What is “the M.Ed.,” anyway?

It’s easy to think that the final M.Ed. document is “the M.Ed.” That’s not quite right. It is more accurate to think of the final M.Ed. document as the culmination of a much longer activity, one stretching all the way back to the first courses candidates take in our Teacher Education Program.

Much of the M.Ed. work is done in “M.Ed. groups” of about 4-5 colleagues. While each candidate works on an individual M.Ed. inquiry, argument, collaboration and dialogue among group members is central to the process.

What is the M.Ed. about?

Every M.Ed. inquiry is about children, their learning, and the teacher’s involvement in it. The goal of the inquiry is for candidates to learn to see in a way that cuts through the easy, habitual ways of understanding teaching and its consequences. The “problem” or “question” ought to give the inquiry a direction, but not a narrowness or nearsightedness that prevents the candidate from seeing more (and more complexity) than she was originally looking for. This can be disruptive. It also means that questions and problems will change over the course of the inquiry, and that the final M.Ed. report will be an account of those transformations.

What is the relationship between the teaching credential and the M.Ed.?

First and foremost, the credential precedes the M.Ed. You MUST be in current and good standing with all credential requirements to pursue the M.Ed. If you are not in current and good standing in terms of credential requirements (both student teaching and coursework) by the end of Spring quarter, you will need to postpone the M.Ed. This means you must be up to date in terms of course content, but also in terms of the student teaching requirements. If you have a P.I.F. (Problem Identification Form) or are otherwise not in “good standing” with the credential requirements at the end of Winter quarter, you will most likely be unable to complete the M.Ed. this year. You will be notified that it is recommended you postpone the M.Ed. to focus your energies on meeting the credential requirements. However, you may appeal your case to the M.Ed. Committee in the spring (see M.Ed. policies).

What else do I need to know to be able to pursue the M.Ed. this year?

In order to complete the M.Ed. degree, you need to take and PASS the ED 265 course. You will be required to meet several milestones. If you have not met one of the milestones, on time, you will be unable to continue forward with the M.Ed. this year. If you miss more than one ED 265 session, you may be in jeopardy of passing the course. The course is a pre-requisite for the M.Ed. degree, and is essential to the process. If the M.Ed. course conflicts with another course, we will help you find solutions, but please know you are only allowed to miss one ED 265 class.
If I complete the ED 265 course and the milestones, am I guaranteed to pass the M.Ed. this year?

No. Passing the ED 265 course and the milestones do not guarantee that your M.Ed. will pass with Senate faculty. The ED 265 requirements and milestones are pre-requisites to be able to pursue the M.Ed. The ED 265 course is designed to help you develop inquiry and analytic skills, support claims, get concrete with your ideas (ideas such as “engagement” for example) and help you meet criteria for finding a researchable question. The work of the M.Ed. is done both independently and collaboratively, but is mostly done outside of the M.Ed. course.

What if I am unable to complete the M.Ed. this year?

If you are unable to complete the M.Ed. THIS YEAR, you have up to 4 years from the year you entered the credential program to complete the M.Ed. You will be in contact with Eva Oxelson (eoxelson@education.ucsb.edu), who is the M.Ed. Returning Coordinator.

What is the timeline like?

You will be working on your M.Ed. throughout the year in the course, ED 265, as well as in M.Ed. groups. If you plan on completing your M.Ed. this year, you should plan to be in town working diligently with your group through ALL of June. If you need to be out of town for things like job interviews, plan to do so as if it were any other time you needed to be absent from a teaching or course commitment. Even though you will be done student teaching, you will not be “finished” if you plan on pursuing the M.Ed. this year. If you have already made plans, and will be unable to be here in June and part of July, then you will be unable to pursue your M.Ed. this year.

Final M.Ed. exams will tentatively be from June 24-July 12, 2019. You will sign up for ONE time slot to have your exam with two faculty members. Please expect that you may be asked to revise your M.Ed. document, so do not plan to be “completely done” right after the date of your exam.

What are “artifacts?” Where do they come from?

“Artifacts” are materials drawn from actual teaching practice that, when analyzed and re-represented, make visible the complexity of teaching and learning in classrooms. Almost anything can be an “artifact,” but the most common artifacts are student work, photographs of classrooms, and transcripts of conversations, lesson plans, and journal entries. At the earliest stages of your inquiries, you may not have a clear idea for choosing one or more artifacts. You will be encouraged to trust the “warm” and “cold” spots in your teaching experience as possible markers of good artifacts. Later, as your questions take shape, your selection of artifacts ought to become more deliberate.