# Washington State University
# Master in Teaching Degree
# Program Handbook
# 2018-2019

# Contents

# Introduction

Welcome to the Master in Teaching (MIT) program at Washington State University! The purpose of this program is to prepare candidates for a successful career in the field of teaching. The MIT is a practitioner-oriented master's degree that integrates research to prepare teachers. The program is rich in teaching experiences and theory. This *Master in Teaching Degree Program Handbook* provides you with an overview of the Washington State University MIT program.

## WSU College of Education Conceptual Framework



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 MIT program. Students experience different aspects of these learning outcomes throughout the program.

At the completion of the certification portion of the 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 student learning and teaching to inform future instruction.
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.

# Description of the Program

The MIT degree is a high quality, intensive, practitioner-oriented, teacher preparation program designed for those with non-education bachelor degrees. The program offers an intensive 13-month alternative preservice preparation program with the master's degree to be completed following certification coursework. The program offers a unique combination of teaching immersion with research-based pedagogy and methods preparation. 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. The 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 MIT program at Washington State University is an, integrated course of study and field experiences (52 credits elementary, 47-50 credits for 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 MIT program differs from typical master's degree programs in that the degree is focused on preparing teachers. "Master in Teaching" is used nationally to denote a specific type of master's degree, one that is focused on quality teaching.

**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 methods 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 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.

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

## Pre-Internship and Internship Requirements

The pre-internship and internship are highly collaborative activities.  The WSU faculty, supervisors, and public school Mentor Teachers work together with the goal of educating highly capable and caring future elementary, middle, and high school teachers. Students are placed in an elementary, middle, or high school classroom at the start of the fall semester for the Pre-internship (fall semester) and continue in second semester into the internship. These year-long internship placements are carefully selected to provide experience in teaching diverse grade levels and learner populations.  There is commuting required for placements given that Pullman-based MIT students are placed in communities around Whitman County and Spokane-based MIT students are placed in communities around Spokane. *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 is not receiving the support and/or mentoring expected by the Department of Teaching and Learning, a new placement will be found.

Most of the assignments given in the MIT course work are directly related to practice in the classroom and a successful completion of the edTPA.  University field supervisors also visit and observe MIT students in their field placements and confer with the Mentor 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 the Master in Teaching Field Experience Guidelines for specific information concerning field experiences at https://education.wsu.edu/undergradprograms/teachered/studentteaching/.

Removal from Field Placement

The Department of Teaching and Learning reserves the right to remove or replace any student from any practicum/student teaching/internship at their discretion or 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 In Teaching degree. There are requirements for entry into 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. To obtain a teaching certificate, the MIT must successfully complete the Internship experience <u>and</u> the state mandated edTPA (education Teacher Preparation Assessment). 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 (edTPA)**

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. <u>This is the required student teaching assessment for all teacher preparation programs in</u>

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 Mentor Teacher.  Further information on the edTPA is provided in the MIT Field Experience Guidelines.  The edTPA portfolio is scored by outside scorers employed by Pearson, Inc.  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.
https://education.wsu.edu/undergradprograms/teachered/edtpa/

**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.

# 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 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 Seminar.   MIT students are responsible for knowing the deadlines and

procedures for master's degrees established by the Graduate School. This information and the Program of Study form can be found at https://gradschool.wsu.edu/facultystaff-resources/18-2/.

**Committee**

In Fall semester, the student will ask a faculty member with a common area of interest or expertise to serve as a 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. After students have chosen their committee, they will file their official Program of Study (degree contract). The form is completed by the student and lists the committee, courses taken and planned courses a student will take to graduate.  After the student signs the form, they will route to the committee to sign before routing to either the Office of Graduate Studies (Pullman campus students) or Kelly LaGrutta (Spokane campus students). **It is the student's responsibility to ensure 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 departmental approval before submitting to the Graduate School and final approval.  A confirmation email will be sent to the student once final approval has taken place.

Changes to the program may be amended with either an official Committee Change or Program Change form found on the Graduate School's forms page.

MIT students work closely with the committee chair and members of the committee in drafting the inquiry project document during fall term, following the checklist as outlined in the Special Projects section and in Appendix C.

## The MIT Special Project (MIT 702)

The purpose of the MIT Special Project is to practice and develop the skills that experienced teachers demonstrate on a regular basis: reflection and inquiry.  The goal is to guide students in their development as practitioner-researchers in P-12 school settings. Effective experienced teachers are highly reflective and understand themselves as professionals- where they are in their development and how they still need to grow to continue to be effective in their own learning to influence all students. 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.

This project is designed to provide MIT students with the background and skills for conducting educational research studies around a topic of genuine interest, with an emphasis on the role of teacher research as being a component towards becoming an effective teacher for their classroom, school, and community. The MIT Special Project is designed to be completed with support from MIT Coordinators in Seminar, the MIT 507 course, and Chair/Committee Support. 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:

Project Options:

These options are not to be followed verbatim, but structure is provided to help get started**.**

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. (MIT 507 will have some short, written assignments to help you do this.)

3. **Develop a "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 into your classroom to use personally, as this is project is designed to help you become a better educator. 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.
    b. Keep a journal that documents what you see the student do and/or what you hear about the student from various credible sources (previous teachers, and building principal). *keep the child anonymous using a pseudonym.
    c. Reflect upon and analyze what you have observed and noted. Theorize why you think the student(s) are behaving the way they do, having the attitude they are exhibiting, or having the troubles they are currently experiencing. Draft this into a paper to be used as a basis for your study.
    d. Consider gaps in what you want to know or still wonder about and, if necessary collect more evidence.
    e. 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).
    f. 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?

Literature Review

Candidates will write a literature review (recommended 10-15 page review but decided by the candidate's committee) to help situate their project in literature and provide a context for their inquiry focus.

<u>Poster</u>

Based on their literature review, Candidates will be required to design a poster to articulate their problem of practice and the learning acquired during their culmination of their special project. The visual display should effectively communicate their scholarly work and illustrate their curiosity about, inquiry on, and reflection on their chosen topic. The detailed requirements for this project will be provided during MIT 507.

<u>Presenting Projects</u>

MIT students will have the opportunity to showcase their Special Project and learning at the Master in Teaching Gala event in June. The Gala provides an opportunity for Candidates to present their visual representations and communicate their scholarly work (literature review) to participants at the event (fellow Master in Teaching Candidates, future MIT cohorts, faculty and guests). The Gala will be a chance for each candidate to demonstrate what they learned from the project and program that they will be taking with them as they embark on their teaching career. 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.

<u>Completing and Scheduling your Final Project:</u>
1.      Follow the MIT Special Project Progress Check (see Appendix C)
2.      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).
3.      Schedule a Poster Session/Gala Date.  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 on deadline dates. The scheduling form must be submitted at least 15 business days prior to your final exam (AKA gala if that is when you are presenting). **You must be enrolled in your two 702 credits and all committee members must be present at the examination**.
4.      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.

After you complete the final examination, the College of Education's Office of Assessment will send you an email inviting you to complete the online Graduate Student Exit Survey.

# Insurance, Fingerprinting & Background Check, and 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

- $7.50 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

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. You may send via email, fax or in person, to Heidi Ritter, Cleveland 252; Questions: Call Heidi Ritter (509) 335-0925 or email hritter@wsu.edu.

## Finger Printing & Background Check

MIT students in Pullman can complete this process in the Office of Field Services and Certification in the College of Education Cleveland 252.  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.

## 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.

| Type of Fee | Fee Amount | Length of Validity | Due |
|---|---|---|---|
| Fingerprinting & Background Check | $55-70 | Two years | Before fall pre-internship.  Fingerprints must be valid each time you are enrolled in an 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. This is valid for one year. |
| WEST-E/NES | $95-155 | No expiration date | **Prior to enrollment in 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 | 18 months | 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 Language WEST-E.  Verify current costs with the Certifications Office https://education.wsu.edu/undergradprograms/teachered/certification/residency/.

Questions: Certification Coordinator, Staci Bickelhaupt at sbickel@wsu.edu or (509) 335-8146

## 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: https://education.wsu.edu/undergradprograms/teachered/certification/.

## 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. 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.

# Additional Policy

Policy on 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.

Policy on MIT Course Substitutions and Transfer Credits
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.

# Department of Teaching and Learning Contacts

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

**Before Program Begins:**
\_\_\_\_ Complete MIT Application (Priority Deadline Nov. 15)
\_\_\_\_ Have interview (Winter – to be arranged)
\_\_\_\_ Take WEST-B (before admittance into summer classes)
\_\_\_\_ Upon acceptance, meet with Field Placement Coordinator (March/April)
\_\_\_\_ Take WEST-E, WEST-E/NES or any other test/prerequisites needed (before fall classes).
\_\_\_\_ Enroll in summer classes: http://registrar.wsu.edu/academic-calendar/

**Summer I:**
\_\_\_\_ Take summer Classes (June-July)
\_\_\_\_ Enroll in fall classes http://registrar.wsu.edu/academic-calendar/
\_\_\_\_ Obtain clearance for being in public schools: fingerprinting & liability insurance coverage
*You will not be allowed to enroll in the Pre-Internship until you show proof of liability insurance coverage & fingerprinting clearance*

**Fall Semester:**
\_\_\_\_ Review Graduate School Deadlines and Procedures
https://gradschool.wsu.edu/documents/2015/07/ddlns_proc_masters.pdf
\_\_\_\_ Begin Pre-Internship and Fall classes (Aug)
\_\_\_\_ Select Chair and Committee (Oct/Nov)
\_\_\_\_ Meet with Chair to discuss final project
\_\_\_\_ Complete Program of Study Request (Dec)
https://gradschool.wsu.edu/documents/2016/08/program-study-request.pdf
\_\_\_\_ Register for edTPA http://www.edtpa.com/PageView.aspx?f=GEN_Register.html
\_\_\_\_ Register for Spring Classes and Internship http://registrar.wsu.edu/academic-calendar/

**Spring Semester:**
\_\_\_\_ Develop Resume and Cover Letter (Feb.)
\_\_\_\_ Attend Job Fair (March)
\_\_\_\_ Submit edTPA (mid-late March)
\_\_\_\_ Work with Chair on your project proposal
\_\_\_\_ Apply for Graduation https://gradschool.wsu.edu/graduation-application/
*usually summer term as long as that is when you present your 702 project*
\_\_\_\_ Register for Summer Classes http://registrar.wsu.edu/academic-calendar/

**Summer II:**
\_\_\_\_ Begin Summer classes (May-June)
\_\_\_\_ Complete Final Examination Scheduling form and Application for Degree
https://gradschool.wsu.edu/documents/2015/03/non-thesis-final-exam-scheduling.pdf *at least 15 business days before 702 presentation*
\_\_\_\_ Work on and complete MIT 702 Special Project (June)
\_\_\_\_ Apply for teaching certificate (upon successful completion of Internship & edTPA)

# Appendix B: Pullman/Spokane Course Sequences

## Elementary Certification and Master in Teaching

| Course Prefix | Description | Credits |
|---|---|---|
| **Summer I, June 4-July 27, 2018** | | |
| MIT 501 (until 7/27) | Learning & Development | 3 |
| MIT 508 (until 7/27) | Curriculum & Instruction | 3 |
| TCH_LRN 502 (until 7/13) | Assessment of Teaching and Learning | 3 |
| MIT 531 (until 7/13) | Literacy Development I | 3 |
| *Summer I Subtotal* | | *12* |
| | | |
| **Fall, August 20 – December 14, 2018** | | |
| MIT 532 | Literacy Development II | 3 |
| MIT 533 | Elementary Math Methods | 3 |
| MIT 534 | Elementary Science Methods | 3 |
| MIT 530 | Elementary Social Studies Methods | 3 |
| MIT 511 | Teaching English Language Learners | 2 |
| SPEC_ED 520 | Teaching in Inclusive Classrooms | 2 |
| MIT 571 | Pre-Internship & Seminar | 2* |
| *Fall Subtotal* | | *18* |
| | | |
| **Spring, January 7 – May 3, 2019** | | |
| MIT 505 | Classroom Management | 3 |
| MIT 575 | Internship & Seminar | 10* |
| *Spring Subtotal* | | *13* |
| | | |
| **Summer II, May 6 - June 14, 2019** | | |
| MIT 507 | Teacher Inquiry and Praxis | 3 |
| MIT 535 | Integrating Fine Arts into K-8 Curriculum | 2 |
| KINES 536 | Methods of Health & Physical Ed. | 2 |
| MIT 702 | Master Special Project | 2* |
| *Summer II Total* | | *9* |
| *Total credits for degree* | | *52* |

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

**For the Elementary MIT's two method courses will be held on the Pullman campus and two will be held on the Spokane campus during fall semester. This will require a one day per week commute to the other campus (weather permitting). These are ONLY Elementary MITs. We suggest students carpool to help keep expenses at a minimum.

## Secondary Certification and Master in Teaching

| Course Prefix | Description | Credits |
|---|---|---|
| **Summer I, June 4-July 27, 2018** | | |
| MIT 501 (until 7/27) | Learning & Development | 3 |
| MIT 508 (until 7/27) | Curriculum & Instruction | 3 |
| TCH_LRN 502 (until 7/13) | Assessment of Teaching and Learning | 3 |
| MIT 531 (until 7/13) | Literacy within the Disciplines | 3 |
| *Summer I Subtotal* | | *12* |
| | | |
| **Fall, August 20 – December 14, 2018** | | |
| MIT 550 | Seminar in Middle School Education | 3 |
| MIT 511 | Teaching English Language Learners | 2 |
| SPEC_ED 520 | Teaching in Inclusive Classrooms | 2 |
| MIT 552 | Multicultural Ed. in a Global Society | 3** |
| MIT 571 | Pre-Internship & Seminar | 2* |
| Content Methods Courses and/or electives# | | 6*** |
| *Fall Subtotal* | | *Variable 15-18 credits* |
| | | |
| **Spring, January 7 – May 3, 2019** | | |
| MIT 505 | Classroom Management | 3 |
| MIT 575 | Internship & Seminar | 10* |
| *Spring Subtotal* | | *13* |
| | | |
| **Summer II, May 6 - June 14, 2019** | | |
| MIT 507 | Teacher Inquiry and Praxis | 3 |
| MIT 506 | Integrating Technology into Classroom Teaching | 2 |
| MIT 702 | Master Special Project | 2* |
| *Summer II Total* | | *7* |
| *Total credits for degree* | | *Variable (47 -50)* |

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

\*\*enrollment in MIT 552 is dependent on content coursework needs

\*\*\* Secondary MIT students must ensure they take additional elective courses to meet the minimum graded credits (31) required for the master's degree. Students should work with their Advisor/Coordinator beginning after admission to enroll in courses.

## Appendix C: Inquiry Project Checklist

### MIT Special Project Progress Check

This document is intended to support the MIT Candidate as they progress through their Inquiry Special Project.

**MIT Candidate:** _____ Elementary ☐   Secondary ☐

**Current Student Teaching Placement:**_____

| | Fall Semester | | |
| --- | --- | --- | --- |
| **Date** | **Description of Project Component** | | **Progress** |
| October | Chair Confirmed.  Chair: _____*must be MIT faculty | | |
| Fall | Initial Meeting with Chair about Inquiry Project Options | | |
| November | Initial Special Project Option Selected:      Option 1 ☐        Option 2 ☐ | | |
| November | Committee Formed<br>Member 1:_____ Member 2:_____<br>**1 committee member must be MIT Faculty | | |
| December | Program of Study Request https://gradschool.wsu.edu/documents/2016/08/program-study-request.pdf | | |
| December | Complete Responsible Conduct of Research: https://myresearch.wsu.edu/  Forward completion email to Graduate Studies Office gradstudies@wsu.edu. | | |
| | **Spring Semester** | | |
| **Date** | **Description of Project Component** | | **Progress** |
| January | Revisit with Chair to finalize their Inquiry Project Option<br>*Option 2 finalize specific student | | |
| January | MIT Coordinator is informed of Special Project Option Selected | | |
| Spring | Collect Information/Evidence to support project focus during Full Time Student Teaching<br>Collect Articles/Journals recommended by Committee | | |
| March | 702 Approval Form (Spokane to Kelly Lagrutta; Pullman to Julie Killinger) | | |
| April | Annotated List of 15-20 sources (articles/journals/texts) that support project focus | | |
| April | Register for TCH_LRN 702 | | |
| April | Apply for Degree https://gradschool.wsu.edu/graduation-application/ | | |
| | **Summer** | | |
| **Date** | **Description of Project Component** | | **Progress** |
| May | Literature Review (MIT 507) Recommendation: 10-15 pages | | |
| May 15th | Non-Thesis Final Examination Scheduling Form<br>https://gradschool.wsu.edu/documents/2015/03/non-thesis-final-exam-scheduling.pdf | | |
| May 25th | Submit final project to Chair for feedback | | |
| June 6th | Submit Final Project to Chair & Committee | | |
| | **Final Project Completion** | | |
| **Date** | **Description of Project Component** | | **Progress** |
| | Teacher as Researcher Research Poster Printed Poster: http://bcu.vetmed.wsu.edu/posters/how-tos | | |
| | PDF Version of Poster uploaded. | | |
| June 15th | Final Presentation at MIT Gala Event | | |

# Appendix D: Terminology

*702 Master Degree Project:* This is the special project completed for the MIT degree. It gets the name 702 project from the course (MIT 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 or inquiry project.*

*702 Presentation/Defense:* Scheduled during the Gala event at the completion of the program.

*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:* MIT faculty member who will guide you through the process of selecting a topic and completing your MIT 702 special project.

*Committee Members:* Three members in total. At least two must be on the MIT faculty list and at least one of these required members must be Tenure Track faculty.

*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.

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

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

*Field Services and Certification:* Office on campus that tracks all WSU student teaching placements and works with requirements for teacher certification in Washington State.

*Field Supervisor:* An individual from the university assigned to a student; is co-responsible for observing and guiding students in the process of their development as teachers; conducts debriefing sessions following observations and holds conferences with teachers and students; and determines when the student meets department and state requirements in order to be recommended for teacher certification.

*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 field supervisor conducts several throughout the pre-internship and internship.

*Internship*: 16 weeks in Spring semester during which time the MIT-Elementary student assumes site classroom responsibilities.

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

*MIT Coordinator:*  A faculty member who is responsible for coordination of program components.

*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 Master's project.  Check the WSU Graduate School's Deadlines & Procedures for current deadlines.

*Open journal*:  a notebook in which the 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 student.

*Pre-internship*: fall 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.

*Program of Study:* Form that must be completed and approved by the Graduate School at least one semester before you present your Master project.  This form requires the signatures of the chair and both committee members.  Check the WSU Graduate School's Deadlines & Procedures for current deadlines.

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

*Weekly reflection/feedback:*  during the internship the mentor teacher gives written feedback (in triplicate) on the student's demonstrated strengths and areas for improvement for the  previous week.