

Marian College
Master of Arts in Teaching (MAT) Handbook
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Teacher as Model and Mentor: Ever Teaching, Ever Learning, Ever Changing

Dear Master of Arts in Teaching (MAT) Interns, Mentors, and Partners:

Congratulations on your participation in the Master of Arts in Teaching Program at Marian College. You are part of a cohort group to be prepared in an innovative teacher education program at the college. The School of Education is accredited by the North Central Association of Colleges and Secondary Schools and by the National Council for Accreditation of Teacher Education. Project Bridge has also been approved by the Indiana Department of Education: Education Licensing and Development (IN DOE ELD).

The coming 11 months will be challenging and rewarding as you work together integrating coursework and fieldwork. The program theme at the top of this letter defines the Marian College concept of “teacher.” This definition gets at the heart of what the School of Education believes is fundamental to good teaching.

Strong mentoring relationships are critical to this program. This handbook describes the specific expectations and policies guiding the program. As a program designed for career changers, the MAT assumes that participants will have a high level of initiative and self-direction. The project also assumes that all coursework and fieldwork will have children’s best interests at the forefront.

The mission of Marian College is to provide an education that profoundly transforms lives and society. Marian is a Catholic college dedicated to excellent teaching and learning in the Franciscan and liberal arts traditions. Project Bridge prepares new teachers for elementary children, especially those for whom English is not their first language.

The Marian College teacher education program uses 11 program principles to set the level of expectations for intern and mentor performance. These standards are explicit regarding what interns should know and be able to do throughout their internship experiences. The standards are based on the work of the IN DOE ELD, reflecting the consensus of national reform organizations and professional content area organizations. All evaluative processes used during the program are based on the 11 program principles.

These standards reflect the knowledge, skills and dispositions needed to be an effective and moral classroom teacher. Interns are expected to demonstrate content knowledge and knowledge of child development and behavior. They are expected to demonstrate the ability to plan, organize, communicate, teach, and assess students in respectful ways. They are expected to collaborate with peers, parents and families, and the community at large. They are expected to reflect on their teaching, learning from mistakes, and guidance of mentors. They are expected to demonstrate their understanding of the teaching and learning process through a working portfolio that is reviewed throughout the internship.

Mentors and cooperating teachers are expected to demonstrate to the intern how they meet these standards in their own practice. They are expected to provide guidance to the interns as they learn to consider the needs of children, make decisions, prepare lessons, and work with parents and families.

College instructors, mentors and cooperating teachers are expected to bring best practice to their own teaching. They are expected to be advocates for the interns, provide needed resources and materials, and provide guidance in helping interns understand the rationale for their practice.

The Master of Arts in Teaching program seeks to prepare beginning teachers who can work effectively with all children, understand the multicultural and linguistic diversity of school populations, and support families in their interactions with schools.

Welcome to this challenge.

Sincerely,

Cheryl Hertzner, Chair, Master of Arts in Teaching Programs

Dr. Karen Bevis, Chair, Department of Special Programs
and Community Engagement

Dr. Lindan Hill, Dean, School of Education



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Marian College

Master of Arts in Teaching Program

Guiding Principles

MAT provides post-baccalaureate individuals with the opportunity to become licensed elementary teachers in Indiana. The project encourages participants to transfer theory and life experience into practical application. It is a collaborative effort involving Marian College, several elementary schools, mentors, interns, parents and the community. The program

- Organizes participants in cohorts that work with trained mentors in the schools
- Is based on appropriate adult learning strategies
- Includes a strong emphasis on cultural and linguistic diversity in today's classrooms
- Requires self-assessment, inquiry, and reflection as primary strategies for personal learning
- Requires participants to demonstrate their abilities
- Incorporates the Franciscan Catholic values of dignity of the individual, reconciliation, responsible stewardship, and peace and justice as the moral imperative for teaching and learning.

Important Note:

It is possible that a student in the MAT program may complete the coursework successfully but be unable to perform successfully in the classroom. If this occurs, the individual will not be recommended for licensing. If adequate progress toward acquiring the necessary teaching skills is not made during any block, the student will not be permitted to continue in the MAT program.

Marian College
School of Education

Conceptual Framework
Revised May 2004

The Marian College Teacher Education Program knowledge base ensures that the professional education programs are focused on essential knowledge, professional skills, and dispositions that reflect caring and competent beginning teachers. The School of Education embraces the vision of the college to provide education that profoundly transforms lives, society, and the world.

To do this, the college prepares graduates who are

- *Knowledgeable and professional;*
- *Inquisitive in a broad, multi-dimensional and critical way;*
- *Ethically informed and holistic in perspective;*
- *Spiritually mature.*

To support this vision, the college embraces the following mission: to be a Catholic college dedicated to excellent teaching and learning in the Franciscan and liberal arts traditions. As part of a liberal arts institution that intends to transform Marian College students' lives, the School of Education embraces a complementary vision: to prepare teachers who can transform the lives of their students, families, and the wider community. The foundation for these visions is based on four Franciscan core values of *dignity of the individual, responsible stewardship, reconciliation, and peace and justice*. These form part of the basis for candidate and program assessment. Taken together, these items inform the school's philosophy statement:

The process of becoming a teacher through the Marian College Education program begins with our students learning to take responsibility for themselves and others. This process continues with our students building upon inherited values and developing their own understanding of the world. Each student's personal and professional growth is facilitated through inquiry, interaction, and independent application. This growth is supported by a faculty that models and mentors its students in a supportive and caring community. The completed process provides a foundation that enables powerful learning experiences for children.

The program theme is

***Teacher as Model and Mentor:
Ever Teaching, Ever Learning, Ever Changing***

This theme suggests that School of Education faculty consciously and deliberately design curriculum and instruction in ways that model best practice. At the same time, faculty reflect on their practice, using this reflection to inform their own teaching and provide feedback to their teaching peers.

Philosophy of MAT

MAT internship experiences provide opportunities for interns to integrate their knowledge and skills in a supportive environment. Internships should provide quality experiences in appropriate learning environments, should allow the intern time to self-reflect and improve skills and knowledge, should build successful experiences in preparation for a career in teaching, and should provide adequate data to predict the intern's capabilities as an independent beginning teacher.

Internships may be a time of intense learning as well as frustration. Interns should realize that teaching is more than a job: it is a vocation, a calling to serve. However, we hope the intern has made that choice because of the joy she or he has experienced in working with children.

Those who are asked to be mentor teachers and cooperating teachers during this program are asked to do more than release their classes to the Marian intern. They are asked to mentor their interns in careful and

particular ways. They are asked to model as well as to demonstrate best practice. And they are asked to support and provide specific feedback to assist the interns' learning. They are also asked to meet periodically with college supervisors to review progress and determine adjustments in the preparation program.

Interns are expected to assume the duties and responsibilities of the mentor or cooperating teacher. They are expected to devote their time to teaching, participating in school events, managing the classroom and instruction for students, and working with parents and families productively.

Program Model: A Tapestry

At Marian College, we view teaching and learning as processes like those involved in weaving a tapestry. While there are important skills and knowledge to be learned, an individual, because of differences in background, personality, and motivation, will create a unique, personal tapestry. Marian College is the loom, providing the framework and the work space for the learning that takes place during the college years.

There are two basic types of thread that are woven together to form a tapestry. The vertical or **warp** threads form the foundation on which the other threads are woven. The knowledge, skills, and dispositions gained from the general education liberal arts courses are the warp threads forming the foundation for the pedagogical learning of our teacher education candidates. The knowledge, skills, and dispositions gained from the professional education courses form the horizontal or **weft** threads. These strands represent the 11 program principles embedded into continuing program themes that include an emphasis on helping the beginning teacher to:

- Know subject matter well.
- Use knowledge of child development to enhance student learning.
- Use knowledge of diverse learners to adapt instruction.
- Promote critical thinking, problem-solving and performance skills in instruction.
- Create an environment that enhances student learning.
- Use effective communication.
- Plan curriculum based on contextual factors.
- Use a variety of assessment strategies.
- Practice reflection to grow professionally.
- Develop collegial relationships especially with parents and families.
- Understand that teaching is a moral commitment to others.

Specialty study of elementary education forms the design that each student chooses to weave into the tapestry, making it his/her own specialized creation. Each strand of thread is an important and integral part of the fabric of the tapestry. Additional threads in our model are depicted without labels to indicate that there are other unique embellishments and designs the students weave throughout their tapestry, representative of their individualized personal development.

Because a weaver works on the reverse side of the tapestry and does not see the completed design until the work is cut free from the loom, a small hand mirror is often used to catch glimpses of the right side of the work to see how it is progressing. Field experiences allow small glimpses of how theory and practice are being interlaced in the development of the beginning teacher.

Before the work is removed from the loom, the selvages, or reinforced outer edges of the tapestry, must be completed. A weaver's skill is often judged by how straight the selvages are. Metaphorically, student teaching is much like the selvages, for it serves as the culminating capstone experience that ties together the learning from the prior degree and professional education courses. Once the final selvedge is complete, the tapestry is removed from the loom. This long awaited "freeing from the loom" is the performance that verifies program completion for recommendation of licensure from Marian College.

Even though the tapestry is removed from the loom, it still is not completed. There are a number of small slits or gaps that must be sewn together by hand. Marian College graduates will continue lifelong learning to refine and embellish the tapestry they have created.

The circle surrounding the tapestry represents the personal approach the individual weaver brings. The **product** of weaving can be a beautiful tapestry; however, the intricate **process** involving the gift of self makes the product that much more beautiful.

Knowledge Base

The unit's knowledge base emerges from six specific thematic areas: Literature on best practices in the content areas, developmentally appropriate practice, mentoring, trans-cultural focus, intentionality of action, and reflective practice.

Best Practices in Content

Best practice is not defined only as "what works." It is research-based practice that provides for students' learning. The department strives to teach beginning teachers these practices as well as model them in college courses.

General best practices in all content areas at all developmental levels include the following:

1. Student-centered: Students own questions, interests, and needs should be the starting point for schooling.
2. Experiential: Active, hands-on concrete experience is the most powerful.
3. Holistic: Children learn best when they encounter whole ideas, events and materials.
4. Authentic: Rich, complex ideas and materials are at the heart of curriculum.
5. Expressive: Students regularly use a range of communicative media.
6. Reflective: Learners reflect, debrief, and abstract from their experiences.
7. Social: Learning is socially constructed and often interactional.
8. Collaborative: Cooperative learning taps the social power of learning
9. Democratic: The classroom is a model community; students are citizens of the school.
10. Cognitive: Powerful learning through higher order thinking, inquiry, and self-monitoring.
11. Developmental: Children grow through definable stages.
12. Constructivist: Students are not passive learners but recreate and reinvent every cognitive system
13. Challenging: Students learn best when faced with genuine challenges, choices, and responsibility

Developmentally Appropriate Practice

NAEYC provides the best explanation of developmentally appropriate practice embraced by the Education Department. The following adapted excerpts from the NAEYC Standards (2001) provide definitional understanding of the department's use of this term.

1. Creating a caring community of learners

Developmentally appropriate practices occur within a context that supports the development of relationships between adults and children, among children, among teachers, and between teachers and families. Such a community reflects what is known about the social construction of knowledge and the importance of establishing a caring, inclusive community in which all children can develop and learn.

2. Teaching to enhance development and learning

Adults are responsible for ensuring children's healthy development and learning. Relationships with adults are critical determinants of children's healthy social and emotional development and serve as well as mediators of language and intellectual development. At the same time, children are active constructors of their own understanding, who benefit from initiating and regulating their own learning activities and

interacting with peers. Therefore, teachers strive to achieve an optimal balance between children's self-initiated learning and adult guidance or support.

Teachers accept responsibility for actively supporting children's development and provide occasions for children to acquire important knowledge and skills. Teachers use their knowledge of child development and learning to identify the range of activities, materials, and learning experiences that are appropriate for a group or individual child. This knowledge is used in conjunction with knowledge of the context and understanding about individual children's growth patterns, strengths, needs, interests, and experiences to design the curriculum and learning environment and guide teachers' interactions with children.

3. Constructing appropriate curriculum

The content of the early childhood curriculum is determined by many factors, including the subject matter of the disciplines, social or cultural values, and parental input. In developmentally appropriate programs, decisions about curriculum content also take into consideration the age and experience of the learners. Achieving success for all children depends, among other essentials, on providing a challenging, interesting, developmentally appropriate curriculum. In some respects, the curriculum strategies of many teachers today do not demand enough of children and in other ways demand too much of the wrong thing. On the one hand, narrowing the curriculum to those basic skills that can be easily measured on multiple-choice tests diminishes the intellectual challenge for many children. Such intellectually impoverished curriculum underestimates the true competence of children, which has been demonstrated to be much higher than is often assumed. Watered-down, oversimplified curriculum leaves many children unchallenged, bored, uninterested, or unmotivated. In such situations, children's experiences are marked by a great many missed opportunities for learning. On the other hand, curriculum expectations sometimes are not appropriate for the age groups served. When next-grade expectations of mastery of basic skills are routinely pushed down to the previous grade and whole group and teacher-led instruction is the dominant teaching strategy, children who cannot sit still and attend to teacher lectures or who are bored and unchallenged or frustrated by doing workbook pages for long periods of time are mislabeled as immature, disruptive, or unready for school.

4. Assessing children's learning and development

Assessment of individual children's development and learning is essential for planning and implementing appropriate curriculum. In developmentally appropriate programs, assessment and curriculum are integrated, with teachers continually engaging in observational assessment for the purpose of improving teaching and learning. Accurate assessment of children is difficult because their development and learning are rapid, uneven, episodic, and embedded within specific cultural and linguistic contexts. Too often, inaccurate and inappropriate assessment measures have been used to label, track, or otherwise harm children.

5. Establishing reciprocal relationships with families

Developmentally appropriate practices derive from deep knowledge of individual children and the context within which they develop and learn. The younger the child, the more necessary it is for professionals to acquire this knowledge through relationships with children's families. The traditional approach to families has been a parent education orientation in which the professionals see themselves as knowing what is best for children and view parents as needing to be educated. There is also the limited view of parent involvement that sees PTA membership as the primary goal. These approaches do not adequately convey the complexity of the partnership between teachers and parents that is a fundamental element of good practice.

When the parent education approach is criticized in favor of a more family-centered approach, this shift may be misunderstood to mean that parents dictate all program content and professionals abdicate responsibility, doing whatever parents want regardless of whether professionals agree that it is in children's

best interest. Either of these extremes oversimplifies the importance of relationships with families and fails to provide the kind of environment in which parents and professionals work together to achieve shared goals for children.

Teaching as a Trans-cultural Process

The National Association for Multicultural Education (NAME) provides the following definition of multicultural education used by the School of Education.

Multicultural education is a philosophical concept built on the ideals of freedom, justice, equality, equity, and human dignity as acknowledged in various documents such as the U.S. Declaration of Independence, constitutions of South Africa and the United States, and the Universal Declaration of Human Rights adopted by the United Nations. It affirms our need to prepare students for their responsibilities in an interdependent world. It recognizes the role schools can play in developing the attitudes and values necessary for a democratic society. It values cultural differences and affirms the pluralism that students, their communities, and teachers reflect. It challenges all forms of discrimination in schools and society through the promotion of democratic principles of social justice.... It helps students develop a positive self-concept by providing knowledge about the histories, cultures, and contributions of diverse groups. It prepares all students to work actively toward structural equality in organizations and institutions by providing the knowledge, skills, and dispositions for the redistribution of power and income among diverse groups.... Multicultural education advocates the belief that students and their life histories and experiences should be placed at the center of the teaching and learning process and pedagogy should occur in a context that is familiar to students and that addresses multiple ways of thinking.... To accomplish these goals, multicultural education demands a school staff that is culturally competent, and to the greatest extent possible, racially, culturally and linguistically diverse. Staff must be multiculturally literate and capable of including and embracing families and communities to create an environment that is supportive of multiple perspectives, experiences, and democracy.... Recognizing that equality and equity are not the same thing, multicultural education attempts to offer all students an equitable educational opportunity, while at the same, encouraging students to critique society in the interest of social justice.

The School of Education uses Banks' model of the five types of multicultural curriculum to help assess its efforts in preparing students:

1. **Content integration:** deals with the extent to which teachers use examples, data, and information from a variety of cultures and groups to illustrate key concepts, principles, generalizations and theories in their subject area or discipline.
2. **Knowledge construction:** describes the procedures by which social, behavioral, and natural scientists create knowledge and the manner in which the implicit cultural assumptions, frames of reference, perspectives and biases within a discipline influence ways that knowledge is constructed. When the knowledge construction process is implemented in the classroom, teachers help students understand how knowledge is created and it is influenced by the gender, religious, regional, racial, ethnic, and social class positions of individuals and groups.
3. **Prejudice reduction:** describes the characteristics of children's racial attitudes and suggests strategies that can be used to help students develop more democratic attitudes and values
4. **Equity pedagogy:** teachers use techniques and methods that facilitate the achievement of students from diverse gender, abilities, racial, ethnic, and social-class groups. Multicultural course content often provides intervention strategies that are designed to help students and members of low status-population groups to increase academic achievement.
5. **Empowering school culture:** the process of restructuring the culture and organization of school so that students from diverse groups will experience educational equality and cultural empowerment. Such variables as labeling practices, social climate, grouping practices, staff expectations, and student achievement are explored. Pre-service teachers review literature that

focuses on institutionalized factors of the school culture and environments that need to be reformed in order to increase the academic achievement and emotional growth of students from diverse groups.

Marian College students in the education programs are challenged to reform educational curriculum and instructional practices in both their instructional planning and delivery practices:

- **Level 4: Action Approach**
 - i. Students actively make decisions on important personal, social, and civic problems and take actions to help solve them
- **Level 3: Transformative Approach**
 - i. Students view concepts, issues, events, and themes from the perspectives of diverse religious, gender, socio-economic, ethnic, and cultural groups
- **Level 2: Additive Approach**
 - i. Content, concepts, lessons, and units are added to the curriculum without changing the structure
- **Level 1: Contributions Approach**
 - i. Heroes, heroines, holidays, food, and discrete cultural elements are celebrated occasionally

Mentoring

Human beings thrive when they are supported. A strong mentoring relationship provides support that allows interns to learn in new ways, to be inspired, to understand themselves. It is a conscious activity – mentoring does not happen accidentally. Mentoring is often defined as a sustained relationship between an expert and a novice. The expert provides support and guidance to help the novice learn the necessary skills to continue in a profession, in this case teaching. Ultimately, the mentor-intern relationship in the MAT program is based on a common desire to see children have the best learning experiences in a classroom.

Mentoring should be a powerful growth experience for both parties. It is also a process of engagement. Commitment by both partners is needed for the relationship to flourish. The relationship takes time to develop and dedication by both.

At Marian College, mentoring occurs in multiple ways between the program director and interns, the formal mentors and interns, cooperating teachers and interns, and interns and interns. Formally assigned mentors complete mentor training before making the commitment to an intern and then work with that intern for the entire length of the program. Mentoring calls upon expert teachers to become more aware of their own practices and their impact on student learning, to intentionally share strategies and self understandings, and to provide critical, yet accurate, feedback to interns on their progress. Through this process, mentors and School of Education faculty model the mentoring processes teachers need to use with students in the classroom. Faculty are especially expected to walk the talk.

Intentionality of Action

Applied to the School of Education, we cannot assume that our students understand our reasons for teaching them in certain ways. We attempt to clarify for students the *what*, *how*, and *why* of our own practice as we model for them. An action is considered intentional if the agent has

1. a desire for an outcome
2. a belief that the action will lead to an outcome
3. an intention to perform the action
4. the capacity or ability to perform the action
5. awareness while performing the action
6. reflection in understanding practice

The School of Education focuses on the metacognitive aspects of learning in order to foster the pre-service teachers' awareness of their actions and impact.

Reflective Practice

Schön (1983) suggested that the capacity to reflect on action so as to engage in a process of continuous learning was one of the defining characteristics of professional practice. He argued that the model of professional training which he termed "Technical Rationality" — of charging students up with material in training schools so that they could apply it when they entered the world of practice — has never been a particularly good description of how professionals "think in action," and is quite inappropriate to practice in a fast-changing world.

The cultivation of the capacity to reflect **in** action (while doing something) and **on** action (after you have done it) is an important feature of professional preparation of teachers, and its encouragement is seen as a particularly important aspect of the role of the mentor of the beginning professional. Indeed, it can be argued that "real" reflective practice needs another person as mentor or professional supervisor, who can ask appropriate questions to ensure that the reflection goes somewhere, and does not get bogged down in self-justification, self-indulgence or self-pity. Reflective practice involves, among other things, teachers attending to their practices in ways that consider what they are learning from their teaching experiences.

The model of "first learn theory, then put it into practice" is not an appropriate one for preparation of teachers. Reflective practice suggests that teachers see their past actions in new ways that suggest new actions. It has been quite natural for teachers to look to others, outside their schools and classrooms, for direction about what they should be doing. Reflective practice is an important element in teachers coming to recognize the authority of their own teaching experiences (including their students' responses to their teaching).

Schon, D. (1983). *The reflective practitioner*. Basic Books.

Master of Arts in Teaching (MAT)

Program Overview

The Master of Arts in Teaching program (MAT) allows career changers with baccalaureate degrees to make a transition to teaching in a 12-month program. Candidates enter the program in June and complete it the following May, making them eligible for teacher licensure in Indiana, provided that they successfully complete all program requirements and required testing.

Graduate students in the program are generally referred to as interns. During the one-year program period, interns participate in the following three semesters:

Block 1 (Summer): This semester is comprised of coursework in Child Development; Principles and Problems of Early Childhood and Middle Childhood Education; Family, Child and Teacher Interaction in Diverse and Inclusive Settings; Second Language Learning; Best Practices in Reading/Language Arts and Expressive Arts; and Internship. The block 1 internship is a “community/intercultural internship.”

Block 2 (Fall): This semester requires the intern to focus on: Study of Young Children through Observing and Recording; Best Practices in Reading/Language Arts and Social Studies; Exceptional Needs I; Assessment of Learning I; Classroom Research I; and Internship. For the block 2 internship, the intern works closely with a mentor teacher in a partner school. The intern is placed in a primary or intermediate level classroom in an elementary school.

Block 3 (Spring): In this semester, the intern focuses on Best Practices in Mathematics and Science; Exceptional Needs II; Assessment of Learning II; Classroom Research II; and Internship. For the block 3 internship, the intern works with a cooperating teacher in a partner school. The intern is placed in the classroom level (primary or intermediate) in which she/he did not work during the fall semester.



Cohort 7 Course Assignments
Block 1
June 2, 2008-July 18, 2008

| <i>Course #</i> | <i>Course</i> | <i>Credits</i> |
|-----------------|---|----------------|
| EDU 510 | Child Development | 2 |
| EDU 514 | Second Language Learning | 2 |
| EDU 515 | Principles and Problems of Early Childhood and Middle Childhood Education | 2 |
| EDU 516 | Family, Child and Teacher Interaction in Diverse and Inclusive Settings | 2 |
| EDU 520 | Best Practices in Reading/Language Arts and Expressive Arts | 3 |
| EDU 560 | Internship | 1 |

Block 2
August 4, 2008 – December 12, 2008

| <i>Course #</i> | <i>Course</i> | <i>Credits</i> |
|-----------------|--|----------------|
| EDU 513 | Study of Young Children through Observing and Recording | 3 |
| EDU 521 | Best Practices in Reading/Language Arts and Social Studies | 3 |
| EDU 523 | Exceptional Needs | 1 |
| EDU 530 | Assessment of Learning I | 1 |
| EDU 560 | Internship | 3 |
| EDU 590 | Classroom Research I | 2 |

Block 3
January 5, 2009 – May 1, 2009

| <i>Course #</i> | <i>Course</i> | <i>Credits</i> |
|-----------------|---|----------------|
| EDU 522 | Best Practices in Mathematics and Science | 3 |
| EDU 525 | Exceptional Needs II | 1 |
| EDU 531 | Assessment of Learning II | 1 |
| EDU 560 | Internship | 3 |
| EDU 591 | Classroom Research II | 3 |

Marian College
Master of Arts in Teaching 2008–09 Cohort Calendar

| | <i>Date</i> |
|---|--|
| Early Application Deadline | November 1, 2007 |
| Application Deadline | February 1, 2008 |
| Interviews | March 1–31, 2008 |
| Notification | April 15, 2008 |
| Research Seminar with Cohort 6 (2007–08 Cohort Joins 2007 Graduates) | Thursday, May 8, 2008 4 p.m. – 8 p.m. |
| Orientation | Thursday, May 22, 2008 3 p.m. – 7 p.m. |
| Block 1 Classes Begin | Monday, June 2, 2008 Monday through Friday 8 a.m. – 4 p.m. |
| Vacation Week | June 30 – July 4, 2008 |
| Block 1 Classes Resume | July 7, 2008 Monday through Friday 8 a.m. – 4 p.m. |
| Last Day Block 1 Classes | July 17, 2008 |
| Block 2 Orientation with Mentors | July 18, 2008 8 a.m. – 4 p.m. |
| Block 2 School with Mentor | August 4–8, 2008 & August 11–15, 2008 Monday–Friday |
| Block 2 Classes/School | August 18, 2008 Monday–Friday |
| Last Day Block 2 Classes | December 5, 2008 |
| End of Semester Classes/Presentations/Interviews | December 8–12, 2008 |
| Block 3 School with Cooperating Teacher | January 5–9, 2009 Monday–Friday |
| Block 3 Classes Start/School with Mentor | January 12, 2009 Monday–Friday |
| Block 3 Classes End | April 17, 2009 |
| Exit Interviews | April 27–May 1, 2009 |
| Cohort 7 Research Seminar – 2009 Graduates present research to 2009–10 Cohort | May 7, 2009 4 p.m. – 8 p.m. |
| Graduation | May 9, 2009 |

Marian College
Master of Arts in Teaching
2008–2009 Cohort
Calendar for Withdrawal from Program

| Date | <i>Amount of Refund</i> |
|--|--|
| Block 1 June 2–July 18, 2008 | Block 1 Program Fee \$4,590 |
| June 2 | * 100 % |
| June 2 Last day to withdraw with no “W” | |
| June 3 – June 5 | 90 % |
| June 6 – June 10 | 60 % |
| June 11 – June 17 | 25 % |
| After June 17 | 0 % |
| | |
| Block 2 August 4–December 12, 2008 | Block 2 Program Fee \$4,590 |
| August 4 and August 5 | 100 % |
| August 5 Last day to withdraw with no “W” | |
| August 6 – August 8 | 90 % |
| August 11 – August 15 | 60 % |
| August 18 – August 22 | 25 % |
| After August 22 | 0 % |
| | |
| Block 3 January 5–May 1, 2009 | Block 3 Program Fee \$4,590 |
| January 5 and January 6 | 100 % |
| January 6 Last day to withdraw with no “W” | |
| January 7 – January 9 | 90 % |
| January 12 – January 16 | 60 % |
| January 19 – January 23 | 25 % |
| After January 23 | 0 % |
| | |
| | * MAT students must pay a <i>non-refundable deposit</i> of \$300. Therefore, the refund for Block 1 is a percentage of \$4290. (\$4,590 – \$300 = \$4290) |

MAT Courses

EDU 510 Child Development (2 hrs)

The course examines children's physical, cognitive, language and literacy, social emotional and moral development. Children's self-concept, identity and motivation, and exceptionality are also addressed. Working with parents and issues of diversity are also woven into the course. SUMMER

EDU 515 Principles and Problems of Early Childhood and Middle Childhood Education (2 hrs)

This foundation course includes the following themes: politics of education, critical historical events, modern philosophical influences, schools as organizations, standards for teaching, educational equity, school reform, technology in schools, service learning, classroom management, and early childhood approaches to curriculum and instruction. SUMMER

EDU 516 Family, Child and Teacher Interaction in Diverse and Inclusive Settings (2 hrs)

This course examines critical research in multicultural settings, collaborative community partnerships, conflict management, child guidance, and home/school partnerships. SUMMER

EDU 513 Study of Young Children Through Observing and Recording (3 hrs)

This course emphasizes ways of observing, recording, and analyzing children's behavior and development in relation to planning and implementing developmentally appropriate curriculum in classrooms. FALL

EDU 514 Second Language Learning (2 hrs)

This course introduces the process and stages of second language acquisition, student capabilities at each stage, and the role of culture and acculturation in language acquisition. Teaching strategies and lesson and assessment modification are emphasized. SUMMER

EDU 520 Best Practices in Language Arts and Expressive Arts (3 hrs)

This course integrates methods of teaching in two areas. Curriculum development, teaching strategies, materials and resources, and evaluating students are included. Students apply theories as they work with children in elementary school. SUMMER

EDU 521 Best Practices in Language Arts and Social Studies (3 hrs)

This course integrates methods of teaching in two areas. Topics include classroom diagnosis and techniques for assisting with reading problems, use of diagnostic instruments and methods and materials for remediation, use of reading in teaching social studies concepts, emphasizing the moral development of children and multicultural children's literature. FALL

EDU 522 Best Practices in Mathematics and Science (3 hrs)

This course strengthens the candidate's background in curriculum and instruction related to elementary mathematics and science, using manipulatives, discovery learning, and problem-solving. Family Math and Family Science nights are required. SPRING

EDU 530 Assessment of Learning I (1 hr)

This first part of a two-course sequence includes an overview of assessment practices in schools, focusing on traditional testing, standardized testing, and modifications for special populations. FALL

EDU 531 Assessment of Learning II (1 hr)

This second part of a two-course sequence includes an overview of assessment practices in schools, focusing on alternative forms of assessment and evaluation, particularly for special populations. SPRING

EDU 560 Internship (1-3 hrs)

Each session of the Masters of Arts in Teaching requires internship hours. Candidates should consult their handbooks for required hours in each session. Graded S/U. SUMMER/FALL/SPRING

EDU 590 Classroom Research I (2 hrs)

This first part of a two-course sequence teaches the fundamentals of classroom-based research, culminating with a project paper and presentation required to complete the program. FALL

EDU 591 Classroom Research II (3 hrs)

This second part of a two-course sequence teaches the fundamentals of classroom-based research, culminating with a project paper and presentation required to complete the program. SPRING

EDU 523 Exceptional Needs (1 hr)

This one-hour seminar addresses the tenets of IDEA, the IEP process, and strategies for working with inclusion students. FALL

EDU525 Children with Exceptional Needs II (1 hr)

This course is designed to provide a continuation of the content in EDU523. More in-depth information will be included relating to specific disabilities and how to appropriately include these children within elementary classrooms. Collaboration strategies will be considered. Observation of meetings is required. SPRING