



SANFORD COLLEGE OF EDUCATION

# MASTER OF SCIENCE IN ADVANCED TEACHING PRACTICES

## Transform Education with Inspired Teaching

The Master of Science in Advanced Teaching Practices is your path to inspired teaching and learning. The program is based on the very latest in Universal Design for Learning theory, and will give candidates the skills, knowledge, and expertise to become agents for change and transformation of students. Throughout the program each candidate will evolve a personal teaching growth plan, grounded in traditional and modern principles and ethics, to create a pathway for continuous growth as an educator. The program offers you the choice of five specializations to augment the core curricula. Options include: Instructional Literacy, Assessment Literacy, Digital Literacy, National Board Certified Teacher Leadership, and Reading. At the end of the program, candidates will have the opportunity to showcase their growth as an educator in a portfolio capstone project.

### Program highlights:

- Entire program can be completed online
- Develop a personal inspired educational philosophy
- Integrate increasingly-sophisticated instruction, assessment and digital learning skills for research, curriculum design, and professional growth
- Design exceptional learning experiences that promote social justice
- Apply research-based knowledge and skills to create diverse and transformational learning environments

**LEARN  
MORE  
TODAY**

Online and On-campus Programs  
Monthly Starts and Accelerated Classes  
WSCUC Accredited



NATIONAL  
UNIVERSITY

## MASTER OF SCIENCE IN ADVANCED TEACHING PRACTICES

Academic Program Director: Cynthia Sistik-Chandler; (858) 642-8322; cchandler@nu.edu

The MS in Advanced Teaching Practices provides pathways to inspire teaching and learning. The program engages candidates in opportunities, based on universal design for learning design theory to gain skills, knowledge, and expertise to become more effective teachers and transformative change agents in education. From five specialization choices identified by practicing educators, candidates select one for a Core Courses Specialization and a second for the Elective Specialization. The two combined specializations with ATP 600, The Inspired Educator, and ATP 699, the Digital Portfolio Capstone, create an in-depth study for increasing competency as an inspired educator. The evidence of professional educator growth is presented in a portfolio capstone.

The five specialization areas include: Instructional Literacy, Assessment Literacy, Digital Literacy, National Board Certified Teacher Leadership, and Reading & Literacy (Added Authorization). Candidates develop a personal teaching growth plan that is grounded in both historical and current practices as well as professional ethics to create a pathway for continuous growth. The inquiry-based approach to learning is integrated throughout the program allowing candidates to apply action research to design and implement exceptional experiences for diverse learners.

### Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Create a personal inspired educational philosophy that is grounded in historical/current practices and professional ethics to include a pathway for continuous growth.
- Integrate increasingly sophisticated instruction, assessment and digital learning skills for research, curriculum design, and professional growth.
- Design exceptional learning experiences that promote social justice, and that include the principles of Universal Design for Learning.
- Apply research-based knowledge and skills to create/transform effective, diverse learning environments.

### Degree Requirements

To receive a Master of Science in Advanced Educator Practices students must complete 45 quarter units of graduate work. ATP 600 and ATP 699 must be taken at National University. A total of 4.5 quarter units of graduate credit may be granted for equivalent graduate work completed, as it applies to this degree and if the units were not used in earning another advanced degree from a regionally accredited institution.

### Requirements for the Major

(10 courses; 45 quarter units)

ATP 600 Inspired Educator

Students must select **one (1)** core sequence and complete 18 quarter units described as core.

### Core Requirements Sequence I - Advanced Instructional Literacy

(4 courses; 18 quarter units)

AIL 620	Learner Literacy <i>Prerequisite: ATP 600 with a minimum grade of B</i>
AIL 622	Organizing Learning <i>Prerequisite: AIL 620 with a minimum grade of B and ATP 600 with a minimum grade of B</i>
AIL 624	Expert Instruct Lit. Approach <i>Prerequisite: ATP 600 with a minimum grade of B, AIL 620 with a minimum grade of B and AIL 622 with a minimum grade of B</i>
AIL 626	Instructional Literacy Port. <i>Prerequisite: ATP 600 with a minimum grade of B, AIL 620 with a minimum grade of B, AIL 622 with a minimum grade of B and AIL 624 with a minimum grade of B</i>

OR

### Core Requirements Sequence II - Advanced Digital Literacy

(4 courses; 18 quarter units)

ADL 630	Instrctnl. Dsgn. for Dig. Envmt. <i>Prerequisite: ATP 600</i>
ADL 632	Instrctnl. Devmnt. and Eval. <i>Prerequisite: ATP 600 and ADL 630 with a minimum grade of B</i>
ADL 634	Online and Mobile Learning <i>Prerequisite: ATP 600, ADL 630 with a minimum grade of B and ADL 632 with a minimum grade of B</i>
ADL 636	Assmnt. & Eval. in Dig. Classroom <i>Prerequisite: ATP 600, ADL 630 with a minimum grade of B, ADL 632 with a minimum grade of B and ADL 634 with a minimum grade of B</i>

OR

### Core Requirements Sequence III - Advanced Assessment Literacy

(4 courses; 18 quarter units)

AAL 650	Purposeful Assessment <i>Prerequisite: ATP 600 with a minimum grade of B</i>
AAL 652	Creating Clear Lrng. Trgt <i>Prerequisite: ATP 600 with a minimum grade of B, AAL 650 with a minimum grade of B</i>
AAL 654	Quality Assess for Stu. Lrng. <i>Prerequisite: ATP 600 with a minimum grade of B, AAL 650 with a minimum grade of B, AAL 652 with a minimum grade of B</i>
AAL 656	Assessment for Learning <i>Prerequisite: ATP 600 with a minimum grade of B, AAL 650 with a minimum grade of B, AAL 652 with a minimum grade of B, AAL 654 with a minimum grade of B</i>

### Capstone Requirement

(1 course; 4.5 quarter units)

All students must complete **one (1)** the following capstone courses:

ATP 699	Capstone/Portfolio <i>Prerequisite: Students must complete all major core and specialization courses prior to enrolling in the capstone course.</i>
NBC 639*	Leadership Portfolio
ARL 640C**	Action Res. for the Read. Spec.

\*Only for students in the National Board Certified Teacher Leadership Specialization

\*\*Only for students in the Reading Specialization

Candidates must choose **one (1)** of the following specializations:

### Specialization in Advanced Assessment Literacy

The MS in Advanced Educator Practices Assessment Literacy Specialization is designed for educators to gain knowledge, skills, and experience in assessment literacy to: a) use assessment to improve student learning and achievement and b) to develop and serve as assessment leaders: coaches, student advocates, and change agents.

### Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Create a personal assessment literacy philosophy that is grounded in research and professional ethics.
- Create clear learning targets in order to align quality assessments for learning.
- Evaluate assessments to determine appropriate implementation for student learning.
- Create a balanced assessment plan that reflects knowledge of assessment literacy and can be used by others to improve student learning and achievement based on the assessment standards, knowledge, and skills gained in this specialization to impact teaching and learning.

### Requirements for the Specialization

(4 courses; 18 quarter units)

AAL 650	Purposeful Assessment <i>Prerequisite: ATP 600 with a minimum grade of B</i>
AAL 652	Creating Clear Lrng. Trgt. <i>Prerequisite: ATP 600 with a minimum grade of B and AAL 650 with a minimum grade of B</i>
AAL 654	Quality Assess for Stu. Lrng. <i>Prerequisite: ATP 600 with a minimum grade of B, AAL 650 with a minimum grade of B and AAL 652 with a minimum grade of B</i>
AAL 656	Assessment for Learning <i>Prerequisite: ATP 600 with a minimum grade of B, AAL 650 with a minimum grade of B, AAL 652 with a minimum grade of B and AAL 654 with a minimum grade of B</i>

### Specialization in Advanced Digital Literacy

The MS in Advanced Teaching Practices with Digital Literacy Specialization is designed for educators to gain knowledge, skills, and experience in digital literacy to: a) use technology to improve student learning and achievement and b) to develop and serve as digital literacy leaders: coaches, student advocates, and change agents.

## Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Analyze current digital classroom practice in light of research and evidence-based instructional design for the digital-classroom.
- Critique a variety of resources and appropriate uses for digital based educational software and tools to include games, websites, social media, virtual reality, and Makerspaces.
- Evaluate the impact of digital-based educational software on student learning.
- Evaluate the strengths, weaknesses and challenges of designing and teaching for online environments and accommodating different mobile devices.
- Create a digital literacy evaluation plan, as appropriate to students, classroom, school, district, and/or community.

## Requirements for the Specialization

(4 courses; 18 quarter units)

ADL 630	Instrctnl. Dsgn. for Dig. Envrmt. <i>Prerequisite: ATP 600</i>
ADL 632	Instrctnl. Devmnt. and Eval. <i>Prerequisite: ATP 600 and ADL 630 with a minimum grade of B</i>
ADL 634	Online and Mobile Learning <i>Prerequisite: ATP 600, ADL 630 with a minimum grade of B and ADL 632 with a minimum grade of B</i>
ADL 636	Assmnt & Eval. in Dig. Classroom <i>Prerequisite: ATP 600, ADL 630 with a minimum grade of B, ADL 632 with a minimum grade of B and ADL 634 with a minimum grade of B</i>

## Specialization in Advanced Instructional Literacy

The MS in Advanced Teaching Practices with Instructional Literacy Specialization is designed for educators to reflect on current practice to deepen awareness and understanding of the strengths and needs of diverse learners: a) to design instruction that supports learners in the development of deep understanding and b) to develop and serve as instructional leaders: coaches, student advocates, and change agents.

## Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Create an evidence-based personalized teaching growth plan that guides the candidate's path to being an inspired educator.
- Plan optimal learning environments that support individual and collaborative learning which foster self-reliance, positive social interaction, active engagement in learning, and the development of a community of learners.
- Evaluate a variety of research-based instructional approaches and tools of learning and assessment to determine appropriate alignments.
- Produce an instructional practice action research proposal that informs the candidate's personalized teaching growth plan.

## Requirements for the Specialization

(4 courses; 18 quarter units)

AIL 620	Learner Literacy <i>Prerequisite: ATP 600 with a minimum grade of B</i>
AIL 622	Organizing Learning <i>Prerequisite: AIL 620 with a minimum grade of B and ATP 600 with a minimum grade of B</i>
AIL 624	Expert Instruct. Lit. Approach <i>Prerequisite: ATP 600 with a minimum grade of B, AIL 620 with a minimum grade of B and AIL 622 with a minimum grade of B</i>
AIL 626	Instructional Literacy Port. <i>Prerequisite: ATP 600 with a minimum grade of B, AIL 620 with a minimum grade of B, AIL 622 with a minimum grade of B and AIL 624 with a minimum grade of B</i>

## Specialization in National Board Certified Teacher Leadership

The four-course NBCT sequence is designed to meet the needs of several groups of teachers:

- Those who want to improve their teaching and prepare themselves to achieve National Board Certification now or sometime during their career.
- Those who are active NBCT candidates and want to earn graduate-level credit as they develop the required portfolio in response to NBPTS submission guidelines.
- Those who have achieved NBCT and want to earn graduate credit as they develop an NBCT Leadership Portfolio.
- New teachers who want to experience the NBCT portfolio process in advance of submitting for full candidacy to the NBPTS.

The NBCT Specialization engages teachers in the preparation and submission of the NBPTS portfolio in any one of 24 certificate areas (as defined by the NBPTS organization (nbpts.org)).

The Sanford College of Education and the National University NBPTS Professional Teaching Development Center (PTDC) provide the following online and on-site services, opportunities and program options for new, practicing, and accomplished educators:

- Support and Assistance for NBCT Candidates and School Districts
- Access to Candidate Support Providers (CSPs) and NBCT Faculty
- Holding National Board Certification meets requirements for clearing preliminary credentials
- Master of Arts in Teaching, Master of Science in Instructional Leadership
- Teachers Leader and Professional Development Opportunities
- Networking and Celebration of Accomplishments

## Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Demonstrate the ability to focus on student learning through a systematic study and reflection of one's own teaching practices.
- Demonstrate continuous growth in effective instructional practices and leadership through evidence of contributions to purposefully formed collaborative learning communities.
- Integrate fairness, equity, and access in designing strategies to meet diverse student learning.
- Apply learning theories, methodologies, and assessments to manage, monitor, and engage student learning.
- Integrate information literacy skills to inform professional teaching practices and future instruction.

## Requirements for Specialization

(4 courses; 18 quarter units)

NBC 680 Quality Teaching and Learning

### OR

NBCX 6001X NBCT

NBC 681 Membership in Learning Communi.

NBC 682 Videotape Analysis

NBC 683 Student Work and Assessments

## Specialization in Reading & Literacy (Added Authorization)

*Academic Program Director: Marilyn Moore; (858) 642-8301; mmoore@nu.edu*

This four-course sequence is designed to meet the needs of teachers who already have a valid teaching credential, have two years full-time teaching experience and want to attain a specialty in assessing student reading capabilities and provide appropriate reading instruction in response to those assessments (ARL 640C is the capstone course).

Candidates in the Reading Specialization are required to upload assignments in the Reading Specialization Electronic Presentation Portfolio.

Completion of the Reading Specialization may qualify candidates for a State of California Added Authorization in Reading. Upon successful completion, the candidate should contact their credential program specialist for information about applying for the California Reading Certificate Added Authorization. All courses must be taken at National University. No coursework is accepted from another university for this program and no substitutions are allowed.

## Program Learning Outcomes

Upon successful completion of this program, students will be able to:

- Examine the theories and research related to effective reading and language arts instruction.
- Analyze current research on elements of an effective culture of literacy at the classroom, school, district, and community levels.
- Analyze current, confirmed, reliable and replicable quantitative and qualitative research pertaining to language and literacy instruction.
- Design appropriate assessment, instruction, and differentiation in the field.
- Evaluate the culture of literacy at a classroom, grade, or school level, and identify how it supports or impedes students' literacy development.

### Requirements for Specialization

(4 courses; 18 quarter units)

ARL 645 Dev. Fluency in Reading

ARL 646 Comprehension Strategies

ARL 647A Lang. Arts Assess. and Instruc. I

*Prerequisite: ARL 645 and ARL 646*

ARL 647B Fld. St.: Lag. Art. Assess. & In. II

*Prerequisite: ARL 645, ARL 646 and ARL 647A*