



SCHOOL OF EDUCATION AND HUMAN SERVICES / 16300 OLD EMMITSBURG ROAD / EMMITSBURG, MARYLAND 21727  
301.447.5371 / FAX.301.447.7405 / WWW.MSMARY.EDU/MED

## MASTER OF EDUCATION OR MASTER OF ARTS IN TEACHING

### *Application for Admission*

**Application for admission in:**

Fall, Year \_\_\_\_\_

Spring, Year \_\_\_\_\_

Summer, Year \_\_\_\_\_

**Intended Plan of Study:**

Full-time  Part-time

#### PERSONAL INFORMATION

SEX:  M  F

LEGAL NAME MAIDEN NAME PREFER TO BE CALLED

DATE OF BIRTH SOCIAL SECURITY NUMBER E-MAIL ADDRESS

PERMANENT HOME ADDRESS

CITY STATE ZIP COUNTRY

HOME TELEPHONE CELL FAX

Use permanent address for correspondence?  Yes  No (If no, complete the section below)

Correspondence Address (if different from permanent address)

CITY STATE ZIP COUNTRY

PHONE NUMBER AT CORRESPONDENCE ADDRESS (IF APPLICABLE)

Correspondence address valid from \_\_\_\_ / \_\_\_\_ / \_\_\_\_ to \_\_\_\_ / \_\_\_\_ / \_\_\_\_

#### CITIZENSHIP STATUS

USA  Permanent Resident  Visa Student (Indicate type of Visa \_\_\_\_\_ and Country of Citizenship \_\_\_\_\_)

If not English, what is your native language? \_\_\_\_\_

Applicants whose native language is not English should enter the result of the TOEFL and have official scores sent to the School of Education and Human Services. Dates taken \_\_\_\_\_ Scores \_\_\_\_\_

#### OPTIONAL ITEMS

*Provision of this information is voluntary and in no way affects the admission decision. The information is requested solely for the purpose of reporting statistical data.*

RELIGIOUS PREFERENCE

If Catholic, please identify:

PARISH CITY DIOCESE

Are you Hispanic or Latino?  Yes  No

Please select one or more:  Black/African American  Asian  American Indian/Alaskan Native  
 Native Hawaiian or Other Pacific Islander  White



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**PROGRAM OF STUDY**

- Study Option #1: Master of Education Concentration: Technology Facilitation
- Study Option #2: Master of Education Concentration: Reading
- Study Option #3: Advanced Certificate in Reading
- Study Option #4: Master of Arts in Teaching with Initial Certification in Elementary Education
- Study Option #5: Master of Arts in Teaching with Initial Certification in Elementary/ Special Education
- Study Option #6: Master of Arts in Teaching with Initial Certification in Secondary Education\*
  - Business             English             French
  - German             Latin             Mathematics
  - Social Studies     Spanish
- Study Option #7: Master of Arts in Teaching with Initial Certification in Art Education
- Study Option #8: Master of Arts in Teaching with Initial Certification in Music Education
- Non-degree seeking student

**GENERAL REQUIREMENTS**

1. List below colleges and universities you have attended.

NAMES AND LOCATIONS OF COLLEGES AND UNIVERSITIES	MAJOR FIELD OF STUDY	DATES OF ATTENDANCE MO/YR – MO/YR	DEGREE	FINAL GPA

- 2. Submit official transcripts from each institution you have attended. Transcripts should be submitted in sealed envelopes from the institution.
- 3. Submit 2 letters of recommendation using the MSM recommendation form.
- 4. Complete program specific application requirements on page 3.
- 5. Submit a one-page statement discussing your rationale for pursuing a graduate degree program. Discuss in your statement the role of the teacher and what you believe you have to contribute to our program.
- 6. Submit a \$35 (nonrefundable) application fee.

APPLICANT'S SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

Mount St. Mary's has a self-managed application process. Please collect all required materials and send them under one cover to:  
 School of Education and Human Services: Graduate Admissions  
 Mount St. Mary's University | 16300 Old Emmitsburg Road | Emmitsburg, MD 21727

*It is the policy of Mount St. Mary's University not to discriminate on the basis of race, color, national or ethnic origin, political or religious opinion or affiliation, age, sex or handicapping condition in the recruitment of admission of students, or in the administration of the University's educational policies, admissions policies, scholarship and athletic programs, and other University administered activities and programs. The compliance officer at Mount St. Mary's University for Title IX and section 504 of the Rehabilitation Act of 1973 is Mrs. Pauline Engelstätter, Vice President for University Affairs (301.447.5600).*



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## PROGRAM SPECIFIC REQUIREMENTS

### MASTER OF EDUCATION

#### Teaching Experience

# Years of Teaching \_\_\_\_\_ Experience Grade Level \_\_\_\_\_ Certificate \_\_\_\_\_ State \_\_\_\_\_ Year \_\_\_\_\_ Level Area \_\_\_\_\_

Include a copy of your current teaching certificate with your application.

#### Interview

All M.Ed. applicants must schedule an interview with the appropriate Program Director. Contact Mary Newton at the School of Education and Human Services, 301-447-5371

#### Portfolio

The Technology Facilitation and Reading Specialist concentration require an entrance portfolio. See portfolio guidelines sheet for details and evaluation criteria. Send completed portfolio electronically to Mary Newton at newton@msmary.edu, or mail hardcopy submissions to: Mary Newton | Executive Assist. to the Dean | Mount St. Mary's University | 16300 Old Emmitsburg Road | Emmitsburg, MD 21727

### MASTER OF ARTS IN TEACHING

#### Praxis Exams

Have you taken the Praxis I exams?  yes  no

Scores: Reading \_\_\_\_\_ Writing \_\_\_\_\_ Mathematics \_\_\_\_\_ Composite score \_\_\_\_\_

Have you taken the Praxis II Content Knowledge exam for your intended content area?  yes  no

Content Area \_\_\_\_\_ Score \_\_\_\_\_

\*Please send official copies of all scores directly to Mount St. Mary's University. We cannot accept copies.

\*\* The State of Maryland also accepts alternative exams for Praxis I such as SAT, GRE, and ACT. Consult the School of Education and Human Services website for qualifying scores.

#### Interview

All MAT applicants must participate in a group interview. Contact Julie Schenk in the School of Education and Human Services at 301-447-5371 to register for an interview session. For the interview you will need to prepare a portfolio which includes the following information.

1. Your application
2. A concept web showing the qualities you possess that you believe will lead to your success in the classroom
3. A detailed list of your previous experiences with children (to include ages of children, responsibilities, duration of experiences)
4. A one-page explanation/essay of why you are personally motivated to become a teacher
5. A one-page philosophy of education/ teaching
6. You should include artifacts or examples of your work that you feel support your written statements (6-8 required)

Purposes for the portfolio:

- To cause you to reflect on your decision to become a teacher
- To serve as a discussion point for the admission interview
- To introduce you to the concept of portfolio early in the graduate programs and serve as a building block for your exit portfolio.

Please bring your portfolio to your admission interview.

#### Foreign Language Requirement

Foreign Language candidates must also:

- Submit a writing sample in the language
- Earn a MD passing score on the TOEFL exam for the certificate language
- Schedule a language proficiency interview with Mount St. Mary's University Foreign Language Department. Call 301-447-5322.

I certify that the information provided in this application is accurate to the best of my knowledge.

APPLICANT'S SIGNATURE

DATE



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## ENTRANCE PORTFOLIO REQUIREMENTS FOR THE MASTER OF EDUCATION DEGREE WITH CONCENTRATION IN TECHNOLOGY FACILITATION

Prepare an entrance portfolio (electronic or hardcopy) that demonstrates how you have met each of the National Educational Technology Standards for Teachers (NETS-T) listed below. You should include at least two artifacts to support your proficiency with each standard.

### TECHNOLOGY OPERATIONS AND CONCEPTS

*Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:*

- demonstrate introductory knowledge, skills, and understanding of concepts related to technology as described in the ISTE National Education Technology Standards for Students.
- demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

### PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES

*Teachers plan and design effective learning environments and experiences supported by technology. Teachers:*

- design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- apply current research on teaching and learning with technology when planning learning environments and experiences.
- identify and locate technology resources and evaluate them for accuracy and suitability.
- plan for the management of technology resources within the context of learning activities.
- plan strategies to manage student learning in a technology-enhanced environment.

### TEACHING, LEARNING, AND THE CURRICULUM

*Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:*

- facilitate technology-enhanced experiences that address content standards and student technology standards.
- use technology to support learner-centered strategies that address the diverse needs of students.
- apply technology to develop students' higher order skills and creativity.
- manage student learning activities in a technology-enhanced environment.

### ASSESSMENT AND EVALUATION

*Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:*

- apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

### PRODUCTIVITY AND PROFESSIONAL PRACTICE

*Teachers use technology to enhance their productivity and professional practice. Teachers:*

- use technology resources to engage in ongoing professional development and lifelong learning.
- continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- apply technology to increase productivity.
- use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

### SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES

*Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:*

- model and teach legal and ethical practices related to technology use.
- apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- identify and use technology resources that affirm diversity
- promote safe and healthy use of technology resources.
- facilitate equitable access to technology resources for all students.

### STANDARDS TAKEN FROM:

International Society for Technology in Education. (2002). National educational technology standards for teachers. Retrieved April 24, 2006, from <http://cnets.iste.org/>

## ENTRANCE PORTFOLIO FOR READING SPECIALIST STANDARDS FOR READING PROFESSIONALS – CLASSROOM TEACHER LEVEL

As a prospective reading specialist candidate, you are to prepare an entrance portfolio (electronic or hardcopy) that demonstrates how you have met each of the Standards for Reading Professionals (IRA, 2003) at the Classroom Teacher level. You should include at least two artifacts to support your proficiency with each element within each standard. You may include documents from previous coursework and items from your current and/or recent teaching assignment.

### FOUNDATIONAL KNOWLEDGE

*Candidates have knowledge of the foundations of reading and writing processes and instruction. Candidates:*

- Know foundational theories related to practices and materials they use in the classroom.
- Recognize historical antecedents to contemporary reading methods and materials. They articulate how their teaching practices relate to reading research.
- Can describe when students are meeting developmental benchmarks. They know when to consult other professionals for guidance.
- Explain how the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) are integrated during fluent reading. They can articulate the research that grounds their practice. They identify students' strengths and weaknesses in relation to the various components.

### INSTRUCTIONAL STRATEGIES AND CURRICULUM MATERIALS

*Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction. Candidates:*

- Match instructional grouping options to specific instructional purposes that take into account developmental, cultural, and linguistic differences among students. They model and scaffold procedures so that students learn to work effectively. They provide an evidence-based rationale for their selections.
- Plan for the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. Their selections are guided by an evidence-based rationale and accommodate the development, cultural, and linguistic differences of their students.
- Plan for the use of a wide range of curriculum materials. Their selections are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

### ASSESSMENT, DIAGNOSIS, AND EVALUATION

*Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction. Candidates:*

- Select and administer appropriate formal and informal assessments and technology based assessments. They understand the requirements for technical adequacy of assessments and can select technically adequate assessment tools. They can interpret the results of these tests and assessments.
- Compare, contrast, and analyze information and assessment results to place students along a development continuum. They recognize the variability in reading levels across children in the same grade and within a child across different subject areas. They can identify students' proficiencies and difficulties. They recognize the need to make referrals for appropriate services.
- Analyze, compare, contrast, and use assessment results to plan, evaluate, and revise effective instruction for all students within an assessment/evaluation/instruction cycle.
- Interpret a student's reading profile from assessments and communicate the results to the student, parents, caregivers, colleagues, and administrators.

### CREATING A LITERATE ENVIRONMENT

*Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. Candidates:*

- Collect information about children's interests, reading abilities, and backgrounds. They use this information when planning instruction. They select materials and help students select materials that match their reading levels, interests, and cultural and linguistic backgrounds. They can use technology to gather and to use this information in instructional planning. They can articulate the research base that grounds their practice.
- Select books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds. They can articulate the research that grounds their practice.
- Model and share the use of reading and writing for real purposes in daily life. They use think-alouds to demonstrate good reading and writing strategies. They can articulate the research that supports modeling think-alouds and read-alouds to students.
- Effectively plan and implement instruction that motivates readers intrinsically and extrinsically. They are aware of children's literature, interests, and reading levels of students in their class and can select appropriate text. They assist children in discovering reading for personal purposes. They can provide an evidence-based rationale for their practice..



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## PROFESSIONAL DEVELOPMENT

*Candidates view professional development as a career-long effort and responsibility. Candidates:*

- Ensure that all individuals project ethical and caring attitudes in the classroom. They work with families, colleagues, and communities to support students' learning.
- Identify specific questions related to knowledge, skills, and/or dispositions related to their teaching of reading and writing. They plan specific strategies for finding answers to those questions. They carry out those plans and articulate the answers derived. They indicate knowledge of and are members of some professional organizations related to reading and writing. They are informed about important professional issues and are effective advocates with administrators; school boards; and local, state, and federal policymaking bodies.
- Actively engage in collaboration and dialogue with other teachers and reading specialists to obtain recommendations and advice on teaching practices and ideas. They can articulate the evidence base related to these recommendations. They may conduct action research as a part of these collaborations.
- Participate individually and with colleagues in professional development experiences.

## STANDARDS TAKEN FROM:

Professional Standards and Ethics Committee of the International Reading Association. (2003). Standards for Reading Professionals. Newark, DE: International Reading Association./