

# MASTER IN ELEMENTARY TEACHING (MIT): TEACHING (K–8), MASTER OF EDUCATION IN EDUCATION (M.ED)

**MIT Elementary Teaching (K–8) M.Ed.**—earn certification + MEd: a program designed for those candidates who desire an MEd degree and a Washington residency teaching certificate for teaching in the elementary grades. This program is available to candidates who hold a bachelor's degree in an area other than education interested in receiving both an MEd degree and a residency teaching certificate for teaching in the elementary grades. Contact an advisor in the School of Education.

## Additional Program Requirements

- Prior to admission applicants must submit scores for the WEST-B (Washington Educators Skills Test-Basic) ([https://www.west.nesinc.com/TestView.aspx?f=HTML\\_FRAG/WA095\\_TestPage.html](https://www.west.nesinc.com/TestView.aspx?f=HTML_FRAG/WA095_TestPage.html)) or an approved alternative (SAT or ACT).
- Applicants go through a pre-approval interview process.
- All candidates must take the Elementary Education NES 102 and 103 ([https://www.west.nesinc.com/TestView.aspx?f=HTML\\_FRAG/NT102\\_TestPage.html](https://www.west.nesinc.com/TestView.aspx?f=HTML_FRAG/NT102_TestPage.html)) content tests prior to student teaching.
- Candidates will participate in a year-long clinical experience in a school.
- All prerequisite courses must have been completed within the last 6 years.

## Additional undergraduate courses must be completed for certification

ART 390	ART IN THE ELEMENTARY SCHOOL	3
EDUC 308	FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT	3
EDUC 508	UNDERSTANDING LITERACY INSTRUCTION K-8	6
MUSC 450	INTEGRATING MUSIC INTO ELEMENTARY CLASSROOM COURSES	3
PHED 390	HEALTH AND PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOLS	3
SPED 363	INTRODUCTION TO SPECIAL EDUCATION	4
<b>Total Credits</b>		<b>22</b>

## Required Common Core

### Psychological Foundations

EDUC 522	TRANSFORMATION OF LEARNING AND TEACHING	4
----------	---	---

### Historical, Philosophical and Social Foundations of Education—choose two

EDUC 505	CURRENT ISSUES IN EDUCATION	4
or EDUC 506	EDUCATIONAL SOCIOLOGY	
or EDUC 500	FOUNDATIONS OF EDUCATION/MIT	
EDUC 502	HISTORY OF AMERICAN EDUCATION	4
or EDUC 507	PHILOSOPHY AND ORGANIZATION OF THE AMERICAN SCHOOL	

## Research and Applied Experience

EDUC 520	METHODS OF EDUCATIONAL RESEARCH	4
EDUC 600	THESIS (both are variable credit—5 credit minimum)	5
or EDUC 601	RESEARCH REPORT	
<b>Elementary Teaching Area Specialization</b>		
EDUC 510	CURRICULUM AND ASSESSMENT	4
EDUC 538	MEDIA LITERACY FOR TEACHERS	4
EDUC 563	SCHOOL LAW (MIT)	2
EDUC 570	ELEMENTARY SCHOOL SCIENCE PROGRAMS	4
EDUC 572	MATHEMATICS AND QUANTITATIVE REASONING IN ELEMENTARY SCHOOL	4
EDUC 574	SOCIAL STUDIES IN THE ELEMENTARY SCHOOL	4
EDUC 576	ADVANCED LITERACY METHODS	4
EDUC 695	INTERNSHIP ( variable credit—15 credit minimum)	15
<b>Total Credits</b>		<b>62</b>

## School of Education Outcomes

The School of Education Outcomes are taken word for word from INTASC. These outcomes must be met by all students upon completion of their degree.

- The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher candidate's and learner's decision making.
- The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families,

other professionals, and the community), and adapts practice to meet the needs of each learner.

- j. The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.