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MASTER OF ARTS IN TEACHING  
HANDBOOK  
For  
Faculty and Candidates

A Resource Guide:  
Answers to Questions Regarding the MAT

Prepared by the SFR Faculty  
2009-2010



**Missouri State**<sup>™</sup>  
U N I V E R S I T Y

Master of Arts in Teaching Office  
College of Education  
Hill Hall, 207c

## Preface

The purpose of this publication is to provide you an instant resource to answer questions regarding the Master of Arts in Teaching degree program. This is a unique program that varies from the traditional path many candidates experienced during undergraduate coursework, which might cause more questions than usual.

Many staff members are available to assist you during the degree program, including the Director of the MAT. The MAT Office is located in Hill Hall 207c in the Reading, Foundations and Technology office. Questions or requests for assistance regarding the degree program should be directed to that office. The Director of Teacher Certification is located in Hill Hall 203. Questions regarding certification, including provisional teaching certificates, should be directed to that office. Many of the courses in the MAT program are taught by Secondary, Foundations and Research (SFR) faculty in the Reading, Foundations and Technology department. Questions regarding specific course content should be directed to the teacher of record for that course. Finally, MAT candidates are assigned an academic advisor. Your advisor will assist you with all aspects of the MAT program. Do not hesitate to contact your advisor when you need assistance.

While this Resource Guide attempts to answer many of your questions regarding the MAT program, other resources are found on the Missouri State University website. Many useful links have been embedded in this document and additional resources are found in Appendix A.

Our hope is that you have a wonderful experience in the MAT program while you prepare for a meaningful career in education that will make a positive difference the lives of the secondary students you will teach.

Emmett E. Sawyer, EdD  
Director, Master of Arts in Teaching  
College of Education

## FREQUENTLY ASKED QUESTIONS

- **What are the candidate qualifications for admission into the MAT program?**

Any individual who wishes to become a teacher and holds an undergraduate degree or a related undergraduate degree in the area of certification may qualify for admission into the MAT program. The individual must have extensive work experience in an area related to the area of certification. Exceptions to these qualifications may be made in high need certification areas, for individuals already holding a teaching position on a provisional certificate, or individuals with unique or extensive experiences in or related to the area of certification. The candidate must have a 2.75 undergraduate GPA and maintain a 3.00 graduate GPA.

- **How do I apply to the MAT program?**

The process is relatively simple; just follow the steps listed below. If you have questions or need assistance, contact the MAT director in Hill Hall 207c (836-3170).

- Request a transcript analysis from the Teacher Certification Office specifying the area of Secondary Education you wish to teach.
- Apply to the Graduate College. You can either visit the Graduate College office on 3rd floor Carrington Hall, or visit their website at <http://graduate.missouristate.edu/>.
- Take the Praxis II exam for your content area. You may register for the Praxis II and check the appropriate exam to take for your instructional area on-line. Registration is available online at [www.ets.org/praxis](http://www.ets.org/praxis). The Praxis II is a requirement for admission to the MAT program and must be passed prior to supervised teaching. Your score will also be one of the considerations when determining your remaining content area coursework. **You do have to pass the Praxis II exam before completing the MAT program in order to be recommended for certification.**
- Apply to the MAT director in Hill Hall, Room 207c. The following documents must be included in your application materials:
  - A letter of interest describing your career goals and why you feel you would be a good candidate for the MAT program
  - A current resume
  - Three letters of reference. If currently employed by a school district, one letter should be from a supervisor in that school. At least one letter needs to be an academic reference.
- Complete an interview with the MAT Program Director.
- Write a one paragraph biography regarding your decision to become a teacher through the MAT program
- Once you are admitted to the Graduate College and to the MAT program, the Teacher Certification Office will complete a new Individualized Program of Study that reflects MAT coursework.

- **How do I receive a Pin Number (PIN), NT account and Bearmail?**

You should receive a PIN and Bearmail account when you enroll as a candidate at Missouri State. Candidates who do not already have one should obtain a Missouri State Personal Identification Number. We recommend that candidates on the Springfield campus go to the open computer lab in Cheek Hall for assistance in obtaining a PIN and Bearmail account. However, this can be done online by going to the MSU Home Page, click on *Current Student*, and select *PIN*. Candidates may then go to My Computer Resources on the My Information system to initiate a MSU-Springfield NT or email account. Bearmail will be the primary means of communication for the instructor and MAT Program Coordinator with MAT candidates. Personal email accounts will not be used. Candidates are encouraged to utilize the many resources of the *My Information* system, including the registration function.

- **How do I receive an M-number?**

The M-number is replacing your current ID number beginning with fall of 2009. Your current ID number is your social security number, which the University will no longer use. To find your M-number, go to the following address: <http://Cams.missouristate.edu> and select *Get Resources*. From there you will be provided instructions to find your M-number.

- **Can I use my personal or school district email accounts?**

Official email among instructors, the MAT office in Hill Hall 207c and candidates will occur over Bearmail accounts. If you do not check your Bearmail account regularly, you will miss important information regarding the program or your candidacy in the program. You may choose to email MSU faculty using your personal or school district account, and you may receive a response; however, this situation in no way lessens your obligation to regularly check your Bearmail account for information regarding the program or for emails from your professors or the director of the MAT program. In addition, if a course is taught over Blackboard, only your Bearmail account can be used.

- **How do I access financial aid?**

The Missouri State Office of Student Financial Aid will process aid for candidates in this program. If you are enrolled for the two terms at off-campus sites, financial aid will be administered through a consortium agreement. Candidates will receive their aid during those semesters from Missouri State and it will be your responsibility to pay tuition and fees at MSSU.

The summer session is considered part of the academic year that includes the preceding fall and spring terms. For you to be considered for aid for a summer semester, you must submit a FAFSA for the appropriate academic year. For example, to be considered for aid for the 2009 summer session, you must submit the 2009-10 FAFSA. You will also need to submit a 2009-10 FAFSA to be considered for aid for the following fall, spring, and summer. If you are

enrolled in the Joplin cohort, we recommend that you list both MSU and MSSU on the FAFSA.

A special consortium agreement form has been developed for this program. The form, that candidates must sign, will clearly indicate that it will be the responsibility of the candidate to promptly pay tuition and fees to MSSU upon receipt of their aid from MSU. To access the form, go to [www.missouristate.edu/financial](http://www.missouristate.edu/financial) aid, click on “forms” and select the consortium agreement – MAT link.

The primary contact for consortium agreements in the Missouri State Office of Student Financial Aid is Carolyn Price, 417-836-4435. The primary contact in the MSSU Office of Financial Aid is Cheryl Dobson, 417-625-9584.

- **How do I make fee payments?**

You will pay fees to the campus through which you are enrolled in credit courses. As noted above, no fee is charged for registration in the Missouri State tracking course. If you are enrolled at MSSU, you will receive financial aid through a consortium agreement, and you must promptly pay your tuition and fees to MSSU after receipt of your aid from Missouri State.

- **How do I verify my enrollment?**

If you need verification of enrollment for a given semester (e.g., for insurance or loan deferment purposes) you should request that verification from the campus through which you are enrolled in credit courses. You can also obtain verification of enrollment through *My Information* on the MSU website.

- **Who will be my academic advisor?**

When you are admitted to the MAT program, an academic advisor will be assigned to you. Your advisor will help you develop an Advisor-Approved Program of Study before completing 14 hours of graduate credit. The role of your graduate advisor is to:

1. assist you in the selection of course work for your graduate program;
2. evaluate transfer credits as acceptable for meeting requirement;
3. recommend acceptance or rejection of all graduate course work toward the program of study as listed on your Advisor-Approved Program of Study;
4. advise and assist you in completion of all Missouri State University and departmental requirements for degree.

You are encouraged to have early contact with your advisor and, if you wish to register using the Web, you must have your advisor complete an electronic release prior to registering.

- **What is the Praxis II Subject Assessment?**

You must take and pass the Praxis II subject assessment in order to be certified to teach in Missouri. This is a DESE requirement and cannot be waived. This assessment documents subject matter competence; therefore, the appropriate content test must be passed prior to supervised teaching. Information regarding the Praxis II can be found at the following address: <http://dese.mo.gov/divteachqual/teached/assessment.htm>, and [www.ets.org/praxis](http://www.ets.org/praxis), or [www.missouristate.edu/certification](http://www.missouristate.edu/certification) and click on Praxis II link. The Praxis II must be passed before you will be allowed to student teach (SEC 784).

- **How do I sign up for the PRAXIS II Subject Assessment?**

You may register for the appropriate PRAXIS II Subject Assessment on line at [www.ets.org/praxis](http://www.ets.org/praxis). Be sure to use the exact test code when registering. You must have your results sent to Missouri State University. The MSU code is 6665.

- **How do I study for the PRAXIS II Subject Assessment?**

Your undergraduate coursework in the subject matter area should have prepared you for the PRAXIS II. PRAXIS II test-at-a-glance and study guides are available for all subject areas at <http://www.ets.org/praxis/prxtest.html>.

- **What questions and issues should I take to my academic advisor?**

You should contact your academic advisor for information regarding the following questions:

1. Questions relating to course sequencing and selection, and certification issues including Initial, Provisional and Temporary certificates.
2. Questions relating to content area course work and the acceptance of transfer work from other institutions in their content area.
3. Praxis II questions relating to admission to the program.

- **What is the recommended sequence of courses?**

A recommended sequence of courses is found in Appendix B. SFR 791, SEC 783, SEC 784 and SEC 785 are progressive and should not be taken out of sequence. You must take each of the courses the semester they are offered. If you miss taking one of these courses for any reason, you will be delayed in your degree program since these courses are offered only once during each academic year.

- **What is an e-Portfolio?**

The portfolio is a collection of your work in an organized, selective representation that indicates you have demonstrated competency in the standards required by the **Missouri**

Department of Elementary and Secondary Education (MDESE) for certification in professional education. At various points in the program, you will load your work into an electronic portfolio and align the artifact to the Missouri Standards for Teacher Education Programs (MoSTEP) and DESE content standards. MoSTEP and DESE content standards are available on-line through a link in the portfolio section. Your portfolio ensures mastery of the MoSTEP and DESE content standards. You can access your e-portfolio via the following link [http://education.missouristate.edu/peu/student\\_portfolios/](http://education.missouristate.edu/peu/student_portfolios/) .

The MAT is a secondary degree; therefore, your portfolio artifacts should be focused on grades 9-12. Students, who are teaching on a provisional certificate in either middle school or K-12 programs, may choose to add artifacts in those grade levels; however, the primary focus of the portfolio should remain on grades 9-12. If you are earning certification in more than one content area, your portfolio should be focused on the certification area as determined when you were admitted to the MAT program.

- **Why complete a Professional Portfolio?**

Candidates are required to complete a professional portfolio as a program requirement for the MAT. The portfolio showcases the candidate's achievements, and documents the candidate's mastery of state and national teaching standards. School districts may require the portfolio as part of the employment process.

**The Professional Portfolio:**

- Supports candidate's progression throughout the professional education sequence.
- Serves as an evaluation tool that guides professional development.
- Offers a showcase for candidate performances related to essential knowledge, skills and dispositions.
- Allows the candidate to demonstrate growth and proficiency in regard to Missouri State, Missouri and national professional education standards.
- Facilitates collaboration and interaction through the sharing of on-line projects and discussion of teaching skills.
- Provides a forum for publication and dissemination of artifacts that support instruction.
- Demonstrates competency in state certification requirements and MSU graduation requirements.

- **When does the portfolio process begin?**

The Portfolio process begins in the first Professional Education course and culminates in the supervised-teaching experience. Your first entries into the portfolio will begin during SFR 791, the summer workshop. During that course you will create and upload your resume, Philosophy of Teaching and unit plan. You will create numerous additional artifacts in two internship courses and other professional core courses.

Progress is noted at **two distinct checkpoints** with outcomes related to standards documented throughout the Professional Education program. The Portfolio must be completed by the end of student teaching (SEC 784).

- **What is a checkpoint?**

A checkpoint occurs twice during your coursework when your portfolio is evaluated by an instructor. The instructor reviews artifacts to ensure each one aligns to an appropriate MoSTEP and/or content standard. At this review, artifacts are either accepted or the candidate is asked to improve the artifact's alignment with the standard. The following courses have designated checkpoints: SFR 791 and SEC 785.

- **How many artifacts do I need at each checkpoint?**

A detailed discussion regarding checkpoints is found in Appendix C.

- **What are MoSTEP Standards?**

MoSTEP standards define a quality teacher education program. Standards generally relate to pedagogy; however, the teacher's knowledge of content and foundations of education are also included. MoSTEP standards were developed and published by the Missouri Department of Elementary and Secondary Education (DESE). The MoSTEP standards can be found at <http://dese.mo.gov/divteachqual/teached/standards.htm>.

- **What are DESE content standards?**

DESE publishes content standards for every instructional area related to the knowledge and skills of teaching and learning. These standards generally define the content a teacher is expected to meet in order to effectively teach students. Content standards can be found at <http://dese.mo.gov/standrds/index.html>.

- **What is an artifact and cover sheet?**

An artifact is a document or product you create that communicates mastery of a standard. The artifact might be a test you took in your content area, a lesson plan taught during supervised teaching or an assignment completed for a course. On the cover sheet, you will provide a rationale for linking the artifact with a specific standard. A list of suggested and required

artifacts is found in Appendix D and directions for writing the artifact cover sheet can be found in Appendix E.

- **What are the on-going seminars in SEC 783, Internship in Teaching I?**

Seminars on special topics have been created using an on-line or literature-based format for candidates enrolled in SEC 783. The purpose of these seminars is to expand and deepen the knowledge, skills and dispositions of candidates in areas that complement the 75 hour internship in a school environment. Topics will include student motivation, school safety and security, diversity and other timely topics related to significant issues in education as determined by faculty. Candidates will write a reflective paper covering major aspects of each seminar emphasizing how what was learned can be applied to his/her classroom. A template for the reflective writing piece can be found in Appendix F.

- **How do I apply for supervised teaching?**

Candidates in the MAT program will apply for supervised teaching during SFR 791, Educational Workshop. The supervised teaching application is on-line and individuals from the Office of Field Experiences and Clinical Practice will be present early in the course to give you instructions regarding the application process. Information about supervised teaching can be found in the Student Teaching Handbook, which can be found on-line at <http://www.education.missouristate.edu//services/STHandbook.pdf>. The on-line application for supervised teaching can be found under *My Information* on the web. If you plan to teach on a provisional certificate, as explained in the next bullet, you also must complete the supervised teaching application process.

- **Are all supervised teaching experiences the same?**

Your supervised teaching experience at the graduate level will differ in two ways from the undergraduate supervised teaching experience.

- (1) Supervised teaching experiences for MAT candidates are for 12 weeks and 10 hours of credit as opposed to 16 weeks and 12 credit hours for undergraduate students. The undergraduate supervised teaching assignment is usually divided into two 8 week blocks at two different locations. MAT candidates are generally assigned to one location, unless you are pursuing a K-12 certification. MAT candidates are required to have 1.5 times the contact hours (MAT, 390 to 450 hours) and actual teaching hours (MAT, 112-150 hours) of an undergraduate 8 week block because MAT candidates have the equivalent of one 8 week block and half of another 8 week block or four weeks, which totals 12 weeks. You should note that actual teaching hours are part of the total contact hours, not in addition to contact hours.

- (2) Your supervised teaching experience will differ in another way in the MAT program. Many candidates will begin teaching on a provisional teaching certificate while completing the MAT degree. These candidates are actually the teacher of record in the classroom. For these candidates, this assignment will be used to meet supervised teaching requirements. A university supervisor will be assigned to you and will visit you approximately six times over two semesters starting in SEC 783 and concluding with SEC 784. Your school will assign a mentor teacher and the principal will conduct Performance-Based Teacher Evaluations as he/she would with any teacher on his/her staff. For everyone else not teaching on a provisional certificate, a placement will be made through the Office of Field Experiences and Clinical Practice. Candidates will be assigned a cooperating teacher and university supervisor, and you will have six visits during SEC 784. Only candidates in a traditional supervised teaching assignment will be required to attend university meetings regarding supervised teaching, unless otherwise notified. The university supervisor will provide you the necessary information from these meetings, if you are teaching on a provisional teaching certificate so you do not have to be absent from your assignment as teacher of record. The university supervisor will send copies of the observation forms to the MAT office.
- (3) Please remember that the MAT is a 9-12 secondary certification program. If you are adding 5-9 middle school certification, please note the following situations.
- a. If you are teaching in a 9-12 setting on a provisional certificate, you will need to have some experiences at the middle school level during SEC 783 in the fall semester.
  - b. If are teaching in a 5-9 setting on a provisional certificate, SEC 783 should focus on grades 9-12.
  - c. If you are not teaching on a provisional certificate and adding middle school certification, SEC 783 should focus on the middle school and SEC 784, supervised teaching, will be completed at the 9-12 level.

- **What is a provisional teaching certificate?**

You may qualify for a provisional teaching certificate from DESE that would allow you to begin teaching immediately in a public or private school prior to completing the MAT degree or certification requirements. You must hold a BS or BA degree and must have been hired to teach in your grade level and content area to qualify. If you are interested in this option, contact the Office of Teacher Certification in Hill Hall 200 or visit the following website: <http://www.missouristate.edu/certification/10959.htm>.

- **When should I begin thinking about my research project?**

As soon as you begin the program you will be exposed to many educational issues worthy of deeper study that will connect directly to your work as a teacher. You could start thinking

about a topic for your research project early in your degree program in such courses as SFR 791, Educational Workshop or SEC 783, Internship in Teaching I, and focus some of your reading on that topic to better sensitize you to the issues and to develop a literature base for your research project. But, the project would not officially begin until enrollment in SFR780 or SFR 793 and completed in EDC 786.

- **How do I receive a grade and credit for my research project when it is developed and written in two different courses?**

The project proposal and related research issues will be completed in SFR 780, Introduction of Educational Research (3 credit hours) or SFR 793, Qualitative Research Methods (3 credit hours). Typically this would include the first three chapters of a research paper; however, in some cases, depending on the research, variations may be allowed by the instructor and advisor.

Formal credit and grade for the implementation and write-up of the completed research project is given in EDC 786 (2 hours).

- **How much time will I have to complete my research project?**

It is expected that you will be able to complete the master's research project over a two semester period: development of the research proposal in SFR 780 or SFR 793 in one semester; implementation and write-up in EDC 786 in the next semester. While individual circumstances may vary, the general intent is for you to be "in the classroom" teaching during the year that you develop and complete your project.

NOTE: If you decide to write a thesis rather than a seminar paper, you should follow thesis guidelines and timelines published by the Graduate College. You must discuss this option with your SFR 780 instructor and the Director of the MAT program. If you are writing a thesis paper, you should enroll in SFR 799 rather than EDC 786.

- **Who will be in charge of my project?**

Ultimately, your program advisor and/or your master's research advisor (instructor of EDC 786). Your EDC 786 instructor will teach the course and evaluate the final project.

- **What other role does my EDC 786 instructor and/or advisor play in the research project?**

Once your proposal has been developed to the point that you and your advisor agree it is ready for implementation (which may also involve submitting an application for Institutional Review Board approval regarding research ethics with human participants), the proposal becomes a

loosely binding document between you and your advisor and/or your EDC 786 instructor. That does not mean that things will not change, but you are agreeing to carry out the project as described; any changes would be discussed ahead of time.

- **When should the final written research project be presented to my EDC 786 instructors?**

You should plan to finalize the writing of the project at least two weeks prior to the end of the semester in which you intend to graduate. Your EDC 786 instructor will give you more specific information regarding timelines and due dates for your paper in the course syllabus.

- **What does a research proposal look like?**

Typically, a research proposal developed in SFR 780 or SFR 793 will have the following components:

- Introduction or Overview of the project which would include a problem statement, purpose of the study, and research questions which foreshadow the direction of the study.
- Review of related research
- Description of the methodology to be used in the data collection and analysis

The proposal may also include sample lesson plans, assessments, or instruments that would be used in the study, which would be included in the appendixes.

The MAT research project final draft submitted in EDC 786 is the document that describes in full the components listed above as part of the proposal with two additional components: (1) a section or chapter which describes the results of your data collection and analysis and (2) a section or chapter which discusses what you have learned from the project.

- Results--depending on the type of study, this section may be a narrative of concrete case examples, instructional processes, graphs to represent changes in test scores, or some other form of representing analyzed data
- Concluding discussion--this is the section/chapter where you would reflect on what you have learned from the research work, how it connects with your teaching improvements and what that means to you. For example, what do the analyses and your discussion/reflections say to the research you reviewed in the literature chapter and future directions in teaching/learning?

- **What is the Institutional Review Board and why do I have to be approved to conduct research?**

The Institutional Review Board is composed of faculty from across the university. The purpose of the committee's review is to insure informed consent and preservation of human subjects and to determine whether or not potential harm could occur to participants in the study that might produce liability for the researcher and/or Missouri State University. According to university and federal guidelines, data collection for your MAT research project cannot begin until Institutional Review Board approval has been received. The following link contains the application for IRB approval

<http://www.srp.missouristate.edu/SRP%20Human%20Subjects.htm>

- **What are typical research options for the MAT Research Project?**

While the MAT program specifies an action research project, we realize that such a project occurring in an in-school classroom setting may not always be possible and will depend on individual circumstances. Besides action research projects, other types of research which have a direct bearing on classroom teaching and learning might be possible. The final research project work is under the supervision of, and must be approved by, the EDC 686 instructor. A detailed discussion on the types of acceptable research projects can be found in Appendix G.

- **Could I do research that involves surveys or compares student performance?**

Because the MAT Program is geared toward persons new to the teaching profession and presumably not experienced in the classroom or teaching profession, more quantitative types of research, such as surveys, experimental approaches or comparing student performance on outcome measures alone are discouraged. Besides adding to the knowledge of teaching and learning generally, the MAT Research Project is to deepen your own understanding of teaching and learning.

- **Who receives a copy of my research paper?**

You will be required to provide several copies of your paper to university personnel. The following individuals must be provided a copy of your research paper:

- teacher of record for SEC 786
- advisor
- director of the MAT, Hill Hall 207c (2 copies)

Once the paper has been accepted, the copies should be placed in a binder before being presented to the above individuals.

- **What is a comprehensive examination?**

The comprehensive examination is the culminating experience of the MAT program. The comprehensive examination could take a variety of formats depending on your research paper and individual needs. The most common format is a presentation of the research paper to peers and faculty as part of EDC 786. Another common format is an oral defense of the paper to a faculty committee. You should work with your advisor to determine which format is more appropriate for your research. A candidate must have a 3.00 GPA to participate in the comprehensive examination.

- **What must I do to graduate other than completing my coursework?**

During your last semester while taking EDC 786, you must complete two forms for the Graduate Office. Both forms are found on-line at <http://graduate.missouristate.edu/forms.htm>. These forms are (1) *Application for Graduation* and (2) *Comprehensive Examination Form*. The *Application for Graduation* form must be completed and returned to the Graduate Office. The *Comprehensive Examination Form* must be completed and returned to the professor supervising your EDC 786 MAT Research Project and culminating program examination.

- **How might my MAT course work and research project affect my graduation date?**

The MAT Program sets high standards for candidate work. You will receive strong support from faculty, but you will need to take responsibility for completing your coursework and the research project. If, for some reason, the research project is not completed during EDC 686, then a “Z” (deferred) grade will be entered until the work is completed. You will not graduate until all work is completed. As with any educational program, we cannot guarantee that you will graduate in a specified time period in the program. However, we will attempt to make the program coursework available as indicated in the Graduate Catalogue and MAT Sequence of Courses (Appendix B) and to support you throughout.

- **How will my credit be transferred to Missouri State if I am enrolled in an off-campus section of the MAT program (e.g., Missouri Southern State University)?**

Courses transferred from other MAT sites to Missouri State will appear on the Missouri State transcript as transferred courses and will be determined equivalent to the course at Missouri State. Only courses listed on your “Advisor Approved Program of Study” will be transferred to Missouri State for the MAT program. Graduate level courses transferred to Missouri State from other MAT sites will be included in the graduate level transfer and overall (Missouri State and transfer credit combined) grade point average. Candidates enrolled in a course at MSSU will be registered in a *tracking course*, GEN 555, for zero hours of credit. Once the courses are transferred to Missouri State, the appropriate course title, numbers and credit will be assigned.

Financial aid questions regarding this section should be directed to the Registration Center (836-4328).

Upon admission to the MAT program, you will sign a form consenting to release of confidential information to allow your record to be shared between campuses. The following information will be provided to MSSU by the MAT director: social security number, first and last name, middle initial, gender, date of birth, street address, city, state, zip, telephone number, email address, application term, status (degree or non-degree seeking student).

At the conclusion of the first summer semester (SFR 791) and spring semester (SEC 784), the Teacher Certification Office staff will request that MSSU send an official transcript to their office for all MAT-Joplin students. The TCO will update your IPS granting credit for the courses taken at MSSU toward certification and will forward your transcript to the MSU Graduate College with a request that the graduate coursework be officially transferred to MSU. This process may take several weeks to complete, and once done, your MSSU coursework will appear on your MSU transcript.

- **If I am in the Joplin cohort, who will issue my diploma?**

When you complete the requirements for the MAT degree, including the 19 hours earned through MSSU, you will receive a diploma from Missouri State that will indicate completion of a cooperative program with MSSU. The degree, however, is conferred by Missouri State. The hood will display colors from both institutions. Candidates in the Joplin cohort will attend commencement on the MSU campus during the semester requirements for the MAT are completed.

## APPENDIX A

### Resources

The following resources will provide you information regarding graduate programs at Missouri State University. Other links are included that are related to education at the local, state and national levels.

- DESE Web Address
  - <http://www.dese.mo.gov/>
- MSU Graduate Catalog
  - <http://graduate.missouristate.edu/OnlineCatalog.htm>

## APPENDIX B

### MAT Recommended Course Sequences

#### Missouri State University Springfield Campus

**This is a suggested sequence only. Days and times of each class are subject to change.**

Sequence for Students who are NOT Teaching/working in the first fall semester		Sequence for those who ARE teaching in the first fall semester	
Prior to first summer Complete Content Area Coursework		Prior to first summer Complete Content Area Coursework	
<b>Summer Semester</b> SFR791 Portfolio Checkpoint 1	9 hours	<b>Summer Semester</b> SFR791 Portfolio Checkpoint 1	9 hours
<b>Fall Semester</b> SEC783 Portfolio Checkpoint 2	3 hours	<b>Fall Semester</b> SEC783 Portfolio Checkpoint 2	3 hours
MID725*	3 hours	PSY703/705	3 hours
PSY703/705**	3 hours	RDG710	3 hours
RDG710	3 hours		
<b>Spring Semester</b> SEC784 (Student Teaching)	10 hours	<b>Spring Semester</b> SEC784 (Student Teaching) MID725*	10 hours 3 hours
<b>Summer Semester</b> SEC785 Portfolio Checkpoint 3	1 hour	<b>Summer Semester</b> SEC785 Portfolio Checkpoint 3	1 hour
IMT662	3 hours	IMT662	3 hours
SPE715	3 hours	SPE715	3 hours
<b>Students will be CERTIFIED at this point if content area is also complete</b>	<b>35-38 hours</b>	<b>Students will be CERTIFIED at this point if content area is also complete</b>	<b>35-38 hours</b>
<b>Fall Semester</b> SFR780	3 hours	<b>Fall Semester</b> SFR780	3 hours
<b>Spring Semester</b> EDC786	2 hours	<b>Spring Semester</b> EDC786	2 hours
<b>Students earn Masters Degree</b>	<b>40-43 hours</b>	<b>Students earn Masters Degree</b>	<b>40-43 hours</b>

\*Not required for K-12 programs; required for middle school certification and student must complete prior to completing all certification requirements for main area of certification. Otherwise, additional course work would be required by DESE for middle school certification.

\*\* K-12 programs require PSY703. Students adding middle school and 9-12 only, can enroll in either PSY 703 or 705.

## Missouri Southern State University

**This is a suggested sequence only. Days and times of each class are subject to change.**

<b>Sequence for Students who are NOT Teaching/working in the first fall semester</b>		<b>Sequence for those who ARE teaching in the first fall semester</b>	
<b>Prior to first summer</b> Complete Content Area Coursework		<b>Prior to first summer</b> Complete Content Area Coursework	
<b>Summer Semester</b> SFR791 Portfolio Checkpoint 1		<b>Summer Semester</b> SFR791 Portfolio Checkpoint 1	
	9 hours		9 hours
<b>Fall Semester</b> SEC783 Portfolio Checkpoint 2 MID725* PSY703/705** RDG710		<b>Fall Semester</b> SEC783 Portfolio Checkpoint 2 PSY703/705 RDG710	
	3 hours 3 hours 3 hours 3 hours		3 hours 3 hours 3 hours
<b>Spring Semester</b> SEC784 (Student Teaching)		<b>Spring Semester</b> SEC784 (Student Teaching) MID725*	
	10 hours		10 hours 3 hours
<b>Summer Semester</b> SEC785 Portfolio Checkpoint 3 IMT662 SPE715		<b>Summer Semester</b> SEC785 Portfolio Checkpoint 3 IMT662 SPE715	
	1 hour 3 hours 3 hours		1 hour 3 hours 3 hours
<b>Students will be CERTIFIED at this point if content area is also complete</b>		<b>Students will be CERTIFIED at this point if content area is also complete</b>	
	<b>35-38 hours</b>		<b>35-38 hours</b>
<b>Fall Semester</b> SFR780		<b>Fall Semester</b> SFR780	
	3 hours		3 hours
<b>Spring Semester</b> EDC786		<b>Spring Semester</b> EDC786	
	2 hours		2 hours
<b>Students earn Masters Degree</b>		<b>Students earn Masters Degree</b>	
	<b>40-43 hours</b>		<b>40-43 hours</b>

\*Not required for K-12 programs; required for middle school certification and student must complete prior to completing all certification requirements for main area of certification. Otherwise, additional course work would be required by DESE for middle school certification.

\*\* K-12 programs require PSY703. Students adding middle school and 9-12 only, can enroll in either PSY 703 or 705.

## Suggested MAT Sequence MSU West Plains

**This is a suggested sequence only. Days and times of each class are subject to change.**

Sequence for Students who are NOT Teaching/working in the first fall semester		Sequence for those who ARE teaching in the first fall semester	
<b>Prior to first summer</b> Complete Content Area Coursework		<b>Prior to first summer</b> Complete Content Area Coursework	
<b>Summer Semester</b> SFR791 Portfolio Checkpoint 1	9 hours	<b>Summer Semester</b> SFR791 Portfolio Checkpoint 1	9 hours
<b>Fall Semester</b> SEC783 Portfolio Checkpoint 2 MID725* PSY703/705** RDG710	3 hours  3 hours 3 hours 3 hours	<b>Fall Semester</b> SEC783 Portfolio Checkpoint 2 PSY703/705 RDG710	3 hours  3 hours 3 hours
<b>Spring Semester</b> SEC784 (Student Teaching)	10 hours	<b>Spring Semester</b> SEC784 (Student Teaching) MID725*	10 hours 3 hours
<b>Summer Semester</b> SEC785 Portfolio Checkpoint 3 IMT662 SPE715	1 hour 3 hours 3 hours	<b>Summer Semester</b> SEC785 Portfolio Checkpoint 3 IMT662 SPE715	1 hour 3 hours 3 hours
<b>Students will be CERTIFIED at this point if content area is also complete</b>	<b>35-38 hours</b>	<b>Students will be CERTIFIED at this point if content area is also complete</b>	<b>35-38 hours</b>
<b>Fall Semester</b> SFR780	3 hours	<b>Fall Semester</b> SFR780	3 hours
<b>Spring Semester</b> EDC786	2 hours	<b>Spring Semester</b> EDC786	2 hours
<b>Students earn Masters Degree</b>	<b>40-43 hours</b>	<b>Students earn Masters Degree</b>	<b>40-43 hours</b>

\*Not required for K-12 programs; required for middle school certification and student must complete prior to completing all certification requirements for main area of certification. Otherwise, additional course work would be required by DESE for middle school certification.

\*\* K-12 programs require PSY703. Students adding middle school and 9-12 only, can enroll in either PSY 703 or 705.

## APPENDIX C

### Assessment and Check Points for Masters of Arts in Teaching

The following checkpoints represent suggested benchmarks where the progress of those candidates participating in accelerated certification will be monitored. The assessment process will include information collected in a structured portfolio process, Praxis II for specific disciplines, field observations and evaluations, and other products designated by both faculty and candidates. A list of acceptable artifacts is provided in this document. Artifacts must be accompanied by a cover sheet and be aligned to MoSTEP and DESE content standards.

#### **Check Point 1**

Toward the end of the nine hours of SFR 791, which is the summer workshop offered as part of both the Master of Arts in Teaching (MAT) and the accelerated certification process; faculty teaching this course will review evidence as part of the Professional Education Portfolio:

1. Evidence of a passing grade on the appropriate Praxis II exam or evidence that registration for this exam has been scheduled.
2. A review of the candidates resume and Philosophy of Teaching
3. Artifacts/products such as evaluation forms from initial field experience to be included in a designated section of portfolio.
4. Artifacts and cover sheets representing the following MoSTEP and content standards: Assessment, Foundations of Education and General Methods.
5. The individual matrix, which represents subject area competencies for the desired area(s) of certification.

#### **Check Point 2**

The final Check Point in the accelerated certification sequence is tied to SEC 785: Internship in Teaching III. This experience is intended to provide an exit experience from the accelerated certification process that will ultimately be a component of the Masters of Art in Teaching. As part of this experience, the candidate will produce artifacts and cover sheets that meet the remaining MoSTEP and content standards. The faculty assigned to this course will review artifacts. The Portfolio must be completed by the end of student teaching (SEC 784).

## APPENDIX D

### Suggested and Required Artifacts

- Philosophy of Teaching\*
- Resume\*
- Clinical Practice Log\*
  - Diversity\*
  - Technology\*
  - Standards\*
  - Reflections
- Assessments\*
  - Candidate generated assessments\*
  - Assessments taken by candidate in course work
  - Praxis II results\*
- Supervised teaching and internship evaluations\*
  - Cooperating teacher\*
  - Supervisor\*
  - Mentor\* (If applicable)
  - Performance-Based Teacher Evaluations (PBTE)\* (If applicable)
- Candidate Work
  - Research papers
  - Case study
  - Papers or candidate work generated for specific courses (i.e., SPE 715, RDG 710, IMT 662, PSY 703/705)
  - Unit Plans\*
    - Lesson Plans\*
  - Classroom management plans\*
  - Candidate work addressing diversity\*
  - Journal writing or reflective pieces
  - Presentations
- Meetings/Professional Development
  - Faculty meetings
  - Departmental meetings
  - Professional organization meetings
    - Education related
    - Content related
  - Professional development workshops
    - Local, state or national
- Other (Must be approved by advisor)

\*Required items

## APPENDIX E

### Directions for Writing the Artifact Cover Sheet

In the *Professional Practice* section of the portfolio, candidates demonstrate their understanding of the MoSTEP and DESE Content Standards by linking artifacts to these standards. The following information is provided to assist the candidate in completing an artifact cover sheet that provides a solid rationale for the candidates decision to link the artifact to the standard.

- **How many artifacts do I need and can one artifact meet multiple standards?**

The general answer is that you need enough artifacts to demonstrate your understanding of the standards. However, it is possible, as an example, for one artifact to meet several MoSTEP standards and one DESE content area standard. In fact, you might think that a unit plan with multiple lesson plans might meet all the standards. While this might be true, the purpose of the portfolio is to demonstrate your competency with the standards over time. One artifact will not meet that expectation. During your MAT course work, you will be given more specific information regarding this topic.

- **How do I write the artifact cover sheet?**

The artifact cover sheet must be well-developed in order for you to communicate why you made the decision to link the artifact to a specific standard. To facilitate this task, several guiding questions have been provided for each of the three paragraphs that are part of the section explaining the linking process.

Paragraph 1: Description of Artifact

- What is the artifact?
- Why did I develop the artifact? (You may have developed this artifact for a course; however, explain why the artifact would be created for a classroom situation.)
- What happened when the artifact was implemented? (You might not have actually implemented the artifact now, but describe how you think the artifact might work in the classroom based on your experiences in SEC 783 and SEC 784. What might you change in the artifact based on these experiences?)

Paragraph 2: Rationale/Reflection

- Why is this artifact important to me as a teacher?
- What did I learn from what the students learned from the artifact?
- Did I modify or revise the artifact based on student learning?

Paragraph 3: Link to the Standard

- This demonstrates my ability to demonstrate my understanding of MoSTEP (list the standard) and DESE Content Standard (list the standard) . . . . .

## APPENDIX F

### SEC 783 Seminars Reflection Paper

Name: \_\_\_\_\_ Section: \_\_\_\_\_ Date: \_\_\_\_\_

Topic: \_\_\_\_\_

#### Guiding Questions:

1. From the reading and/or video, what did you learn?
2. Compare what you learned from the reading and/or video to what you observed in the classroom.
3. How will you apply what you learned to your classroom and to you as a teacher?

## APPENDIX G

### Types of Research Projects\*

**Action research** projects focus on some aspect of classroom teaching and learning. In addition to seriously reflecting on one's own teaching, there is attention to understanding and/or improving teaching/learning. The approach is focused on detailed documentation of the teaching process to benefit student learning. Broadly speaking (and with respect to the MAT Program) education/classroom-related action research can be understood as a form of reflective and data-based inquiry into one's own classroom practice in order to learn, understand and improve upon teaching and learning.

An action research approach could be a Curriculum Development Project. Here, the idea would be to focus on developing a lesson or using an existing lesson, trying it out and compiling documentation along with interpretation of the teaching and learning process involved in the lesson or unit. This might include objective measures of learning and teacher evaluations, for example. The main goal is the study of the process of change/improvement so as to make the lesson a successful/beneficial learning experience for students and an examination of what that means. A narrative, ethnographic, or more in-depth approach could also be incorporated into the study.

**Qualitative/naturalistic approaches** would encompass study types where the interest is in studying some process or phenomenon that is part of classroom teaching and learning. This approach has several subtypes including observational case studies, interview studies on a phenomenon of interest (e.g., interviews with individual teachers on testing or classroom management, interviews with children on their conception of science, or reading, or meaning of schooling, a teacher's use of questioning to engage student learning, children's understanding of subject matter, classroom dynamics in support of learning, etc., as examples).

**Self-study** is another option, related to action research and qualitative study, where the focus is on one's own teaching practice, self and biography. The approach is holistic, closely tied to reflective practice, autobiographical/experiential, and aims for increased self-understanding in relation to student learning or education more generally.

**Historical/Philosophical/Foundations approaches** which examine educational issues in depth interpreted from the student's teaching activity/experience (extended reflective work integrated with discussion of related literature) are also options. A few example topics in this area might be comparing educational philosophies (e.g., Dewey, bell hooks and Nel Noddings), or the history of discipline in a school district, history and role of the superintendency in rural school settings and moral/ethical/social life in schooling, constructivism and science learning)

\*Note that any of these approaches can be combined in a study and could include collaboration with others.