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. University College, 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 classes 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 Washington University in St. Louis. 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.

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Degree Requirements
Master of Arts in Teaching and Learning

Students are required to complete the first-year residency with STLTR to earn their teacher certification. They are then required to complete an additional 21 units at Washington University in St. Louis for the master's degree.

Required Courses (15 units)
- U08 Educ 524: Supporting Special Populations (3 units)
- One of the following:
  - U08 Educ 5125: Advanced Teaching Methods: Elementary (3 units)
  - U08 Educ 5126: Advanced Teaching Methods: Secondary English/Language Arts (3 units)

Elective Courses (6 units)

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

Courses

Visit online course listings to view semester offerings for U08 Educ (https://courses.wustl.edu/CourseInfo.aspx?sch=U&dept=U08&crslvl=5:8).
U08 Educ 500 Independent Study
Permission of instructor. Permission to enroll given in McMillan 215. Credit to be determined in each case. Maximum 6 credit units.
Credit variable, maximum 6 units.

L12 Educ 5007 Instructional Techniques for Art K-12
Instructional Techniques for Art K-12 will center on developing an understanding of how the integrative approach to arts education can be implemented in both the visual arts classroom, and also the subject area elementary, middle, and high school classrooms. Emphasis will be placed on the development of studio based visual art techniques across the K-12 curriculum and how these can be used to foster creativity, imagination, critical thinking skills, and individual solutions to a variety of visual and integration based problems. The philosophical bases for this course are the developing ideas that the arts are uniquely positioned to play an important role in helping all educators transform their teaching to address the needs of 21st century K-12 learners. This progressive approach to arts education is based upon the framework that there are two separate but related roles for the arts in our schools. The first role for arts education is a standards based, sequential, comprehensive exploration of the arts founded on performance, criticism, process, communication and connections. The first role often takes a cross curricular approach to arts learning, but stays mainly focused on the arts. The second role is for the arts to be placed at the center of a variety of arts integration approaches to teaching and curriculum design. These approaches include arts integration, project based learning, universal design for learning, and STEAM.
Credit 3 units.

U08 Educ 503 Foundations of Educational Research
An introduction to the basic concepts, philosophies, and techniques of research. The first portion of the course introduces the various kinds of methodologies used in education, including an analysis of the strengths, weaknesses, and limitations of each. The last portion of the course is devoted to the techniques used in investigating a topic of relevance to the students.
Prerequisite: graduate standing or permission of instructor.
Same as L12 Educ 503
Credit 3 units.

U08 Educ 511 Child Development
This course serves as an introduction to developmental theory and research methods by highlighting the various processes (including biological and sociocultural forces) that influence human psychological change. Emphasis is given to normative social-emotional and cognitive development in childhood, using current empirical studies as the basis for student exploration, discussion, and debate.
Same as L12 Educ 512
Credit 3 units.

U08 Educ 5125 Advanced Teaching Methods: Elementary
In this course, students will continue to refine their vision for high-quality instruction in an elementary language arts and mathematics classroom. With regard to 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.