

WATSON SCHOOL OF EDUCATION
UNIVERSITY OF NORTH CAROLINA WILMINGTON

Master of Arts in Middle Grades Education

The M.A.T. in Middle Grades Education addresses the North Carolina initial Professional Teaching Standards, Masters/Advanced Competencies which include standards in Instructional Expertise, Knowledge of Learners, Research Expertise, Connecting Subject Matter and Learners, and Professional Development and Leadership. In addition, the program addresses the National Middle School Association's Standards for Master's Level Teacher Preparation. The graduate program incorporates the conceptual framework which is common to all teacher education programs at UNCW: The Watson School of Education develops highly competent professionals to serve in educational leadership roles.

In order to better address candidates' needs, the program is divided into two phases:

Phase I – Leads to the Standard Professional I license (21 hours). This phase includes courses necessary to meet initial licensure standards. A semester long internship (6 hours) culminates phase I.

Phase II – Leads to the Master of Arts in Teaching and ("M") licensure (minimum 19 hours). The courses in this phase focus on advanced professional understandings, content specialty areas, and adding a focus area. The focus strands (Technology, English as a Second Language, International, or other approved area) offer candidates the opportunity for additional professional development in a high need area.

Program Objectives

Upon completion, candidates for the M.A.T. in Middle Grades Education (grades 6-9), should be able to:

1. Understand and analyze the major concepts, principles, theories, and research related to young adolescent development, and apply that knowledge in practice.
2. Understand the range of individual differences of all young adolescents and adapt instruction to meet the diverse learning needs of individuals, including students with special needs and from culturally diverse backgrounds.
3. Understand and analyze the major concepts, principles, theories, and research underlying the philosophical foundations and organizational components of highly effective middle level schools.
4. Understand effective middle level instruction and assessment and apply a variety of strategies to meet the varying abilities, interests, and learning styles of young adolescents.
5. Demonstrate an understanding of the major concepts, principles, theories, standards, and research related to his/her teaching field(s) and apply that knowledge in practice.

6. Understand and analyze the major concepts, principles, theories and research related to working collaboratively with family and community members.
7. Use technology to enhance teaching and support learner outcomes.
8. Engage in reflective inquiry leading to professional development and positive results for student learning.

Important Information

- A. Students enrolling in the M.A.T. program must select one of the following specialties: Language arts, mathematics, science, or social studies. Upon completion of the program students are recommended for “M” level licensure in the appropriate discipline. NOTE: Students may have to take additional undergraduate discipline area coursework in order to meet licensure requirements. Students are required to remove academic area deficiencies prior to enrollment in their methods course and internship. If an applicant is more than 9 hours away from the undergraduate licensure, it is recommended that he/she complete the required courses as a special undergraduate *prior* to applying for the MAT program.
- B. Candidates for the M.A.T. program are required to have teaching experience documented before they apply in order to be knowledgeable about education in high schools and working with adolescents. Such experience may include substitute teaching, part-time teaching, volunteer work, etc.
- C. Students enroll in a graduate methods course in their discipline.
- D. Students must meet with their advisors during the fall and spring semesters to plan program coursework and to receive their registration information. Prerequisites and corequisites are listed in the UNCW Graduate Catalogue.
- E. Selected courses require additional field experience hours so students must plan their schedules to accommodate these expectations. Successful completion of all field experiences in EDN and LIC courses is required for eligibility for internship.
- F. Praxis II Specialty Tests are not required for majors who complete the teacher education program, including internship. Lateral entry teachers are required to take Praxis II. Registration materials and study guides are available online at www.ets.org/praxis.
- G. During the fall and spring semester, graduate education courses are offered in the late afternoon and evening time periods.
- H. Individuals may take up to 10 semester hours as non-degree students provided they meet the admissions requirements. These hours may be applied toward the degree upon acceptance as a degree-seeking student. A maximum of six semester hours of graduate credit may be transferred from another accredited institution in partial fulfillment of the total hours required for the master’s degree.
- I. A graduate student has five calendar years to complete his or her degree program. The five-year period begins with the student’s first term of work after formal admission to a degree-granting program. Work completed as a non-degree student does not initiate the five-year period for completing a degree program. Students must be enrolled in the term in which they complete their graduate work or are scheduled to receive their degree.
- J. Graduate assistantships are available in the Watson School of Education. The positions provide employment for 20 hours per week working as research assistants with faculty members or as assistants in the Ed Lab, Technology Lab, or Curriculum Materials Center. For additional information, contact the Graduate Coordinator (Associate Dean for Academic Programs) in the Watson School of Education at 910-962-4142.

The University of North Carolina at Wilmington is committed to and will provide equality of educational and employment opportunity for all persons regardless of race, sex, age, color, gender, national origin, ethnicity, creed, religion, disability, sexual orientation, political affiliation, marital status, veteran status or relationship to other university constituents – except where sex, age, or ability represent bona fide educational or occupational qualifications or where marital status is a statutorily established eligibility criterion for state-funded employee benefit programs

PROGRAM OF STUDY

Phase I Licensure Only (21 hours)

EDN 520 – Instructional Development	3 hrs.
LIC 552 – Advanced Reading Methods, 6-9	3 hrs.
LIC 518 – Advanced Middle Grades Education	3 hrs.
Content Methods – (select one):	3 hrs
LIC 523 Advanced Mathematics Methods, 6-9	
LIC 535 Advanced Social Studies Methods, 6-9	
LIC 538 Advanced Science Methods, 6-9	
LIC 555 Advanced Language Arts Methods, 6-9	
LIC 520 – Advanced Diverse Learners, 6-9	3 hrs.
LIC 511 – Middle Grades Internship	6 hrs.

Total hours **21 hrs.**

Phase II MAT-“M” Licensure (Minimum 19 hours)

EDN 523 – Research in Education	3 hrs.
EDN 577 – Practicum	3 hrs.
EDN 593 – Contemporary Perspectives in Education	1 hrs.
Additional 6 hours in content specialty area (approved by advisor)	6 hrs.
Select one of the following strands or another area as approved by the program as an additional focus area.	6 hrs.

Technology: MIT 512 Computer Applications in Education (fall); MIT 511 Multimedia Design and Development (fall); MIT 531 Assessment of Learning Outcomes (summer II); or other approved course; if demand justifies, 512 and 511 would also be offered in spring

English as a Second Language: EDN 516 Second Language Acquisition Research and Theory (10 hr. field exp.); EDN 517 Methods and Assessment for Second Language Learners (20 hr. field exp.)

International: EDN 5XX* – Japan, others as created and/or approved

Total hours **19 hrs.**

Academic Specialization - Selected courses based upon background in order to provide breadth and depth. Courses must be selected in consultation with the advisor.

English (6 hours)

Social Studies (6 hours)

Mathematics (6 hours)

Science (6 hours)

Educational Technology Standards and Performance Indicators for All Teachers

Building on the NETS for Students, the ISTE NETS for Teachers (NETS•T), which focus on pre-service teacher education, define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings. All candidates seeking certification or endorsements in teacher preparation should meet these educational technology standards. It is the responsibility of faculty across the university and at cooperating schools to provide opportunities for teacher candidates to meet these standards.

The six standards areas with performance indicators listed below are designed to be general enough to be customized to fit state, university, or district guidelines and yet specific enough to define the scope of the topic. Performance indicators for each standard provide specific outcomes to be measured when developing a set of assessment tools. The standards and the performance indicators also provide guidelines for teachers currently in the classroom.

1. TECHNOLOGY OPERATIONS AND CONCEPTS

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

- demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students)
- demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

2. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- apply current research on teaching and learning with technology when planning learning environments and experiences.
- identify and locate technology resources and evaluate them for accuracy and suitability.
- plan for the management of technology resources within the context of learning activities.
- plan strategies to manage student learning in a technology-enhanced environment.

3. TEACHING, LEARNING, AND THE CURRICULUM

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

Teachers:

- facilitate technology-enhanced experiences that address content standards and student technology standards.
- use technology to support learner-centered strategies that address the diverse needs of students.
- apply technology to develop students' higher order skills and creativity.
- manage student learning activities in a technology-enhanced environment.

4. ASSESSMENT AND EVALUATION

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

- apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

5. PRODUCTIVITY AND PROFESSIONAL PRACTICE

Teachers use technology to enhance their productivity and professional practice. Teachers:

- use technology resources to engage in ongoing professional development and lifelong learning.
- continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- apply technology to increase productivity.
- use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

6. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:

- model and teach legal and ethical practice related to technology use.
- apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- identify and use technology resources that affirm diversity
- promote safe and healthy use of technology resources.
- facilitate equitable access to technology resources for all students.

