

TEACHING, M.ED.

The M.Ed. in Teaching is a 30-hour program designed for practicing teachers who have earned an initial teaching certificate or its equivalent and who wish to enhance their professional teaching practice or are seeking career advancement. The program includes a core of courses and experiences followed by continued study addressing an area of specialization.

Learning Outcomes

1. Cultural Competence. Advanced program candidates demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity.
 2. Knowledge and Application of Ethical Principles. Advanced program candidates demonstrate in-depth knowledge and thoughtful application of the Code of Ethical Conduct and other guidelines relevant to their professional role.
 3. Communication Skills. Advanced program candidates possess a high level of oral, written, and technological communication skills, with specialization for the specific professional role(s) emphasized in the program. For programs for the advanced preparation of teachers, candidates meet ISTE standards. For doctoral programs, candidates are prepared to publish and present at conferences.
 4. Mastery of Relevant Theory and Research. Advanced program candidates demonstrate in-depth, critical knowledge of the theory and research relevant to the professional role(s) and focus area(s) emphasized in the program.
 5. Skills in Identifying and Using Professional Resources. Advanced program candidates demonstrate a high level of skill 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.
 6. Inquiry Skills and Knowledge of Research Methods. Using systematic and professionally accepted approaches, advanced program candidates demonstrate inquiry skills, showing their ability to investigate questions relevant to their practice and professional goals.
 7. Skills in Collaborating, Teaching, and/or Mentoring. Advanced program candidates demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles.
 8. Advocacy Skills. Advanced program candidates demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development and learning of all students.
 9. Leadership Skills. Advanced program candidates reflect on and use their abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for students, families, and the profession.
- a. Know subject(s) they teach.
 - b. Know students' typical understanding of subjects and how to teach subject(s).
 - c. Foster problem posing and solving.
3. Teachers are Responsible for Managing and Monitoring Student Learning.
 - a. Establish disciplined learning environment and effectively engage students using a range of appropriate teaching techniques.
 - b. Enlist expertise of others to complement own teaching.
 - c. Assess individual students and whole class using multiple measures and communicate assessment/data collection to parents.
 4. Teachers Think Systematically about Their Practice and Learn from Experience.
 - a. Demonstrate an experimental and problem solving approach to teaching applying theory, research, and personal experience to making decisions of practice.
 - b. Critically examine practice on an on-going basis.
 5. Teachers are Members of Learning Communities.
 - a. Work collaboratively with others, including colleagues and parents, to foster school progress and improve educational experiences in the context of the community/state and through the development of curriculum, instruction, and staff.
 - b. Use community resources to the benefit of students.

National Board for Professional Teaching Standards

1. Teachers are Committed to Students and Learning.
 - a. Demonstrate an understanding of students' cognitive development and the influence of context and culture.
 - b. Foster all students' cognitive, affective, and social/cultural development, adjusting practice to meet individual needs.
2. Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.