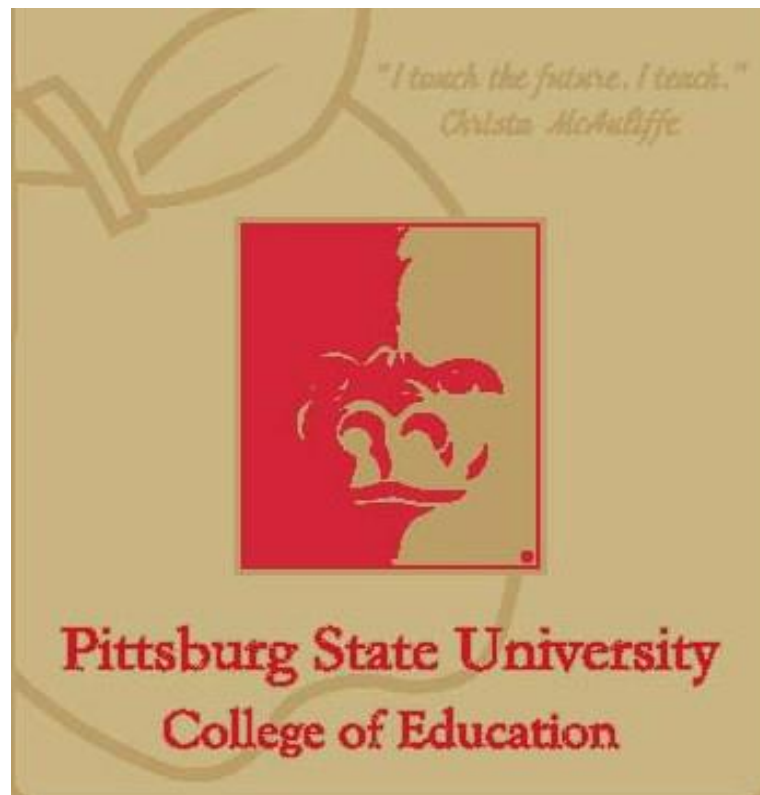


Master of Arts in Teaching - Secondary



2021

GENERAL INFORMATION

The Master of Arts in Teaching (MAT) for Secondary is an alternative licensure program designed for individuals who have earned a baccalaureate degree in a teaching content area without an education emphasis. Candidates are admitted in cohorts to the 36-credit hour program each summer. Coursework in the program is offered through online delivery.

This alternative licensure program allows access to the restricted teaching license in the state of Kansas. Candidates in the program can teach full time in an accredited Kansas school with an offer of appropriate employment.

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 within Pittsburg State University's service area. Student teaching occurs in the final semester of the MAT program.

Questions or concerns regarding the MAT – Secondary program can be directed to the following:

Dr. Cherona Hicklin
Chairperson
Teaching and Leadership
chicklin@pittstate.edu
620-235-4504

Dr. Jean Dockers
Director of Teacher
Education
jdockers@pittstate.edu
620-235-4636

Amanda Hill
Licensing
Officer/Placement
Coordinator
ahill@pittstate.edu
620-235-6153

ADMISSION REQUIREMENTS

Prospective candidates should apply for admission to 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 School, 1701 S. Broadway, Pittsburg, Kansas, 66762 or electronically to jsmiller@pittstate.edu. A direct transcript should be submitted from each institution from which college credit has been earned.

Upon receipt of all transcripts, the Educational Licensing Officer will analyze the transcript(s) for academic eligibility. To be academically eligible for the MAT program, one must hold a degree in an appropriate content area or have equivalent coursework with a minimum cumulative grade point average (GPA) 3.00.

Professional Disposition Assessment

Applicants who meet the academic requirements are invited to participate in a professional disposition assessment. The assessment is comprised of multiple components. During the session, the applicant will teach a sample lesson, participate in a group discussion, complete a personal interview, and compose a writing sample based on a case study. This assessment may be conducted in person or virtually.

1. Sample Teaching Session

Each applicant will conduct a five-minute teaching session while other applicants and interviewers participate as students. Questions should be expected from the audience.

The lesson should be prepared prior to the assessment session. It should be designed for a specific grade and content level (i.e. 12th grade American history, 8th grade science, etc.). 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 choose from a wide range of topics for the sample teaching lesson, such as adding fractions, naming vegetables in Spanish, or reviewing how a bill becomes a law. The learning objective must be specific so it can be presented effectively during the designated time. For example, the lesson should not cover broad topics such as American literature; rather, it should be more focused such as 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 are 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 sample lesson:

- There is a five-minute time limit.
- Lessons should have a clear beginning, middle, and end.
- Specific objectives should be communicated to the audience.
- 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. All spaces will have chart paper, dry erase board, or chalkboard and internet access with projection capabilities. For virtual assessments, applicants will have the ability to share their screens with others during the lesson.

2. Discussion Group

During the discussion period, applicants will discuss one or more professional articles referenced in the interview packet. This packet will be provided prior to the assessment. Applicants should be prepared to participate in a professional conversation.

4. Writing Sample

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

5. Open Q & A Session

This session will follow an overview of the MAT program. Applicants will be able to openly ask questions about the program.

6. Personal Interviews

Applicants will have a personal interview with a faculty member. The goal of the interview is to explore the applicant’s background, qualifications and commitment to expanding educational opportunities for children. The applicant will also have an opportunity to ask questions.

Agenda
Introductions
Sample Teaching Session
Break
Discussion Group
Overview of MAT program
Open Q & A Session
Personal Interviews/Writing Samples

Applicants will be notified by e-mail of their acceptance status within two weeks of the assessment session. This communication will also provide information regarding the remaining admission requirements described below.

Two Recommendation Forms

Candidates must have two positive recommendation forms submitted to the Office of Teacher Education, Pittsburg State University, 1701 S. Broadway, Pittsburg, Kansas, 66762. These recommendations should be completed by a university professor, direct supervisor, or someone who is knowledgeable of the candidate’s work with young people. Specific recommendation forms are required and will be provided to applicants.

Praxis Subject Assessment

Candidates conditionally admitted to the MAT – Secondary program must successfully complete the appropriate *Praxis* Subject Assessment exam. This exam is required by the Kansas State Department of Education (KSDE) for all candidates seeking a teaching license in the state of Kansas. For the MAT – Secondary program, this testing must be completed prior to the second semester of enrollment. **An official score report must be submitted to the Office of Teacher Education prior to the beginning of the second semester of enrollment.** Testing information, including registration, can be found at www.ets.org/praxis. Candidates can identify the required exam for their content area for the state of Kansas here: <https://www.ets.org/praxis/ks/requirements>

Background Check

As a requirement for admission to graduate programs in the department of Teaching and Leadership, candidates are required to complete a background check. The background check is required for admission and 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 KSDE.

The background check for program admission is complete through Validity Screening Solutions. Specific instructions will be provided for the completion of this requirement.

All admission requirements listed above must be completed for candidates to be fully admitted to the MAT – Secondary program. Candidates must be fully admitted to the program by the time they have completed 12 credit hours in the program. If one is not fully admitted at this time, future enrollment will be placed on hold. It can lead to a delay in program completion.

ROUTES TO COMPLETION

There are two routes available to candidates in the MAT – Secondary program. The first is to be employed in an appropriate teaching position throughout the duration of the program. The second route requires a semester of student teaching at the conclusion of the program.

In either instance, candidates will be enrolled in a specific course sequence remaining with the same cohort. The sequence consists of six credit hours of enrollment each semester.

Employed Route

Candidates enrolled in the MAT – Secondary program have access to a restricted teaching license in the state of Kansas. Successful completion of the required *Praxis* Subject Assessment is assumed.

In order to be eligible for a restricted teaching license, one must meet these additional requirements:

- 1) Receive an offer of a teaching position in an accredited Kansas school with at least 50% of a full-time teaching assignment in the content area
- 2) Complete the KSDE required fingerprint background check

There are additional fees associated with submitting the fingerprint background check and license application. Candidates applying for a restricted teaching license will work with the Educational Licensing Officer in the Office of Teacher Education to complete the application process.

The restricted license is available for two years but must be renewed after the first year of issuance. For the license to be renewed, candidates must continue in their employment and satisfactorily progress in their program coursework. The employing district must also provide a mentor for the candidate during the duration of the restricted teaching license.

Employment on a restricted teaching license fulfills the supervised teaching experience required for full licensing in the state of Kansas.

Non-Employed Route

Candidates who choose not to seek employment as a full-time teacher will take the sequenced coursework as outlined. In the first fall semester of the program, candidates will be required to complete a field experience in their approved content area as a component of their enrollment in TCHL 825 The Professional Semester Teacher – Initial Experience. In the final semester of the program, these candidates will complete a full 16-week semester of student teaching. The student teaching semester begins when the cooperating school resumes session and is completed prior to PSU finals week. During this semester, candidates will be placed under the supervision of a cooperating teacher in their designated content area. Student teachers are required to report to the PSU campus monthly for student teacher seminars. The Professional Semester Handbook provides detailed expectations of the semester and can be found on the Office of Teacher Education website (<https://www.pittstate.edu/education/teacher-education/index.html>). Placement for the student teaching semester is coordinated through the Office of Teacher Education. An application and completed health certificate will be required in the semester prior to student teaching.

COURSEWORK

The 36-credit hour sequence of courses was designed to provide students an optimal academic experience. Candidates are expected to adhere to the following sequence. Courses are only offered during the semester indicated and will not be offered again for at least one year.

COURSE SEQUENCE*
Year 1 - Summer
TCHL 836 Positive Classroom Management
TCHL 851 Multicultural Approaches to Diversity in the Classroom
Year 1 - Fall
TCHL 825 The Professional Semester Teacher – Initial Experience
TCHL 879 Instructional Planning and Delivery
Year 1 - Spring
TCHL 850 Current Teaching Practices
TCHL 878 Assessment for Effective Teaching
Year 2 - Summer
READ 720 Content Literacy for Middle and Secondary Teachers
SPED 815 Individuals with Exceptionalities
Year 2 – Fall
TCHL 839 Techniques for Teaching Secondary
PSYCH 810 Advanced Educational Psychology
Year 2 – Spring
TCHL 843 Trends and Issues
TCHL 849 The Professional Semester Teacher – Culminating Experience

*All courses are 3 credit hours.

ADDITIONAL REQUIREMENTS

Professional Portfolio

Each candidate is required to create and submit a professional portfolio at the completion of program. Department faculty will provide specific instructions when appropriate.

Principles of Learning and Teaching (PLT)

The PLT is a required exam for issuance of a full teaching license in the state of Kansas. While it is not required for completion of the MAT program, it is the recommendation of the Educational Licensing Officer that candidates complete this exam during the final spring semester. Candidates are not able to apply for their Kansas teaching license without the successful completion of this exam. Testing information, including registration, can be found at www.ets.org/praxis. Candidates can identify the required exams for the state of Kansas here:

<https://www.ets.org/praxis/ks/requirements>

Licensing

The Educational Licensing Officer will provide assistance with submitting all license applications. Candidates can expect the following fees associated with licensing and testing.

- Licensure Exams
 - Principles of Learning and Teaching - \$146
 - Content exams –\$120 - \$160 (A content exam is required for each endorsement sought for a teaching license.)
- License application fee - \$60 - \$70
- KSDE background check fee - \$50
- If licensure is sought in any state other than Kansas, there will be additional application and background check fees for each state.

PROFESSIONAL RESPONSIBILITIES

Teacher candidates are expected to observe and adhere to the professional requirements for educators. Candidates need to be familiar with each of the following in order to uphold policies and legal requirements for educators.

Kansas Educator Code of Conduct

http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf

The professional educator shall work in the best interest of their students and honor their responsibilities to their students, school, district, community, state and profession as evidenced by:

- Responsibilities to Student
- Responsibilities to District
- Responsibilities to Profession

Family Educational Rights and Privacy Act (FERPA)

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Student records and information are protected under this federal law. Teachers must be aware of the requirements in order to appropriately maintain required confidentiality.

Child Abuse and Neglect Reporting

<http://www.dcf.ks.gov/services/pps/pages/reportchildabuseandneglect.aspx>

All teachers, school administrators or other employees of an educational institution are mandated reporters for child abuse and neglect under the Kansas reporting law (K.S.A. 38-2223). Teacher candidates must be aware of their legal responsibility and the required steps to make such a report.

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 Learner and Learning

Professional educators must understand that learning and development patterns vary among individuals, that learners bring unique individual differences to the learning process and that learners need supportive and safe learning environments to thrive.

1. The candidate knows how learning occurs (how learners construct knowledge, acquire skills and develop disciplined thinking processes) and how to use instructional strategies that promote individual growth.
2. The candidate understands that cognitive, linguistic, social, emotional and physical development influences learning.
3. The candidate understands and identifies differences in approaches to learning and performance and designs experiences that incorporate individuals' strengths to promote growth.
4. The candidate understands students with exceptional needs and knows how to use strategies and resources to meet these needs.
5. The candidate knows how to access information about the values of diverse cultures and communities and how to incorporate languages, experiences, cultures and community resources into practice.
6. The candidate understands how to manage the learning environment by organizing, allocating and coordinating the resources of time and space.
7. The candidate knows how to design experiences using strategies that enhance learner motivation and engagement.
8. The candidate understands the processes needed to foster a respectful learning community.

Content

Professional educators must have a deep and flexible understanding of the field and be able to draw upon the central concepts and structures of their discipline as they work with learners. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity and communication) to help learners apply content to propose solutions, forge new understandings, solve problems and imagine possibilities. Professional educators connect information to local, state, national and global issues.

9. The candidate understands that learners should question, analyze and understand concepts from diverse perspectives.
10. The candidate has a deep knowledge of student content standards and learning progressions in the discipline(s).
11. The candidate knows how to use supplementary resources and technologies effectively to ensure accessibility and relevance for all.
12. The candidate understands how disciplinary knowledge can be applied as a lens to address local and global issues.

13. The candidate realizes that content knowledge is not a fixed body of facts but is complex, culturally situated and ever evolving. S/he keeps abreast of new ideas and best practices in the field.
14. The candidate knows major concepts, assumptions and debates that are central to the discipline.

Instructional Practice

Professional educators understand and integrate assessment, planning and instructional strategies in coordinated and engaging ways for effective practice. They understand how to design, implement, interpret and communicate results from a range of assessments.

15. The candidate knows how to engage learners in multiple ways of demonstrating knowledge and skills as part of the assessment process.
16. The candidate understands the positive impact of effective descriptive feedback and knows a variety of strategies for communicating this feedback.
17. The candidate knows how to engage learners actively in the assessment process and to develop each learner's capacity to reflect on and communicate about their individual progress.
18. The candidate understands the theories and processes of curriculum design (appropriate sequencing, developmentally appropriate instruction, builds on learners' prior knowledge and experiences).
19. The candidate understands the process for aligning instruction and assessment with learning targets.
20. The candidate understands how theory, research and best practices impact ongoing planning and instructional practice.
21. The candidate knows how to engage learners in using technology tools and a range of skills to access, interpret, evaluate and apply information.
22. The candidate knows how to incorporate a variety of strategies that stimulate the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall).
23. The candidate knows how to apply a variety of developmentally, culturally and linguistically appropriate instructional strategies to achieve learning targets.
24. The candidate knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction and to provide meaningful feedback.

Professional Responsibility

Professional educators create and support safe, productive learning environments. They must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection and collaboration. Professional educators contribute to accomplishing their school's mission and goals and demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice and advancing their profession.

25. The candidate knows how to use information and technology ethically, legally and safely.
26. The candidate understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
27. The candidate understands laws related to learners' rights and teacher responsibilities (e.g., IDEA, FERPA, mandated reporting, etc.).
28. The candidate understands schools as organizations within a historical, cultural, political and social context and knows how to work with others across the system to support learners.
29. The candidate knows how to contribute to a common culture that supports high expectations for student learning.
30. The candidate understands the expectations of the profession including codes of ethics, professional standards of practice and relevant law and policy.
31. The candidate knows how to communicate effectively with all members of the learning community.