

Developing Master Teachers: A Job-Embedded, Practice-Based Masters Program

	Traditional Master's Degree	UF College of Education Job-Embedded Program
<u>Program Structure</u>	<p>30-36 semester hours post baccalaureate (may include thesis); 1-2 year program</p> <p>Campus-based classroom model</p> <p>Residence requirement</p> <p>Field experiences separate from coursework</p>	<p>Two-and-a-half year program including professional portfolio development</p> <p>Delivered on site in partner schools during and after school-day with on-campus residential opportunities during summer</p> <p>Embedded in professional teaching routines; focus on enacted practice</p> <p>Participants are full-time teachers so field experiences are authentic and integrally linked to coursework and assessments/evaluation</p>
<u>Learning Environment</u>	Competitive classroom with some student projects and possible short-term internship	Collaborative, cooperative classroom environment with continuous classroom laboratory experiences, extensive coaching, modeling, observation, examination of student work
<u>Instructional Delivery</u>	<p>University faculty, adjuncts, graduate assistants</p> <p>Lecture/Discussion with individual research and some student presentation</p>	<p>Differentiated staffing: Master teachers, university faculty, district personnel, community experts, outside consultants, and school-based coaches</p> <p>Text-based seminar discussion, individual/collaborative research, classroom demonstration and modeling, peer observation, personal coaching, distance education, learning community</p> <p>Inquiry-based, practice-centered</p>
<u>Program Content</u>	<p>Broad focus; emphasis on theories of education, learning theory, assessment strategies, subject area methods, best practices research, and writing</p> <p>Minimal emphasis on teacher leadership development</p>	<p>Sharp focus on becoming an expert/master classroom teacher leader based on the core competencies of effective teaching (knowledge of content and pedagogy; understanding of learner development; creating positive classroom environments; use of effective assessment strategies; collaboration and communication with colleagues, parents, and communities; critical reflection; continuous professional growth; designing engaging instruction; planning, implementing, and evaluating effective instruction; and effective use of technology)</p> <p>Emphasis on applied learning theory, demonstrated mastery, and inquiry</p> <p>Literacy focused</p> <p>Emphasis on best-practices in reading, writing, and mathematics to improve student achievement</p>

<u>Program Designer</u>	University personnel	Collaboratively designed by teachers, school administrators, district personnel, university personnel, and outside consultants
<u>Participants</u>	Individuals	Cohorts of 10-20 teachers per school
<u>Measures of Success</u>	Tests, papers, presentations, internship evaluation	Public demonstration of content and skill mastery in clinical classroom setting Tests, papers, presentations, internship evaluation Improvement in student achievement and school performance, recruitment and retention of high quality teachers
<u>Program Outcomes</u>	Individual degree; state certification	Increase student achievement, build faculty effectiveness through demonstrated improvement in teacher practice; recruitment, retention, professional development of high quality teachers; produces high performance learning communities and school cultures Individual degree; state certification Gain National Board certification
<u>Program Costs</u>	Tuition and fees paid by individual with some fellowships and tuition reimbursement	Free to teachers who make a 5-year commitment to teach in their urban schools Multiple sources of funding: school district, FL DOE, foundations, and donors
<u>Impact on Teacher Recruitment & Retention</u>	Limited impact on recruitment and retention at the individual school level	Highly effective means to recruit and retain top teachers and to build powerful faculties Site-based masters program is attractive due to convenience, access, and possible financial incentives, and therefore impacts retention and recruitment at participating schools Creation of a rewarding, supportive school culture focused on improving the learning of students, teachers, principals, and community attracts high quality teachers
<u>Impact on School Improvement & Student Achievement</u>	Increased teacher learning will impact student learning once the teacher has a job, but this impact is rarely measured in research	Powerful, effective mechanism to increase student achievement and school performance Teacher learning is directly related to classroom outcomes as teachers learn new strategies, implement them in their classrooms with guided assistance, collect evidence of student learning, and then reflect on and adapt practices. Impact is measured through research