Washington State University Master in Teaching Degree Program Handbook

2019-2020

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

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

Collaboration with diverse communities

Learners *Learning*

Leadership

toward a sustainable and just future.

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 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 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 (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 an Inquiry Project 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 Master in Teaching program is based on national teaching standards (i.e., NCATE, INTASC), state accreditation requirements, 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

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 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. 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 students are completing the requirements for the Master's Degree and certification. To obtain a teaching certificate, the MIT student must successfully complete the coursework, internship experience and submit the state mandated edTPA (education Teacher Preparation Assessment) 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 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. This is the required student teaching assessment for all teacher preparation programs in Washington. It requires teacher candidates to plan, instruct and assess a learning segment in their student teaching classroom.   Further information on the edTPA is provided in the MIT Field Experience Guidelines. Students must submit the edTPA in order to successfully pass student teaching.

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 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; 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 students will complete the Program of Study as a during 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/.

Program of Study & Committees

In Fall semester, MIT students will work with their Program Coordinators to design their committee for their Inquiry Project and Program of Study. The Program of Study lists the committee, courses taken and planned courses a student will take to graduate. Please refer to Appendix B for the course sequence information for the Program of Study.

When the committee is formed and program of study filled out, the form will be submitted to the Office of Graduate Studies (Pullman campus students) or Academic Coordinator (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 for review and evaluation. *This completed form must be submitted at least one term before graduation.***

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.

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 Inquiry Project is launched in seminar in early Fall and is designed to be completed with support from MIT Coordinators 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. Enrollment form can be picked up in Cleveland 252 (**Pullman**) or online at https://education.wsu.edu/documents/2015/10/student-intern-professional-liability-insurance.pdf. Failure to provide proof of your insurance coverage will result in removal 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.

Liability insurance options:

WSU Experiential Liability Insurance Policy (PREFERRED)

- $7.00 per year (effective date of payment + 365 days as long as you are enrolled in a covered practicum course at WSU)

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.action?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
- Offers: Journals, resources, legal counsel, preferential ratings on grants/scholarships
- https://www.nwpe.org/index.php/secure-nwpe-membership-application

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. Below is a list of potential fees for candidates. This does not include course, degree, or university fees. Prices are subject to change. This is 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 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. 00-22.50	One year	Before pre-internship
Content (WEST-E/NES)	$95-155	No expiration date	Candidates completing elementary education or secondary endorsement in their undergraduate degree area must pass for admission. Secondary students seeking endorsement different than their undergraduate degree must pass prior to student teaching.
***ACTFL Oral**	$55-155	No expiration date	Prior to student teaching internship
***ACTFL Written**	$65	No expiration date	Prior to student teaching internship
edTPA	$300	18 months	During pre-internship
Teaching Certificate	$74	N/A	End of student teaching internship

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/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.

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 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 Handbook. 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.

Contacts

Tariq Akmal, Department Chair

321 Cleveland Hall, WSUP

(509)335-7296 or (509)335-4703

takmal@wsu.edu

Janet Frost, Spokane Academic Director

SCRS 221, WSUS

(509)358-7595

frost@wsu.edu

MIT Coordinator, Pullman

Kelly Puzio

329 Cleveland, WSUP

509-335-6386

Kelly.puzio@wsu.edu

MIT Coordinator, Spokane

Kristin Courtney

SCRS 213, WSUS

(509) 358-7546

kristin.courtney@wsu.edu

Pullman Academic Coordinator

Nick Sewell

70 Cleveland Hall, WSUP

(509) 335-7016

nsewell@wsu.edu

Spokane Academic Coordinator

Kelly LaGrutta

SCRS 225, WSUS

lagrutta@wsu.edu

Office of Graduate Studies

Kelly McGovern

70 Cleveland Hall, WSUP

(509) 335-9195

mcgoverk@wsu.edu

Office of Field Services & Certification

Staci Bickelhaupt

252 Cleveland Hall WSUP

(509)335-8146

sbickel@wsu.edu

Nedra Murray

252 Cleveland Hall WSUP

(509) 335-8147

nkmurray@wsu.edu

Heidi Ritter

252 Cleveland Hall WSUP

hritter@wsu.edu

(509) 335-0925

Appendix A: MIT Program

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

Before Program Begins:
____ Upon acceptance, meet with Field Placement Coordinator (March/April)
____ 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 I:
____ Take summer Classes (June-July)
____ Enroll in fall classes http://registrar.wsu.edu/academic-calendar/

Fall Semester:
____ 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 edTPA http://www.edtpa.com/PageView.aspx?f=GEN_Register.html
____ 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/ddlns_proc_masters.pdf

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/2018/01/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 Education Certification and Master in Teaching

Course Subject/Major	Description	Credits
Summer I, June 3-July 26, 2019		
MIT 501 (until 7/26)	Learning & Development	3
MIT 508 (June 17 - 7/26)	Curriculum & Instruction	3
MIT 502 (until 7/26)	Assessment of Teaching and Learning	3
MIT 531 (June 17 - 7/26)	Literacy Development I	3
Summer I Subtotal		*12*
Fall, August 19 – December 13, 2019		
MIT 511	Teaching English Language Learners	2
SPEC_ED 520	Teaching in Inclusive Classrooms	2
MIT 533	Elementary Math Methods	3
MIT 534	Elementary Science Methods	3
MIT 532	Literacy Development II	3
MIT 530	Elementary Social Studies Methods	3
MIT 571	Pre-Internship & Seminar	2*
	Internship Days Tu/Th	
Fall Subtotal		*18*
Spring, January 6 – May 2, 2020		
MIT 505	Classroom Management	3
MIT 575	Internship & Seminar	10*
Spring Subtotal		*13*
Summer II, May 5 - June 13, 2020		
MIT 507	Teacher Inquiry and Praxis	3
MIT 535	Integrating Fine Arts into K-8 Curriculum	2
KINES 536	Methods of Health and Physical Education	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 Subject/Major	Description	Credits
Summer I, June 3-July 26, 2019		
MIT 501 (until 7/26)	Learning & Development	3
MIT 508 (June 17 - 7/26)	Curriculum & Instruction	3
MIT 502 (until 7/26)	Assessment of Teaching and Learning	3
MIT 551 (June 17 - 7/26)	Literacy within the Disciplines	3
Summer I Subtotal		*12*
Fall, August 19 – December 13, 2019		
MIT 511	Teaching English Language Learners	2
SPEC_ED 520	Teaching in Inclusive Classrooms	2
MIT 550	Seminar in Middle Level Education	3
Content specific endorsement courses		6**
MIT 552*	Multicultural Ed in a Global Society	3
MIT 571	Pre-Internship & Seminar	2*
	Internship Days Tu/Th	
Fall Subtotal		*15-18*
Spring, January 6 – May 2, 2020		
MIT 505	Classroom Management	3
MIT 575	Internship & Seminar	10*
Spring Subtotal		*13*
Summer II, May 5 - June 13, 2020		
MIT 507	Teacher Inquiry and Praxis	3
MIT 506	Technology Integration	2
MIT 702	Master Special Project	2*
Summer II Total		*7*
Total credits for degree		*48-52*

* Courses with an * are graded Pass/Fail and do not count in the required total of graded credits (min. of 31 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: 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: 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 support in completing the MIT 702 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.

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.

Feedback: the process of providing positive comments/suggestions for improvement and growth.

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: 16 weeks when MIT student assumes site classroom responsibilities.

Mentor teacher: a classroom teacher who accepts the responsibility of guiding, observing, and nurturing the development of a candidate 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.

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.

Weekly reflection/feedback: during the internship the mentor teacher gives written feedback on the student's demonstrated strengths and areas for improvement.