

Masters of Science in Education
Master Teacher Elementary Program
Option A: Curriculum

Candidates view professional development and coaching as a career-long effort and responsibility. Secondary advanced teacher candidates have the breadth and depth of knowledge, skills, and sensitivities needed to be accomplished teachers, researchers, advocates, and leaders in their fields of specialization. The standards and criteria for judging candidates are established by the National Board for Professional Teaching Standards (NBPTS) and by the Ohio Department of Education. From these standards, the following learning outcomes are derived.

Advanced Teacher Candidates will:

- use a wide range of instructional practices, approaches, methods, and curriculum materials to planning for instruction.
- use a variety of assessment tools and practices to plan and evaluate effective instruction.
- apply content knowledge, pedagogical knowledge, and research results in carrying out teaching responsibilities,
- use technology with students as a means to discover, apply, and communicate knowledge and information,
- reflect thoughtfully concerning instructional and assessment strategies,
- develop professionally through reflective practice and active analysis in field-based experience,
- understand and value human diversity as a central element in educational settings, and
- exercise fairness and principled concern, care, and tolerance in professional activities.

Masters of Science in Education
Master Teacher Elementary Program
Option B: Reading Specialist (Pre K-12)

Reading professionals with an endorsement or Masters in Reading are responsible for meeting the literacy needs of all students. The standards and criteria for judging candidates are established by the International Reading Association (IRA) and mandated by the Ohio Department of Education. From these standards the following learning outcomes are derived:

Candidates will:

- have knowledge of the foundations of reading and writing processes and instruction.
- use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
- use a variety of assessment tools and practices to plan and evaluate effective reading instruction.
- create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
- will view professional development and coaching as a career-long effort and responsibility.

Master or Science in Education

Master Teacher Elementary Program
Option C: Early Childhood Education

Early childhood *advanced teacher* candidates have the breadth and depth of knowledge, skills and sensitivities needed to be an accomplished teacher, researcher, advocate and leader within the field. The standards and criteria for judging candidates are established by the National Association for the Education of Young Children (NAEYC) and the National Board for Professional Teaching Standards (NBPTS). From these standards, the following learning outcomes are derived:

Advanced Teacher Candidates will:

- develop a professional depth, complexity and applicability to the professional contexts of the five undergraduate outcomes;
- demonstrate a high level of competence in understanding and responding to diversity of culture, language and ethnicity;
- demonstrate in depth knowledge and thoughtful application of NAEYC's Code of Ethical Conduct and other guidelines relevant to their professional role.
- possess a high level of oral, written, and technological communication skills, with specialization for the specific professional role(s) emphasized in the program.
- demonstrate a high level of skills in identifying and using the human, material, and technological resources needed to perform their professional roles and to keep abreast of the field's changing knowledge base.
- use systematic and professionally accepted approaches. They will demonstrate inquiry skills, showing their ability to investigate questions relevant to their practice and professional goals.
- demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles.
- demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development and learning of all young children.
- reflect on and use their abilities and opportunities to think strategically, build consensus, create change and influence better outcomes for children, families and the profession.

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Master Teacher Elementary Program
Option D: Middle School

Middle school teachers are responsible for analyzing and meeting the learning needs of their students. In order to prepare graduates for careers in this field, and using the NMSA standards as a guideline, the program has established the following set of educational learning outcomes.

Middle level masters candidates will:

- understand and analyze the major concepts, principles, theories, and research related to young adolescent development, and they apply that knowledge in their practice.
- Middle level masters candidates will understand and analyze the major concepts, principles, theories, and research underlying the philosophical foundations and organizational components of highly effective middle level schools, and they apply that knowledge in their practice.
- Middle level masters candidates will understand and analyze the major concepts, principles, theories, and research related to middle level curriculum and assessment, and they apply that knowledge in the practice.
- Middle level masters candidates will understand and analyze the major concepts, principles, theories, standards, and research related to their teaching field(s), and they apply that knowledge in their practice.
- Middle level masters candidates will understand and analyze the major concepts, principles, theories, and research related to effective middle level instruction and assessment, and they apply a variety of effective strategies to meet the varying abilities, interests, and learning styles of all young adolescents.
- Middle level masters candidates will understand and analyze the major concepts, principles, theories, and research related to working collaboratively with family and community members, and they provide leadership in helping all stakeholders offer high quality learning opportunities for all young adolescents.
- Middle level masters candidates will understand and analyze the major concepts, principles, theories, and research related to their professional roles in middle level education, and they apply that knowledge.

Master Teacher in Education
Master Teacher Secondary Program

Secondary advanced teacher candidates have the breadth and depth of knowledge, skills, and sensitivities needed to be accomplished teachers, researchers, advocates, and leaders in their fields of specialization. The standards and criteria for judging candidates are established by the National Board for Professional Teaching Standards (NBPTS) and by the Ohio Department of Education. From these standards, the following learning outcomes are derived:

Advanced Teacher Candidates will:

- apply content knowledge, pedagogical knowledge, and research results in carrying out teaching responsibilities,
- use technology with students as a means to discover, apply, and communicate knowledge and information,
- reflect thoughtfully concerning instructional and assessment strategies,
- develop professionally through reflective practice and active analysis in field-based experience,
- understand and value human diversity as a central element in educational settings, and
- exercise fairness and principled concern, care, and tolerance in professional activities.