



COLLEGE OF
EDUCATION

**MASTER IN TEACHING
STUDENT HANDBOOK**

Fall 2011-Summer 2012

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.

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Table of Contents

PROGRAM OVERVIEW	4
PRE-PROGRAM READING ASSIGNMENTS	5
Texts.....	5
Articles	5
Reading Study Guide for TEED 510	7
Reading for TEED 523, Middle School Field Experience/Seminar	9
ENROLLMENT INFORMATION	10
Online Registration	10
Graduation Application.....	10
Tuition/Fees	10
Additional Financial Aid Information:	10
Student ID	11
Opening an Email Account.....	11
Professionalism and the Internet.....	11
Technology.....	11
Graduate School Writing	12
Writing Center	12
Transportation	13
Going Green.....	13
Mathematics Competency for K-8 Teachers	13
Technology Competency	14
PROGRAM CALENDAR.....	16
COURSES AND FIELD EXPERIENCES	18
Block I.....	18
Block II	20
Block III.....	20
Block IV	21
Elective	21
PROGRAM POLICIES	22
Essential Competencies	22
Evaluation	25
Attendance and Participation	26
Disability Services	26
Program Variance	27
Field Experiences.....	27
Professional Development	27
Demonstration of Teaching Competencies.....	28
Certification	28
Additional Endorsements.....	29
Residency Teacher Certificate	30
EDUCATOR CAREER SERVICES.....	31
WASHINGTON ADMINISTRATIVE CODE	33
INTRODUCING THE FACULTY AND STAFF	35

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's design is 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.

PRE-PROGRAM READING ASSIGNMENTS

Becoming a teacher is a lifelong process, and the four-block program you are about to enter will be both intensive and challenging. To provide you with a common base of experiences, the faculty has selected readings that will stimulate your thinking about the teaching profession. The three required books, listed below, may be purchased at the Seattle University Bookstore. Some of the books may also be available from other bookstores or public libraries. Two of the readings will be available for purchase at Super Copy by the end of May – located in the Student Center Pavilion, room 010; ask for the Master in Teaching TEED 510 reading packet. Please be aware that reading packets are printed to order, so if you come to campus to pick one up, be prepared to wait one to two hours for printing. However, you may pre-order the packet by telephone and either pick it up or have it mailed to your home. Please call Super Copy at 206-296-6117 for more information. The remaining articles are all available online. In order to maximize the time the faculty has with you, please complete the following readings by the first day of class and follow the Reading Study Guide on page 7.

Texts

1. Wagner, T. (2001). *Making the grade: Reinventing America's schools*. New York: Routledge. [read the entire book for TEED 510]
2. Select from one of the following and read the entire book for TEED 510:
 - Alexie, S. (2007). *The absolutely true diary of a part-time Indian*. New York, NY: Little, Brown and Company.
 - Fadiman, A. (1997). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. New York: Farrar, Straus, and Giroux.
 - Hasan, A.G. (2009). *Red, White, & Muslim: My story of beliefs*. New York, NY: HarperCollins
 - Mar, M. E. (1999). *Paper daughter: A memoir*. New York: Perennial.
 - Martinez, R. (2001). *Crossing over: A Mexican family on the migrant trail*. New York: Picador.
3. Rodis, P., Garrod, A., & Bascardin, M. L. (Eds.). (2001). *Learning disabilities and life stories*. Boston: Allyn & Bacon. [read Chapters 2, 3, 8, 15, 17 for TEED 510]

Articles

1. Partnership for 21st Century Skills. (2007). *21st century skills standards* [White paper]. Retrieved December 12, 2008, from http://www.21stcenturyskills.org/documents/21st_century_skills_standards.pdf
Access online:
http://www.21stcenturyskills.org/documents/21st_century_skills_standards.pdf
2. Common Core Standards Initiative. (2010). Retrieved April 21, 2011, From <http://www.corestandards.org/>
Review Mission Statement, English Language Arts and Mathematics Standards.

3. Takaki, R. (2000). A different mirror. In M. Adams, W. J. Blumenfeld, R. Castenada, H. W. Hackman, M. L. Peters, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 67-73). New York: Routledge. (In TEED 510 reading packet at Super Copy)
4. McClintock, M. (2000). How to interrupt oppressive behavior. In M. Adams, W. J. Blumenfeld, R. Castenada, H. W. Hackman, M. L. Peters, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 483-485). New York: Routledge. (In TEED 510 reading packet at Super Copy)
5. Monke, L. (2007, September/October). Unplugged schools. *Orion Magazine*. Retrieved April 15, 2008, from <http://www.orionmagazine.org/index.php/articles/article/334>
Access online: <http://www.orionmagazine.org/index.php/articles/article/334>
6. Delpit, L. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review*, 58(3), 280. Retrieved December 21, 2007, from Research Library database. (Document ID: 166017)
Access online:
 - a. <http://www.seattleu.edu/library/>
 - b. Click on "Articles and Research Databases" under "Finding Articles and Books"
 - c. Click on "Proquest Research Library" under "Best Places to Start"
 - d. Log in using your SU username and password (same as your email).
 - e. Put "Delpit" in the first open field; "The Silenced Dialogue" in the second.
 - f. Click on the article title, and voila!
7. "National School Climate Survey: Key Findings The School Related Experiences of Our Nation's Lesbian, Gay, Bisexual and Transgender Youth" by Gay, Lesbian, and Straight Education Network (GLSEN)
Access online:
 - a. <http://www.glsen.org>
 - b. Click on "Research"
 - c. Scroll down and click on 2009 National School Climate Survey
 - d. Download the executive summary (located in the upper right corner)
8. The Education Trust. (2005). *The funding gap 2005: Low-income and minority students shortchanged by most states*. Retrieved from ERIC database. (ED490941)
Access online:
 - a. <http://www.seattleu.edu/library/>
 - b. Click on "Articles and Research Databases" under "Finding Articles and Books"
 - c. Scroll down and click on "education" under "find databases by subject"
 - d. Click on "ERIC"
 - e. Log in using your SU username and password (same as your email).
 - f. Type in this # into the search box: ED490941
 - g. Change "Keyword" to "Accession Number"
 - h. Click Search
9. Epstein, J. L., & Salinas, K. C. (2004, May). Partnering with families and communities. *Educational Leadership*, 61(8), 12-17.
Access online: http://pdonline.ascd.org/pd_online/success_di/el200405_epstein.html

Reading Study Guide for TEED 510

The following descriptions and questions are designed to guide your reflections on your readings. Please respond to each of the questions with **key bullet points** to serve as a reference for class discussions the first week of class.

1. Learning expectations are outlined in the 21st Century Skills and Standards, representing the perspective of a coalition of educators, employers, and government officials.

Questions:

- What are your general responses to the article?
- How does it challenge your existing ideas about schools?

2. The Common Core Standards represents national standards.

Questions:

- Do you agree with the mission statement? Why or why not?
- So you believe we should have national standards? Benefits? Disadvantages?

3. In *Making the Grade: Reinventing America's Schools*, Wagner describes the "New Village School" as a prototype for how educators and communities can create schools that meet the needs of today's children.

Questions:

- How is the New Village School described in *Making the Grade* different from your previous experience of school? How is this school similar to what you have previously known?
- What's your response to Wagner's description of what students need to know today?
- What's your critique of Wagner's position about how to hold schools and students accountable?

4. Select one of the following:

- *The Spirit Catches You and You Fall Down: A Hmong Child, her American Doctors, and the Collision of Two Cultures*
- *The Absolutely True Diary of a Part-Time Indian*
- *Paper Daughter: A Memoir*
- *Crossing Over: A Mexican Family on the Migrant Trail*
- *Red, White, & Muslim: My Story of Belief*

Each of these books addresses injustice and prejudice and tells the story of a family confronting these issues in the context of living in the United States.

Questions:

- What insights did you glean about the culture featured in the book that you read?
- What are the implications for schools based on the author's story?
- What insights are important to you as you think about working with families from diverse cultures?

5. *Learning Disabilities and Life Stories* (Read chapters 2, 3, 8, 15 and 17 for TEED 510. This book will be used in TEED 512 as well.)

This book helps teachers better understand students with learning difficulties. The authors achieve this goal through the use of autobiographies of people with learning disabilities and through a set of essays. *Learning Disabilities and Life Stories* will make vivid and concrete the issues that students with learning disabilities face.

Questions:

- What particular insights did you gain from these people's personal stories?
- How did your perceptions change as a result of reading this book?
- What story was most personally meaningful and why?
- What implications does the book have for your work as a future teacher?
- What implications does the book have for your work with general education students who may be interacting in school and non-school settings with students who are exceptional?

Articles

The following articles will serve as a focus for discussion in TEED 510. You may want to read these articles prior to beginning the program and then re-read them once the course begins.

6. Delpit, L. (1988). The silenced dialogue: Power and pedagogy in educating other people's children.

Questions:

- What is the "culture of power" as it relates to the classroom? In what ways does it function, as described by Delpit?
- In what ways does Delpit's analysis of the "culture of power" speak to you personally in light of your own ethical/racial/cultural identity?

7. "The Funding Gap," Education Trust.

Questions:

- In your view, how should funds be generated to pay for public education?
- To what extent should the funds available for any particular school be dependent on the wealth of the school's community?
- Do you believe that the amount of funding available to a school directly affects the learning of students in that school?

For the remaining articles, please read them with the following question in mind:

- What applications can I make to my role as a future educator?

Epstien, J. & Salinas, K. (2004, May). Partnering with families and communities.

McClintock, M. (2000). How to interrupt oppressive behavior.

Monke, L. (2007, September/October). Unplugged schools.

Takaki, R. (2000). A different mirror.

Reading for TEED 523, Middle School Field Experience/Seminar

Following TEED 510, you will participate in a five-day middle school immersion experience. You will select one of the following four books to read for that course. You may want to read your selected book in advance, as the course is only five days long.

Canada, G. (1998). *Reaching up for manhood: Transforming the lives of boys in America*. Boston: Beacon.

Huegel, K. (2011). *GLBTQ: The survival guide for gay, lesbian, bisexual, transgender, and questioning teens*. Minneapolis, MN: Free Spirit

Michie, G. (1999). *Holler if you hear me*. New York: Teachers College Press.

Ohanian, S. (2001). *Caught in the middle: nonstandard kids and a killing curriculum*. Portsmouth, NH: Heinemann.

Simmons, R. (2003). *Odd girl out: The hidden culture of aggression in girls*. Fort Washington, PA: Harvest Books.

Seattle University Bookstore

The Seattle University Bookstore is located in the University Services Building (see map) 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.

ENROLLMENT INFORMATION

Online Registration

Online registration for fall quarter begins the week of May 16, 2011. You will be assigned a registration appointment time. This appointment time will be posted on your SU online account. You access it by signing in to SU online (<http://www.suonline.seattleu.edu/>), click on student menu, then “My registration dates” under the Registration menu. You can register at that time or anytime thereafter, but before the first day of class. To register, you will use the “Register/Add classes” link on that same menu. Your SU online login is the same as your email account login. **Note:** You will only be assigned a registration time if you have completed the Web-based Graduate Admitted Applicant Confirmation form as instructed in your admission letter from the Graduate Admissions Office. If you attempt to register and you receive a message that your student account is inactive, you must login to SU Online, and complete this form. The form is located on SU Online under the ‘Prospective Students’ menu.

Important: It is your responsibility to register for your classes according to the MIT course schedule (see pages 17-21).

Graduation Application

You must *apply* for graduation by November 1, 2011. Graduation application is done on SU online at <http://www.suonline.seattleu.edu/>. Contact the Registrar's office for more information (206-296-5850).

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 Program Fees:

TEED 511 The Arts and Cultural Diversity (at Rainbow Lodge)	\$100.00
Fingerprinting Processing	\$46.25 (plus \$25 fee to have prints taken)
Certification Fee	\$35.00
Educator Career Services Basic Fees	
SU Candidate file set-up only	\$15.00
Prepaid placement file mailing fee	\$4.00
File mailing fee paid after file is mailed	\$5.00

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. 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>

Student ID

A Seattle University picture I.D. card is **required**. After paying tuition, go to the Campus Card Office, Engineering Building, room 313, 8:00 A.M. – 4:30 P.M. Monday through Friday. You will need to bring a government-issued photo ID (such as a driver's license, state ID, or passport) and your 7-digit Student ID number. *You may use the campus library and bookstore without the ID card.*

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.* There are two ways to do this. To set up your email online, all you need is your SU username and your student ID number. These should have been mailed to you with your initial acceptance letter. Go to <https://pwreset.seattleu.edu/> and click on the link for "I forgot my password." Follow the directions from there. To set up your email in person, take your student ID to the Help Desk (Engineering Building, room 313). If you have any difficulties, you can call the Help Desk at 206-296-5571.

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.

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/>, particularly “2. In-Text Citations: The Basics.” Bookmark this location for easy reference. 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 currently 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.

Administrative Notes

Address Changes: Contact both the MIT Office (heckerta@seattleu.edu) and the Registrar's Office (www.suonline.seattleu.edu).

Adverse Weather: Occasionally adverse weather conditions will cause school closures. When classes are on Seattle University’s campus, we follow the Seattle School District schedule, **if the University had made no official announcements**. If you are scheduled

for a field experience in a K-12 school, follow that school district's announcements. Classes cancelled because of adverse weather will be rescheduled, so your flexibility is important.

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 29th 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.

Mathematics Competency for K-8 Teachers

Competency with basic mathematics is necessary for effective instruction in the elementary and middle grades. Those students preparing to be K-8 teachers may either demonstrate their mathematics competency by passing the Math Competency Exam (see below) or by completing one of the following courses (or an equivalent course with prior approval):

- Math 200 (offered every other year at Seattle University).
- EDUC 412, Mathematics for K-8 Teachers (June 20-July 27, 2011) – Mondays and Wednesdays, 5:30-8:00 p.m.).

Please note: The course must be taken on-site – distance learning is not acceptable for this competency. The course must have been taken and passed within the past five years with a grade of "B" (3.0) or better. If the course was taken credit/no credit, credit is acceptable.

Mathematics Competency Exam for K-8 Teachers

If you believe that you have the necessary background in mathematics, you may opt to take the K-8 Math Competency Exam. If you decide to take the test, contact the Learning Center (206-398-4378) to schedule a test time. For an online copy of the study guide for the K-8 Math Competency Exam, go to <http://www2.seattleu.edu/coe/mit/documents.aspx>

The exam can only be taken once. The passing score for the MIT Math test is 80%. If you score lower than 80%, you will be required to enroll in EDUC 412, Math 200, or an

equivalent course (see above). You must complete the test prior to June 1, 2011. Failure to do this will result in delaying your entrance into the program. If you have not passed the math competency exam or completed the required courses prior to August 10, 2011, you will not be allowed to continue the program.

A useful text to aid in preparation for the test is *A Problem Solving Approach to Mathematics for Elementary School Teachers* (5th or 6th Edition), by Billstein, Libeskind, and Lott.

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.

To prepare for the program, review the competencies listed below. Check off those with which you are familiar. If there are competencies that you need to acquire, find someone to assist you prior to the first day of the program. The program considers these baseline competencies on which to build various learning tasks in the technology strand. The checklist below is included with your orientation materials. Please bring the completed and signed checklist with you to the first day of TEED 510 (August 29th).

Teacher Checklist (adapted from <http://www.texasttcc.net/teacherchecklist.html>)

Am I familiar with the computer operating system? Can I:

- Navigate the desktop?
- Save and retrieve files?
- Identify and appropriately use text, graphic, image, video, and audio files?
- Connect to and print from a network?
- Connect to and search the internet?
- Use e-mail?

Am I familiar with word processing and desktop publishing? Can I:

- Create a new document from a blank page?
- Use Save, Save As (different name, location, or format)?
- Locate and open an existing document?
- Apply font formats (bold, italic, and underline)?
- Select and change font and font size?
- Use the Spellchecker?
- Use the Thesaurus?
- Align text in paragraphs (center, left, right, and justified)?
- Add bullets and numbering?
- Set character, line, and paragraph spacing options?

- Use indentation options (left, right, first line, and hanging indent)?
- Use Tabs command (center, decimal, left, and right)?
- Set page orientation?
- Set margins?
- Create and use newspaper columns?
- Use the drawing toolbar?
- Insert graphics into a document (clip art, images, etc.)?
- Create and modify headers and footers?
- Print a document?

Am I familiar with spreadsheets and charting? Can I:

- Enter text, dates, and numbers?
- Edit cell content?
- Apply number formats (currency, percent, dates, and commas)?
- Merge and split cells?
- Insert and delete rows and columns?
- Enter and revise formulas in a cell and use the formula bar?
- Use basic functions (e.g., AVERAGE, SUM, COUNT, MIN, and MAX)?
- Create and modify a chart?

Am I familiar with multimedia and presentations? Can I:

- Create a basic presentation (e.g., PowerPoint or Keynote)?
- Create and delete slides in a presentation?
- Enter text on a slide?
- Add a picture/graphic from Clip Art or a file ?
- Scale and re-size an object including clip art?
- Insert a hyperlink (e.g., from a slide to a Web site)?
- Add a sound from Clip Art or a file?
- Add a video?
- Add slide transitions?
- Save the presentation?
- Print the presentation in various formats (e.g., handouts)?

Am I familiar with the Internet? Do I have research and telecommunications skills? Do I know:

- Proper Network Etiquette?
- Basic guidelines for the legal and ethical use of technology resources and information (e.g., copyright and plagiarism issues)?
- Appropriate electronic search strategies in the acquisition of information, including keyword and Boolean (e.g., “and,” “or,” etc.) search strategies?
- How to participate in electronic communities such as Twitter, Facebook, blogs, etc.?
- Some basic methods to evaluate electronic information for accuracy and validity (e.g., recognize misinformation, biased presentation, etc.)?

PROGRAM CALENDAR

Note: The MIT Program follows a four "block" schedule, which *loosely* follows the traditional quarter system for the university, though start dates may differ. Also, many important dates related to financial aid, registration, and fee dates may differ.

For specific information about the Seattle University Academic Calendar, go to:
<http://www.seattleu.edu/registrar> and click on *Academic Calendar*, located on the menu bar.

Holidays Observed Fall Quarter:

<i>Labor Day</i>	<i>September 5, 2011</i>
<i>Veteran's Day</i>	<i>November 11, 2011</i>
<i>Thanksgiving</i>	<i>November 23-25, 2011</i>
<i>Christmas Break</i>	<i>December 12, 2011- January 3, 2012</i>
<i>Martin Luther King Birthday Observed</i>	<i>January 16, 2012</i>
<i>Good Friday</i>	<i>April 6, 2012</i>
<i>Memorial Day</i>	<i>May 28, 2012</i>

Attendance in all course sessions and field experiences is required. Please do not schedule travel or appointments during program coursework or field experiences. See the following page for details.

FALL 2011- SUMMER 2012 IMPORTANT DATES

All outstanding conditions/prerequisites must be completed by
August 10, 2011

Note: The MIT Program does not follow the University schedule, so please be mindful of the dates below.

Program Begins: August 29, 2011

TEED 510: The Teacher as Reflective Decision Maker

Dates	Schedule	Times
Aug 29- Sept 2	Coursework	9:00 a.m. - 4:00 p.m.
Sept 6- Sept 15	Fieldwork	Placement School Schedule
Sept 16	Back to campus	9:00 a.m. - 3:00 p.m.

TEED 511: Art & Culture Diversity Retreat

September 28 & 29	*Overnight*	9:30 a.m. 9/28 – 3:00 p.m. 9/29
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TEED 523: Middle School Immersion

September 19 & 20	Coursework	9:00 a.m. - 3:30 p.m.
September 21 & 22	Fieldwork	Placement School Schedule
September 23	Coursework	9:00 a.m. - 2:30 p.m.

TEED 512/513: Learners and Instructors/Peer Coaching

Sept 30- Dec 9	Coursework/Fieldwork	Coursework- 9:00 a.m.- 2:00 p.m.
September 27	Communications Workshop	Fieldwork - Placement School Schedule
		Note: Communications workshop on 4/7 is 9:00-3:00

TEED 521/522: Elementary/Middle School & Secondary Curriculum Instruction and Assessment

January 4- March 16	Coursework/Fieldwork	Coursework - 9:00 a.m. - (end time varies) Fieldwork - Placement School Schedule
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TEED 528/529: Teaching Internship

March 19- June 8	Fieldwork	Placement School Schedule
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Block IV Classes

June 18- July 27	Coursework	Varies
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Note: Elective courses begin the week of March 26th. Be sure to note course dates when the schedule comes online during winter quarter.

COURSES AND FIELD EXPERIENCES

Block I

NOTE: Register online (www.suonline.seattleu.edu) for TEED 510, TEED 511, TEED 512, TEED 513 and TEED 523 for a total of 20 credits for Fall Quarter 2011. Block I concludes on December 9.

TEED 510 Education for Social Change (5 credits)

Introduction to the cultural, social and political context of schools; examines issues related to teaching for social change and creating schools that provide opportunities for all students to learn. One-week intensive study followed by two weeks of focused observation in schools.

You will begin the program on Monday, August 29, 2011 in Loyola 302, with a five-day seminar from 9:00 a.m. - 4:00 p.m. each day. Following the seminar, you will be assigned to a school for a two-week, all-day field experience, returning to campus at the end of the second week. Depending on your school placement, you should plan to arrive 30 minutes before school and stay 30 minutes after classes are dismissed.

Your reflections on the books that you have been assigned as advanced reading will be addressed throughout the seminar. They will provide a framework for exploring such themes as teaching in a global and pluralistic society; the social, cultural, and political nature of schools; and identifying and appreciating individual differences among learners. During this week, there will be numerous opportunities for team building, group processing, and enhancement of communication skills. Readings and brief papers will be assigned each day, so plan your time for the week accordingly.

To prepare you for the field experience, observation skills for the classroom will be examined and practiced. This will set the framework for the assignments in the field. At each point in the program, you will be asked to make connections from one experience to another--from one course and field experience to the next course and field experience. It is hoped that this will enable you to see the interrelationships and complexities of the teaching/learning process.

TEED 511 The Arts and Cultural Diversity (1 credit)

Teacher candidates examine the role of the arts in the education of children and youth with diverse cultural backgrounds and learning needs. This is a two-day residential retreat that provides the opportunity to build a viable learning community.

There is a \$100 additional course fee for the retreat that is included in your first-quarter tuition bill. The retreat will be held at Rainbow Lodge Retreat Center, 46820 Mt. Si Road, North Bend. The lodge contains 25 bedrooms accommodating two or three people per room. Bedding is supplied, but you need to bring towels and personal articles. All the meals will be provided. Please email valerion@seattleu.edu by March 18th if you have any special dietary requests.

The retreat will begin at 9:30 a.m. on Wednesday, September 28th, and will end the following afternoon at 3:00 p.m. You will need to arrange for your own transportation. We encourage carpooling. Directions to Rainbow Lodge will be provided in the TEED 510 course.

TEED 523 Middle School Field Experience/Seminar (2 credits)

Students will examine the role of middle schools in the education of young adolescents—considering the developmental needs of middle school students, the most appropriate curriculum for that age group, and how middle schools should be organized. This course will also provide the opportunity to explore middle school teaching if you have not considered such a role for yourself.

Everyone receiving a teaching certificate in Washington is qualified to teach at the middle school level, so it is important that you have a basic understanding of middle schools. TEED 523 is designed with this in mind.

From September 19-23, you will participate in TEED 523. You will be in class from 9:00 a.m. – 4:00 p.m. with two days in a middle school following the schedule of a middle school teacher.

Pre-course assignment: Book Club

During this course you will form a “book club” of three to five students and select one of the following books about middle schools and/or young adolescents. You may want to read the book in advance of the course.

Canada, G. (1998). *Reaching up for manhood: Transforming the lives of boys in America*. Boston: Beacon.

Huegel, K. (2011). *GLBTQ: The survival guide for gay, lesbian, bisexual, transgender, and questioning teens*. Minneapolis, MN: Free Spirit

Michie, G. (1999). *Holler if you hear me*. New York: Teachers College Press.

Ohanian, S. (2001). *Caught in the middle: nonstandard kids and a killing curriculum*. Portsmouth, NH: Heinemann.

Simmons, R. (2003). *Odd girl out: The hidden culture of aggression in girls*. Fort Washington, PA: Harvest Books.

TEED 512 Learners and Instruction (10 credits)

Integrated course with an introduction to lesson planning; research-based instructional and classroom management principles; and developmental, motivational and learning theories. Exceptionalities and cultural differences are addressed throughout the course as teacher candidates focus on differentiating instruction in order to meet the needs of all learners.

This foundational course will begin on September 30 at 9:00 a.m. in Loyola 302. Classes are generally scheduled from 9:00-11:30 a.m. and 12:30-2:00 p.m. Classes will be scheduled from 2:00-3:00 p.m. on some days; a calendar with dates and times will be provided at the beginning of the course.

A component of TEED 512 is a communications workshop. This workshop will be held on September 27, 2011, 9:00-3:00pm in Loyola 302.

TEED 513 Peer Coaching Field Experience (2 credits)

Teacher candidates apply research-based instructional and classroom management strategies within a K-12 setting. In a peer coaching structure, candidates provide support and feedback while exploring co-teaching strategies.

Accompanying TEED 512, in this course, you will be placed in a classroom (three separate weeks) with a classmate who will serve as your peer coach. You will follow the time

schedule of a regularly employed teacher.

Block II

NOTE: Register Online (www.suonline.seattleu.edu) for TEED 521 or 522 for a total of 16 credits for Winter Quarter 2012. Classes begin January 4, 2012

This quarter you will be in TEED 521 or 522 from 9:00 a.m. – 3:00 p.m. on most days and about one day a week in your teaching internship setting. The schedule will vary related to classes in the partnership schools. The class schedule will be distributed at the conclusion of Block I.

TEED 521 Elementary Curriculum, Instruction and Assessment (16 credits) *(For students obtaining elementary certification for grades K-8.)*

An integrated, thematic course focusing on curriculum, instruction and assessment that provides all students equitable access to learning in literacy, social studies, mathematics, science and special topics in elementary and middle-level schools. Exploration of comprehensive pedagogy to support English language learners, students from diverse cultural backgrounds, and those with special needs. Differentiated instruction and educational technology are integrated and modeled throughout the course.

Classes will be held both at our partnership school, Echo Lake Elementary School, Shoreline SD, and on the SU campus. You will also spend time at your teaching internship setting to become acquainted with classroom routines, curriculum, cooperating teacher and students.

TEED 522 Secondary Curriculum, Instruction and Assessment (16 credits) *(For students obtaining secondary certification for grades 5-12.)*

An integrated course in curriculum, instruction, and assessment focusing on curriculum design that provides students equitable access to curriculum content. Exploration of general and subject-specific pedagogy to support English language learners, students from diverse cultural backgrounds, and those with special needs. Differentiated instruction, literacy strategies, and educational technology are integrated and modeled throughout the course.

Classes will be held at the high school of your special subjects component, and on the SU campus. You will also spend time at your teaching internship setting to become acquainted with classroom routines, at high schools for demonstration lessons, curriculum, cooperating teacher, and students.

Block III

Note: Register online (www.suonline.seattleu.edu) for TEED 528 or 529 for a total of 14 credits during Spring Quarter 2012. You will begin your internship in March. You will follow the school district's spring break calendar.

TEED 528 Teaching Internship - Elementary OR

TEED 529 Teaching Internship - Secondary

Full-time teaching internship is the focus of Block III.

Block IV

Note: Register online (www.suonline.seattleu.edu) for TEED 535, and 540 for a total of 7 credits as well as your 3-credit elective during Summer Quarter 2012. Classes are scheduled from June 20- July 29.

Block IV Schedule

TEED 535 Child Abuse and Related Issues (1 credit)

This course examines child abuse related to the role of the schools. Includes identification, reporting, and legal responsibilities.

TEED 540 Reflective Teaching Seminar (6 credits)

Capstone course focuses on the development and refinement of candidates' understanding of teaching as a profession for social justice in light of historical events, legal issues, and research pertinent to education. Teacher candidates engage in reflection and analysis of the effectiveness of their own teaching using data gathered during their internship. For their culminating program experience, candidates explore service learning as a social justice pedagogy.

This course includes on campus coursework and a field experience to demonstrate service learning competencies.

Elective (3 credits)

You can select a course of your choosing with approval of your advisor. Education courses as well as graduate courses in the content areas are acceptable. The course must be at graduate level. Please see below for a list of approved courses offered through the College of Education. You may also transfer credit from another accredited college or university to meet the requirement if the following conditions are met:

Your advisor approves:

- Graduate level course, taken after completion of a baccalaureate degree
- Course taken within the last five years
- A 3.0 or better (on a 4.0 scale) course grade.
- Course concludes prior to completion of the MIT program
- Online courses must be reviewed by your advisor for approval. Such courses must meet the standards of graduate level work.

Approved Elective Courses offered Summer Quarter

Course #	Title
LITC 522	Seminar in Writing Instruction
LITC 526	Literacy in Content Fields
LITC 527	Specialized Literacy Intervention
SPED 542	Teaching Students with Learning Disorders
SPED 543	Introduction to Behavior Disorders and Intervention
CUIN 561	Technology and Active Learning: Teaching Math and Science, Grades 3-12

PROGRAM POLICIES
Teacher Education Admission, Retention, Graduation, and Certification
Essential 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.

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.

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
- 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.

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.

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. Therefore, a number of policies apply to your performance, continued progress and growth in the program:

- To progress from one course to the next, you must achieve a grade of B (3.0) or better in each course and credit for courses that are graded “credit / fail.” In addition, you must be making satisfactory progress on competencies that address effective communication and personal and professional behavior.
- The Psychology of Learning strand in TEED 512 is foundational to coursework and the field experiences that follow in the program. Thus, you must achieve a grade of B (3.0) or better in that strand to continue in the program.
- A number of assignments are foundational and required for moving from one course to the next. A grade of B (3.0) or better is necessary on all of the following assignments: TEED 510, Field Notebook; TEED 512, Lesson Plan; TEED 521 or 522, Unit Plan(s); TEED 540, Professional Growth Plan. In the student teaching internship during Block III, you must meet all expectations on the Teacher Performance Assessment (TPA). These expectations are supported by faculty instruction and clear criteria for assessment.

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 the 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.

Note: We cannot guarantee a field placement within walking distance or on a bus line. Therefore, it may be necessary to travel by car to your field placement. Please make provisions for this in advance of your field experiences.

Field experiences during your pre-certification process may be the most challenging experiences of your professional career. As you are a guest in someone else's classroom, you need to accommodate the teacher's classroom structure and management. Thus, you need to approach field experiences with a flexible attitude and recognize how you can learn from a setting that doesn't always match your ideal.

Overview of field placement process for the student teaching internship:

- You provide input on grade levels, subjects, and general locations for placement to MIT Coordinator of Field Experiences. (Note: We do not make placements in schools where family members are employed or attend.)
- MIT Coordinator of Field Experiences requests placements at partnership schools according to district guidelines. Sometimes this process can move very quickly, and other times it can take more time. (The varying timelines are circumstantial and are not to be interpreted personally.)
- Conditional placement is identified.
- You are interviewed by the cooperating teacher to determine the suitability of the placement.
- Placement confirmed.

Seattle University personnel are unable to guarantee when field placement/teaching internship assignments will begin, and thus be completed. Accordingly, schedule adjustments for students, faculty, and field supervisors may need to occur in order for students to meet program requirements.

Professional Development

The teacher education faculty supports your ongoing professional development in a variety of ways throughout the program. In addition to learning in courses and field experiences, you also need to begin to make connections with the larger professional world through

workshops, conferences, and professional associations. Therefore, you are expected to attend at least one professional development event during the course of the MIT Program.

Many professional organizations and school districts offer professional development opportunities during the State In-Service Day in October. For example, the Washington State Council for Social Studies (WSCSS) and the Washington Organization for Reading Development (WORD) typically hold conferences in the fall. Numerous other opportunities occur throughout the year (e.g., regular meetings of the Washington Council of Teachers of Mathematics or Seattle Reading Council). In most cases, you can join professional organizations and attend conferences at reduced rates for students. Please see your instructors in TEED 512 and TEED 521/522 for more information about specific professional development opportunities.

Demonstration of Teaching Competencies

Successful completion of the program requires that you demonstrate your learning's through the Teacher Performance Assessment (TPA). The purpose of the TPA is to provide comprehensive documentation of your work in the Master in Teaching Program. The TPA serves as a comprehensive examination for your degree program.

Certification

Once you have successfully completed all Washington State and MIT endorsement and teacher education program requirements, 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.

If you have any questions regarding the Residency Teacher Certificate process, email Pat Witkowski, the senior administrative assistant in the College of Education Records and Certification Office, at witkow@seattleu.edu. Email is the preferred means of contact, but if necessary, please leave a phone message at 206-296-5774.

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. Some MIT candidates with 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, you may request to add an additional endorsement by contacting your advisor. Such requests will be considered on a case-by-case basis and will be dependent on your 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. Complete the top portion of the Added Endorsement Request Form with your advisor and attach the top copy to your endorsement verification form. Give the two forms to the MIT Administrative Assistant.
- The MIT faculty will review the Added Endorsement Request Form and your performance in Block I and will determine whether you are qualified for the additional endorsement.
- On the Student Teaching Information Form completed during Block I, you may request to teach in more than one endorsement area. This request will be contingent on faculty approval of the additional endorsement.
- 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.
- Schedule and pass the WEST-E in the second endorsement area prior to the final review process for granting of the Residency Teaching Certificate.
- During your final check-out with Pat Witkowski in the Records and Certification Office, complete the bottom section of the Added Endorsement Request Form to document that you have passed the WEST- E and internship requirements for the added endorsement.

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 and 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.

EDUCATOR CAREER SERVICES

Beverley Silver, Coordinator

206-296-5780

silverb@seattleu.edu

The Placement File

What Is It?

A placement file or credential file is a permanent file containing information highlighting your educational preparation, your employment history, and all relevant experiences which enhance your preparation for the field of education. Additionally, this file includes a minimum of three, and a maximum of ten, current letters of recommendation. These credentials are the information upon which most school districts base their initial screening for hiring new educators. The basic purpose of the placement file is to successfully market you and your preparation in order *to get you an interview*.

The original copies of your placement file are stored in the Educator Career Services office. Photocopies are sent to prospective employers upon your request. The request line phone number is 206-296-5779. It is your responsibility to have a file that is complete, current, well prepared, and neatly organized, so that Educator Career Services can quickly respond to your file requests.

Resumes, certificate copies and transcripts are not included in your placement file.

These are usually sent with your application and cover letter, or with your letter of application. Unofficial transcripts or photocopies of your transcripts are commonly accepted with your application, unless an individual school district specifically requires an official transcript from the Registrar's Office. In addition, other materials relating to past experience such as newspaper clippings, testimonials, and certificates of appreciation are not appropriate for credential files. Individuals should keep these items as part of their personal Professional Growth Record.

Note: Application requirements of Washington State school districts may change for the next year's hiring season, and it is the applicant's responsibility to provide necessary materials.

Basic Fees (subject to change)

\$15.00.....S.U. Candidate file setup only

\$ 4.00.....Placement file mailing fee paid before or at time request is made

\$ 5.00.....Placement file mailing fee paid after file is mailed

Timeline

It is crucial to a successful job search that your placement file be completed in a timely manner. **We advise that you complete the bulk of your file by the end of January 2012.** If you need to send out your placement file before the completion of your teaching internship, preliminary references for your file can be requested from your cooperating teacher, school principal and university supervisor. When you have completed your teaching internship these early references should be replaced with final references that reflect your experience and final evaluation. It is your responsibility to ask your cooperating teacher, principal and university supervisor to write references for you. References are to be printed on Educator Career Services Professional Reference Forms or prepared on letterhead and attached to our form.

Beginning in winter quarter, you will receive information about "on campus" recruiting visits and career fairs.

Key Points to Remember When Establishing Your File

1. Prepare a placement file that is neat, organized, and informative. Templates for necessary forms are available for your use. Completed forms should be high quality originals.
2. Other than the forms provided by Educator Career Services, no other documents that may be required by employers are included in your file (resume, transcripts, certificates, etc.).
3. When establishing your placement file, you must indicate the "open" or "closed" status of your file by signing the form for that purpose; inform each of your reference writers of your file status by signing and dating the Professional Reference Form prior to giving them the form.
4. You are responsible for monitoring the completion of your file by making certain that all of your forms are complete and accurate, and that all requested references are in your file.
5. Group orientation sessions will be provided during Fall quarter to help you establish your Placement File. If you need further assistance in the preparation of your forms or other job search material, please call Educator Career Services at 206-296-5780 or stop by Loyola 515 to set up an appointment with the Coordinator.
6. You will want to plan adequate time for the completion of all forms and references for your placement file so it is ready to use when you learn about a job in which you are interested.

Job Search Workshop

An all-day workshop reviewing job search skills and strategies and interviewing techniques will be offered during Winter Quarter 2012.