



Alignment of Degree Programs

CIP Code & Title: 13.1202 Elementary Education and Teaching

Level: Master's

Area of Strategic Emphasis: Education

PROGRAM DESCRIPTION:

M.A.:

The Masters in Arts in Elementary Education is designed for those with a bachelor's degree and certification in the discipline who desire to increase their competence in Elementary Education curriculum. Graduates bring leadership skills to teaching and curriculum-focused teacher leadership roles in schools and education-related organizations. The M.A. is not designed for those seeking initial certification. The M.A. in Elementary Education has two concentrations: 1) Teacher Leadership and 2) STEM.

M.A.T.:

The Master of Arts in Teaching (MAT) major is designed for those students who hold a bachelor's degree outside of the field of Elementary Education. The program prepares students to become successful elementary school teachers in Grades K-6. In addition to earning the master's degree, program completers graduate with certification in Elementary Education K-6, as well as the ESOL Endorsement. Through coursework and supervised field experiences, M.A.T. graduates will demonstrate depth and breadth of content knowledge; self-reflection, professional growth and ethical practice; use of research-based practices and data to make instructional decisions; design educational experiences that result in positive impact on student academic achievement; demonstrate proficiency integrating technology; enhance learning environments to meet the needs of diverse experiences, perspectives, and cultures of students; and communicate in ways that demonstrate fairness, respect, and sensitivity to diversity, setting high academic expectations for all students.

CURRICULUM:

A. Student Learning Outcomes:

M.A.:

Goal 1: Discipline Specific Knowledge and Skills

- 1a. Outcome: Students will recognize the role of research in creating knowledge, guiding inquiry process, and informing professional practice of both themselves and colleagues.

M.A.T.:

Goal 1: Instructional Design and Lesson Planning

- 1a. Outcome: Applying concepts from human development and learning theories, the effective educator consistently:

- Aligns instruction with state-adopted standards at the appropriate level of rigor;
- Sequences lessons and concepts to ensure coherence and required prior knowledge;
- Designs instruction for students to achieve mastery;
- Selects appropriate formative assessments to monitor learning;
- Uses diagnostic student data to plan lessons; and,
- Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

Goal 2: The Learning Environment

- 2a. Outcome: To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
 - Organizes, allocates, and manages the resources of time, space, and attention;
 - Manages individual and class behaviors through a well-planned management system;
 - Conveys high expectations to all students;
 - Respects students' cultural linguistic and family background;
 - Models clear, acceptable oral and written communication skills;
 - Maintains a climate of openness, inquiry, fairness and support;
 - Integrates current information and communication technologies;
 - Adapts the learning environment to accommodate the differing needs and diversity of students; and,
 - Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

Goal 3: Instructional Delivery and Facilitation

- 3a. Outcome: The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:
 - Deliver engaging and challenging lessons;
 - Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
 - Identify gaps in students' subject matter knowledge;
 - Modify instruction to respond to preconceptions or misconceptions;
 - Relate and integrate the subject matter with other disciplines and life experiences;
 - Employ higher-order questioning techniques;
 - Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
 - Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
 - Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and,
 - Utilize student feedback to monitor instructional needs and to adjust instruction.

Goal 4: Assessment

- 4a. Outcome: The effective educator consistently:
 - Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
 - Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
 - Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
 - Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
 - Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,
 - Applies technology to organize and integrate assessment information.

Goal 5: Continuous Professional Improvement

- 5a. Outcome: The effective educator consistently:
 - Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
 - Examines and uses data-informed research to improve instruction and student achievement;
 - Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;
 - Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
 - Engages in targeted professional growth opportunities and reflective practices; and,
 - Implements knowledge and skills learned in professional development in the teaching and learning process.

Goal 6: Professional Responsibility and Ethical Conduct

- 6a. Outcome: Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

B. Admission Standards for the Program:

B1. University Admissions:

Admission to the University is based on the University's Graduate Admission Requirements that may be found by clicking on the following url:

- **Graduate:** <https://www.usf.edu/admissions/graduate/admission-information/requirements->

B2. Program Admission Requirements

M.A.:

- Have an earned, valid, professional teaching certificate or be eligible for professional certification through the completion of a Bachelor's Degree (state-approved) program.
- A statement of purpose indicating reasons for applying to the program, pertinent personal and professional dispositions or experiences and/or credentials relevant to teaching.
- Two letters of recommendation (professional/academic reference letters and contact information from individuals who can attest to academic accomplishments).
- A current resume.
- Students with an upper level undergraduate degree with a GPA below 3.00 may still be eligible for admission if they take the GRE and achieve a 1000 combined score (old scale) or 300 combined score (new scale).

M.A.T.:

- Passing of the General Knowledge Test, a portion of the Florida Teacher Certification Exam or

Effective for tests administered on or after July 1, 2015, achievement of passing scores, as identified in Rule 6A-4.0021(12), F.A.C., on test sections of the GRE® revised General Test:

- GRE Analytical Writing combined score of 4 out of 6 acceptable for GK Essay
 - GRE Quantitative Reasoning scaled score of 147 acceptable for GK Mathematics
 - GRE Verbal Reasoning scaled score of 151 acceptable for both GK English Language Skills and GK Reading.
- A personal statement indicating reasons for applying to the program, pertinent personal and professional dispositions, and experiences and/or credentials relevant to teaching.

C. Graduation Requirements for the Program:

- Minimum GPA of 3.0
- Successful completion of the following:
 - All degree requirements and the required minimum degree program credit hours;
 - Completion of the requirements associated with the thesis or non-thesis requirement.

D. M.A. Curricular Framework:

D1. Required Courses: (6 credit hours)

D1a. Major Core Courses: 2 courses; 6 credit hours

- EDF 6432 Foundations of Measurement (3)

- EDF 6552 The Role of Education in a Democracy (3)

D2. Required Concentrations: (30 credit hours)

D2a. Teacher Leadership Concentration: 10 courses; 30 credit hours

Concentration Core (5 courses; 15 credit hours)

- EDE 6076 Teacher Leadership for Student Learning (3)
- EDE 6556 Coaching for Student Learning (3)
- EDE 6366 Professional Development for Student Learning (3)
- EDE 6486 Teacher Research for Student Learning (3)
- EDE 6365 Culturally Responsive Pedagogy for Elementary Student Learning (3)

Restricted Electives: (5 courses; 15 credit hours)

Fifteen (15) credit hours of elective courses may be chosen from a variety of College of Education courses. Possibilities are 6000-level courses in Math, Science, Social Studies, Early Childhood, ESOL, and technology.

D2b. STEM Concentration: 10 courses; 30 credit hours

- SCE 6735 Trends in Math and Science Education for Elementary Teachers (3)
- STM 6311 Current Trends in K-12 Math and Science Assessment (3)
- MAE 6315 Algebraic Thinking for Elementary Teachers (3)
- MAE 6334 Problem Solving for Elementary Teachers (3)
- MAE 6316 Geometry and Measurement for Elementary Teachers (3)
- SCE 6855 Teaching Biology & Ocean Science in Elementary (3)
- SCE 6803 Physical Science for Elementary Teachers (3)
- SCE 6838 Teaching Earth Space in Elementary (3)
- SMT 6315 Middle and Secondary STEM Methods (3)
- EDE 6486 Teacher Research for Student Learning (3)

Note: This concentration is for full-time teachers.

D. M.A.T. Curricular Framework:

D1. Required Courses: (54 credit hours)

D1a. Major Core Courses: 2 courses; 6 credit hours

- EDF 6432 Foundations of Measurement (3)
- EDF 6552 The Role of Education in a Democracy (3)

D1b. Other Required Courses: 13 courses; 39 credit hours

- TSL 5085 ESOL I - Theory and Practice of Teaching English Language Learners (3)
- EDF 6211 Psychological Foundations of Education (3)
- LAE 6427 Children's Literature: Teaching Literature Appreciation (3)
- RED 6316 Emergent Literacy: Skills, Strategies, & Assessment (3)
- EDE 6506 Managing and Differentiating the Instructional Environment in Elementary Schools (3)
- LAE 6317 Teaching Composition in Elem Classroom: Research into Practice (3)

- MAE 6117 Teaching Elementary Math (3)
- SCE 6315 Teaching Elementary (K-5) School Science (3)
- RED 6317 Intermediate Literacy: Assessment, Skills, and Strategies (3)
- SSE 6617 Trends in K-6 Social Science Education (3)
- EEX 6025 Trends and Issues in Special Education (3)
- RED 6846 Practicum in Reading (3)
- TSL 5242 ESOL III - Language Principles, Acquisition & Assessment for English Language Learners (3)

D1c. Additional Requirements: 2 courses; 9 credit hours

- EDE 6946 Graduate Practicum (3)
- EDG 6947 Graduate Final Internship (6)

ADDITIONAL REQUIREMENTS:

M.A.:

- Comprehensive Examination: Transition Point Projects: Students must successfully complete a Transition Point Project after each teacher leadership course, culminating in an action research project.

M.A.T.:

- Practicum and Clinical Education: Candidates will be required to complete several field experiences and clinical education experiences throughout the teacher preparation program. It is the policy that a candidate who does not successfully complete a field experience or clinical education experiences will be terminated from the program. The final clinical education experience involves observing and teaching in a classroom. Candidates should meet with an advisor to discuss eligibility for Clinical Education. Special requirements for enrollment in the final clinical education are:
 - Admission to the College of Education.
 - Passing scores on all sections of the General Knowledge Test or GRE.
 - Completion of fingerprinting and background check as required by the school district in which the student is placed.
 - Successful completion of the Practicum/Clinical Education II.
 - Completion of an application for the final Clinical Education III.
 - Completion of all professional education and specialization coursework including the ESOL documentation, prior to Clinical Education III.
 - Passing scores on all sections of the FTCE exams.
- Evidence of passing scores is due by the date established by the Coordinator of Clinical Education, normally 45 days prior to the end of the semester before final internship.
- During the clinical education year, students progress as a cohort. Ordinarily, participation as a full-time student is required. All students are required to complete 12-hours a week (minimum) of practicum during their program and a final full-time clinical education in their last semester. Placements are made for students in local school districts.
- Transition Point Project: Students are required to complete a Transition Point Project in the fall semester prior to the final clinical requirements. Candidates must pass the Transition Point Project in order to continue the program; if a candidate fails twice, he or she will be deemed as

not making academic progress and will be subject to dismissal from the program. The project requires work independent of courses. A candidate may submit only one Transition Point Project during a semester.

- Action Research Project: Students are required to complete an Action Research Project during their final clinical requirement semester. Candidates must pass the Action Research Project in order to graduate from the program.

NOTES:

- Do not anticipate any significant increase in students and the student to faculty ratio post consolidation is expected to be stable.