



## Program Guidebook

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### Master of Arts in Teaching, English Education (Secondary)

*The Master of Arts in Teaching, English Education (Secondary) is a competency-based degree program that prepares students at the graduate level for licensure to teach English in a secondary setting, through the development of pedagogical skills in English curriculum development, design, and evaluation. All work in this degree program is completed online with the exception of the Demonstration Teaching and in-classroom field experience components, which prepares teacher candidates for the classroom. Candidates develop and refine their teaching skills through a series of sequential experiences beginning with; video-based observations of classroom instruction and participation in simulated classroom environments. Observations prepare candidates for an authentic, collaborative pre-clinical teaching experiences in K-12 settings. Clinical experiences culminate with supervised demonstration teaching in a real classroom. Students enter this program with an English major or equivalent and build on the existing knowledge base of English through the Foundations of Teaching, Teacher Education Diversity, Instructional Planning and Presentation, English Pedagogy, video-based classroom observation, Pre-Clinical Experiences, Demonstration Teaching and Research Fundamentals.*

# Understanding the Competency-Based Approach

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## Accreditation

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## The Degree Plan

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## How You Will Interact with Faculty

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## Continuous Enrollment, On Time Progress, and Satisfactory Academic Progress

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## Courses



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# Areas of Study    Master of Arts in Teaching, English Education (Secondary)

## Professional Core

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### Schools as Communities of Care

*This course covers the following competencies:*

*Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*

*The graduate plans for learning environments that meet all students' cultural, social, and emotional learning needs by incorporating knowledge of individual learners, diverse cultures, and communities.*

*The graduate develops strategies to address the social and emotional learning (SEL) needs of students, including the*



*The graduate examines the impact of standards-based curriculum on students and teachers to determine how it supports a school's goals.*

*The graduate evaluates the application of educational best practices in diverse learning settings to inform teaching practice.*

*The graduate explores pathways and opportunities for professional development to grow as an educator.*

## **Essential Practices for Supporting Diverse Learners**

*This course covers the following competencies:*

*Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*

*The graduate analyzes the application of policies, practices, and legal requirements to inform teaching practice.*

*The graduate creates inclusive learning environments featuring multitiered systems of supports to address the needs of all students, including exceptional learners and English learners.*

*The graduate creates learning experiences that accommodate the needs of students with exceptionalities, including gifted and talented students, in order to facilitate the success of all learners.*

*The graduate integrates equity pedagogy to address the needs of multicultural learners.*

*The graduate plans learning experiences that accommodate linguistic diversity to facilitate the success of all learners.*

*The graduate recommends strategies to engage with students, families, administrators, and other stakeholders in ways that are effective, legal, and ethical.*

*The graduate analyzes why specific multi-tiered intervention strategies support positive behavior and learning in the classroom.*

## **Creating and Managing Engaging Learning Environments**

*The graduate analyzes the theoretical foundations and application of classroom management strategies, including behavior support and conflict management, to inform teaching practice.*

*The graduate recommends strategies that are motivating and encourage active engagement from all students.*

*The graduate applies evidence-based strategies within their content area to motivate and engage students.*

## **Curriculum, Instruction, and Assessment**

*This course covers the following competencies:*

*Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*

*The graduate analyzes how research-based applications of technology facilitate student learning.*

*The graduate evaluates the application of technology in the classroom, including its impact on learning for all students and potential equity or access issues.*

*The graduate promotes a technology-enabled classroom culture that is equitable, ethical, and socially responsible.*

*The graduate applies curricular and instructional design principles to create effective digital learning environments.*

*The graduate recommends technology as an assessment tool to encompass multiple learner needs, provide in the moment feedback, and inform instruction.*

*The graduate fosters student self-directedness and independent learning through the use of technology.*

*The graduate applies evidence-based practices to articulate how technology supports teaching and learning in different learning environments.*

## **Education**

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### **Educational Psychology and Human Development of Children and Adolescents**

*This course covers the following competencies:*

*Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.*

*The graduate describes theories of development across the cognitive, linguistic, social, emotional, and physical areas to understand the needs of students at various developmental levels.*

*The graduate evaluates the influence of students' developmental characteristics on their learning and evaluates performance to inform instructional decisions.*

*The graduate recommends instructional strategies that will positively impact learning, based on principles of learning theories.*

*The graduate evaluates classroom practices to determine how theories of child and adolescent psychology, learning, and development are applied in the classroom environment.*

*The graduate analyzes learning theories to develop a personal educational philosophy.*

## **English Content**

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### **English Pedagogy**

*This course covers the following competencies:*

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*The graduate plans writing activities that promote understanding of discipline-specific content through the organization,*

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*This course covers the following competencies:*

*The learner engages in a continual improvement process in order to advance learner outcomes and personal professional practice.*

*The learner plans content-based instruction that supports student learning objectives.*

*The learner integrates instructional strategies to address the needs of all students and meet the learning goals and objectives.*

*The learner assesses student learning to monitor progress, engage learners in their own growth, and guide decision-making.*

## **Demonstration Teaching**

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### **Teacher Performance Assessment in English**

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*The graduate develops appropriate plans for professional growth in subject matter knowledge and pedagogical skills, including habits and skills of continual inquiry and learning.*

## Accessibility and Accommodations

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