



Transition to Teaching

Master of Arts in Teaching - Elementary Teaching

**Handbook
2018-2019**

General Information

The Master of Arts in Teaching (MAT) for Elementary Education is an alternative licensure program designed for individuals who have earned a baccalaureate degree in a teaching content area without an education emphasis. This alternative licensure program allows a teacher candidate to earn a Kansas teaching license while teaching full time in an accredited Kansas school and taking approved coursework. Pittsburg State University (PSU) does not provide full time teaching positions, but the PSU Office of Career Services will assist the candidate in identifying teaching positions and preparing for the interview.

Those teacher candidates who are *not employed* as a full time classroom teacher can take the approved coursework and must complete one semester (16 weeks) of student teaching in an accredited school.

The MAT program is offered completely online.

For additional information contact:

Pittsburg Campus

Dr. Alice Sagehorn

620-235-4499

asagehorn@pittstate.edu

Admission Requirements

Prospective candidates should apply for admission to the graduate school by completing the application online at <https://go.pittstate.edu/apps.intro.v2>. Official transcripts for all completed course work must be sent to the PSU Graduate Office, 1701 S. Broadway, Pittsburg, Kansas, 66762 or electronically to jsmiller@pittstate.edu.

The PSU Graduate Office will analyze transcript(s) to determine if the baccalaureate degree is from an accredited university/college. If the prospective candidate has a minimum cumulative GPA of 3.0 on a 4 point scale, then the applicant is invited to participate in a **Professional Disposition Assessment**. We can conditionally accept a candidate who has a minimum 2.75 GPA.

Professional Disposition Assessment

Prospective candidates will participate in a series of assessment activities. During the assessment session, the prospective candidate will teach a mini-lesson, participate in a group discussion, complete a personal interview, and create a writing sample based on a case study.

1. Sample Teaching Session

Each applicant will conduct a five-minute teaching session while other applicants and interviewers participate as students. Presenters should expect questions from the audience.

Prepare the sample teaching session in advance; choose a lesson designed for a specific grade and content level (i.e. 12th grade History, 8th grade Science). A successful lesson is organized around a main point or learning objective and makes use of age-appropriate materials and strategies to help students master the information.

Applicants may teach a wide range of topics during the sample teaching lesson, such as adding fractions, naming vegetables in Spanish, or reviewing how a bill becomes a law. Five minutes pass quickly so candidates should choose a specific learning objective that can be presented effectively during the designated time. The lesson should not cover broad topics such as American literature; rather, it is to be more specific such as a lesson on the difference between similes and metaphors and their use in writing.

When developing the lesson, it is acceptable to assume prior knowledge, this may be communicated to interviewers and other candidates by beginning the lesson with a reference to an earlier lesson (e.g. “Yesterday we began talking about similes. Today, we’re going to continue talking about similes and learn about another literary device called a metaphor. Now, can someone tell me about a simile?”)

Remember these key points for an effective demonstration lesson:

- There is a 5 minute time limit
- Lessons should have a clear beginning, middle, and end
- Teacher candidates should communicate specific objectives
- Lessons should be interactive and age-appropriate

Please note: Interview spaces vary – some are set up like typical classrooms while others are conference rooms with one large table. There will be chart paper, dry erase board, or chalkboard and internet access with projection capabilities.

Break – 10 minute break

2. Discussion Group

During the discussion time, candidates will discuss two professional articles referenced in the interview packet. Candidates should access the articles and be prepared to participate in a professional conversation.

3. Question and Answer Period

During this period, the MAT program will be explained in greater detail and prospective candidates will have the opportunity to ask questions.

5. Writing Sample

Each participant will be presented a teaching scenario and will create a writing sample based on the situation.

6. Personal Interviews

Candidates will have a personal interview with an interviewer in the allotted time period. The goal of the interview is to explore the candidate's background, qualifications and commitment to expanding educational opportunities for children. The candidate will also have an opportunity to ask questions.

Sample Professional Disposition Assessment Session

PM Session	Length	Agenda
1:00 – 1:10	10 min	Introductions
1:10 – 2:10	1 hr	Sample Teaching Session
2:10 – 2:20	10 min	Break
2:20 – 3:20	60 min	Discussion Group/Writing Sample
3:20 – 3:30	10 min	Question and Answer Period
3:30 – 4:30	1 hr	Personal Interviews

Applicants will be notified by mail and e-mail of their acceptance status within two weeks of the assessment session.

FULL ADMISSION TO THE PROGRAM

BACKGROUND CHECK

As a requirement for admission to graduate programs, candidates are required to complete a background check. Specific instructions will be provided in the packet sent by the Department of TCHL. The background checks required for admission will not take the place of the required background check for licensure. Once candidates have completed the program and are ready to apply for the initial teaching license, an additional background check will be required by the Kansas State Department of Education (KSDE).

Two Completed Recommendation Forms

Prospective candidates must have two completed recommendation forms sent to the Department of Teaching and Leadership, 201 Hughes Hall, Pittsburg, Kansas, 66762. These forms should be completed by a university professor, direct supervisor, or someone who is knowledgeable of the applicant's work with young people. These forms will be provided by Teaching and Leadership.

CLINICAL EXPERIENCES

Candidates are required to participate in **two** 40 hour clinical experiences. These experiences are connected with the TCHL 834 Curriculum Development and TCHL 825 The Professional Semester – Initial Experience. One 40 hour practicum must be in a primary (L or 1 or 2) classroom in an accredited Kansas elementary school. One 40 hour practicum must be in an intermediate (3 or 4 or 5 or 6) classroom in an accredited Kansas elementary school.

Candidates who have a relationship with an accredited public or private school with grades K-5 or 6 can make arrangements for the practica. If you do not have a relationship with an accredited public or private school, PSU will help with your placement.

LIMITED APPRENTICE LICENSE

In order to be eligible for a restricted teaching license, you need to complete the following:

- 1) Offer of a full time teaching position in an accredited Kansas Elementary school.
- 2) Complete a Background Check
- 3) Have two Recommendation Forms sent to Teacher Education
- 4) Completed Health Certificate
- 5) Complete a minimum of 6 graduate credit hours and 80 hours of practica in a primary and an intermediate elementary classroom.

Please work with Amanda Hill, PSU Licensure Officer, at ahill@pittstate.edu concerning the Limited Apprentice License. She will send your plan of study and the paperwork for the LAL license to KSDE.

PROFESSIONAL SEMESTER/STUDENT TEACHING

Candidates who are not offered a full time teaching position in an accredited Kansas Elementary school, **MUST** complete 16 weeks of Student Teaching in an accredited Kansas Elementary School under the guidance of a Cooperating/Mentor Teacher. PSU will arrange for student teaching placements with input from the candidate.

COURSEWORK

The 33 credit hour sequence of courses provides students an optimal academic experience and candidates are expected to adhere to the following sequence in order to complete the program in 2 years. Courses are only offered during the semester/year indicated and will not be offered again for at least one year.



Pittsburg State University
Department of Teaching and Leadership
Master of Arts in Teaching
Elementary Education K-6

Candidates in this program must complete all courses in this degree plan.

Course Sequence	
January – May Year 1	
TCHL 834 Curriculum Development (3 hrs) 40 hr practicum included	TCHL 825 The Professional Semester – Initial Experience (3 hrs) 40 hour practicum included
May Year 1	
TCHL 836 Positive Classroom Management (3 hrs)	
Summer Sessions Year 1 (June and July)	
TCHL 831 Literacy for Primary Grades (3 hrs)	TCHL 841 Elementary Mathematics and Science (3 hrs)
August - December Year 1 Can be Teacher of Record (Limited Apprentice License)	
TCHL 844 Literacy and Social Studies for Intermediate Grades (3 hrs)	SPED 815 Individuals w Exceptionalities (3 hrs)
January -May Year 2 Student Teaching Semester if NOT a Teacher of Record	
TCHL 849 Professional Semester Culminating Experience (3 hrs) (Student Teaching)	PSYCH 810 Advanced Educational Psychology (3 hrs)
May Intersession Year 2	
TCHL 842 Integrating Creative Experiences (2 hrs)	
June Session Year 2	
HHP 704 Workshop for Health, Human Performance and Recreation (1 hr)	TCHL 878 Assessment for Effective Teaching (3 hrs)
TOTAL	33 hours

TESTING REQUIREMENTS

Elementary Content Test and Principles of Learning and Teaching

To be licensed in the state of Kansas, a prospective teacher must pass the Principles of Learning & Teaching exam and an Elementary Content exam. Testing information and registration can be found at www.ets.org/praxis. The PLT and Elementary Content examinations are generally taken in the last semester of the program.

GRADUATION REQUIREMENT

PROFESSIONAL PORTFOLIO

Each candidate is required to create and submit a professional portfolio at the completion of program. Specific directions and guidelines will be provided by the university supervisor.

University Support Services

Student Success Programs

The Student Success Programs office is designed to be the success center for students at PSU and is located in 113 Axe Library. The staff in Student Success Programs serves as advocates to all undergraduate students. There are multiple programs offered through their office including the Student Success Center. The Student Success Center hosts Academic Success Workshops, tutoring and various study groups. More information about Student Success Programs can be found at:

<http://www.pittstate.edu/office/student-success-programs/>

The Writing Center

The Writing Center is located in 112 Axe Library. The center offers writing workshops and one-on-one consultations for any writing project. Consultations can be face-to-face or online. The services are free of charge for all PSU students. For more information, go to:

http://www.pittstate.edu/office/writing_center/

Center for Student Accommodations

The Center for Student Accommodations provides educational support services to currently enrolled PSU students with a diagnosed learning disability, attention deficit/hyperactivity disorder, or a physical/mental illness which substantially impairs one or more major life activities. Disabled students may qualify for services that accommodate for their impairments and provide equal access to educational opportunity. <http://www.pittstate.edu/office/center-for-student-accommodations>

Gorilla Geeks

The Gorilla Geeks Help Desk assists students, faculty and staff with various technological needs. Some of the services available to all include help with GUS and GusPINs, assistance with PSU email accounts, assistance with educational software packages used on campus, basic help with computer hardware or software problems and help with wireless connectivity issues. Gorilla Geek is located in 109 Whitesitt Hall. For more information, go to: <http://www.pittstate.edu/office/gorilla-geeks/>

Bryant Student Health Center

The mission of the Bryant Student Health Center is to provide quality health care that is accessible, affordable, culturally sensitive and student-focused. Further information, including available services, can be found at: <http://www.pittstate.edu/office/health/>

Testing Center

The University Testing Center administers tests offered by multiple testing companies. A full description of exams offered and testing availability can be found at:

<http://www.pittstate.edu/college/education/psychology/testing-center.dot>

Professional Knowledge Base

The following 60 professional indicators represent specific attitudes, values, beliefs and behaviors that the MAT teacher candidate is to demonstrate upon completion of the program.

Pittsburg State University College of Education Professional Knowledge Base

- * This indicator has been identified as representing a disposition.
- (D) This indicator has been identified as representing diversity.
- (T) This indicator has been identified as representing technology.

Professional Characteristics

The teacher candidate will demonstrate specific attitudes, values, beliefs and behaviors which illustrate a commitment to a dependable and professional demeanor, an underlying belief system that all students can learn and specific efforts that foster collaborative/caring relationships.

- ___ 1. Is dependable, flexible, and punctual.*
- ___ 2. Maintains a consistently positive and professional demeanor.*
- ___ 3. Believes that all students can learn and teachers can make a significant contribution to learning.*(D)
- ___ 4. Understands and respects a diverse student/parent population and helps all children learn respect for the traditions and cultures of others.*(D)
- ___ 5. Promotes a classroom environment that is caring and supportive to all students.*(D)
- ___ 6. Complies with confidentiality laws and policies regarding students, parents, and personnel.
- ___ 7. Knows and follows school policies and shares in the general responsibilities and duties associated with teaching (e.g., attendance, discipline, hall duty).
- ___ 8. Establishes two-way communication with colleagues and students.*
- ___ 9. Communicates fluently using appropriate and grammatically correct oral and written language.
- ___ 10. Sets goals or demonstrates a desire to continually acquire knowledge and skills especially in emerging educational technologies.*(T)
- ___ 11. Seeks to implement the recommendations from evaluations of professional performance.*
- ___ 12. Practices self-evaluation and reflection to enhance instructional effectiveness.*
- ___ 13. Maintains ethical behavior with all students and colleagues.*(D)

Relationships with Students

The teacher candidate will demonstrate specific attitudes, values, beliefs and behaviors which portray a caring relationship with students, a positive rapport developed through enthusiasm and high student expectation.

- ___ 14. Conveys high expectations that all students will succeed and learn. (D)
- ___ 15. Models an enthusiastic behavior and a caring attitude towards all students. (D)
- ___ 16. Demonstrates positive rapport with a diverse student population. (D)
- ___ 17. Listens carefully to all students then responds in a professional manner. (D)

Instructional Planning

The teacher candidate will demonstrate specific attitudes, values, beliefs and behaviors which denote a strong knowledge base, an understanding of learning theory, an approach to outcomes-based instructional planning, an integrated lesson design, and a variety of instructional strategies to provide opportunities for all students to learn.

- ___ 18. Understands the appropriate scope and sequence of objectives for teaching the curriculum (national, state, and/or local standards).
- ___ 19. Develops clear short and long-term instruction plans (e.g. lesson plans, units, and/or modules) which include objectives, materials, activities, adaptations/modifications and evaluation techniques based on the curriculum.

- ___ 20. Has an up-to-date knowledge of the subject matter and attempts to incorporate diverse and practical illustrations, examples and applications in lesson material and activities. (D)
- ___ 21. Selects materials and activities consistent with the objectives of the lesson and students' diverse abilities resulting in appropriate adaptations and modifications. (D)
- ___ 22. Has knowledge of and plans developmentally appropriate instruction. (D)
- ___ 23. Uses available technologies for planning and integration with other disciplines. (T)
- ___ 24. Structures lesson planning to allow for interventions, such as individualization, reteaching, and alternative assessment, so all students can meet the objectives. (D)
- ___ 25. Creates lessons that encourage students to think creatively and critically, to solve problems, and to develop skills needed in a global society. (D)

Instruction

The teacher candidate will demonstrate specific attitudes, values, beliefs and behaviors which provide active student-centered instruction characterized by clarity, variety, and flexibility.

- ___ 26. Conducts class with poise, confidence, and enthusiasm.
- ___ 27. Presents lessons in a clear, logical, and sequential manner.
- ___ 28. Insures that lesson materials and information are professionally displayed and accessible to all students. (D)
- ___ 29. Communicates clearly to all students the objective and purpose of each lesson. (D)
- ___ 30. Reviews or provides an anticipatory set in an effort to gain the interest of the student.
- ___ 31. Provides a real world context for lesson content.
- ___ 32. Utilizes various instructional strategies appropriate for the objectives of the lesson.
- ___ 33. Incorporates differentiated instruction to meet the academic needs of all students. (D)
- ___ 34. Uses available educational technologies for effective instruction. (T)
- ___ 35. Encourages participation from all students through effective questioning strategies (e.g., equal distribution, level variation, adequate wait time, probing and clue giving, and appropriate correctives and feedback). (D)
- ___ 36. Responds to student questions in a concerned and effective manner.
- ___ 37. Provides opportunities for all students to successfully apply or practice knowledge and skills learned. (D)
- ___ 38. Facilitates instructional strategies which provide opportunities to work individually and collaboratively in groups.
- ___ 39. Conducts lessons at an appropriate pace and maximizes time on task.
- ___ 40. Provides focus on important points and checks for understanding.
- ___ 41. Accomplishes smooth and orderly transitions between parts of the lesson.
- ___ 42. Gives clear directions.
- ___ 43. Effectively achieves closure to each lesson and/or class period.

Classroom Management

The teacher candidate will demonstrate specific attitudes, values, beliefs and behaviors which promote an orderly, safe classroom environment conducive to learning by providing clear rules and procedures which are taught, monitored and consistently reinforced.

- ___ 44. Believes in and communicates a well-defined classroom management system.*
- ___ 45. Organizes and maintains the physical environment of the classroom in a pleasant and orderly manner conducive to student learning and safety.
- ___ 46. Establishes, teaches, and reinforces classroom expectations, rules, routines, and procedures fairly. *(D)
- ___ 47. Teaches tolerance by example and by design, striving to develop a classroom atmosphere which recognizes the value of all people regardless of their uniqueness. *(D)
- ___ 48. Monitors students' behaviors and activities in the classroom at all times.
- ___ 49. Displays consistency in dealing with behavior in the least disruptive manner, utilizing appropriate positive and negative consequences.

- ___ 50. Handles multiple tasks, intrusions, and distractions while maintaining the flow of the lesson.
- ___ 51. Understands how to handle unexpected classroom incidents and emergency procedures.
- ___ 52. Provides a learning environment which includes high time-on-task and active engagement.

Evaluation

The teacher candidate will demonstrate specific attitudes, values, beliefs and behaviors which establish fair expectations, provide for multiple assessment opportunities, monitor progress in a timely fashion, provide feedback through multiple means, and collaborate with others to meet the needs of all students.

- ___ 53. Develops and communicates to students and parents a fair evaluation system which respects the legal rights of all involved.*(D)
- ___ 54. Uses available technologies to post and communicate student progress in a timely manner.(T)
- ___ 55. Maintains clear and reasonable work standards and due dates.
- ___ 56. Consults a variety of sources (e.g., student records, counselors, resource specialists, parent conferences, test results, and other diagnostic tools) to determine the learning needs and capabilities of individual students.
- ___ 57. Uses multiple methods of assessing and evaluating student knowledge and performance. (D)
- ___ 58. Makes changes in instruction based on feedback from multiple classroom assessment sources.
- ___ 59. Gives timely and specific oral and/or written feedback on all assignments and provides corrective action so all students can succeed.
- ___ 60. Has knowledge of the referral and intervention process and can use specialized services as student needs arise.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;

- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the [Federal Relay Service](#).

Or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

Notice of Nondiscrimination

Pittsburg State University is committed to a policy of educational equity. Accordingly, the University admits students, grants financial aid and scholarships, conducts all educational programs, activities, and employment practices without regard to race, color, religion, sex, national origin, sexual orientation, age, marital status, ancestry, genetic information, or disabilities. Any person having inquiries concerning the University compliance with regulations implementing Title VI, Title IX, Section 503, Section 504, and A.D.A. is directed to contact [Cindy Johnson](#), Director of Equal Opportunity, 218 Russ Hall, Pittsburg State University, Pittsburg, KS 66762, telephone (620) 235-4185. Cindy Johnson has been designated by the University to coordinate the institution's compliance with regulations implementing Title VI, Title IX, Section 503, Section 504, and A.D.A.

R. 12-95

NOTICE TO STUDENTS

Students seeking assistance with academic programs because of disabilities are to contact [Cindy Johnson](#), Director of Equal Opportunity, 218 Russ Hall, Pittsburg State University, Pittsburg, KS 66762, (620) 235-4185. Students seeking assistance with academic programs because of learning disabilities are to contact Coordinator, Center for Student Accommodations, 218 Russ Hall, Pittsburg State University, 66762, 620-235-6584.

R. 12-95

Website: www.pittstate.edu/office/eoaa

