Washington State University

Department of Teaching and Learning

Master in Teaching Degree

Program Handbook

Pullman/Spokane

2015-2016

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Washington State University

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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, or high school students. You will apply your new knowledge and skills in elementary or secondary classroom settings. This *Master in Teaching Degree Program Handbook* (http://education.wsu.edu/graduate/specializations/ - under "Teaching, (M.I.T.)") provides you with an overview of the Pullman/Spokane MIT program. The *Handbook* has been prepared to help you succeed in this intensive program. In addition to this handbook, there is a separate document titled *Master in Teaching Field Experience Guidelines* (http://education.wsu.edu/field/index.html - lower right hand corner of page under "more info") that provides direction and details regarding the pre-internship and internship classroom experiences in the MIT program. MIT students should have one copy of the *Master in Teaching Degree Program Handbook* and two copies of the *Master in Teaching Field Experience Guidelines.* One copy of the *Guidelines* 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 (54 credits elementary and 50 credits secondary) that includes

- Coursework to meet the State of Washington elementary or secondary certification;
- Coursework to meet Washington State University requirements;
- A constructivist, research-based approach to teaching and learning;
- Pre-internship/internship experiences working with elementary or secondary students; and,
- Coursework 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. The Pullman/Spokane MIT program offers an intensive 13-month alternative preservice preparation program with the master's degree to be completed following certification coursework.

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 sometimes do. Most, 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. 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 coursework. 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 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 certification 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.

The culminating project in the Pullman/Spokane MIT program consists of a Special Project that is a *personal inquiry project* designed in collaboration with the Committee and the members of the committee. The purpose of the project is to demonstrate an understanding of how to systematically approach—and possibly resolve—a question through a research approach.

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. Certification 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, after successful completion of the pre-internship experience and all summer I and fall course work.

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

A rigorous and comprehensive conceptual framework guides effective, high quality teacher education programs. The College of Education conceptual framework provided below articulates 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's 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 classrooms. 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 Master in Teaching program. Students experience different aspects of these learning outcomes throughout the program.

At the completion of the certification portion of the Master in Teaching program, all WSU teacher candidates 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. 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. This course is taught over the University's AMS network. Students are on their home campuses but can see the students on the other campus on a large screen.

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. This course is taught in Pullman. Spokane students will drive to Pullman each week for the course.

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. This course is taught in Spokane. Pullman students will drive to Spokane each week for the course.

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. This course is taught in Spokane. Pullman students will drive to Spokane each week for the course.

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. This course is taught in Pullman. Spokane students will drive to Pullman each week for the course.

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. This course is taught over the University's AMS network. Students are on their home campuses but can see the students on the other campus on a large screen.

T & L 594: Fine Arts Integration

This course integrates the areas of Art, Music, Dance and Drama into K-8 curriculum while providing theoretical support for their inclusion in the curriculum and hands-on practice. This course is delivered over AMS.

Secondary Education Certification Course Descriptions

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. This course is taught over the University's AMS network. Students are on their home campuses but can see the students on the other campus on a large screen.

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. This course is taught over the University's AMS network. Students are on their home campuses but can see the students on the other campus on a large screen.

Elementary and Secondary Certification Course Descriptions

T & L 521: Introduction to Schooling

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. This course is taught over the University's AMS network. Students are on their home campuses but can see the students on the other campus on a large screen.

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

T & L 522: Instruction and Assessment

This course focuses on helping future teachers understand how curriculum is developed and sequenced across content areas. The course, focused on research-based instructional approaches to improve student learning across content 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 instructional and assessment topics as the goals and content of existing curricula, the techniques and strategies used by classroom teachers in model programs, instructional and assessment topics being currently emphasized in the professional literature, and procedures which may be used to plan, implement, and evaluate classroom instruction.

Students will also learn to construct appropriate assessment tools to measure student progress and to collect data upon which to base instructional decisions. A special emphasis on identifying student voice and measuring positive impact on student learning is integrated into the course. This course is taught over the University's AMS network. Students are on their home campuses but can see the students on the other campus on a large screen.

SpEd 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. This course is taught over the University's AMS network. Students are on their home campuses but can see the students on the other campus on a large screen.

T & L 505: Bilingual and ESL Methods

This course focuses on methods for teaching bilingual/ESL students in the general education classroom. This course is taught over the University's AMS network. Students are on their home campuses but can see the students on the other campus on a large screen.

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. This course is taught over the University's AMS network. Students are on their home campuses but can see the students on the other campus on a large screen.

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. This course is campus specific. Pullman students meet face-to-face with the Pullman MIT coordinator, and Spokane students meet face-to-face with the Spokane MIT coordinator.

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. This course is campus specific. Pullman students meet face-to-face with the Pullman MIT coordinator, and Spokane students meet face-to-face with the Spokane MIT coordinator.

Master in Teaching Course Descriptions

T&L 560: Research in Teaching

In this course, students learn theoretical concepts, research methods, issues, models and strategies for the implementation of inquiry research. This course is campus specific. This course is delivered over the AMS system during the first summer

T & L 702: Special Project

As part of the Master's Degree, students work to complete a project after the completion of certification requirements. The program expectation is that the student will work with his/her Graduate Committee to complete the special project. The project will be presented to the student's Graduate Committee when complete. Upon successful completion of the special project, the student will receive the Master in Teaching degree. The student must enroll in T&L 702 during the semester s/he completes the project.

MIT Course Sequences, 2015-2016

Elementary Education Certification and Master in Teaching

<u>**Summer I, June 8-July 31**</u>
T&L 521 Introduction to Schooling	3	June 8-July 31
T&L 522 Instruction and Assessment	3	June 8-July 31
T&L 560 Research in Teaching	3	June 22-July 31
T&L 552 Literacy Development I	3	June 22-July 31
	12	

<u>**Fall, August 24 – December 18**</u>
T&L 593 Pre-Internship and Seminar	*2**	* **Monday**: Pullman**, Tuesday**: Spokane
T&L 540 Elem. School Social Studies	3	Spokane Wednesday
T&L 556 Literacy Development II	3	Pullman Friday
T&L 564 Elem. School Math Methods	3	Spokane Wednesday
T&L 572 Elem. School Science Methods	3	Pullman Friday

August 24 – October 16
SpEd 520 Teaching in Inclusive Classrooms	2	

October 19 – December 18
T&L 505 Teaching English Language Learners	2	
	18	

<u>**Spring, January 4 – May 6**</u>
T&L 595 Internship and Seminar	*10**	**Monday:** Pullman**, Tuesday:** Spokane

January 11 – May 6
T&L 525 Classroom Management	3	
	13	

<u>**Summer II, May 9 - June 3**</u>
T&L 594 Fine Arts Integration	2
KIN 586 Health/PE	2
	4

Summer 2016
T&L 702 Master's Special Problems	*2**
Total credits	54

* Courses in italics are graded Pass/Fail and do not count in the total of required graded credits (minimum of 31 credits)
(Note: Elementary students acquire a total of 35 graded credits during the program.)

Secondary Education Certification and Master in Teaching

Summer I, June 23-August 1
T&L 521 Introduction to Schooling   3 June 8-July 31
T&L 522 Instruction and Assessment   3 June 8-July 31
T&L 560 Research in Teaching   3 June 22-July 31
T&L 528 Content Area Reading Instruction   <u>3 June 22-July 31</u>
                                                                           12

Fall, August 24 – December 18
Content Methods Courses and/or electives   [9]**
T&L 593 Pre-Internship and Seminar   *2* **Monday**: Pullman**, Tuesday**: Spokane
T&L 513 Seminar in Middle School Education   3
August 24 – October 16
SpEd 520 Teaching in Inclusive Classrooms   2
October 19 – December 18
T&L 505 Teaching English Language Learners   <u>2</u>
                                                                            18

Spring, January 4 – May 6
T&L 595 Internship and Seminar   *10* **Monday:** Pullman, **Tuesday:** Spokane
January 11 – May 6
T&L 525 Classroom Management   <u>3</u>
                                                                            13

Summer, 2016
T&L 702 Master's Special Problems   *2*
Total Credits

* Courses in italics are graded Pass/Fail and do not count in the required total of graded credits (minimum of 31 credits)

** Secondary MIT students must take at least three additional courses to meet the minimum number of graded credits (31) required for the master's degree. Spokane secondary students take online courses to meet this requirement. They should work with the Spokane coordinator beginning in June to enroll in fall courses.

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.

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. If the University Supervisor and the Field Placement Office believe the MIT intern is not receiving the support and/or mentoring expected by the Department of Teaching and Learning, a new placement will be found.

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 Master in Teaching Field Experience Guidelines for specific information concerning field experiences.

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. Teacher Certification and Graduate Degree Requirements

Elementary or secondary education teacher certification coursework can also be applied to the Master in Teaching degree. Most MIT students work toward the completion of both teacher certification and the master's degree. There are requirements for the teacher certification program, such as fingerprinting and

background clearance, and there are requirements related to the graduate degree, such as the Program of Study. Students will be informed of these requirements throughout the program. Brief descriptions of the teacher certification requirements and the graduate degree requirements are provided here.

Teacher Performance Assessment

The Teacher Performance Assessment (edTPA) is modeled after the National Board Certification process and is part of a national effort to define a single instrument to be used nationally to evaluate beginning teachers. This is the required student teaching assessment for all teacher preparation programs in Washington. It requires teacher candidates describe, analyze, and evaluate the teaching of a "learning segment" in their student-teaching classroom and submit a short video of that learning segment and additional artifacts and commentaries as evidence of their teaching ability. The teacher candidate is expected to share the edTPA directions and materials with their cooperating teacher. Further information on the edTPA is provided in the MIT Field Experience Guidelines. The cost of the edTPA is $300. If a student teacher does not pass the edTPA some or all of the tasks may be resubmitted with additional cost to the student teacher.

Teacher Certification Requirements

In addition to successful completion of all certification course work, students are required to obtain clearance from the Washington State Patrol and the FBI before being awarded a residency 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 that 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 9A64.030 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.

WSU Experiential Liability Insurance Policy
- $9.42 per year (effective date of payment + 365 days as long as you are enrolled in a covered practicum course at WSU)

- Payable at cashier's office, French Administration Bldg., **WSU Pullman**, or by mail
- Payable at cashier's office, Student Services, Academic Center, **WSU Spokane**
- Enrollment form can be picked up in Cleveland 252 (**Pullman**) or SAC 425 (**Spokane**)

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 at

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

Northwest Professional Educators (NWPE) Policy
- $25 per year for $2 million policy effective for a full calendar year
- Remains in effect after student teaching and when under contract or as a substitute teacher
- Journals, classroom resources, legal counsel, preferential ratings on grants and scholarships
- Sign up online at http://www.nwpe.org/join.htm

Personal Coverage
- Check with your local insurance provider for available options. PLEASE NOTE: most do not cover students in practicum experiences, please ask your agent to call Heidi before confirming.

Choose the option that best suits your needs, and provide your proof of coverage via email, fax or in person, to Heidi Ritter, Cleveland 252; Questions: Call Heidi @ 335-0925 or email hritter@wsu.edu

Finger Printing and Background Check
MIT students in Pullman can complete this process in the Student Services Office in the Education Addition. MIT students in Spokane can complete the process at the offices of ESD 101 on S. Regal. Instructions and forms are available at http://education.wsu.edu/field/background/. The costs vary from $50 to $70.

Teacher Performance Assessment (edTPA)
Washington state requires all teacher candidates to submit an edTPA portfolio and to receive a passing score on all tasks before teacher certification is granted. The edTPA portfolio is scored by outside scorers employed by Pearson, Inc. The cost for scoring the portfolio is $300. Tasks that do not receive a passing score may be resubmitted at additional cost to the teacher candidate.

Summary of Fees
Teacher certification comes with unique fees. To help you plan, below is a list of fees that are required for all teacher candidates. This does not include course, degree, or university fees. Prices are subject to change. This is strictly a guide to help you map out your finances as you progress through the program. Se the table of fees on page 16.

Description of Fee	Fee Amount	Length of Validity	Due
Fingerprinting	$55	Two years	Before first practicum. Fingerprints must be valid each time you are enrolled in a practicum or student teaching and until you apply for your teaching certificate about two months after student teaching.
Liability Insurance	$7.50-22	One year	Before first practicum and must be valid each time you are enrolled in practicum or student teaching.
WEST-E	$95-155	No expiration date	Prior to enrollment advance practicum (TCH_LRN 490 for elementary and 469 for secondary).
*ACTFL Oral	$55-155	No expiration date	Prior to student teaching.
*ACTFL Written	$65	No expiration date	Prior to student teaching.
edTPA	$300	No expiration date	During student teaching.
Teaching Certificate	$68	Two years	End of student teaching.

*Required for Spanish and French

Financial Help
- Financial Aid - students are able to request additional funding by completing the Revision Request form listed on the Office of Financial Aid's website (http://finaid.wsu.edu/). Your request should be noted in the "special fees" section of the form. Financial Aid will require you to submit a copy of the bill showing you owe the fees or a statement showing a zero balance.
- WEST/edTPA Vouchers - Washington State University is given a limited number of WEST-B, WEST-E and edTPA vouchers. Contact the Office of Undergraduate Studies (Education Addition 316 or contact Angie Hammond <angiehammond@wsu.edu> to request an application.
- NES Fee Waivers - NES is a national exam and fee waivers are administered by the testing company. Visit www.nestest.com for additional information.

Additional information can be found on our website, http://education.wsu.edu/certification/teachercertification.html. Please contact Staci Bickelhaupt at sbickel@wsu.edu or 509-335-8146 with any questions.

Graduate Program Requirements

Every graduate student has a temporary advisor who may or may not serve as the chair of the student's master's degree Graduate Committee. This Graduate Committee consists of the Graduate Committee and a minimum of two other faculty members who provide support and advice regarding the student's Program of Study and special project. 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, room 70. The Program of Study is a list of all 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 593 Seminar.

When a topic for the special project has been chosen, the student will ask a faculty member with expertise or interest in that area of research to serve as Graduate Committee. The student, in consultation with his/her Graduate Committee, should identify other faculty to serve on the 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. The faculty involved and the Chair of the Department of Teaching and Learning must approve committee changes before change forms are forwarded by the Office of Graduate Studies and to the Graduate School.

Students must obtain signatures from the Graduate Committee and committee members on the Program of Study. Students should obtain the signatures of their committee chair and committee members on their Program of Study. **It is the student's responsibility to insure that all members of the Graduate Committee sign the Program of Study and that it is 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. MIT students are responsible for knowing the deadlines and procedures for master's degrees established by the Graduate School. This information can be found at http://gradschool.wsu.edu/students/

VII. The MIT Special Project

MIT students register for two credits of T&L 702 during the semester or summer term that the project will be presented to the master's committee. Each student should consult with her/his committee chair to make sure the project will be completed before signing up for T&L 702 credits. The Special Project is a *personal inquiry project* designed in collaboration with the committee chair and the members of the committee. The purpose of the project is to demonstrate an understanding of how to systematically approach—and possibly resolve—a question through a research approach. In addition, it is a demonstration of an ability to understand, evaluate, and critique educational research. The project can take the form of historical or policy analysis, a review and analysis of the research literature in a specific area, or an action research project using qualitative

and/or quantitative research methods. MIT students may propose an alternative inquiry project, but the chair and committee members must approve any alternative inquiry project. <u>Please note</u>: All MIT students will complete and present the Special Project *after* the completion of all coursework. A few, who may have time in their schedules or are extremely proactive planners and organizers, may elect to begin the process in the fall semester of the MIT program; however, the project should not interfere with completion of certification requirements.

The inquiry project typically focuses on an educational question. Many inquiry projects take the form of (a) action research, in which the inquirer works within his or her own situation to address a question or problem regarding her or his practice, takes action, and studies the results; or (b) some form of curriculum study. Educators most often address these topics within the contexts of schools and classrooms, but MIT students are not limited to that setting as they may or may not have access to a school when ready to complete the project. For many, the phenomenon experienced or observed during the pre-internship or internship will shape the question to be studied. In addition to the question itself, the inquiry project includes a narrative justifying the investigation of the phenomenon. In the narrative, MIT students should provide support from the literature and their own educational practice for conducting a study to answer the research question.

The inquiry project includes a review of the literature related to the educational question or questions, the process that was used to explore the question(s), and the results and conclusions of the exploration. If applicable, the inquiry project may include a more traditional methods section. The following are recommended formats for the proposal and the completed project. MIT students may modify the suggested format with the approval of the committee.

Format for the Personal Inquiry Project Proposal
I.   Rationale/Purpose/Statement of Inquiry Project
II.   Review of Literature Related to Educational Question(s)
III. Process for Exploration of the Question(s)
[Or III.   Methodology]
IV.   Timeline for Completion

Format for the Personal Inquiry Project Final Document
I.   Rationale/Purpose/Statement of Inquiry Project
II.   Review of Literature Related to Educational Question(s)
III. Process used for Exploration of the Question(s)
[Or III. Methodology]
IV.   Results/Findings
V.   Discussion and Conclusions

MIT students work closely with the committee chair and members of the committee in drafting the inquiry project document. The committee chair advises the student about seeking input from other committee members and determines when the project meets the requirements of graduate level work. The final draft of the written document will be submitted to the committee for review. **The committee determines when the project has been completed and when it may be defended.** At that point the MIT student is responsible for scheduling the oral final examination on the project (see instructions below). Following the final examination,

committee members will complete ballots indicating a pass/fail outcome for the Special Project. A pass will be recorded as an S grade for T&L 702 (T&L 702 is graded S/F—satisfactory/fail).

Steps for Completing a Special Project

1.   Complete the required **Responsible Conduct of Research** online training. https://myresearch.wsu.edu/login.aspx?ReturnUrl=%2fAvailableTraining.aspx%3faction%3dviewsite%26siteid%3d1000%26_ga%3d1.201534737.1863621017.1427212945&action=viewsite&siteid=1000&_ga=1.201534737.1863621017.1427212945

2.   Forward the completion email to Jason Sievers and Nick Sewell for your permanent file.

3.   Decide on a general topic of study.

4.   During fall semester, talk with your campus MIT coordinator about possible committee chairs and members.

5.   Contact the potential chair with an introduction of yourself and your general topic of interest for the Special Project. Ask if the faculty member is willing to serve as chair of your Graduate Committee.

6.   Meet with the committee by November of fall semester to discuss more specific ideas for the Special Project.

5.   In consultation with the committee, schedule a Special Project proposal meeting (an M-1). You must submit a written proposal to the committee two weeks prior to the M-1 meeting. The proposal will be a detailed outline of the special project (see format described previously). Work with the committee to draft and revise the inquiry project proposal before submitting it to the entire committee.

The committee will evaluate the Special Project proposal and either approve it, approve it subject to modifications, or deny the Special Project proposal. If the committee approves the Special Project proposal, you must gain approval for the study with the College of Education and possibly the Institutional Review Board. The College of Education's Internal Human Participants Protection form can be found at http://education.wsu.edu/research/InternalHumanParticipantsProtectionForm%281%29.pdf and at the back of this handbook. If you answer yes to any of the first 4 questions on the College of Education form, Institutional Review Board (IRB) approval for the project is needed before the beginning of data collection. Not all projects are subject to IRB approval. Your committee can assist you in making this determination. If IRB approval is necessary, in keeping with WSU Graduate School policy, failure to comply strictly with IRB requirements regarding the use of human subjects will result in the special project not being accepted as meeting final graduate requirements. In addition, disciplinary action by Washington State University and/or legal action by the Federal Office of Human Research Protection may be taken. A copy of the human subjects approval letter must be provided to the advisor and the

Office of Graduate Studies. The human subjects approval form is available on the IRB website (http://www.irb.wsu.edu/).

6. During the semester or summer term in which you complete the Special Project, you should:

   a. Share drafts of the final project report with the committee.

   b. Meet regularly with the committee to review progress.

   c. **When the committee chair and committee members have approved the final written version** of the completed Special Project, schedule a final oral examination. The scheduling form is available on the Graduate School website http://gradschool.wsu.edu/current-students/formsfordegree.html. Make sure you check the Graduate School's Deadlines and Procedures bulletin to determine the last possible date to conduct a final oral examination in any semester. This can be found on their website provided above. The scheduling form must be submitted at least 10 working days prior to your final exam. **All committee members must be present at the examination**.

   d. At least two weeks before the oral presentation/examination, provide the committee with a final written copy of the Special Project. **All MIT students must present their final projects orally before the members of their committee.**

7. Following the final oral examination, committee members complete ballots that indicate a pass/fail outcome. The committee will notify you of the ballot outcome. In addition, you will receive a letter from the College of Education Office of Graduate Studies regarding the outcome of the final examination. In most cases, even a student who passes will be expected to complete some revisions in the written document.

8. After completing the final examination, complete the **Graduate Student Exit Survey** either online or paper copy (see pages 26 – 27) and return to the College of Education Graduate Studies Office, Cleveland Hall, room 70 (or submit to an Academic Director on the regional campuses).

The special project should demonstrate the MIT student's abilities to

1. Locate, analyze, and synthesize research literature, and apply that synthesis to problems of practice.

2. Effectively communicate scholarly work through written, oral, and/or alternate formats.

3. Skillfully inquire into areas of program-related interest.

4. Develop scholarly habits of curiosity, inquiry, critique, and data-based decision making.

5. Conduct and disseminate original scholarship that demonstrates acquisition and application of new knowledge and theory.

6. Become an emerging expert in the area of study.

VIII. MIT Program - General Timeline
  April/May
  Attend orientation; start fingerprinting process

  June/July
  Take scheduled Summer I courses
  Fingerprinting completed
  Take WEST-E if not completed before courses began

  August – December
  Take scheduled fall courses
  Complete Pre-internship
  Meet with chair to discuss special project
  Complete Program of Study Form

  January – Early May
  Complete Internship
  Take scheduled spring courses
  Write special project proposal
  Meet with Graduate Committee for approval of special project
  Apply for teaching certificate
  Develop resume and cover letter
  Identify the process for completing job applications
  Attend job fairs
  Fill out Final Examination Scheduling form and Application for Degree forms if the degree will be completed during summer term

  Mid-May – June
  Take scheduled Summer II courses
  Work on/complete special project

IX. Department of Teaching and Learning Contacts

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Director of Teacher Education
TBA

Barbara A. Ward, MIT Coordinator
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Leslie Hall, MIT Faculty and Field Placements
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Office of Graduate Studies
Jason Sievers and Nick Sewell
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Teacher Certification
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252 Cleveland Hall
335-8146

Nedra Murray nkmurray@wsu.edu
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Field Placement Office
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Heidi Ritter hritter@wsu.edu
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335-0925

X. People to Know

	Tariq Akmal Interim Chair, Department of Teaching and Learning (Pullman) 335- 7296 or 335-4703 takmal@wsu.edu Administrator for the Department of Teaching and Learning		Director of Teacher Education Oversees all areas of teacher preparation at the undergraduate and graduate levels
	Chris Sodorff Director of Field Services (Pullman) 335-0925 csodorff@wsu.edu Oversees the WSU Pullman/Spokane field-based teacher preparation programs		Angie Hammond Director of Student Services (Pullman) 335-4855 angiehammond@wsu.edu Oversees management of student records and data collection
	Barbara A. Ward Coordinator, MIT Program (Pullman) 335-6390 barbara_ward@wsu.edu Oversees all areas of the Masters in Teaching Program in Pullman and Spokane.		Leslie Hall Coordinator & Field Placements (Spokane) 358-7546 ldhall@wsu.edu Teaches courses in the MIT program on the Spokane campus and places all Spokane students in pre-internship and internship assignments
	Staci Bickelhaupt Certification Coordinator (Pullman) 335-8146 sbickel@mail.wsu.edu Transcript analysis Fingerprinting Licensure		Heidi Ritter Program Coordinator, Field Services Office (Pullman) 335-0925 hritter@wsu.edu

	Jason Sievers Coordinator, Office of Graduate Studies (Pullman) 335-9195 gradstudies@wsu.edu		Nick Sewell Academic Coordinator (Pullman) 335-7016 gradstudies@wsu.edu
	Naomi Proett Administrative Assistant (Spokane) 358-7614 naomi.konis@wsu.edu		Kelly LaGrutta Academic Coordinator (Spokane) 358-7942 lagrutta@wsu.edu
	Julie Killinger Principal Assistant (Pullman) Department of Teaching and Learning (509) 335-7296 julieKk@wsu.edu		Patricia Iulo Fiscal Specialist I (Pullman) Department of Teaching and Learning (509) 335-5027 patiulo@wsu.edu

XI. Terminology

702 Project: This is the special project completed for the MIT degree. It gets the name 702 project from the course (TCH_LRN 702) MIT students enroll in during the term that the project is presented to the student's Graduate Committee. It is also referred to as the *special project*.

702 Presentation/Defense: Scheduled time period, generally 1 hour, for you to present your completed 702 project to your committee.

Application for Graduation: Form that must be completed and submitted during the term you expect to complete your degree. Check the WSU calendar for deadlines.

Committee: Faculty member who will guide you through the process of selecting a topic and completing your 702 project.

Committee Members: Two additional faculty members who will advise you on your 702 project. One committee member may be a faculty member in a College or Department outside the College of Education.

Field Services: Office on the Pullman campus that tracks all WSU student teaching placements. The current Director of Field Services and Student Teaching is Christine Sodorff.

Field Supervisor: Person who comes to the classroom to observe your teaching and to give you support and advice.

MIT Coordinator: Person who is responsible for making the MIT program run smoothly on a campus. Currently, Barbara Ward is the MIT Coordinator on the Pullman campus; and Leslie Hall is the MIT Coordinator on the Spokane campus.

Mentor Teacher/Cooperating Teacher: K-12 classroom teacher you work with from August through late April.

Program of Study: Form that must be completed at least one semester before you present your 702 project. This form requires the signatures of the chair and both committee members. Check the WSU calendar for deadlines.

Special Project: Another term for the 702 project.

Student Services: Office on the Pullman campus that deals with requirements for teacher certification in Washington State.

Scheduling Form: Form that must be completed and submitted to the Graduate School at least 10 work days before the presentation of the 702 project. Check the WSU calendar for deadlines.

Graduate Programs Exit Survey
College of Education

NOTE: We are interested in feedback from your program experience; your responses will be anonymous.

Please circle your response to each question below:

WSU Identification Number: _____

1. What degree have you completed?   MIT   Ed.M.   M.A.   Ed.D.   Ph.D.

2. Which program specialization did you complete? Comm Coun   EdPsy   HiEduc   St. Affairs
   Ed Lead   CC Lead   CoPsy   SpMgt
   El Ed   Sec Ed   ESL   Literacy   SpEd   CSSTE
   Math Ed   C&I   Lang & Lit   Teach Lead

3. How many years did it take you to complete the degree?   <2   3   4   5   6   >6

4. Were you primarily: Part Time Student   Full Time Student

5. At which campus did you complete your degree?   Pullman/Spokane   Tri-Cities
   Vancouver

	Not at All	Somewhat		Very Much		Not Applicable
6. How satisfied were you with the availability of faculty for mentoring?	1	2	3	4	5	N/A
7. How satisfied were you with the support provided by the College of Education Office of Graduate Studies (Pullman campus) or similar support received at the regional campus in which you are a student?	1	2	3	4	5	N/A
8. To what degree did the specialization meet your individual hopes/needs?	1	2	3	4	5	N/A
9. To what degree have you been satisfied with the overall quality of courses/instruction of courses?	1	2	3	4	5	N/A

	Not at All	**Somewhat**	**Very Much**	**Not Applicable**
10. To what degree were you satisfied with your ability to interact with other students and faculty in your program?	1	2	3	4	5	N/A
11. How satisfied were you with opportunities provided you to research/disseminate research?	1	2	3	4	5	N/A
12. To what degree were you given opportunities to make connections between theory and practice?	1	2	3	4	5	N/A
13. How well prepared do you feel to enter a new career?	1	2	3	4	5	N/A

Open-Ended Questions

1. Please describe the most positive aspects of your time in one of our graduate programs.

2. Please describe the most important ways we can improve our programs for incoming graduate students.

3. What is your career goal?

4. Do you have new employment? If so, where?