their Kentucky Teacher Internship Program (KTIP). Students who do not have a teaching position will be required to complete clinical experiences. Clinical experiences placements are made by the Coordinator of Clinical Experiences, and an application process is required that begins with attendance at a clinical experiences application meeting. The application meetings for students eligible for clinical experiences are held **nine months in advance** of the term in which the clinical experiences will occur. For example, students eligible to complete clinical experiences in spring 2015 should attend a

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

MAT PROGRAM EXIT REQUIREMENTS

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

Successful completion of all coursework

Successful completion of portfolio

Successful completion of Clinical Experiences OR KTIP

Passing score on the required Principles of Learning & Teaching (PLT) exam

(5623 or 0623) Principles of Learning and Teaching: Grades 5-9 (passing score = 160)*

(5624 or 0624) Principles of Learning and Teaching: Grades 7-12 (passing score = 160)*

*Teacher Certification test requirements are subject to change. Before registering for any PRAXIS tests please refer to the Kentucky Education Professional Standards Board (EPSB) website www.epsb.ky.gov for current requirements.

Graduation and Certification

As candidates near the completion of the Master of Arts in Teaching program, they should be aware of the following graduation and certification deadlines. For questions concerning graduation and/or certification, contact the Graduate Education Office (MEP 263B) at graded@nku.edu or 859-572-1567.

<i>Semester of intended graduation</i>	<i>Submit application to graduate no later than...</i>	<i>Submit TC-1 forms to the Graduate Education Office (MEP 263B) no later than...</i>	<i>Graduate Education Office will submit TC-1 forms to EPSB in...</i>
Fall	April 1	December 1	Early January
Spring	October 1	May 1	Early June
Summer	April 1	August 1	Early September

OTHER IMPORTANT POLICIES

Graduate Catalog of Record

It is critical that candidates become familiar with important University policies that could impact their successful completion of the MAT: Master of Arts in Teaching program. A candidate's Graduate Catalog of record is the catalog in effect when a candidate is admitted to a graduate

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.

Students with Disabilities

Candidates with disabilities who require accommodations (academic adjustments, auxiliary aids or services) for this course must register with the office of Testing and Disability Services. Please contact this office in the University Center 101 or call (859) 572-6373 for more information. Verification of your disability is required in this office for you to receive reasonable academic accommodations.

Issues or Grievances

In the event that you have an issue with the professor, professional behavior requires that you discuss that issue with the professor face-to-face. If you are unable to go to the professor's office hours, contact the professor by e-mail or telephone and request an appointment. If, after discussing the issue face-to-face with the professor, you are unsatisfied and wish to take the issue to a higher authority, you may contact the department chair. If, after discussing the issue face-to-face with the department chair, you are unsatisfied and wish to take the issue to a higher authority, you may contact the Dean of the College of Education and Human Services. Following the chain-of-command is a commonly accepted professional practice to which you are expected to adhere. NKU policies include a specific procedure that students must follow if they wish to appeal a final course grade. This policy is found at:

<http://gradschool.nku.edu/currentstudents/codeofconduct/index.php>

Compliance with Codes of Ethics

Students must comply with the NKU Code of Ethics for COEHS found at <http://nkuonline.nku.edu/smartcatalog/honor-code.htm> and the KY Code of Ethics: and the Professional Code of Ethics for Kentucky School Personnel found at <http://www.kyepsb.net/legal/ethics.asp>. During the application for admission to the Master of Arts in Teaching program, students are required to read and sign both documents. On campus and in their field experiences placements, candidates have a responsibility for behavior that reflects credit on themselves and the University. They are guests in the school and therefore are subject to the rules and regulations governing the professional staff of that school. It is the responsibility of the candidates to acquaint themselves with these rules and regulations early in the semester and to abide by them.

Academic Honesty

Every member of the NKU community is responsible for upholding the highest standards of academic integrity at all times. The assumption that academic work is an honest reflection of one's knowledge and skills is fundamental to the integrity of the College of Education and Human Services and to the value of a degree from Northern Kentucky University. Violations of

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 plagiarism is still plagiarism.*** Papers containing plagiarism will receive a score of 0. If in doubt about how to avoid plagiarism, please consult the professor.

Time Limits

Coursework that will be applied toward your Master of Arts in Teaching degree must be no older than six years at the time of your graduation. For a full statement of this policy, see the Graduate Catalog.

If a candidate does not enroll in courses for a period of four years or longer, he/she will need to re-apply for admission to the program.

PRAXIS content scores and PLT scores must be less than five years old at the time of applying for certification. This timeline has been established by the Kentucky Education Professional Standards Board (EPSB).

Academic Requirements

Candidates must maintain a cumulative grade point average (GPA) of 3.0 or higher at all times. If the GPA drops below 3.0, the student will be placed on academic probation and allowed a maximum of nine semester hours to raise the GPA. If, at the end of nine semester hours, the GPA is still below 3.0, the student will be dismissed from the program. Also, a student may earn no more than two grades of C or below, even if the cumulative GPA is 3.0 or above. See the Graduate Catalog for a full statement of these policies.

Master of Arts in Teaching (MAT) Contact Information

Program Director and Student Advisor:

Dr. Doug Feldmann
MEP 276
feldmand1@nku.edu
(859) 572-5829

For Questions on Application/Program Paperwork and Certification:

College of Education and Human Services
Graduate Education Office – Ms. Kari Wright-Perkins
MEP 263B
gradedu@nku.edu
(859) 572-1567

Contact Information for Other Campus Offices

Department/Office	Extension	Bldg & Rm	Fax
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	
Office of the Registrar	5556	AC 301	6094
Parking Services	5505	WC	6992
Public Safety	5500	JH 419	6991
Steely Library	5457	SL	5390
Testing and Disability Services	6373	UC 101	5874
Welcome Center	1400	WC	
Women's Center	5550	FH 326	

Kentucky Teacher Standards

STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

1.1 Communicates concepts, processes, and knowledge.

Accurately and effectively communicates concepts, processes and/or knowledge and uses vocabulary that is clear, correct and appropriate for students.

1.2 Connects content to life experiences of student.

Effectively connects most content, procedures, and activities with relevant life experiences of students.

1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.

Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning.

1.4 Guides students to understand content from various perspectives.

Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding.

1.5 Identifies and addresses students' misconceptions of content.

Identifies misconceptions related to content and addresses them during planning and instruction.

STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

2.1 Develops significant objectives aligned with standards.

States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards.

2.2 Uses contextual data to design instruction relevant to students.

Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data.

2.3 Plans assessments to guide instruction and measure learning objectives.

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

2.4 Plans instructional strategies and activities that address learning objectives for all students.

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

2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.

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

STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE

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.

3.1 Communicates high expectations.

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

3.2 Establishes a positive learning environment.

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

3.3 Values and supports student diversity and addresses individual needs.

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

3.4 Fosters mutual respect between teacher and students and among students.

Treats all students with respect and concern and monitors student interactions to encourage students to treat each other with respect and concern.

3.5 Provides a safe environment for learning.

Creates a classroom environment that is both emotionally and physically safe for all students.

STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.

Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives.

4.2 Implements instruction based on diverse student needs and assessment data.

Implements instruction based on contextual information and assessment data.

4.3 Uses time effectively.

Establishes efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is minimal loss of instructional time.

4.4 Uses space and materials effectively.

Uses classroom space and materials effectively to facilitate student learning.

4.5 Implements and manages instruction in ways that facilitate higher order thinking.

Instruction provides opportunity to promote higher-order thinking.

STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

5.1 Uses pre-assessments.

Uses a variety of pre-assessments to establish baseline knowledge and skills for all students.

5.2 Uses formative assessments.

Uses a variety of formative assessments to determine each student's progress and guide instruction.

5.3 Uses summative assessments.

Uses a variety of summative assessments to measure student achievement.

5.4 Describes, analyzes, and evaluates student performance data.

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

5.5 Communicates learning results to students and parents.

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

5.6 Allows opportunity for student self-assessment.

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

STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

6.1 Uses available technology to design and plan instruction.

Uses technology to design and plan instruction.

6.2 Uses available technology to implement instruction that facilitates student learning.

Uses technology to implement instruction that facilitates student learning.

6.3 Integrates student use of available technology into instruction.

Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.

6.4 Uses available technology to assess and communicate student learning.

Uses technology to assess and communicate student learning

6.5 Demonstrates ethical and legal use of technology.

Ensures that personal use and student use of technology are ethical and legal.

STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

7.1 Uses data to reflect on and evaluate student learning.

Reflects on and accurately evaluates student learning using appropriate data.

7.2 Uses data to reflect on and evaluate instructional practice.

Reflects on and accurately evaluates instructional practice using appropriate data.

7.3 Uses data to reflect on and identify areas for professional growth.

Identifies areas for professional growth using appropriate data.

STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

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.

8.1 Identifies students whose learning could be enhanced by collaboration.

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

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

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

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

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

8.4 Analyzes data to evaluate the outcomes of collaborative efforts.

Analyzes student learning data to evaluate the outcomes of collaboration and identify next steps.

STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

9.1 Self assesses performance relative to Kentucky's Teacher Standards.

Identifies priority growth areas and strengths by thoroughly and accurately assessing current performance on all the Kentucky Teacher Standards.

9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.

Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.

9.3 Designs a professional growth plan that addresses identified priorities.

Designs a clear, logical professional growth plan that addresses all priority areas.

9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.

Shows clear evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness and student learning.

STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.

Identifies leadership opportunities in the school, community, or professional organizations and selects one with the potential for positive impact on learning or the professional environment and is realistic in terms of knowledge, skill, and time required.

10.2 Develops a plan for engaging in leadership activities.

Develops a leadership work plan that describes the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed.

10.3 Implements a plan for engaging in leadership activities.

Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed.

10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.

Analyzes student learning and/or other data appropriately to evaluate the results of planned and executed leadership efforts.

Master of Arts in Teaching

Rubric for Evaluating 4Cs – based on Interview and On-Demand Essay

	Advanced *	Acceptable	Unacceptable
Critical Thinking	effectively analyzes and evaluates evidence, arguments, claims and beliefs; solves different kinds of non-familiar problems in both conventional and innovative ways	recognizes the need to analyze and evaluate evidence, considers more than one aspect of argument or situation, appears open to learning new approaches to evaluating evidence and solving problems	considers only one aspect of argument or situation, uses only conventional focus and resists innovative or unfamiliar thought patterns
Communication	articulates thoughts and ideas effectively using oral and written communication skills in a variety of forms and contexts	communicates ideas clearly in both oral and written form; open to learning more effective forms of oral and written expression	inarticulate oral expression and/or inarticulate written expression
Collaboration	demonstrates ability to work effectively and respectfully with diverse teams	demonstrates ability to work respectfully with diverse teams; demonstrates willingness to learn to work effectively with diverse teams	demonstrates lack of flexibility or lack of respect for diverse teams
Creativity	uses a wide range of idea creation techniques to create new and worthwhile ideas	able to offer more than one idea; ideas are worthwhile and not harmful; demonstrates willingness to learn	offers few ideas or offers ideas that are not worthwhile or harmful

*descriptors taken from 21st Century Knowledge and Skill sin Educator Preparation, AACTE, September 2010

**Northern Kentucky University
Master of Arts in Teaching (MAT)
Advising Checklist**

The following items should be reviewed at the mandatory 18-hour advising session:

1. General MAT curriculum contract
 - Contracts are in the advising file
 - Contracts are signed by the student and advisor
 - Student is following the program as outlined on the contract
 - Student is maintaining a 3.0 GPA or higher
 - Student is aware of exit criteria listed on curriculum contract

2. Future course selection
 - Student understands course selection for their specific content area for upcoming course registration
 - **Summer** _____
 - **Fall** (list appropriate methods course) _____

3. Diversity Experience Log
 - Student understands requirement to document experience working with four diverse populations (race/ethnicity, English Language Learners, students with exceptionalities, socio-economic status) prior to graduation

4. Reading Course
 - Student must fulfill a reading course requirement by taking either EDG 630 or EDU 530

5. Praxis II PLT exam
 - Student understands the appropriate PLT exam needed (5-9 or 7-12) must be passed for successful completion of the program.

6. EDMT 696
 - Student understands the option to complete EDMT 696 as KTIP or Student Teaching

7. Portfolio/Foliotek
 - Student understands responsibilities and expectations for completion of program portfolio
 - All practicum courses consist of a portfolio/foliotek check and must receive a status of "MET" for completion of each course (EDMT 692, EDMT 693, EDMT 694, EDMT 696).

8. Ohio Certification
 - If student is considering seeking certification for Ohio make sure they contact the Ohio Department of Education to ensure they are meeting course requirements as set by ODE. (guidelines and regulations are constantly changing and it is the students responsibility to ensure they are aware of those changes.)

9. Graduation/Certification Deadlines
 - Fall graduates: Apply to graduate by April 1st; Submit TC-1 form to MEP 268 before December 1st
 - Spring graduates: Apply to graduate by October 1st; Submit TC-1 form to MEP 268 before May 1st
 - Summer graduates: Apply to graduate by April 1st; Submit TC-1 form to MEP 268 before August 1st