

Master in Teaching

Master in Teaching Program

Doreen Keller (Program Director) www.whitworth.edu/mit (<http://www.whitworth.edu/mit/>)

The Whitworth Master in Teaching (MIT) Program was initiated in 1989 as a result of the Washington State Legislature calling for alternative teacher-education programs. It was the first such program in the state. Part of a nationwide movement to strengthen America's corps of teachers by putting successful members of society's workforce into teaching positions, MIT programs provide schools with mature teachers who understand the demands of the real world and whose teaching reflects these realities.

Those pursuing this option include professionals who are changing careers, those who are reentering the workforce, and recent graduates of undergraduate institutions. The professors teaching in the program are from both the higher-education level and K-12 public schools. Coursework and assignments are integrated and are both theoretical and practical. Upon successful completion of the program, candidates earn a Residency Teacher Certificate and a master in teaching degree.

This progressive, performance-based, cohort teacher certification and master's degree program is completed in one calendar year, which includes full-time coursework and a yearlong school practicum. This rigorous program is characterized by 1) integration of academic work with an ongoing field experience; 2) programmatic coherence both from course to course and from on-campus to field work; 3) systematic study of classroom practice; and 4) individual self-reflection.

The student learning outcomes of this program prepare students to:

- Plan for effective instruction and assessment using research-based methods that include differentiation for all learners.
- Employ effective assessment strategies (formal and informal) throughout the learning cycle to support analysis of student learning and provide informed feedback to students on their progress.
- Engage K-12 learners in academic and reflective discourse for the purposes of eliciting student voice regarding content understanding and to provide opportunities for student self-reflection.
- Effectively engage in self-reflection to support continued improvement in instructional practices.
- Identify and describe the role that human development and social, cultural, linguistic, physical and community context play as related to the learner and the learning enterprise; and apply theories, concepts and strategies for culturally responsive pedagogy to promote inclusive communities for learning that foster the values and gifts of each member.

Admission Requirements

- Evidence of successful work with children or youth.
- Bachelor's degree from an accredited college or university with a minimum 3.0 GPA (graduate coursework and/or work history will be considered).
- Completion of online application by posted deadline available at www.whitworth.edu/mit (<http://www.whitworth.edu/mit/>), where applicants will complete the following:
 - MIT application
 - A statement about why the candidate has chosen teaching as a profession and why they have selected the MIT program at Whitworth University for professional preparation.
 - A current résumé.
 - Submission of three recommendations, requested via online forms once the application process is initiated.
 - Submission of the character-and-fitness supplement.
- Official transcripts from all colleges attended.
- An interview with the MIT faculty, which will be scheduled after all application documents are submitted.
- Basic-skills test: WEST-B (<http://www.west.nesinc.com/>) (click to register online). There are three sections to this test. The test must be taken prior to the start of the program. SAT and ACT scores can be accepted in lieu of the WEST-B.
- NES/WEST-E subject-matter test (click here (<http://www.west.nesinc.com/>) to register online). The NES/WEST-E must be taken prior to the start of the program for provisional admission.

All sections of the NES/WEST-E must be passed by the end of Fall Term (December) for full admission.

- Prerequisites or corequisites prior to graduate study may be required where applicants lack appropriate preparation. Students whose first language is not English may be required to complete prerequisites prior to consideration for admission. These courses are determined with an advisor to improve expertise in English, math, education methods and study skills.
- For international students, the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) and the GRE are required prior to admission. The minimum score accepted is 88 on the TOEFL or an overall score of 7.0 on the IELTS. Testing is also done in English and in math prior to the student's graduate coursework, to determine any prerequisites that need to be written into the degree plan. International applicants with diplomas from non-English-speaking universities may be required to provide a professional credential evaluation of their university transcripts from World Education Services. International students must also provide a current passport copy and proof of adequate financial resources for graduate study prior to admission.
- Graduates of the graduate studies in education and master in teaching programs at Whitworth seeking an additional master's degree may have the core classes waived if they have been completed within the previous six years. These classes include Educational Research, Milestones in Education, Curriculum Development and Psychology of Learning or course equivalents.

All admissions to the MIT program are conditional. Full admittance is granted upon successful completion of summer and fall coursework and passage of all NES/WEST-E and WEST-B tests.

Applications for the program will be accepted through May 1 or until program capacity is reached. It is advisable to apply as early as possible.

Note: 530 series courses are taken by all MIT students. 540 series are taken by elementary track students, and 550 series courses are taken by secondary track students.

Note: At any given time, one or more of our programs may be undergoing revision to stay current with changing Washington State Board of Education requirements. Please consult your advisor to ensure that you have the most current information on your program.

Certification:

- While every attempt is made to ensure that certification programs are compatible with degree study, certification requirements may go beyond degree requirements.
- Whitworth University certification programs lead to Washington state certification. For certification in another state, the applicant will need to contact the appropriate state's certification agency to determine requirements.
- Whitworth University certification programs must meet requirements instituted by the Washington Office of the Superintendent of Public Instruction and the Professional Educator Standards Board. Hence, certification requirements are subject to change upon notification by the OSPI and PESB and must be incorporated into all appropriate certification plans.
- Certification study without the pursuit of a degree is possible where appropriate.
- Only candidates in good standing will be certified. Contact the educational certification & career services office, located in Dixon Hall, at 509.777.4403 or 509.777.4405 for further details.

Services Provided by the Office of Educational Certification & Career Services:

- Certification (Teacher, Principal, School Counselor)
- WSP/FBI Fingerprinting
- Clock Hour Provider
- Career Service Information:
 - Career fairs
 - Résumé and cover letter building
 - Current job listings

Academic Policies for Graduate Education Programs

Academic Standards

Whitworth Graduate Studies in Education offers guided studies that may be taken on a tutorial basis. Program director approval is required. Proposals are submitted with the approvals of the faculty

supervisor and the director/department chair via the electronic guided study proposal form by the registration deadline of the term during which the study will be taken.

Admission and Expulsion

1. Students who take no courses toward the completion of their master's degree within a one-year period will be placed on inactive status, unless arrangements have been made for a hiatus. In order for a student to return to active status they must reapply and they will be responsible for any new university or program requirements.
2. Students may be suspended or expelled for failure to meet academic standards and for plagiarism, cheating, misrepresentation of background information, or violation of program requirements. Subsequent readmission follows the procedures for new admission under the catalog requirements in effect at the time of reapplication.
3. Whitworth reserves the right to withhold transcripts and diplomas until all campus debts are settled.
4. Students are prohibited from bringing children, other family members and/or guests to their classes except in an emergency and with the permission of the instructor.

General Guidelines

1. Master in Teaching students are registered for their courses by their advisor.
2. Check with your advisor each term for pre-registration advising and for exit requirements. Students must be cleared by their advisor prior to course registration each term.
3. Tuition is paid through student financial services located in McEachran Hall. If a student enrolls in a course that is not approved for a specific program, that class will be considered an enrichment course only; it will not count toward a graduate degree or certification program.

Master in Teaching - Secondary Level Requirements (45-48)

Course List		
EDM 530A	Educational Foundations and Critical Issues	1
EDM 530B	Career Foundations	1
EDM 531	Universal Design for Learning and Students with Exceptionalities	2
EDM 532	Human Development, Learning Theory, and Brain-Based Classroom Applications	3
EDM 533A	Action Research (A)	2
EDM 533B	Action Research (B)	1
EDM 533C	Action Research (C)	2
EDM 534	Teaching Multilingual Learners	2
EDM 535	Technology in Education	1
EDM 536A	Culturally Responsive Teaching	2
EDM 536B	Field Experience: Intercultural Education	2
EDM 537	Arts & Movement Methods	1
EDM 538	MIT Capstone Seminar	2
EDM 552	Seminar in Secondary Topics, Since Time Immemorial	1
EDM 553	Literacy Across the Discipline	2
EDM 554A	Secondary General Methods, Assessment, Management	1
EDM 554B	Secondary Instructional Design, Management, & Assessment (B)	3
Secondary Methods Courses		3-6
EDM 557A	Secondary Teacher-Scholar Practicum	4
EDM 557B	Secondary Teacher-Scholar Practicum, Secondary Teacher-Scholar Practicum (B)	2
EDM 557C	Secondary Teacher-Scholar Practicum, Secondary Teacher-Scholar Practicum (C)	6
EDM 557D	Secondary Teacher-Scholar Practicum (D)	1

Master in Teaching - Elementary Level Requirements (48)

EDM 530A	Educational Foundations and Critical Issues	1
EDM 530B	Career Foundations	1
EDM 531	Universal Design for Learning and Students with Exceptionalities	2
EDM 532	Human Development, Learning Theory, and Brain-Based Classroom Applications	2
EDM 533A	Action Research (A)	2
EDM 533B	Action Research (B)	1
EDM 533C	Action Research (C)	2
EDM 534	Teaching Multilingual Learners	2
EDM 536A	Culturally Responsive Teaching	2
EDM 536B	Field Experience: Intercultural Education	2
EDM 537	Arts & Movement Methods	1
EDM 538	MIT Capstone Seminar	2
EDM 540	Teaching Elementary Math Methods	4
EDM 541	Elementary Science Methods	2
EDM 542	Elementary Since Time Immemorial	1
EDM 543A	Foundations of Literacy	2
EDM 543B	Methods of Literacy	2
EDM 544A	Elementary General Methods, Assessment, Management	1
EDM 544B	Elementary Instructional Design, Management, & Assessment (B)	3
EDM 547A	Elementary Teacher-Scholar Practicum (A)	4
EDM 547B	Elementary Teacher-Scholar Practicum (B)	2
EDM 547C	Elementary Teacher-Scholar Practicum (C)	6
EDM 547D	Elementary Teacher Scholar Practicum (D)	1

Master of Education in Educational Studies

The Master of Education in Educational Studies Program is designed for individuals who are interested in the field of education, but who do not complete the requirements to become a certified teacher.

This program is housed within the Master in Teaching (MIT) program. Students will complete all required academic and classroom-based courses, one semester of part-time student teaching during the Fall Term, and one half of the full-time student teaching in the Spring Term along with the intercultural field experience. This degree does not meet the requirements for teacher licensure in Washington state. Students will only be accepted into this program from the MIT cohort upon recommendation from the MIT faculty and director.

Requirements for Elementary Cohort (37)

EDM 530A	Educational Foundations and Critical Issues	1
EDM 530B	Career Foundations	1
EDM 531	Universal Design for Learning and Students with Exceptionalities	2
EDM 532	Human Development, Learning Theory, and Brain-Based Classroom Applications	2
EDM 533A	Action Research (A)	2
EDM 533B	Action Research (B)	1
EDM 533C	Action Research (C)	2
EDM 534	Teaching Multilingual Learners	2
EDM 536A	Culturally Responsive Teaching	2
EDM 537	Arts & Movement Methods	1

EDM 540	Teaching Elementary Math Methods	4
EDM 541	Elementary Science Methods	2
EDM 542	Elementary Since Time Immemorial	1
EDM 543A	Foundations of Literacy	2
EDM 543B	Methods of Literacy	2
EDM 544A	Elementary General Methods, Assessment, Management	1
EDM 544B	Elementary Instructional Design, Management, & Assessment (B)	3
EDM 547A	Elementary Teacher-Scholar Practicum (A)	4
EDM 547B	Elementary Teacher-Scholar Practicum (B)	2

Requirements for Secondary Cohort (34-37)

EDM 530A	Educational Foundations and Critical Issues	1
EDM 530B	Career Foundations	1
EDM 531	Universal Design for Learning and Students with Exceptionalities	2
EDM 532	Human Development, Learning Theory, and Brain-Based Classroom Applications	3
EDM 533A	Action Research (A)	2
EDM 533B	Action Research (B)	1
EDM 533C	Action Research (C)	2
EDM 534	Teaching Multilingual Learners	2
EDM 535	Technology in Education	1
EDM 536A	Culturally Responsive Teaching	2
EDM 537	Arts & Movement Methods	1
EDM 552	Seminar in Secondary Topics, Since Time Immemorial	1
EDM 553	Literacy Across the Discipline	2
EDM 554A	Secondary General Methods, Assessment, Management	1
EDM 554B	Secondary Instructional Design, Management, & Assessment (B)	3
EDM 557A	Secondary Teacher-Scholar Practicum	4
EDM 557B	Secondary Teacher-Scholar Practicum, Secondary Teacher-Scholar Practicum (B)	2
At least one of the following:		3-6
EDM 555A	Secondary Art Methods	
EDM 555B	Sec English/Lang Arts Methods	
EDM 555C	Sec Foreign Language Methods	
EDM 555D	Sec Mathematics Methods	
EDM 555E	Secondary Music Methods	
EDM 555F	PE/Health Methods	
EDM 555G	Secondary Science Methods	
EDM 555H	Secondary Social Studies Methods	

Courses

EDM 520 Project-Based Instruction and Learning

1

This course provides a theory-driven rationale and methods on project-based instruction in secondary schools. It is part of a cluster of courses which consist of content-specific methods courses and practicum in middle, high school classrooms. Teacher candidates will observe well-implemented project-based instruction in local schools. They will develop a project-based unit grounded in the common core curriculum and/or next generation science standards. Finally, they will incorporate project-based instruction as one strategy during their internship in classrooms.

EDM 530 Foundations of Education	2
Philosophical foundations of education, critical issues related to education, and the MIT candidate as a compassionate and ethical teacher-scholar. Elementary and secondary.	
EDM 530A Educational Foundations and Critical Issues	1
Philosophical foundations of education, critical issues related to education, and the MIT candidate as a compassionate and ethical teacher-scholar. Elementary and secondary.	
EDM 530B Career Foundations	1
Philosophical foundations of education, critical issues related to education, and the MIT candidate as a compassionate and ethical teacher-scholar. Elementary and secondary.	
EDM 531 Universal Design for Learning and Students With Exceptionalities	2
This course provides an overview of the exceptional learner and introduces differentiated instructional strategies that address different learners' needs in a regular classroom.	
EDM 531A Universal Design for Learning and Students With Exceptionalities	1
This course provides an overview of the exceptional learner and introduces differentiated instructional strategies that address different learners' needs in a regular classroom.	
EDM 531B Universal Design for Learning and Students With Exceptionalities	2
A continuation of EDM 531A based on the professional development over the year.	
EDM 532 Human Development, Learning Theory, and Brain-Based Classroom Applications	2
This course explores human development by reviewing the theoretical and empirical research base supporting developmental educational approaches. Candidates will review recent research on topics including executive functions, social and emotional development, trauma-informed practice, all with brain-based learning as a backdrop. Candidates will consider the practical implications of these concepts and develop their own philosophy of teaching.	
EDM 532A Child and Adolescent Development and Learning Theory (A)	2
Improvement of learning and teaching effectiveness, including recent developments in human development (cognitive, social, emotional, moral), child growth and development, human learning (behavioral and cognitive) and teaching/instruction. Elementary and secondary.	
EDM 533A Action Research (A)	2
This course provides an overview of educational research and analysis of the current educational research literature. Students are also introduced to action research.	
EDM 533B Action Research (B)	1
Students in this course develop and conduct an action research project that is carried out during their internships in K-12 public school classrooms. The topics selected are associated with the curricular standards and practices in public school districts throughout Washington State.	
EDM 533C Action Research (C)	2
Analysis of classroom based assessment data gathered from the action research project to determine impact on student learning.	
EDM 534 Teaching Multilingual Learners	2
An introduction to the strategies, policies, and standards for teaching Multilingual Learners. Provides an overview of current programs, standards integration, and laws regarding the teaching of English Learners.	
EDM 535 Technology in Education	1
The goal of this course is to prepare participants to teach with the technology found in today's schools. They will learn how to gain access to information and how to communicate using current technology, including the Internet and multimedia. They will also begin developing technological strategies that will be applied to other education courses in the field. Elementary and secondary.	

EDM 536A Culturally Responsive Teaching	2
Examination of how attitudes, behaviors and values are shaped; the nature and use of power in society, one's own values, principles of effective multicultural education, cultural influences on learning, and intercultural communication skill training. Elementary and secondary.	
EDM 536B Field Experience: Intercultural Education	2
A field experience teaching students from a culture other than one's own. To increase one's teaching skills across difference. (Full time in a school classroom for approximately a three week block). Fee.	
EDM 537 Arts & Movement Methods	1
This course places an emphasis on the purpose and methodology behind the inclusion of the fine arts and movement in the classroom. Students will become aware of their own judgment and bias related to these areas while exploring the integration of arts and movement into other content areas, and process/product will be studied. Candidates will also engage in using educational technology tools related to these areas.	
EDM 538 MIT Capstone Seminar	2
This seminar explores issues in student teaching related to classroom management, instructional planning, professional habits, and formal observations while assisting candidates as they prepare for certification and job placement. This seminar also supports Master in Teaching (MIT) candidates in meeting end-of-program requirements put forth by the Professional Educator Standards Board (PESB).	
EDM 539A Teacher Work Sample	1
The MIT teacher candidates begin meeting the standards of the TWS. Through this performance assessment, teacher candidates provide credible evidence of their ability to plan for and facilitate learning by meeting the nine TWS standards.	
EDM 539B Teacher Work Sample	1
The MIT teacher candidate implements the TWS during full-time student teaching. Candidates gather data regarding the extent to which their plan and their teaching had a positive impact on student learning. Based on reality, modifications to the initially developed TWS are made.	
EDM 539C Teacher Work Sample	1
The MIT teacher candidate edits and completes all nine components of the TWS. Each candidate shares the contents of their TWS with peers and faculty.	
EDM 540 Teaching Elementary Math Methods	4
This theory/methods course prepares elementary teacher candidates to teach mathematics in K-8 through using the constructivist approach. Inquiry, contextual problems, use of manipulatives and models, and strategies for problem solving/application approaches to math will be used.	
EDM 540A Teaching Elementary Math Methods	4
This theory/methods course prepares elementary teacher candidates to teach mathematics in K-8 through using the constructivist approach. Inquiry, contextual problems, use of manipulatives and models, and strategies for problem solving/application approaches to math will be used. Inclusive of educational technology.	
EDM 541 Elementary Science Methods	2
This science methods course involves students in science instruction, focusing on four instructional methods utilized in the elementary classroom: inquiry, integrated, thematic, and problem-based/ applied. The goal of this course is twofold: 1) to provide students with an overview of current methods and 2) to begin a resource collection of grade-level specific science content, activities, assessments, resources and references for use during the teacher-scholar practicum.	

EDM 542 Elementary Social Studies Methods and Pacific Northwest History 1

This WA state-mandated course equips teacher candidates with the background knowledge and skills they need to effectively integrate the teaching of Washington State Tribal Sovereignty and History into their teachings. Using the Spokane Tribal LifeWays Curriculum and OSPI's Since Time Immemorial Curriculum, which contains Washington State standards as a guide, students will practice how to adapt lesson plans and assessments to incorporate Spokane tribal history, or the Tribe closest to them, across multiple content areas at the elementary level while incorporating educational technology.

EDM 543 Language Literacy in Elementary School 4

This course examines processes, methods, approaches and materials for teaching reading and language skill.

EDM 543A Foundations of Literacy 2

Foundations of Literacy will deepen elementary teacher candidates' understanding of the science of reading and its practical applications in the classroom. Focusing on Scarborough's Reading Rope and the five pillars of literacy-phonemic awareness, phonics, fluency, vocabulary, and comprehension-this course will provide a comprehensive framework for understanding how these elements weave together to support proficient reading and writing. The course will also cover effective strategies for teaching writing, focusing on integrating reading and writing instruction to enhance student learning outcomes. Participants will develop practical skills and evidence-based strategies to foster literacy development in diverse learners.

EDM 543B Methods of Literacy 2

In this advanced course, "Methods of Literacy," educators will explore the intricacies of literacy instruction grounded in the science of reading. Participants will delve into research-based strategies for teaching comprehension and vocabulary, emphasizing effective techniques for syllabication and decoding. The course will highlight the importance of differentiated instruction, equipping educators with tools to meet the diverse needs of their students, including those with dyslexia and other reading challenges. Assessment strategies will also be a key focus, as participants learn to identify areas for growth in their students. Evidence-based interventions will be explored, providing practical solutions for fostering literacy development in all learners. Through a combination of theoretical discussions and practical applications, this course aims to empower educators to create an inclusive and effective literacy environment, promoting successful reading and writing skills across varied student populations

EDM 544 Elementary Instructional Design, Management, and Assessment (A) 1

This course introduces basic teaching theories and strategies needed for culturally relevant teaching, assessing students, and managing classrooms.

EDM 544A Elementary General Methods, Assessment, Management 1

This course introduces basic teaching theories and strategies needed for culturally relevant teaching, assessing students, and managing classrooms.

EDM 544B Elementary Instructional Design, Management, & Assessment (B) 3

This course continues to introduce basic teaching theories and strategies needed for culturally relevant teaching, assessing students, and managing classrooms, in continuation with Elementary Instructional Design, Management, & Assessment (A)

EDM 544C Elementary Instructional Design, Management, & Assessment (C) 1

This course introduces basic teaching theories and strategies needed for culturally relevant teaching, assessing students, and managing classrooms.

EDM 544D Elementary Instructional Design, Management, and Assessment (D) 1

This course introduces basic teaching theories and strategies needed for culturally relevant teaching, assessing students, and managing classrooms.

EDM 545A Elementary Art Methods	1
This course places an emphasis on the art experience. Students will become aware of their own judgment and bias relating to art. The use of different media, integration of art into other content areas, and process/product will be studied. The student will become familiar with terminology and knowledge in various art programs. The student will learn how to teach art skills and concepts to elementary school children.	
EDM 545C Elementary Science Methods	2
This science methods course involves students in science instruction, focusing on four instructional methods utilized in the elementary classroom: inquiry, integrated, thematic, and problem-based/applied. The goal of this course is twofold: 1) to provide students with an overview of current methods and 2) to begin a resource collection of grade-level specific science content, activities, assessments, resources and references for use during the teacher-scholar practicum.	
EDM 545D Elementary Music Methods	1
Curriculum and methods for teaching music in the elementary school. Procedures and materials for teaching music in the self-contained elementary classroom. Elementary.	
EDM 545E Elementary PE and Health Education Methods	1
Methods for teaching physical education and health education in the elementary school. Current methods and materials used in developing the elementary curriculum and in teaching the appropriate activities for each grade level.	
EDM 545F Elementary Social Studies Methods	1
Elementary teacher candidates will learn social studies classroom techniques and strategies including: social skills instruction, storytelling, project design and implementation, multicultural appreciation, curriculum integration, creative expression, observation and reflection, and integrating global citizenship.	
EDM 545G Elementary Theater Methods	1
This course teaches theatre techniques useful across the curriculum in any elementary classroom. Candidates learn how to integrate theatre concepts into literacy, character education and social studies curriculum. Candidates develop and teach lessons that use theatre methods, as well as apply and differentiate for diverse learners in K-8 classrooms.	
EDM 546 Elementary Arts & Movement Methods	1
This course places an emphasis on the purpose and methodology behind the inclusion of the fine arts and movement in Elementary classrooms. Students will become aware of their own judgment and bias related to these areas while exploring the integration of arts and movement into other content areas, and process/product will be studied. Candidates will also engage in using educational technology tools related to these areas.	
EDM 547A Elementary Teacher-Scholar Practicum (A)	4
This teaching experience in an elementary school classroom begins when the MIT student reports in late summer and then moves to half-time after MIT classes begin. Grade is Satisfactory/Not Satisfactory.	
EDM 547B Elementary Teacher-Scholar Practicum (B)	2
Part-time student teaching in an assigned public elementary school classroom. Grade is Satisfactory/Not Satisfactory.	
EDM 547C Elem Teacher-Scholar Pract C	6
Part-time student teaching in an assigned public elementary school classroom. Grade is Satisfactory/Not Satisfactory.	
EDM 547D Elementary Teacher Scholar Practicum (D)	1
Student teaching in the assigned public school classroom. Grade is Satisfactory/Not Satisfactory. Elementary.	

EDM 547E Elementary Teacher Scholar Practicum E 4

Full-time student teaching in an assigned public elementary school classroom. Grade is Satisfactory/Not Satisfactory.

EDM 547F Elementary Teacher Scholar Practicum (F) 1

Full-time student teaching in an assigned public elementary school classroom. Grade is Satisfactory/Not Satisfactory.

EDM 548 MIT Capstone Seminar 2

This seminar explores issues in student teaching related to classroom management, instructional planning, professional habits, and formal observations while assisting candidates as they prepare for certification and job placement. This seminar also supports Master in Teaching (MIT) candidates in meeting end-of-program requirements put forth by the Professional Educator Standards Board (PESB).

EDM 552 Since Time Immemorial 1

This WA state-mandated course equips teacher candidates with the background knowledge and skills they need to effectively integrate the teaching of Washington State Tribal Sovereignty and History into their teachings. Using the Spokane Tribal LifeWays Curriculum and OSPT's Since Time Immemorial Standards as a guide, students will practice how to prepare lesson plans and assessments that share Spokane tribal history with students across multiple content areas at a secondary level.

EDM 553 Literacy Across the Discipline 2

Practical approaches and effective teaching techniques for presenting reading assignments in the content areas will be presented and implemented. The focus of this course is to develop the abilities of teachers to enhance the secondary student's ability to "read to learn" rather than to "learn to read". Secondary.

EDM 554 Secondary Instructional Design, Management, & Assessment (A) 1

This course examines basic theory and strategies needed to plan, develop, teach, and assess effective culturally relevant lesson plans and units of study. Strategies supported by research needed to manage the physical classroom environment and to create a respectful and culturally positive learning climate that assures maximum learning will be learned.

EDM 554A Secondary General Methods, Assessment, Management 1

This course examines basic theory and strategies needed to plan, develop, teach, and assess effective culturally relevant lesson plans and units of study. Strategies supported by research needed to manage the physical classroom environment and to create a respectful and culturally positive learning climate that assures maximum learning will be learned.

EDM 554B Secondary Instructional Design, Management, & Assessment (B) 3

This course will examine basic theory and strategies needed to plan, develop, and deliver effective lesson plans and units of study. Information on how to develop and implement a variety of assessment strategies will also be explored. Research and information regarding the management of the physical classroom environment and creation of a respectful and culturally positive learning climate that assures maximum learning for all students will be a focus throughout.

EDM 554C Secondary Instructional Design, Management, and Assessment (C) 1

This course examines basic theory and strategies needed to plan, develop, teach, and assess effective culturally relevant lesson plans and units of study. Strategies supported by research needed to manage the physical classroom environment and to create a respectful and culturally positive learning climate that assures maximum learning will be learned.

EDM 554D Secondary Instructional Design, Management, & Assessment (D) 1

This course examines basic theory and strategies needed to plan, develop, teach, and assess effective culturally relevant lesson plans and units of study. Strategies supported by research needed to manage the physical classroom environment and to create a respectful and culturally positive learning climate that assures maximum learning will be learned.

EDM 555A Secondary Art Methods	3
This course examines theories and techniques appropriate to Secondary Art. In the teaching of content area subject matter, the primary purpose is two-fold: 1) students will learn the Elements and Principals of Art 2) students will learn the best ways of continuing to learn content and concepts independently after they leave the methods class and move to post-secondary options. The Arts Methods course will explore teaching methodology in the areas of instructional materials, classroom procedures, lesson planning, rubrics & assessment, and classroom management.	
EDM 555B Sec English/Lang Arts Methods	3
This course examines ELA theory and strategies needed to plan, develop, teach, and assess effective lesson plans and units of study.	
EDM 555C Sec Foreign Language Methods	3
This course will examine specific theory and strategies needed to plan, develop and deliver effective culturally relevant lesson plans and units of study as well as information on how to develop and implement a variety of assessment strategies in the world language classroom. Research and information needed to manage the physical classroom environment and to create a respectful and culturally positive learning climate that assures maximum learning will be explored.	
EDM 555D Sec Mathematics Methods	3
This examines effective pedagogical practices, current content standards, and assessment strategies for the secondary mathematics classroom. This course is designed to start cultivating the pedagogy of teaching mathematics in today's high school/middle classroom. In addition, the course will dive into the conceptual, procedural fluency, and mathematical reasoning/problem-solving skills. Final, it will focus on the concept that the students must have a tangible idea about where the target started and where it will end up.	
EDM 555E Secondary Music Methods	3
Considers the philosophical, physical, and practical elements of the secondary music classroom approaching study through scholarship, conventions and intuition	
EDM 555F PE/Health Methods	3
This course will examine basic theory and strategies needed to plan, develop and deliver effective relevant lesson plans and units of study, as well as information on how to develop and implement a variety of assessment strategies in the area of K-12 Physical and Health Education.	
EDM 555G Secondary Science Methods	3
The purpose of Secondary Science Methods is to prepare secondary science teaching candidates in the MIT program to be powerful and effective educators who engage students at all levels in meaningful learning. This course will cover the principles, processes, and perspectives necessary to develop meaningful learning practices in the classroom. The principles of SSM will include the Next Generation Science Standards, Common Core Standards, and foundational content. The processes of SSM will involve effective classroom practices and pathways for learning centered on the learner and their context. The perspectives of SSM will expose students to a variety of peers, colleagues, and leaders in education who offer unique and insightful wisdom as we refine and reflect on our vision for education	
EDM 555H Secondary Social Studies Methods	3
EDM 555H provides students with the skills necessary to be effective practitioners in Social Studies. Using the Washington State Endorsement Competencies as a guide, students who successfully complete this course of study will be equipped in instructional methods for grades 5-12 as outlined in standard 6.0.	
EDM 555X Technology in Education	1
The goal of this course is to prepare participants to teach with the technology found in today's schools. They will learn how to gain access to information and how to communicate using current technology, including the Internet and multimedia. They will also begin developing technological strategies that will be applied to other education courses in the field.	

EDM 557A Secondary Teacher-Scholar Practicum	4
A teaching experience that begins when the MIT student reports in late summer and then moves to half time after MIT classes begin. Grade is Satisfactory/Not Satisfactory.	
EDM 557B Secondary Teacher-Scholar Practicum (B)	2
Part-time student teaching in an assigned public secondary school classroom. Grade is Satisfactory/Not Satisfactory.	
EDM 557C Secondary Teacher-Scholar Practicum (C)	6
Part-time student teaching in an assigned public secondary school classroom. Grade is Satisfactory/Not Satisfactory.	
EDM 557D Secondary Teacher-Scholar Practicum (D)	1
Full-time student teaching in the assigned public school classroom. Grade is Satisfactory/Not Satisfactory. Secondary.	
EDM 557E Secondary Teacher-Scholar Practicum (E)	4
Full-time student teaching in an assigned public secondary school classroom. Grade is Satisfactory/Not Satisfactory.	
EDM 557F Secondary Teacher-Scholar Practicum (F)	1
Full-time student teaching in an assigned public secondary school classroom. Grade is Satisfactory/Not Satisfactory.	
EDM 558 MIT Capstone Seminar	2
The Washington State Legislature removed the requirement for passage of the edTPA (performance-based, externally-scored assessment for Washington State teacher certification) in May 2021. Because this course was originally designed to guide MIT candidates to meet standard on the edTPA, changing the requirement has precipitated a change in this course. Now, Washington state will require all candidates to submit evidence of their learning and performance as teacher candidates. This course will now be a seminar for student teaching, and it will guide candidates in gathering their end-of-program evidence.	
EDM 596 Elementary Teacher-Scholar Practicum	1-10
Full-time student teaching in an assigned public elementary school classroom. Grade is Satisfactory/Not Satisfactory.	