

**Washington State University
Master in Teaching Degree
And Special Education Endorsement
Adapted for Para-Educators**

Program Handbook



2021-2022

**Washington State University College of Education
Department of Teaching and Learning
<https://education.wsu.edu>**

Contents

Introduction.....	1
WSU College of Education Conceptual Framework.....	1
Department Learning Outcomes.....	2
Description of the MIT Program.....	2
Description of the Special Education Endorsement Program.....	3
Research Integration with a Practitioner Focus.....	3
Curriculum.....	3
Pre-Internship and Internship Requirements.....	4
Teacher Certification.....	4
Teacher Certification Requirements.....	4
Graduate Program Requirements.....	4
Program of Study and Committee.....	5
The MIT Inquiry Project (MIT 702).....	5
Insurance, Fingerprinting & Background Check, and Fees.....	5
\$1,000,000 Liability Insurance.....	5
Summary of Fees.....	7
Financial Help.....	7
Computer Recommendations for Students.....	7
Additional Policy.....	8
Department of Teaching and Learning Contacts.....	9
Appendix A: MIT + SpEd Program.....	10
Appendix B: Course Sequence.....	11
Appendix C: Terminology.....	12

Introduction

Welcome to the Washington State University Master in Teaching (MIT) and Special Education Endorsement (SpEd) program adapted for Paraeducators! The purpose of the MIT+ SpEd program is to prepare candidates for a successful career in the field of teaching. The program is rich in teaching experiences and theory. This handbook provides you with an overview of the MIT+ SpEd program as it has been adapted for paraeducators.

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:

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

Description of the MIT 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 alternative preservice preparation alternative preservice preparation format, by using a unique combination of teaching immersion with research-based pedagogy and methods preparation, in conjunction with the master's degree requirements to be completed following certification coursework. 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. This practitioner-oriented teacher preparation program provides students 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 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.

Description of the Special Education Endorsement Program

WSU's Special Education Endorsement program provides the skills and knowledge required for those who want to teach students with special needs in pre-kindergarten through 12th grade.

Research Integration with a Practitioner Focus

The MIT+SpEd program integrates the understanding, analysis, synthesis, and critique of research into all required coursework. That is, students in the MIT+SpEd 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+SpEd 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+SpEd methods courses combine research and pedagogical preparation.

Because the MIT+SpEd is practitioner oriented, students are immersed in elementary classrooms and cultures as much as possible, 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 as much as possible to facilitate and enhance the pedagogical preparation in each content area while methods courses focus on research-based practices specific to each content area. Therefore, through the combination of experience in the field and research integration in the methods courses, MIT+SpEd students become research-based practitioners. MIT+SpEd 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 Inquiry Project is 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 related to you as a future practitioner.

Curriculum

The MIT+SpEd 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 rest of the program by linking course work to teaching practice in the schools. The goal of the MIT+SpEd 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 Appendix B for your specific campus cohort requirements.

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 school classroom during the second year of the program for the Pre-internship and subsequent Internship. These year-long Internship placements are carefully selected to provide experience in teaching diverse grade levels and learner populations. Please refer to the Master in Teaching Field Experience Guidelines for specific information concerning field experiences at <https://education.wsu.edu/documents/2016/07/mit-field-experience-guidelines.pdf/>.

Teacher Certification

MIT+SpEd students are completing the requirements for teacher certification, the Master in Teaching degree, and the Special Education endorsement. To obtain a teaching certificate, the MIT+SpEd must successfully complete the coursework, internship experience, and final project. 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 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 9A.64.030 RCW. Violations of similar laws to the above in another jurisdiction.

Graduate Program Requirements

Every graduate student has a temporary advisor; in the case of the MIT program, the Pullman/Spokane Coordinators serve in this capacity until project advisory committees are formed. The 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+SpEd students will complete the Program of Study as a group in the Pre-Internship seminar during the fall of the second year of the program. MIT+SpEd 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 Request form can be found at <https://gradschool.wsu.edu/facultystaff-resources/18-2/>.

Program of Study & Committee

During the fall of the second year, MIT + SPED students will work with their Program Coordinators to design their committee for their Special Project and Program of Study. The Program of Study lists the committee, courses taken, and courses planned for completion before graduation. Please refer to [Appendix B](#) for the course sequence information for the Program of Study.

When the committee is formed and Program of Study form completed, the form will be submitted to the WSU Academic Coordinator. **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. *This completed form must be submitted at least one entire semester before your graduation term.***

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 forms page.

The MIT Inquiry Project (MIT 702)

The purpose of the MIT Inquiry 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. The Inquiry Project is designed to provide MIT+ SPED 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 Inquiry Project is designed to be completed with support from MIT Coordinator in Seminar, the MIT 507 course, and Chair/Committee Support. The project is subject to change with each cohort. *Project specific details will be outlined in seminar.*

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. The enrollment form can be found online at: <https://education.wsu.edu/undergradprograms/teachered/roadmap/liabilityinsurance/>

Failure to provide proof of your insurance coverage will result in removal from your practicum/student teaching placement. You may send proof of your insurance coverage via email, fax or in person, to Heidi Ritter, Cleveland 252. Questions: Call Heidi Ritter (509) 335-0925 or email hritter@wsu.edu.

Liability insurance options:

WSU Experiential Liability Insurance Policy

- \$7.00 per year (effective date of payment + 365 days as long as you are enrolled in a covered practicum course at WSU)
- Can be purchased online at www.education.wsu.edu/liability

National Education Association (NEA) Membership and Policy

- \$22.50 per year (September 1st through August 31st)
- Membership rolls over from student status to professional membership
- Offers: Journals, Job opportunities/postings
- <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/substitute teacher
- <https://www.nwpe.org/index.php/secure-nwpe-membership-application>

Finger Printing & Background Check

Due prior to starting MIT 571. MIT+SpEd 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/>

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	\$60-90	Two years	Before 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	\$7.00-22.00	One year	Before Pre-internship. This is valid for one year.
WEST-E/NES	\$59-100	No expiration date	Candidates must pass NES Elementary Education subtests for admission. The WEST-E Special Education is highly recommended during the last semester of the program.
*ACTFL Oral	\$55-155	No expiration date	Prior to student teaching.
*ACTFL Written	\$65	No expiration date	Prior to student teaching.
Teaching Certificate	\$74	N/A	End of student teaching.

**Required if seeking Spanish and French endorsements*

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 information can be found at:

<https://education.wsu.edu/undergradprograms/teachered/certification/> or <https://spokane.wsu.edu/studentaffairs/financial-services/financial-aid-2/>.

- **Financial Aid:** students can 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 Vouchers:** Washington State University is given a limited number of WEST-B, WEST-E vouchers. Contact the Office of Undergraduate Studies (Education Addition 316 or contact Angie Hammond at angiehammond@wsu.edu to request an application.

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. Students are highly encouraged to have their own laptops. If you are unable to secure your own there are a few resources 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+SpEd 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+SpEd Course Substitutions and Transfer Credits

The MIT+SpEd program is designed as a certification and graduate level program in Elementary Education. The courses are designed to meet graduate level standards and state teacher certification requirements. Students accepted into the MIT+SpEd 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+SpEd student's program committee and chair/advisor. Undergraduate teacher certification course work may not be substituted for graduate courses in the MIT+SpEd student's program of study.

Department of Teaching and Learning Contacts

Tariq Akmal, Department Chair

321 Cleveland Hall, Pullman
(509)335-7296
takmal@wsu.edu

Spokane MIT Coordinator

Ashley Segadelli, Coordinator of Field Experiences and MIT
CCRS 221 (509)358-7595
Ashley.segadelli@wsu.edu

Spokane Academic Office

Carmen Beck, Academic Coordinator & Advisor,
CCRS 223 (509)-358-7942
carmen.beck@wsu.edu

Office of Field Services & Certification

Matt Coulter

Director of Field Services & Certification

252 Cleveland Hall WSUP
(509)335-0925 mpcoulter@wsu.edu

Staci Bickelhaupt

Certification Coordinator

252 Cleveland Hall WSUP
(509)335-8146 sbickel@wsu.edu

Heidi Ritter

Liability Insurance

252 Cleveland Hall WSUP
(509) 335-0925 hritter@wsu.edu

Appendix A: MIT + SpEd Program

Prior to Admittance:

- ___ Complete MIT Application (Priority Deadline Nov. 15)
- ___ Interview (Winter – to be arranged)
- ___ Take WEST-B
- ___ Take WEST-E, WEST-E/NES or any other test/prerequisites needed

Before Program Begins:

- ___ Enroll in summer 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*

Summer 1:

- ___ Take summer classes (May-July)
- ___ Enroll in fall classes <http://registrar.wsu.edu/academic-calendar/>

Fall Semester 1:

- ___ Take fall classes (August-December)
- ___ Enroll in spring classes <http://registrar.wsu.edu/academic-calendar/>

Spring Semester 1:

- ___ Take spring classes (January-May)
- ___ Enroll in summer classes <http://registrar.wsu.edu/academic-calendar/>

Summer 2:

- ___ Take summer classes (May-July)
- ___ Enroll in fall classes

Fall Semester 2:

- ___ Begin Pre-Internship and Fall classes (Aug)
- ___ Select Chair and Committee (Oct/Nov)
- ___ Complete Program of Study Request (Dec) <https://gradschool.wsu.edu/documents/2016/08/program-study-request.pdf>
- ___ Register for Spring Classes and Internship <http://registrar.wsu.edu/academic-calendar/>
- ___ Review Graduate School Deadlines and Procedures
https://gradschool.wsu.edu/documents/2015/07/ddlms_proc_masters.pdf

Spring Semester 2:

- ___ Begin Internship and Spring Classes
- ___ 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*
- ___ Complete Final Documentation for Student Teaching (April)
- ___ Register for Summer Classes <http://registrar.wsu.edu/academic-calendar/>
- ___ Enroll in summer classes <http://registrar.wsu.edu/academic-calendar/>

Summer 3:

- ___ 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)

Appendix B: Course Sequence (Course schedule may be individualized for the candidate)

Course Number	Description	Credits
Summer 1		
SPEC ED 301	Education of Exceptional Children*	3
SPEC ED 504	Professional Skills in Special Education	3
MIT 508	Curriculum and Instruction	3
MIT 531	Literacy Development I	3
Fall 1		
SPEC ED 501	Teaching Students with Disabilities	3
MIT 532	Literacy Development II	3
MIT 533	Elementary School Mathematics Methods	3
Spring 1		
SPEC ED 571	Effective Assessment & Instruction in Reading for Diverse Learners	3
TCH LRN 514	Methods and Materials for Bilingual/ESL Education	3
MIT 507	Teacher Inquiry and Praxis	3
Summer 2		
MIT 501	Learning and Development in School and Community Contexts	3
SPEC ED 521	Inclusion Strategies for Special Education Teachers	3
Fall 2		
MIT 534	Elementary School Science Methods	3
MIT 530	Elementary School Social Studies Methods	3
MIT 571/TCH LRN 600	Pre-Internship and Seminar (2 or more)	2 or more
Spring 2		
SPEC ED 502	Assessment & Curriculum for Students with Disabilities	3
MIT 575	Internship	10
Summer 3		
MIT 535	Integrated Fine Arts into K-8 Curriculum*	2
KINES 536	Methods of Health and Physical Education*	2
SPEC ED 499	Evidence Portfolio	2
MIT 702	Master's Special Problems, Directed Study, and/or Examination	2
Additional Courses to Complete Within 5 Years #		
SPEC ED 503	Secondary Education for Students with Disabilities	3
SPEC ED 509	Early Childhood Special Education	3

Courses marked with * may have the option of being waived.

#Note on additional Spec_Ed courses – if you have graduated with your MIT degree you may have to apply to the undergraduate admissions office to complete these requirements for your endorsement.

Appendix C: Terminology

702 Master Degree Project: This is the special project completed for the MIT+SpEd degree. It gets the name 702 project from the course (MIT 702). MIT+SpEd 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+SpEd 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 WSU assigned to teacher candidates who is co-responsible for observing/guiding students in the process of their development. They debrief following observations and holds triad meetings. The field supervisor (with the field services coordinator/director) determine when a candidate meets department and state requirements to be recommended for 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: Approximately 16 weeks when the MIT+SpEd -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 or MIT+SpEd 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: When the MIT+SpEd 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 MIT+SpEd 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 school at which an MIT+SpEd 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.