

**DEPARTMENT OF ELEMENTARY EDUCATION**  
**Master of Arts in Education in Elementary Education**

**PROGRAM OVERVIEW**

The master's degree in elementary education is designed for experienced, practicing teachers who are seeking an "M" license and/or planning to apply for National Board Certification. The master's program extends the theoretical and pedagogical foundations acquired during undergraduate study and builds on the competence acquired by the career teacher through years of practice. The mission of the master's program in elementary education is to prepare the experienced teacher for full participation in the profession as leader, researcher, and master practitioner. The master's program is designed to promote both teacher autonomy and interdependence through inquiry, reflection, and action. Teachers and teacher educators are encouraged to collaborate on ways to enhance the professional lives of teachers, the learning and well being of their students, the teaching and learning environments of their schools, and partnerships with parents and families.

**Program Goals**

The Elementary Education Program is designed to help the career teacher do the following:

- 1) Strengthen her commitment to the goals of education in a democratic society and use the underlying principles of those goals to guide decisions about practice;
- 2) Develop ways of working with families and other members of the community to reform schools so that all children may learn meaningfully and equitably;
- 3) Become an active member of various professional communities, develop leadership abilities, and seek opportunities to function as a leader within those communities;
- 4) Develop the disposition to strengthen both subject-specific and pedagogical knowledge-bases through systematic research and inquiry on practice;
- 5) Construct (or revise) a conceptual framework for teaching and learning which reflects the philosophical, moral, and pedagogical complexities of teacher decisions about the education of culturally and developmentally diverse learners; and,
- 5) Develop the disposition to reflect critically on the connection between her conceptual framework for teaching and learning (theory) and the effectiveness of her practice on diverse learners.

### **Master's Standard 1: Candidate Knowledge, Skills, and Dispositions**

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn.

### **Master's Standard 2: Knowledge of Learners**

The candidate incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning into the planning, delivery, and evaluation of instruction.

### **Master's Standard 3: Research**

The candidate uses research to examine and improve instructional effectiveness and student achievement

### **Master's Standard 4: Content Knowledge**

The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education.

### **Master's Standard 5: Professional Development and Leadership**

The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession