Washington University in St. Louis

Teaching and Learning

The **Master of Arts in Teaching and Learning** (MATL) is designed for adult career-changers who are committed to teaching in at-risk schools. The School of Continuing & Professional Studies (CAPS), the Institute for School Partnership, and the St. Louis Teacher Residency (STLTR) program collaborate to train and support aspiring teachers who, in turn, will accelerate student achievement.

The first year of the program is facilitated by STLTR and begins with a one-year residency. Student residents work with an experienced mentor teacher in a high-needs classroom, developing the skills needed to be a leader in the classroom. Residents also take courses focused on the core competencies needed to have a successful career in teaching. By joining STLTR, students make a commitment to serve the learners and families in St. Louis–area public schools.

At the end of the first-year residency, students earn their teacher certification. During the second year, residents teach in their partner school districts while completing their master's degrees at CAPS. Master's pedagogical course work continues to support and inform the students' classroom teaching, and it is complemented by subject-specific courses. After completing the master's degree, participants commit to teaching for two additional years in their home districts, and they receive continued support from STLTR staff during their early years of teaching.

Experienced teachers in STLTR partner schools who wish to strengthen and deepen their practice and prepare to mentor new teachers may also enroll in the MATL.

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Degree Requirements

Master of Arts in Teaching and Learning

Required Courses (15 units)

- Educ 5124: Intentional Classroom Planning (3 units)
- One of the following series (3 units total):
  - Educ 5125 & Educ 5130: Advanced Teaching Methods: Elementary
  - Educ 5126 & Educ 5131: Advanced Teaching Methods: Secondary English/Language Arts
  - Educ 5127 & Educ 5132: Advanced Teaching Methods: Secondary Mathematics
  - Educ 5128 & Educ 5133: Advanced Teaching Methods: Secondary Science
- Educ 5129: Advanced Teaching Methods: Project-Based Learning and Assessment (3 units)
- Educ 5140: MATL Capstone Seminar I (3 units)
- Educ 5141: MATL Capstone Seminar II (3 units)

Elective Courses (15 units)

Students tailor their degree by taking additional courses in education or in subject-specific areas such as English, math, or biology.

Students who have completed the St. Louis Teacher Residency (STLTR) year earn 9 credits toward their electives. Visit the STLTR website for more information.

Experienced teachers who would like to qualify to serve as mentor teachers in the STLTR residency program must complete these 6 units as part of their elective course work:

- Practicum I: Instructional Coaching (1.5 units)
- Practicum II: Instructional Coaching (1.5 units)
- Educ 4301: The American School (3 units)

This program is offered either mostly or fully online. Students entering the U.S. on an F-1 or J-1 Visa must enroll in a program full time. F-1 students are only permitted to enroll in one online course per semester and J-1 students may only enroll in non-credit online courses that do not count toward their degree program. The School of Continuing & Professional Studies (CAPS) cannot guarantee face-to-face enrollment options each semester of full time enrollment, therefore cannot issue an I-20 or DS 2019 to F-1 and J-1 students for this program. If you are an F-1 or J-1 student and wish to enroll in a CAPS program while here on a Visa, please contact our recruitment team to discuss your options for face-to-face program enrollment. F-1 and J-1 students should not enroll in online courses or programs without first consulting the university's Office for International Students and Scholars (OISS).

Courses

Visit online course listings to view semester offerings for U08 Educ.

U08 Educ 5125 Advanced Teaching Methods: Elementary - Fall
In this course, students will continue to refine their vision for high quality instruction in an elementary Language Arts and Mathematics classroom. Language Arts: students will build upon their understanding of best practices in elementary literacy by designing the structure for a Balanced Literacy block in their classrooms. These literacy blocks include instructional time devoted to explicit phonics instruction, shared reading, guided reading, read-aloud instruction, and vocabulary instruction. Students will also focus on writing instruction and will implement writing mini-lessons and student conferences in their classrooms. Mathematics: This course will also build on students' understanding of effective mathematics instruction and their knowledge of both direct instruction and inquiry-based approaches to learning. Students will explore effective instructional strategies through the lens of content, with a core focus in Basic Operations (addition, subtraction, multiplication, and division); Geometry, Fractions and

Measurement; & Problem-Solving, Algebra, and Graphing. By analyzing instruction through the lens of specific mathematical concepts, students will have the opportunity to design lessons that focus on the connections between mathematical content as well as the standards for mathematical practice. Students must have instructor approval to register.
Credit 1.5 units. UColl: OLH

U08 Educ 5126 Advanced Teaching Methods: Secondary English/ Language Arts - Fall
In this course, students will continue to refine their vision for high quality English/language arts instruction in a secondary classroom. This course will build upon students' understanding of effective novel studies and writing units by focusing on the fundamentals of close reading, word study, embedded non-fiction, and "writing for reading" strategies. Sophisticated discussions are also one of the hallmarks of advanced practice in ELA classrooms. Middle and high school students must be able to fluently use academic language and internalize habits of discussion. This course will also focus on the role of discussion in an ELA classrooms, and students will implement multiple discussion formats, including Socratic Seminars and Literature Circles. Students in this course will also revisit the concept of rigor in a secondary ELA classroom by discussing the importance of text selection, studying text attributes and leveling systems, and analyzing the text selections embedded in their school's curriculum. Students must have instructor approval to register.
Credit 1.5 units. UColl: OLH, OLI

U08 Educ 5127 Advanced Teaching Methods: Secondary Mathematics - Fall
In this course, students will continue to refine their vision for high quality mathematics instruction in a secondary classroom. Students will revisit the fundamental design elements present in inquiry-based lessons, focusing on the development of their students' conceptual understandings. The course will also focus on the importance of computational and procedural fluency, and students will create a backwards plan that allows for daily fluency practice within their classrooms. Moving beyond fundamental lesson planning and assessment structures, students in this course will learn specific strategies to develop and assess students' problem-solving skills and abilities and implement effective discourse in their mathematics classrooms. Students will design instructional activities that allow their students to explore and discuss challenging problems and tasks through structures such as problem-solving seminars and performance-based assessments. Students must have instructor approval to register.
Credit 1.5 units. UColl: OLH

U08 Educ 5128 Advanced Teaching Methods: Secondary Science - Fall
In this course, students will continue to refine their vision for high quality science instruction in a secondary classroom. Moving beyond fundamental lesson planning and assessment structures, students in this course will learn specific strategies to develop and assess students' problem-solving skills and abilities and implement effective discourse in their science classrooms. Students will design instructional activities that allow their students to explore and discuss challenging problems and tasks through structures such as problem-solving seminars and performance-based assessments. Students must have instructor approval to register.
Credit 1.5 units. UColl: OLH, OLI

U08 Educ 5130 Advanced Teaching Methods: Elementary - Spring
In this course, students will continue to refine their vision for high quality instruction in an elementary Language Arts and Mathematics classroom. Language Arts: students will build upon their understanding of best practices in elementary literacy by designing the structure for a Balanced Literacy block in their classrooms. These literacy blocks include instructional time devoted to explicit phonics instruction, shared reading, guided reading, read-aloud instruction, and vocabulary instruction. Students will also focus on writing instruction and will implement writing mini-lessons and student conferences in their classrooms. Mathematics: This course will also build on students' understanding of effective mathematics instruction and their knowledge of both direct instruction and inquiry-based approaches to learning. Students will explore effective instructional strategies through the lens of content, with a core focus in Basic Operations (addition, subtraction, multiplication, and division); Geometry, Fractions and Measurement; & Problem-Solving, Algebra, and Graphing. By analyzing instruction through the lens of specific mathematical concepts, students will have the opportunity to design lessons that focus on the connections between mathematical content as well as the standards for mathematical practice. Students must have instructor approval to register.
Credit 1.5 units. UColl: OLH, OLI

U08 Educ 5131 Advanced Teaching Methods: Secondary English/ Language Arts -- Spring
In this course, students will continue to refine their vision for high-quality English/language arts instruction in a secondary classroom. This course will build upon students' understanding of effective novel studies and writing units by focusing on the fundamentals of close reading, word study, embedded non-fiction, and "writing for reading" strategies. Sophisticated discussions are also one of the hallmarks of advanced practice in ELA classrooms. Middle and high school students must be able to fluently use academic language and internalize habits of discussion. This course will also focus on the role of discussion in an ELA classroom, and students will implement multiple discussion formats, including Socratic Seminars and Literature Circles. Students in this course will also revisit the concept of rigor in a secondary ELA classroom by discussing the importance of text selection, studying text attributes and leveling systems, and analyzing the text selections embedded in their school's curriculum. Prerequisite: Permission of instructor.
Credit 1.5 units. UColl: OLI

U08 Educ 5132 Advanced Teaching Methods: Secondary Mathematics -- Spring
In this course, students will continue to refine their vision for high-quality mathematics instruction in a secondary classroom. Students will revisit the fundamental design elements present in inquiry-based lessons, focusing on the development of their students' conceptual understandings. The course will also focus on the importance of computational and procedural fluency, and students will create a backwards plan that allows for daily fluency practice within their classrooms. Moving beyond fundamental lesson planning and assessment structures, students in this course will learn specific strategies to develop and assess students' problem-solving skills and abilities and to implement effective discourse in their mathematics classrooms. Students will design instructional activities that allow their students to explore and discuss challenging problems and tasks through structures such as problem-solving seminars and performance-based assessments. Prerequisite: Permission of instructor.
Credit 1.5 units. UColl: OLI

U08 Educ 5133 Advanced Teaching Methods: Secondary Science -- Spring

In this course, students will continue to refine their vision for high-quality science instruction in a secondary classroom. Moving beyond fundamental lesson planning and assessment structures, students in this course will learn specific strategies to develop and assess students' problem-solving skills and abilities and implement effective discourse in their science classrooms. Students will design instructional activities that allow their students to explore and discuss challenging problems and tasks through structures such as problem-solving seminars and performance-based assessments. Prerequisite: Permission of instructor.
Credit 1.5 units. UColl: OLI

U08 Educ 5134 Advanced Teaching Methods: Secondary STEM - Fall

For MATL students, only. This course is one part of a two-semester series. Moving beyond fundamental lesson planning and assessment structures, students in this course will learn specific strategies to develop and assess their students' STEM academic skills and abilities and implement effective discourse in their classrooms. Students will design instructional activities that allow their students to explore and discuss challenging problems and tasks through structures such as problem-solving seminars and performance-based assessments. Students will use a framework to plan and implement instructional practices, and gather evidence to reflect on and analyze key takeaways as a mode for improving their own teaching practice. Students must have instructor approval to register.
Credit 1.5 units. UColl: OLI

U08 Educ 5135 Advanced Teaching Methods: Secondary STEM Spring

This course is part of a two-semester series. Moving beyond fundamental lesson planning and assessment structures, students in this course will learn specific strategies to develop and assess their students' STEM academic skills and abilities and implement effective discourse in their classrooms. Students will design instructional activities that allow their students to explore and discuss challenging problems and tasks through structures such as problem-solving seminars and performance-based assessments. Students will use a framework to plan and implement instructional practices, and gather evidence to reflect on and analyze key takeaways as a mode for improving their own teaching practice. Students must have instructor approval to register.
Credit 1.5 units. UColl: OLI

U08 Educ 5137 Improving Content and Instruction through Meaningful Assessments

FOR MATL STUDENTS, ONLY. This course will focus on the various forms of assessments and how to create assessments aligned with standards, while also ensuring student growth is measured. The course will offer a variety of topics including: how to produce meaningful assessments; rigor vs. real-world applications and assessment; the similarities and differences in proficiency scales, scoring guides, & rubrics; how to assess when differentiating lessons; equity in assessments for students, including students with special needs, alternative assessments, and student empowerment in assessments; the purpose and importance of written feedback; performance based assessment; and using pre-post assessments to direct teaching. An understanding of how these topics are synthesized to create a coherent assessment system designed to gather evidence of student learning and provide guidance on how to instructionally respond will be developed. This system includes summative, formative, and self-assessment, as well as both formal and informal approaches to assessment.
Credit 3 units. UColl: OLI

U08 Educ 5140 MATL Capstone Seminar I

The first semester of the year-long Capstone course will focus on the foundations of building a goal-driven classroom. When the school year begins, students will embark upon the important work of getting to know their students and their school setting. Building on their knowledge of data-driven instruction, students will use the information gained about their teaching placement and their students in order to set ambitious goals both for their classroom as a whole and for individual students. Students will also use investment and engagement strategies to launch their vision and goals with their students. Throughout the semester, students will acquire new skills related to data analysis and remediation. Students will be asked to develop a classroom vision, academic and social-emotional goals, systems to track and share progress, and a classroom management and investment plan. An important component of the Capstone course will be one-on-one instructional coaching. The Capstone coach will support each student as they work to apply the content of the course to their individual schools and classrooms. The coaching cycle will consist of a classroom observation, a coaching conversation, and follow-up action steps, and this will occur on a biweekly basis. Prerequisite: instructor approval.
Credit 3 units. UColl: OLH

U08 Educ 5141 MATL Capstone Seminar II

During semester two of the Capstone Seminar, students will begin drafting their Master's Capstone. Students will curate a Capstone portfolio, displaying their best work from the past two years of teaching. Students will also report on their students' final achievement and socio-emotional growth results. In sum, the final Capstone will consist of the Capstone portfolio, a film of an outstanding lesson, the presentation of a data narrative, and the delivery of an oral defense. For the oral defense, students will present and defend their K-12 students' growth and achievement data, as well as key learnings from their residency and master's course work, to faculty members and guests. Prerequisite: Instructor approval.
Credit variable, maximum 3 units. UColl: OLH, OLI
