

Master of Science in Education in Teaching and Learning (MTL)

The task of preparing teachers to meet the needs of learners in the 21st century is complex and demanding. The College offers teacher preparation programs based on the premise that teachers best develop through building on related experiences, beginning at the undergraduate level and continuing on through the graduate level. See the Teacher Education Department Web site for more information at www.usm.maine.edu/cehd/ted.

The faculty is committed to instilling a commitment to equitable and engaging learning and to the development of teachers who:

- Continually examine beliefs and practices and act upon findings to improve teaching and learning
- Provide a variety of accessible learning experiences that attend fairly to learners' strengths, needs, and interests
- Establish and communicate clear, challenging, and attainable standards for all learners
- Support and refine teaching and learning through sharing diverse perspectives and understandings
- Integrate teaching knowledge and disciplinary knowledge to foster and support professional expertise
- Use multiple sources of information, including performance-based assessments, to make valid inferences about student learning and informed instructional decisions
- Provide feedback and adjust teaching based on growing understandings about learners and learning
- Create, study, critique, and apply research related to teaching, learning, and schooling.

Special Admission Requirements

Testing Requirements ETEP requires the Praxis I test. For information about the application process and special admission requirements of the Extended Teacher Education Program, contact the USM Office of Graduate Admissions, 39 Exeter Street, Portland, ME 04104-9300, (207) 780-5306, and ask for a copy of the ETEP Application Handbook; or find it on the Web at www.usm.maine.edu/cehd/TED.

Extended Teacher Education Program

The post-baccalaureate program, designed for those seeking teacher certification, consists of two distinct phases: the internship, and the master's degree in teaching and learning or applied literacy. The program offers four different options to meet the various needs of graduate students.

Nine-Month Option (K-8 or 7-12) This is an intensive full-time experience that integrates both theory and practice in a school-based program. Beginning in mid-August and continuing through May, interns complete two semesters with a mentor teacher in a public school classroom. This internship prepares students to teach in one of the following areas:

- Elementary and middle level (K-8)
- English (7-12)
- Foreign Language (K-12)
- Life Science (7-12)
- Mathematics (7-12)
- Physical Science (7-12)
- Social Studies (7-12)

Following the internship, eligible candidates may complete an additional 13 credits to complete a Master of Science in Education in Teaching and Learning.

Course Requirements

All courses are 3 credit hours unless otherwise noted. The exact sequence of courses will vary, depending on site, concentration, and program option.

Elementary (K-8) (33 credits)

EDU	505	Mathematics Methods
EDU	527	Understanding and Teaching Diverse Learners
EDU	566	Introduction to the Writing Process
EDU	565	Teaching Reading

EDU	541	Seminar in Teaching , Learning, and Assessment I
EDU	542	Seminar in Teaching, Learning, and Assessment II
EDU	544	Applied Pedagogy
EDU	551	Teaching Social Studies K-8
EDU	552	Teaching Science K-8
EDU	644	Internship in Elementary Education
SED	540	Nature and Needs of the Exceptional Learner

Secondary (7-12) and Foreign Language (K-12) (33 credits)

EDU	514	Improving Teaching in the Content Areas Through Literacy
EDU	527	Understanding and Teaching Diverse Learners
EDU	541	Seminar in Teaching, Learning, and Assessment I
EDU	542	Seminar in Teaching, Learning, and Assessment II
EDU	544	Applied Pedagogy
EDU	613	Internship in Secondary Education (6 credits)
EDU	651	Instructional Strategies
EDU	652	Curriculum Design
SED	540	Nature and Needs of the Exceptional Learner
<i>Content Area Methods Courses: One of the following (3 credits)</i>		
EDU	501	Secondary Science Methods
EDU	502	Secondary English Methods
EDU	503	Foreign Language Methods
EDU	504	Secondary Social Studies Methods
EDU	554	Secondary Math Methods

Special Education Certification Option (K-8 or 7-12) This ETEP pathway will lead individuals to initial teacher certification in special education at either the K-8 or 7-12 level. Graduates of this program will be prepared to teach students with mild-moderate disabilities in a range of educational settings. This pathway is designed for full or part-time study and built upon the ETEP commitments of integrated course and field work, cohort support, mentored internship, school/university partnership, and performance assessment. Individuals completing the 39-credit program will be recommended to the state for special education certification (K-8 or 7-12) and earn their Master of Science in Education in Teaching and Learning.

Course Requirements

All courses are 3 credit hours unless otherwise noted. The exact sequence of courses will vary, depending on site, concentration, and program options.

Elementary (K-8) 39 credits

EDU	505	Teaching Math K-8
EDU	541	Seminar in Teaching, Learning, and Assessment I
EDU	565	Teaching Reading
EDU	600	Research Methods and Techniques
SED	518	Instructional Strategies for Learners with Special Needs
SED	527	Understanding and Teaching Diverse Learners
SED	543	Research and Equity in Educating Diverse Learners
SED	615	Positive Behavioral Interventions and Supports
SED	653	Special Education Assessment
SED	682	Special Education Law
SED	688	Special Education Internship (6 credits)
SED	699	Directed Study

Secondary (7-12) 39 credits

SED	518	Instructional Strategies for Learners with Special Needs
SED	540	Nature and Needs of the Exceptional Learner
SED	615	Positive Behavioral Interventions and Supports
SED	653	Assessment in Academic Achievement
SED	682	Special Education Law
SED	688	Special Education Internship
SED	692	Transition from School to Adult Life

SED	699	Directed Study
SED	527	Understanding and Teaching Students with Diverse Abilities in the General Education Curriculum
EDU	514	Improving Teaching in the Content Areas through Literacy
SED	541	Seminar in Teaching and Learning for Special Educators I
SED	542	Seminar in Teaching and Learning for Special Educators II
EDU	600	Research Methods

Two-Year K-8 Unified ETEP Option (dual certification in K-8 general education and K-8 special education) In response to the state's need for special education teachers, ETEP offers a unique program in this area. Students who choose this option complete the program in two academic years (four semesters) and two summers. This 54-credit-hour program is designed so that interns may work part-time. It is especially designed for persons employed in schools as educational technicians who want to remain in their position while completing an internship in general education and special education. Courses are offered online. Upon completion of all requirements, students are recommended for certification in both K-8 general education and K-8 special education and receive a master of science in education in teaching and learning.

Course Requirements (54 credits)

EDU	505	Teaching Math K-8
EDU	541	Seminar in Teaching, Learning, and Assessment
EDU	551	Teaching Social Studies K-8
EDU	552	Teaching Science K-8
EDU	562	Cultural and Linguistic Diversity
EDU	565	Teaching Reading
EDU	566	Introduction to the Writing Process
EDU	600	Research Methods and Techniques
EDU	644	Internship in Elementary Education
SED	518	Instructional Strategies for Learners with Special Needs
SED	527	Understanding and Teaching Diverse Learners
SED	543	Research and Equity in Educating Diverse Learners
SED	615	Positive Behavioral Interventions and Supports
SED	653	Special Education Assessment
SED	682	Special Education Law
SED	688	Special Education Internship (6 credits)
SED	699	Directed Study

Two-Year 7-12 Unified Secondary ETEP (Dual Certification in 7-12 Special Education and a Chosen Content Area) The Unified 7-12 ETEP option, like its Unified K-8 ETEP counterpart, prepares candidates to teach in inclusive school environments. The program is designed to accommodate eligible candidates who are employed as educational technicians or conditionally certified teachers. While the program provides this flexibility for school staff, employment in a school is not a prerequisite for the program. Persons not employed in a school are encouraged to apply. Upon completion of 45 credit hours, candidates will be eligible for certification in both secondary special education and a selected 7-12 content area (English/language arts, social studies, physical science, life science, mathematics or K- 12 foreign language). After the completion of an additional 9 credit hours, candidates will earn a master of science in education in teaching and learning. The program spans two summers and two academic years.

General Education Course Requirements (24 credits)

EDU	514	Improving Teaching in the Content Areas Through Literacy
EDU	527	Understanding and Teaching Diverse Learners
EDU	541	Seminar in Teaching, Learning, and Assessment I
EDU	542	Seminar in Teaching, Learning, and Assessment II
EDU	613	Internship in Secondary Education (3 credits)
EDU	652	Curriculum Design
EDU	600	Research Methods and Techniques

Content Area Methods Courses: One of the following (3 credits)

EDU	501	Secondary Science Methods
EDU	502	Secondary English Methods
EDU	503	Foreign Language Methods
EDU	504	Secondary Social Studies Methods
EDU	554	Secondary Math Methods

Special Education Course Requirements (30 credits)

SED	518	Instructional Strategies for Learners with Special Needs
SED	540	Nature and Needs of Exceptional Learner
SED	541	Seminar in Teaching and Learning for Special Educators I
SED	542	Seminar in Teaching and Learning for Special Educators II
SED	615	Positive Behavioral Interventions and Supports
SED	653	Special Education Assessment
SED	682	Special Education Law
SED	688	Special Education Internship (3 credits)
SED	692	Transition Planning from School to Adult Life
SED	699	Directed Study

Notes: It is recommended that all content area requirements for the desired level and subject for teacher certification be met before beginning the certification year. Health insurance is required of all students in the program.

Undergraduate Pathways to the MTL

Three undergraduate teacher certification programs also lead to the master's in teaching and learning:

Teachers for Elementary and Middle Schools (TEAMS)

www.usm.maine.edu/cehd/TED

Collaborative Learning and School Success (CLASS) (Lewiston-Auburn campus)

www.usm.maine.edu/lac/class

German, Latin, and Spanish Education

Secondary Mathematics Education Program

www.usm.maine.edu/%7Emath/UTeachMath.html

Please see listed Web sites or the undergraduate catalog for more information.

After completing the internship, ETEP, TEAMS, CLASS, Secondary Education, and German, Latin, and Spanish Education students have the option of completing the master of science in education degree. Students must successfully complete all program requirements and requirements for state certification, including Praxis II, before being admitted to either the Teaching and Learning or the Applied Literacy master's option.

Teaching and Learning Program Upon successful completion of the certification year students will be invited to continue to work toward completion of requirements for the master of science in education in teaching and learning degree. This innovative program extends teacher education beyond initial certification as beginning teachers to continue to develop their knowledge, skills, and beliefs. The 13 credits required for completion of this master's degree are scheduled during the summer and one Saturday a month during the academic year. Students have a full five years beyond the certification year to complete the master's degree.

Other Master's Degree Options

Applied Literacy Program This concentration provides an opportunity for ETEP, TEAMS, or CLASS students to complete their master's degree in a focused area (literacy). The concentration in applied literacy builds upon the curriculum and experiences of ETEP, gives novice teachers increased skill as literacy teachers, and leads to further opportunities for specialist certification, ESL endorsement, and/or a Certificate of Advanced Study in Literacy.

After completing ETEP, TEAMS, or CLASS with initial teacher certification, a student can complete the 18 (elementary) to 21 (middle/secondary) credits required for the master's degree in approximately one and a half years. Certification as a literacy specialist requires 12 additional credits beyond the degree, and endorsement in English as a Second Language (ESL) requires 9 additional credits beyond the degree.

Other Options Students completing the certification year of ETEP also have the option of applying to one of these other master's degree programs in the College: educational leadership and literacy education (including ESL). Students must meet all admission requirements specific to the desired program and will be required to complete degree requirements by a deadline determined by program faculty. Certain courses completed during the certification year of ETEP may be accepted as credit toward completion of requirements for these degrees. In all cases, completion of these programs will require a greater number of credits than the programs in teaching and learning or applied literacy.