Standard V should guide us (see: http://program.pesb.wa.gov/review/standards/standard-5/teacher) and the Standard V protocol of criteria for met, and exemplary should also guide our credit awarding,( see: http://program.pesb.wa.gov/review/site-visits/protocol/standard-5/teacher)

**So, that being said, here’s some suggested tweak baseds on what we know PESB is wanting to see in programs, and outputs from candidates, and evidence for accreditation. My suggestions in red.**

**MIT 2012 DRAFT Credit equivalencies**

One issue I see is to more accurately reflect the hours of observations and field experiences. The awarding of credit for internships guidelines would be 2 graduate level credits are equal to 10 hours a week and thus 100 hours over a quarter. Your students did nine weeks of observations in fall, and 4-6 hours a day, and even with time spent journaling, they probably should only be awarded 1 credit for the observations since they would have only spent 36-63 hours on this activity, not 100 hours (see: <http://www.evergreen.edu/individualstudy/activitiestimeline.htm>)

For winter and spring, elementary students are doing half days in schools, so 2 credits in practicum is probably OK but I doubt the secondary students are doing anywhere close to 150-200 hours of hours in schools and related assignments in order to be given 4 credits?

Perhaps drop their hours to 3 credits worth, and work in curriculum planning and assessment done during the quarter.

**Fall 2010**

3 – Theories of Learning and Development (was child and adolescent development covered this year, should be somewhere)

3 – Social Justice and ~~Educational Aims~~ Equity (Equity is a stressed in program design and knowledge and skills standards, aims is unclear unless reader is familiar with Dewey)

2 – Introduction to Instructional Design, Standards based Planning and Assessment

2 – Foundations of Educational Research

2 – Communication and Classroom Management

2 – Educational Technology

1 2 – Guided Classroom Observations (the students really didn’t do 2 credits worth of observation hours, maybe assign 1 credit here, as 2 credits would have to be 100 hours approximately)

1 Models of Teaching

**Winter 2011**

|  |  |
| --- | --- |
| *Secondary Students* | *Elementary Students* |
| 3 - Multicultural Education(this term is not generally used in teacher ed lately, perhaps use “Culturally Relevant Education” which is from the standards | 3 - Multicultural EducationCulturally Relevant Education (incorporates your microcultures work, work with communities/families,etc. You might mention in program description that strategies to promote family and community involvement was part of this area) |
| 2 – ESL (no longer used, instead the term is ELL, the workshops should have been about second language acquisition theory and working with English Language Learners – so perhaps “Working with Language Acquisition and Linguistic Diversity”. Please make program description includes mention of language acquisition theory | 2 – ESLWorking with language acquisition and linguistic diversity |
| 1 – Integration of Educational Technology  | 1 – Integration of Educational Technology |
| 3 4 – Teaching Practicum | 2 - Teaching Practicum |
| 2 – Arts Integration | 2 – Arts Integration |
| 3 4- Secondary Literacy and Academic English | 3- Elementary Literacy and Academic English |
| 2 Curriculum Planning and Assessment | 3 – Elementary Science Methods and Assessment |

**Spring 2011**

|  |  |
| --- | --- |
| *Secondary Students* | *Elementary Students* |
| 3 – Integrated Curriculum Planning (in program description mention focus on sustainability since this is one of the areas in program standards) | 3 – Integrated Curriculum Planning and Assessment |
| 2 – Special Education and Differentiated Instruction | 2 – Special Education and Differentiated Instruction |
| 1 – Special Topics (What is this, will this be the School Law and Child Abuse and Substance Abuse credits needed?) | 1 – Special TopicsProfessional Issues: Child Abuse, Substance Abuse and School Law |
| 3 4 – Teaching Practicum | 2 – Teaching Practicum |
| 3 – Methods A | 3 – Mathematics Methods |
| 3– Methods B | 3- Elementary Literacy and Academic English |
| 1 – Assessment of Positive Impact on Learning | 2 – Elementary Social Studies Methods |

**Winter 2012 (under discussion)**

6 – Master’s Project and Presentation:

3 – Special Topics: (students pick an area based on need this might include seminars and community service and probably should also be related to their PGP

1 – Integrating Educational Technology

2 – Special Education/Differentiation/RTI

2 – Classroom Management

1 – Professional Growth Plan (absolutely necessary)

1 – Family and Community Involvement Strategies