



# **Transition to Teaching**

**Master of Arts in Teaching - Secondary Teaching**

**Handbook  
2018-2019**

## General Information

The Master of Arts in Teaching (MAT) for Secondary 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 online.

For additional information contact:

Pittsburg Campus

Dr. Alice Sagehorn

620-235-4499

[asagehorn@pittstate.edu](mailto: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](mailto:jsmiller@pittstate.edu).

The College of Education Licensure Officer will analyze transcript(s) to determine if the coursework taken in the baccalaureate degree meets program requirements. If the prospective candidate has a degree for which PSU has an approved teacher licensure program and 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. If the applicant is admitted to the program, the candidate can then apply for content area teaching positions in accredited Kansas schools.

### **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.

### **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. 12<sup>th</sup> grade History, 8<sup>th</sup> 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**

<b>PM Session</b>	<b>Length</b>	<b>Agenda</b>
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.

## TESTING REQUIREMENTS

### Content Test

To be licensed in the state of Kansas, a prospective teacher must pass the Principles of Learning & Teaching exam and a content exam in the designated teaching area. Testing information and registration can be found at [www.ets.org/praxis](http://www.ets.org/praxis).

***The content exam must be successfully completed by August 1<sup>st</sup> in the year of program entry.***

### Principles of Learning and Teaching

The PLT is generally taken in the last semester of 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).

## RESTRICTED TEACHING 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 middle or high school with at least 50% of teaching in the content area
- 2) Passing score on the Praxis Content Test
- 3) Complete a Background Check
- 4) Have two Recommendation Forms sent to Teacher Education

Please work with Amanda Hill, PSU Licensure Officer, at [ahill@pittstate.edu](mailto:ahill@pittstate.edu) concerning the Restricted License. She will send your plan of study and the paperwork for the restricted license.

## 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.

## COURSEWORK

The 36 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.

Employed teachers must have a Restricted Teaching License from the Kansas State Department of Education, this license is available for two years. It is required for employment in Kansas for MAT students. ***When employed, contact the PSU Teacher Licensure Office 620-235-6153.***

**MAT- Secondary Sequence of Courses**  
**Employed by a Kansas USD with a KSDE Restricted License**

**Year 1 Summer**

TCHL 851 Multicultural Approaches to Diversity in the Classroom

TCHL 836 Positive Classroom Management

**Year 1 Fall**

TCHL 825 Initial Experience

TCHL 879 Instructional Planning and Delivery

**Year 1 Spring**

TCHL 850 Current Teaching Practices or TCHL 843 Trends and Issues

TCHL 878 Assessment for Effective Teaching

**Year 2 Summer**

SPED 815 Individuals with Exceptionalities

READ 720 Content Literacy

**Year 2 Fall**

TCHL 839 Techniques for Teaching Secondary

PSYCH 810 Advanced Educational Psychology

**Year 2 Spring**

TCHL 849 Culminating Experience

TCHL 843 Trends and Issues or TCHL 850 Current Teaching Practices

## **MAT- Secondary Sequence of Courses**

**NOT Employed by a Kansas USD (Must complete one semester of Student Teaching)**

### **Year 1 Summer**

TCHL 851 Multicultural Approaches to Diversity in the Classroom

TCHL 836 Positive Classroom Management

### **Year 1 Fall**

TCHL 850 Current Teaching Practices

TCHL 879 Instructional Planning

### **Year 1 Spring**

TCHL 843 Trends and Issues

TCHL 878 Assessment for Effective Teaching

### **Year 2 Summer**

SSLS 815 Individuals with Exceptionalities

READ 720 Content Literacy

### **Year 2 Fall**

TCHL 839 Techniques for Teaching Secondary

PSYCH 810 Advanced Educational Psychology

### **Year 2 Spring (One semester of Student Teaching)**

TCHL 825 Initial Experience

TCHL 849 Culminating Experience

## **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/](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.

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### **NOTICE TO STUDENTS**

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**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 [Tami Hennigh](#), Coordinator, Center for Student Accommodations, 218 Russ Hall, Pittsburg State University, 66762, 620-235-6584.**

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Website: [www.pittstate.edu/office/eoaa](http://www.pittstate.edu/office/eoaa)

