

Interdepartmental programs in Education

Courses of Study:
Minors
Master of Arts in Teaching

Objectives

Four central themes define the Brandeis Education Programs. These themes are woven throughout our courses.

Knowing Students as Learners: Good teachers work actively to know their students as individuals and learners. They use their knowledge of child development and learning, and their knowledge of individual students, to inform their planning and teaching. They modify their instruction to support students' academic learning and social progress.

Teaching for Understanding: The Brandeis Education Program strives to prepare teachers who narrow the achievement gap among students through the use of standards-based, learning-centered curricula. Good teachers communicate high standards and expectations for student learning, and draw on a repertoire of approaches, using instructional strategies to make knowledge accessible and interesting to diverse learners. They check for understanding and use multiple forms of assessment, including performance assessments, to guide planning and instruction.

Inquiry: Effective teachers continually assess and reflect on their own teaching practices and stay aware of current resources and information related to teaching and learning. Teachers need to have a firm grounding in educational research, theory and practice, and understand the ways in which inquiry and reflection on research, including their own classroom research, can inform practice.

Social Justice: Issues of social justice and injustice affect schools. Teachers need to work toward greater equity and access to knowledge for all students, while creating multicultural, democratic classrooms that celebrate respect and diversity.

For a more complete description of the Education Program consult the program's website, www.brandeis.edu/programs/education.

Undergraduate Teaching Minor

The undergraduate education program leading to licensure is designed to prepare undergraduates for teaching at the preschool, elementary, and secondary levels, and is taken in addition to the student's major. Those interested in this minor should meet with an Education Program advisor to develop a plan for teacher education courses, which begin in the sophomore year, and other required courses. Please see the Education Program website for course requirements. This minor is also valuable for those planning careers in related fields such as special education.

Students who successfully complete the elementary, middle, or high school program, including the requirements set by the state of Massachusetts, may be recommended by Brandeis for initial licensure to teach in Massachusetts, which has reciprocal arrangements with 36 other states. Requirements include passing appropriate portions of the Massachusetts Test for Teacher Licensure (MTEL). More information on licensure requirements may be found on the Education Program website.

Students who want to be licensed to teach in Massachusetts must pass a Massachusetts Communication and Literacy Skills Test, and demonstrate subject-matter knowledge as well. Of the students who completed the Education Program and who took these tests in 2003-04, 100% passed the Communications and Literacy Skills test and 100% passed the Subject Matter Knowledge tests.

Undergraduate Education Studies Minor

The education studies minor is designed for students seeking an understanding of some of the diverse issues related to education in the United States and other societies. This minor examines issues in education theory, research, and practice within a general liberal arts perspective. The goals are to enable students to investigate educational history and policy, human learning and development, and/or the place of education and schooling in families and societies, from a variety of disciplinary perspectives. The minor's interdisciplinary approach will enable students to examine the impact of political, historic, psychological, economic, and social forces that shape education and public expectations for schools.

The education studies minor encourages students to think critically and creatively about questions such as: How can we better understand and guide learning? How do various political, economic, and social forces shape education and public expectations for schools? What kinds of cultural understandings form the basis for educational expectations and school systems? What kinds of learning, schools, and teachers do young people need and deserve?

This minor is suitable both for students interested in the broad social and cultural contexts of education and for those interested in educational careers. Please note, however, that the education studies minor does not lead to a teaching license. Students interested in becoming licensed as teachers need to enroll in the Education Program that leads to licensure.

Master of Arts in Teaching (Elementary)

In the Master of Arts in Teaching Program we conceive of teaching as practical intellectual work dedicated to enlargement of human capacity at the individual and societal level. Students apply to either the concentration in public education or the concentration in Jewish day schools. Successful completion leads to the degree and to the initial license to teach grades 1-6 in Massachusetts, which has reciprocity agreements with 36 other states.

A coherent one year/four semester course of study integrates sustained guided-teaching practice in area schools with challenging coursework and analysis of educational problems and issues at macro and micro levels. A small cohort of students works closely with peers, mentors, and faculty in an atmosphere that is collegial and open to risk-taking. Inquiry is a theme across the years: as the culminating project, students design, conduct, and report on a classroom-based, action-research project. All graduates are expected to demonstrate strong conceptual and practical command of the field, commitment to children as learners and thinkers, and habits of reliance on reason, evidence, and values in pedagogical decision making.

One exceptional feature of our M.A.T. is the early career support provided to graduates who teach in the greater Boston area. Program faculty convene monthly meetings of the graduates and experienced mentors for support, reflection, and advising.

How to Become a Minor

Education Program

Any undergraduate at Brandeis can begin fulfilling requirements of the minor at any time, without formal admission. A grade of at least B- is required in Education Program courses for those who are seeking elementary or secondary licensure. Permission of the director is required for the final stage of the process (ED 101a and b, ED 105a, and ED 111e; or ED 102a, ED 104a, and ED 110e; or ED 112e). Students must pass the Massachusetts Communication and Literacy Test before enrolling in the Practice Teaching courses.

Education Studies

Any undergraduate enrolled at Brandeis can begin fulfilling requirements of the minor at any time, without formal admission. A grade of at least B- is required in each course taken for credit in the minor. Pass/Fail courses are not allowed. Permission of the director is required to enroll in the education studies minor, and should be sought no later than when a student has completed the two core courses.

How to Be Admitted to the Graduate Program

The general requirements for admission to the Graduate School, given in an earlier section of this *Bulletin*, apply to candidates for admission to this program. Applicants apply to either the concentration in public education or in Jewish day schools. The Jewish day school concentration is currently available only to DeLeT program completers.

Strong liberal arts preparation with depth in an appropriate discipline and/or a record of professional accomplishment in an appropriate field is expected. Prior experience with children is strongly advised. Applications should include three letters of reference, the results of the GRE general exam, a transcript, and a statement of purpose explaining your reasons for pursuing this degree.

Partial scholarship assistance is available in cases of demonstrated financial need and for a limited number of exceptional applicants.

Program Committee

Joyce Antler

(American Studies)

Marc Brettler

(Near Eastern Jewish Studies)

Joseph Cunningham

(Psychology)

Jane Hale

(Romance and Comparative Literature)

Andrew Hahn

(The Heller School)

Susan Parker

(Mathematics)

Joseph Reimer

(Hornstein Program)

Daniel Terris

(International Center for Ethics, Justice and Public Life)

Faculty

Marya Levenson, Director

Teacher education. Education policy. Education studies.

Dirck Roosevelt, Director of the M.A.T./ Assistant Director

Elementary education. Teacher education. Democracy and education.

Marcie Abramson

Mathematics.

Robin Dash

Arts and Education.

Sharon Feiman-Nemser

Elementary education. Jewish education. Teacher education.

Tom Heyman

Elementary Science.

Robert Lange

Science teaching.

Jon Levisohn

Philosophy of education. Jewish education.

Catherine Marchant

Preschool education.

Edward Rossiter

Secondary curriculum and instruction.

Theodore Sizer

Public education.

Deborah Sullivan

Reading and Literacy.

Requirements for the Minors

Education Programs Leading to Licensure

Secondary

PSYC 36b (note that PSYC 1a is a prerequisite for PSYC 36b), ED 100b (sophomore year), and ED 102a (junior year), are prerequisites for practice teaching. ED 104a and ED 110e are taken in the senior year or ninth semester. Students must consult the director of the program for other requirements.

It is recommended that students take ED 100b in their sophomore year and ED 102a in their junior year. Students must pass the Massachusetts Communication and Literacy Skills Test before enrolling in ED 110e.

Elementary

PSYC 33a (note that PSYC 1a is a prerequisite for PSYC 33a); ED 100a followed by ED 107a (sophomores who have taken ED 100a are advised to take ED 107a as juniors); ED 101a and b and ED 105a, always begun the semester before practice teaching; and ED 111e. Also a mathematics course at the 5a level or above or a satisfactory score on a special test given by the mathematics department. Students must consult the assistant director of the program for other requirements. The Education Program website lists significant additional liberal arts courses required for licensure by the Massachusetts Department of Education. Students must pass the Massachusetts Communication and Literacy Skills Test before enrolling in ED 111e.

Preschool

Practice teaching at the Lemberg Children's Center is possible (ED 112e). Prerequisites are PSYC 33a and ED 103a. These courses, plus one other, will fulfill the Massachusetts Office of Child Care Services requirements for teachers in nursery school or day care. For further information, consult the director of the Lemberg Children's Center.

Education Studies

A. Core Course: ED 155b Education and Social Policy

B. A second core course to be selected from the following electives:

| | |
|-----------|--|
| AMST 180b | Topics in the History of American Education |
| COML 165a | Reading, Writing, and Teaching across Cultures |
| ECON 59b | Introduction to the Economics of Education |
| ED 157b | Psychology of Student Learning |
| ED 158b | Creative Inquiry, Critical Analysis |
| ED 159b | Philosophy of Education |
| SOC 104a | The Sociology of Education |

C. At least four additional program electives, no more than two of which can be taken in the same department or interdepartmental program. Program electives are listed below under "Electives".

Students may substitute successful completion of an essay, thesis, or internship, as described below, for the sixth elective course option:

1. **Essay:** an approved research or honors essay, usually taken in the senior year. Students would receive credit for this essay through their department major, or ED 98a (Individual Readings and Research in Education), or an independent study or research course approved by the director of the Education Program.
2. **Honors Thesis:** a senior thesis in the student's major that has an emphasis on some aspect of education.
3. **Internship:** an internship (ED 92) approved by the director of the Education Program. (Students who are doing student teaching in the Education Program will also be eligible to receive internship credit if they are concurrently pursuing an education studies minor.) Students who choose this option will keep a journal about their experiences and produce a final paper.

D. Students must achieve a grade of B- or higher in each course taken for credit in the minor. (Pass/Fail courses are not allowed).

E. Students may have only two cross-over courses that meet requirements for both the education (licensure) minor and the education studies minor.

Requirements for the Degree of Master of Arts in Teaching (Elementary)

This is a full-time, summer/fall/spring/summer in-residence program. Within a coherent, sequenced course of study, students examine theories and cases of human learning, study principles and practices of teaching specific subjects, and engage some of the big questions and debates that characterize the field. Guided teaching practice begins in the summer and continues through a year-long internship in a nearby classroom. Working closely with an experienced mentor teacher, students gradually assume increasing instructional responsibility and begin functioning as junior colleagues in the school community. Over the course of the year, students learn how to establish and manage a balanced literacy program and inquiry-oriented instruction in mathematics, science, social studies, and the arts. They study formal and informal methods of assessment, learn how to interpret and adapt curricular standards, and practice engaging families in meaningful conversation about children's educational accomplishments and needs. As a culminating project, they design, conduct, and report on a classroom-based inquiry.

Course of instruction

The courses comprising the public elementary and Jewish day school concentrations are:

Public School Concentration**Summer One**

| | |
|---------|---|
| ED 107a | Teaching and Learning Reading in Elementary Schools |
| ED 262a | Teaching Mathematics |
| ED 264a | Foundations of Education |

Fall

| | |
|---------|---|
| ED 101a | Elementary School Curriculum and Teaching: Literacy, Social Studies, and Other Topics |
| ED 157b | The Psychology of Student Learning |
| ED 265a | Field Internship |
| ED 267a | Fundamentals of Teaching |
| | Graduate-level elective (as advised) |

Spring

| | |
|---------|---|
| ED 261a | Inquiry-based Science Teaching and Learning |
| ED 265b | Field Internship |
| ED 267b | Fundamentals of Teaching |

Summer Two

| | |
|---------|---|
| ED 260a | Special Education: Teaching for Inclusion |
| ED 266a | Teachers as Researchers |

Jewish Day School Concentration***Fall**

| | |
|---------|---------------------|
| ED 263a | Reflective Teaching |
| ED 265a | Field Internship |

Spring

| | |
|---------|---------------------------|
| ED 263b | Reflective Teaching |
| ED 265b | Field Internship |
| | One Jewish studies course |

Summer Two

| | |
|----------|---|
| ED 260a | Special Education: Teaching for Inclusion |
| ED 266a | Teachers as Researchers |
| JCS 216a | Philosophy of Jewish Education |

* At present only students who have successfully completed the DeLeT program are eligible for admission to the Jewish day school concentration in the M.A.T.; as M.A.T. students they have full time appointments in a Jewish day school and receive induction support. The following DeLeT courses will be accepted for credit in the M.A.T. program: Teaching Mathematics (ED 262a), Teaching and Learning Reading in Elementary Schools (ED 107a), The Psychology of Students Learning (ED 157b).

Internship/Field Experience

Intensive internships are an integral part of the M.A.T. program. Duration ranges from two to five days a week; students are responsible for their own transportation. The program arranges placements in public elementary or Jewish Day schools, in districts such as Waltham, Newton, Watertown, Wellesley, Boston, and Providence (RI). The field experience is supported by regular mentoring from school personnel and a weekly reflective teaching seminar that examines such topics as curriculum development, classroom environment, teaching strategies, and assessment.

Inquiry Project

As a culminating project, students design, conduct, and report on a classroom-based inquiry project, often a form of "action research." Successful completion of the project is a requirement for the degree. In the second summer semester students present their findings to faculty, friends, and colleagues.

Induction Year

M.A.T. graduates whose initial teaching positions are in the greater Boston area are provided on-going professional development in their first year. Program faculty convene monthly meetings of graduates and experienced mentors for support, reflection, and advising.

Courses of Instruction**(1-99) Primarily for Undergraduate Students****ED 92a Education Internship and Analysis**

Usually offered every year.
Staff

ED 92b Education Internship and Analysis

Usually offered every year.
Staff

ED 98a Individual Readings and Research in Education

Usually offered every year.
Staff

ED 98b Individual Readings and Research in Education

Usually offered every year.
Staff

(100-199) For Both Undergraduate and Graduate Students**ED 100a Exploring Teaching (Elementary)**

[ss]
Not open to first year students. Three hours per week of field experience (participant observation in an elementary school classroom), arranged by the Education Program, are required in addition to regular class time.

Examines the relationship of teaching and learning, the purposes of elementary schooling, and the knowledge requirements for elementary school teaching. Through readings, analysis of videotapes, and guided observations, students investigate classroom culture, student thinking, and curriculum standards. Usually offered every fall semester.

Ms. Feiman-Nemser

ED 100b Exploring Teaching (Secondary)

[wi ss]
Not open to first year students. Three hours per week of field experience (participant observation in a secondary classroom), arranged by the Education Program, are required in addition to regular class time.

Examines the relationship of teaching and learning, the purposes of secondary schooling and the knowledge requirements for middle and high school teaching.

Through readings, analysis of videotapes and guided observations, students investigate classroom culture, student thinking, and curriculum standards.

Usually offered every spring semester.
Ms. Levenson

ED 101a Elementary School Curriculum and Teaching: Literacy, Social Studies, and Other Topics

[ss]
Limited to students enrolling in ED 111e spring semester. Permission of Education Program advisor required. Weekly field experience, arranged by the Education Program, is required in addition to regular class time. Contact the program for further information.

Focuses on principles and effective procedures for teaching literature and social studies in elementary classrooms.

Emphasizes the cognitive, social, and cultural dimensions of literacy learning as well as strategies for reading and writing nonfiction, and critical approaches to the teaching of social studies. Usually offered every year.

Mr. Roosevelt and Ms. Sullivan

ED 101b Elementary School Curriculum and Teaching: Arts, Multiculturalism, and Other Topics

[ss]
Limited to students enrolling in ED 111e spring semester. Signature of the education program director or assistant director required.

Focuses on principles and effective procedures for teaching elementary students. Examines how art, creative drama, multicultural education, special education, and physical education affect teaching and learning. Usually offered every year.

Staff

ED 102a Secondary Curriculum, Instruction and Assessment

[ss]
It is strongly recommended that juniors who are planning to student teach (ED 110e) in their senior year enroll in ED 102a in their junior year. ED 102a is a prerequisite for ED 110e. Signature of the education program director required.

Principles of curriculum, instruction, and assessment in secondary schools. Two hours per week of participant observation in a secondary classroom are required. Usually offered every fall semester.

Mr. Rossiter

ED 103a Teaching Strategies for Early Childhood

[ss]
Provides classroom experience, principles, and methods for teaching young children. Students plan and analyze early childhood learning experiences, based on current theory and best practices, as well as study positive approaches to classroom management and developmentally appropriate curricula. Related field placement required, once a week, at Lemberg Children's Center, 8:00 am-12:00 pm or 2:00-6:00 pm. Usually offered every spring semester.

Ms. Marchant

ED 104a Secondary School: Theory into Practice

[ss]
Must be taken concurrently with ED 110e. Principles and methods of teaching in specific subject areas in secondary schools. Usually offered every fall semester.

Ms. Levenson and staff

ED 105a Elementary School Curriculum and Teaching: Mathematics and Science

[ss]
Limited to students enrolling in ED 111e spring semester. Must be taken concurrently with ED 101a in the fall semester.

Principles and strategies of teaching mathematics and science in elementary classrooms. Emphasizes understanding mathematical and scientific concepts needed by elementary teachers, effective teaching procedures, and recommended materials. Usually offered every year.

Ms. Abramson and Mr. Heyman

ED 107a Teaching and Learning Reading in Elementary Schools

[ss]

Summer session open only to M.A.T. students.

Examines theories and methods of teaching reading and language arts to children in elementary schools. Emphasizes competencies necessary for developmental reading. Explores strategies for literacy, including the interrelated aspects of writing and spelling. Requires a field experience of 15 hours. Usually offered every year. Ms. Haselkorn and Ms. Sullivan

ED 110e Practice Teaching: Secondary School

[ss]

Prerequisites: ED 100b, ED 102a (must be taken the year before ED 110e) and ED 104a (must be taken concurrently with ED 110e). Enrollment limited to students in the education program. Students must pass the Massachusetts Communication and Literacy Skills Test before enrolling in ED 110e.

Full-time student teaching under supervision of qualified teachers; regular conferences to discuss and evaluate the teaching experience. Includes at least one after-school meeting most weeks, covering such topics as multicultural education, special education, and reading. Usually offered every fall semester. Staff

ED 111e Practice Teaching: Elementary School

[ss]

Prerequisites: ED 100a, ED 101a, ED 101b, ED 105a, and ED 107a. Enrollment limited to students in the education program. Students must pass the Massachusetts Communication and Literacy Skills Test before enrolling in ED 111e.

Full-time student teaching under supervision of qualified teachers; regular conferences to discuss and evaluate the teaching experience. Includes at least one after-school meeting per week. Usually offered every spring semester. Staff

ED 112e Practice Teaching: Preschool

[ss]

Prerequisites: PSYC 33a and ED 103a.

Enrollment limited to students in the education program. Signature of the education program director required. Teaching under supervision of qualified head teachers at the Lemberg Children's Center with toddlers, preschoolers, and kindergartners. Thirty-five hours per week includes 30 hours teaching, five hours planning and meeting time. Regular conferences to discuss and evaluate the teaching experience. Usually offered every year. Staff

ED 155b Education and Social Policy

[ss]

Examines the various functions schools perform in a community, with special attention to the intended and unintended consequences of contemporary policies such as special education, desegregation, charter schools, and the standards/accountability movement. Usually offered every year. Ms. Levenson

ED 157b The Psychology of Student Learning

[ss]

Open only to M.A.T. students.

How do children learn? Topics in this survey course include models of learning, cognitive and social development, creativity, intelligence, character education, motivation, complex reasoning, and learning disabilities. Course methods include contemporary research analyses, case studies, group projects, short lectures, and class discussions. Mr. Reimer

ED 158b Creative Inquiry, Critical Analysis

Does not satisfy a school distribution requirement—for education studies core course credit only.

Inquiry and exploration in the visual arts have the capacity to develop the creative problem solving essential to both teaching and learning. Students will work in different media, examine interpretations of art, reflect in journals, and teach children about contemporary art at the Rose Art Museum. Students will complete a 12-hour practicum as part of this course. Usually offered every year. Ms. Dash

ED 159b Philosophy of Education

[ss]

Explores several major issues in philosophy of education through close examination and discussion of recent theoretical texts. Issues include the goals of education; the rights of the state to foster civic virtue; multiculturalism; moral education; the problem of indoctrination; education for autonomy, rationality, critical thinking, and open-mindedness. Usually offered every second year. Mr. Levisohn

(200 and above) Primarily for Graduate Students**ED 221b Readings in Education**

Staff

ED 260a Special Education: Teaching for Inclusion

Examines specific learner characteristics of students with disabilities as well as modifications (program, instructional, environmental) and strategies that facilitate a more successful learning experience for these students. Usually offered every summer. Ms. Brumach

ED 261a Inquiry-Based Science Teaching and Learning*Open only to M.A.T. students.*

Focuses on the learning and exploration of scientific concepts and strategies needed to teach inquiry-based science in elementary classrooms. Usually offered every year. Mr. Lange

ED 262a Teaching Mathematics in Elementary Classrooms*Open only to M.A.T. students.*

Focuses on the learning, discovery, and exploration of the skills and strategies needed to teach mathematical concepts and skills in elementary school classrooms. Usually offered every summer. Ms. Ruopp

ED 263a Reflective Teaching*Open only to M.A.T. students.*

A weekly seminar closely coordinated with the Internship in Elementary Teaching (ED 265a). Students explore and evaluate approaches to classroom organization and management, instructional planning, and assessment. They form habits of critical collegueship and develop skills to study their teaching and their students' learning. Students also assemble a teaching portfolio that documents their learning in relation to program standards. Usually offered every year. Staff

ED 263b Reflective Teaching*Open only to M.A.T. students.*

A weekly seminar closely coordinated with the Internship in Elementary Teaching (ED 265b). Students explore and evaluate approaches to classroom organization and management, instructional planning, and assessment. They form habits of critical collegueship and develop skills to study their teaching and their students' learning. Students also assemble a teaching portfolio that documents their learning in relation to program standards. Usually offered every year. Staff

ED 264a Foundations of Education

Open only to M.A.T. students.

Explores the philosophical, sociological, historical, and political perspectives of elementary schools in the United States, including legal issues and concerns, teaching concerns, and current issues and trends. Emphasizes curriculum theory and the link between the developing child and instruction. Usually offered every summer. Mr. Roosevelt and Staff

ED 265a Field Internship (Elementary)

Open only to M.A.T. students.

The first semester of the internship in elementary classroom teaching; designed to help connect theory and practice. Students gradually build proficiency in teaching, adding responsibilities and skills over time. Students have guided opportunities to observe, plan, and teach core subjects, to manage classrooms, to get to know students and families, and to participate fully in the life of the school. Interns receive regular mentoring from school and University personnel. Staff

ED 265b Field Internship (Elementary)

Open only to M.A.T. students.

The second semester of the internship in elementary classroom teaching; designed to help connect theory and practice. Staff

ED 266a Teachers as Researchers

Open only to M.A.T. students.

Besides discussing examples of teacher research, students design and carry out an investigation or plan of action addressing a question or problem arising in their practice. Students present their inquiry projects to fellow students, mentor teachers, and faculty in a Teacher Research Colloquium held during the summer session. Usually offered every year. Ms. Feiman-Nemser

Electives

The following courses are approved for the education program leading to licensure as well as the education studies minor. Not all courses are given in any one year. Please consult the *Schedule of Classes* each semester.

Note: Education studies minors will be required to focus their independent research and writing in any of the following courses on educational topics.

AMST 150a

The History of Childhood and Youth in America

AMST 180b

Topics in the History of American Education

ANTH 61b

Language in American Life

COML 165a

Reading, Writing, and Teaching across Cultures

ECON 59b

The Economics of Education

ED 100a

Exploring Teaching (Elementary)

ED 100b

Exploring Teaching (Secondary)

ED 103a

Teaching Strategies for Early Childhood

ED 155b

Education and Social Policy

ED 157b

The Psychology of Student Learning

ED 158b

Creative Inquiry, Critical Analysis

ED 159b

Philosophy of Education

HIST 153a

Americans at Home: Families and Domestic Environments, 1600 to the Present

HS 373a

Minority Children and Families

HS 544a

Vulnerable Youth: Policy and Programmatic Responses

HSSP 192b

Sociology of Disability

JCS 215a

The Developing Learner in a Jewish Educational Setting

JCS 235a

The Culture of Jewish Educational Settings

LING 197a

Language Acquisition and Development

NEJS 163b

Teaching American Jewish History

PAX 186a

Introduction to Intercommunal Coexistence

PHIL 148b

Philosophy of the Humanities

PHYS 22a

The Science in Science Teaching and Learning

PSYC 33a

Developmental Psychology

PSYC 36b

Adolescence and the Transition to Maturity

PSYC 169b

Disorders of Childhood

SOC 104a

Sociology of Education

SOC 108a

Youth and Democracy

SOC 154a

Community Structure and Youth Subcultures