**MASTER OF ARTS IN TEACHING HANDBOOK**

**For**

**Faculty & Candidates**

**A Resource Guide:**

**Answers to Questions Regarding the MAT**



**Master of Arts in Teaching Office**

**Department of Education & Psychology**

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**OVERVIEW OF THE MASTER ARTS IN TEACHING PROGRAM**

The Master of Arts in Teaching (M.A.T.) Handbook provides graduate candidates who are interested in teacher education the information and policies pertaining majors at Alcorn State University. It also explains the field and coursework requirements for the candidates in the M.A.T. program and should be used with the university online catalog to give guidance in completing the various requirements.

The M.A.T. provides candidates certification in elementary 4-6 and secondary elementary education. The program instructs in pedagogical theory with classes being held on Alcorn State University main campus and offer online classes are offered as well. The Master of Arts in Teaching Program consists of 33 hours and can be completed in 5 semesters. All study internships, experience and aspect of our program are further explained later in this document.

If you have questions or concerns as you proceed through your Master of Arts in Teaching Program, please consult with the Graduate Office. Always remember that is the responsibility of the student to make certain that all mandates are met and that all materials are read that related to graduate students, including the University Catalog and the Master of Arts in Teaching Handbook to ensure that all requirements of the program are fulfilled.

The Department of Education faculty is available to advise the students in meeting requirements. Any questions regarding endorsement should be directed to the School of Education Certification Analyst. Several of the courses in the M.A.T. program are taught by Secondary faculty in other academic departments. Questions regarding specific course content should be directed to the teacher of record for that course. Finally, M.A.T. candidates are assigned an academic advisor, who will assist you with all aspects of the M.A.T. program. Please do not hesitate to contact your advisor when you need assistance.

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

**ALCORN STATE UNIVERSITY MISSION STATEMENT**

Alcorn State University, a Historically Black College and University, is a comprehensive land-grant institution that celebrates a rich heritage with a diverse student and faculty population. The University emphasizes intellectual development and lifelong learning through the integration of diverse pedagogies, applied and basic research, cultural and professional programs, public service and outreach, while providing access to globally competitive academic and research programs. Alcorn further strives to prepare graduates to be well-rounded future leaders of high character and to be successful in the global marketplace of the 21st century.

**MISSION OF THE MAT PROGRAM**

The main purpose of the M.A.T. Degree program is to prepare highly qualified well-trained teaching professionals to work in the education environment in Mississippi, the nation and the world; To prepare graduates to demonstrate competencies needed for continuing their education in graduate school and or/professional school.

**ADMISSION TO THE MASTER ARTS OF TEACHING PROGRAM (MAT)**

Students, requesting admission to the M.A.T. Program, must submit a completed application it to the School of Graduate Studies, along with proof of the following:

1. Bachelor’s Degree from an accredited university
2. Passing scores on the PRAXIS I: Academic Assessment Tests and Praxis II Specialty Area Test Score (Score in content area must meet Mississippi Licensure requirements);
3. Official Transcript of Undergraduate work
4. A 2.50 overall (GPA) on a 4.0 scale in the undergraduate courses
5. Two letters of recommendation
6. A statement of purpose.
7. Students are admitted unconditionally upon the submission of the above-listed verification/documents.

The application for admission to the School of Graduate Studies and all supporting documents should be on file 30 days prior to the date of enrollment. The deadlines for application are as follows;

Fall Semester-July 15th Spring Semester -November 25th

First Summer Session - April 25th Second Summer Session-May 25th

**OBJECTIVES OF MASTER OF ARTS IN TEACHING PROGRAM**

The Master of Arts in Teaching Program is designed for students who have obtained a bachelor’s degree in a field other than education and who are not eligible for teacher licensure. The M.A.T program is planned to meet teacher licensure requirements at the graduate level in the state of Mississippi.

Upon completion of this program, the candidates will have the ability to demonstrate the following learning outcomes:

1. To understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. To understand how students learn, develop, and to provide learning opportunities

that supports their intellectual, social, and personal development.

1. To understand and use a variety of instructional strategies to inspire students’ level of performance and promote the development of their critical thinking and problem solving skills.
2. To plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
3. To understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
4. To use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
5. To use educational technology as an instructional and management tool.
6. To collaborate with colleagues, parents/guardians, and other members of the community to support student learning and well-being and demonstrate knowledge of the role of the school in the community.
7. To understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

**CONCEPTUAL FRAMEWORK**

Alcorn State University’s Proficient and Effective Communiversity Teacher (APECT) is an educator who demonstrates (1) a proactive attitude toward responsibilities; (2) a scholarly approach to the acquisition, analysis, and synthesis of knowledge; (3) the skills of a capable manager; and (4) the skills of a facilitator.



**4 OUTCOMES AND 8 STRANDS**

The four outcomes and eight conceptual strands, develop through a consensus of appropriate groups flow through ALL teacher education programs at Alcorn State University, thus giving structure to the model. These strands provide a framework for the curriculum of each program. Students demonstrate these strands in their coursework, along with their clinical and field-based experiences.

1. **PROACTIVE: A teacher who is proactive:** One who makes decisions, solves problems, and effectively evaluates research and instruction. This individual acts rather than reacts and is continuously examining efforts and performance of students to identify potential problems and areas needing improvements. The proactive teacher is goal-oriented in approaching tasks, seeking creative and innovative solutions and uses feedback in evaluating and devising solutions.
2. **SCHOLARLY: A teacher who is a scholar**: One who demonstrates the characteristics of a learned individual and is responsible and ambitious in pursuing efforts leading to the pursuit of effective implementation of knowledge.
3. **MANAGER: A teacher who is a manager*:*** One who performs and demonstrates evidence of progress in an educational setting through the possession of goal organizational and planning skills.
4. **FACILITATOR: A teacher who is a facilitator**: One who directs the learning process in a manner that motivates students to want to learn. One who uses techniques and procedures that demonstrate the ability to teach and make the learning outcomes achievable.

**8 STRANDS**

1. **Mentoring and Modeling**

The ability to influence behavior, form attitudes, apply professional knowledge, and implement solutions to teaching problems.

1. **Creating, Inventing and Improvising**

The ability to promote problem-solving, critical thinking, creativity and evaluating capability as well as design, modify, and prescribe teaching methodology and strategies.

1. **Examining New Ideas and Settings**

The ability to synthesize existing knowledge and generate unique ideas in typical and atypical situations, indicating the ability and willingness to investigate new processes, concepts and situations for use in educational settings.

1. **General Inquiry**

The ability to investigate and explain phenomena.

1. **Collaborating and Reflections**

The ability to examine, think and explore with others factors underlying the teaching/learning process.

1. **Using Technology**

The ability to integrate technology into instructional delivery, teaching approaches, and student activities in order to enhance the learning environment at the optimum level.

1. **Communiversity Practice**

The ability to focus on teaching as a profession and the school environment as a diverse multicultural setting, requiring social and civic involvement consistent with the disposition that all students can learn.

1. **Service and Learning**

The ability to generate, examine and utilize information through participation in outreach service activities designed and structured to modify students’ patterns of behavior as well as to enhance learning.

**Transition Points for the Master of Arts in Teaching Program**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Transition Phase 1**  **Admission to MAT Program** | **Transition Phase 2**  **Complete six (6) Graduate Hours**  **Pre-Teaching** | **Transition Phase 3**  **Internship I** | **Transition Phase 4**  **Internship II** | **Transition Phase 5**  **Completion of Program** |
| Application Requirements  Bachelor’s Degree from  A regional accredited institution  Official Transcript  (Undergraduate)  GPA of 2.5 or Better  Passing scores for Praxis I & Praxis II Specialty Area for MS | Completion of ED 521 Classroom Management & ED 527 Evaluation and Measurements  Apply for three-year license (only if candidate has secured teaching job)  Cumulative GPA 3.0 or Better | Continue the Completion of Program of Study  Completion of ED 583 Educational Internship I  Professional Portfolio  Evaluation by University Supervisor  Cumulative GPA 3.0 or Better | Continue the Completion of Program of Study  Completion of ED 584 Educational Internship II  Evaluation by University Supervisor  Apply for five-year standard teaching license  Core Exit Examination  Cumulative GPA 3.0 or Better | Completion of Program of Study  Area Exit Examination  Graduation Requirement  Apply for AA Teaching License |

\*Successful completion of ALL course work is required for the Master of Arts in Teaching Program.

\*MAT participants have the option of completing the Master’s degree after obtaining the 5 year MAT

license.

**ENDORSEMENT AREA: ELEMENTARY EDUCATION**

**Course Requirements**

**Pre Teaching Required Courses Credits**

ED 521 Management Techniques for the Classroom 3hrs.

ED 527 Evaluation and Measurement in Schools 3hrs.

**COURSES REQUIRED DURING 1st YEAR OF TEACHING- (6 credit hours)**

ED 583 Teacher Education (MAT) Internship I 3hrs.

ED 584 Teacher Education (MAT) Internship II 3hrs.

**CORE COURSES FOR AA LICENSURE (12 credit hours)**

PH 525 Psychology of Exceptional Children 3hrs.

CS 513 Computer Application in Instruction 3hrs.

ED 519 Basic Skills in Reading 3hrs.

ED 514 Methods of Educational Research 3hrs.

**ELEMENTARY TRACK (9 credit hours)**

ED 524 Problems in Teaching Arithmetic 3hrs.

ED 525 Recent Methods and Materials for Teaching 3hrs.

Elementary Education

ED 595 Seminar in Elementary Education 3hrs.

**Total Hours 33hrs.**

**ENDORSEMENT AREA: SECONDARY EDUCATION**

**Course Requirements**

**Pre Teaching Required Courses Credits**

ED 521 Management Techniques for the Classroom 3hrs.

ED 527 Evaluation and Measurement in Schools 3hrs.

**COURSES REQUIRED DURING 1st YEAR OF TEACHING- (6 credit hours)**

ED 583 Teacher Education (MAT) Internship I 3hrs.

ED 584 Teacher Education (MAT) Internship II 3hrs.

**CORE COURSES FOR AA LICENSURE (12 credit hours)**

PH 525 Psychology of Exceptional Children 3hrs.

CS 513 Computer Application in Instruction 3hrs.

ED 598 Reading in Secondary Schools 3hrs.

ED 514 Methods of Educational Research 3hrs.

**SECONDARY TRACK (9 credit hours)**

ED Modern Methods of Teaching 3hrs.

ED 533 Curriculum Development 3hrs.

ED 500 Any Specialized Content Area Course 3hrs.

**Total Hours 33hrs.**

**PROGRAM OF STUDY**

All graduate students must complete a Program of Study form and have it filed in the office of the Dean of the School of Graduate Studies **during the first semester of enrollment**. The form must be completed with the student’s signature, the student's advisory committee chairperson, and the dean’s signature. The form should show the courses to be taken and a satisfactory grade to meet the requirements of the School of Graduate Studies and to satisfy requirements for the degree. Any transfer courses approved by the student’s advisor Thesis option and/or Internship should also be on this form. Students are required to submit a revised program of study form if changes are made in their program of study.

**GRADUATE ADVISING**

All graduate students, pursuing a degree, are assigned an advisor within the area of endorsement. Each student must meet with his/her academic advisor at least once a semester to discuss his/her program. The student is ultimately responsible for his/her program; however, meeting with an advisor will help to avoid errors in program planning. If no advisor has been assigned, the chairperson or designee will be responsible for the advising. Academic advisement is encouraged for all students, especially prior to registration. Graduate students should consult with their advisor on a regular basis to ensure ongoing monitoring of academic progress, to review the program of study sheet for guidance on a continuous basis and to be issued an Alternate PIN for registration each semester and summer session. The Dean of Graduate Studies or Assistant Dean serves as the advisor for Non-Degree students.

**ACADEMIC REGULATIONS**

All graduate students must maintain a minimum standard of 3.0 on a 4.0 system (See requirements for candidacy). The student must not accumulate more than six semester hours of credit below B (3.0). Either of the above will result in the removal of the student from candidacy for the degree.

A student will be placed on probation at the close of any term in which the cumulative GPA of less than 3.0 is achieved. A student is subject to dismissal from the program if the minimum GPA is not obtained in the subsequent 9 semester hours of course work. Students may apply for readmission after one semester. However, graduate nursing students, who if dismissed for academic failure, may not apply for readmission at any time.

**GRADE POINT AVERAGE/COURSE LOAD**

A graduate student must maintain a minimum average of “B” (3.0) while enrolled at Alcorn State University. Graduation guidelines also specify that a student cannot graduate with less than a 3.0 GPA.

When a student enrolls in courses for credit, a credit load of nine to twelve (9-12) hours is considered full-time for either the fall or spring semester. The maximum load for either Summer session I or Summer II shall be six semester hours credit. Graduate students employed by the university are allowed to enroll in a maximum of 6 semester hours per semester.

**TIME LIMITATIONS**

All requirements for the Master of Science degree or Specialist degree, including transfer credits, must be completed within six years from the beginning of the first term in which credit was earned toward the degree.

**M.A.T. FIELD EXPERIENCES**

The teacher candidate is required to complete two semesters of internship experiences during this program. These experiences are valuable opportunities for the teacher candidate to observe and interact with experienced teachers. Exposure to various grade levels is provided as an opportunity for the candidate to gain an appreciation for the different age ranges.

The teacher candidate is required to keep a journal of their weekly field experiences, as well as to write a reflective paper after each experience. The intern is responsible for securing a teaching job/contract with a public or private school that is recognized by the Mississippi State Department of Education.

**Placement Policy**

State mandates require that students seeking public school licensure must complete a public school internship. The Department of Education & Psychology follows guidelines established by the Mississippi Department of Education when negotiating placement sites for Master of Arts in Teaching intern teachers. All internships must take place in the State of Mississippi; unless special provisions are approved by the Dean.

**Student Responsibilities During Educational Internship**

The following policies refer directly to candidate’s responsibilities during the **educational internship**

**experience programs**:

* The teacher candidate should be highly sensitive to his/her image during the field experience. In all aspects, the candidate should be a positive role model to students, parents, and other professionals.
* The teacher candidate should demonstrate cooperation with all professional and auxiliary employees in the school system.
* The teacher candidate should demonstrate the highest professional standard in the use of verbal language, writing, and personal behavior, both in and out of the classroom.
* The teacher candidate should use tact and discretion in his/her actions and conversations.
* The teacher candidate should assume the professional propriety necessary for keeping confidential and sensitive information about students, faculty, or the administration derived from observation, records or other sources.
* The teacher candidate should represent the university well in ethical, honest, and responsible conduct.
* The teacher candidate should recognize that field experience is an extended period of learning to understand and to fulfill responsibilities at the various levels of assignment which extend from early experience to student teaching.

**Educational Internship I**

Educational internship is a one-year totally immersed supervised experience in a school setting that occurs over two consecutive semesters. Prospective teachers learn to apply the most current research and best practices about effective teaching and learning in the living laboratory of the classroom. The teacher candidate is guided through experiences designed to apply the knowledge and skill gained throughout the program. The candidates analyze a variety of learner characteristics that influence student development and academic achievement, including gender, ethnicity, values, family, and geographic regions as appropriate for age/grade level. The teacher candidate performs all major functions and responsibilities within the classroom environment. In this course, candidates complete their program portfolio.   
  
**Portfolio**

The purpose of the Professional Portfolio is to assess and demonstrate the MAT student’s growth and accomplishments in academic preparation. The teacher candidate is required to develop a professional portfolio which provides a detailed record of his/her professional growth. An artifact from each course will be included, along with written reflections relating to each standard and artifact.

Note that timeliness on the candidate’s part is of the essence. Successful completion of the portfolio is required for graduation. Failure to provide the M.A.T. advisor with the portfolio items to review in a timely manner may prevent the candidate from graduating that semester. A satisfactory evaluation of the professional portfolio is necessary in order to meet all the requirements of the MAT program

**Educational Internship II**

Continuation of Educational Internship I. Interns will apply current research and best practices in teaching. During this experience, candidates engage regularly in reflective and professional discussion of their practice with field supervisors, cooperating teachers or school mentors, instructors, and colleagues, refining their philosophy of education and demonstrating the knowledge, dispositions, and professional performance.

**THE ROLE OF THE UNIVERSITY SUPERVISOR DURING INTERNSHIP**

The university supervisor visits the intern once each semester. During the visit, the university supervisor meets with the campus mentor and the intern to review goals, objectives and expectations for the internship. During each visit, the university supervisor observes the intern’s teaching performance and provides feedback based on a Visitation Report which addresses the following indicators:

* Delivering of comprehensive instruction to teach state-adopted competencies.
* Making content accessible by explaining the content clearly and reinforcing the material so students understand the lesson.
* Communicating clearly the instructional objectives to ensure active participation by all students.
* Planning instruction that is comprehensive in relative to the subject and in accordance with state competencies.
* Allocating instructional time to maximize student achievement.
* Improving his/her teaching through self-assessment and reflection by engaging in a cycle of planning, teaching, reflecting, identifying problems and applying new strategies.
* Using informal and formal, as well as formative and summative assessments to analyze student work.
* Developing and maintaining effective classroom management and student behavior.

**Mentor Teacher**

Mentor teachers are one of the most important resources in the intern’s teaching experience. They serve as professional mentors – the confidantes, the cheerleaders, the trusted counselors for the interns. Of all the contacts the intern has, few are remembered as well as the mentor teacher. Consequently, mentor teachers are selected by the school district with care and with the knowledge that their experience will provide a nurturing environment for the intern. It is of primary importance that the intern process be a positive experience for both the intern and the mentor teacher. Given their importance, we trust the mentor teachers will assist the interns in the following ways:

**Responsibilities**

* Introduce intern to administrators and school staff.
* Serve as a model for the intern’s observations. Maintain a climate that allows the intern to develop the skills necessary for success in teaching.
* Encourage the intern to make decisions collaboratively, leading to the development of independence of his/her own teaching strategies.
* Acquaint the intern with resources which might aid in understanding the program and population served by that program.
* Develop a plan that identifies expectations and responsibilities for the duration of the internship experience.
* Utilize the Mentor Teacher Observation of Intern Form and observe and critique the intern’s performance on a frequent and continual basis. Conduct conferences to provide constructive feedback and provide evaluations of his/her teaching to the intern and university supervisor.

**DISABILITIES SERVICES**

Upon admission, a student who discloses a properly certified disability will receive reasonable accommodations. Disability is defined as some form of physical or psychological impairment that substantially limits a major life activity. Students who need accommodations should send

documentation from a qualified professional to the Director of Health and Disability Services. All documentation is kept secure. Upon careful review of the documentation and discussion with the student, the Director of Health and Disability Services will arrange reasonable physical and academic accommodations. Students are responsible for updating the Director’s office each semester regarding their enrollment status.

**CLASS ATTENDANCE**

Regular and punctual class attendance is required of all students enrolled at Alcorn State University. Class attendance regulations apply to all types of classes (e.g., lecture, laboratory, or practicum) as well as to all modes of instruction (e.g., face-to-face or online). Instructors record absences as they occur. Instructors and departments may set individual policies that operate within the parameters set by the university. Instructors will clearly delineate individual policies in course syllabi distributed to each student during the first week of class. Students must present official documentation for an excuse to the instructor, who will make the decision on the classification and acceptability of the excuse. Disagreements as to acceptable excuses are adjudicated by the Dean of the School.

**TARDINESS**

Instructors may, ***at their discretion***, set policies that consider students absent when they arrive very late to or depart very early from class. All such policies must be approved by the chairperson of the department and maintained on record in the department.

**EXIT EXAMINATIONS**

**Core Comprehensive Examination**

The student will take a written examination on the core courses in the program of study. The student must successfully complete these courses or their equivalent before taking the examinations. In the case of a failure on any part of the core examinations, only one reexamination is normally allowed. Should a student fail only one part of the three parts of the core examinations, then the reexamination would be on that part only and given at a time convenient to the student and the committees involved. Passed sections on the Core are banked. Should a student fail two or three parts of the core examinations, then the reexamination would be on all three parts and will be given only at a regularly scheduled time for the core examinations. Failure on any part of the reexamination constitutes failure on the core examinations.

The Graduate Coordinating Unit Committee will give the core examinations. Regularly scheduled times for the core examinations are posted each semester, and a second term administration only in the case if needed for graduation. Pass or fail will be determined by the criteria set forth by the academic unit and the result of the final score based on these criteria.

The core examinations are as follows:

**School of Education and Psychology**

All students enrolled in the School of Education graduate programs must pass the Core Examination as a requirement for graduation. All students who have successfully completed at least two of the Core courses and who are officially enrolled in the third are eligible to take the Core Examination. An application to take the Comprehensive Examinations must be filed in the School of Education and Psychology office and approved by Department Chair of the School of Education and Psychology before the examination date.

CORE courses:

1. **Computer Application** (CS513)

2. **Methods of Educational Research** (ED 514)

3. **Psychology of Exceptional Children**(PH 525)

4. **Basic Skills in Reading**(ED 519) or **Reading in Secondary Schools** (ED 598)

**Area Examination**

All Master of Science/Specialist degree students are required to pass the Area Examination. The time of the Area Examination is determined by the student's advisory committee or the department chairperson.

Students eligible to take the Area Examination should contact their advisor or department chairperson.

AREA courses:

1. **Management Techniques for the Classroom** (ED 521)

2. **Evaluation and Measurement in Schools**(ED 527)

3. **Educational Internship I**(ED 583)

4. **Educational Internship II** (ED 584)

**ACADEMIC DISHONESTY**

Academic dishonesty is defined as misconduct, dishonesty, misrepresentation, or immoral behavior that will harm, damage or endanger any person or property or hinder academic continuance. Cheating and plagiarism will not be tolerated in any form. Examinations and assignments are employed to encourage learning and judge its quality. To evaluate this with justice and fairness, it is necessary that they be executed with complete honesty. Persons, who are guilty of cheating or plagiarism, as defined below, will be subject to probation, suspension, or expulsion.

1. **CHEATING**. Dishonesty of any kind with respect to examination, course assignments, alterations of records, or illegal possession of examinations shall be considered cheating. It is the responsibility of the student not only to abstain from cheating, but also, to avoid the appearance of cheating and to guard against making it possible for others to cheat. Any student who helps another student to cheat will be considered as guilty of cheating as the student he/she assists. The student should do everything possible to induce respect for the examining process and for honesty in the performance of assigned tasks in or out of class.
2. **PLAGIARISM**. Honesty requires that any ideas or materials taken from another for either written or oral use must be fully acknowledged. Offering the work of someone else as one’s own is plagiarism. The language or ideas thus taken from another may range from isolated formulas, sentences, or paragraphs, to entire articles copied from books, periodicals, speeches, or the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgement also is considered plagiarism. Any student who fails to give credit for ideas or materials that he takes from another is guilty of plagiarism.

**CHARACTER DETERMINATION**

If any of the below applies to an individual interested in receiving a Mississippi Teaching License, then, the individual will be required to appear for a hearing before the Commission on Teacher and Administrator Education Certification and Licensure and Development.

* Been convicted, pled guilty, or entered a plea of nolo contendere to a felony as defined by federal or state law.
* Been convicted, pled guilty, or entered a plea of nolo contendere to a sex offense as defined by federal or state law.
* Being denied, suspended and/or revoked of a teaching certificate/license by another state.

**GRADUATION**

Degrees and diplomas at Alcorn State University are awarded two times a year, December and May. There is no formal ceremony for December graduates, but they may elect to participate in the formal commencement ceremony in May. All diplomas are mailed to graduates at least two to three weeks following commencement. Students must apply for graduation; it is not automatic. The School of Graduate Studies processes all applications for graduation and informs students of their eligibility to graduate.

**Admission to Candidacy**

Students must be admitted to candidacy at least one semester before the degree is conferred. After the student has filed the application for candidacy, the Dean of the School of Graduate Studies will execute a formal response of the students' status in writing within thirty days of receipt of application for candidacy for a graduate degree. Any and all exceptions to the stated policies of the School of Graduate Studies will be determined by the Graduate Council and promulgated by the Dean of the School of Graduate Studies.

**Application for Degree**

Students anticipating graduation in the spring should file an application for degree by the first Friday in February. Those anticipating completing degree requirements during the summer should file their application by the second Friday in July and those anticipating completing degree requirements during the fall should file their application by the last Friday in October. Students who fail to have proper materials and applications in on time will be deferred until the next graduation period.

**Participation in Commencement Ceremony**

In order for graduate students to participate in the commencement ceremony, students must meet the following requirements:

1. Students must be cleared for graduation by the School of Graduate Studies to be eligible to participate in the commencement ceremony. Submission of the Application for Candidacy and the Application for Degree initiates the clearance process. The students’ Progress to Graduation file is reviewed to verify students have met all requirements.

2. Students who do not wish to participate must notify the School of Graduate Studies in writing.

3. To graduate, a student must fulfill requirements specified on the Program of Study sheet.

**Cap and Gown Order Form**

All students anticipating graduation must complete a Cap and Gown Order Form. These forms are located in the Vice President for Academic Affairs Office or found online on the Academics Affairs link on the Alcorn State University web page at [www.alcorn.edu](http://www.alcorn.edu).

**FREQUENTLY ASKED QUESTIONS**

1. **What are the requirements for enrollment in the MAT program?**

You must hold a Special Alternate Route License which is good for only three years.

1. **How do I get a Special Alternate Route License?**

You must pass Praxis I and the Specialty area component of Praxis II. Elementary majors must take section 0014/5014 of the test and Secondary majors will take whatever their specialty areas dictate.

**Areas Available for Licensure through the Special Alternate Route MAT:**

Art Elementary Home Economics Physical Education Spanish

Biology English Marketing Physics Technology

Business French Math Social Studies Chemistry

German Music Speech Communication

You must then take ED 521- Classroom Management and ED 527- Measurement and   
Evaluation.

Until you have satisfied items #2 and #7, you will not be able to get special alternate route license regardless of how many courses you have completed.

1. **What do I do to get a Standard license?**

You must complete the one year internship in the certification or endorsement area within three years of receiving the Special Alternate Route License. The standard license is good for five years. “Internships must take place in the state of Mississippi.”

1. **What do I need to do to obtain the “AA Certification and Degree?**

You must complete the MAT program.

1. **What if I want a supplemental endorsement to teach in another area other than the area in which I already have a standard license?**

Once you hold a bachelor’s degree, a standard license, or a three year Mississippi license you can get a supplemental endorsement by earning a minimum of 21 semester hours in content area (with grades of “C” or higher) OR Institutional recommendation documenting completion of a program in an additional content area through a state-

approved or regionally/nationally accredited institution of higher learning OR meet the minimum score on the Praxis II Specialty Area Test OR Complete MDE approved coursework at Mississippi State University.

Supplemental endorsements are only added at the Class A level.

Renewal requirements are based upon the highest level of license.

Supplemental endorsements may not be added to a one year educator license, two year reciprocity license, JROTC license, or an expert citizen license.

1. You must take and pass an Area and Core Comprehensive Examinations. These exit requirements cannot be taken before enrolled in the Internship, regardless of how many classes you have completed. Each candidate must successfully complete the examinations.
2. In addition to the above, all Graduate School Requirements must be satisfied.

**Graduation Requirements**

* Complete the program with a GPA of least 3.0 No grade less than a “C” will be accepted toward the degree.
* Earn no more than two grades of “C” in MAT coursework.
* Complete all courses in their MAT program of study
* Receive a grade of “B” or better in ED 583 I & ED 584 II Educational Internship.
* Complete the required courses, area and core examinations.
* Complete the program within six years after being admitted.

**WEBSITES FOR PRAXIS PREPARATION**

|  |  |
| --- | --- |
| **Type** | **Website** |
| Praxis | [www.testpreview.com](http://www.testpreview.com) |
| Practice PRAXIS Site (Fayetteville State U) | Keraugh.uncfsu.edu/praxis/praxis\_practice.hmtl |
| PRAXIS-I Math Practice | Praxismath.plasmalink.com/home.html |
| ETS PRAXIS series (Test Preparation) Free Test Prep | [www.est.org/portal/site/ets/menu.item](http://www.est.org/portal/site/ets/menu.item) |
| Peterson College Planner  Quick Test Prep Search  Praxis Quick Quiz | www.petersons.com |
| Reading Study Center (PRAXIS II Handouts) | [www.uwosh.edu/readingstudycenter/ppst\_praxis.php](http://www.uwosh.edu/readingstudycenter/ppst_praxis.php) |
| PPST Preparation  Select Tools | [www.uni.edu/mathcenter/pps.htm](http://www.uni.edu/mathcenter/pps.htm). |
| PRAXIS Middle School Sample Test (Math) | praxismathexam.com/freebies.asp |
| PRAXIS I Test Help  (Writing, Reading, Math Practice) | [www.studyguidezone.com/praxistest.html](http://www.studyguidezone.com/praxistest.html) |
| PRAXIS I Practice Test (Math, Reading, Writing (sentence correction) and writing (usage) | [www.4test.com/exams/examdetail.asp?eid=120](http://www.4test.com/exams/examdetail.asp?eid=120) |
| Visit the MS Library Commission Website | [www.mlc.lib.ms.us/](http://www.mlc.lib.ms.us/)  To activate the site follow these directions: ***Select:***  ***Services to librariesSelect:Learn-A-Test***  Sign in as User; User name: **eddept** Password: **1098776200** |
| Texas Assessment of Knowledge & Skills (TAKS)  (Math & Science) | <http://ritter.tea.state.tx.us/student.assessment/resources/online/2009/taks_g10_math/10math.htm>  <http://ritter.tea.state.tx.us/student.assessment/resources/online/2009/taks_g11_science/11science.htm> |

|  |
| --- |
| **PRAXIS II EXAMINATION SCORES REQUIRED BY MISSISSIPPI** |

**SPECIALTY AREA TEST CODES SCALED SCORE**

Art Education (0134) 158

Audiology (0341) 170

Biology (0235 or 5235) 150

Braille Proficiency (0631) – Visually Impaired (0282) is also required. 158

Business Education (0101 or 5101) \*153

Chemistry (0245 or 5245) 151

Chinese Mandarin (5665) 164

Early Childhood Education (Child Development Pre-K and K only) (0021 or 5021) 165

Economics (0910) 490

Elementary Education (K-6) (0011 or 5011) 158

Elementary Education (4-6) (0014 or 5014) Alternate Route Only 153

Emotionally Disturbed/Behavior Disorders (0371) 150

English Language and Literature (0041 or 5041) 157

French (5174) 153

German (5183) 154

Guidance and Counseling (0421) 156

Health Education (0550 or 5550) 600

Hearing Disability (0271) 151

Home Economics/Family & Consumer Science (0121) 153

Latin (0600) 610

Library Media Specialist (0311) 143

Marketing (0561) 151

Mathematics (0061 or 5061) \*123

Middle Grade Math (0069) *supplemental only* \*146

Middle Grade Language Arts (0049 or 5049) *supplemental only* 145

Middle Grade Social Studies (0089 or 5089) *supplemental only* \*149

Middle Grade Science (0439) *supplemental only* \*144

Music Education (0113) \*161

Physical Education (0091 or 5091) \*145

Physical Science (0481) 147

Physics (0265 or 5265) 139

School Leaders Licensure Assessment (1011 or 6011) 169

School Psychologist (0401) 154

Social Studies (0081 or 5081) \*150

Spanish (5195) 160

Special Education (0354 or 5354) \*152

Special Education Fundamental Subjects HQ (0511 or 5511) 142

Speech Communication (0221) \*143

Speech/Language Pathology (0330 or 5330) 600

Technology Education (0051) 159

Visually Impaired (0282) – Braille Proficiency (0631) is also required. 163

|  |  |
| --- | --- |
| |  | | --- | | **PRAXIS I SCORES** | |

**PRAXIS I REQUIREMENTS FOR EDUCATOR LICENSURE**

**PRE-PROFESSIONAL SKILLS TEST PASSING SCORE**

Reading (**0710 or 5710**) \*172

Writing (**0720 or 5720**) \*173

Mathematics (**0730 or 5730**) \*172

\*Increase in previously required score approved by State Board of Education, ***effective 9/1/12***



**A PROPOSED PROGRAM OF STUDY for the Master of Arts in Teaching (MAT) with an Endorsement Area in Elementary Education . (33 Semester Hours)**

**Name:** **ASU ID:**

**Address:**  **Date:**

**PRE TEACHING REQUIRED COURSES – (6 credit hours)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course No.** | **Title** | **Credit**  **Hours** | **Date to be Taken** | **Date Completed** | **Grade** |
| ED 521 | Management Techniques for the Classroom | 3 |  |  |  |
| ED 527 | Evaluation and Measurement in Schools | 3 |  |  |  |

**COURSES REQUIRED DURING 1st YEAR OF TEACHING – (6 credit hours)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course No.** | **Title** | **Credit**  **Hours** | **Date to be Taken** | **Date Completed** | **Grade** |
| ED 583 | Teacher Education (MAT) Internship I | 3 |  |  |  |
| ED 583 | Teacher Education (MAT) Internship II | 3 |  |  |  |

**CORE COURSES FOR AA LICENSURE – (12 credit hours)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course No.** | **Title** | **Credit**  **Hours** | **Date to be Taken** | **Date Completed** | **Grade** |
| PH 525 | Psychology of Exceptional Children | 3 |  |  |  |
| CS 513 | Computer Application in Instructions | 3 |  |  |  |
| ED 519 | Basic Skills in Reading | 3 |  |  |  |
| ED 514 | Methods of Educational Research | 3 |  |  |  |

**ELEMENTARY TRACK – (9 credit hours)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course No.** | **Title** | **Credit**  **Hours** | **Date to be Taken** | **Date Completed** | **Grade** |
| ED 524 | Problems in Teaching Arithmetic | 3 |  |  |  |
| ED 525 | Recent Methods and Materials for Teaching Elementary Education | 3 |  |  |  |
| ED 595 | Seminar in Elementary Education | 3 |  |  |  |

**TRANSFER COURSES (6 Hours)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course No.** | **Title** | **Credit**  **Hours** | **Date to be Taken** | **Date Completed** | **Grade** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**APPROVED: Graduate Advisory Committee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Advisor**

**Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Department Chairperson/Dean\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Vice Provost for Academic Affairs and Graduate Studies\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**A PROPOSED PROGRAM OF STUDY for the Master of Arts in Teaching (MAT) with an Endorsement Area in Secondary Education. (33 Semester Hours)**

**Name:** **ASU ID:**

**Address:**  **Date:**

**PRE TEACHING REQUIRED COURSES – (6 credit hours)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course No.** | **Title** | **Credit**  **Hours** | **Date to be Taken** | **Date Completed** | **Grade** |
| ED 521 | Management Techniques for the Classroom | 3 |  |  |  |
| ED 527 | Evaluation and Measurement in Schools | 3 |  |  |  |

**COURSES REQUIRED DURING 1st YEAR OF TEACHING – (6 credit hours)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course No.** | **Title** | **Credit**  **Hours** | **Date to be Taken** | **Date Completed** | **Grade** |
| ED 583 | Teacher Education (MAT) Internship I | 3 |  |  |  |
| ED 583 | Teacher Education (MAT) Internship II | 3 |  |  |  |

**CORE COURSES FOR AA LICENSURE – (12 credit hours)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course No.** | **Title** | **Credit**  **Hours** | **Date to be Taken** | **Date Completed** | **Grade** |
| PH 525 | Psychology of Exceptional Children | 3 |  |  |  |
| CS 513 | Computer Application in Instructions | 3 |  |  |  |
| ED 598 | Reading in the Secondary School | 3 |  |  |  |
| ED 514 | Methods of Educational Research | 3 |  |  |  |

**SECONDARY TRACK – (9 credit hours)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course No.** | **Title** | **Credit**  **Hours** | **Date to be Taken** | **Date Completed** | **Grade** |
|  | Modern Methods of Teaching | 3 |  |  |  |
| ED 533 | Curriculum Development | 3 |  |  |  |
|  | Any Specialized Content Area Course | 3 |  |  |  |

**TRANSFER COURSES (6 Hours)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course No.** | **Title** | **Credit**  **Hours** | **Date to be Taken** | **Date Completed** | **Grade** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

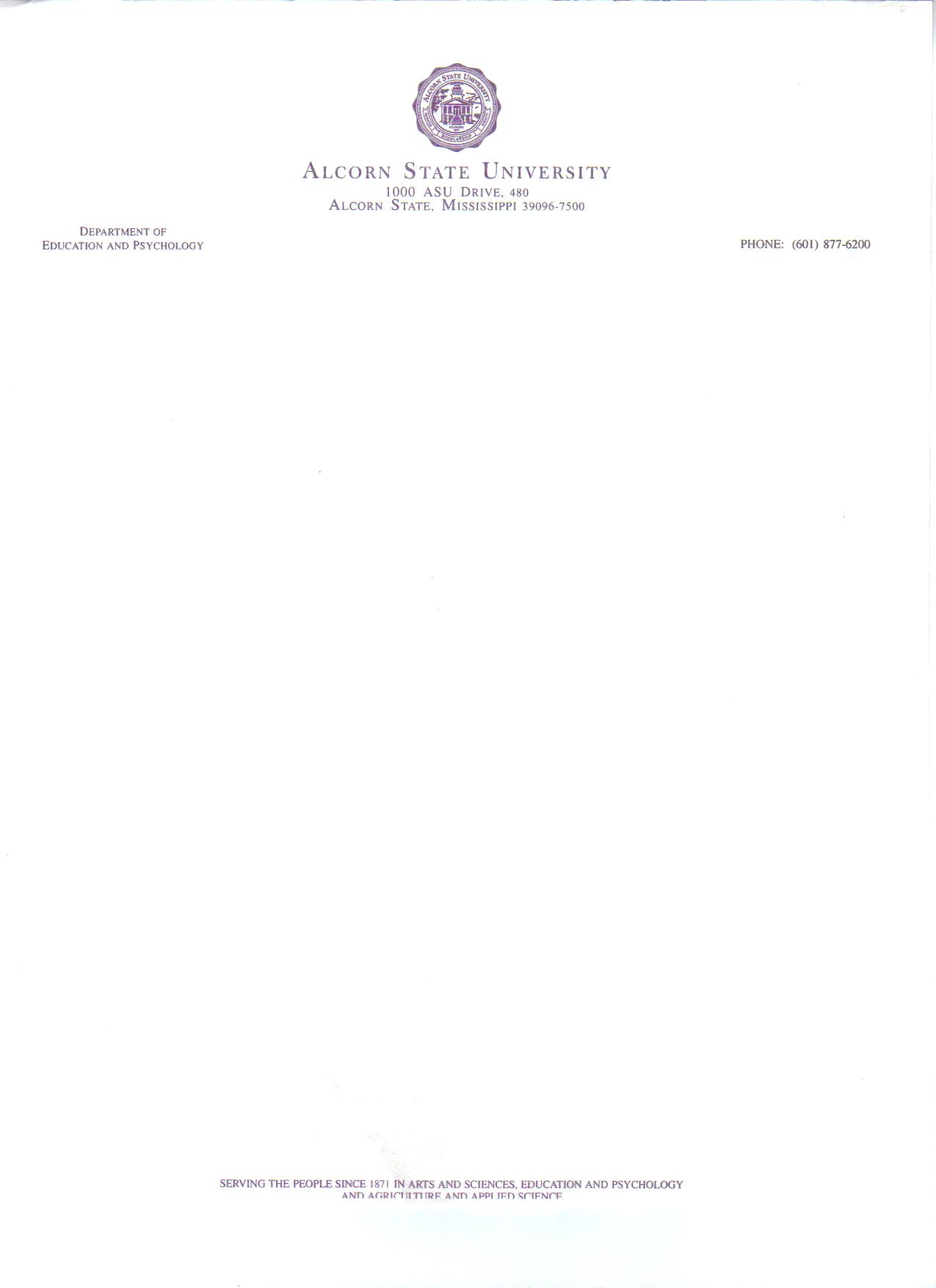
**APPROVED: Graduate Advisory Committee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Advisor**

**Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Department Chairperson/Dean\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Vice Provost for Academic Affairs and Graduate Studies\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Portfolio Rubric** | | | |
| **Required Sections for Notebook** | **Yes** | | **No** |
| **All sections of these documents must be word processed** | | | |
| **Credentials** |  |  | |
| Resume |  |  | |
| Transcript |  |  | |
| Autobiography |  |  | |
| Teaching Certificate |  |  | |
| **Awards/Honors (Optional)** |  | | |
| Certificates/Awards/Scholarships/Letters of recommendations |  | |  |
| Philosophies |  | | |
| Philosophy of Education (Philosophy of Education not the game you are an Educator 1st then a coach) |  | |  |
| Discipline Plan for the Classroom Plan for the classroom not the planning field or does one translate to the other?) |  | |  |
| Classroom Management Plan (Management of the team or the classroom?) |  | |  |
| Teaching |  | | |
| Sample unit plan (Is this what you teach?) |  | |  |
| Sample lesson Plan (Mini Lesson) |  | |  |
| Sample of homework, assessment, worksheets |  | |  |
| Photo of projects, manipulative, bulletin boards |  | |  |
| Photo of interaction between students and colleagues |  | |  |
| **Sample of Students’ Work** |  | | |
| Completed test, worksheets, projects |  | |  |
| **Internship** |  | | |
| Building Supervisor’s Evaluation |  | |  |
| University’s Representative Evaluation |  | |  |
| **Community Service** |  | | |
| Volunteer service involving children or teaching |  |  | |
| **Journal Entries (Weekly Entries)** |  |  | |
| **Organizational Analysis of School** |  |  | |
| **Reflective Summary of Semester** |  |  | |
|  |  | | |
| **Portfolio Grade** |  | | |



Alcorn State University

Educational Internship Assessment Instrument

Teacher’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Subject\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grade\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: Please circle your response by appraisal scale: 1 –Does Not Meet Expectations. 2 – Meets Minimal Expectations. 3 – Meets Expectations. 4- Exceeds Expectation. 5 – Highly Exceeds Expectations.

|  |  |  |
| --- | --- | --- |
| **Rating** | **Planning & Preparation** | **Comments** |
| 5 4 3 2 1 | 1. Specifies or selects learner objectives for lessons.(1,7) |  |
| 5 4 3 2 1 | 2. Specifies or select teaching procedures for lessons. (2, 4,7) |  |
| 5 4 3 2 1 | 3. Specifies or select content materials and media for lessons.(1, 2, 7) |  |
| 5 4 3 2 1 | 4. Specifies or selects materials and procedures for assessing the learners. (7, 8, 9) |  |
| 5 4 3 2 1 | 5. Uses information about the learner to plan and organize instruction to accommodate differences in development and individual needs. (2, 7) |  |
| 5 4 3 2 1 | 6. Uses knowledge about the learners’ needs, interest, and experiences(2, 5) |  |
| 5 4 3 2 1 | 7. Plans lessons that integrate knowledge for several subject areas.(1, 7) |  |
| 5 4 3 2 1 | 8. Incorporates multiculturalism and diversity in lessons. (3) |  |
| **Category Score \_\_\_/40** |  |  |
| **Rating** | **Communication & Interaction** | **Comments** |
| 5 4 3 2 1 | 9. Uses acceptable written, oral and nonverbal communication with learners. (6) |  |
| 5 4 3 2 1 | 10. Communicates high expectations for learning to all learners.(3) |  |
| 5 4 3 2 1 | 11. Demonstrates communication skills which show sensitivity to diversity.(3,6) |  |
| 5 4 3 2 1 | 12. Listens to learners and demonstrate interest in what they are saying by responding appropriately. (2, 6) |  |
| 5 4 3 2 1 | 13. Builds and sustains a classroom climate of acceptance, encouraging creativity inquisitiveness and risk taking. (6) |  |
| 5 4 3 2 1 | 14. Provides opportunities for students to cooperate, communicate, and interact (2, 5, 6) |  |
| 5 4 3 2 1 | 15. Establishes relationships with parents and guardians. (10) |  |
| 5 4 3 2 1 | 16. Displays knowledge of the subject being taught. Communicates the purpose or importance of the topic or activities to learners (1) |  |
| 5 4 3 2 1 | 17. Projects enthusiasm for teaching and learning(1) |  |
| **Category Score \_\_\_\_/45** |  |  |

|  |  |  |
| --- | --- | --- |
| **Rating** | **Teaching for Learning** | **Comments** |
| 5 4 3 2 1 | 18. Uses knowledge of learners’ prior understanding and experiences to make instruction relevant and meaningful. (1,3,7,) |  |
| 5 4 3 2 1 | 19. Uses a variety of appropriate teaching strategies(4) |  |
| 5 4 3 2 1 | 20. Provides learning experiences that accommodate differences in development of individuals needs(e.g., various levels, learning styles, performances modes, and multiple intelligences.(2,3,4) |  |
| 5 4 3 2 1 | 21. Relates concepts using a language that is understood by students. Gives directions appropriate for carrying out instructions activities and uses concrete examples to clarify when necessary (4,6) |  |
| 5 4 3 2 1 | 22. Incorporates a variety of technology and resources into instruction (e.g. VCR, overhead projectors, LCD projectors, calculators, computers, and newspapers. (6) |  |
| 5 4 3 2 1 | 23. Provides opportunities to apply concepts in problem solving and critical thinking. |  |
| 5 4 3 2 1 | 24. Uses questioning to identify misconceptions or confusion and to monitor students’ work.(4,6) |  |
| 5 4 3 2 1 | 25. Uses higher-order questions to engage students in original , creative and evaluative thinking.(4,6) |  |
| 5 4 3 2 1 | 26. Uses community resources to enhance students learning (10) |  |
| 5 4 3 2 1 | 27. Adjust strategies in response to student feedback and encourage students in order to expand and support their responses. Use adequate wait time for responses to encourage higher-level reflective thinking.(4, 6) |  |
| 5 4 3 2 1 | 28. Uses adequate wait time(e.g. to 5 seconds) for responses to encourage higher-level reflective thinking.(2, 4) |  |
| 5 4 3 2 1 | 29. Gives timely feedback on academic performances and discuss corrective procedures to be taken. (8) |  |
| 5 4 3 2 1 | 30. Demonstrates fairness and supportiveness in order to achieve positive interactive learning environment. (5) |  |
| 5 4 3 2 1 | 31. Uses instructional time effectively. (5) |  |
| 5 4 3 2 1 | 32. Monitors students’ participation and interpersonal interaction in learning activities. (5) |  |
| 5 4 3 2 1 | 33. Establishes efficient routines for procedures tasks and delegates to students. |  |
| 5 4 3 2 1 | 34. Applies the principles of effective classroom management using a range of strategies to promote cooperation and learning. (5,6,7,) |  |
| 5 4 3 2 1 | 35. Analyzes the classroom environment and makes adjustments to social relations, student motivations and learning (9,4) |  |
| 5 4 3 2 1 | 36. Utilizes individual and group responses to pace learning, proceeds with new work, or re-teach unclear parts of the lesson. (9,5) |  |
| 5 4 3 2 1 | 37. Attends to organizing time space, activities and materials to provide equitable engagement of students in productive tasks. (5) |  |
| **Category Score \_\_\_\_100** |  |  |

|  |  |  |
| --- | --- | --- |
| **Rating** | **Assessment of Student Learning** | **Comments** |
| 5 4 3 2 1 | 38. Communicates assessment criteria and performance standards to the students. (8) |  |
| 5 4 3 2 1 | 39. Develops and used a variety of formal and informal performance assessments (8) |  |
| 5 4 3 2 1 | 40. Encourages students to assume responsibility for learning to engage in self-evaluation. (8) |  |
| 5 4 3 2 1 | 41. Maintains records of student work and performances, and communicates student progress to students, parents and colleagues. (8) |  |
| **Category Score \_\_\_\_\_/20** |  |  |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **Rating** | **Professionalism and Partnerships (Principal School Administrators Interview)** | **Comments** |
| 5 4 3 2 1 | 42. Cooperates and collaborates with colleagues. |  |
| 5 4 3 2 1 | 43. Accepts constructive criticism in a positive manner |  |
| 5 4 3 2 1 | 44. Shares and seeks professional materials and ideas |  |
| 5 4 3 2 1 | 45. Engages in self-evaluation |  |
| 5 4 3 2 1 | 46. Knows safety measures how to handle emergency situations |  |
| 5 4 3 2 1 | 47.Maintains confidentiality |  |
| 5 4 3 2 1 | 48. Exhibits understanding of how to work with parents |  |
| 5 4 3 2 1 | 49. Develops cooperative home-to-school partnerships  in support of student learning and well being. |  |
| 5 4 3 2 1 | 50. Participates in professional activities (staff development, PTA, parent-teacher conferences, group planning, etc). |  |
| 5 4 3 2 1 | 51. Knows how to work with community and social service  agencies for the benefit of individual students and families. |  |
| **Category Score \_\_\_\_/50** |  |  |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

University Observer’s Signature Principal/Administrator Signature

**Lesson Plan Format (Sample)**

**Title, Grade Level, Subject/Certification Area**

**Materials Needed**

**Objective**(s)

**Context/Modifications**

(prior knowledge or abilities needed with possible modifications)

**Anticipatory Focusing**

(introductory material or activity to "set the stage" and heighten motivation for the lesson)

**Setting Expectations**

(providing clear guidelines for procedures, outcomes, and behavior)

**Input**

(information presented through one or more teaching strategies with any technology or other supports)

**Modeling**

(demonstrating concepts presented)

**Checking for Understanding**

(techniques such as questioning to assess level of understanding)

**Guided Practice**

(practicing concepts presented in a structured environment with close supervision)

**Reteach**

(additional explanation of lesson concepts)

**Independent Practice**

(practicing concepts presented independently with occasional monitoring)

**Mastery Check**

(utilizing the criterion aspect of the objective to assess understanding)

**Extension**

(provision of additional activities or greater depth to activities required in lesson for certain students or groups)

**Closure**

(drawing lesson to a close with summary; may include incentives or rewards for achievement, group process, etc)

**Reflective Critique**

(assess all aspects of the lesson with notes for changes; if you did not teach the lesson, reflect on the practice of creating the lesson)

**STUDENT RESPONSIBILITY**

Students enrolled at Alcorn State University, must ultimately assume full responsibility for their actions and must adhere to the rules and regulations as set by the University. Violations of these regulations and/or a demonstrated unwillingness to obey the rules governing conduct may lead to sanctioned disciplinary action by the University. The University Code of Conduct for students is published online and in hard copy in the Student Handbook in section Student Code of Conduct pages.

77-103-2011-2012 Student Handbook: University Code of Conduct for Students.pdf. The University holds all students responsible for reading the handbook. Failure to read the Student Handbook does not excuse one from following the rules and regulations, therefore, students are urged to read this Handbook thoroughly. Additionally, students are required to acknowledge receipt of and responsibility for reading the handbook by signing and returning an acknowledgement receipt.

***Please return this form by the first week of classes in the fall:***

***Acknowledgement of Contents (Interns)***

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have read the MAT Handbook and understand its contents.

(**Printed Name**) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**