Founded in 1887 as the first all-graduate institution in the country, Clark University remains committed to its mission to develop dynamic students and professionals who make a positive impact on the lives, and livelihoods, of people throughout the world. Our motto — “Challenge Convention. Change Our World.” — is a theme that runs through every aspect of graduate education at Clark, from coursework and research to the personal interests and passions of our students, faculty, staff and alumni.

The Master of Arts in Teaching at Clark is dedicated to combining teacher preparation with urban school reform and neighborhood renewal. You will benefit from:

- The individual guidance and mentorship of expert faculty and partner school teachers
- Learning within a local and global community of researchers, practitioners, and students
- Valuable teaching opportunities in partner schools in Worcester

When you choose Clark, you will not only gain the experience of learning at our internationally renowned university located in Worcester, Massachusetts — you will also be equipped to create, and accomplish, new career goals.

Clark’s location in the heart of New England offers quick access to the world’s major centers of innovative and intellectual activity in New York City and Boston.

Submit an application today.
c Clarku.edu/graduate

Preparing teachers to make a difference in urban neighborhoods and the lives of children.
THE MASTER OF ARTS IN TEACHING PROGRAM, RUN BY CLARK UNIVERSITY’S ADAM INSTITUTE FOR URBAN TEACHING AND SCHOOL PRACTICE, IS A UNIQUELY DESIGNED, NATIONALLY RECOGNIZED, ONE-YEAR PROGRAM FOR THOSE WHO WANT TO BRING THEIR HEARTS AND MINDS TO THE CHALLENGING, REWARDING, AND LIFE-CHANGING WORK OF URBAN TEACHING.

The collaborative program is practice-intensive, with a yearlong teaching internship. Teams of students are placed in urban neighborhood partner schools, where they are embedded in a community of support that dynamically integrates the expertise of faculty, teachers, and principals.

Most of the teachers at University Park Campus School, one of our partner schools, are graduates of the M.A.T. program; UPCS was co-founded by Clark and is renowned nationally for preparing all of its students for college.

PRIORITY APPLICATION DEADLINE: January 15

APPLICATION REQUIREMENTS:
- Completed Graduate School Application
- Official transcript(s) from all previous undergraduate and/or graduate institutions
- Personal statement
- Three letters of recommendation
- Official TOEFL scores*
- Official MTEL scores
- Application Fee ($75)

* Required only for international applicants.

Complete an application. clarku.edu/graduate

DEGREE
Master of Arts in Teaching (M.A.T.)

DEGREE REQUIREMENTS
Students must complete all required courses, demonstrate teaching competence, and produce and present a culminating electronic teaching portfolio that illustrates the development of their teaching practice and the growth of their students as learners. M.A.T. students must also show their ability to reflect on, inquire into, and learn from practice — their own and others.

LICENSEURE
The program qualifies students for teacher licensure in Massachusetts (and most other states) in elementary teaching (1-6) and biology, chemistry, English, foreign language (Spanish and French), general science, history, mathematics, physics, and visual art at the middle and high school levels.

COMMUNITY OF SUPPORT
One of the defining features of the M.A.T. program — and the one that makes the most difference in the first year of teaching — is our network of highly-involved communities of support. Scholars in teacher education, the learning sciences, literacy and other fields join with dedicated partner school principals, teachers and teacher–leaders to support M.A.T. students in their development as capable beginning teachers.

THE PROGRAM
The program is a structured blend of foundational knowledge and reflective classroom practice; it begins in late May and concludes a year later. Integrating an academic-year internship, coursework at Clark and other teaching experiences, the program ensures students progressively build knowledge and skills in the practice of teaching while actually working in the classroom.

Courses include:
- Summer institutes in core disciplines (history, humanities, mathematics, sciences, visual arts), co-taught by faculty and partner school teachers, which emphasize curricula and pedagogy to engage K-12 students as active and powerful knowledge-producers.
- A summer course for middle and high school teachers that blends work in summer academies for neighborhood youth and workshops on powerful teaching and learning practices.
- Courses on literacy development and culture and language.
- An integrative yearlong series of teaching and learning seminars that guides the understanding and development of practice and the teaching portfolio. They also include “teacher rounds,” a collaborative, classroom-based learning practice.

SCHOLARSHIPS
Scholarships are available on a competitive basis for successful applicants. Prospective teachers in math and science, and from groups underrepresented in teaching, are especially encouraged to apply. clarku.edu/graduataid

“The Worcester Public Schools greatly values the Clark master’s program, which prepares its students to be effective urban educators. Clark graduate students have a passion and commitment to urban public education rooted in a belief system that high-quality education can improve the human condition and strengthen communities.”
Stacey Deboise-Luster, Human Resource Manager, Worcester Public Schools

“As an alumnus and someone who has supervised student teachers from other graduate programs as well, I can attest to the program’s superiority in equipping its students with the skill set and experience to become leaders in the classroom and beyond.”
Fjodor Dukaj, M.A.T. class of 2010

“I am so grateful to have received a Clark M.A.T. education. It transformed both the way I teach and how I view urban education.”
Michelle Reed, M.A.T. class of 2013

“Students in the Clark M.A.T. program get the best of both worlds: experience in real schools with real urban students, and exposure to the research-based foundation of educational theory.... They get genuine and true teaching experience that ensures their smooth transition to the teaching profession.”
Ricci Hall, Principal, Claremont Academy

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