**PLANNING CONTRACTS OR PROGRAM CONTENT FOR STUDENTS WORKING TOWARD MiT PREREQUISITES OR ENDORSEMENTS**

**General Background about Evergreen’s Master in Teaching Program (MiT)**

Evergreen’s Master in Teaching program is one of the state’s top teacher certification programs, having passed our five-year accreditation visit with exemplary ratings in Oct. ’12 and enjoyed a 90% job placement rate this year. Since 1990, we have collaborated with Evergreen faculty to assist potential candidates to prepare for this rigorous, respected program.

While our program prepares MiT candidates in curriculum and lesson planning, assessment, teaching methods, classroom management, etc., it needs candidates to enter the program with:

* graduate level reading, writing and critical thinking skills
* completion of general prerequisites in statistics, writing, social sciences and first/second language acquisition theories
* solid content knowledge in one or more endorsement areas

The above knowledge and skills should be the focus for ILCs and program credits intended to prepare students for MiT prerequisites and teaching endorsements.

**External Influences on ILC Content and Program Credits for MiT Endorsements**

The factors shown in the diagram below strongly impact the knowledge and skills potential MiT candidates must develop in order to be accepted to the program and, later, recommended for teacher certification.

**Supportive Practices in Advising Prospective Teachers, Awarding Program Credits, and Developing Contracts**

* **PREPARE EARLY**: Encourage prospective students to begin preparing for MiT at least one to two years in advance.
* **USE THESE CONTACTS:** If you’re not sure about the content of a contract, or credits in a program, please call Maggie (6559) or Sherry (6753).
* **DEVELOP STUDENTS’ ANALYTICAL READING:** It is essential that people interested in teaching develop the ability to read carefully, think critically, support claims with textual references, and participate effectively in dialogue.
* **EMPHASIZE EXPOSITORY WRITING:** Research & expository writing are crucial.
* **DEVELOP CONTENT KNOWLEDGE:** Students must develop discipline-specific CONTENT and DISCOURSE, including in mathematics.
* **EMPHASIZE GRAMMAR AND LANGUAGE ACQUISITION:** Because of today’s increasingly diverse K-12 schools, prospective teachers need to understand the syntax of English as well as theories of 1st and 2nd language acquisition.
* **INCLUDE THE ARTS:** Helping students understand how to integrate the arts into other disciplines is highly valued as is the ability to “see” and discuss the arts from multiple perspectives.
* **REVIEW COMPETENCIES:** Skills and knowledge in reading, writing, math, and other target content areas are specified by the state and are assessed by external agencies. If a person cannot pass the tests, she/he cannot be recommended for certification.
* **SUPPORT APPROPRIATE PUBLIC SCHOOL EXPERIENCES:** Candidates for MiT need to document experience in diverse public schools, at the grade levels and in subject areas they hope to teach. If you can support this type of practical work, thank you. Please make sure students know what clearances they need and that they should dress and act professionally at all times.

**Practices That Are Not Supportive**

* **SUPPORTING ALL CONTRACTS:** Not everything is useful in a contract if the purpose is to enter MiT. Contracts need to address expected endorsement competencies. If material to be covered is available in the summer school or EWS curriculum, candidates should be encouraged to take those programs/classes.
* **LESSON PLANS:** Focusing a contract on writing lesson plans in a subject area seldom helps the individual develop the knowledge needed.
* **CREDIT FOR TOO LITTLE CONTENT:** Giving credit in multicultural literature, world literature, adolescent literature, or children’s literature without extensive reading and exploration of genre also seldom helps the person develop needed competencies. In addition, it is important to differentiate between world and multicultural literature and between children’s and adolescent literature.
* **NOT RELATED TO ENDORSEMENTS:** Politics, funding, history of education, and critique of education are very interesting but will not help students with endorsements and assessments.

**Before Agreeing to Sponsor a Contract or Award Credit**

1. First, check the endorsement and related competencies the student wants to work toward to ensure that you have the background to support the student’s development in the target area.
	1. When individuals receive their initial Residency Certificate to teach in Washington *public* schools, their CERTIFICATION identifies particular age or grade levels and specific ENDORSEMENTS they are qualified to teach.
	2. Knowledge and skill competencies for each grade level and endorsement area are specified by the state. These competencies are influenced by: i) what governmental agencies, professional organizations, and public stakeholders believe K-12 students should know and be able to do; ii) Washington’s *State Learning Standards* (<http://www.k12.wa.us/CurriculumInstruct/learningstandards.aspx>); iii) the *Common Core State Standards* (<http://www.corestandards.org/>); and, iv) the Smarter Balanced Assessment (<http://www.smarterbalanced.org/pilot-test/>) that will be used to assess students’ knowledge as required by the *Common Core State Standards.*

In other words, if a public school student must meet particular standards in the various content areas, the prospective teacher is expected to have the knowledge to help the student succeed.

1. Second, when a student asks you to award credits in your program or through an ILC, we strongly recommend that you ask the student the following questions and discuss the answers:
	1. Have you visited the MiT website or talked with Maggie Foran (foranm@evergreen.edu) to determine the type of coursework you need? If not, it’s a really good idea to check out information about the general prerequisites ([www.evergreen.edu/mit/prerequisites.htm](http://www.evergreen.edu/mit/prerequisites.htm)), endorsements, and endorsement requirements (<http://www.evergreen.edu/mit/endorsementpolicies.htm>) before negotiating for credit or developing an ILC.
	2. What age/grade level do you want to teach?
	3. What general prerequisites do you need to work on?
	4. What endorsement areas are you seeking?
	5. What competencies, specified by the state, will you address for credit in your program or in your ILC <http://program.pesb.wa.gov/endorsements/list>?
	6. What knowledge concepts have you addressed which are part of the State’s Learning Standards (<http://www.k12.wa.us/CurriculumInstruct/learningstandards.aspx>)?
	7. Do you know that your knowledge will be assessed by state-required, externally evaluated tests to ensure that you can support the learning of your future students? Individuals **MUST** pass these tests to be recommended for certification:
		1. the WEST-B, an assessment of basic skills in reading, writing, and math;
		2. the WEST-E, an assessment of the person’s knowledge of particular content or disciplinary areas (endorsements); and,
		3. a teacher performance assessment – the *edTPA*

The student will need to design the contract to make sure she/he develops particular kinds of knowledge and skills. To view concepts tested on the WEST B and WEST E tests see [www.nesinc.com/WA\_frameworks.asp](http://www.nesinc.com/WA_frameworks.asp).

1. Third, help the student understand that clarifying the target age and grade level is important because the depth and breadth of the coursework is affected. For example, people who want to teach elementary education have to take some math, science, social sciences, writing and literature but not to the degree that would be required by someone seeking to work in middle schools or in high schools. The competencies (<http://program.pesb.wa.gov/endorsements/list>) required, and subject to testing, differ from elementary to middle school to high school and from endorsement to endorsement. Also encourage students to examine the State Learning Standards for a wealth of detail about concepts within science, history, English Language Arts, etc., taught at different grade levels which they will also need to know.

For example:

* 1. How is stating an opinion/argument and supporting it the same and different at 3rd grade, 6th grade, 10th grade?
	2. What type of PNW history is taught in 4th grade compared to 7th grade?
	3. What visual arts concepts are taught and assessed in elementary, middle, and high school?
	4. How are math expectations different at different grade levels AND different from the college student’s K-12 experiences?

**HELPFUL LINKS**

* General prerequisites for ALL students who apply to MiT are described at <http://www.evergreen.edu/mit/prerequisites.htm>. These prerequisites include statistics, social sciences, writing (including expository or research writing), and First and Second Language Acquisition.
* To better understand what an endorsement is, please see <http://www.evergreen.edu/mit/endorsement.htm>
* For information about what a teacher candidate will need to know and be able to do (competencies) in each endorsement area, please see <http://program.pesb.wa.gov/endorsements/list>
* Specific teaching endorsements can be found at the following sites. **Please be sure to follow the link to the endorsement worksheet for help in planning contracts**
* All Level Endorsements (preschool to grade 12)
	+ Designated World Language (French, Japanese, Spanish) <http://www.evergreen.edu/mit/endorsements/dwl.htm>
	+ English Language Learners (ELL) <http://www.evergreen.edu/mit/endorsements/ell.htm>
	+ Reading

http://www.evergreen.edu/mit/endorsements/reading.htm

* + Theatre Arts

http://www.evergreen.edu/mit/endorsements/thearts.htm

* + Visual Arts

http://www.evergreen.edu/mit/endorsements/visart.htm

* Elementary Education Endorsement. Specific content area coursework is required in a range of disciplines. <http://www.evergreen.edu/mit/endorsements/elemed.htm>
* Middle Level Endorsements. People endorsed at the middle level usually want to teach middle school.
	+ Middle Level Humanities (English Language Arts & Social Studies) <http://www.evergreen.edu/mit/endorsements/midlevhuman.htm>
	+ Middle Level Math <http://www.evergreen.edu/mit/endorsements/midlevmath.htm>
	+ Middle Level Science <http://www.evergreen.edu/mit/endorsements/midlevscience.htm>
* Secondary Education Endorsements. People endorsed in these areas usually want to teach high school.
	+ Biology <http://www.evergreen.edu/mit/endorsements/biology.htm>
	+ Chemistry <http://www.evergreen.edu/mit/endorsements/chemistry.htm>
	+ Earth and Space Science <http://www.evergreen.edu/mit/endorsements/earthspacesci.htm>
	+ English Language Arts <http://www.evergreen.edu/mit/endorsements/english.htm>
	+ History <http://www.evergreen.edu/mit/endorsements/history.htm>
	+ Mathematics <http://www.evergreen.edu/mit/endorsements/math.htm>
	+ Physics <http://www.evergreen.edu/mit/endorsements/physics.htm>
	+ Science <http://www.evergreen.edu/mit/endorsements/science.htm>
	+ Social Studies <http://www.evergreen.edu/mit/endorsements/socstudies.htm>