



COLLEGE OF
EDUCATION

**MASTER IN TEACHING
STUDENT HANDBOOK**

MASTER IN TEACHING STUDENT HANDBOOK

INTRODUCTION

Welcome to the program. I know you will find the experience exciting and challenging.

The purpose of this handbook is to provide you with important information about the Master in Teaching Program, certification, job placement and other related topics. It also includes requirements, schedules, and descriptions of events that will affect you throughout your Master in Teaching experience. Keep it available for guidance and quick reference as you proceed through the program.

Margit E. McGuire, Ph.D.
Director, Teacher Education

Upon Admission to the program you will receive an MIT Student Handbook with additional details related directly to your program sequence. This Handbook outlines general information regarding the program.

Table of Contents

PROGRAM OVERVIEW	1
ENROLLMENT INFORMATION	2
Tuition/Fees	2
Additional Financial Aid Information:	2
Opening an Email Account	2
Seattle University Student Handbook – General Information	2
Professionalism and the Internet	3
Graduate School Writing	3
Writing Center	3
Transportation	3
Going Green	4
Technology Competency	4
PROGRAM POLICIES	5
Essential Program Competencies	5
A. Cognitive Abilities for Problem Solving and Effective Teaching	5
1. Planning and content knowledge	5
• Plans focused and sequenced instruction aligned with curriculum standards and outcomes	5
2. Assessing learning	6
3. Engaging students in learning	6
4. Applying culturally and linguistically responsive instruction	6
• Uses knowledge of students’ lives to inform instruction	6
• Creates and nurtures with students a classroom culture of inclusion and advocacy	6
• Applies appropriate and varied instructional strategies	6
5. Reflecting on practice	6
6. Demonstrating a commitment to the ethical and professional dimensions of teaching	6
B. Personal and Professional Dispositions	6
1. Professional Responsibilities	6
2. Behavioral and Social Attributes	7
Evaluation	7
Attendance and Participation	8
Disability Services	8
Program Variance	9
Field Experiences	9
Demonstration of Teaching Competencies	9
Certification	10
Additional Endorsements	10
Endorsements for Secondary Certification (grades 5-12)	10
Residency Teacher Certificate	11
SEATTLE UNIVERSITY POLICIES	13

PROGRAM OVERVIEW*

The Master in Teaching (MIT) Program is built on a collaborative effort among the College of Education faculty, university academic specialists, and the school community to prepare teachers to meet the educational demands of a democratic society and interdependent world. First, a strong grounding in an academic field is essential for this program. Additionally, the program is infused with the ethical and value-laden issues inherent in the teaching profession.

Our program's conceptual framework states that a **teacher is an ethical, knowledgeable and reflective decision-maker who can teach all students to function effectively in a global and pluralistic society.** Program themes revolve around pluralism and individual differences, reflective thinking, the role of technology, and the teacher as decision-maker. The program provides opportunities for self-initiated and self-directed learning. Close collaboration with partner schools is an important component, and you will be placed in a number of different field settings in which to develop and refine your teaching.

The program has as its core the comprehensive theory and research base on human development, learning, and teaching. The program is design integrative and sequential, with themes of individualization, equity, justice, and reflection as key components. Fundamental to this program is the commitment to addressing the achievement gap – meeting the needs of all learners regardless of their circumstances. The faculty endeavors to model collaborative learning, research-based strategies for effective teaching, and variety in instructional delivery. New technology is an integral part of this program as teachers prepare to step into today's schools. Additionally, the program is aligned with the state's K-12 educational reform agenda.

Teacher candidates proceed through the program as a cohort. Through extended interaction, you will have the opportunity to create and experience a "learning community" to enrich your own learning and strengthen your skills in collaborative planning as a professional.

* Note: The Graduate Bulletin provides additional information regarding graduate school policies. Please see the bulletin.

ENROLLMENT INFORMATION

Tuition/Fees

Student Financial Services will post your tuition statement to your SU online account after you register for your first quarter. You will receive an email at your seattleu.edu email account when your tuition statement is available, with instructions for how to access it. Tuition is billed per credit, and the MIT Program is a 60-credit program.

Additional Financial Aid Information:

Loan Forgiveness:

You may be eligible for up to \$17,500 in loan forgiveness.

For more information go to: <http://studentaid.ed.gov/PORTALSWebApp/students/english/teachercancel.jsp>

TEACH Grants

The federal government offers grants of up to \$4,000 per year for students seeking a master's degree in teaching. Interested students **MUST** agree to serve as a full-time teacher in a high need field in a public or private elementary or secondary school that serves low-income students. Recipients must teach for at least four academic years within eight calendar years of completing the program of study for which you received a TEACH Grant. Eligible students must meet the following criteria:

- Complete the Free Application for Federal Student Aid (FAFSA), although you do not have to demonstrate financial need.
- Be a U.S. citizen or eligible non-citizen.
- Be enrolled as an undergraduate, post-baccalaureate, or graduate student in a postsecondary educational institution that has chosen to participate in the TEACH Grant Program.
- Be enrolled in course work that is necessary to begin a career in teaching or plan to complete such course work. Such course work may include subject area courses (e.g., math courses for a student who intends to be a math teacher).
- Meet certain academic achievement requirements (generally, scoring above the 75th percentile on a college admissions test or maintaining a cumulative GPA of at least 3.25).
- Sign a TEACH Grant Agreement to Serve

Please see here for details: <http://studentaid.ed.gov/PORTALSWebApp/students/english/TEACH.jsp>

Opening an Email Account

You must open an SU e-mail account as soon as you receive your orientation materials. *All official notification will come to you via this email account.* If you have any difficulties setting up your account you can call the Help Desk at 206-296-5571.

Seattle University Student Handbook – General Information

The Seattle University Student Handbook can be found by going to: www.seattleu.edu/studentdevelopment/student-handbook.aspx. Helpful information can be found here, including, but not limited to: Campus Resources and Information, Academic Policies, Code of Conduct, Financial Information, Transportation and Parking and Student Life.

Professionalism and the Internet

Many of you have web sites or blogs or participate on social networking sites such as FaceBook and MySpace. Your web presence may be of great interest to your future students, their families, and educational professionals. As you prepare to enter teaching, we encourage you to review the content you have posted to the Internet to make sure that it is appropriate for an educational professional.

Use of Technology

Permission in advance must be obtained for any audio or video recording of classes, meetings or K-12 school observations.

Graduate School Writing

The MIT faculty expects graduate level writing on all assignments. American Psychological Association (APA, 6th Ed.) Style Guidelines apply to MIT program assignments in the following ways: Student name on first page; number all pages; page margins 1 inch on all sides; left margin justified; right margin not justified; commonly used font (e.g., Geneva, Helvetica, Times, Arial); 12 pt. font.

The program recommends *The Owl at Purdue* website: <http://owl.english.purdue.edu/> for detailed information on this format. For assignments that require citations, please go to <http://owl.english.purdue.edu/owl/printable/560/>. Another useful site is noodletools.com. You can use the NoodleBib Express feature (listed under free software tools) to generate correctly formatted citations.

As you know, teaching requires excellent writing skills at all levels and in all subjects. As a teacher, you are modeling writing for students; creating handouts, displays or directions on assignments in your classroom; providing feedback to students on their writing; as well as communicating with your students' families. Your writing should be logical; clearly organized; and have correct spelling, syntax, punctuation, and capitalization. These skills are considered essential competencies in the program. Seattle University provides many supports for you to strengthen and sharpen these skills. For example, the Writing Center provides individual assistance. A grammar book is worth investing in if you are uncertain about writing conventions.

Writing Center

The Seattle University Writing Center (206-296-6239) is a "drafting place" where writer and consultant work on the generation and clarification of ideas and the gradual transformation of drafts from chaos to organized, finished products. Although some people feel that writing centers are only for weak writers, the Writing Center staff believes that all writers need friendly first readers for their drafts. You may find this service helpful as you prepare assignments. The Writing Center is located in the Lemieux Library & McGoldrick Learning Commons, on the 2nd floor.

Writing Center Hours

Monday - Thursday	9:00 a.m.– 8:30 p.m.
Friday	9:00 a.m.– 3:30 p.m.

Transportation

Bus and parking passes are available at the Parking, Transportation and Public Safety Office located in the University Services Building. If you buy a parking pass for fall quarter, please be sure to tell the parking office that you need a pass that begins August 27th and runs through the end of fall quarter. The phone number is 206-296-5995.

Going Green

We want to create a more sustainable environment, so we offer the following suggestions for you while you are in the program as a model for strategies you can use in your own classroom:

- Bring your own cups and water bottles for use while on campus.
- Carpool, take public transportation, bike or walk to SU. We will provide information at the orientation for making such arrangements.
- If an assignment is under four pages in length, please print back-to-back. For longer assignments, please print only on one side of the paper. We encourage the use of recycled/scrap paper for assignments longer than four pages.
- Faculty will be placing some handouts online for your future use and will provide other sustainable examples throughout the program.
- Use nametag holders throughout the program.

We also welcome your ideas to help us create a more sustainable program.

Technology Competency

The MIT Program is designed to enable graduates to build their understanding of the ways in which they can use the tools of technology to enhance student learning, as mandated by state and national education requirements. So that we can concentrate in our classes on learning about the appropriate use of technology in schools, we require that you be “computer literate” before you enter the program. You should be able to operate a computer, access information on the Internet, and, at a beginning level, use software such as word processing, presentation tools, and electronic spreadsheets. The primary computer used in the Loyola 300 computer classroom is the Apple Macintosh. PCs are available in the Engineering Building computer lab.

Seattle University Bookstore

The Seattle University Bookstore is located in the University Services Building and is an excellent source for text and reference books, as well as other scholastic materials. The hours listed below are normal times for a school quarter. However during peak use (beginning of quarter, for example) these hours may be extended, or during periods of low usage (breaks, etc.), these hours may be shortened.

Seattle University Bookstore Hours

Monday- Thursday	8:30 a.m. — 6:00 p.m.
Friday	8:30 a.m. — 5:00 p.m.
Saturday	10:00 a.m. — 4:00 p.m.

PROGRAM POLICIES

Teacher Education Admission, Retention, Graduation, and Certification

Essential Program Competencies¹

Introduction

The education of a teacher requires assimilation of subject knowledge, basic skills, and teaching knowledge (pedagogy) while developing appropriate professional, behavioral, and social attributes for successful teaching. The program has the responsibility to the public to assure that its graduates can become fully competent and caring teachers. Thus, it is important that persons admitted possess the intelligence, integrity, compassion, and physical and emotional capacity necessary for teaching in K-12 classrooms.

This document clarifies the ways in which graduates of the Seattle University Master in Teaching (MIT) Program are required to demonstrate these essential competencies before entering the field of teaching.²

Program Policies

The MIT Teacher Education Program endeavors to select applicants who have the ability to become highly competent teachers. As an accredited teacher education program, the curriculum adheres to the standards and guidelines of the preservice program outlined in the Washington Administrative Code (WAC) and the National Council for the Accreditation of Teacher Education (NCATE). Within these guidelines, the Teacher Education faculty has the freedom and ultimate responsibility for the selection and evaluation of its students; the design, implementation, and evaluations of its curriculum; and the determination of who should be recommended for a degree and state certification. Admission and retention decisions are based not only on prior satisfactory academic achievement, but also on a range of factors that serve to insure that the candidate can demonstrate the essential competencies required in the MIT Program.

Program Competencies

A. Cognitive Abilities for Problem Solving and Effective Teaching

The teacher candidate must have the cognitive abilities necessary to master relevant content in subjects commonly taught in K-12 schools. This content includes pedagogical principles and their application in field settings at a level deemed appropriate for a beginning teacher. These cognitive abilities are described as the capacity to memorize, comprehend, apply, analyze, and synthesize material. Teacher candidates also must be able to develop effective reasoning and decision-making skills. Embedded within this context are the moral and ethical understandings that are fundamental to providing all learners with equitable opportunities for learning and academic achievement.

Additionally the teacher candidate must be able to demonstrate the following knowledge and skill competencies:

1. Planning and content knowledge

- Plans focused and sequenced instruction aligned with curriculum standards and outcomes
- Uses knowledge of students' personal, socio-cultural, and linguistic characteristics to inform instruction

¹ The program does not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, or disability. When requested the University will provide reasonable accommodation to otherwise qualified students with disabilities.

² The program policy is an extension of and in conformity with the School of Education Admission, Retention, Graduation, and Certification Policies and Procedures.

- Uses knowledge of students' families and communities to inform instruction

2. Assessing learning

- Plans assessments to monitor and support student learning
- Analyzes student work related to standards and learning targets
- Uses a variety of assessments to inform instruction
- Provides students with feedback to guide further learning

3. Engaging students in learning

- Engages students in learning through a variety of culturally responsive and developmentally appropriate strategies
- Monitors and adjusts instruction to deepen students' learning
- Implements appropriate instruction and management practices to foster a safe, inclusive, positive, and productive learning environment
- Engages students in learning through the strategic use of developmentally appropriate technology

4. Applying culturally and linguistically responsive instruction

- Uses knowledge of students' lives to inform instruction
- Creates and nurtures with students a classroom culture of inclusion and advocacy
- Applies appropriate and varied instructional strategies
- Monitors students' progress and differentiates instruction accordingly
- Understands language demands and differentiates instruction accordingly
- Plans and implements strategies to expand students' academic language repertoire
- Collaborates with families and communities to facilitate student achievement

5. Reflecting on practice

- Analyzes student-based evidence of learning for instructional improvement
- Connects decisions to research and best practice
- Examines own perspectives and practices on student achievement

6. Demonstrating a commitment to the ethical and professional dimensions of teaching

- Identifies and implements tenets of justice and diversity that are culturally responsive to facilitate student achievement
- Understands and appreciates the importance of actualizing goals of multicultural education and the benefits of a just and diverse world
- Demonstrates collaborative, professional growth-centered practices
- Demonstrates practices that are informed by a values position reflecting understanding of the political, ethical and moral complexities of schooling
- Prepares students to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse democratic society
- Demonstrates knowledge of professional, legal, and ethical responsibilities and policies

B. Personal and Professional Dispositions

Teacher candidates demonstrate professional dispositions and habits of mind.

1. Professional Responsibilities

The acceptance of appropriate professional responsibilities is demonstrated by such behaviors as fully participating in class and field settings, completing assignments and responsibilities on time, seeking assistance from instructors and supervisors when appropriate, prioritizing responsibilities, demonstrating openness to new ideas, being willing to accept constructive feedback and using that feedback to improve performance, taking

initiative, using good judgment, demonstrating poise and flexibility, and displaying a positive and enthusiastic attitude.

2. Behavioral and Social Attributes

The development of appropriate behavioral and social attributes is demonstrated by such behaviors as developing positive relationships with members of the cohort and education professionals, treating individuals with respect, using tact and discretion, setting a positive and respectful tone in interactions with others, actively listening to others' viewpoints, recognizing own strengths and areas needing improvement, perceiving a wide range of interpersonal cues from others and responding appropriately, and working effectively in groups. Additional attributes necessary for the teaching profession include a commitment to the belief that all students can learn, compassion, justice, empathy, integrity, responsibility, collaboration, and the physical and emotional capacity to handle the varying demands of the profession.

Evaluation

The faculty commitment to student learning is a hallmark of the program, and we fully expect you to have a challenging and successful experience. We also want you to understand the importance of ongoing evaluation to your development as a beginning teacher. Therefore, throughout the program you will be asked to reflect on and assess your performance. The MIT faculty will also continually assess your performance and provide periodic feedback. This is a competency-based program in which you will be asked to demonstrate competencies building on learning experiences from one course to another.

On occasion, the faculty may determine that additional assistance is necessary beyond the standard feedback and assessment (verbal/written) provided in courses and field experiences. In such circumstances, the faculty will formulate an assistance plan to provide ongoing support. Additional coursework or other experiences may be required which may necessitate a delay in completing the program to allow time for the identified competencies to be addressed and the prospects for successful improvement to be evaluated by the faculty. Under such circumstances, members of the faculty may meet with you to discuss strategies for addressing the identified areas of concern.

An assistance plan is a reflection of the faculty's professional judgment that a teacher candidate is not making satisfactory progress in meeting the program competencies, but may possess the potential to succeed with some special guidance and additional assisted direction from the faculty. Where the impact of an assistance plan will result in a quarter or more delay in your possible completion of the program, you may request the dean's review. The dean's review will be limited to procedural issues and will not involve a review of the faculty's professional judgment regarding the essential competencies identified in the assistance plan. The alternative to the utilization of an assistance plan would be withdrawal from the program. You may decline to accept an assistance plan and thereby will be recommended for dismissal from the program.

In some circumstances, the MIT faculty may decide to withdraw a teacher candidate from a course or field experience if they believe performance is unprofessional or unsatisfactory and additional time in the experience will not result in improved performance. Neither the decision to formulate an assistance plan nor the decision to withdraw a teacher candidate from a course or field experience is subject to appeal or review. If it is the recommendation of the faculty that a teacher candidate be dismissed from the program based on unprofessional or unsatisfactory performance, the Fair Process Policies and Procedures will be followed. This document is available from the dean's office.

Attendance and Participation

Because the program is sequential, teacher candidates must satisfactorily complete each course before proceeding to the next. The MIT Program follows a schedule different from the University schedule, and is organized into a relatively short duration. Consistent and punctual attendance and active participation are required in all classes and field experiences and are important for your success in the program.

The policy regarding attendance and participation in the MIT Program is related to our obligation to ensure that prospective teachers meet state competencies for certification. While no one can predict when she or he may become ill or have a serious family emergency, two important factors apply to teacher preparation. First, prospective teachers must demonstrate that they are able to be in school without extended or frequent absences despite exposure to illnesses and the stress of a vigorous schedule. Secondly, the presentations of the instructors and the interaction among cohort members cannot be recreated or addressed through additional experiences or readings if class sessions are missed.

For this reason, **attendance and participation are required for all class sessions, courses, and field experiences.** Because class sessions often last all day and are highly integrated and cumulative, absence from even one class or a portion of a class results in a significant loss of learning time and correspondingly may result in a significant failure to meet the course requirements. Being absent even a few days can result in missing an entire course or program requirement that is necessary for certification. Such an absence may require repeating that course when it is offered in the next sequence, **if space is available**, which may be a full year later.

Learning experiences in classes and in field settings cannot be replicated outside the classroom. In most cases, it is not possible to make up course and field experiences that have been missed. The MIT Program prepares its teacher candidates to be active, functional, contributing, and collaborative team members in a teaching setting upon employment in a school for the good of all students and teachers in that school. This requires attendance, interaction, and participation in the class or field experience by the teacher candidate and observation, assessment, and evaluation in the class or field experience by the faculty. Further, because the MIT Program's curriculum is integrated and cumulative, nearly all of the courses are not only required, but also **required to be taken in sequence.**

Illness and family emergency are the only permissible reasons for an absence. However, even though excusable, any absence may result in lowered grades or the necessity to withdraw from the MIT Program and re-enroll at a later date depending on space availability.

Disability Services

If you have a disability that you believe requires accommodation by Seattle University, it is your affirmative responsibility to request such accommodation from Seattle University by calling (206-296-5740) or going to the Seattle University Learning Center (Loyola Hall, Room 100) where the Disability Services office is located. You should make an appointment with the Disability Specialist to evaluate the need for such accommodation and, if needed, define the accommodation. An accommodation request form is required for each and every quarter that any accommodation is needed. An accommodation request form should be submitted in a timely manner (planning for adequate time for evaluation of need) prior to the quarter during which accommodation is needed.

Program Variance

Any special requests for assignment alternatives or waivers as well as changes in field assignments must be submitted in writing. Address these requests to the MIT faculty and deliver them to Dr. Margit McGuire, Director of Teacher Education. Be certain to justify the rationale for your request.

Field Experiences

During your program you will have a minimum of four field experiences in which we will ensure that you have the opportunity to work with traditionally underserved and exceptional populations. We have many schools in which we place students in the Puget Sound region. Additionally, we have partnership schools with which we have developed closer ties to promote the preparation of the beginning teacher. These placements ensure exceptional opportunities for pre-service teachers.

Demonstration of Teaching Competencies

Successful completion of the program requires that you demonstrate your learning through the Teacher Performance Assessment (edTPA). The purpose of the edTPA is to provide comprehensive documentation of your work in the Master in Teaching Program. The edTPA serves as a comprehensive examination for your degree program and a passing score is necessary for state certification.

You will complete this assessment during Blocks III and IV of the program. The fee for this test is \$300.

Certification

Once you have successfully completed all Washington State and MIT endorsement and teacher education program requirements, including the edTPA, Seattle University will recommend you to the State of Washington for a first-issue Residency Certificate. This certificate is valid until you have completed two consecutive years of successful teaching with a Washington public school or approved private school and have signed a third-year contract. At that time, you must apply for a reissued Residency Certificate, which will be valid for an additional five years. Within those five years, you must either complete a Professional Certification program, or earn National Board Certification.

Please be aware that it can take two to three months for OSPI to process your Residency Certificate. Upon completion of the MIT program, you will be issued a 180 day permit. This will allow you to work in a school district while awaiting your official certificate.

The College of Education Certification Office, located in Loyola 503, is responsible for maintaining all records that lead to your Residency (provisional status) Teacher Certificate.

During the final quarter of the MIT Program, you will schedule an appointment with Pat Witkowski in the Certification Office to finalize all certification and endorsement paperwork. It is your responsibility to ensure that all documents and paperwork are in order by scheduling this appointment. Please be aware that meeting these requirements will result in a smooth transition for meeting graduation and certification requirements in a timely manner. Email reminders will be sent during Block IV.

Additional Endorsements

Endorsements for Secondary Certification (grades 5-12)

For both the Residency (provisional status) and Professional (veteran teacher) certificates, only one endorsement is required. Your endorsement was approved upon admission to the MIT program. Some candidates who have extensive academic preparation in more than one subject area seek to apply for an additional endorsement. For example, you may have more than one academic major or a significant minor in a second area with strong interest in teaching in both subjects. If this is the case, you may find that you can qualify for an additional endorsement by completing one or two courses at Seattle University or a community college and passing the required West-E test. If you believe you have sufficient preparation to qualify for more than one endorsement (a minimum of 30 quarter credits/20 semester credits in the second area), you may request to add an additional endorsement by contacting the field placement coordinator. Such requests will be considered on a case-by-case basis and will be dependent on strong performance in Block I and the recommendation of the faculty.

The following policy and procedures apply:

- All coursework requirements for the first and any additional endorsements must be completed by August 10th of the year you enter the program. Endorsement courses may not be taken during the program, with the exception of the elective that you take during Block IV. Graduate-level content courses may be taken for the elective to be added to an existing approved endorsement.
- Complete the appropriate endorsement verification form and have it reviewed and signed off by your advisor.
- Maintain a high level of performance in Block I that demonstrates your ability to handle this extra

responsibility.

- If an additional endorsement is approved for the internship, such a placement is still dependent on the partnership school's willingness to provide two appropriate endorsement placements. Such requests must be made to the field placement coordinator no later than the Friday of the week immediately following the first week of peer coaching in Block I.
- Schedule and pass the WEST-E in the second endorsement area prior to the final review process for granting of the Residency Teaching Certificate.
- Complete the subject methods independent study module for the second endorsement for two continuing education credits. You have the option of attending the course module if it does not conflict with your primary subjects methods module. These modules are offered on Mondays and Tuesdays during Block II, and teachers' schedules are such that they cannot change days given other responsibilities. The other option is enroll in the two-credit independent study module completed during Block II.
- Register for the two-credit subject methods module in the MIT Office at the beginning of the Block II quarter. To make this affordable, the program offers these two credits at the continuing education credit rate for a total of \$230. Continuing education credits cannot be applied to a graduate degree program.

Elementary Teachers Teaching at the Middle School

Elementary (grades K-8) teacher candidates are eligible to teach at the middle school level. If you desire to teach at the middle school level, you will need to pass the WEST-E middle level tests in the subject(s) you desire to teach. While this is not an admission requirement for the program, school districts may request test scores for middle school subjects before hiring an applicant. The applicable WEST-E subject tests include the following: middle level humanities (both subtests required), middle level mathematics, and middle level science.

Adding a Middle School Endorsement

Download the Middle School Endorsement form (http://www.seattleu.edu/coe/mit/endorsement_forms.aspx) and read it carefully. Note: It is not necessary to have this endorsement to teach at the middle school level.

Adding a Reading Endorsement upon Completion of the MIT Program

K-12 students' challenges with literacy are a concern for both elementary and secondary teachers. Seattle University offers the reading endorsement through the Literacy for Special Needs (LITC) program. This endorsement program provides advanced study of literacy research and best practice for experienced teachers. Elementary (grades K-8) and secondary (grades 5-12) teacher candidates who wish to add the reading endorsement can do so at Seattle University once they have two years of full-time teaching experience. You would apply to the Post-Master's Certificate: Literacy Specialist program within LITC. Four credits of TEED 521 or 522 (Block II) and the three-credit elective (if you take an LITC course) can also be used to meet the endorsement requirements. If you are interested in the reading endorsement, please contact Dr. Katherine Schlick Noe, MIT faculty member and program director for LITC.

Residency Teacher Certificate

Your MIT Program consists of 60 graduate quarter credits in addition to any endorsement requirements

outstanding. Only after you have completed all 60 credits will you be eligible for your Residency Teaching Certificate. To obtain the Residency Certificate, you must have the following information on file in the Certification Office:

1. A valid Institutional Application for a Residency Teacher's Certificate (including payment of the one-time-only fee)
2. Character and Fitness Supplement (moral character and personal fitness to serve as a teacher in the state of Washington)
3. Fingerprint Clearance for Washington State Patrol (WSP) and FBI (Use the Livescan fingerprint process at the nearest ESD)
4. Completed endorsement form(s) approved in writing by MIT faculty and/or the Certification Officer. The endorsement affidavit must be signed by the applicant and dated, and the place where the affidavit was signed noted (i.e., Seattle, WA).

We want to emphasize that it is your responsibility to safely store your WEST-B and WEST-E scores, as well as a few extra copies of official (un-opened) transcripts. These are legal documents that you will need for potential jobs.

Please remember that the Certification Office and your MIT Program advisor are here to assist you with any questions or concerns you may have about this process.

SEATTLE UNIVERSITY POLICIES

Candidacy

For the first 20 credits in the program, you are considered to be a pre-candidate. Upon the successful completion of Block I, (20 credit hours) in the program, you become eligible for candidacy status affirming your program of study and projected program completion. Your degree cannot be issued until all requirements listed on the program of study have been satisfied.

Eligibility: At the conclusion of Block I, the MIT faculty review your performance to date, including demonstration of program competencies. If you have successfully completed Block I, the faculty will recommend you for candidacy.

Continued Performance Review: As you proceed through the program, your performance will continue to be reviewed, and, if necessary, an assistance plan will be put in place according to the policies described under “Evaluation.”

Academic Integrity Policy, which includes the issue of plagiarism

The Academic Integrity Policy of the university is available from the Office of the Registrar’s web site:

<https://www.seattleu.edu/registrar/Policies.aspx>.

Scroll down to the policy hotlink with the name “**Academic Integrity 2011-3**” and click on that hotlink to open and/or download the policy in pdf format to your computer.

Academic Grading Grievance - Procedure for Challenging Course Grades

This Academic Grading Grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to challenge a final course grade. The Academic Grading Grievance policy and procedure document is available from the Office of the Registrar’s web site:

<https://www.seattleu.edu/registrar/Policies.aspx>. Scroll down to the policy hotlink with the name “**Academic Grading Grievance 2004-7**” and click on that hotlink to open and/or download the policy in pdf format to your computer.

Professional Conduct

The purpose of this policy is to define the appeal policies and processes related to the following professional program decisions that are related to professional conduct/behavior/dispositions: retaining or graduating a student; permitting a student to enter or continue in a practicum, an internship, or student teaching; or recommending a student for a professional certificate. The Professional Conduct policy is available from the Office of the Registrar’s web site:

<https://www.seattleu.edu/registrar/Policies.aspx>. Scroll down to the policy hotlink with the name “**Professional Conduct 2011-2**” and click on that hotlink to open and/or download the policy in pdf format the policy to your computer.

Essential Competencies Aligned with the Washington Administrative Code

Master in Teaching Program Seattle University*	Washington Administrative Code 181-78A-271 (1) Teacher Residency Certification
<p>A. Cognitive Abilities for Problem Solving and Effective Teaching The teacher candidate must have the cognitive abilities necessary to master relevant content in subjects commonly taught in K-12 schools. This content includes pedagogical principles and their application in field settings at a level deemed appropriate for a beginning teacher. These cognitive abilities are described as the capacity to memorize, comprehend, apply, analyze, and synthesize material. Teacher candidates also must be able to develop effective reasoning and decision-making skills. Embedded within this context are the moral and ethical understandings that are fundamental to providing all learners with equitable opportunities for learning and academic achievement. Additionally the teacher candidate must be able to demonstrate the following knowledge and skill competencies:</p> <p>1. Planning and content knowledge</p> <ol style="list-style-type: none"> a. Plans focused and sequenced instruction aligned with curriculum standards and outcomes b. Uses knowledge of students’ personal, socio-cultural, and linguistic characteristics to inform instruction c. Uses knowledge of students’ families and communities to inform instruction <p>2. Assessing learning</p> <ol style="list-style-type: none"> a. Plans assessments to monitor and support student learning b. Analyzes student work related to standards and learning targets c. Uses a variety of assessments to inform instruction d. Provides students with feedback to guide further learning <p>3. Engaging students in learning</p> <ol style="list-style-type: none"> a. Engages students in learning through a variety of culturally responsive and developmentally appropriate strategies b. Monitors and adjusts instruction to deepen students’ learning c. Implements appropriate instruction and management practices to foster a safe, inclusive, positive, and productive learning environment d. Engages students in learning through the strategic use of developmentally appropriate technology <p>4. Applying culturally and linguistically responsive instruction</p> <ol style="list-style-type: none"> a. Uses knowledge of students’ lives to inform instruction b. Creates and nurtures with students a classroom culture of inclusion and advocacy c. Applies appropriate and varied instructional strategies d. Monitors students’ progress and differentiates instruction accordingly e. Understands language demands and differentiates instruction accordingly 	<p>(a) Effective Teaching</p> <ol style="list-style-type: none"> (i) Using multiple instructional strategies, including the principles of second language acquisition, to address student academic language ability levels and cultural and linguistic backgrounds; (4. a, c, e, f) (ii) Applying principles of differentiated instruction, including theories of language acquisition, stages of language, and academic language development, in the integration of subject matter across the content areas of reading, mathematical, scientific, and aesthetic reasoning; (4. d) (iii) Using standards-based assessment that is systematically analyzed using multiple formative, summative, and self-assessment strategies to monitor and improve instruction; (2. a, b) (iv) Implementing classroom/school centered instruction, including sheltered instruction that is connected to communities within the classroom and the school, and includes knowledge and skills for working with other; (3. c, 4. b) (v) Planning and/or adapting standards-based curricula that are personalized to the diverse needs of each student; (1. a, b) (vi) Aligning instruction to the learning standards and outcomes so all students know the learning targets and their progress toward meeting them; (2. c, d, 5. a) (vii) Planning and/or adapting curricula that are standards driven so students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology; (1. a, 3. a, b, c, d) (viii) Preparing students to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society; (6. e)

* The program competencies are aligned in the second column to the Washington Administrative Code (WAC). The program includes additional competencies that are not required by WAC.

<p>f. Plans and implements strategies to expand students' academic language repertoire</p> <p>g. Collaborates with families and communities to facilitate student achievement</p> <p>5. Reflecting on practice</p> <p>a. Analyzes student-based evidence of learning for instructional improvement</p> <p>b. Connects decisions to research and best practice</p> <p>c. Examines own perspectives and practices on student achievement</p> <p>6. Demonstrating a commitment to the ethical and professional dimensions of teaching</p> <p>a. Identifies and implements tenets of justice and diversity that are culturally responsive to facilitate student achievement</p> <p>b. Understands and appreciates the importance of actualizing goals of multicultural education and the benefits of a just and diverse world</p> <p>c. Demonstrates collaborative, professional growth-centered practices</p> <p>d. Demonstrates practices that are informed by a values position reflecting understanding of the political, ethical and moral complexities of schooling</p> <p>e. Prepares students to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse democratic society</p> <p>f. Demonstrates knowledge of professional, legal, and ethical responsibilities and policies</p> <p>B. Personal and Professional Dispositions Teacher candidates demonstrate professional dispositions and habits of mind.</p> <p>Professional Responsibilities The acceptance of appropriate professional responsibilities is demonstrated by such behaviors as fully participating in class and field settings, completing assignments and responsibilities on time, seeking assistance from instructors and supervisors when appropriate, prioritizing responsibilities, demonstrating openness to new ideas, being willing to accept constructive feedback and using that feedback to improve performance, taking initiative, using good judgment, demonstrating poise and flexibility, and displaying a positive and enthusiastic attitude.</p> <p>Behavioral and Social Attributes The development of appropriate behavioral and social attributes is demonstrated by such behaviors as developing positive relationships with members of the cohort and education professionals, treating individuals with respect, using tact and discretion, setting a positive and respectful tone in interactions with others, actively listening to others' viewpoints, recognizing own strengths and areas needing improvement, perceiving a wide range of interpersonal cues from others and responding appropriately, and working effectively in groups. Additional attributes necessary for the teaching profession include a commitment to the belief that all students can learn, compassion, justice, empathy, integrity, responsibility, collaboration, and the physical and emotional capacity to handle the varying demands of the profession.</p>	<p>(ix) Planning and/or adapting learner centered curricula that engage students in a variety of culturally responsive, developmentally, and age appropriate strategies; (3. a)</p> <p>(x) Using technology that is effectively integrated to create technologically proficient learners; and (1. c, 4. g, 3. a)</p> <p>(xi) Informing, involving, and collaborating with families/neighborhoods, and communities in each student's educational process, including using information about student cultural identity, achievement and performance. (5. a, b, c, 6. c)</p> <p>(b) Professional Development Developing reflective, collaborative, professional growth-centered practices through regularly evaluating the effects of his/her teaching through feedback and reflection.</p> <p>(c) Teaching As a Profession (i) Participating collaboratively and professionally in school activities and using appropriate and respectful verbal and written communication. (6. c & B.)</p> <p>(ii) Demonstrating knowledge of professional, legal, and ethical responsibilities and policies. (6. f)</p> <p>(d) Performance Assessment An approved preparation program for teachers shall require that each candidate engage in an assessment process approved by the professional educator standards board. The assessment will verify that the candidate for a residency teacher certificate can meet the teacher standards in (a), (b) and (c) of this subsection and understands teacher impact on student learning. (Washington Teacher Performance Assessment)</p>
--	--