



ST. PETERSBURG
COLLEGE OF EDUCATION



Masters of Arts in Teaching Special Education

Finding a Career that makes a Difference

The Master of Arts in Teaching is a graduate program in special education at USF St. Petersburg. This program will lead to a MAT and certification in Exceptional Student Education as well as ESOL endorsement. The MAT in Special Education is highlighted by:

- An Integrated Curriculum: The MAT curriculum will be introduced, taught, and mastered in a series of instructional blocks that integrate content.
- An Accelerated Pace where in the program may be completed in 2 summers and 3 academic semesters.
- Action Research: Where students investigate how they may more effectively use research-based interventions, link theory and practice, and develop an inquiring approach to teaching.
- National Board Certified Teacher (NBCT) Partners: Each candidate is paired with a NBCT Partner to provide support and guidance throughout the program.
- Opportunity to Teach Full Time: Course scheduling supports the candidate to teach full time while enrolled.

Collaborative Digital Network

USFSP COE Assessment

System

www.cdnportfolio.net

All initial teacher preparation program students, both graduate and undergraduate, must demonstrate competency in the twelve Florida Education Accomplished Practices (FEAPs) and the twenty-five ESOL standards. The University of South Florida St. Petersburg College Of Education has created the Collaborative Digital Network (CDN), a digital portfolio system, in order to streamline this documentation.

This system allows students to upload artifacts (projects and assignments from USFSP courses) that document mastery of the FEAPs and ESOL standards. In addition to the artifacts, students must also complete annotations (reflections) which provide a rationale for the selection as well as a detailed explanation. The CDN provides a specific format for the annotation along with rubrics for each of the Accomplished Practices. Students may upload as many artifacts as they would like for each AP. However, it is the annotation and the rubric which determines whether or not the candidate reaches the fulfilled level on each practice. Annotations are reviewed at the end of each semester and students will receive feedback at the beginning of the following semester. Candidates must reach the fulfilled level on each Accomplished Practice before graduation.

MAT in Special Education

Suggested Course Sequence for Full Time Teachers

Summer

EEX 6051 Creating Positive Learning Environments	5-6 hrs. (summer only)
FLE 5345 Teaching ELLS K-12	3 hrs. (every semester)
EDG 4909 Introduction to Standards Based Educ.	<u>1 hr.</u> (every semester)
	9 -10 hrs.

Fall

EEX 6225 Developing Individualized Programs	6 hrs. (fall only)
EDF 6120 Child Development	<u>4 hrs</u> (fall only)
	10 hrs

Spring

EDG 6931 Implementing & Evaluating Programs	6 hrs. (spring only)
FLE 5145 Language Principles, Acquisition & Teaching	<u>3 hrs</u> (every semester)
	9 hrs

Summer

EDG 6931 Current Trends in Assessment	3 hrs (summer only)
RED 5147 Foundations of Developmental Reading	3 hrs (summer only)
FLE 5940 ESOL III Practicum	<u>1 hr</u> (district employees only)
	7 hrs

Fall

RED 6544 Cognition, Comprehension, Content	3 hrs (fall only)
EDG 6931 Elementary Math Methods	<u>3 hrs</u> (fall only)
	6 hrs

Spring

EDG 6947 Internship and Classroom Research	6 hrs. (fall & spring)
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Important Notes

- EDF 6211, EDF 6215 (spring only) can also be taken as credit for EDF 6120
- EDF 6432 can be taken as credit for EDF 6931 Current Trends in Assessment
- RED 6510 Reading Process can be taken as credit for RED 5147, Foundations of Developmental Reading

Master's Comprehensive Exam

Master's Portfolio

A comprehensive exam is required for all Master's level candidates in the College of Education. The Master's Portfolio is the Master's comprehensive exam for candidates enrolled in the Special Education program. The Master's degree candidate must demonstrate his/her competency in specific skills and integrity for the field of special education. The 6 specific skills of competency include:

1. Professional Development
2. Assessment
3. Instruction
4. Classroom Management
5. Collaboration
6. Systematic Inquiry

The following 5 domains of Professional integrity should be interwoven throughout the documentation of the 6 specific skills listed above.

1. Ethical in Practice
2. Affirming of Diversity
3. Reflective Practitioner
4. Current and Competent in the Field
5. User of Technology

Competencies that must be documented within the Portfolio include the Florida Educator Accomplished Practices, Student Learning Outcomes, and ESOL Competencies. The specific competencies can be found on the COE website and within this document.

Documentation for the Master's Portfolio:

The MAT candidate will self select the project that demonstrates mastery of the competency with professional integrity. The following vehicles can be used to demonstrate mastery:

- Course projects
- Course assignments
- Conference presentations
- Delivery of in-service programs
- Active involvement in professional organizations
- Published curriculum and/or articles
- Action research study
- Field project
- In-depth research paper
- Letters/Certificates of recognition
- Videotaped classroom instruction
- Student assignments
- Professional materials developed throughout career

Choice for Documentation

The Master's candidate must explain within a written reflection why the selection of a particular document demonstrates mastery of a skill and how the 5 ethical practices are evidenced within the documentation.

The compilation of the portfolio should begin the first semester the candidate is in the program and will be completed, presented and submitted for review during EDG 6947 Internship and Classroom Research.

National Board Certified Teacher Partner Program Log

The role of the National Board Certified Teacher Partner in this program will be one of support to the MAT student. The role will not be evaluative and all communication between the MAT candidate and NBCT Partner will be held in confidence. All observations and feedback (written and verbal) will be formative in nature.
 *If the emotional or physical well being of children are in jeopardy or a breach of Professionalism has occurred the NBCT mentor will report the incident to the appropriate entities.

Responsibilities of MAT Candidates & NBCT Partners

MAT Candidates	NBCT Partners
1. Successful completion of year one requirements for First Year teachers (submit list of prioritized requirements to USF faculty advisor) A. Working towards "meeting" PCS Teacher Professional Expectations & completing targets of the IPDP (Individual Professional Development Plan) B. Day to Day Responsibilities of Teaching C. Finding Appropriate Resources (people and materials)	1. Assist MAT candidate with prioritizing requirements for First year teaching and provide support to the candidate when needed including: A. Working towards "meeting" PCS Teacher Professional Expectations & completing targets of the IPDP (Individual Professional Development Plan) B. Day to Day Responsibilities of Teaching C. Finding Appropriate Resources (people and materials)
2. Successful completion of coursework for MAT program (submit course syllabi to NBCT partner)	2. Support MAT candidate in completion of USF coursework when applicable
3. Continue ongoing communication with NBCT Partner to discuss progress (complete log as documentation)	3. Continue ongoing communication with MAT candidate to discuss progress
4. Engage in a face to face meeting one time per semester (complete log as documentation)	4. Engage in a face to face meeting with the MAT candidate a minimum of one time per semester
5. Engage in phone or e-mail contact a minimum of one time per week with the Mentor Partner (complete log as documentation)	5. Engage in phone or e-mail contact a minimum of one time per week with the MAT candidate
Optional – Participate in online mentoring component (make copies as documentation)	Optional – Participate in online mentoring component

National Board Certified Teacher Partner Program Log

The MAT candidate must submit this completed log at the end of each semester to the advisor of the MAT program for continuation in the Partner program. The log must be signed by the MAT Candidate and the NBCT partner as verification that the documentation is accurate. Additional copies of this log will be made by the MAT candidate and available for completion to ensure accurate documentation of communication.

Signature by MAT Candidate: _____

Signature by NBCT Partner: _____

<u>Date - Day</u>	<u>Type of Communication</u>	<u>Topics Discussed (Maintain confidentiality)</u>	<u>Action (If needed)</u>

The Florida Educator Accomplished Practices

More information on the Florida Educator Accomplished Practices (FEAP) can be found on the COE website

The twelve essential practices of effective teaching are:

1. Accomplished Practice One - Assessment.
2. Accomplished Practice Two - Communication.
3. Accomplished Practice Three - Continuous Improvement.
4. Accomplished Practice Four - Critical Thinking.
5. Accomplished Practice Five - Diversity.
6. Accomplished Practice Six - Ethics.
7. Accomplished Practice Seven - Human Development and Learning.
8. Accomplished Practice Eight - Knowledge of Subject Matter.
9. Accomplished Practice Nine - Learning Environments.
10. Accomplished Practice Ten - Planning.
11. Accomplished Practice Eleven - Role of the Teacher.
12. Accomplished Practice Twelve - Technology.

Online Mentoring Forum

The purpose of the Online Mentoring Forum is to support the success of MAT Candidates as a professional to the teaching field. Each MAT Candidate is required to join the forum and post to the online forum a minimum of 2 times per month during fall and spring semester throughout the MAT candidates time in the MAT program (a minimum of approximately 8 times each semester). The documentation for the mentoring component will be submitted under the Collaboration section of the MAT final portfolio during the last semester of the MAT Candidate's program. Documentation for the online mentoring component consists of a print out of the posting from the forum including the date and time of the posting along with any responses to the MAT candidate's post. Printing out of the forum posts along with the completion of the Mentor log will allow the MAT candidate to have the necessary documentation for the Collaboration section of the MAT Final Master's Portfolio.

It will be necessary to save the online mentoring posts and completed mentor logs throughout the program and submit the documents with the final portfolio during the final class, EDG 6947.

Directions for joining the Online Mentoring Forum.

Use the following link to reach the Online Mentoring forum:

<http://www.matdiscussion.org/>

This link will take you to the home page of the MAT Discussion board.

- 1) You must register to join the forum. The registration link can be found under the first link at the top left hand corner of the home page within the link "Register".
- 2) Follow the steps to register.
- 3) You will need to select a user name and password to join. We ask that initially please use your last name as the user name and your last name as the password. This will enable the administrator of the forum to permit you to join. We want to be sure only MAT candidates and mentors join this forum. The use of your last name as a password will ensure that no unauthorized users are requesting entry. The administrator must approve your entry. Once the administrator has approved your entry, you may join the forum at any time.

Please be sure to acknowledge any responses to your inquiries so individuals who do answer your questions know that their input has been valued. Please be sure to post a minimum of 8 times per semester and keep documentation of your posts for later submission as part of the MAT final portfolio.

Candidate Learning Outcomes for USF St. Petersburg College of Education

More information on the Candidate Learning Outcomes (CLO's) can be found on the COE website.

1. Candidates will evidence current knowledge of subject matter, theories of learning, and human development. (knowledge)
2. Candidates will create an environment that fosters positive interaction, inquiry, critical thinking, and student success, using communication skills and technology as appropriate to reflect a progressive classroom. (create an environment, technology, communication)
3. Candidates will value and respect all children and their families, and will value the knowledge and skills necessary to support each student's success. (disposition)
4. Candidates will be able to engage in the teaching cycle of developing, implementing, assessing, and remediation developmentally and linguistically appropriate instruction based on individual student needs, using technology as appropriate, thus fostering the highest possible achievement for all students. (teach)
5. Candidates will be able to work collaboratively with colleagues, families, and the broader community to advocate for social justice in our diverse society and to meet the various instructional needs of all learners. (beyond teaching, diversity)
6. Candidates will engage in reflective practices regarding their own pedagogy, knowledge, values, and role as an educational leader; this practice will enable them to plan appropriately for their own continuous professional development. (professional development)
7. Candidates will be able to critically analyze specific situations using an ethical framework and professional code of conduct, for individual students, colleagues, and institutional rules and policies, and advocate for just and appropriate resolutions. (ethics, leadership)
8. Candidates will be able to make decisions based on a rich array of data in a just, responsible manner to improve the learning of all students. (data, responsible decision making)

Florida Performance Standards for Teachers of English for Speakers or Other Languages (ESOL)

More information on these Standards can be found on the COE website.

- Standard 1: Conduct ESOL programs within the parameters, goals, and stipulations of the Florida Consent Decree.
- Standard 2: Recognize the major differences and similarities among the different cultural groups in the United States.
- Standard 3: Identify, expose, and reexamine cultural stereotypes relating to LEP and non- LEP students.
- Standard 4: Use knowledge of cultural characteristics of Florida's LEP population to enhance instruction.
- Standard 5: Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes.
- Standard 6: Apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP students.
- Standard 7: Locate and acquire relevant resources in ESOL methodologies.
- Standard 8: Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account: (1) basic interpersonal communication skills (BICS), and (2) cognitive academic language proficiency (CALP) as they apply to the ESOL curriculum.
- Standard 9: Develop experiential and interactive literacy activities for LEP students, using current information on linguistic and cognitive processes.
- Standard 10: Analyze student language and determine appropriate instructional strategies, using knowledge of phonology, morphology, syntax, semantics, and discourse.
- Standard 11: Apply essential strategies for developing and integrating the four language skills of listening comprehension, oral communication, reading and writing.
- Standard 12: Apply content-based ESOL approaches to instruction.
- Standard 13: Evaluate, design and employ instructional methods and techniques appropriate to learners' socialization and communication needs, based on knowledge of language as a social phenomenon.
- Standard 14: Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results.
- Standard 15: Evaluate, select, and employ appropriate instructional materials, media, and technology for ESOL at elementary, middle and high school levels.

- Standard 16: Design and implement effective unit plans and daily lesson plans which meet the needs of ESOL students within the context of the regular classroom.
- Standard 17: Evaluate, adapt, and employ appropriate instructional materials, media, and technology for ESOL in the content areas at elementary, middle, and high school levels.
- Standard 18: Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students.
- Standard 19: Consider current trends and issues related to the testing of linguistic and culturally diverse students when using testing instruments and techniques.
- Standard 20: Administer tests and interpret test results, applying basic measurement concepts.
- Standard 21: Use formal and alternative methods of assessment/evaluation of LEP students, including measurement of language, literacy and academic content metacognition.
- Standard 22: Develop and implement strategies for using school, neighborhood, and home resources in the ESOL curriculum.
- Standard 23: Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel; reduce cross-cultural barriers between students, parents, and the school setting.
- Standard 24: Develop, implement, and evaluate instructional programs in ESOL, based on current trends in research and practice.
- Standard 25: Recognize indicators of learning disabilities, especially hearing and language impairment and limited English proficiency.

Important Information Regarding the Program

Semester Update Form: Each semester all MAT candidates must submit a Semester Update form. This form will enable the faculty to contact the MAT Candidate if any significant changes occur within the program. Also by receiving the Semester Update Form the faculty will have data to make informed decision regarding the progress of each MAT Candidate's program

USF St. Petersburg graduate students are responsible for all information in the Graduate Catalog, department materials, and the graduate programs.

Obtain a Graduate Handbook: Policies and Procedures.
http://download.grad.usf.edu/PDF/Policy_Procedures_Manual.pdf

Validate your admission by taking at least one course in the semester in which you are admitted.

Be sure a copy of your Planned Program is in file in the College of Education and be sure you have an additional copy for your own records.

Maintain a 3.0 grade point average to remain in good academic standing. If you grade point average is below 3.0 you will be placed on academic probation.

Obtain a passing grade on your Portfolio. Note that portfolios are not evaluated during the summer term. Information regarding the Portfolio can be found on the website or contact Dr. Kim Stoddard (Stoddard@stpt.usf.edu)

Submit the Application For Degree at the beginning of the semester in which you intend to graduate.

EDG 6947 Action Research/Internship

This course is taken during the last semester of your program and is offered in spring and fall semesters. Applications for Internship and Paid Internship must be submitted to and approved following the deadlines below

Applications for Internship can be found on the USF website under Internship
Application for Paid Internships can be picked up in the College of Education
Internship Office Coq. 221

Be aware of all deadlines for applying for Internship

Fall Semester Deadline for Applications – Jan 15th

Spring Semester Deadline for Applications – June 15th

*An Action Research Project will be completed during the Internship. Requirements for this project will be explained during the Internship Course

Financial Aid Information

USF St. Petersburg Financial Aid & Scholarships:

<http://www.stpt.usf.edu/finaid/index.htm>

The Financial Aid Office at USF St. Petersburg provides information and application materials associated with grants, scholarships, and loans and works closely with the Financial Aid Office at USF in Tampa to process financial aid for St. Petersburg campus students. The Financial Aid Office also coordinates the Student Government Child Care Subsidy program, Campus Scholarship Program, and Short Term Tuition Loans.

Florida Financial Aid Programs:

<http://www.floridastudentfinancialaid.org/osfahomepg.htm>

Critical Teacher Shortage Loan Forgiveness Program – The Critical Teacher Shortage Student Loan Forgiveness Program provides financial assistance to eligible Florida teachers for the repayment of undergraduate and graduate educational loans, which will lead to certification in a critical teacher shortage subject area.

Critical Teacher Shortage Tuition Reimbursement Program – The Critical Teacher Shortage Tuition Reimbursement Program was created for the purpose of improving the skills and knowledge of certified full-time publicly-funded school employees currently teaching or preparing to teach in a Pre K-12 critical teacher shortage area as approved by the State Board of Education.

Other scholarship search web sites:

Scholarship Experts

<http://www.scholarshipexperts.com>

Fast Web

<http://www.fastweb.monster.com>

College Board

http://apps.collegeboard.com/cbsearch_ss/welcome.jsp

The following website offers a more comprehensive listing of free scholarship searches:

http://www.college-scholarships.com/free_scholarship_searches.htm

Semester Update Form

1. Name :
2. Current e-mail address:
3. University ID:
4. Semester This Form is Being Completed:
Fall ___ Spring ___ Summer ___ Year:
5. Courses taken during the semester noted above:
6. Courses that are Planned for next Semester:
7. Estimated Date for Graduation:
8. Current mailing address:
9. Current phone number:
10. Teaching Position and Name of School:

11. Number of Years at the Position:

12. Name of NBCT Mentor:
School where Mentor is Teaching:
e-mail address of Mentor:

13. Concerns, Questions, Comments

Please, take a moment to fill out the Semester Update.

Thank you for your time!