

MTEL Preparation Course Descriptions

Communication & Literacy Skills

Note: Students may register for the preparation workshop for one or both subtests as needed. Students must achieve passing scores on both the Writing Subtest and the Reading Subtest to pass the Communication and Literacy Skills MTEL.

Writing Subtest

This skill-based course meets 2 times for 4 hours per meeting, totaling 8 hours. The first meeting reviews the Writing Subtest objectives and test-taking strategies, with a focus on the Summary and Composition exercises. The second meeting focuses on the Multiple Choice and Sentence Correction sections of the test. Students have the opportunity to work on prewriting strategies, write essay drafts to practice prompts, and receive instructor feedback on their writing. They also have the opportunity to practice multiple choice questions with an objectives-based analytical approach.

Reading Subtest

This skill-based course meets once for 4 hours. The class begins with a review of the Reading Subtest objectives and test-taking strategies. Students participate in active critical reading skills development and practice objectives-based analysis of multiple-choice questions. Students have the opportunity to participate in independent practice as well as small group discussions and teacher-led instruction.

General Curriculum – Multi-Subject Test Only:

Participants will review specific content that is crucial for passing the General Curriculum Multi-Subject MTEL. We'll also examine strategies for being successful on the essay component of the test, along with specific strategies to attack the various multiple question types.

General Curriculum – Math Subtest Only:

The General Curriculum - Math Subtest Prep Course will involve discussion of the math concepts listed in the Test Objectives (available on the MTEL website) and review of those concepts. Many practice test questions that apply to those concepts will be incorporated as we progress through the course. We will also take a close look at test taking strategies for the multiple choice and open response sections.

Early Childhood:

In this workshop, students will participate in interactive study sessions geared toward major content areas on the Early Childhood MTEL. As a group, we will prepare for the upcoming exam through a variety of hands-on learning opportunities. These tips, tricks, strategies and games will focus on the specific content needs of the cohort.

Foundations of Reading:

Foundations of Reading: The Foundations of Reading MTEL 190 Prep Workshop provides candidates with detailed background knowledge and application strategies for developing language and emergent literacy skills, phonological and phonemic

awareness, phonics, fluency, vocabulary, and comprehension of both literary and informational texts. In addition, best practices in assessing reading development and instruction are also addressed. Informational power points and videos will be followed by completion and discussion of the corresponding topic multiple-choice practice questions. Open response items in which candidates prepare an organized, developed analysis on a topic related to the development of foundational skills and another on comprehension will be the focus of at least two of the sessions. Additional practice questions and open responses selected from similar state standardized educator assessments will be addressed during the final sessions.

Middle School Mathematics:

The Middle School Mathematic MTEL prep class is comprised of two parts: a review of the math concepts listed in the Test Objectives (which can be found on the MTEL website) and practicing test-like questions. Based on each class's individual needs, additional instruction is given for certain topics. Additionally, we will go over test taking strategies for the multiple choice and open response sections.

English:

The ELA prep course covers all standards on the ELA MTEL & the content is driven by the individual needs of the students in the course. In addition to literature, language, rhetoric, reading, and writing, students will have an opportunity to develop specific strategies for writing the literature based and the argument essay in order to receive individualized feedback. There is an expectation that practice test items and essays be written outside of class time in order to make the best use of time together to use this workshop time for real time support. Because the class size is typically very small, students may request specific focus.