PROGRAM INFORMATION
Dual Degree
BA/BS MAT
Paths to becoming a teacher

- BA/BS Teacher Education Minor
- BA/BS + MA in Teaching [MAT] Dual Degree
- MA in Teaching [MAT]
Paths to becoming a teacher

- BA/BS Minor
- Undergrad Courses
- BA/BS + MAT
- Undergrad + Grad Courses [2 Summers]
- MAT
- Grad Courses [2 Summers]
Minor in Teacher Education
Initial Teaching License
Elementary or Secondary Schools

Master of Arts in Teaching [MAT]
Master’s Degree + Initial License
Elementary or Secondary Schools
13 months: June - July
Dual Degree BA/BS MAT
Master’s Degree + Initial License
Elementary or Secondary Schools
by July after Senior Year.
Minor in Teacher Education Path

• Start Now:
  – Talk to a Teacher Education Advisor

• Freshman – Junior Year:
  – Take Teacher Ed Courses

• Fall, Junior year:
  – Apply to Student-Teach

• Senior Year:
  – Full-year Student-Teaching Internship + Courses
Dual Degree BA/BS-MAT Path

• Start Now:
  – Talk to a Teacher Education Advisor

• Freshman – Junior Year:
  – Teacher Ed Courses + Finish Major + Gen Ed Reqs

• Fall, Junior year:
  – Apply to Student-Teach + Apply to MAT

• **Summer + Senior Year + Summer**
  – Full-year Student-Teaching Internship + Courses
Master of Arts in Teaching [MAT] Path

• Start **Soon:**
  – Talk to a Teacher Education Advisor

• Freshman – Junior Year:
  – Finish Major + Gen Ed Reqs

• Fall, Junior year:
  – Apply to MAT

• **Summer + Full Year + Summer**
  – Full-year Student-Teaching Internship + Courses
Master of Arts in Teaching [MAT] Program and the Dual Degree BA/BS MAT Program

Become a certified teacher in:
Elementary 1-6
Secondary 5-12

Public School
Jewish Day School

- 13-month/Four semester program
- Yearlong internship
Secondary concentration can specialize on the following disciplines:

- Biology
- Chemistry
- Physics
- Math
- History
- Tanakh

- Chinese
- English
- French
- Latin
- Spanish
The Dual Degree BA/BS MAT Program

Eliminates the fifth year earning a master’s degree, move quickly into the workforce, and reduces tuition payments by one semester, thus reducing student debt.
Steps to applying to the Dual Degree BA/BS MAT program

• Talk to an Teacher Education Program advisor about the requirements

• Take Teacher Education Classes
  – Freshman through junior years can take ED 100a, 107a or 175a for elementary level
  – Or ED 100b, Ed 102a, and PSYC 36b for secondary level

• Apply for the Student-Teaching Internship

• Apply for the MAT through GSAS
• **Fill out an application for student teaching** (all BA/BS MAT applicants must submit an application for student teaching AND the BA/BS MAT program).

• **Start application for the BA/BS MAT program** through GSAS
  Select program: (Applicants for the Delet/Jewish day schools program should select from elementary or secondary concentrations.)
  • Education | Elementary Education (Bachelors/M.A.T. for Brandeis Undergraduates) / Five-Year Bachelor's/Master's
  • Education | Secondary Education (Bachelors/M.A.T. for Brandeis Undergraduates) / Five-Year Bachelor's/Master's

Upload requirements: CV, Essay, unofficial transcript (GRE waived), recommendation letters.
Application Checklist (cont.)

- Fill out **self audit form**.
- Fill out an undergraduate degree completion audit with the education advisor
  - **Elementary**: Requirements completion form
  - **Secondary**: Requirements completion form
- Submit application (application fee waived)
  - Early decision: Formal application must be submitted by December 1, complete by Dec. 31. MAT will decide by mid-January. If admitted, you have 30 days to accept.
    - Regular application due by January 30.
- Prepare for an interview.
• If offered admission, you will receive an offer of admission from the Education Program and GSAS.
• Contact with Students Financial Services about undergraduate financial aid for summer, fall.
• Apply for need-based aid for spring & summer. Merit & alumni scholarships will be automatically awarded.
• After matriculating into the program, contact the Registrar's office to change your graduation date to February.
## Master of Arts in Teaching Program
### Year at a Glance
#### Elementary Education

<table>
<thead>
<tr>
<th>Summer I</th>
<th>Fall</th>
<th>Spring</th>
<th>May - June 2018</th>
<th>Summer II</th>
<th>June - July 2019</th>
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<td>Foundations of Education ED 264A-1</td>
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<td>Fundamentals of Teaching ED 267a</td>
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<td>Teacher Research (13 sessions) ED 266A-3</td>
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<td>Special Education: Teaching Students with Moderate Disabilities Modules ED 260a</td>
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<td>Teaching and Learning Reading ED 107a</td>
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<td>Psychology of Student Learning 157b</td>
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<td>Fundamentals of Teaching ED 267b</td>
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<td>(field experience)</td>
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<td>Teaching English Language Learners ED 175A</td>
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<td>Project: Child Study</td>
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<td>Pedagogy &amp; Curriculum of Literacy and Social Studies ED101a</td>
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<td>Inquiry Based Science ED261a</td>
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<td>Teaching Mathematics ED 262a</td>
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<td>Professional Seminar &amp; Field Internship ED 265A-1</td>
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<td>Reflective Seminar Ed 263b</td>
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<td></td>
<td>Field Internship ED 265b</td>
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<td>TOTAL UNITS</td>
<td>12</td>
<td>TOTAL UNITS</td>
<td>20</td>
<td>TOTAL UNITS</td>
<td>12</td>
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<td>Field Experience in Waltham Public Schools (ED 107a)</td>
<td>Pre-Practicum Internship In Secondary School</td>
<td>Practicum Internship In Secondary School</td>
<td>Total weekly hours: 18-21 hours/week</td>
<td>5 Full days/week</td>
<td>5 full days/week</td>
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</table>
Elementary Ramp of Internship

STUDENT TEACHING INTERNSHIP “RAMP” OF GRADUAL INCREASE/RELEASE OF RESPONSIBILITY
ELEMENTARY EDUCATION

MARCH – MID MAY
- During designated planning times, Intern leads, Mentor inquires.
- Before lead teaching week(s), all Interns teach 1-6 full days per week.
- Intern must teach without Mentor (except in mandated co-teaching circumstances).

JANUARY – FEBRUARY
- During designated planning time, Intern and Mentor co-plan.
- Choose a path for increasing responsibility:
  - Intensive focus on teaching 1-2 subjects at a time, assist in other subjects.
  - Intern teaches 5-5 lessons/week for ALL subjects & assist in other lessons.
  - Intern leads 3-4 “other classroom activities” (e.g., morning meeting, read-aloud).

NOVEMBER–DECEMBER
- All previous activities PLUS
  - Intern and Mentor co-plan and co-teach in each subject at least 2x per week.
  - Intern takes charge of classroom for short periods of time (planned and unplanned).
  - Intern solo teaches a series of lessons over 2-3 days in one subject area.

SEPTEMBER – OCTOBER
- During designated planning time, Mentor leads, Intern inquires.
- Intern observes and assists instruction and management.
- Intern completes observations for course assignments.
- Intern teaches individuals and small groups.
- Intern leads 1-3 “other classroom activities” (e.g., morning meeting, read-aloud, etc.).

Mentor gradually releases responsibility from modeling, to joint practice, to guiding practice, to side coaching and observation.

Intern gradually increases responsibility from observation, to joint practice, to guided practice, to independent practice.
# Secondary Year at a Glance

## Master of Arts in Teaching Program
### Year at a Glance

#### Secondary Education

<table>
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<tr>
<td>Foundations of Education Ed 264A - 3</td>
<td>Fundamentals of Teaching ED 267A - 3</td>
<td>Teacher Research (13 sessions) ED 266A - 3</td>
<td>Special Education: Teaching Students with Moderate Disabilities Modules ED 260B - 1</td>
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<td>Subject Specific (Pedagogical) Content Knowledge Course I</td>
<td>Pedagogy (Subject Specific) Subject Specific Content Course (elective) II</td>
<td>Teaching English Language Learners ED 175A</td>
<td>Moderate Disabilities Certification OR Alternative Subject-Specific &quot;mini&quot; Placement Subject Specific (Pedagogical) Content Knowledge Course IV</td>
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<td>Psychology of Student Learning ED 157B</td>
<td>Subject Specific Content Course (elective) III Professional Seminar &amp; Field Internship ED 265A - 3</td>
<td>Reflective Seminar Ed 263B - 3</td>
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<td></td>
<td>Pre-Practicum Internship in Secondary School</td>
<td>Practicum Internship in Secondary School</td>
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<tr>
<td></td>
<td>18-21 hours/week</td>
<td>5 Full days/week</td>
<td>5 full days/week</td>
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Secondary Ramp of Internship

**Student Teaching Internship “Ramp” of Gradual Increase/Release of Responsibility**

**Secondary Education**

**September – October**
- During designated planning time, Mentor leads, Intern inquires.
- Intern completes observation assignments for coursework.
- Intern works with small groups & individuals.
- Intern assists with classroom routines.
- Intern introduces/give instructions for tasks designed by Mentor.
- “Watch-one; Teach one” Intern observes/debrieves mentor teaching a lesson & teaches that lesson during another class period.

**October – November**
- All previous activities PLUS
  - During designated planning time, Mentor mostly leads, Intern contributes & inquires.
  - With Mentor guidance, Intern plans and implements some of his/her own lessons.
  - Intern often co-teaches Mentor’s lessons.
  - Mentor models assessment practices & guides Intern’s development of pre-assessments.

**December – January**
- During designated planning time, Intern and Mentor co-plan.
- Intern implements co-planned lessons and independently planned for the two designated class periods for which Intern will eventually take full responsibility.
- Intern co-designs and responds to student assessments (with guidance).

**February – Mid-May**
- Intern takes “full responsibility” for two class periods: including, planning, instruction, and assessment.
- During designated planning times, Intern leads; Mentor inquires.

Mentor gradually releases responsibility from modeling, to joint practice, to guiding practice, to side coaching and observation.

Intern gradually increases responsibility from observation, to joint practice, to guided practice, to independent practice.
Internship locations (2017-18)

Bishop Elementary, Arlington
Boston Latin School
Brown Middle School, Newton
Burr Elementary
Cabot School, Newton
Cambridgeport, Cambridge
F.A.Day Middle School, Newton
Framingham High School

Horace Mann, Newton
Maimonides, Brookline
McDevitt Middle School, Waltham
MetroWest JDS, Framingham
Newton South High School
Putnam Ave. Upper Sch.
Stanley School, Waltham
Striar Hebrew Academy, Sharon
Waltham High School
Plan your path to teaching - Elementary Level

I have taken ED 100a and/or ED 107a and/or ED 175a

I plan to student teach and get an initial license to teach elementary school ______________________

I will complete all of my Brandeis undergrad requirements by the end of the fall semester of senior year (Dec. 2018)

I can student teach spring of senior year & get my initial license May 2019 or

I can apply to the 10 semester BA-BS/MAT Program (runs June 2018 - before senior year - thru July 2019) or

I can apply to the Brandeis MAT Program (4 semester program June 2019 - July 2020)

I do not plan to student teach or complete the teacher ed. minor

I will not (or do not want to) complete all of my undergrad requirements by the end of fall senior year

I can student teach spring senior year & get my initial license May 2018 OR

I can apply to the Brandeis MAT Program (4 semester program June 2019 - July 2020)

I can graduate and apply to post-bacc teacher training programs (or not)

I can pass MTELs and get a preliminary license to teach in Massachusetts (or not)
Plan your path to teaching - Secondary Level

I have taken ED 100b and/or ED 102a and/or PSYC 36b and am majoring in ________________

I plan to student teach and get an initial license to teach secondary school ________________

I will complete all of my Brandeis undergrad requirements by the end of the fall semester of senior year (Dec. 2018)

I can student teach spring of senior year & get my initial license May 2019 or

I can apply to the 10 semester BA-BS/MAT Program (runs June 2018 - before senior year - thru July 2019) or

I can apply to the Brandeis MAT Program (4 semester program June 2019 - July 2020)

I will not (or do not want to) complete all of my undergrad requirements by the end of fall senior year

I can student teach spring senior year & get my initial license May 2019 OR

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I do not plan to student teach or complete the teacher ed. minor

I can graduate and apply to post-bacc teacher training programs (or not)

I can pass MTELs and get a preliminary license to teach in Massachusetts (or not)
Questions?
Want to talk to an advisor?

Email teacher-education@brandeis.edu

One of us will respond to you:

• Danielle Igra, Director of Teacher Education, (781) 736-8519, digra@brandeis.edu
• Rachel Theodorou, Faculty Leader, Elementary level, (781) 736-2023, rbKramer@brandeis.edu
• Manuel Tuan, MAT Coordinator, (781) 736-2022, tuan@brandeis.edu
• Annie Grover, Assistant Director, (781) 736-2050, agrover@brandeis.edu
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