



Master Teacher of College & Career Readiness (MTCCR) Brief Syllabus

Audience	The content is applicable to high school teachers assigned to teach College and Career Readiness, Work-Based Learning and/or JROTC 3&4.
Time Commitment	75 hours (estimated). Teachers with a background in personal finance will finish in less time.
Requirements	Web-connected device (e.g., computer, tablet, smartphone); ability to download and upload documents; microphone and camera.
What's in it for me?	Upon successful completion of all coursework, you will receive a certificate designating your status as a Master Teacher of College and Career Readiness, 7.5 CEUs, and a \$250 stipend.
Contact	601.974.1325 mscee@millsaps.edu

Endorsements

The Master Teacher of College and Career Readiness (MTCCR) designation enables a teacher who has a secondary licensure to earn the 942 College and Career Readiness Endorsement through the Mississippi Department of Education (MDE). The 942 certifies that a MTCCR can successfully teach the College and Career Ready course. Teachers successfully completing the MTCCR course will be prepared to teach the college and career readiness curriculum in a high school setting.

Purpose

In addition to improving teaching skills, the MTCCR course improves a teacher's ability and practice of being a good critical thinker. MTCCRs will have more ability and confidence to empower their students' critical thinking capacity to make better choices as they prepare to leave high school and enter the workforce, military or post-secondary education. Successful MTCCRs will understand why personal finance education is valuable and learn how to present the content in an engaging manner; learn how to use materials created by Get2College to mentor students in the process of planning for and applying for college; have the ability to mentor students in making decisions on next steps after high school; articulate answers to the essential questions of what is after high school and why different choices makes sense for different students; recognize good personal finance informational text; and improve in structuring learning experiences. The MTCCR was developed to be an example that teachers could replicate in their classrooms to meet best practices in engaging students to integrate the economic way of thinking into their lives.

Content

This course explores what it means to be college and career ready including the creation of SMART goals; the value of a student portfolio and exhibit and how to guide students through the creation of a portfolio; the process of selecting a college or transitioning into the military or workforce; the process of applying for financial aid to attend college; what it takes to research a career and obtain an internship; comparison of sources of personal income and compensation and analyzation of factors that affect net income; application of reliable information and systematic decision making to personal financial decisions; analyzation of strategies to monitor income and expenses, plan for spending, and save for future goals; development of strategies to control and manage credit and debt; explanation of how investing helps build wealth and meet financial goals; analyzation of appropriate and cost-effective risk

management strategies; the importance of community service, its value, and how to engage students in service to increase their life skills; and digital literacy and citizenship.

Logistics and Resources Needed

The MTCCR is taught through Canvas hosted at the Mississippi State University Research and Curriculum Unit. Orientation is synchronous with the remaining class occurring asynchronously. Office hours are available for participants struggling or needing extra guidance. All materials are provided. Teachers not making satisfactory progress will pay the \$250 fee but will be allowed to enroll in the next cohort. The course is structured so that teachers who are willing to learn the material and successfully complete assignments will earn the certification.

Assignments

Types of assignments include pre- and post-tests, reading informational text, watching informational videos, and writing reflections on what was learned. The course is built to engage learners with ample discussion threads to enhance the “student voice.”

Instructors

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