

General Information

Title: Master in Teaching Year 1

Type: Program

Time of Day: Day

Year: 2016-2017

Terms Offered: Fall, Winter and Spring

Teaching

*Sonja Wiedenhaupt

Enrollment - More than 8 credits specified

Standing: GR

Fall: 45 seats at 16 credits

Winter: 45 seats at 16 credits

Closed

Spring: 45 seats at 16 credits

Closed

Credit Option Instructions:

{use separate SUBJ_CRSE codes per quarter to trigger evals--hold, may only apply to MIT2}

Administrative

Planning Unit: MIT

Cipc Code: 131206

Admin Unit: 1

Reserved Freshmen:

First Year Credit:

Offering Status: Creating

Publications Status: Unpublished

Follow Up Status:

Banner Courses

Revisions

Publications Text

Enrollment Conditions for Publication: Candidates must apply for and be accepted into the Master in Teaching program. Please see <http://www.evergreen.edu/mit/applying.htm> for information about preparing for and applying to the program. A new cohort begins each fall and continues for two academic years. No new candidates are accepted after the cohort begins.

Description

More than two decades ago, educator Marilyn Cochran-Smith asked, "Can prospective teachers learn to be both educators and activists, to regard themselves as agents for change, and to regard reform as an integral part of the social, intellectual, ethical and political activity of teaching?" In the MiT 2015-17 program, we take up this challenge as we prepare teachers who recognize teaching as a political activity and knowingly take on the role of activist based on a commitment to eliminate the inequities that exist in classrooms and the broader community.

If we are to be effective advocates for our students and to empower our students to transform their own lives, we must deepen, and perhaps challenge, our current beliefs about teaching and learning. As teachers we must develop within ourselves the emotional and intellectual attributes needed to understand, support, and teach our future students, and to meet their diverse needs.

Future teachers can expect to see a more diverse population of students. The MiT program prepares teachers who can draw on the strengths of students from a wide range of ethnic origins, languages, abilities, and socio-economic backgrounds. Further, these students will live in a society requiring people to engage diverse cultures through effective collaboration and creative problem-solving grounded in integrated technological skills and active use of a wide range of information resources. Thus, the MiT program will support candidates to develop as critical, reflective educators who not only care deeply about issues of race, class, poverty, and justice but are prepared to act on these issues to support student achievement.

Experiences in classrooms serve as vital parts of the MiT program. Field experiences in urban, rural, and suburban communities enable teacher candidates to mediate their understanding of theoretical ideas and concepts presented in program coursework. Likewise, our academic investigations inform teacher candidates' experiences in the field. These two sites for learning are bridged through meaningful activities that require teacher candidates to integrate what they learn across classrooms and coursework.

Among the questions that will engage our study and practice are:

- What effective teaching practices encourage students' curiosity and lead them to shape their own questions and pursue their own answers using critical and reflective thinking?
- How does teachers' knowledge of learning theory, research-based pedagogy and neurobiology contribute to children's and adolescents' learning and development?
- How are questions of democracy, equity and excellence related to success or failure in our public schools and civic engagement in a democratic society?
- How are the more traditional literacies of reading, writing, and quantitative reasoning related to personal, economic, and political oppression and power?

- How can teachers respond to and work with family and cultural belief systems that shape children's lives? How can teachers draw on community resources to connect content knowledge to students' lived experiences?

Areas of Study

Thematic Planning Groups: Year 1 Core

Fields of Study: child and adolescent development, education and teaching and social justice

Details

Campus Location: Olympia

Preparatory for studies or careers in:

Teaching or further graduate work

Online Learning

Online instruction: Enhanced Online Learning

Schedule

Fall: None specified

Winter: None specified

Spring: None specified

Schedule Details:

to be announced in July

Fees and Expenses

Fall: No Fees

Winter: No Fees

Spring: No Fees

Special Expenses:

Candidates must pay a required fee of \$41.75 plus processing fees to an Education Service District (ESD) for finger-printing and background check before fall quarter begins. Candidates also pay for gas or for public transportation to public schools for field experiences during fall, winter, and spring quarters. These placements may be anywhere within a 40 mile radius of the Olympia campus and are determined by the MiT Field Placement Officer.

Submit Offering