

MASTER OF ARTS IN TEACHING

Overview and Contact Information

The Master of Arts in Teaching program (M.A.T.) is an accelerated coeducational teacher education program for aspiring early childhood, elementary, middle, and secondary school teachers. This flexible, year-long M.A.T. includes an innovative curriculum, a unique collaboration with Expeditionary Learning (EL), personalized advising, and initial teacher licensure in over 30 areas, including:

- Teacher of early childhood (PreK-2)
- Teacher of elementary education (1-6)
- Teacher of middle school, variety of fields (5-8)
- Teacher of secondary school, variety of fields (8-12)
- Teacher of foreign language (5-12)
- Teacher of dance (PreK-12)
- Teacher of music (PreK-12)
- Teacher of theatre (PreK-12)
- Teacher of visual art (PreK-8, 5-12)
- Teacher of special education/moderate disabilities (PreK-8, 5-12)

Through the M.A.T. program, we also offer additional licensure (add-on license) options in:

- New level/subject area
- English as second language/English language learners
- Moderate disabilities (PreK-8, 5-12)

These add-on licensure (<http://catalog.mtholyoke.edu/PaGE/programs/add-on-licensure>) options are specifically designed to provide opportunities for current students pursuing initial licensure or teachers with the appropriate licensure to earn and independently apply for an Additional License in ELL or moderate disabilities or an additional level/subject area. These courses also provide a depth of knowledge for any students entering the broader field of education as they seek to work with a range of learners.

A customized course of study is available for students who are interested in teaching in independent schools; contact PaGE for more information.

Students in the M.A.T. program receive personalized advising to help them reach their academic and career goals. They work closely with a network of professionals including faculty advisors, supervising teachers, Expeditionary Learning mentors, and a variety of content area experts.

Upon successful completion of the program, students are awarded the Master of Arts in Teaching degree.

M.A.T. Learning Goals

Graduates of the Master of Arts in Teaching at Mount Holyoke College will develop the ability to do the following:

1. Exhibit effective teaching and learning linking respect methodologies and best practices through an intensive year-long, apprenticeship model in urban, rural, and suburban schools.
2. Develop strong partnerships at the national (EL education, MHC alumni) and local (district) levels that exhibit a strong commitment to public education, social justice, and equity.

3. Participate in personal learning communities (PLC) where they take active roles thinking critically about student centered learning environments.
4. Design curriculum using extensive content knowledge, intensive research-based methodologies, and a deep understanding of age appropriate human development.
5. Demonstrate a range of professional skills that respond to a deep understanding and application of the knowledge, skills, and dispositions found in the Guidelines for the Professional Standards for Teachers including:
 - a. Curriculum, Planning, and Assessment: Promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.
 - b. Teaching All Students: Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.
 - c. Family and Community Engagement: Promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.
 - d. Professional Culture standard: Promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

Contact Information

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<https://www.mtholyoke.edu/professional-graduate/mat>

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Ruth Hornsby, M.A.T., Mount Holyoke College

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Allegra Osborne, M.A., University of Phoenix

Tammy Sullivan-Daley, M.Ed., University of Massachusetts Amherst

Catherine Swift (<https://www.mtholyoke.edu/people/catherine-swift>), M.Ed., Smith College

Nicole Walsh, M.S., Bank Street College of Education

Curriculum and Requirements

The M.A.T. with initial licensure is a 36-credit program that a full-time student can complete in 11 months, from August to the following June. The Moderate Disabilities program is a 38-credit program that students can complete in 12 months.

Coursework for the M.A.T. is delivered in four sessions: summer, fall, January, and spring. Students are expected to maintain a B grade in all courses. M.A.T. curriculum map (<https://www.mtholyoke.edu/graduateprograms/teaching/courses>).

Flexible

While the M.A.T. is designed to be a continuous, 11-month program, part-time students can complete requirements at their own pace over two years, although they will eventually need to complete the program's capstone: a full-time, semester-long teaching practicum. Students will work with an advisor to design an approved manageable plan to complete program requirements.

Standard Course Schedule for MAT Early Childhood/Elementary Teacher Candidates

Summer

EL education immersion case study		
X.SPED-426	The Inclusive Classroom	2
X.EDUC-417	Teaching With Technology	2
X.EDUC-420CD	Human Development: 'Child Development'	2

Fall

X.EDUC-461	The Process of Teaching and Learning: Developing Literacy in Early Childhood And Elementary Schools	4
X.EDUC-463	Teaching English Language Learners	4
X.EDUC-470	The Process of Teaching and Learning: Developing Math/Science/Technology Instruction and Curriculum	4
X.EDUC-465	Children's Literature for Educators (or both X.MATH-400 and X.MATH-401)	4

Spring

X.EDUC-423	Student Teaching in Early Childhood and Elementary Schools	10
X.EDUC-422	Practicum Seminar on Teaching and Learning: Early Childhood and Elementary Education	4
Total Credits		36

Additional Specifications

- Summer (6 credits). EL Education (EL) "case study" teaching model: Students will go on group learning expeditions in the field to experience powerful project-based methodologies delivered by EL professionals. Students go on to complete introductory coursework in human development (X.EDUC-420CD), a course in inclusive classroom teaching (X.SPED-426), plus a module on technology in education (X.EDUC-417).
- Fall (16 credits). In a traditional fall semester, September-December, students complete four courses taught by Mount Holyoke faculty and augmented by highly qualified current practitioners. These include content-specific methodology coursework with associated school-based pre-practicum work (X.EDUC-461, X.EDUC-463, X.EDUC-470, and either X.EDUC-465 or both X.MATH-400 and X.MATH-401). Within these content-specific methodology courses, students will learn about curriculum development and planning, working with diverse students, and effective approaches to classroom management and assessment.
- Spring (14 credits). Students complete a full-time, semester-long student teaching semester (the practicum, X.EDUC-423) as well as a weekly seminar (X.EDUC-422) in which they reflect on their developing practice. Students also begin to explore the job market, participate in practice interviews, attend job market fairs, and meet with Career Development Center staff. Upon successful completion of the semester, the institution recommends the students for licensure to the Massachusetts Department of Elementary and Secondary Education.

Standard Course Schedule for MAT Middle/Secondary Teacher Candidates

Summer

EL education immersion case study		
X.SPED-426	The Inclusive Classroom	2
X.EDUC-417	Teaching With Technology	2
X.EDUC-420AD	Human Development: 'Adolescent Development'	2

Fall

X.EDUC-460	Subject-Specific Methods for Middle and Secondary Teachers	4
X.EDUC-463	Teaching English Language Learners	4
X.EDUC-430	The Process of Teaching and Learning in Secondary and Middle Schools	4

One content course 4

Spring

X.EDUC-433	Practicum Seminar on Teaching and Learning: Middle and Secondary Education	4
X.EDUC-431	Student Teaching in Secondary and Middle Schools	10

Total Credits 36

Additional Specifications

- Summer (6 credits). Starting in August, the summer session features an immersion into the EL education "case study" teaching model.

Students will go on group learning expeditions in the field to experience powerful project-based methodologies delivered by EL professionals. Students go on to complete introductory coursework in human development (X.EDUC-420AD), a course in inclusive classroom teaching (X.SPED-426), plus a module on technology in education (X.EDUC-417).

- Fall (16 credits). In a traditional fall semester, September-December, students complete four courses taught by Mount Holyoke faculty and augmented by highly qualified current practitioners. These include general and content-specific methodology coursework with associated school-based pre-practicum work (X.EDUC-460, X.EDUC-463, X.EDUC-430 and a content course). Within the general and content-specific methodology courses, students will learn about curriculum development and planning, working with diverse students, and effective approaches to classroom management as well as an advanced-level elective in their licensure subject areas (middle and secondary education only), management and assessment.
- Spring (14 credits). Students complete a full-time, semester-long student teaching semester (the practicum, X.EDUC-431) as well as a weekly seminar (X.EDUC-433) in which they reflect on their developing practice. Students also begin to explore the job market, participate in practice interviews, attend job market fairs, and meet with Career Development Center staff. Upon successful completion of the semester, the institution recommends the students for licensure to the Massachusetts Department of Elementary and Secondary Education.

Standard Course Schedule for MAT Special Education/ Moderate Disabilities Teacher Candidates (PreK-8 and 5-12)

Summer

Participation in EL education		
X.SPED-441	Differentiated Instruction for Diverse Learners	2
X.SPED-481	Special Education Law: Transitions, Collaboration, and Applications	2
X.SPED-421	Assistive Technology for Special Education	1
X.SPED-426	The Inclusive Classroom	2

Fall

X.EDUC-461	The Process of Teaching and Learning: Developing Literacy in Early Childhood And Elementary Schools	4
X.EDUC-470	The Process of Teaching and Learning: Developing Math/Science/Technology Instruction and Curriculum	4
X.EDUC-463	Teaching English Language Learners	4
X.SPED-447	Assessment and Instruction for Exceptional Learners	3

January

X.SPED-416	Interventions for Behavior and Classroom Management	1
X.SPED-471	Legal Perspectives in Special Education	1

Spring

For PreK-8: 14		
X.SPED-423	Student Teaching in Inclusive and Substantially Separate Classrooms for Students PreK-8 with Moderate Disabilities	14

X.SPED-422	Practicum Seminar: Teaching and Learning for Moderate Disabilities Licensure PreK-8	
For grades 5-12:		14
X.SPED-431	Student Teaching in Inclusive and Substantially Separate Classrooms for Students Grades 5-12 with Moderate Disabilities	
X.SPED-433	Practicum Seminar: Teaching and Learning for Moderate Disabilities Licensure 5-12	
Total Credits		38

Additional Specifications

- Summer (7 credits). The summer session starts in July with X.SPED-441 Differentiated Instruction for Diverse Learners and X.SPED-481 Special Education Law: Transitions, Collaboration, and Applications. During August, students will take X.SPED-421 Assistive Technology and X.SPED-426 The Inclusive Classroom.
- Fall (15 credits). These include general and content-specific methodology coursework with associated school-based pre-practicum work (X.EDUC-461, X.EDUC-470, X.EDUC-463, and X.SPED-447). Within these content-specific methodology courses, students will learn about curriculum development and planning, working with diverse students, and effective approaches to classroom management and assessment.
- January (2 credits). X.SPED-471 Legal Perspectives in Special Education and X.SPED-416 Interventions for Behavior and Classroom Management.
- Spring (14 credits). Students complete a full-time, semester-long student teaching semester (the practicum, X.SPED-431 or X.SPED-423) as well as a weekly seminar (X.SPED-433 or X.SPED-422) in which they reflect on their developing practice. Students also begin to explore the job market, participate in practice interviews, attend job market fairs, and meet with Career Development Center staff. Upon successful completion of the semester, the institution recommends the students for licensure to the Massachusetts Department of Elementary and Secondary Education.

Additional Licensure

Please see Add-on Licensure (<http://catalog.mtholyoke.edu/PaGE/programs/add-on-licensure>) for more information.

Admission

All applicants must have:

- Completed a bachelor’s degree prior to beginning the M.A.T. program
- An undergraduate major—or demonstrated equivalent subject area knowledge—in desired teaching discipline
- A passing score on the appropriate Massachusetts Test for Educator Licensure (MTEL). Those who have not yet taken the MTEL are still able to apply to the M.A.T program; further details on the timing of the necessary tests required for the particular license will be provided when the applicant meets with the program advisor
- An interview with the admissions committee

Those who apply to this program generally have a 3.2 undergraduate GPA or above.

To apply to the M.A.T. program, prospective students complete the M.A.T. application and upload all supporting materials via the online

application (<https://www.mtholyoke.edu/professional-graduate/mat/how-to-apply>), except official transcripts which need to be mailed into:

Professional and Graduate Education
Attn: Amy Nichols
Mount Holyoke College
50 College Street
South Hadley, MA 01075.

To secure their place in the program, admitted applicants will pay a non-refundable \$300 deposit that will be applied as a credit to their first term's bill.

Financing

Please see Graduate Tuition, Fees, and Financial Aid (<http://catalog.mtholyoke.edu/PaGE/financial-policies>) for further information.

Scholarships

City Year

City Year offers 50% off tuition for aspiring school teachers. For eligibility and additional information, visit City Year online (<https://www.cityyear.org>).

Mount Holyoke Educator Scholarship

The program also offers the Mount Holyoke Educator Scholarship for Mount Holyoke College graduates. Scholarships are awarded based on the strength of the application, letters of recommendation, and a personal interview. Current students and alumnae will automatically be considered for this Scholarship.

- Preferred application deadline: January 15
- Rolling admission will continue after January 15

Peace Corps

Our partnership with the Paul D. Coverdell Fellows Program allows us to offer 50% tuition remission to two Returned Peace Corps Volunteers. Students who wish to apply for this must submit an essay for the Promising Teacher Award, as well as a certificate from Peace Corps illustrating that they have completed (or expect to complete) their program.

Promising Teacher Scholarship Award

The M.A.T. program offers a Promising Teacher Scholarship Award. The application for this Award is an optional section of the M.A.T. online application (<http://mathleadership.org/programs/master-of-arts-in-mathematics-teaching>).

Course Offerings

X.EDUC-411 Policy Fluency: Current Issues in Education

Spring. Credits: 4

In this learning experience, teachers will work on building up their "education policy fluency" based on their own school context. Students will read education news from across the country, including Education Week and blogs from a range of teacher and education bloggers with varied perspectives. Then they will dig into deeper understanding through weekly dialogue with each other and article authors and current teacher leader experts in the field. This course aims to help teachers gain an even stronger understanding of the policy world that influences what we do in the classrooms, in both public and private school settings.

Applies to requirement(s): Meets No Distribution Requirement

R. Buck

Restrictions: This course is limited to Mount Holyoke MAT, MAMT, and MATL students only

X.EDUC-413 Leading Colleagues Using Research: Bridging the Gap Between Research and Practice

Credits: 2

Based on Domain 2 of the Teacher Leader Model Standards, this class helps build the skills, knowledge, and dispositions teacher leaders need to support colleagues in using the latest research and data to improve practice and student learning. Topics we will explore include types of research, examining the research process, the skills teacher leaders need to lead colleagues in using research to improve practice, research competencies, action research, data collection and analysis, how research makes instruction intentional and systematic, and how it allows us to make meaning out of numbers.

Applies to requirement(s): Meets No Distribution Requirement

D. Bosso

Restrictions: This course is limited to Mount Holyoke MAT, MAMT, and MATL students only

X.EDUC-417 Teaching With Technology

Credits: 2

Students will read current research examining the effectiveness of teaching with technology in PreK-12 classrooms as they explore questions about the role of technology in 21st century education. Students will experiment with a variety of tools that allow teachers to design effective lessons for a diverse range of learners. Students will focus on using technology to integrate students on IEPs, 504, and other learners with specific learning needs.

Applies to requirement(s): Meets No Distribution Requirement

L. Manzi

Restrictions: This course is limited to Mount Holyoke MAT students only

X.EDUC-420 Human Development**X.EDUC-420AD Human Development: 'Adolescent Development'***Credits: 2*

In this course you will develop a foundational framework of knowledge about physical, cognitive and social/emotional development that can inform your practice in the classroom. You will have opportunities to delve into the study of the age group that you intend to teach through individualized exploration, and we will discuss specific topics particularly relevant to education, such as language development, gender, moral development, the nature of intelligence, and motivation. By the end of this course, you should be conversant in developmental theory and able to use it to support the pedagogical choices you will make as an educator.

*Applies to requirement(s): Meets No Distribution Requirement**A. Grillo**Restrictions: This course is limited to Mount Holyoke MAT, MAMT, and MATL students only***X.EDUC-420CD Human Development: 'Child Development'***Credits: 2*

In this course you will develop a foundational framework of knowledge about physical, cognitive and social/emotional development that can inform your practice in the classroom. You will have opportunities to delve into the study of the age group that you intend to teach (preK-8th grade) through individualized exploration*, and we will discuss specific topics particularly relevant to education, such as language development, gender, moral development, the nature of intelligence, and motivation. By the end of this course, you should be conversant in developmental theory and able to use it to support the pedagogical choices you will make as an educator.

*Applies to requirement(s): Meets No Distribution Requirement**A. Grillo**Restrictions: This course is limited to Mount Holyoke MAT students only***X.EDUC-422 Practicum Seminar on Teaching and Learning: Early Childhood and Elementary Education***Spring. Credits: 4*

The Integrated Methods Seminar focuses on supporting and building on key aspects of the intensive full-time supervised student teaching experience. Teacher candidates learn how to develop integrated curriculum units, address complex behavioral and management issues with increasing sophistication, delve more deeply into theory and practice, develop peer coaching and mentoring skills, develop habits of reflection, and prepare for job interviews. Additionally, there is an emphasis on social studies content and pedagogy. Specifically, students will be studying content of a meaningful elementary and early childhood social studies curriculum and devising lessons and units that address multiple learning needs, planning effective and aligned assessments, infusing EL protocols and practices, and exploring integration opportunities. Linking critical learning from their work in social justice to issues of instructional equity and practice in the classroom is also part of the Seminar this semester.

*Applies to requirement(s): Meets No Distribution Requirement**C. Swift**Restrictions: This course is limited to Mount Holyoke MAT students only**Instructor permission required.**Advisory: Students may only register for X.EDUC-422 if concurrently taking X.EDUC-423.***X.EDUC-423 Student Teaching in Early Childhood and Elementary Schools***Spring. Credits: 10*

Students participate in full-time student teaching in early childhood and elementary classrooms for 12 weeks. During this semester-long field-based placement, students hone classroom management skills, implement an extended integrated curriculum unit, deliver lessons in all content areas, and develop a wide range of assessment skills. The practicum culminates in two weeks of Lead Teaching, during which the student is responsible for managing all aspects of the classroom program. Students work with classroom teachers and college supervisors to address Professional Teaching Standards as required by the Commonwealth of Massachusetts' Pre-service Performance Assessment Program.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby, C. Swift**Restrictions: This course is limited to Mount Holyoke MAT students only**Instructor permission required.**Advisory: Students may only register for X.EDUC-423 if concurrently taking X.EDUC-422.**Notes: 5 days a week for 12 weeks full-time student teaching in school site (includes Mount Holyoke College's spring break). This course is graded on a credit/no credit basis.***X.EDUC-424 Internship in Educational Settings***Spring. Credits: 4 - 10*

Graduate students undertake a supervised internship from January through June in an educational setting comprised of up to 600 hours. This would be a supervised, mentored experience, and tailored to the hours of the student, approved by a faculty member within the Professional and Graduate Education department. Evaluation of performance is determined by on-site visits, written assignments, as well as supervisor and mentor evaluations. Successful completion of the course is verified based on satisfactory submission of a final product/portfolio and presentation that demonstrates an integration of knowledge and skills gained through their program of study and internship experience.

*Applies to requirement(s): Meets No Distribution Requirement**R. Hornsby**Instructor permission required.**Advisory: For graduate students who will not be pursuing licensure.**Notes: This course is graded on a credit/no credit basis.***X.EDUC-430 The Process of Teaching and Learning in Secondary and Middle Schools***Fall. Credits: 4*

This course is intended to help prepare prospective secondary and middle school teachers for effective classroom instruction. The focus of this course is to explore a range of philosophies of education and existing classroom practices. The course uses the current educational landscape in order for teacher candidates to examine culturally relevant teaching and learning practices, teaching in multicultural settings, establishing the classroom climate, choosing instructional approaches, and attending to the needs of a range of learners.

*Applies to requirement(s): Meets No Distribution Requirement**Other Attribute(s): Community-Based Learning**B. Bell**Restrictions: This course is limited to Mount Holyoke MAT, MAMT, and MATL students only**Advisory: Requires a field-experience in an educational setting.*

X.EDUC-431 Student Teaching in Secondary and Middle Schools*Spring. Credits: 10*

Students participate in full-time student teaching in middle or secondary classrooms for 12 weeks. During this semester-long field-based placement, students hone classroom management skills, design and implement curriculum, and develop a wide range of assessment skills. Students work with classroom teachers and college supervisors to address Professional Teaching Standards as required by the Commonwealth of Massachusetts' Pre-service Performance Assessment Program

*Applies to requirement(s): Meets No Distribution Requirement**B. Bell, R. Hornsby**Restrictions: This course is limited to Mount Holyoke MAT students only**Instructor permission required.**Advisory: Students may only register for X.EDUC-431 if concurrently taking X.EDUC-433.**Notes: 5 days a week for 12 weeks; full-time student teaching in school sites (includes Mount Holyoke College's spring break). Credit/no credit grading.***X.EDUC-433 Practicum Seminar on Teaching and Learning: Middle and Secondary Education***Spring. Credits: 4*

This weekly seminar provides students with opportunities to design and discuss case studies involving adolescents in middle and secondary school settings, review researched-based models of instruction, and classroom management, and engage in dialogue with professionals regarding numerous aspects of teaching and student learning. Additional topics covered include reviewing the legal obligations of teachers, addressing the needs of students with disabilities, English language learners, and developing effective communication between home and school.

*Applies to requirement(s): Meets No Distribution Requirement**B. Bell**Restrictions: This course is limited to Mount Holyoke MAT students only**Instructor permission required.**Advisory: Students may only register for X.EDUC-433 if concurrently taking X.EDUC-431.***X.EDUC-441 Fostering a Collaborative Culture for Learning***Credits: 2*

This course is centered around Domain One of the Teacher Leader Model Standards, with an emphasis on creating cultures in our schools that support educator development and student learning. Modules include defining teacher leadership, exploring formal and informal teacher leadership roles, adult learning theory, facilitation of group learning and discussion, mitigating difficult discussions and building consensus, organizational change and the change process, building trust, and other skills to create inclusive cultures for professional growth (and student learning!).

*Applies to requirement(s): Meets No Distribution Requirement**N. Gardner, J. Parker**Restrictions: This course is limited to Mount Holyoke MAT, MAMT, and MATL students only***X.EDUC-442 Fostering Partnerships, Collaboration, and Communication***Credits: 2*

This class focuses on how we promote and sustain meaningful partnerships centered around a community's students, and how we can lead our colleagues in doing the same thing. With modules in culturally responsive teaching, cultural sensitivity, bias, mobilization, collaboration, communication, and equity, this class helps teachers develop tools to help lead schools in forming deep and understanding partnerships with communities. Students will use their skills from the courses on the past Teacher Leader Model standards including research, data, professional learning, equity, policy and advocacy, as this is a cumulative course.

*Applies to requirement(s): Meets No Distribution Requirement**M. Allen**Restrictions: This course is limited to Teacher Leadership MAT students only***X.EDUC-449 Equity and Social Justice: A Teacher's Role***Credits: 2*

In this course, participants will learn to address issues of social justice seamlessly and incorporate social justice into the design of their learning environments. This will be accomplished in three steps: First, participants will be assigned a self-awareness partner to process socialization around social issues. Second, participants will produce narratives about their social justice development. Finally, participants will create action plans that will create learning environments that don't shut down dialogues about difference, but open them up. Participants will then take this new learning and self-awareness and apply it to education systems outside of their classroom.

*Applies to requirement(s): Meets No Distribution Requirement**J. Daigle-Matos**Restrictions: This course is limited to Mount Holyoke MAT, MAMT, and MATL students only***X.EDUC-453 Foundations of Teacher Leadership and Global Education Reform***Fall. Credits: 4*

This dynamic course is an exploration of the foundational pieces of teacher leadership, including the history and theories of teacher leadership, an examination of education reform in the United States, and a study of teacher leadership and reform from a global perspective. Students will also research their local district or state to gain a better understanding of their local reform history and past waves of teacher involvement. This course will include several video-conference discussions with nationally recognized teacher leaders from across the country who will share their lessons learned and perspectives in teacher leadership. Embedded in practice and focused on your personal and professional growth.

*Applies to requirement(s): Meets No Distribution Requirement**J. Holland**Restrictions: This course is limited to Mount Holyoke MAT, MAMT, and MATL students only*

X.EDUC-454 Teachers as Agents of Change*Fall. Credits: 4*

Grounded in peer-reviewed research, this class helps build the knowledge, skills, and dispositions, for teachers to advocate for students, the teaching profession, and policies that benefit student learning. Students will engage in modules on entrepreneurial thinking, building a courageous mindset, the development of expertise, relationship-building, messaging, persuasive writing, and public speaking. Students will also revisit the change process and explore multiple entry points for advocacy in and out of the classroom. This class includes several videoconference sessions with advocacy leaders in the field.

*Applies to requirement(s): Meets No Distribution Requirement**M. Allen**Restrictions: This course is limited to Mount Holyoke MAT, MAMT, and MATL students only***X.EDUC-456 Promoting Professional Learning***Credits: 2*

This course is centered around Domain Three of the Teacher Leader Model Standards, with an emphasis on evaluating and creating school cultures for professional learning and professional development design. Modules for this class will include school climate and culture audits, the change process, analyzing school community and data to pinpoint professional development needs, and evaluating professional learning. Teachers will walk away with design plans for creating cultures of adult learning to improve student learning.

*Applies to requirement(s): Meets No Distribution Requirement**S. Donaldson**Restrictions: This course is offered for graduate students only.***X.EDUC-457 Personal Leadership Growth and Articulation of Practice***Credits: 2*

We will further develop as reflective practitioners, and to use that reflective practice to explore personal leadership development. Critical course concepts will be introduced in a whole group book study format. As a second step, course participants will create individualized learning plans that allow for deeper exploration of topics of personal and professional interest. The menu of options for personalized learning will include further reading in the domains of adult development, professional learning, motivation, and leadership. Additionally, it involves videoconferencing with several nationally recognized teacher leaders.

*Applies to requirement(s): Meets No Distribution Requirement**M. Allen, B. Crowley**Restrictions: This course is limited to Teacher Leadership MAT students only***X.EDUC-458 Owning Assessments and Data for Student Learning***Credits: 2*

Built around Domain 5 of the Teacher Leader Model Standards, this course helps teachers build the skills to do just that, as we explore organizational improvement through assessment design. Learn to facilitate and support colleagues in using assessment tools to inform decisions to improve practice and student learning. One module of this class includes an exploration of Improvement Science, a new methodology brought to education from the health field, where teachers will learn how small ideas can be tested and taken to scale, potentially impacted organizational change. Embedded in practice, focused on your personal and professional growth.

*Applies to requirement(s): Meets No Distribution Requirement**D. Massey**Restrictions: This course is limited to Mount Holyoke MAT, MAMT, and MATL students only***X.EDUC-460 Subject-Specific Methods for Middle and Secondary Teachers***Fall. Credits: 4*

This subject-specific methods course is designed for graduate-level teacher education students preparing to teach at the secondary or middle school levels. Firmly embedded within the Expeditionary Learning Model, this course links the theoretical underpinnings of subject-specific pedagogy, differentiated learning, global learning, sheltered immersion, assessment, and the community/school/classroom/students. Students will connect theory with practice through their work with subject-specific experts in the field and through reflecting on their practice within pre-practicum placements in local schools.

*Applies to requirement(s): Meets No Distribution Requirement**E. Levine**Restrictions: This course is limited to Mount Holyoke MAT, MAMT, and MATL students only**Advisory: Requires a field-experience in an educational setting.***X.EDUC-461 The Process of Teaching and Learning: Developing Literacy in Early Childhood And Elementary Schools***Fall. Credits: 4*

Through a balanced and integrated approach, students will learn to develop literacy in early childhood/elementary schools. Class members will learn about emergent literacy, diagnosing language needs, integrating phonics skills in a literature-based program, the teaching of process writing, children's fiction and nonfiction literature, and a variety formative and summative ways to assess learning. Course required for spring semester practicum students. Course evaluation is based on written and oral work done individually and in groups. Requires a pre-practicum.

*Applies to requirement(s): Meets No Distribution Requirement**T. Sullivan-Daley**Restrictions: This course is limited to Mount Holyoke MAT, MAMT, and MATL students only**Advisory: Requires a field-experience in an educational setting.**Notes: Pre-practicum required***X.EDUC-463 Teaching English Language Learners***Fall and Spring. Credits: 4*

This course addresses core competencies outlined in the Massachusetts Department of Education's English Language Learner certificate requirement. Readings in language acquisition theory, language learning and teaching, effective lesson design and assessment, Sheltered Instruction Observation Protocol, and knowledge of intercultural learners are covered. Students will have experience developing and adapting lessons and curriculum to address the needs of students in their pre-practicum settings.

*Applies to requirement(s): Meets No Distribution Requirement**K. Accurso, H. Graham**Restrictions: This course is limited to Mount Holyoke MAT, MAMT, and MATL students only**Advisory: Requires a field-experience in an educational setting.*

X.EDUC-465 Children's Literature for Educators*Fall. Credits: 4*

This course introduces various genres of children's literature, including literature for adolescents; explores equity and social justice issues; and examines approaches to using literature in the preK-8 curriculum with an emphasis on social-emotional learning and making literature accessible to all learners. Students will read a variety of texts across genres and discuss ways to integrate literature into curriculum and learning as they expand their knowledge and appreciation of children's literature. Literature will be examined from multiple perspectives.

*Crosslisted as: EDUC-267**Applies to requirement(s): Meets No Distribution Requirement**N. Walsh**Restrictions: This course is limited to Mount Holyoke MAT students only**Instructor permission required.**Advisory: Requires a field-experience in an educational setting.***X.EDUC-467 Coaching, Mentoring, and Facilitating Instructional Improvements***Credits: 2*

This course provides opportunities for teachers to design, develop, critique, implement, give, and receive feedback on professional development experiences that align with the Common Core standards and the particular needs of the school/district's participating staff. Modules include staying focused on content while developing collaborative relationships, engaging in reflective dialogue with teachers and administrators, developing leadership skills, professional growth, and technology for collaborative learning. Participants will be able to individualize their learning experience based on an area of choice for personal and professional growth: instructional coaching, mentoring, or peer coaching.

*Applies to requirement(s): Meets No Distribution Requirement**J. Walker**Restrictions: This course is limited to Mount Holyoke MAT, MAMT, and MATL students only***X.EDUC-470 The Process of Teaching and Learning: Developing Math/Science/Technology Instruction and Curriculum***Fall. Credits: 4*

Students will learn about inquiry-based science/math curriculum and use of technology in PreK-6 classroom. They will construct more extensive understandings of science/math instruction by developing lessons that implement the Massachusetts Frameworks incorporating the Common Core State Standards for Mathematics. They will teach a minimum of three lessons to students in their pre-practicum setting. Emphasis will be on learning diverse management and instructional practices, such as the use of manipulatives, problem solving, cooperative learning, and project-based learning. Students will also become more adept at developing effective approaches to using assessment to guide instruction.

*Applies to requirement(s): Meets No Distribution Requirement**L. Mattone**Restrictions: This course is limited to Mount Holyoke MAT, MAMT, and MATL students only**Advisory: Requires a field-experience in an educational setting.**Notes: Pre-practicum required***X.EDUC-476 Independent School: Beyond the Classroom***Credits: 2*

The independent school faculty member wears many "hats" in addition to that of the teacher. Students in this course study the non-teaching aspects of independent school work, improving their ability to serve as stewards of their schools' missions. Guest speakers from independent schools will address these roles and facilitate students' investigation of other topics including school governance and administration, admissions, advancement, athletics, counseling, student and residential life, and more. Coursework will include analyzing case studies, budgets, interviewing various departments and jobs within an independent school, and an in-depth case study of the student's context based on current independent school standards and best practices. Student work will culminate in the creation of a personal inventory and growth plan for successful career development in independent schools.

*Applies to requirement(s): Meets No Distribution Requirement**K. Evelti**Restrictions: This course is limited to Mount Holyoke MAT, MAMT, and MATL students only**Notes: This course will be held on campus at The Williston-Northampton School.***X.EDUC-489 Catapult! Capstone Course***Spring. Credits: 2 - 6*

This course is designed to catapult students' professional and personal leadership journey to the next level. It serves as an idea incubator, helping give teacher leaders the support and direction they need to propel themselves forward in their work and launch teacher-created ideas to improve education for all students. In this class, graduate students will demonstrate and document the impact of their knowledge gained throughout their journey at Mount Holyoke College. Students will choose a domain of the Teacher Leader Model Standards to focus their capstone work, then they will choose one of four pathways for the semester: a research study, a teacher-created project, a teacher leader internship, or National Board candidacy. They will apply their skill and knowledge under a teacher leader coach, who will support them and engage in weekly reflective practice of their teacher leadership work. At the end of the semester, teachers will complete and share a portfolio that demonstrates how their experiential learning experience has enhanced their practice as a leader and a teacher leader.

*Applies to requirement(s): Meets No Distribution Requirement**M. Allen**Restrictions: This course is limited to Mount Holyoke MAT, MAMT, and MATL students only***X.EDUC-495 Independent Study***Fall and Spring. Credits: 1 - 4**The department**Instructor permission required.*