

Washington State University

Department of Teaching and Learning

Master in Teaching Degree

Program Handbook

Pullman/Spokane

2008-2009

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Washington State University College of Education

Conceptual Framework



The College of Education contributes to the theory and practice of the broad field of education, and dedicates itself to understanding and respecting learners in diverse cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical settings. We seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.

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I. Introduction

Welcome to the Master in Teaching (MIT) program at Washington State University Pullman/Spokane! The purpose of this program is to prepare you for a successful career in the field of teaching. We offer a program rich in teaching experiences and theory. During the MIT program you will have the opportunity to work with elementary, middle school, and high school students and apply your new knowledge and skills in elementary and secondary classroom settings. This *MIT Degree Program Handbook* provides you with an overview of the Pullman/Spokane MIT program. The *Handbook* has been prepared to help you understand the program as well as succeed in the completion of this intensive program. In addition to this handbook, there is a separate document titled *MIT Pre-Internship/Internship Guidelines* that provides direction and details regarding the pre-internship and internship experiences in the MIT program. MIT students should have one copy of the *MIT Degree Program Handbook* and two copies of the *MIT Pre-Internship/Internship Guidelines*, one copy of the *Guidelines* is for you and one is for your cooperating teacher.

II. Description of Pullman/Spokane Master in Teaching Program

The Pullman/Spokane Master in Teaching (MIT) program at Washington State University is an intensive, integrated course of study and field experiences (51 credits elementary and 42 credits secondary) that includes:

- Course work to meet the State of Washington elementary or secondary certification;
- Course work to meet Washington State University requirements;
- A constructivist approach to teaching and learning;
- Pre-internship/internship experiences working with elementary or secondary students; and,
- Course work leading to a Master in Teaching degree.

The Master in Teaching (MIT) degree offered in Pullman/Spokane is a high quality, practitioner-oriented, teacher preparation program designed for those with non-education bachelor degrees. In response to the current critical need for elementary and secondary teachers, the Pullman/Spokane MIT program offers an intensive 12-month alternative preservice preparation program.

The MIT program differs from typical master's degree programs in that the degree is focused on preparing teachers as opposed to researchers. "Master in Teaching" is used nationally to denote a

specific type of master's degree, one that is focused on quality teaching, hence the degree title. Graduates from MIT programs generally do not enter research-focused careers but can and often times do. Rather, MIT graduates enter the field of education with a unique set of experiences: a degree in a non-education field and graduate training in education. Just as the Education Doctorate (Ed.D.) is a practitioner-oriented doctoral degree that includes research preparation, the MIT is a practitioner-oriented master's degree that includes, but is not focused on, research preparation.

Research Integration with a Practitioner Focus

The MIT program integrates the understanding, analysis, synthesis, and critique of research into all required course work. That is, students in the MIT program learn how to be critical consumers of and thinkers about educational research in the process of constructing unit and lesson plans across the curriculum.

MIT students complete a master's level introduction to research course during the summer semester of their program. The research course is focused on introducing students to educational research, and setting a context from which they can develop critical consumer and thinking skills in choosing and using research-based programs in elementary, middle, and/or high school settings. MIT students are instructed in the analysis and synthesis of research within each of the content areas, with a particular focus on choosing evidence-based methods, strategies, and teaching approaches that have been verified through research. MIT students become familiar with the research "conversations" in each of these areas, by reading and discussing current articles from the field. In this manner, the MIT methods courses combine research and pedagogical preparation.

Because the MIT is practitioner oriented, students are immersed in elementary, middle, or high school classrooms and cultures, while simultaneously completing pedagogy and methods courses. The experiences in these educational settings are used as anchors to which content/methods courses are linked. The experience in the classroom then becomes the focus of the program, the core experience, and the context through which research and pedagogy are viewed.

As time is limited for each of the pedagogy courses, classroom settings are used to facilitate and enhance the pedagogical preparation in each content area. Because some of the pedagogical training is achieved in classroom settings, the methods courses are then freed up to focus on research practices specific to each content area. Therefore, through the combination of experience in the field and research integration in the methods courses, MIT students become research-based practitioners. MIT students are prepared to use research in thinking about instruction, in the choice of

methods, in the selection of teaching strategies, and in the design of curriculum/unit plans.

Unlike most master's degree programs focused on research, the culminating project in the Pullman/Spokane MIT program consists of an electronic portfolio that is focused on research-based teaching and personal inquiry. The e-portfolio is used as a personal and programmatic assessment tool to demonstrate that students have met pre-established standards of performance in both teaching and research. In this Portfolio, students are responsible for documenting that they have attained certain levels of proficiency in design, delivery, and evaluation of research-based instruction, as well as personal reflection and evaluation.

The Pullman/Spokane MIT program offers a unique combination of teaching immersion with research-based pedagogy and methods preparation. The MIT program provides students with a practitioner-oriented teacher preparation program with opportunities to become skillful in thinking about and using research to improve education.

The students admitted each year are selected through a careful screening process that seeks those who are not only academically capable but who are passionate about the education of elementary, middle and high school students. Course work begins in the summer session, continues into the fall, spring, and the following summer session. During the fall semester, the pre-internship experience is completed along with the ongoing course work. The internship (student teaching) is completed in the spring semester, upon successful completion of the pre-internship experience and all summer and fall course work. As part of the teacher certification and master's degree requirements, students design a capstone e-portfolio that is assembled during the MIT program and presented in the last summer session of the program.

Pre-Internship and Internship

Pre-internship (fall semester) and internship (spring semester) school sites are carefully selected to provide experience in teaching diverse grade levels and learner populations. Students are placed in an elementary, middle, or high school classroom at the start of the fall semester. By far the majority of students stay in this placement for both the fall and spring semesters to complete their pre-internship and internship semesters. **Only** the MIT University Supervisor working with the Field Placement Office can make changes in placements.

The pre-internship and internship are highly collaborative activities. The WSU faculty, supervisors, and public school cooperating teachers work together with the goal of educating highly capable and caring future elementary, middle, and high school teachers. Most of the assignments

given in the MIT course work are directly related to practice in the classroom. University supervisors also visit and observe MIT students in their field placements and confer with the cooperating teachers on a regular basis. Administrators at the schools are often asked to conduct teaching observations of MIT students in their field placements. (See the Pre-Internship/Internship Guidelines for specific information concerning field experiences.)

III. Conceptual Framework of Pullman/Spokane Master in Teaching Program

Effective and high quality teacher education programs are guided by a rigorous and comprehensive conceptual framework. The College of Education has a conceptual framework that provides a vision for all of our professional programs, including teacher education.

The College of Education contributes to the theory and practice of the broad field of education, and dedicates itself to understanding and respecting learners in diverse cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical settings. We seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.

The College of Education conceptual framework is evident throughout all aspects of the teacher preparation program, from the application process through student teaching. The teacher education programs in the College of Education and Department of Teaching and Learning emphasize engaged learning through inquiry approaches in course work and interactive experiences with K-12 students in field placements. Faculty members facilitate engaged learning and also provide the pedagogical tools for future teachers so that they too can facilitate engaged learning in their classroom. The College of Education is highly collaborative with schools, communities, and regions and offers WSU students opportunities to learn and develop skills throughout those collaborative projects. The emphasis on diversity and responding to learners in a cultural context are themes woven into all aspects of the teacher education programs. Course assignments and field experiences are based on an inquiry-oriented reflective model that includes a process of asking questions related to social justice, creating safe spaces, democratic processes, fairness, inclusion, choice, authenticity, and respect for personalized learning. Ethical leadership in the field of education is an expectation for all of our teacher candidates.

Department Learning Outcomes

The Department of Teaching and Learning has developed learning outcomes derived from the conceptual framework, state and national standards for teacher education, and research on effective teacher education. These outcomes are aligned with the course work and field experiences in the Masters in Teaching program. Students experience different aspects of these learning outcomes throughout the program.

At the completion of the Masters in Teaching program, all WSU teacher educations will be able to:

1. Use enduring content and pedagogical knowledge to inform their teaching.
2. Develop relevant, rigorous, and developmentally appropriate curricula.
3. Modify curriculum and instruction based on the individual needs of their students.
4. Use assessment of their students' learning and their own teaching to inform future planning and teaching.
5. Attend to the social and civic development of their students.
6. Work respectfully and collaboratively with colleagues and community members to ensure quality instruction programs and stewardship of public schools.

IV. Curriculum and Course Sequence

The Master in Teaching program is based on national teaching standards (i.e., NCATE, INTASC), state accreditation codes, and research-based effective practices. The curriculum is designed to provide students with a foundation of knowledge in the first summer, and build on that foundation throughout the next two semesters by linking course work to teaching practice in the schools. During the final summer of the program, the curriculum highlights the arts, health, middle school and the e-portfolio presentation. The goal of the MIT program is to provide learning opportunities for students to acquire the critical skills and abilities needed to become effective teachers and to provide opportunities for reflective practice and inquiry.

Elementary Education Certification Course Descriptions

T & L 552: Literacy Development I

Recent research in reading and writing focuses on studying literacy processes. This course provides a basic understanding of literacy development and processes for young learners, pre-school through grade three. Students will address theoretical models of literacy; classroom practices associated with positive literacy development including assessment of literacy, and survey the literature appropriate for young

children. Emphases are on the teaching of reading, the integration of the language arts, and children's literature. Students read and write weekly on topics to be addressed in class and participate in varied learning experiences that represent both inductive and deductive constructions of knowledge.

T & L 556: Literacy Development II

Continuing the investigation begun in T & L 552 Literacy Development I, this course furthers the basic understandings of literacy development and processes for grades four through eight learners in reading, language arts, and children's literature. Students will address theoretical models of literacy, classroom practices associated with positive literacy development including assessment of literacy, and survey appropriate literature. Emphases are on the teaching of reading, the integration of the language arts, and children's literature. Students will also explore the needs of special populations and the social contexts of learning. Students read and write weekly on topics to be addressed in class and participate in varied learning experiences that represent both inductive and deductive constructions of knowledge.

T & L 540: Elementary School Social Studies

This course focuses on the practices, issues, and trends associated with effective teaching in the social studies area. Specifically, the course will treat such topics as the goals and content of existing social studies curricula, the techniques and strategies used by elementary classroom teachers in model social studies programs, topics being currently emphasized in the professional literature, and procedures which may be used to plan, implement, and evaluate classroom instruction.

T & L 564: Elementary Math Methods

This course combines the study of practical work in pedagogy (planning, teaching, and reflecting) with hands-on work with math manipulatives and math activities. Each student will develop skills and concepts that will prepare him or her for the first year of teaching elementary mathematics and provide a foundation for continued professional development in this area.

T & L 572: Elementary Science Methods

This course enhances the pedagogical content knowledge of students by exploring inquiry-based approaches to the teaching of elementary science. The course focuses on how children learn science, the nature of science, and appropriate strategies for effective science teaching.

KIN 586: Methods of Health & Physical Education

This course encompasses the current theory, research, and practice appropriate to a classroom teacher's understanding of positive health behaviors, movement skills, and physical fitness in order to allow them to provide appropriate health and physical education experiences for students. In addition to reading primary and secondary sources, students will practice application of knowledge by teaching/reflecting upon health or physical education lessons to their peers, developing units of study for healthful living, and participating in/leading of movement skills and physical fitness activities.

T & L 594: Fine Arts Integration

Integrating Art, Music, Dance and Drama into K-8 curriculum including theory and practice.

Secondary Education Certification Course Descriptions

T & L 522/521: Curriculum and Instruction

This course focuses on helping future secondary teachers understand how curriculum is developed and sequenced across subject areas. The course, focused on research-based instructional approaches to improve student learning across subject areas, assists future teachers in designing appropriate and creative lesson plans. Practices, issues, and trends associated with effective teaching are addressed. Specifically, the course will treat such topics as the goals and content of existing curricula, the techniques and strategies used by

classroom teachers in model programs, topics being currently emphasized in the professional literature, and procedures which may be used to plan, implement, and evaluate classroom instruction.

T & L 528: Content Area Reading Instruction: Theory and Practice

This course focuses on helping future middle and secondary teachers understand the reading process. Research on the design of reading strategies, as well as instruction in how to improve the reading achievement of adolescents is emphasized.

T&L 513: Seminar in Middle School Education

This course is focused on curriculum patterns and recent research regarding instruction and materials in the contemporary middle school.

Elementary and Secondary Certification Course Descriptions

EdPsy 503: Advanced Educational Psychology

This course provides students with an introduction to graduate-level analysis of the basic problems and issues in the field of educational psychology. The course focuses on the psychological concepts and theories that have dominated traditional and contemporary educational thinking and practice.

EdPsy 504: Classroom-Focused Research Methods

This course introduces methods of research relevant to the role of the classroom teacher as a reflective decision maker. Knowledge and comprehension of key concepts in philosophy of science, measurement, evaluation, research design, data collection and analysis and research review are developed as they apply to action research in the classroom.

Sp Ed 520: Teaching in Inclusive Classrooms

This course provides a foundation of methodology for teaching students with disabilities in general education classrooms. The focus is on accommodating students with disabilities within the general education curriculum and program.

T&L 502 Classroom Assessment

Students will learn to construct appropriate assessment tools to measure student progress and to collect data upon which to base instructional decisions. A special emphasis on measuring positive impact on student learning is integrated into the course.

T & L 504: Bilingual and ESL Methods

This course focuses on methods for teaching bilingual/ESL students in the general education classroom.

T & L 517: Educational Technology for the Classroom

This course provides the "basics" in the use of computer technology in the classroom. Topics addressed include examples of technology use in the classroom, Internet searches, home page development, graphics, multimedia demonstrations, ethics of technology use, and evaluation of products created.

T & L 525: Classroom Management Seminar

This course provides preservice teachers with the resources necessary to make appropriate management decisions while interacting with students. The focus is on a variety of models and strategies that reinforce contemporary thinking and practice in classroom management. Students will clarify their own belief regarding management and participate in simulations designed to provide them

with "hands-on" experience and to reinforce appropriate classroom behavior.

T & L 593: Pre-Internship & Seminar

The pre-internship and seminar provide students with an opportunity to view K-12 classrooms. It is a first chance to observe and participate in actual classroom activities as well as an opportunity to transfer course work and knowledge into practical classroom skills.

T & L 595: Internship & Seminar

A successful experience in a professional internship is essential to the development of an effective teacher. During their internship, students will be expected to develop decision-making skills and implement a repertoire of teaching strategies. They will also be given the experience of addressing the challenges and opportunities associated with teaching developmentally and culturally diverse student populations. The purpose of the seminar is to address issues such as classroom management, planning, motivation, student diversity, and instructional strategies.

T&L 600: Research Seminar

This course facilitates students' understanding of educational research, professional reflection, and the linkages between research and practice. Students will be immersed in research, reflection and inquiry focused on designing and developing the T&L702 Portfolio. The T&L 702 Portfolio is the final product developed by the MIT students, demonstrating students' understanding of research, reflection, and professional practice.

T & L 702: Special Project Portfolio

As part of the Master's Degree, students work to complete a portfolio throughout the MIT program (see T&L 600 description). The program expectation is that the student will work in T&L 600 and with his/her Graduate Committee Chair and cooperating teacher to complete the portfolio.

Ed Ad 506: Social Context of Education

This course presents students with core issues in the social factors affecting ideology and policy in education. The course focuses on the contexts of education, i.e., the historical, legal, economic, and cultural background that shapes the practice of education. Students are encouraged to articulate their own views of education policy and practice as these are informed by an understanding of social values, conflicts and dilemmas that are the substance of ongoing debate in the field. The course is designed to assist students in critically analyzing these views in terms of current research and knowledge.

MIT Course Sequences, 2008-2009

Elementary Education Certification

Summer I, June 2-July 25

June 2-June 27

EdPsy 504 Classroom Research	2
EdPsy 503 Educational Psychology	2
T&L 502 Classroom Assessment	2

June 30-July 25

T&L 552 Literacy Development I	3
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July 7-July 25

T&L 517 Technology	<u>2</u>
	11

Fall August 25 – December 19

August 25 – October 17 [classroom: Monday only]

T&L 593 Pre-Internship	2
T&L 540 Social Studies Methods	3 Spokane Tuesday/Thursday
T&L 556 Literacy Development II	3 Pullman Wednesday/Friday
T&L 564 Math Methods	3 Spokane Tuesday/Thursday
T&L 572 Science Methods	3 Pullman Wednesday/Friday

October 20-December 19 [Classroom: T, W, Th]

T&L 504 ESL Bilingual Methods	2
T&L 525 Classroom Management	2
T&L 593 Pre-Internship Seminar	
T&L 600 Special Projects	<u>0</u>
	18

Spring January 5 – May 8

January 2 – March 13

T&L 595 Internship and Seminar	10
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March 16-20

Intensive Writing Week

March 23 – May 8

Ed Ad 506 Social Context	2
SpEd 520 Inclusion	2
T&L 600 Special Projects	<u>2</u>
	16

Summer II May 11-June 12

May 11 – June 5

KIN 586 Health/PE	2
T&L 594 Fine Arts Integration	2

June 8 – 12

T&L 702 Masters Project (Portfolio Presentations)	<u>2</u>
	6

Total Credits	51
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Secondary Education Certification

Summer I, June 2-July 25

June 2-June 27

EdPsy 504 Classroom Research	2
EdPsy 503 Educational Psychology	2
T&L 502 Classroom Assessment	2

June 30-July 25

T&L 521 Curriculum and Instruction	3
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July 7-July 25

T&L 517 Technology	<u>2</u>
	11

Fall August 25 – December 19

August 25 – December 19

T & L 528 Content Area Reading	4
<i>T & L 593 Pre-Internship</i>	2*
Content Course	If needed**

October 17 - December 19

T & L 505 ESL	2
T & L 525 Classroom Management	2
<i>T & L 593 Pre-Internship Seminar (continued)</i>	
<i>T & L 600 Special Project</i>	<u>0</u>
	10

Spring January 5 – May 8

January 2 – March 13

<i>T & L 595 Internship and Seminar</i>	10
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March 16 – 20

Intensive Writing Week

March 23 – May 8

EdAd 506 Social Context	2
T & L 517 Education Technology	2
<i>T & L 600 Special Project</i>	<u>2</u>
	16

Summer II May 11-June 12

May 11 – June 5

T&L 513 Middle School Content Courses	3
Content Course	If needed

June 8 - June 12

<i>T & L 702 Master's Project (Portfolio Presentations)</i>	<u>2</u>
	5

Total Credits 42***

Total Graded Credits 26

* Courses in italics are graded Pass/Fail and do not count toward the master's degree.

**Additional courses for secondary education certification students may be required in order to meet the subject area endorsement competencies and requirements (e.g., History endorsement, English endorsement, etc.).

*** Secondary MIT students must take additional courses to meet the minimum number of graded credits required for the master's degree.

Policy on MIT Course Substitutions and Transfers

The MIT program is designed as a certification and graduate level program in Elementary and Secondary Education. The courses are designed to meet graduate level standards and state teacher certification requirements. Students accepted into the MIT program must successfully complete all courses and internships as described in the MIT program of study. Transfer courses and substitutions must follow University guidelines and be approved by the MIT student's program committee and chair/advisor. Undergraduate teacher certification course work may not be substituted for graduate courses in the MIT student's program of study.

V. Removal from Field Placement (Internship, Student Teaching)

The Department of Teaching and Learning reserves the right to remove any student from any practicum/student teaching/internship situation when one or more of the following occurs:

1. The mentor teacher and/or the building principal indicate to the Department contact that the placement is not working out for the mentor teacher or the students.
2. The University Supervisor indicates that after repeated feedback and observation, sufficient progress is not being achieved.
3. The preservice teacher violates the student code of conduct and/or the Professional Dispositions of Teachers (see PDA).

In the event a preservice teacher is removed from a practicum/student teaching/internship placement, the following will occur:

1. Department personnel will gather information from school personnel, the University Supervisor, and others connected to the reason for removal. The preservice teacher is required to work through department personnel and his/her University Supervisor to resolve issues regarding his/her placement and may not directly contact school district personnel regarding the placement unless authorized by the department to do so.
2. A meeting will be scheduled within one week of the student's removal from the placement to discuss the situation and next steps. The attendees will include the preservice teacher and, if desired, a support person or other mutually agreeable third party (e.g., ombudsman) and a Department committee consisting of at least three of the following: Director of Teacher Education, Director of Field Experiences, University Supervisor, MIT Coordinator (if

applicable), Director of Student Services, Faculty Member. At the meeting, the preservice teacher may present additional information as the situation is discussed and options are explored.

3. The Committee will then make a recommendation to the Department Chair, who will make a final decision regarding the removal and next steps. This decision will be communicated to the student in writing within one week of the meeting. Possible next steps include, but are not limited to, the following:
 - A new placement is recommended and the preservice teacher begins again. A formal letter stipulating conditions for the continuation of the practicum is provided to the student, who must indicate his or her agreement to the conditions in writing.
 - It is too late for a new placement for the semester and the new placement will need to be delayed by one semester. A contract stipulating conditions is signed.
 - The student receives a failing grade for the practicum/student teaching/internship and may be removed from the program.
4. In the event the student is removed from the program, he or she may be able to continue in/graduate from his/her degree program, but without recommendation to the state for teacher licensure. The decision of the Department may be grieved through the formal grievance procedure outlined in the WSU student policies.

VI. Graduate Program and Teacher Certification Requirements

As students proceed through the course work to complete their elementary or secondary education teacher certification requirements, they will simultaneously complete course work required to obtain a master's degree in teaching. Therefore, there are requirements related to the graduate degree, such as the Program of Study, and there are requirements for the teacher certification program, such as fingerprinting and background clearance. Students will be informed of these requirements throughout the program. A brief description of the graduate and teacher certification requirements is provided here.

Graduate Program Requirements

Every graduate student has an advisor who also serves as the chair of the student's master's degree Graduate Committee. This Graduate Committee consists of the Graduate Committee Chair and a minimum of two other faculty members who provide support and advice regarding the

student's Program of Study and final Portfolio. The Program of Study is essentially the student's officially approved curriculum. The Program of Study form can be found on the Graduate School web site at: <http://www.gradsch.wsu.edu/forms.htm> or obtained from the Office of Graduate Studies in Cleveland Hall 252. The Program of Study is a list of all the course work the student intends to complete during his/her master's degree program. MIT students will complete the Program of Study as a group during the fall semester in the T&L 600 Seminar.

Students must consult with the faculty member they wish to serve as the chair of their Graduate Committee. The Spokane MIT students will have as their Graduate Committee Chair the Spokane Coordinator of the MIT program. However, if students are familiar with other faculty in the Department, they may choose another faculty member to be the chair of their Graduate Committee. The student, in consultation with his/her Graduate Committee Chair, should identify other faculty to serve on their Graduate Committee and consult with them regarding their willingness to serve on the committee. Requests for committee changes and/or change of advisor are made on a Change of Committee form available through the Office of Graduate Studies or on the Graduate School web site at: <http://www.gradsch.wsu.edu/forms.htm>. Changes must be approved by the faculty involved and the Chair of the Department of Teaching and Learning before change forms are forwarded by the Office of Graduate Studies to the Graduate School.

Students are required to meet with their Graduate Committee Chair and committee members to obtain their signatures on the Program of Study. Students should have two copies of the Program of Study and obtain their Chair's and members' signatures on both copies. **It is the student's responsibility to insure that all members of the Graduate Committee sign both copies of the Program of Study and that the copies are submitted to the Office of Graduate Studies for review and evaluation.** The Office of Graduate Studies will forward the Program of Study to the Chair of the Department of Teaching and Learning for approval. When approved the Program of Study is then forwarded to the Graduate School. When the Graduate School approves the student's Program of Study, the student will receive email confirmation. After Graduate School approval, the Program of Study can only be changed by submitting a Change of Program form. The student's Graduate Committee, the Department Chair or designee, and the Graduate School must approve changes.

Teacher Certification Requirements

In addition to successful completion of all MIT course work, students are required to obtain

clearance from the Washington State Patrol and the FBI before being awarded an initial teaching certificate. Clearance is obtained by means of a fingerprint check and completion of forms regarding moral character. Upon admission to the program, students receive all necessary paperwork and fingerprinting information for clearance. Listed below are all of the conditions, which would automatically prevent a student from being awarded a teaching certificate in the state of Washington.

Conviction, including guilty pleas, involving any of the following:

Physical neglect of a child under chapter 9A.42 RCW.

Physical injury or death of a child under chapter 9A.32 or 9A.36 RCW (except motor vehicle violations under chapter 46.61 RCW).

Sexual exploitation of a child under chapter 9.68A RCW.

Sexual offenses under chapter 9A.44 RCW where a minor is the victim. Promoting prostitution of a minor child under chapter 9A.88 RCW. Sale or purchase of a minor child under chapter 9A.64.030 RCW. Violations of similar laws to the above in another jurisdiction.

\$1,000,000 Liability Insurance

School districts require that WSU students carry liability insurance before being placed for any field experience. To meet this requirement, MIT students have several options.

Personal Coverage

- Check with your local insurance provider for available options

WSU Experiential Liability Insurance Policy

- \$12.72 per year (effective date of payment + 365 days)
- Payable at cashier's office in Pullman, or by mail
- Enrollment form can be obtained in the Student Services office in the Education Addition

National Education Association (NEA) Membership and Policy

- \$22.50 per year (September 1st through August 31st)
- Journals
- Job opportunities/postings
- Membership rolls over from student status to professional membership
- Sign up online with credit or debit card after July 1.

<http://www.nea.org/student-program/membership/index.html>

Send a copy of membership confirmation via email to Heidi Ritter at hritter@wsu.edu

Choose the option that best suits your needs, and provide your proof of coverage via email, fax or in person, to Heidi Ritter, Cleveland 321 Questions: Call Heidi @ 335-0925 or email hritter@wsu.edu

VII. The MIT Special Project Portfolio

The T&L 702 Special Project e-portfolio is the non-thesis capstone project in the Pullman/Spokane MIT degree program. The purpose of the Special Project Portfolio is to facilitate the understanding of and skill development in research and inquiry, as well as the integration of research and inquiry skills into professional practice. The e-portfolio is also a tool used to stimulate creative and critical thinking about education, teaching and learning.

The Special Project Portfolio challenges MIT students to use inquiry, research and reflection when developing instruction and curriculum. The Portfolio also assists MIT students to become critical consumers of research and increases their understanding of the linkages between research and practice.

Although MIT students register for T&L 702 during the second summer session of their program, the work of constructing and writing the e-portfolio begins long before that session. Students participate in weekly seminars during the fall semester, and also enroll in 2 credits of T&L 600 Special Project in the spring semester. During seminars, students work on the design and development of the Special Project Portfolio. The discussions and activities in the T&L 600 Seminars are designed to foster inquiry, research, and scholarship skills.

During the second summer session of the MIT program, students submit an e-portfolio and complete a formal oral presentation of the Special Project Portfolio to their Master's Graduate Committee and the MIT cohort.

The e-portfolio is composed of the following five sections:

Section I: Current Research

- A review of the literature in a chosen area of education of interest to the MIT student

Section II: Classroom Inquiry

- Artifacts: Analysis of student learning

Section III: Case Study Narrative

- Case Study

Section IV: Applying Educational Research in Curriculum and Instruction

- Unit Plan

Section V. Reflection and Inquiry about Practice

- Professional Action Plan

Overview of Portfolio Sections

Section I: Current Research

This section of the e-portfolio is designed for MIT students to demonstrate

competency in:

- Reading, critiquing, synthesizing and applying educational research to issues in their own teaching and their students' learning
- Using educational research and inquiry as tools to improve professional practice
- Professional writing

In writing the Review of the Literature, MIT students gain experience and show competency in finding, reading, synthesizing, organizing, and writing about research focused on a topic related to their teaching practice and its effect on student learning. The Review of the Literature is written as a stand-alone paper that is a minimum length of fifteen doubled-spaced pages, excluding citations. The Review must use a minimum of ten research articles from scholarly, peer-reviewed journals only, and two scholarly books.

The Review should be closely related to Sections II and III of the Portfolio and, therefore, must be focused on curriculum areas of importance to the State of Washington and the Washington Assessment of Student Learning (WASL). Possible curriculum areas include, but are not limited to, Reading, Writing, Math, and Science. The Review of the Literature occupies an important spot in the construction of academic research. In fact, it is the situating of the MIT students' research as demonstrated in Section II: Classroom Inquiry and/or Section III: Case Study Narrative within the long tradition of research already conducted on the same topic that demarcates their classroom inquiry as research. Consequently, Section I deserves the MIT students' special effort and attention, as well as that of their Graduate Committee.

Examples of appropriate topics and research questions include:

Topic : Math

Research question: In what ways can constructivist teaching practices be used to enhance student learning?

Topic: Literacy

Research question: What are effective emergent literacy practices for K-3 teachers?

Research question: What are effective reading strategies for students in grades 9-12?

Topic: Multicultural Education

Research question: What strategies are available for integrating multicultural education into the elementary or secondary curriculum?

MIT students will be evaluated on both their written product and the oral presentation of their research during the second summer of the program. A rubric for the evaluation of both the written

paper and the presentation will be discussed in T&L 600. Students prepare a draft of the research paper in Ed Psych 504. This draft will then be given to the T&L 600 professor at the beginning of the fall semester. When the T&L 600 professor has approved a polished draft, it can be submitted to the student's Chair. The MIT student should consult with his/her Chair throughout the process of refining the Review of the Literature. The Chair reviews the polished draft and returns it with suggested revisions. The process of drafting/revising continues until the Chair is satisfied with the quality of the Review of the Literature.

When the Chair approves the Review, it is sent to the members of the student's Graduate Committee to obtain additional feedback and suggestions. In consultation with their Chair, students again revise as needed and resubmit the Review. The result will be a high-quality research paper that demonstrates MIT students' knowledge of research in a specific area, and the skills of critiquing, analyzing, and writing about educational research. A schedule of specific due dates for the Literature Review and all other e-portfolio sections will be provided during the T&L 600 Research Seminar.

Section II: Classroom Inquiry

Section II highlights the MIT students' ability to use classroom inquiry to improve their practice and demonstrate competency in:

- Conducting inquiry activities related to instruction, curriculum and classroom community context
- Critical thinking about teaching, pedagogy and learning
- Linking research and inquiry thinking to practice
- Thinking skills of reflection and inquiry

MIT students demonstrate their ability to make a positive impact on their students' learning by analyzing two classroom Artifacts. Artifacts can be collected from both the fall and spring internships. The Artifacts might include pre/post data demonstrating students' learning, formative evidence of student learning via student projects, student writing samples, student experiments, etc. MIT students must collect the kinds of Artifacts that lend themselves to complex analysis, such as a reflection paper, experiment discussion, or a justification for the way a math problem was solved. Merely showing a rise in test scores on a multiple-choice test is not sufficient.

An analysis of how the Artifact reflects student learning accompanies each of the two Artifacts. In the analysis, the MIT student discusses why the Artifact reflects student learning, and how the Artifact demonstrates the MIT student's ability to have a positive impact on student learning. When possible, the Artifact analysis and discussion must be clearly linked to the Review of the

Literature. The specific format and criteria for the Artifacts will be discussed in Research Seminar and will be related to the requirements of the WA Performance-Based Pedagogy Assessment Standard 10 as implemented in T&L 593 and 595.

Section III: Case Study Narrative

This section of the e-portfolio deepens the MIT students' ability to inquire into and analyze in depth the nature of student learning. Even though the words “Case Study” are used to describe this section, MIT students will not be conducting a research case study. The title of this section is used to refer to studying one student in particular, and analyzing his/her progress in learning, social skills, and/or behavior. The case study is intended for the MIT student to consider the educational issues related to children with special needs and/or special challenges. Students will construct a Case Study Narrative designed to demonstrate their competency in:

- Reflection on teaching and learning
- Ability to adapt instruction, curriculum, and the classroom community context to meet the needs of all children
- Critical thinking about student learning and pedagogy, using inquiry and research as tools

The Case Study is designed for MIT students to undertake an in-depth inquiry into student learning in a social context. During the pre-internship or internship placement, MIT students will identify a special needs student or a student facing challenges. The identified student should be one who presented the MIT student with problem-solving opportunities in teaching, from designing instruction, to delivering instruction, to managing the classroom. In the Case Study Narrative the MIT student reflects on the unique challenges related to targeting and adapting instruction for this student so that he/she receives optimal instruction. The Case Study discussion and analysis, similar to the Artifact analysis, must be evidence-based: the MIT student must use student work samples and/or direct observations of the student's daily performance to support the discussion about and analysis of specific interventions designed by the MIT student and prepared exclusively for the Case Study student. Additional information will be provided in T&L 600 concerning the Case Study.

Section IV: Applying Educational Research in Curriculum and Instruction

In this section of the e-portfolio, a Unit Plan written by MIT students will demonstrate their competency in:

- Conducting inquiry activities related to instruction, curriculum and classroom/community context
- Critical thinking related to using research tools to improve teaching and learning

- Linking research and practice

MIT students design and complete a Unit Plan during fall semester. The Unit Plan developed by elementary MIT students is a curriculum integration of the content areas of Social Studies (T&L 540) and Mathematics (T&L 564) (and possibly Science T&L 572). Criteria for the Unit Plan are discussed in T&L 540, 564. The Unit Plan developed by secondary MIT students is a curriculum integration of each student's major content area, content literacy, and at least one additional content area. Criteria for the secondary Unit Plan are discussed in T&L 521 and T&L 528.

Section V: Reflection and Inquiry about Practice

This section of the e-portfolio includes the MIT students' Professional Action Plan that demonstrates competency in:

- Reflection on their progress as teachers, their strengths as well as areas for improvement, the linkages between research and practice, and their professional future actions.
- Conducting personal inquiry into their own teaching and learning
- Personal assessment of self as a teacher, action researcher, and inquiry-oriented professional

After reflecting upon the completed internships in the public school classroom, and through discussion in the Research Seminar, students write a Professional Action Plan. In this Plan, each student self-assesses progress made throughout the year. Students are specific regarding how they have changed over the past year, and in what areas they constructed new knowledge and skills. Students also describe their future goals, including areas of teaching in which they would like to improve. Research supporting changes in pedagogical practice accompanies descriptions of specific ideas for improvement. Students are asked to keep a reflective journal that describes their accomplishments, challenges and achievements throughout the year. The journal and other supporting evidence, such as University Supervisor, Cooperating Teacher and Principal evaluations, can then be referenced and utilized when writing the Professional Action Plan. The Professional Action Plan is discussed in detail in the T&L 600.

VIII. MIT Program - General Timeline

April/May

Attend orientation; start fingerprinting process

June/July

Take scheduled Summer I courses

Fingerprinting completed

Prepare draft of Review of Literature

August – December

Take scheduled Fall courses

Rewrite, rewrite, rewrite... Review of Literature

Begin to collect artifacts for Portfolio

Begin to collect data on Case Study

Choose chair of graduate committee

Choose committee members

Meet with chair and committee members

Complete program of study and submit to Graduate Studies office in Cleveland Hall

January – March

Complete Internship

Take scheduled spring courses

Continue collecting artifacts for Portfolio and data for Case Study

Meet with chair to discuss progress of portfolio

Apply for teaching certificate

March – May

Take scheduled spring courses

Open Career Placement file

Complete Career Placement file with letters of references

Attend job fairs

Fill out Final Examination Scheduling form and Application for Degree forms

By April 30: Obtain approval from Chair of committee to present Portfolio

Mid-May – June

Take scheduled Summer II courses

Prepare for Portfolio presentations

Present Portfolio

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