

## Masters in Education: Master Teachers for the 21<sup>st</sup> Century

The mission of the Masters in Education degree at Colorado State University-Pueblo is to apply current research on teaching, learning, and system change to prepare *Master Teachers* for PK-12 classrooms in Colorado. *Master Teachers* are leaders who possess expertise in the content area in which they teach and in the pedagogy of teaching and learning. Moreover, they apply this knowledge in their own classrooms, modeling best practices in instruction and assessment. In addition, *Master Teachers* are school leaders, able to mentor and coach their peers, able to interpret educational research and apply strategies in ongoing professional development. *Master Teachers* lead educational reform in their schools and communities, aware of the process of educational change and skillful at collaborating with others to improve education.

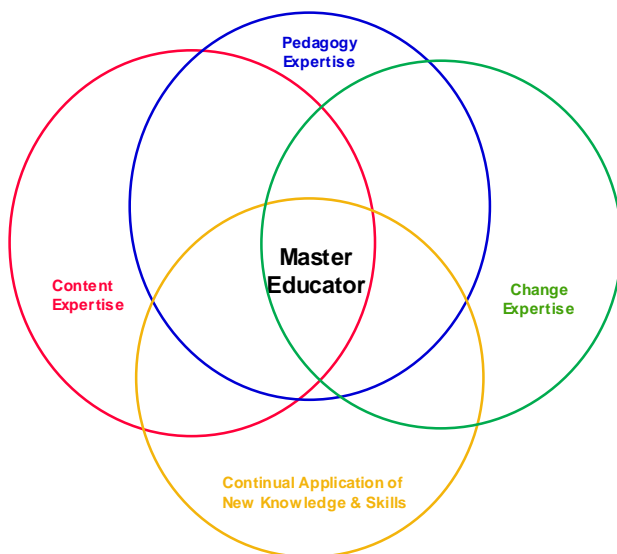


Figure 1 visually displays the conceptual model for CSU-Pueblo's masters in education. To become a *Master Teacher* requires expertise in the content discipline, in the pedagogy of teaching and learning, and in the process of continual professional development and growth. To ensure graduates' application of new knowledge and skills, CSU-Pueblo's program requires application of new knowledge and skills throughout the program and utilizes an assessment model that will monitor teacher performance and provide information for ongoing program improvement.

CSU-Pueblo's Masters in Education has a number of defining characteristics. This program is based on the assumption that participants will be licensed teachers who are currently teaching and thus will prepare teachers to become "Master" teachers in their classrooms and schools. The program is aligned with National Board for Professional Teaching Standards (NBPTS) core propositions and is built around a core of proficiencies that are consistent across most NBPTS certificates, as well as the Colorado Standards for Teachers. Since the core is aligned with NBPTS generalist certificates, this program is flexible in supporting teachers who seek NBPTS certification in any of the generalist areas (such as Science or English) as well.

The 38 credit hour degree program consists of 11 hours in core courses in research and educational research, 9 hours in pedagogical content, and 18 hours in one of seven areas of concentration (Instructional Technology, Culturally and Linguistically Diverse Education, Special Education, Music Education, Art Education, Foreign Language, and Health and Physical Education).

The four courses required in the core focus on knowledge and skills related to teacher change and leadership as a change agent in the schools. The courses are developmental, with the first taken within the first nine hours, the third within the last nine hours, and the final course completed as the capstone experience in the program.

**CORE COURSES**

<b>Course No.</b>	<b>Title</b>	<b>Hrs.</b>	<b>Brief Description</b>
ED 502	Core 1: Teacher as Change Agent	3	This course builds an understanding of how educators change their own practice of teaching, including the effects of demonstration, evaluation, and reflection. Participants will develop skills at utilizing a range of resources for change, including skills at locating and interpreting educational research and utilizing professional collaboration. Participants begin development of their master's portfolio, including plans for aligning their professional goals with state and National Board standards.
ED 503	Core 2: Teacher as Researcher and Innovator	3	This course focuses on the scholarship of teaching by developing teachers' knowledge and skills in strategies for constructing knowledge that benefit teaching and student learning. Major emphasis is on authentic assessment to document scholarship, applications of action research strategies, and the relationship between professional development and student learning.
ED 504	Core 3: Leading Change in Today's Schools	3	The purpose of this course is to build teachers' skills in leading school change. Topics include a review of the research on organizational change and on effective professional development for educators. Teachers will review current and historical school change movements and implement a change or innovation in an educational setting.
ED 593	Practicum & Capstone Seminar	2	This capstone course in the master's program focuses upon completion of the master's portfolio, including development of a final inventory and presentation of the portfolio to the candidate's graduate committee. The practicum requires attendance at a series of seminars for candidates.