Department of Teaching and Learning

WASHINGTON STATE UNIVERSITY

College of Education

Collaboration with diverse communities toward a sustainable and just future.

Learners Learning

Leadership

Master in Teaching

Program Handbook

2017-2018

Pullman/Spokane

Washington State University

Office of Graduate Education

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Master's in Teaching

Every child deserves a champion – an adult who will never give up on them, who understands the power of connection and insists that they become the best that they can possibility be.

--- Rita Pierson

You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives.

--Clay P. Bedford

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.

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* (also found on the web for your respective campus) provides you with an overview of the MIT programs. 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* 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.

Description of Master in Teaching Program

The Master in Teaching (MIT) program at Washington State University is an, integrated course of study and field experiences designed to meet the needs of students who have bachelor's degrees and who have completed the required classes in an academic content area (e.g., biology, English/language arts, history, social studies, or mathematics) 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 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.

Pullman/Spokane Cohorts:

The Master in Teaching (MIT) degree offered in Pullman/Spokane (54 credits elementary and 50 credits secondary) is a high quality, intensive, 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.

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 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.

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.

In the Pullman/Spokane and Tri-Cities campuses 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.

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.

Curriculum

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. Please see the Appendix for your specific campus cohort requirements and timelines.

Requirements may change from the handbook to meet current state requirements, check with your campus program coordinators, the WSU University Catalog http://www.catalog.wsu.edu/General/Courses and the WSU Time Schedule http://www.schedules.wsu.edu/ for current course offerings.

Elementary Education Certification Courses

TCH_LRN 552	*Literacy Development I*
	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.
TCH_LRN 540	*Elementary School Social Studies*
	This course is taught in Spokane. Pullman students will drive to Spokane each week for face-to-face instruction
TCH_LRN 556	*Literacy Development II*
	This course is taught in Pullman. Spokane students will drive to Pullman each week for the course.
TCH_LRN 564	*Elementary Math Methods*
	This course is taught in Spokane. Pullman students will drive to Spokane each week for face-to-face instruction.
TCH_LRN 572	*Elementary Science Methods*
	This course is taught in Pullman. Spokane students will drive to Pullman each week for face-to-face instruction.
TCH_LRN 594	*Fine Arts Integration*
KINES 586	*Methods of Health & Physical Education*
	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.

Secondary Education Certification Courses

TCH_LRN 513	*Seminar in Middle School Education **
	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.
TCH_LRN 528	*Content Area Reading Instruction: Theory and Practice*
	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 Courses

TCH_LRN 505	*Bilingual and ESL Methods*
	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.

TCH_LRN 521	*Variable Topics Course (Check the Time Schedule for the current topic)*
	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.
TCH_LRN 522	*Instruction and Assessment **
	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.
TCH_LRN 525	*Classroom Management Seminar*
	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.
TCH_LRN 593	*Pre-Internship & Seminar*
	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.
	NOTE: you must have completed your Insurance, Fingerprinting & Background Check, etc. before requesting course enrollment.
TCH_LRN 595	*Internship & Seminar*
	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.
SPEC_ED 520	*Teaching in Inclusive Classrooms*
	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.

Master in Teaching Required Courses

TCH_LRN 560	*Research in Teaching **
	This course is campus specific. Pullman students will either meet with the MIT coordinator or a designated representative and Spokane students meet face-to-face with the Spokane MIT coordinator.
TCH_LRN 702	*Special Project*
	The program expectation is that the student will work with his/her Graduate Committee Chair to complete the special project. The student must enroll in T&L 702 during the semester s/he completes the project.

<u>**Policy on MIT Course Substitutions and Transfer Credits**</u>

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.

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 Chair 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: https://gradschool.wsu.edu/facultystaff-resources/18-2/. 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 Chair. The student, in consultation with his/her Graduate Committee Chair, 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 is available on the Graduate School web site at: https://gradschool.wsu.edu/facultystaff-resources/18-2/. 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 to the Graduate School.

Students must obtain signatures from the Graduate Committee Chair and committee members on the Program of Study. Students should have 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 https://gradschool.wsu.edu/facultystaff-resources/18-2/.

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. The project is designed with two options specifically developed for MIT candidates and to help them look deeply at a specific student or topic related to their teaching.

The purpose of the project is to practice and develop the skills that experienced teachers demonstrate on a regular basis. Effective experienced teachers are highly reflective and have an understanding of themselves, where they are in their development, and how they still need to grow to continue to be effective in their own learning. They spend a great deal of time thinking about their practice and the contexts and experiences of their students. They have a deep-seated interest in the lives, experiences, and growth of their students and understand that the lives of their students provide a rich knowledge about that student, the community, and many ways of knowing and doing.

Whether or not they articulate it, expert teachers have a commitment to equity and social justice and a desire to help *all* students through a holistic teaching approach that draws upon students' interests and experiences and attends to students' cognitive and psychosocial development. Effective teachers do not settle for *some* or *most* students learning but want *all* students to learn and succeed. They understand that many factors influence learning and that engaged learning does not occur until the student has a reason to become engaged and the environment is such that the student can construct understanding out of the experience that occurs. They have the desire to develop their teaching craft further through continuous learning that is built around deep understanding of their students, instruction aligned to the needs of those students, and access and implementation to resources that will help them devise ways to help students guide and take control of their own learning.

What is asked of the MIT candidate in this project is to enhance what has already begun. Many of the characteristics of expert teachers described above are on a continuum and you have already begun to move

along that continuum. Through this project, you will move further along in your journey to become an expert teacher and, as a checkpoint in that journey, we ask you to demonstrate aspects of your commitment to *all* learners and the diverse contexts in which they live and your commitment to your development of practitioner knowledge/craft through reflective practice.

NOTE: These options are not to be followed verbatim, but some structure is provided to help you get started. We hope your journey will be just that, *your* journey. You will work closely with your committee chair to decide how to shape this journey.

There are two options for the project:

Option 1

Explore the development of your understanding of what it means to be a teacher.

1. **Reflect upon your own development up to this moment** (e.g., where are you now, what have you been learning/doing this past year? How have your definitions of what a teacher is and what teaching consists of changed since you entered the program? How has your understanding of inequalities in school developed further?) **and identify a topic for your project.** (Over this past year, what problem of practice or issue related to inequality has caught your attention?)
2. **Develop a plan for how you can learn more about this topic and then carry it out.** Draw on your course readings, web-based practitioner resources, research literature, edTPA, and personal experiences, etc., to help resolve or support issues and to critically analyze the problem. (TCH LRN 560 will have some short written assignments to help you do this.)
3. De**velop some "product" that will demonstrate not only what you have learned but show how you can apply this understanding to your future career.** Consider what you can develop to take forward to your classroom to use personally or to share with teachers, parents, administrators, or some other group. Cater your product to the audience. The format of this product can vary greatly—but it should be useful for you, the developing teacher.

Option 2

Develop and complete an individual case study of a student from your internship.
1. **Identify a specific student of interest from your internship as the topic of your case study** (do this in January). This is your focal student. You will need to get approval from this student (and family) to do a case study.

2. **Collect artifacts and develop a holistic picture of this student that you can analyze and upon which you can reflect.**
     a. Observe the student inside the classroom (5 hours on different days) and outside the classroom (2 hours), taking detail notes and, perhaps some pictures (with student approval.
     b. Keep a journal that documents what you see the student do or what you hear about the student (keep the child anonymous through the use of a pseudonym).
     c. Develop a set of interview questions and interview your focal student, related teachers, and a family member. (Much like a home visit for teachers.)
     d. Reflect upon and analyze your results. Draft this into paper as a case study.
     e. Consider gaps in what you want to know or still wonder about and, if necessary collect more evidence.
     f. Consider other elements of this student's life, school experiences, school work, etc., that creates a well-rounded picture of that child (it will be discipline specific to the classes you teach).
     g. Use this well-rounded case study to create some claims about the child. Reflect back on your experiences in teaching this student and demonstrate a shift in your thinking of how to see this child in a holistic way that addresses the student from a student-centered perspective. What assets does this student have? What funds of knowledge does the student draw from? What resources about children and how they learn can you draw upon to help you create a deeper understanding of this student?

3. **Now add to your case study. Reflect back on this student and the successes and/or struggles the student had and apply this understanding to your future teaching.** Connect this reflection with your own instruction and experience in dealing with this child and make the argument that the instruction/experience was appropriate or inappropriate. Consider your next steps. What is it that you now think you can do to enhance the learning experience of this student? How can you use the case study of one child to help develop your own future teaching?

Presenting Your Projects

All MIT candidates will complete and present their projects during a sharing "gala," a single day where all projects will be on display in some format that each MIT candidate has selected to share what they have learned. During the gala, each MIT student will be standing by their display as faculty visit and ask questions about the project. The specific structure for this day will be provided during the spring term as students are finishing student teaching and can now turn their full attention to their projects.

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 chair 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/
2. Forward the completion email to the Graduate Studies Office (gradstudies@wsu.edu) 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 chair by November of fall semester to discuss more specific ideas for the Special Project.
7. In consultation with the committee chair, 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 chair 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
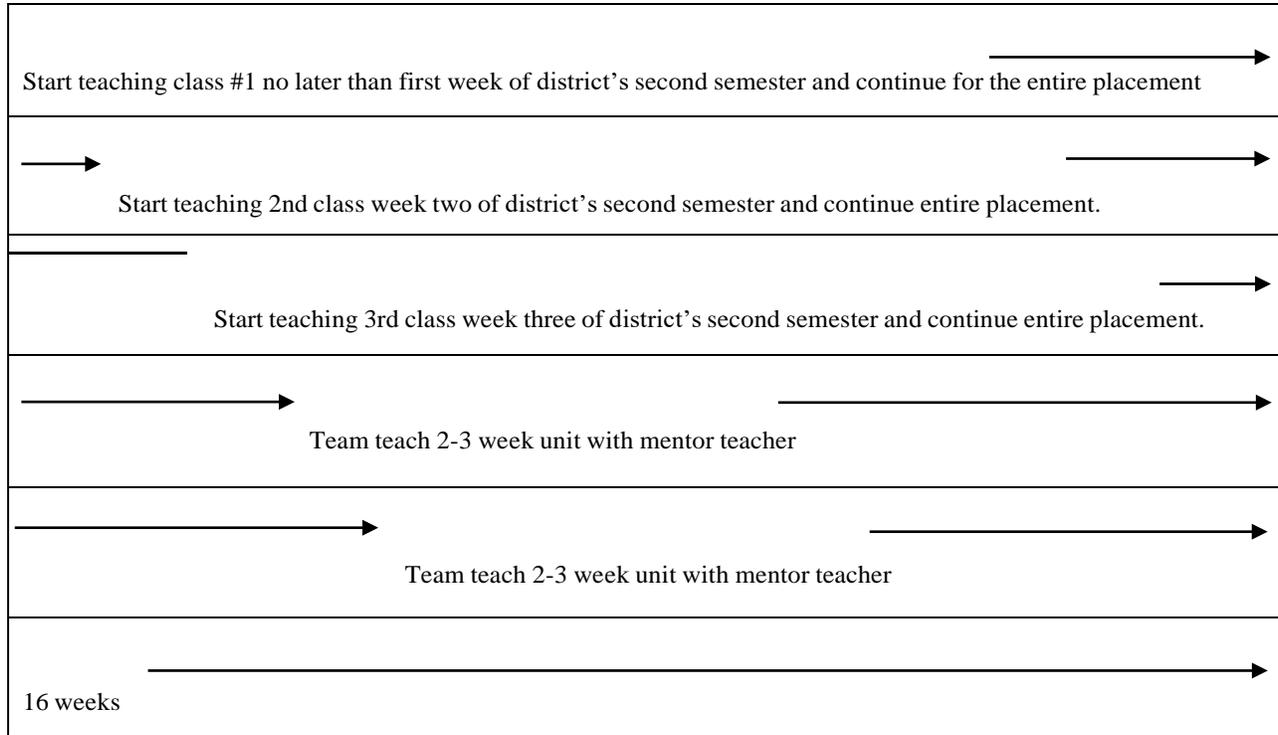
form can be found at http://www.irb.wsu.edu/CITI.asp. If you answer yes to any of the first 4 questions on the College of Education form, Institutional Review Board (IRB) approval for the project is needed before the beginning of data collection. Not all projects are subject to IRB approval. Your committee chair 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/).

8. 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 chair.
   b. Meet regularly with the committee chair 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 forms website https://gradschool.wsu.edu/facultystaff-resources/18-2/. 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. **You must be enrolled in your two 702 credits and all committee members must be present at the examination**.
   d. At least two weeks before the oral 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.**
9. Following the final oral examination, committee members complete ballots that indicate a pass/fail outcome. The committee chair 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.

10.   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).

Pre-Internship and Internship Requirements

A Model of Student Teaching (Internship)

Start teaching class #1 no later than first week of district's second semester and continue for the entire placement

Start teaching 2nd class week two of district's second semester and continue entire placement.

Start teaching 3rd class week three of district's second semester and continue entire placement.

Team teach 2-3 week unit with mentor teacher

Team teach 2-3 week unit with mentor teacher

16 weeks

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.

Please refer to your Teaching Field Experience Guidelines on your appropriate campus for up-to-date information. Important general information will follow.

Pullman/Spokane/Tri-Cities Cohorts:

See the Master in Teaching Field Experience Guidelines for specific information concerning field experiences at https://education.wsu.edu/undergradprograms/teachered/studentteaching/ and click on the Student Teaching Handbook link for the most current handbook

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.

Teacher Certification

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 in addition to the general Graduate School requirements for a master's degree. Students will be informed of these requirements throughout the program. Brief descriptions of the teacher certification 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.

Insurance, Fingerprinting & Background Check, edTPA, Fees

$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**) or online at https://education.wsu.edu/documents/2015/10/student-intern-professional-liability-insurance.pdf

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 https://ims.nea.org/HowToJoin/stateStudent.do?mbrType=STUDENT&sea=wa

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 https://www.nwpe.org/index.php/secure-nwpe-membership-application

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.

Failure to provide proof of your insurance coverage will cause the university to remove you from your practicum/student teaching placement. Please provide your campus contact with the appropriate proof of insurance.

Pullman/Spokane/Tri-Cities:

You may send 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 https://education.wsu.edu/backgroundclearance/. 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.

https://education.wsu.edu/undergradprograms/teachered/edtpa/

Summary of Additional 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.

Description of Fee	Fee Amount #	Length of Validity	Due
Fingerprinting	$55-70	Two years	Before fall pre-internship. Fingerprints must be valid each time you are enrolled in a internship or student teaching and until you apply for your teaching certificate about two months after student teaching.
Liability Insurance	$7.50-22.50	One year	Before fall pre-internship and must be valid each time you are enrolled in internship or student teaching.
WEST-E/NES	$95-155	No expiration date	**Prior to enrollment in TCH_LRN 595 (Internship) for elementary and secondary students. If fulfilling endorsement requirements, see (**) below.
*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	$74	N/A	End of student teaching.

*Required for Spanish and French

**Content Knowledge for MIT – MIT students who meet endorsement requirements with their bachelor's degree must pass the content exam prior to admission. Candidates completing elementary education or a secondary endorsement different than their undergraduate degree must pass the content exam prior to student teaching. Individuals planning to complete endorsements in Spanish or French must pass the American Council on the Teaching of Foreign Languages (ACTFL) at the Advanced Low in addition to the Designated World Langue WEST-E.

\# Verify current costs with the Certifications Office
https://education.wsu.edu/undergradprograms/teachered/certification/residency/

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 at 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, https://education.wsu.edu/undergradprograms/teachered/certification/.

Please contact Staci Bickelhaupt at sbickel@wsu.edu or 509-335-8146 with any questions.

Computer Recommendations for Students

Throughout the program, typical computing tasks include digital communication via email, information access on the Internet, and assignments using word processing software, multimedia presentations, and spreadsheets. Specifically, an Office Suite and an Internet connection and browser are necessary to complete assignments in many of the courses taught today.

To support student computing needs, Washington State University provides open access computing labs. Students with valid ID cards are welcome to use computers at designated locations during lab hours. Open labs offer a variety of hardware and software to meet the needs of students. Lab assistants may be available the open hours to provide hands-on help.

Students must establish an official Washington State University email address for use with all email correspondence.

Software Purchasing

The Microsoft Academic Student Select program in cooperation with the e-Academy provides current WSU students the ability to purchase a limited selection of Microsoft products at deeply discounted prices. You will need your WSU Network ID to purchase these programs through myWSU.

Policy on University Class Attendance

It is a standing policy of the MIT program that students will not be excused from university classes to attend school-based events, parent conferences, IEP meetings, or any other school event that conflicts with the student's course schedule

Policy on Internships - WSU Breaks/Class Schedules and School District Spring Breaks

Please note that WSU classes/breaks and your internship's school district breaks might not coincide. Be aware of the discrepancies and follow the guidelines for breaks in your Field Guidelines Booklets. You are required to attend all your WSU courses while in session regardless of school district breaks and at the same time meet all your internship hours during your school district placement.

Incomplete Grades

An Incomplete ("I") is the term indicating that a grade has been deferred. It is given to a student who, for reasons beyond the student's control, is unable to complete the assigned work on time. Incomplete grades are granted on the sole discretion of the course instructor. Students will have up to one year (unless a shorter time is specified by the instructor) to complete work for which they received an "I" grade; after one year the "I" grade for the course will become an F. Students will not be permitted to begin student teaching until all Incompletes have been removed from their transcripts. Students admitted conditionally or on academic probation may not be allowed an Incomplete grade option.

Department of Teaching and Learning Contacts

Tariq Akmal, Department Chair

  321 Cleveland Hall

  509-335-7296 or 509-335-4703

  takmal@wsu.edu

Jerry Jensen, MIT Coordinator

  WSU Pullman

  337 Cleveland Hall

  509-335-4703

  jeraldj@wsu.edu

Leslie Hall, MIT Faculty and Field Placements

  425L SAC - WSU Spokane Campus

  509-335-7546

  ldhall@wsu.edu

Office of Graduate Studies

  Nick Sewell

    70 Cleveland Hall

    509-335-9195

gradstudies@wsu.edu

Teacher Certification

  Staci Bickelhaupt sbickel@wsu.edu

    252 Cleveland Hall

    509-335-8146

  Nedra Murray nkmurray@wsu.edu

    252 Cleveland Hall

    509-335-8147

Field Placement Office

  Chris Sodorff csodorff@wsu.edu

  Heidi Ritter hritter@wsu.edu

    252 Cleveland Hall

    509-335-0925

Appendix A: MIT Program –General Timeline (Full-Time Students)

April/May

Attend orientation; start fingerprinting process

Take WEST-E if not completed before courses began

June/July

Take scheduled Summer I courses

Fingerprinting completed

August – December

Take scheduled fall courses

Complete and Submit Program of Study Form

Complete Pre-internship

Meet with chair to discuss special project

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 including Two Credits of Tch_Lrn 702

Apply to Graduate

Schedule your Final Examination

Work on/complete special project

Appendix B: Pullman/Spokane Course Sequences - Elementary & Secondary

Elementary Education Certification and Master in Teaching

Course Sequences, 2017-2018			
Course Subject/No.	Description	Credits	Special meeting dates
Summer I, June 5-July 28, 2017			
TCH_LRN 521	Intro. To Schooling	3	
TCH_LRN 522	Instruction & Assessment	3	
TCH_LRN 502	Assessment in Schools	3	
TCH_LRN 552	Literacy Development I	3	
	Summer I Subtotal	12	
Fall, August 21 – December 15, 2017			
TCH_LRN 593	*Pre-Internship & Seminar*	*2**	**Wednesday**: *Pullman*, **Tuesday**: *Spokane*
TCH_LRN 540	Elem. School Social Studies	3	Wednesday: Spokane
TCH_LRN 556	Literacy Development II	3	Pullman: Friday
TCH_LRN 564	Elem. School Math Methods	3	Wednesday: Spokane
TCH_LRN 572	Elem. School Science Methods	3	Pullman: Friday
SPEC_ED 520	Teaching in Inclusive Classrooms	2	
TCH_LRN 505	Teaching English Language Learners	2	
	Fall Subtotal	18	
Spring, January 8 – May 4, 2018			
TCH_LRN 595	*Internship and Seminar*	*10**	**Monday**: *Pullman*, **Tuesday**: *Spokane*
TCH_LRN 525	Classroom Management	3	
	Spring Subtotal	13	
Summer II, May 7 - June 15, 2018			
TCH_LRN 594	Fine Arts Integration	2	
TCH_LRN 560	Research in Teaching	3	AMS
KINES 586	Health/PE	2	
TCH_LRN 702	*Master's Special Project*	*2**	May be completed before Summer session ends with the permission of your committee
	Total credits for degree	52	

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

Secondary Education Certification and Master in Teaching

Course Subject/Major	Description	Credits	Special meeting dates
Course Sequences, 2017-2018			
Course Subject/Major	Description	Credits	Special meeting dates
Summer I, June 5-July 28, 2017			
TCH_LRN 521	Intro. To Schooling	3	
TCH_LRN 522	Instruction & Assessment	3	
TCH_LRN 502	Assessment in Schools	3	
TCH_LRN 552	Literacy Development I	3	
	Summer I Subtotal	12	
Fall, August 21 – December 15, 2017			
TCH_LRN 593	*Pre-Internship & Seminar*	*2**	**Wednesday**: *Pullman*, **Tuesday**: *Spokane*
TCH_LRN 513	Seminar in Middle School Education	3	
TCH_LRN 505	Teaching English Language Learners	2	
SPEC_ED 520	Teaching in Inclusive Classrooms	2	
Content Methods Courses and/or electives#		9**	
	Fall Subtotal	18	
Spring, January 8 – May 4, 2018			
TCH_LRN 595	*Internship and Seminar*	*10**	**Monday**: *Pullman*, **Tuesday**: *Spokane*
TCH_LRN 525	Classroom Management	3	
	Spring Subtotal	13	
Summer II, May 7 - June 15, 2018			
TCH_LRN 560	Research in Teaching	3	AMS
TCH_LRN 702	*Master's Special Project*	*2**	May be completed before Summer session ends with the permission of your committee
	Total credits for degree	48	

* 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.

Appendix C: 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: Computer application to be completed and submitted during the term you expect to complete your degree. Link in your myWSU account will only be activated after your Program of Study is approved. Check the WSU Graduate School's Deadlines & Procedures for current deadlines.

Committee Chair: 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. Two committee members must be MIT faculty, the third may be a faculty member in a College or Department outside the College of Education.

Field Services: Office on the Pullman or Vancouver campus that tracks all WSU student teaching placements.

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

MIT Coordinator: A MIT faculty member who is responsible for making the MIT program run smoothly on a 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 and approved by the Graduate School 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 Graduate School's Deadlines & Procedures for current deadlines.

Special Project: Another term for the 702 project.

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

Non-Thesis Scheduling Form: Form that must be completed and submitted to the Graduate School at least 10 work days (not including weekends or holidays) before the presentation of the 702 project. Check the WSU Graduate School's Deadlines & Procedures for current deadlines.

College intern field supervisor: an individual from the university assigned to an MIT-Elementary student or cluster of students at a particular school site; is co-responsible for observing and guiding MIT-Elementary students in the process of their development as teachers; conducts debriefing sessions following observations and holds conferences with teachers and MIT-Elementary students; and determines when the MIT-Elementary student meets department and state requirements in order to be recommended for teacher certification.

Community building: the process of creating positive relationships between and among students and teacher(s) in the classroom; is planned, modeled, and ongoing.

Constructivism: the belief that learners "construct" their own knowledge and meaning through connections to previous information and experiences.

Feedback: the process of providing positive comments and suggestions for improvement either verbally or in writing.

Formal observation: holding a pre-conference prior to the teaching of a lesson in order to determine the focus of the lesson, observing and providing a written observation of the lesson, concluded with a face-to-face debriefing; the mentor teacher conducts one or two during the internship; the WSUV field supervisor conducts several throughout the pre-internship and internship.

Internship: last 10 weeks of spring semester during which time the MIT-Elementary student assumes site classroom responsibilities including small and whole group lessons, community building, classroom and behavior management, classroom procedures, and co-planning with the mentor teacher.

Mentor teacher: a classroom teacher who accepts the responsibility of guiding, observing, and nurturing the development of an MIT-Elementary student through regular feedback.

MIT-Elementary: acronym for Master in Teaching Elementary. Can refer to the program, the degree, or the students in the program.

Open journal: a notebook in which the MIT-Elementary student writes comments or questions and the mentor teacher responds on an as-needed basis, particularly helpful during the pre-internship phase.

Phasing-in/out: the first and last weeks of the internship during which time the mentor teacher gradually hands over or takes back content areas to/from the MIT-Elementary student.

Pre-internship: fall semester and first 10 weeks of spring semester during which time the MIT- student (1) becomes familiar with a range of classroom procedures through observations in both their school site classroom(s) and a variety of other classrooms; (2) establishes positive relationships at the school site with their mentor teacher(s) and other school staff; (3) builds community with students; (4) becomes

familiar with classroom-specific and school procedures; and (5) is introduced to teaching through tutoring, conducting small group lessons and/or presenting lessons to the whole group in their site classrooms.

School site: the elementary, middle or junior high school at which an MIT-Elementary student is assigned to a mentor teacher(s).

Team teaching: sharing the teaching responsibilities of a lesson/unit (co-planned, co-presented and assessed by all parties).

3-way conferences: appointed times during which the MIT-Elementary student, mentor teacher, and the WSUV field supervisor meet and discuss the pre-teacher's strengths in the classroom and areas for further professional development; conducted towards the end of the first semester (December), towards the end of the pre-internship (March) and at the end of the internship (May).

Weekly reflection/feedback: during the internship the mentor teacher gives written feedback (in triplicate) on the MIT-Elementary student's demonstrated strengths and areas for improvement for the previous week; the MIT-Elementary student and WSUV field supervisor each receive a copy.

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

2. Which program specialization did you complete?   Elementary or Secondary

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?

Please return to the College of Education, Office of Graduate Education at gradstudies@wsu.edu