

TEACHER EDUCATION

Department Website: Master in Teaching (<https://www.gonzaga.edu/school-of-education/graduate/master-in-teaching/>)

Master in Teaching

In the spirit of Gonzaga's Catholic and Jesuit mission the Teacher Education Department prepares individuals to be reflective practitioners committed to critical pedagogy and social justice. We have been educating students since 1928, offering a thorough preparation in academic subject matter and professional teaching. We are committed to the development of exemplary educators through the integration of knowledge, skills, and dispositions necessary for teaching and learning in a global and democratic society. As a reflective learning community, faculty, staff, and students form supportive relationships that encourage service for others, reflective practice, and critical thinking skills.

The Masters in Teaching (MIT) program leads to an elementary or secondary teacher certification in a one-year or two-year program. Candidates who want to serve as elementary school teachers pursue an Elementary certification allowing them to teach grades K-8 as generalists in a self-contained classroom. Those wanting to teach at the middle or high school level pursue Secondary certification enabling them to teach grades 5-12. For candidates wishing to pursue a second endorsement the following are offered through Gonzaga University. Please consult with your advisor before making any decisions on additional endorsements.

- Biology
- Chemistry
- Physics
- French
- Spanish
- English Language Learner
- English Language Arts
- Mathematics
- Music
- Social Studies
- Reading

Additional endorsements for elementary and/or secondary

Transcript analysis for endorsements is required

The MIT program meets the standards specified by the Washington State Professional Educator Standards Board (PESB) and is advised by a Professional Education Advisory Board (PEAB)

Admission Requirements

1. Students applying to Gonzaga University must submit Gonzaga's Graduate Application, which can be accessed online at <https://www.gonzaga.edu/gradapply> (<https://www.gonzaga.edu/gradapply/>)
2. Along with the application for graduate study, each program at Gonzaga has distinct admission requirements. Please refer to the table below to view that detailed information.

Program Name	How to Apply Link
Master in Teaching (MIT)	https://www.gonzaga.edu/school-of-education/graduate/master-in-teaching/how-to-apply (https://www.gonzaga.edu/school-of-education/graduate/master-in-teaching/how-to-apply/)

Washington State certification requirements may change, so it is the responsibility of the MIT candidate to stay current by checking with their MIT advisor and the Director of Certification.

MIT Elementary Education Certification Program Requirements

Code	Title	Hours
EDSE 501	Psychology of Children with Exceptionality	3
EDTE 505	Field Experience I	1
EDTE 506	Field Experience II	1
EDTE 509	Mathematics Methods	3
EDTE 510	Science Methods	2
EDTE 511	Instructional Foundations	3
EDTE 512E	Elementary Differential Instruction and Assessment	3
EDTE 515	Elementary PE Methods	1
EDTE 516	Elementary Health Methods	1
EDTE 537	Integrated Instruction	2
EDTE 540	Foundations of Reading and Language	3
EDTE 550	Social Studies Methods	2
EDTE 554E	Classroom Environment: Elementary Management, Procedures and Retention	3
EDTE 632	Educational Research and Assessment	3
EDTE 633	Educational Research and Data Evaluation	2
EDTE 689	Professional Seminar	1
EDTE 696A	Student Teaching: Elementary	5
EDTE 513	Since Time Immemorial	1

Optional English Language Learner (ELL) Endorsement

Code	Title	Hours
MTSL 503	Immigrant & Refugee Perspect	3
MTSL 501	Theory & Prac of Lang Teaching	3
MTSL 508	Prin Sec Lang Acquisition	3
MTSL 514	Literacy & Engl Lang Learner	3
or EDTE 566	Literacy and English Language Learners	
MTSL 550	Language Awareness	1
MTSL 580	TESOL Field Experience	1

Optional Reading Endorsement

Code	Title	Hours
EDTE 540	Foundations of Reading and Language	3
EDTE 537	Integrated Instruction	2
EDTE 506	Field Experience II	1
EDTE 561	Reading Diagnosis	3
EDTE 562	Child and Adol Literature	3

EDTE 564	Practicum Reading	1-4
EDTE 566	Literacy and English Language Learners	3

MIT Secondary Education Certification

Program Requirements

Code	Title	Hours
EDSE 501	Psychology of Children with Exceptionality	3
EDTE 505	Field Experience I	1
EDTE 506	Field Experience II	1
EDTE 511	Instructional Foundations	3
EDTE 512S	Secondary Differential Instruction and Assessment	3
EDTE 513	Since Time Immemorial	1
EDTE 518	Multilit in the Scndry Clsrm	3
EDTE 520	Teaching in the Middle School	3
EDTE 554	Discipline Specific Methods	3
EDTE 555S	Classroom Environment: Secondary Management, Procedures and Retention	3
EDTE 632	Educational Research and Assessment	3
EDTE 633	Educational Research and Data Evaluation	2
EDTE 689	Professional Seminar	1
EDTE 696B	Student Teaching: Secondary	5

Optional English Language Learner (ELL) Endorsement

Code	Title	Hours
MTSL 503	Immigrant & Refugee Perspect	3
MTSL 501	Theory & Prac of Lang Teaching	3
MTSL 508	Prin Sec Lang Acquisition	3
MTSL 514	Literacy & Engl Lang Learner	3
or EDTE 566	Literacy and English Language Learners	
MTSL 550	Language Awareness	1
MTSL 580	TESOL Field Experience	1

Courses

EDTE 505. Field Experience I. (1 Credit)

Teacher candidates will have the opportunity to explore firsthand the instruction, assessment, and technology practices that are at work in schools. The course will aid the teacher candidate to focus and integrate learning by observing, reflecting and analyzing instructional events in the school site, and participate in instructional decision-making strategies for differentiation, and various assessment models. The field experience requires transportation, current fingerprint clearance from the WSP and FBI and Pre-Residency Clearance.

EDTE 506. Field Experience II. (1 Credit)

Teacher candidates will have the opportunity to explore firsthand the instruction, assessment, and technology practices that are at work in schools. The course will aid the teacher candidate to focus and integrate learning by observing, reflecting and analyzing instructional events in the school site, and participate in instructional decision-making strategies for differentiation, and various assessment models. The field experience requires transportation, current fingerprint clearance from the WSP and FBI and Pre-Residency Clearance.

EDTE 509. Mathematics Methods. (3 Credits)

This course is designed to prepare teacher candidates for teaching mathematics to elementary students. The course will present current theory and practice in mathematics education. Specifically, candidates will develop the knowledge, skills and disposition to teach mathematics to all children. Fall only.

EDTE 510. Science Methods. (2 Credits)

This course is designed to prepare teacher candidates for teaching science to elementary students. The course will present current theory and practice in science education. Specifically, candidates will understand how students develop understanding of scientific concepts and learn and apply science specific pedagogy in instructional planning assessment. Spring.

EDTE 511. Instructional Foundations. (3 Credits)

This course examines the philosophical social, historical and theoretical foundations of learning, intelligence, and instruction in the context of culturally diverse populations. The course also addresses issues and needs pertaining to contemporary American society from both ethical and legal perspectives. Themes include learning theory and human development, philosophy and history of education, cultural competency, ethics, and law as they relate to the classroom teacher.

EDTE 512E. Elementary Differential Instruction and Assessment. (3 Credits)

This course is designed to engage student teacher candidates in developing competencies and strategies for successful teaching within multiple content areas and with a range of student learning abilities: race, color, national origin, gender, native language, age, social or economic status, family structure and lifestyle, religious preference, or disability. The course will cover the essential elements of K-8 instruction: planning, implementation, accommodations, differentiation and assessment of instruction, and the integration of technology to meet the Washington State's Common Core.

EDTE 512S. Secondary Differential Instruction and Assessment. (3 Credits)

This course is designed to engage student teacher candidates in developing competencies and strategies for successful teaching within multiple content areas and with a range of student learning abilities: race, color, national origin, gender, native language, age, social or economic status, family structure and lifestyle, religious preference, or disability diverse learners. The course will cover the essential elements of 6-12 instruction: planning, implementation, accommodations, differentiation and assessment of instruction, and the integration of technology to meet the Washington State's Common Core.

EDTE 513. Since Time Immemorial. (1 Credit)

This one credit course is designed to provide undergraduate teacher candidates with the basic content of Washington State history and introduce students to the Since Time Immemorial curriculum.

EDTE 515. Elementary PE Methods. (1 Credit)

This course will provide students both theoretical and practical experience in learning how to design and implement a physical education program at an elementary level. It will introduce the students to objectives of physical education, activities that can be implemented at specific grade levels, general fitness concepts, and techniques of teaching in a physical activity environment, assessment protocol, and the importance of physical education as an integral part of general education. An experimental and cross disciplinary approach will be taken to developing and implementing effective learning experiences in physical education for students K-8.

EDTE 516. Elementary Health Methods. (1 Credit)

This course provides an in-depth study to a variety of teaching styles and strategies, curriculum planning and evaluation methods appropriate for teaching health education.

EDTE 518. Multilit in the Scndry Clsrn. (3 Credits)

This course presents theory and practice for developing multiliteracies in secondary classrooms, including the structure and development of language and its expression in specific disciplines. In particular, students gain competencies in working with texts, supporting academic language development, and adapting instruction to make it accessible to multilingual learners. All of this is considered in the context of 21st century literacies and an ever-changing technological landscape.

EDTE 520. Teaching in the Middle School. (3 Credits)

The purpose of this course is to help the prospective middle level/secondary teacher candidate develop in-depth knowledge and understanding of early adolescents. The middle school reform movement and the developmental characteristics and the needs of adolescents provide a framework for this course.

EDTE 531. Instructional Methods: Reading, Writing, and Communication II. (3 Credits)

May be repeated for credit.

The purpose of this course is twofold: one, to prepare teachers to create appropriate methods for teaching literacy which provide opportunities for children to become involved with literacy in a purposeful and meaningful manner and, second, to become aware of available literary resources, including technology for thematic teaching.

EDTE 537. Integrated Instruction. (2 Credits)

Candidates will become proficient in creating appropriate opportunities for children to engage in a meaningful way with authentic literature through a variety of methods. Students will develop an integrated curriculum for classroom implementation at a designated grade level, K-12 which appeals to different learning styles and is compatible with state mandates. This integrated curriculum will be in a thematic format which will connect the content areas through the fine arts and the language arts.

EDTE 540. Foundations of Reading and Language. (3 Credits)

This course provides candidates with the opportunity to investigate theories and practices supporting reading and language arts instruction in K-8 schools. Teacher candidates develop a repertoire of instructional practices to plan for student learning in reading development, writing, grammar, and spelling. Practical approaches to assessment incorporated in the lesson plan.

EDTE 550. Social Studies Methods. (2 Credits)

This course presents a global approach to the teaching of social studies at the elementary level with an emphasis on age appropriate strategies for teaching major concepts in the variety of social science disciplines. Spring

EDTE 553. Methods for Teaching English Language Learners. (3 Credits)

This course is designed to prepare elementary and secondary candidates to effectively plan, adapt and design instruction to support English Language Learners' linguistic and academic development. Candidates will explore, analyze, and enact a variety of ELL teaching and assessment methods that can be applied across grade levels, classroom contexts, and content areas.

EDTE 554D. Secondary Methods: Theater. (3 Credits)

Discipline Specific Methods address strategies, assessment, and student activities in the academic areas approved for endorsements. Fall only.

EDTE 554E. Classroom Environment: Elementary Management, Procedures and Retention. (3 Credits)

Discipline Specific Methods address strategies, assessment, and student activities in the academic areas approved for endorsements. Fall only.

EDTE 554F. Secondary Methods: Social Studies. (3 Credits)

Discipline Specific Methods address strategies, assessment, and student activities in the academic areas approved for endorsements. Fall only.

EDTE 554L. Field Experience: Add-On Endorsement. (1 Credit)
May be repeated for credit.

This is a lab course which will accommodate teacher candidates who add-on and additional endorsement. Teacher candidates are required complete a Field Experience Request form prior to taking this course which can be found on the Gonzaga School of Education website under Field Experience. This course must be taken concurrently with an EDTE 554A—T Discipline Specific Methods course. Requires current fingerprint clearance throughout the semester and Character & Fitness form on file. Fall only.

EDTE 554M. Secondary Methods-Math. (3 Credits)

Discipline Specific Methods address strategies, assessment, and student activities in the academic areas approved for endorsements. Fall only.

EDTE 554S. Secondary Methods-Science. (3 Credits)

Discipline Specific Methods address strategies, assessment, and student activities in the academic areas approved for endorsements. Fall only.

EDTE 554T. Secondary Methods-World Lang. (3 Credits)

Discipline Specific Methods address strategies, assessment, and student activities in the academic areas approved for endorsements. Fall only.

EDTE 555E. Clsrn Env:El Mgmt, Proc & Rtn. (3 Credits)

Teacher candidates are provided with strategies to manage the elementary classroom to create a motivated classroom climate, communicate with teacher candidates, parents, school, and community agencies, and to deal effectively with problem situations, management, instructional approaches, and corrective measures. Teacher as leader will be the primary metaphor which requires candidates to investigate the role of power and communication in teaching.

EDTE 555S. Classroom Environment: Secondary Management, Procedures and Retention. (3 Credits)

Teacher candidates are provided with strategies to manage the secondary classroom, to create a motivated classroom climate, to communicate with student teacher candidates, parents, school, and community agencies, and to deal effectively with problem situations, management, instructional approaches, and corrective measures. Teacher as leader will be the primary metaphor which requires candidates to investigate the role of power and communication in teaching. Fall only.

EDTE 561. Reading Diagnosis. (3 Credits)

The course provides teacher candidates with the in-depth skills and knowledge to identify and diagnose reading strengths and deficiencies of K-12 students. Appropriate instructional strategies for remediation and extension are developed and implemented. This class incorporates field experience components and is intended for the reading endorsement. Spring only.

EDTE 562. Child and Adol Literature. (3 Credits)

This course is designed to provide the knowledge and skills in research-based assessment for MIT candidates to become prepared to enter the teaching profession. Course topics include practitioner-based research, activities to further clarify professional identity and knowledge of students, opportunities to collect and analyze student work samples and assignments to integrate artifacts into a plan for action to promote learning and equity in the classroom. Fall only.

EDTE 564. Practicum Reading. (1-4 Credits)

This course creates and applies literacy instruction/ assessment strategies in a K-12 classroom setting. School location arranged. Practicum requires completion of a form, and Dept. permission and cannot be registered for via ZAGWEB. This course is intended for the reading endorsement.

EDTE 566. Literacy and English Language Learners. (3 Credits)

This course provides literacy knowledge related to working with English learners. Teacher candidates and tutors will create classroom materials for English language learners to support their learning of literacy knowledge. Teacher candidates will take theoretical knowledge that will be translated into practical application through the creation of lesson plans, stories and tutoring. This course is intended for the reading endorsement.

Equivalent: MTSL 514

EDTE 590. Directed Readings. (1-3 Credits)

May be repeated for credit.

Directed Readings requires completion of a form, and department permission and cannot be registered for via ZAGWEB.

EDTE 591. Directed Study. (1-3 Credits)

May be repeated for credit.

Directed Study requires completion of a form, and department permission and cannot be registered for via ZAGWEB.

EDTE 592. Independent Study. (0-6 Credits)

May be repeated for credit.

Independent Study requires completion of a form, and department permission and cannot be registered for via ZAGWEB.

EDTE 594. Special Project. (1-6 Credits)

May be repeated for credit.

Independent Study requires completion of a form, and departmental permission and cannot be registered for via ZAGWEB.

EDTE 611. Continuing Thesis Education. (1 Credit)

May be repeated for credit.

EDTE 632. Educational Research and Assessment. (3 Credits)

This course is designed to provide the knowledge and skills in research-based assessment for MIT candidates to become prepared to enter the teaching profession. Course topics include practitioner-based research, activities to further clarify professional identity and knowledge of students, opportunities to collect and analyze student work samples and assignments to integrate artifacts into a plan for action to promote learning and equity in the classroom.

EDTE 633. Educational Research and Data Evaluation. (2 Credits)

EDTE 633 investigates teacher evaluation through the lens of research. Questions such as "what is my impact in the classroom" are explored using student data and problems of practice. Washington State teaching frameworks are reviewed as we ask, "how are teachers evaluated?" Research, assessment, and evaluation come together in this course.

EDTE 689. Professional Seminar. (1 Credit)

This seminar focuses on the final preparation and presentation of a capstone performance project. It provides the opportunity for critical review by peers and professors. The Professional Seminar is the formal presentation of the completed project. Graduate students present their project before a committee of graduate faculty, peers, and members of the community. Successful completion of the project is required for granting of the MIT degree.

EDTE 696A. Student Teaching: Elementary. (5 Credits)

This is a culminating capstone experience in which the teacher candidate assumes the full responsibility of the classroom under the direction of the mentor teacher, and University supervisor. Student teaching requires transportation, current fingerprint clearance from the WSP and FBI and Pre-Residency Clearance.

EDTE 696B. Student Teaching: Secondary. (5 Credits)

This is a culminating capstone experience in which the teacher candidate assumes the full responsibility of the classroom under the direction of the mentor teacher, and University supervisor. Student teaching requires transportation, current fingerprint clearance from the WSP and FBI and Pre-Residency Clearance.

EDTE 900. Workshop. (0-12 Credits)

May be repeated for credit.