Secondary Education Candidate Handbook

The faculty and staff of the Secondary Education Department (SEC) welcome you to our programs. We are committed to provide you with a high quality, comprehensive program to prepare you for an exciting teaching career. This SEC Handbook is to provide you with pertinent information and resources and is in addition to information provided by Woodring’s New Teacher/Admissions Office.

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If there is anything you would like to see added to this Handbook, please notify Janna.Cecka@wwu.edu.

“Woodring College of Education fosters community relationships and a culture of Learning that advance knowledge, honor diversities, and promote social justice.”

Secondary Education, Woodring College of Education, Western Washington University

Updated Sept. 2021
Beginning the SEC Program

Prior to starting the first quarter in your SEC program, please make sure of the following:

☐ Pre-residency and fingerprint clearances are State requirements that must be met at the beginning and throughout the Secondary Ed. program. A clearance report is monitored to make sure only candidates with clearances can participate in schools- including practica and internship.

☐ After you have been matriculated into the SEC program you will receive an email notification to meet online with our department manager to review your quarterly plan of courses. The plan will include SEC courses and any remaining endorsement course you are required to take (Music and PEH could have two plans). After the plan is confirmed you, and your SEC advisor, will receive a PDF copy. If you would like to schedule a time to review your plan, check this link Calendly - Janna Cecka.

☐ Once admitted to SEC, you will have an assigned SEC faculty advisor; undergraduates will also have an advisor in their academic major (endorsement) area.
   - Check-in with your SEC advisor if you have questions or are considering any course/plan changes.
   - Include your Western ID in your email communication with your advisor and SEC staff.

☐ Participate in mandatory Orientation meetings/online trainings by Woodring Admissions and the SEC department.
   - Complete the Canvas module for Professional Contract submission.
   - Contact Woodring Admissions if you need access to the separate Canvas modules for Blood Bourne Pathogens and Harassment Prevention.
   - After the online orientation session you must complete the Canvas module to verify the correct spelling of your first and last name- this will also serve as “attendance” for the online orientation session. One of your instructors will notify you when the badge is ready (generally it takes about one week to prepare). The badge is to be worn during field experiences.

More important things to know

☐ WWU official correspondence is sent to your WWU e-mail address and students are held accountable for the contents of such messages. It is important that you regularly read and respond to your WWU e-mail. Review the policy for full information, policy.wwu.edu/POL-U7100.02-Using-Email-Accounts-for-Official-Correspondence-with-Students.pdf.

☐ It is your responsibility to become an informed participant in teacher preparation program requirements, expectations, policies, procedures, and timelines; as well, knowing the University Academic Policies, catalog.wwu.edu/content.php?catoid=16&navoid=3978.

☐ In addition to the SEC Candidate Handbook, as a teacher candidate you also need to meet the requirements of Woodring College, and the Graduate School (for MIT program).
Secondary Education Advising

Secondary Education Department Contacts

Department phone 360-650-3327

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Office</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don Burgess</td>
<td>MH 402D</td>
<td><a href="mailto:Don.Burgess@wwu.edu">Don.Burgess@wwu.edu</a></td>
</tr>
<tr>
<td>Karen Dade</td>
<td>MH 402B</td>
<td><a href="mailto:Karen.Dade@wwu.edu">Karen.Dade@wwu.edu</a></td>
</tr>
<tr>
<td>Bruce Larson (interim Woodring dean)</td>
<td>MH 402C</td>
<td><a href="mailto:Bruce.Larson@wwu.edu">Bruce.Larson@wwu.edu</a></td>
</tr>
<tr>
<td>A Longoria, MIT Director</td>
<td>MH 402A</td>
<td><a href="mailto:A.Longoria@wwu.edu">A.Longoria@wwu.edu</a></td>
</tr>
<tr>
<td>Lauren McClanahan</td>
<td>MH 404C</td>
<td><a href="mailto:Lauren.McClanahan@wwu.edu">Lauren.McClanahan@wwu.edu</a></td>
</tr>
<tr>
<td>Tracey Pyscher</td>
<td>MH 401D</td>
<td><a href="mailto:Tracey.Pyscher@wwu.edu">Tracey.Pyscher@wwu.edu</a></td>
</tr>
<tr>
<td>Kevin Roxas, Department Chair</td>
<td>MH 401B</td>
<td><a href="mailto:Kevin.Roxas@wwu.edu">Kevin.Roxas@wwu.edu</a></td>
</tr>
<tr>
<td>Veronica Velez, ESJ co-Director</td>
<td>MH 404A</td>
<td><a href="mailto:Veronica.Velez@wwu.edu">Veronica.Velez@wwu.edu</a></td>
</tr>
<tr>
<td>Molly Ware</td>
<td>MH 403B</td>
<td><a href="mailto:Molly.Ware@wwu.edu">Molly.Ware@wwu.edu</a></td>
</tr>
</tbody>
</table>

SEC Graduate Assistants

tbd MH 415B

SEC Support Staff

Tbd, Program Coordinator MH 401A

Janna Cecka, Dept. Manager 360-650-3347 Online Janna.Cecka@wwu.edu

Front desk, Dept. Support MH 400 SecondaryEd.Support@wwu.edu

Education and Social Justice Minor

Angi Fillingim, ESJ co-Director fillina@wwu.edu

Nini Hayes, ESJ co-Director Hayesn@wwu.edu

Elaine Mehary, Admin. Asst. 360-650-4404 Elaine.Mehary@wwu.edu
**Academic Major / Endorsement Advisors 2021-2022**  
Secondary Education, Woodring College of Education, Western Washington University

**Endorsement Programs** (links to endorsement evaluation forms)

<table>
<thead>
<tr>
<th>Department</th>
<th>Advisor</th>
<th>Office</th>
<th>360-650-xxxx</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science</td>
<td>Qiang Hao</td>
<td>CF 457</td>
<td>2622</td>
<td><a href="mailto:qiangh@wwu.edu">qiangh@wwu.edu</a></td>
</tr>
<tr>
<td></td>
<td>Caroline Hardin</td>
<td>CF 463</td>
<td>3601</td>
<td><a href="mailto:hardinc3@wwu.edu">hardinc3@wwu.edu</a></td>
</tr>
<tr>
<td>English (Language Arts)</td>
<td>Steven VanderStaay</td>
<td>HU 329</td>
<td>3004</td>
<td><a href="mailto:vandesl@wwu.edu">vandesl@wwu.edu</a></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Jessica Cohen</td>
<td>BH 180</td>
<td>4377</td>
<td><a href="mailto:Jessica.Cohen@wwu.edu">Jessica.Cohen@wwu.edu</a></td>
</tr>
<tr>
<td>Modern &amp; Classical Languages</td>
<td>R. Mata</td>
<td>MH 228</td>
<td>3925</td>
<td><a href="mailto:R.Mata@wwu.edu">R.Mata@wwu.edu</a></td>
</tr>
<tr>
<td>Music</td>
<td>Patty Bourne</td>
<td>PA 45</td>
<td>2217</td>
<td><a href="mailto:Patty.Bourne@wwu.edu">Patty.Bourne@wwu.edu</a></td>
</tr>
<tr>
<td>Physical Education</td>
<td>Jen Leita</td>
<td>CV 201A</td>
<td>4377</td>
<td><a href="mailto:Jen.Leita@wwu.edu">Jen.Leita@wwu.edu</a></td>
</tr>
<tr>
<td>&amp; Health (PEH)</td>
<td>Nick Washburn</td>
<td>CV 201E</td>
<td>7709</td>
<td><a href="mailto:Nick.Washburn@wwu.edu">Nick.Washburn@wwu.edu</a></td>
</tr>
<tr>
<td>Sciences</td>
<td>SMATE Director</td>
<td>SL 250D</td>
<td>3637</td>
<td><a href="mailto:Emily.Borda@wwu.edu">Emily.Borda@wwu.edu</a></td>
</tr>
<tr>
<td>Chemistry, and Middle Level</td>
<td>Emily Borda</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Biology</td>
<td>BI 309</td>
<td>3653</td>
<td><a href="mailto:aceveda@wwu.edu">aceveda@wwu.edu</a></td>
</tr>
<tr>
<td></td>
<td>Alejandro Acevedo-Gutierrez</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>Deborah Donovan</td>
<td>BI 310</td>
<td>7251</td>
<td><a href="mailto:donovad@wwu.edu">donovad@wwu.edu</a></td>
</tr>
<tr>
<td>Earth Science</td>
<td>Susan DeBari</td>
<td>ES 237</td>
<td>3588</td>
<td><a href="mailto:Susan.DeBari@wwu.edu">Susan.DeBari@wwu.edu</a></td>
</tr>
<tr>
<td>Earth Science</td>
<td>Robyn Dahl</td>
<td>ES 340</td>
<td>7207</td>
<td><a href="mailto:Robyn.Dahl@wwu.edu">Robyn.Dahl@wwu.edu</a></td>
</tr>
<tr>
<td>Physics</td>
<td>Thanh Le</td>
<td>CF 367</td>
<td>3840</td>
<td><a href="mailto:Thanh.Le@wwu.edu">Thanh.Le@wwu.edu</a></td>
</tr>
<tr>
<td>Physics</td>
<td>Dimitri Dounas-Frazer</td>
<td>CF 357</td>
<td>3153</td>
<td><a href="mailto:dounasd@wwu.edu">dounasd@wwu.edu</a></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Anthropology</td>
<td>AH 315</td>
<td>3613</td>
<td><a href="mailto:townshl@wwu.edu">townshl@wwu.edu</a></td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td>PH 38</td>
<td>4823</td>
<td><a href="mailto:Pam.Whalley@wwu.edu">Pam.Whalley@wwu.edu</a></td>
</tr>
<tr>
<td>Economics</td>
<td>Patricia Buckley</td>
<td>AH 222</td>
<td>4773</td>
<td><a href="mailto:Pat.Buckley@wwu.edu">Pat.Buckley@wwu.edu</a></td>
</tr>
<tr>
<td>Geography</td>
<td>David Rossiter</td>
<td>AH 232</td>
<td>2821</td>
<td><a href="mailto:David.Rossiter@wwu.edu">David.Rossiter@wwu.edu</a></td>
</tr>
<tr>
<td>Geography</td>
<td>Kathryn Patrick</td>
<td>ES 539</td>
<td>2817</td>
<td><a href="mailto:Kathryn.Patrick@wwu.edu">Kathryn.Patrick@wwu.edu</a></td>
</tr>
<tr>
<td>History</td>
<td>contact a History professor:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="//chss.wwu.edu/history/history-faculty-staff">//chss.wwu.edu/history/history-faculty-staff</a></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Political Sci.</td>
<td>Kate Destler</td>
<td>AH 406</td>
<td>7350</td>
<td><a href="mailto:Kate.Destler@wwu.edu">Kate.Destler@wwu.edu</a></td>
</tr>
<tr>
<td>Sociology</td>
<td>Andrea Osborn</td>
<td>AH 513</td>
<td>4882</td>
<td><a href="mailto:Andrea.Osborn@wwu.edu">Andrea.Osborn@wwu.edu</a></td>
</tr>
<tr>
<td>Theatre Arts</td>
<td>Ashley VanCurler</td>
<td>PA 395</td>
<td>3876</td>
<td><a href="mailto:vancura@wwu.edu">vancura@wwu.edu</a></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>contact Woodring Admissions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Director</td>
<td></td>
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<tr>
<td></td>
<td>Maddie Bishop, Advisor</td>
<td></td>
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<tr>
<td></td>
<td>Peter Johnson, Woodring</td>
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</tr>
<tr>
<td></td>
<td>Admissions Director</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Additional endorsements**

| Dance                          | Pam Kuntz                        | PA 295B| 3789         | Pam.Kuntz@wwu.edu        |
| ELL/Bilingual                  | Jennifer Green                   | MH 304D| 2395         |                           |
|                               | [Jennifer.Green@wwu.edu](Jennifer.Green@wwu.edu) | | | |
|                               | Beth Dillard                     | MH 304A| 3314         | Beth.Dillard@wwu.edu     |
| Woodring College of Education  | Maddie Bishop, Advisor           |        |              |                           |
|                               | Peter Johnson, Woodring Admissions |        |              |                           |

4
DegreeWorks- Quarterly Course Sequence

Degree Works is an academic planning and degree progress tool that reflects your academic progress towards the completion of your program of study at Western. DegreeWorks is designed to aid and facilitate academic advising but is not intended to replace face-to-face advising sessions.

To access Degree Works in Web4U, navigate to your Students Tab, select Student Records, and then select Degree Works. dw.wwu.edu/Dashboard/dashboard. You will need to enter your Western ID#.

Following admittance to Secondary Education you will have a course sequence that includes SEC program courses and any remaining endorsement course(s) you may have. A quarterly course sequence plan will be reviewed after admittance to the SEC program. Any change to the sequence must be pre-approved by your SEC advisor, or a delay in program completion is possible. See the Program Completion section of this handbook for more information.

When planning your schedule, check ClassFinder to see when a remaining endorsement course is offered during the year, admin.wwu.edu/pls/wwis/wwsktime.SelClass.

For additional information on how to review DegreeWorks, check here, registrar.wwu.edu/degree-works/guide-students

For students, DegreeWorks:
- Provides real-time advice and counsel
- Speeds time to graduation
- Provides intuitive web access to self-service capabilities
- Streamlines the graduation process
- Allows direct access to multiple related services and advice through hyperlinks to catalog information, class schedules, transcripts, help desk services, and FAQs
Undergraduate/Post-Baccalaureate Program Timeline

For humanities, sciences, math, languages, and theatre/visual arts sequence below. For Music or Health/Fitness, the sequence is determined under specific advising.

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Course</th>
<th>Course Title (credits)</th>
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<tbody>
<tr>
<td>1st quarter (14-15 credits)</td>
<td>SEC 410</td>
<td>The Dynamics of Teaching (2)</td>
</tr>
<tr>
<td></td>
<td>SEC 430</td>
<td>Secondary School Methods I: Instructional Strategies, Daily Planning &amp; Standards (4)</td>
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<tr>
<td></td>
<td>SEC 303</td>
<td>Teaching Adolescents: Development &amp; Identity (4)</td>
</tr>
<tr>
<td></td>
<td>SEC 310</td>
<td>Education, Culture, and Equity (4)</td>
</tr>
<tr>
<td></td>
<td>IT 344</td>
<td>Basic Instruction Technology Skills (1) <em>Note- this is a prerequisite for IT 444</em></td>
</tr>
<tr>
<td>2nd quarter (14 credits)</td>
<td>SEC 411</td>
<td>Philosophical Foundations of Education (4)</td>
</tr>
<tr>
<td></td>
<td>SEC 425</td>
<td>Developmental Reading, Writing &amp; Learning in Secondary Schools (4)</td>
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<tr>
<td></td>
<td>SEC 431</td>
<td>Secondary School Methods II: Assessment and Long-Term Planning (4)</td>
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<tr>
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<td>SEC 435</td>
<td>Secondary Practicum I (2)</td>
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<tr>
<td></td>
<td>SEC 432</td>
<td>Secondary School Methods III: Management, Motivation and Discipline (4)</td>
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<tr>
<td></td>
<td>SEC 433</td>
<td>Teaching and Learning Laboratory (1)</td>
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<tr>
<td></td>
<td>SEC 436</td>
<td>Secondary Practicum II (1)</td>
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<tr>
<td></td>
<td>IT 444</td>
<td>Classroom Use of Instructional Technology (Secondary) (2)</td>
</tr>
<tr>
<td></td>
<td>SpEd 363</td>
<td>Secondary Students with Special Needs (4)</td>
</tr>
<tr>
<td>Internship</td>
<td>SEC 495</td>
<td>Internship – Secondary (18)</td>
</tr>
</tbody>
</table>

Internship Information - Secondary Education //wce.wwu.edu/ofe/sec
February 15 for a fall quarter internship application due date May 15 for a winter quarter internship application due date

Must take WEST-E/NES/ACTFL test(s) prior to internship Content Test Resource Site
**Master in Teaching Program Timeline**

* Sequence depends on the quarter you start the program.

<table>
<thead>
<tr>
<th>Sequence*</th>
<th>Course</th>
<th>Course Title (credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st quarter</strong>&lt;br&gt; (13 credits)&lt;br&gt;Spring or Fall quarter</td>
<td>SEC 513</td>
<td>Seminar in Education, Culture, and Equity (4)</td>
</tr>
<tr>
<td></td>
<td>SEC 514</td>
<td>Teaching/Learning in Secondary Schools I (1)</td>
</tr>
<tr>
<td></td>
<td>SEC 531</td>
<td>Teaching Adolescents (4)</td>
</tr>
<tr>
<td></td>
<td>SEC 532</td>
<td>Curriculum &amp; Instruction in the Secondary Schools (4)</td>
</tr>
<tr>
<td><strong>2nd quarter</strong>&lt;br&gt; (13 credits)&lt;br&gt;Fall or Winter quarter</td>
<td>SEC 501</td>
<td>Introduction to Educational Research (4)</td>
</tr>
<tr>
<td></td>
<td>SEC 512</td>
<td>Seminar in Educational Philosophy (4)</td>
</tr>
<tr>
<td></td>
<td>SEC 515</td>
<td>Teaching/Learning in Secondary Schools II (1)</td>
</tr>
<tr>
<td></td>
<td>SEC 533</td>
<td>Assessment &amp; Professional Development in Sec. Schools (4)</td>
</tr>
<tr>
<td><strong>3rd quarter</strong>&lt;br&gt; (12 credits)&lt;br&gt;Winter or Spring quarter</td>
<td>SEC 435</td>
<td>Secondary Practicum I (2)</td>
</tr>
<tr>
<td></td>
<td>SEC 525</td>
<td>Content Reading, Writing &amp; Communication in Sec. Schools (4)</td>
</tr>
<tr>
<td></td>
<td>SEC 692</td>
<td>Research Seminar I (2)</td>
</tr>
<tr>
<td></td>
<td>IT 544</td>
<td>Instructional Technology and Education (4)</td>
</tr>
<tr>
<td><strong>4th quarter</strong>&lt;br&gt; (12 credits)&lt;br&gt;Spring or Fall quarter</td>
<td>SEC 433</td>
<td>Teaching and Learning Laboratory (1)</td>
</tr>
<tr>
<td></td>
<td>SEC 436</td>
<td>Secondary Practicum II (1)</td>
</tr>
<tr>
<td></td>
<td>SEC 534</td>
<td>Management, Motivation and Discipline in the Sec. Schools (4)</td>
</tr>
<tr>
<td></td>
<td>SEC 693</td>
<td>Research Seminar II (2)</td>
</tr>
<tr>
<td></td>
<td>SpEd 510</td>
<td>Secondary Students with Special Needs (4)</td>
</tr>
<tr>
<td><strong>Internship</strong>&lt;br&gt; ---&lt;br&gt;Fall or Winter quarter</td>
<td>SEC 595</td>
<td>Graduate Internship – Secondary (18)</td>
</tr>
</tbody>
</table>

**Internship Information - Secondary Education //wce.wwu.edu/ofe/sec**

February 15 for a fall quarter internship application due date May 15 for a winter quarter internship application due date

Must take WEST-E/NES/ACTFL test(s) prior to internship [Content Test Resource Site](#)
Field Experiences

Field experiences are valuable components of the Secondary Education program, and among those most enjoyed and appreciated by students. You will have the opportunity to reflect on these experiences in your teacher preparation courses.

Practicums
Teacher candidates co-plan, co-teach and assess their impact on student learning with students in their content area. Practicum placements are made by Secondary Education instructors take into account a student’s major endorsement, transportation, course schedule, as well as the placement availability. Candidates are advised to arrange their schedules to provide ample time for traveling to and from their secondary school as well as working with their cooperating teacher/students over the course of the quarter. Most secondary schools operate between 7:30 am – 3:00 pm.

Secondary Practicum I (SEC 435- 2 cr.)
This course consists of 40 hours during the quarter assisting in a school, observing various teacher roles, and working with students. You will begin to reflect on your developing role as a teacher, and on your ability to gather evidence of student learning.

Secondary Practicum II (SEC 436- 1 cr.)
This course consists of 20 hours (plus 20 hours with SEC 433- 1cr) during the quarter working with a school cooperating teacher and his/her students. In this practicum you will continue reflections of your role as a teacher, and your ability to gather evidence of student learning.

Service Learning (SL)
Service-learning is an experiential teaching and learning method that combines academic instruction with community-based learning. Students apply classroom knowledge in a community setting to address social issues.

Guided Teach Practice (GTP)
Teacher candidates co-plan, co-teach and assess their impact on student learning through a series of lessons with small groups of students in diverse settings (often outside of candidates’ content area).

Internship - Student Teaching (SEC 495 or SEC 595)
Supervised teaching experience to develop and demonstrate teaching competence at the junior high/middle school or senior high school level. Interact with diverse students and utilize planning and teaching strategies that attend to needs of diverse populations. More details on next pages.
**Certification Office**

The Woodring Certification Office provides fingerprinting, endorsement evaluations, Intern Substitute and Residency Teacher certificate application processing, and advising on certification-related issues. Candidates and alumni consult on test preparation resources, state classroom assignment policies, endorsement-related assignment policies, federal highly qualified teacher (HQT) requirements, additional endorsements, and the timeline for earning a second tier Professional Teacher certificate.  Certification | Woodring College of Education

Contact information:

- **Teacher.Certification@wwu.edu**
- Telephone: 360-650-3310
- Facsimile: 360-650-6583

**Peter Johnson**, Peter.Johnson@wwu.edu 360-650-4630
- Endorsement evaluations
- Character and Fitness advising
- Teacher Education application
- Certification advising
- Additional endorsement for Teachers
- Curriculum Coordination
- Certification Officer and Accreditation Coordinator

**Maddie Bishop**, Maddie.Bishop@wwu.edu 360-650-3313
- Woodring teacher program advising
- Basic Skills and content test support
- Accreditation support

**Lisa Burn**, Lisa.Burn@wwu.edu 360-650-3388
- Fingerprinting/pre-residency clearance
- Intern Substitute Certificate application
- Teaching Certificate application
- Verification of program completion

**Content Test Resource Site**

Washington State requires teacher candidates and teachers adding endorsements to pass a content knowledge test for each endorsement to be earned. The Washington Educator Skills Test - Endorsement (WEST-E) for some endorsements will be replaced by a National Evaluation Series (NES) test.

Candidates seeking a foreign language or bilingual endorsement must also pass the American Council on the Teaching of Foreign Language (ACTFL) Oral Proficiency Interview and Writing Proficiency Tests at the appropriate level. See the Content Knowledge Test website for more information: wce.wwu.edu/cert/content-test-resource-site.
Internships
Office of Field Experience (Student Teaching)

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All Secondary Education internships are 14 weeks in length and require students to teach under the direct supervision of a certified teacher in a school setting. While sequences of activities differ within different placements, generally speaking, interns spend time becoming acclimated to the school, students and affiliated clinical faculty (cooperating teacher), then begin teaching by assuming responsibility for one class per day for a period of time and gradually work toward assuming responsibility for teaching four to five classes per day for the final weeks of the internship.

Candidates must successfully complete the entire internship to receive credit and recommendation for certification. Teaching internships will begin upon completion of all certification coursework and upon a recommendation of the SEC faculty. The SEC faculty review the list of interns for the forthcoming internship and review the portfolios of any candidates whom they feel may not be fully prepared to student teach.

Recommendation by the SEC faculty is based on an evaluation of the student's competence in the following:
- Written communication.
- Verbal communication.
- Presentation skills.
- Working with students from racial and ethnic populations other than his/her own, and with special needs students.
- Academic major requirements.
- Student's portfolio.

Should the faculty question the readiness of the student for the internship, a conference with a faculty review committee will be arranged at which time faculty concerns will be presented to the student. The student will have the opportunity to defend the materials viewed by the faculty and bring forth any supporting evidence. Following the conference the faculty will make one of the following decisions: (1) approval to begin the internship, (2) develop a plan for monitoring specific behaviors during the internship, (3) develop a plan for remediation delaying the internship, or (4) drop the student from the program.
Application Deadline: The deadline for student teaching (internship) application is very early in the program. Fall internships: February 15; Winter internships: May 15. Once you have applied for your internship, if your student teaching plans change, it is your responsibility to notify the Office of Field Experiences. Secondary Education candidates register for a total of 18 credits and complete their internship in 14 weeks. Since public schools are on the semester system and Western is on the quarter system, the fall internship begins when the public schools start in late August or early September and finish by early to mid-December. The winter internship begins in early January and goes until mid-April.

Placement Limitations
To ensure the most objective and beneficial student teaching internship, Secondary Education teacher candidates will not be placed in a school that falls into one of the following categories.

1. A high school or middle school that the intern attended
2. A school where the intern’s family members or others with strong personal connections attend or are employed

Rationale
1. The Secondary Education Department faculty feels it is important that each teacher candidate experience a variety of school experiences, settings, and environments. If they return to a school they attended or go to a school that falls into one of the categories above, they are already familiar with the clientele of the school, the school rules, disciplinary procedure; the community and socioeconomic structure.
2. The Secondary Education Department faculty believe it may be difficult for teacher candidate to receive an objective evaluation when that candidate was known by teachers or administrators who, in many cases, formed an opinion (positive or negative) about the candidate.
3. Exceptions to this policy are made only in very unusual circumstances. A student wishing to request an exception should follow the Office of Field Experience Petition process.

Unsuccessful Student Teaching Internship
The following policies apply to students who have been unsuccessful in their initial student teaching internship:

1. Any subsequent placement will be within the Western Washington University service area. In special circumstances when qualified Seattle faculty are available, placement could include the Seattle area. When the Secondary Education faculty believe it is important to provide direct supervision, placement will be limited to the local area
2. All preparatory and/or remedial recommendations specified in the Office of Field Experience Case Conference must be completed prior to subsequent placement
3. Experience Case Conference must be completed prior to subsequent placement
4. Any subsequent placement must be requested according to the OFE application procedures and deadlines

Away Placement Policy for Student Candidates of Concern
Secondary Education faculty evaluate candidate performance throughout the program and identify student candidates about whom there are concerns. With rare exceptions student candidates must be placed locally and supervised by a Secondary Education faculty member or designee.
Program Completion

Typically, two quarters prior to program completion, there are steps to follow for undergraduate and MIT candidates.

All candidates - following completion of all certification requirements and recommendation by the WCE Certification Office, you will be advised to apply for your Residency teacher certificate and pay the state certification fee through the OSPI E-Certification system. Questions regarding endorsements, certification, and testing should be directed to CertOffice@wwu.edu.

Undergraduates
If you are an undergraduate you will need to apply to receive your degree.

1. Check the Registrar’s Office for details, [Degree Application | Registrar's Office].
2. Contact your academic department for major/minor evaluation(s). They can document approval of the evaluation by recording a Note in DegreeWorks (no paperwork required) or can email you an electronically signed PDF or scanned evaluation. Tip: You can click on your advisor’s name in Degree Works to open an email to them!
3. After all major/minor evaluations have been completed, submit a [Degree Application].
4. The Secondary Education Department will add a Note in DegreeWorks for those graduating with a BAE.

Post-baccalaureates
Secondary Education post-bac. candidates do not follow the steps above since we are not a degree program. Woodring Certification Office will ensure that you have met all certification requirements. You will receive certification only, so no need to get a major evaluation.

Master in Teaching
Your DegreeWorks plan will serve as an official agreement for graduate program completion. Woodring Certification Office will ensure that you have met all certification requirements. During the quarter prior to student teaching, you will receive an email for a Graduate Degree Application e-form. Complete the e-form with your name and address then “approve” the form to eckaj@wwu.edu for further processing. The Graduate School also has a Degree Recommendation e-form that is processed on your behalf prior to program completion.

Some of the recent teachers from WWU’s Secondary Education programs!


Policies / Procedures

Secondary Education Department Code of Ethics

The teacher-in-training understands that the teaching profession is guided by a code of ethics and is mindful and respectful of such ethical conduct at all times.

Knowledge Indicators
- The teacher-in-training understands the ethical principles and ethical reasoning that guide personal conduct.

- The teacher-in-training is aware of guidelines, codes and desirable qualities of character addressed by WEA/NEA /Department of SEC and the Woodring College of Education.

- The teacher-in-training is aware of and analyzes personal conduct with respect to the two indicators above.

- The teacher-in-training recognizes that ethical conduct differs among cultures.

Dispositional Indicators:
- The teacher-in-training values self-respect and respect for the worth and dignity of others.

- The teacher-in-training is committed to examining and revising personal ethical conduct.

- The teacher-in-training is sensitive to the various ethical challenges faced in the classroom and desires to earn the respect and confidence of colleagues and students.

- The teacher-in-training seeks to become an ethical model for peers, faculty, administration, and staff in all interactions.

Performance Indicators:
- The teacher-in-training chooses to act responsibly and respectfully in all interactions with those involved in the preparation of certified teachers.

- The teacher-in-training uses visual, vocal, and verbal (written and oral) communication that demonstrates self-respect and respect for others.

- The teacher-in-training welcomes feedback and takes responsibility for personal choices and conduct.

- The teacher-in-training exhibits ethical conduct throughout the teacher preparation program.
Minimum Coursework Requirements

I. The Secondary Education Department requires a minimum of 50% (one-half) of the Professional Education sequence coursework be completed through Woodring College of Education. This 50% does not include the full-time student teaching internship that must be completed through the Woodring Office of Field Experiences. These minimum requirements have been established to assure that faculty gain familiarity with each individual’s qualifications, competence, and readiness for the teaching profession.

II. Students who leave WWU and return after completing education coursework through another accredited university, will be required to:
   1. Meet all current Woodring College Teacher Education admissions and post-admissions requirements in place at the time before being re-admitted to the program.
   2. Meet all current State, program and content competencies and standards included in Western’s Secondary Education professional education program and academic endorsement requirements.
   3. Meet minimum coursework requirements.

Interruption of Enrollment due to Non-attendance

Candidates who interrupt enrollment in a teacher education program for more than two consecutive quarters (summer quarter not included) must meet all program admission, completion, and certification requirements in place for the quarter in which they expect to return. Graduate candidates who have not completed all degree requirements and are not registered for any credits (excluding summer) will be required to register for GRAD 699.

Grade Requirements

Retention in the program requires continuous demonstration of competence in standard oral and written English in all course work. Retention also requires maintenance of a 2.75 quarterly GPA for each quarter once admitted to Woodring College. The State of Washington requires teacher candidates to earn a “C” or better in all major endorsement and education sequence courses.

Accepting Previous Coursework

Professional education coursework older than five (5) years must be repeated. Students may petition the Chair if they believe they have grounds to be granted an exception.

Rationale: The Secondary Education faculty of Woodring College of Education, Western Washington University, takes seriously the responsibility inherent in recommending teacher education candidates for Washington State Residency Certification. Therefore, only those courses which meet current standards and competencies will be accepted.
Petition Request

Candidates can request to petition certain program requirements if they believe there are grounds to grant an exception, such as a course prerequisite. An e-form is required, [esign.wwu.edu/forms/Woodring/_wce_secondary_education_petiton_1.aspx](esign.wwu.edu/forms/Woodring/_wce_secondary_education_petiton_1.aspx), with routing to student, major advisor, and the SEC department Chair.

Incomplete (“K”) Grades

The faculty recognizes that occasionally circumstances arise which prohibit candidates from completing course requirements by the end of the quarter in which they are enrolled. The Secondary Education faculty adheres to the University Bulletin policy for assigning Incomplete (K) grades which states:

...It may be assigned only upon request of the student and agreement of the course instructor. Normally it is given only to a student who has been in attendance and has been doing passing work until the final two weeks of the quarter when extenuating circumstances beyond his or her control make it impossible to complete course requirements on schedule. (Extenuating circumstances do not include mere lateness in completing work, the desire of a student to do extra work to raise a poor grade, et cetera.)

To receive a K grade, a student must obtain a contract form from the appropriate department and negotiate a formal agreement with the course instructor specifying the work done and the remaining work to complete the course and earn a grade. One copy is kept by the student, and one by the faculty member.

Consequences for Not Completing an Incomplete Contract for a “K” Grade

A student who does not have an approved K contract by the grade submission deadline will receive the grade earned to date. If a student is missing a component required to pass the course, the student will receive a grade of “F,” “Z” or “U.” In addition, if the course in question is a prerequisite to other courses in the education program sequence, and there is not an Incomplete Contract for a “K” grade in the student’s file, the student will not be eligible to enroll in these other courses.

Process for Removing Incomplete (K) Grades

The content of courses in the SEC sequence is designed in a way that makes satisfactory completion of prerequisite work critical to students’ understanding and success in subsequence courses. Therefore, students must complete the work required to remove “K” grades within the timeframe specified in their contracts. Those who do not, are not eligible to continue in the SEC program sequence.
Performance Evaluation: Mentoring and Due Process

The Secondary Education faculty monitor and evaluate your teacher candidate performance throughout the professional education program. Our purpose in doing this is to determine your readiness to continue your coursework and successfully complete your student teaching internship. This on-going review provides early identification and resolution of areas of concern, as well as celebrate outstanding teacher candidate performance.

The Secondary Education faculty is committed to the success of all teacher candidates admitted to the program, as well as to the teaching profession. One of the ways we assist you in attaining this success is by developing a strong relationship between you and your SEC department advisor. This relationship begins when you contact your assigned advisor and continues throughout the program. You are encouraged to meet regularly with your advisor regarding any aspect of your coursework and program. Your advisor will be informed of any concerns about your schedule, academic performance, or any other department issues.

To become a certified teacher through Woodring College of Education, you must meet Washington State’s Professional Standards as well as the Secondary Education Department Code of Ethics. The faculty evaluates teacher candidate knowledge, skills, and dispositions in courses, practica, internship, individual advising, and all interactions with members of the community.

Should, at any point in the program, a faculty member become concerned that a teacher candidate is not meeting these standards, to a point that they may be at risk to not succeed in the program, faculty may: I) provide individual mentoring, or II) initiate the department referral/due process. Faculty mentoring and referral can take the form of in-person meetings and/or e-mail documentation. Faculty advisors are informed of any and all mentoring and referral actions.

I. Mentoring

If a faculty member determines that a concern about teacher candidate performance requires a mentoring conference, the following procedure is followed:

- The faculty member meets with the teacher candidate to share concerns, to discuss their relevancy to the Professional Standards and/or Secondary Education Department Code of Ethics and provide suggestions for improvement and future success.
- The teacher candidate has the opportunity to respond to concerns and the right to ask for clarification.
- The faculty and teacher candidate discuss expectations, desired outcomes, and suggestions for improvement. The teacher candidate and faculty member complete and sign a *Mentoring Form*. The teacher candidate and faculty member each keep a copy of the form.
- Alternatively, an e-mail from the faculty to the candidate documenting concerns serves the same purpose.

II. Referral/Due Process

A. Faculty Referral

If a faculty member determines that a concern about teacher candidate performance requires a referral and should be brought to the attention of the department chair and/or other faculty, the following process is followed:

- The faculty member meets with the teacher candidate to share concerns and to discuss their relevancy to the Professional Standards and/or the Secondary Education Department Code of Ethics.
- The teacher candidate has the opportunity to respond to concerns and the right to ask for clarification.
- The faculty and teacher candidate develop a plan for remediation and a timeline for demonstrating
improvement.

• The teacher candidate and faculty member complete and sign the Referral/Remediation form. The form provides a place for the faculty and teacher candidate to sign off when the concern has been satisfactorily resolved.
• The Referral/Remediation form, along with documentation, is forwarded to the department chair and/or discussed, in executive session, at a subsequent faculty meeting. A copy is placed in the teacher candidate’s SEC file, and a copy is provided to the teacher candidate.

B. SEC Faculty Review Team Conference

When a teacher candidate receives two referrals and/or is involved in an egregious situation, she/he will conference with a Secondary Education Faculty Review Team, as follows:

• The teacher candidate is notified by official WWU e-mail that a conference is requested and asked to schedule an appointment with a Faculty Review Team within a designated time frame.
• The Faculty Review Team, consisting of a minimum of two faculty members, meets with the teacher candidate to share concerns and expectations. One member of the team must be a tenured or tenure-track faculty.
• The teacher candidate has the opportunity to respond to the concerns and request clarification.
• The Faculty Review Team provides suggestions for remediation and resolution of concerns.

If the Faculty Review Team feels confident that the concerns have been resolved, they complete the Faculty Review Conference Summary and submit it to the department chair noting no further action is warranted. The teacher candidate is asked to sign the Summary, and a copy is placed in the teacher candidate’s SEC file and provided to the teacher candidate.

If the Faculty Review Team believes further action is needed, they complete the Faculty Review Conference Summary and provide a memo to the department chair with a recommendation for further action. The Faculty Review Team members and the teacher candidate will sign the Summary. A copy will be provided to the teacher candidate. The Faculty Review Team will recommend one of the following actions during the program and/or internship.

Program: Continuation with Conditions

The Faculty Review Team provides a written recommendation to the department chair outlining the specific conditions under which the teacher candidate will be allowed to remain in the program. (GPA, timeline, professional expectations, etc.). The department chair reviews the recommendation, informs the teacher candidate in writing of the conditions, and meets with the teacher candidate to finalize conditions. The document is maintained in the department chair’s office.

Program: Withdrawal

The Faculty Review Team provides a written recommendation to the department chair outlining why they believe there are no conditions under which the teacher candidate can successfully complete the program; therefore, justifying withdrawal from Secondary Education. Any teacher candidate in the Master in Teaching program who is withdrawn from Secondary Education will also be withdrawn from Western’s Graduate School.
Internship: Proceed with Conditions
The Faculty Review Team may recommend to the department chair that the teacher candidate proceed under specific conditions, to be spelled out in a letter from the Secondary Education department chair to the teacher candidate’s university intern coordinator. The letter requests the assistance of the UIC in monitoring an area of concern that has been identified by the Secondary Education faculty. Copies of the letter are provided to the teacher candidate, the Office of Field Experiences, and placed in the teacher candidate’s Secondary Education file.

The UIC and Director of OFE monitor the internship with emphasis placed upon the area(s) of concern and progress toward improvement. The Director of OFE provides a copy of the intern’s mid-term evaluation to the department chair. If concerns continue during the internship, a decision may be made by the Office of Field Experiences to hold a teacher candidate teaching case conference with the intern.

At any time, the UIC, ATF or building principal may require a contract with the teacher candidate for remediation purposes or, if circumstances warrant, that the teacher candidate be withdrawn from the internship.

Internship: Delay with Remediation
If the Faculty Review Team believes the teacher candidate can benefit from remediation prior to the internship, they may provide a written recommendation to the department chair to delay the internship. In their recommendation, the Review Team includes a plan for improvement, including timelines and expected outcomes. The department chair will review the recommendation and meet with the teacher candidate to finalize the terms of remediation. The department chair will notify the Office of Field Experiences.

Internship: Deny
If the Faculty Review Team believes remediation will not improve the teacher candidate’s potential for success in the internship, they may provide a written recommendation to the department chair that the teacher candidate not be placed in an internship. The department chair reviews the recommendation and informs the teacher candidate of the decision. The chair then notifies the Director of the Office of Field Experiences that the teacher candidate is denied the internship. Any teacher candidate in the Master in Teaching program who is denied an internship, and therefore withdrawn from Secondary Education Teacher Education, will also be withdrawn from Western’s Graduate School.

Teacher candidates are allowed a maximum of two (2) Faculty Review Conferences. If the teacher candidate has not satisfactorily met the requirements set forth in a conference, that teacher candidate will meet with the department chair who will determine their qualifications to remain in the Secondary Education program.

Appeals Process
Teacher candidates in the Secondary Education Department have the right to appeal any faculty or Review Team decision. Appeal of such decisions is made initially to the Department Chair and follows the same procedures as those outlined in the University Catalog, Appendix F, Academic Grievance and Appeal Policy and Procedure.