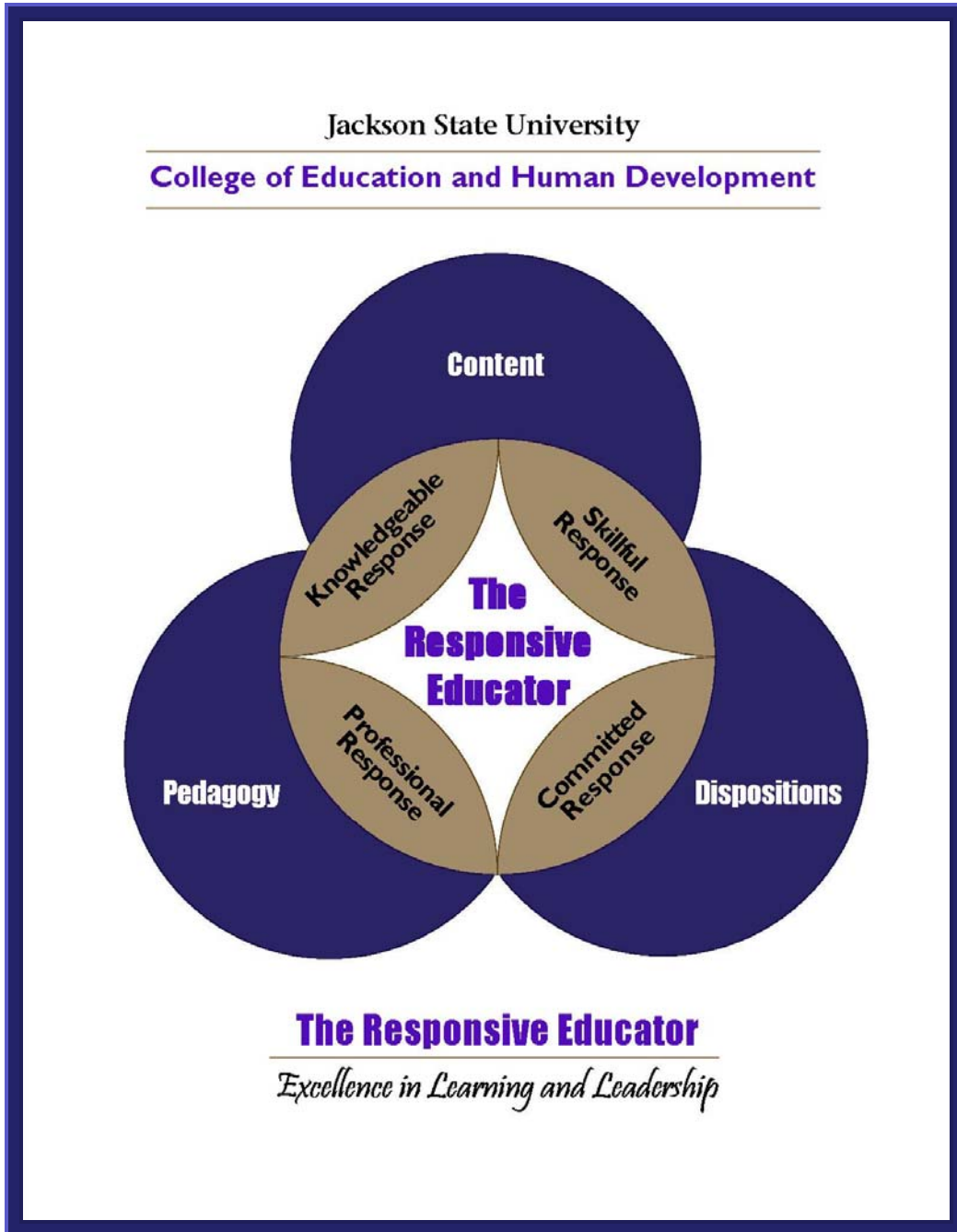


Master of Arts in Teaching Program Guide
Elementary and Secondary Education



Dr. William A. Brown, Director
Master of Arts in Teaching
September 2008



Dr. William A. Brown

Director, Master of Arts in Teaching

Ms. Mary Daniel

JSU-TDR Program Director

Master of Arts in Teaching Program
TEACH Delta Region
Alternate Route Degree
Handbook and Guidelines

Introduction

The Master of Arts in Teaching (MAT) program offers a noteworthy alternate route degree through instruction offered in the traditional on-campus environment. MAT is uniquely designed to address the interests of bachelor level graduates from diverse fields and professional experiential backgrounds who desire to obtain valid teacher certification.

The TEACH Delta Region (TDR) project is a MAT departmental offering which focuses on expanding and enhancing alternate certification through high quality state approved programs within a short time period. The awarding of the \$5M+ grant by the U.S. Department of Education Office of Innovation and Improvement is a historical event for the JSU's College of Education and Human Development. The funding will support the restructuring of the current MAT program by creating and delivering online State-approved alternative teacher programs.

The overarching goal and purpose of the TDR project is twofold: (a) to increase the number of certified teachers in partner school districts and (b) increase the type of support new teachers receive leading to teachers remaining in the classroom beyond the first three years. The comprehensive and sustained professional development, induction, mentoring and online programs offered through TDR are designed to significantly impact and increase the number of highly qualified certified teachers in high-need school districts.

Highly qualified teachers are needed at all levels and in all core content areas including special education, the arts and foreign languages, particularly in remote, rural areas. The TDR alternate certification program offers a non-traditional method to address the need for such teachers and will target 70 new teachers each year. Mid-career professionals and recent graduates from diverse backgrounds are encouraged to apply. Qualified candidates selected to participate in the TDR alternate certification program will receive stipends.

Program Overview

The majority of TDR coursework will be offered online with intensive induction and mentoring components that included face-to-face mentoring as well as e-mentoring, ongoing and sustained professional development, and online learning communities and peer mentoring. Upon successful completion of program requirements, participants will be eligible for standard teacher certification through a state approved fast-track alternative certification program. Through Mississippi's Reciprocity License and Louisiana's Out of State provision, it is possible that teachers prepared through this project will be able to cross state lines to work in high-need schools in either state with minimal additional licensing requirements.

Admission

The Division of Graduate Studies and the MAT Program jointly grant admission to the student applicant. The MAT Program recommends admission to the Division of Graduate Studies which in turns monitors procedures and minimum requirements, and makes the final decision on the student's admission. (*Graduate Studies Application plus TDR Application required. See Sample Forms.*)

Ensuring all admission documents are received in the Graduate School on or before the application deadline is the applicants' responsibility and may be maintained for up to one year. After one year, materials from applicants who do not submit all requested material may be shredded or discarded.

Applicants are expected to meet the following admission requirements:

- Take PRAXIS I Pre-Professional Skills Test (PPST) and make the required Mississippi scaled scores on each subtest—reading, writing, and mathematics
- Successfully complete the PRAXIS II—Specialty Area Examination. (See Appendix.)
- Have a GPA of at least 2.50.

Application Guidelines and Requirements for the Master's Level

1. The Graduate Application for Admission: Completion and submission of the Jackson State University Division of **Graduate Studies Application** for Admission to the Office of Graduate Admissions, The Division of Graduate Studies, Jackson State University, P.O. Box 17095, Jackson, MS 39217-0195. Out-of-state and international students must submit a non-refundable \$25.00 application fee to the Division of Graduate Studies with the application. Only money orders and certified checks are accepted. All required information must be received by the deadline appropriate for each term. (*Can be submitted on-line.*)
2. Two official copies of transcripts from all colleges/universities attended.
3. Immunization Record showing proof of immunization compliance for measles and rubella, if born after Dec. 1957 and if required, official TOEFL score and application fee of \$25.00.
4. The MAT Program requires official PRAXIS test scores, three letters of recommendations and other materials.

General Application Deadline

Semester	Deadline
Summer	March 15
Fall	March 1
Spring	October 15

Once all required information is received by the Graduate Admissions Office, a transmittal packet is sent to the MAT Program Department for its decision. Once the Division of Graduate Studies receives a recommendation from the graduate faculty of the MAT Program Department and the Dean of the College of Education and Human Development or designee, applicants are notified by the Graduate Dean of the decision to admit, conditionally admit, or deny. This admission decision, for purposes of initially enrollment, is valid for 12 months.

Program Course Sequence

Master of Arts in Teaching Alternate Route Degree Elementary Education Concentration

Pre-teaching Core Courses: SPED 507 Adv Methods in Behavioral Management (3)

OR

EDCI 556 Classroom Management and Discipline (3), AND
EDFL 581 Principles of Measurement (3)

Professional Core Courses: SPED 500 Survey of Exceptional Children and Youth (3)
EDCI 589 Teacher Education Programs and Technology (3)
RE 511 The Reading and Writing Connection (3)
EDFL 515 Methods of Educational Research (3)

Internship Course: EDCI 500 Introduction to Teaching Internship (6)

Elementary Education
Concentration Courses: RE 552 Methods and Materials for Teaching Elementary
Reading (3)
EDCI 508 Children's Literature (3)
EDCI 565 Integrative Studies for Elementary Education (3)
EDCI 568 Curriculum Methods (3)

Total Credit Hours (36)

Master of Arts in Teaching Alternate Route Degree Secondary Education Concentration

Pre-teaching Core Courses: SPED 507 Adv Methods in Behavioral Management (3)

OR

EDCI 556 Classroom Management and Discipline (3), AND
EDFL 581 Principles of Measurement (3)

Internship Course: EDSE 500 Introduction to Secondary Teaching Internship (3)

Professional Core Courses: SPED 500 Survey of Exceptional Children and Youth (3)
EDCI 589 Teacher Education Programs and Technology (3)
RE 511 The Reading and Writing Connection (3)
EDFL 515 Methods of Educational Research (3)

Secondary Education
Concentration Courses: EDFL 566 Teaching in the Multicultural Classroom (3)
EDSE 567 Planning the Curriculum for Secondary Schools (3)
Two courses in the student's field of concentration/content area
Chosen in agreement with advisor (6)

The Assessment Section of the Handbook

Master of Arts in Teaching - Elementary and Secondary Education Unit Assessment System

Overview

The Jackson State University (JSU) College of Education and Human Development (COEHD), working with its professional community, has designed and enacted a unit assessment system (UAS) that provides comprehensive information on applicant qualifications, candidate proficiencies, competence of graduates, and the functioning of unit operations. Guided by the Responsive Educator conceptual framework, the UAS is intended to produce data that is compiled, aggregated, summarized, and analyzed in order to improve candidate performance, program quality, and unit operation. Being a comprehensive and integrated set of internal and external assessment and evaluation measures, the UAS provides the means by which the unit can build upon candidate assessment data to evaluate programs and unit operations as the ongoing basis of regular and systematic improvement.

Relationship of Assessments to the Unit Assessment System

The primary assessments of the Master of Arts in Teaching program in Elementary and Secondary Education are an integral part of the JSU COEHD unit assessment system. The purpose of these assessments is to evaluate and improve candidate learning in order to ultimately impact P12 student learning in a positive way. Additionally, the data reflecting candidate performance is used to improve programs, strengthen the unit, and provide accreditation-related evidence to NCATE.

In approximate sequential order, the primary assessments of the Master of Arts in Teaching program are as charted below:

Program Primary Assessments

MAT Assessments Chronologically

Name of Assessment	When Administered	Description	Type (e.g. SPA, program, unit)
Praxis I & II Scores	Entry to Program	Standardized Pre-Program Test	Standardized
2.5 Cumulative GPA	Prior to entry	GPA	Unit
Dispositions (self assessment)	Entry to program	Assesses candidate for suitable commitments	Unit
Pre-Clinical Evaluation ¹	Prior to Internship	Evaluation of all Internship requirements	Program
Internship Supervisor Disposition Assessment	At conclusion of Internship	Assesses candidate for suitable commitments	Unit
Internship Evaluation	At conclusion of Internship	Summative Internship Evaluation	Unit
Comprehensive Examination	At program end	Pre-Exit Comprehensive Exam	Program
Candidate Exit Survey	After Student Teaching	Candidate overall evaluation of unit and program	Unit

¹ Includes check of program prerequisites, e.g., bachelors degree in non-education field, gpa, admission to graduate school, 3-year provisional teaching license, letter from employer/contract

--	--	--	--

Assessments by Transition Points

Entry to Program	Entry to Clinical Practice	Exit from Clinical Practice	Exit from Program
Praxis I & II Scores	Dispositions Self-Assessment	Supervisor Disposition Assessment	Candidate Exit Survey
2.5 cumulative GPA	Pre-clinical evaluation	Internship Evaluation	
		Comprehensive Exam	

The COEHD has adopted four transition points that apply to all programs that have a clinical component. A “transition point” is marked by candidate movement forward to the next stage of the program. Some of the assessments listed above are used to determine the qualification of a candidate to be accepted into a stage of the program. The transition points are: 1) Entry to Program, 2) Entry to Clinical Practice, 3) Exit from Clinical Practice, and 4) Exit from Program. The chart below shows transition point assessments by program stage.

2. Handbook Section on Poor Candidate Performance

Interventions for Poor Candidate Performance

Whether noted in day-to-day unit operations or in the process of candidate data analysis, the observation of the persistent failure of any candidate to meet performance expectations is immediate cause for notification of the candidate’s advisor. The advisor is obliged to schedule an intervention conference at the earliest mutually agreeable time available, a conference intended to unearth the cause of the poor performance and to design a remediation plan that is signed by the candidate at the conclusion of the meeting and placed in his/her file. The candidate is then placed on “alert” status with a follow-up consultation scheduled at a later date in which further assessment information is available indicating the overall direction of the candidate’s performance.

If the pattern of unacceptable performance persists, the departmental chair is notified and he/she initiates a remediation plan review that is scheduled with the candidate and possibly the advisor. At the discretion of the chair, modification of the remediation plan, along with terms for potential dismissal from the program can be discussed at this meeting and the report of this action is both forwarded to the associate dean and placed in the candidate’s file. Further unacceptable performance may result in the candidate’s dismissal from the program as initiated by the departmental chair and approved by the associate dean.

3. The Formal Candidate Complaint Process

CANDIDATE FORMAL COMPLAINT PROCESS

The university complaint process is open to all graduates and undergraduates students. The Grievance Policy for graduate students is to be found in the Jackson State University Graduate Catalog 2007-2009, pages 20-21. The Student Academic Grievance Procedure for undergraduate students is to be found in the Jackson State University Undergraduate Catalog 2007-2009, page 65.

The Complaint Process for the College of Education and Human Development is as follows:

1. A written complaint must be submitted by the candidate to the Associate Dean or a formal conference should be scheduled with the Associate Dean;
2. The Associate Dean will schedule a meeting with the candidate. A document must be prepared at the conclusion of the meeting indicating the remedy or the next step for resolution signed by both the Associate Dean and the candidate;
3. It is the responsibility of the Associate Dean to pursue the complaint for resolution and to formally contact the candidate via email, mail or documented conference.
4. If there is no resolution, the candidate may appeal to the Dean of the College of Education and human Development.
5. If resolution is not achieved at the level of the Dean, the complaint is automatically pursued through the University process noted above.
6. The Associate Dean is designated to document, maintain and report the record of the complaint and resolution.

Program Calendar

Applicants accepted into the MAT program begin studies according to the term (Spring, Summer, or Fall). Applicants accepted into the TDR project commence studies with a Summer Institute. The time of matriculation is determined by the number of courses taken per term. Accepted candidates should be aware of the usual term by which each course is offered. *(Matriculation through the TDR program can be done in a 14-month time frame.)*

Matriculation Checklist, Candidate Advisement and Required Forms

1. Successfully complete the pre-teaching required courses—(SPED 507) or (EDCI 556 and EDFL 581).
2. Submit:
 - a) Transcript(s) of successful completion of pre-teaching course(s)
 - b) PRAXIS I and II passing Mississippi scaled test scores
 - c) Institutional recommendation and complete teacher licensure application to the Mississippi Department of Education (MDE) Office of Teacher Licensure and receive a valid 3-year license.
3. Secure an approved teacher employment position in a State accredited school district and enroll in EDSE 500 (6 hrs). Prerequisites: a) EDSE 500 instructing professor approval of employment site for purposes of supervision/evaluation; b) Successful passing of PRAXIS I and II.
4. Apply for a standard class A license at the MDE Office of Teacher Licensure, after successful completion of 6hrs pre-teaching courses, PRAXIS I and II, and 6 hrs internship course.
5. Complete additional course work required and obtain the MAT degree (See Program Course Sequence).
6. Submit:
 - a) MAT degree transcripts
 - b) Institutional recommendations, and
 - c) Completed teacher licensure applicationto the MDE Office of Teacher License and receive a secondary Class AA license.

Dr. William A. Brown serves as Advisor for the MAT program and Principal Investigator for Jackson State's TDR project. Master candidate advisement is handled through his office, Tel # 601.979.1066.

Form I Master Degree Plan—should be completed and submitted to the Office of Graduate Studies upon the MAT candidate successful completion of 12 hrs. Advisor signature required.

Form II Master Degree Plan—should be completed and submitted to the Office of Graduate Studies upon the MAT candidate successful completion of 29 hours. Advisor signature required.

Course Descriptions

- SPED 507 *Advanced Methods in Behavioral Management* (3 hours)**
Emphasis will be placed on current techniques, educational strategies and tools that will aid the teacher in understanding and handling behavior problems in the classroom, organizing for instruction and in guiding the learner to become an active participant in the problem-solving process.
- EDCI 556 *Classroom Management and Discipline Special Topics* (3 hours)**
This course deals with topics which may be treated more effectively as a mini-course, institute, or as a workshop instead of as a regular scheduled course.
- EDFL 581 *Principles of Measurement* (3 hours)**
A study of theoretical principles of measurement which are applicable to both teaching and research. Part of the course will be devoted to current issues in measurement and to practical applications of these theoretical principles.
- EDSE 500 *Introduction to Secondary Teaching Internship* (6 hours)**
This course is an exploration of the teaching professional which includes historical perspectives, current issues and practices, influences of legislation, and future projections. Through the field-based mentorship component of the course, students will have the opportunity to test theories of teaching and learning, to plan and guide learning experiences for secondary learners, and to analyze functions of schools.
- SPED 500 *Survey of Exceptional Children and Youth* (3 hours)**
A study of definitions, characteristics, educational programs, teaching strategies, assessment and problems of exceptional children.
- EDCI 589 *Teacher Education Programs and Technology* (3 hours)**

Current development in college programs for the preparation of teachers for elementary and secondary schools; practical application of the technology and analysis of technological developments in teacher education: simulation situations, video tapes and film feedback, models of teaching, interaction analysis and micro-teaching systems in teacher education; computers, distance learning and other applications used with success throughout the state and nation.

RE 511 The Reading and Writing Connection (3 hours)

A study of principles, strategies and current literature that demonstrate the interrelatedness of reading and writing in all content areas and throughout a learner's development. Students will enhance their knowledge of the relationship between reading and writing through practicum experiences.

EDFL 515 Methods of Educational Research (3 hours)

An introductory course which will consider the nature of problems in the field of educational research and the various techniques used in the solution of these problems. Emphasis will be placed on selecting appropriate statistical treatments in experimental and descriptive research. The applicability of the computer to educational research will be introduced. Students will actively engage in research as a part of the field experiences.

EDFL 566 Teaching in the Multicultural Classroom (3 hours)

This course will provide training interaction analysis, communication skills, discipline in the classroom, behavior modification and competency based education. An understanding of learning theories and diverse populations will guide students' instructional planning for practicum experiences in different settings. The participants will also be introduced to concepts through role playing, confrontations and simulation exercises and through the use of outside consultants.

EDSE 567 Planning the Curriculum for Secondary Schools (3 hours)

This course is designed to explore factors and their influences on the curriculum and to engage students in activities directed toward planning, developing, and evaluating curricula and curricular materials that may be used for teaching secondary grades.

The student's two field of concentration courses are described by the department from which they are taken.

Jackson State University
College of Education and Human Resources
Master of Arts in Teaching TEACH Delta Region Project Application

(Please type or print legibly.)

Submit to: MAT Office, JSU, P. O. Box 18380, Jackson, MS 39217-0195

I.

Full Name: _____
Last First Middle (Other transcript names)

Social Security Number: ____-____-____ E-mail Address: _____

Home Tel # _____ Cell Tel # _____ Work Tel # _____

Present Address

Permanent Address

Street or P. O. Box

Street Address Only (No P. O. Box)

City State Zip Code

City State Zip Code

Mississippi Resident: () Yes () No Date Residency Began _____ In which county? _____

**This information is used for statistical purposes in accordance with applicable federal regulations and is optional.*

*Gender: () Male () Female *Date of Birth: Month _____ Day _____ Year _____

*Race: () Black/Non-Hispanic () White/Non-Hispanic () American Indian/Alaskan Native
() Hispanic () Asian/Pacific Islander () Race/Ethnicity Unknown

II.

Field of Study or Profession: _____

Area of Concentration: _____

Academic Term of Interest: () Fall () Spring () Summer Year of Anticipated Entry: _____

Master of Arts in Teaching Alternate Route Degree Area: _____

Performance Data:

Undergraduate Institution: _____

Undergraduate Graduation Date: _____

Undergraduate Major: _____

Undergraduate GPA: _____

Praxis I Scores _____

Praxis II Scores _____

Applicant signature: _____ Date: _____

**Jackson State University
College of Education and Human Development
Office of Master of Arts in Teaching
TEACH Delta Region Project**

Dr. William A. Brown
TDR Principal Investigator/MAT Advisor

Potential Candidate Information Sheet

Name: _____ Date: _____

J Number: _____

Physical Address: _____

_____ (Zip) _____

E-mail Address: _____

Contact Tel #'s: (Work) _____

(Cell) _____

(Home) _____

Emergency Contact Person Name: _____

Tel #: _____

Performance Data:

Undergraduate Graduation Date: _____

Undergraduate Major: _____

Undergraduate GPA: _____

Praxis I Scores _____

Praxis II Scores _____

Graduate Major _____

Will begin MAT program: ___ Summer 20___ (Indicate Year)

___ Fall 20___

___ Spring 200___

School District of present association/recommendation: _____

Superintendent: _____ Principal: _____

Appendix A:

PRAXIS EXAMINATION SCORES REQUIRED BY MISSISSIPPI

Candidates for initial Mississippi teacher licensure shall have Praxis Examination scores according to the schedule below. Candidates with an education degree shall be expected to have the minimum score for Principles of Learning and Teaching and the appropriate area examination score. Praxis test numbers in bold print. *(Please verify with ETS updated info.)*

SPECIALTY AREA TEST CODE	SCALED SCORE
Art Education (0133)	139
Audiology (0340)	610
Biology (0235)	150
Business Education (0100)	560
Chemistry (0245)	151
Early Childhood Education (Child Development Pre-K and K only (0020))	550
Elementary Education (K-8 and K-4) (0016)	135
Elementary Education (4-8) (0014) Alternate Route Only	153
Emotionally Disturbed (0370)	610
English Language and Literature (0041)	157
French (0171)	161
German (0182)	160
Guidance and Counseling (0420)	580
Home Economics (0120)	560
Technology Education (0050)	560
Marketing (0560)	590
Mathematics (0061)	123
Library Media Specialist (0310)	590
Music Education (0113)	139
Physical Education (0091)	150
Physics (0265)	139
School Leaders Licensure Assessment (1010)	154
School Psychologist (0400)	590
Social Studies (0081)	143
Spanish (0192)	155
Special Education (0353)	136
Speech Communication (0220)	510
Speech/Language Pathology (0330)	600

Appendix B:

PRE-PROFESSIONAL SKILLS TEST (PPST)	PASSING SCORE
Reading (0710)	170
Writing (0720)	172
Mathematics (0730)	169
COMPUTERIZED PPST	PASSING SCORE
Reading (5710)	170
Writing (5720)	172
Mathematics (5730)	169