

**Teacher Education  
Outreach Programs  
Education for Inclusive  
Environments**

**Student Handbook**

**AY 2019 – 2020**



**Learning Knows No Bounds**

# Teacher Education Outreach Programs Handbook

AY 2019 – 2020

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## TEOP Student Handbook AY 2019 - 2020

### WELCOME

Congratulations upon acceptance into your program and a big welcome from all of us in Teacher Education Outreach Programs (TEOP)!

You have just made an important step toward an exciting career. We hope this handbook will be helpful in providing some information that will guide you, not only as you begin your journey, but will inform you of important information throughout your time in Woodring. It is full of useful *TIPS*.



We have organized this handbook so that topics that are closely linked are grouped together.

For the best result, read through the handbook before your initial mandatory orientation and then refer to it as you move from quarter to quarter and as questions arise. This is a helpful guide, but it does not include everything you will need to know about TEOP and/or about your program.



*The handbook is updated each academic year. Be sure you have the most up-to-date version.*



*As you read through this handbook, think about what **ELSE** you would like to know so that we can include the information in the next edition.*

### Woodring's Mission and Vision

TEOP agrees with and supports the mission and vision of Woodring College of Education. Please read this carefully.

**Mission.** Woodring College of Education facilitates life-long learning through exemplary teaching to prepare quality education, health, and human services professionals for democratic citizenship and meaningful careers. As a College that serves the state, nation, and world, we:

- Construct, transform, and convey knowledge by integrating research, theory, and practice;
- Cultivate student growth through extensive community and school engagement in collaboration with exemplary practicing professionals;
- Act with respect for individual differences, including taking a strengths-based view;
- Develop collaborative partnerships that promote the learning and well-being of individuals, families, and the community; and
- Evaluate processes and outcomes to ensure continual program improvements.

**Vision.** The vision of Woodring College of Education frames our future.

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

## About the Major

The undergraduate major is Education for Inclusive Enviroments. This major focuses upon preparing teachers to meet the needs of students with high-incidence disabilities (e.g., learning disabilities, behavior problems) and students at-risk for school failure. These types of students are most often served within the general education classroom setting. Sometimes the students may be served within a resource room, but most of the time they will be included within an elementary school classroom. This degree is designed to prepare candidates with the knowledge and skills found to be most useful, whether a candidate decides to be a general education elementary teacher or a special education teacher. Many principals, when they hire, seek out teachers who have this type of dual endorsement.

From Washington State, you will receive a Residency Teacher Certificate with endorsements in Elementary Education as well as Special Education. An Elementary Endorsement allows you to teach multi-subjects from kindergarten through eighth grade. A Special Education Endorsement allows you to teach children with disabilities from preschool through 12th grade.

## What to do when you receive your admission letter

When you receive your program admission letter, do the following:



- ◆ Respond with your acceptance as soon as possible. Send an email back to your site Program Coordinator.
  - See contact information for the site you will attend in “Contacts & Adivising” below.
- ◆ All courses are predetermined because you are in a cohort model. Here is a checklist to make sure you have completed everything necessary to begin your program:
  - ✓ Return your program admission confirmation,
  - ✓ Begin your necessary clearances,
  - ✓ Visit with your Academic Program Director (APD) if necessary for any questions, clarification, or advice,
  - ✓ Attend the mandatory orientation,
  - ✓ Take a deep breath and eat chocolate.



*One of the first courses you will take in your program is SPED 310. It is a writing proficiency course that will prepare you with writing skills that will be helpful throughout the rest of your program.*

## Contacts and Advising

We are here to help and to facilitate the hard work that you will do in your program. You will be in contact with your site Program Coordinator and Academic Program Director (APD) throughout your time in the program. As your Program Coordinator has guided you through the admissions process, they will continue to guide you through the registration process, as well as help you navigate through the various requirements which will come up throughout your program. Your APD will serve as your academic advisor. Please meet with your APD once every quarter and check in with them whenever you have concerns, including courses that may be challenging or life circumstances that interfere with your education. Before taking any action that could delay your education, such as dropping a course or leaving school, consult with your advisor.



*Please set an appointment with your APD and your Program Coordinator when you first begin your program. Your APD and Program Coordinator will discuss with you when they would like you to visit with them on a regular basis.*

## **Everett Campus:**

WWU Everett  
915 N. Broadway  
Everett, WA 98201

- ◆ If you will be attending the Everett campus, Angeline Ocampo will be your Program Coordinator. Find contact information below.

**Academic Program Director:** Dr. LeAnne Robinson

Office: WWU Bellingham MH **203D**

Office phone: (360) 650-2355

Email: [LeAnne.Robinson@wwu.edu](mailto:LeAnne.Robinson@wwu.edu)

**Program Coordinator:** Angeline Ocampo

Office: WSU Everett University Center **321**

Office phone: (425) 405-1646

Email: [Angeline.Ocampo@wwu.edu](mailto:Angeline.Ocampo@wwu.edu)

**Program Assistant:** Alex Tadio

Office: WSU Everett University Center **Front Desk Reception**

Office phone: (425) 405-1630

Email: [Alex.Tadio@wwu.edu](mailto:Alex.Tadio@wwu.edu)



*Need to make up or retake an exam? Coordinate details with your instructor and the University Center staff. Call 425-405-1600 to make arrangements.*

## **Bremerton Campus:**

WWU Bremerton - O.C.  
1600 Chester Ave.  
Bremerton, WA. 98337-1699

- ◆ If you will be attending the Bremerton campus, Michael White will be your Program Coordinator. Find contact information below.

**Academic Program Director:** Dr. LeAnne Robinson

Office: WWU Bellingham MH **203D**

Office phone: (360) 650-2355

Email: [LeAnne.Robinson@wwu.edu](mailto:LeAnne.Robinson@wwu.edu)

**Program Coordinator:** Michael White

Office: Engineering **116**

Office phone: (360) 475-7269

Email: [Michael.White@wwu.edu](mailto:Michael.White@wwu.edu)



*Have questions? Need directions? Come visit us in Engineering 116!*

**Bellingham Campus:**

Teacher Education Outreach Programs  
516 High St.  
Bellingham, WA 98225-9051

- ◆ We also have staff available on Western's Bellingham campus. Feel free to contact them for questions or concerns. Find their contact information below.

**Academic Program Director:** Dr. LeAnne Robinson

Office: Miller Hall **203D**

Office phone: (360) 650-2355

Email: [LeAnne.Robinson@wwu.edu](mailto:LeAnne.Robinson@wwu.edu)

**Program Manager:** Joanna Reynoso

Office: Miller Hall **256C**

Office phone: (360) 650-2725

Email: [Joanna.Reynoso@wwu.edu](mailto:Joanna.Reynoso@wwu.edu)

**Program Coordinator:** Miranda Myers Barker

Office: Miller Hall **254G**

Office phone: (360) 650-6292

Email: [Miranda.MyersBarker@wwu.edu](mailto:Miranda.MyersBarker@wwu.edu)



*We would love to meet you! If you happen to be in Bellingham, please come say hi and we can give you some tips about great places to visit on campus!*

**Faculty.** Faculty members have many roles on and off campus. Some of your instructors will be persons who are currently teaching in public schools and will bring practical expertise to your program. Other faculty are professors from the Bellingham campus who are experts in their fields of specialization. If you want to visit with a faculty member, schedule time during their office hours to ensure they will be available or send them an email, requesting times that may be convenient for them.

**Department Chair.** Your department chair is Dr. Chuck Lambert. He has many duties within the college and across campuses that require flexible hours. Please contact him if you have any concerns or questions that your APD cannot address. The Department is concerned about you as students and wishes to help you work towards your success. You are more than welcome to call or visit with Dr. Lambert. If you need to ensure a specific time, please schedule an appointment through Ms. Cahill ([Susan.Cahill@wwu.edu](mailto:Susan.Cahill@wwu.edu)).



*The Department has a policy of "NO Fragrance Zone." The reason for this is that there are people in schools and across campuses who are highly allergic to perfume or scents in oils and lotions. For the health of your friends, faculty, staff, and public school students, please adhere to this policy.*



*Contact your Program Coordinator for student workspace at your site and for any limitation or rules of use.*



*While we **love** children and would love to meet your children, unfortunately, due to contractual stipulations with off-campus sites there are no circumstances in which you are able to bring your children to class with you.*

## Orientations

**Mandatory New Student Orientations.** There is a mandatory orientation before you begin your program. It is held prior to the beginning of your first fall quarter. You will be advised by email as to when this orientation is scheduled. The orientation is mandatory because presenters will provide important information about Department, College and Washington State requirements.

- ◆ We will take your photo for our files in order for faculty to recognize you, especially when you ask for letters of recommendation. The photo is not used for any other purposes.



**Other orientations may also occur throughout the program.** For example, a practicum as well as internship may require a mandatory orientation in order to acquaint you with the conditions and requirements for field experience. These orientations will provide information that you will need as you begin to teach in the schools.

You will be notified in advance as to when the mandatory orientations are scheduled. If you do not participate in a mandatory orientation, it could delay your participation in field experiences or internships.

## Fingerprinting and Clearances

You are required to have up-to-date background checks for every quarter you are engaged in the program, including appropriate fingerprinting and/or clearances before you begin your program and maintain them throughout the program. Candidates may not report to schools without the appropriate background checks, even if they have had prior clearances. **It is your responsibility** to ensure that these clearances are valid at all times. The consequences of not having up-to-date background checks is that you will be removed from the practicum and could be dropped from the program. You will not be allowed to register for classes if your clearance is not valid throughout the entire quarter.

Pre-residency and fingerprint clearances are mandated by the Office of the Superintendent of Public Instruction (OSPI). Please see website for detailed information on fingerprinting requirements and location options:

<http://www.k12.wa.us/ProfPractices/pubdocs/FingerprintInstructionSheet.pdf>



*Digital fingerprints require less time, about 1-2 weeks, for clearance than the traditional ink and paper method.*



*If you have difficulty with clearances or questions about clearances, contact Lisa Burn (360-650-3388) in the Woodring Certification Office, MH 150.*



*Your fingerprints and clearances expire after two years. It is up to you to know when your clearances expire and to take steps well in advance of that date to ensure no lapse. Remember, it can take up to a few months to get fingerprints and clearances.*



*Often fingerprints and clearances expire just prior to full-time internship. Be sure to check to ensure no lapse during internships.*

## Plan of Study

Below is the sequence of your coursework for this two-year program. Please notice that your coursework begins in the fall quarter. (*Course sequence subject to change.*)

### Combined Undergraduate and Post-Baccalaureate Programs

<b>Fall 2019</b>		<b>Max. 15 credits</b>
EDUC 311	Understanding WA St Tribal History, Gov: STI	1
MATH 381	Teaching K-8 Mathematics I	4
SPED 305	Intro to SPED & Typical/Atypical Dev	5
SPED 310	Education, Culture, & Equity WP3	5
<b>Winter 2020</b>		<b>Max. 15 credits</b>
ELED 472	Developing Teaching - Seminar	4
ELED 473	Developing Teaching - Practicum	2
MATH 382	Teaching K-8 Mathematics II	4
SPED 450	CBE & Norm Referenced Assessment	5
<b>Spring 2020</b>		<b>Max. 18 credits</b>
ELED 474	Documenting Teaching - Seminar	4
ELED 475	Documenting Teaching - Practicum	2
I T 442	Digital Decisions: Technology for Educators	3
MATH 383	Teaching K-8 Mathematics III	4
SPED 451	Transdisciplinary Teams & IEP	5 *
<b>Summer 2020</b>		<b>Max. 15 credits</b>
PE 345	Physical Education for Elementary School	3
SPED 471	Interventions for Learning and Achievement	4 *
SPED 474	Students with Complex Special Needs	4 *
SPED 483	Reading Instruction: Students w/Spec. Needs	4 *
<b>Fall 2020</b>		<b>Max. 17 credits</b>
ELED 380	Literacy: Foundations	4
HLED 455	Health Education, Grades K-8	2
SCED 480	Science Meths. & Curric. for the Elem. School	5
SPED 440	Practicum I – General Education	2
SPED 485	Designing Math Interventions	4 *
<b>Winter 2021</b>		<b>Max. 18 credits</b>
ART 398	Integrated Arts for Elementary Educators	3
ELED 426	Social Studies Methods	4
ELED 478	Literacy: Fluent Communicators	4
ELED 479	Literacy: Practicum	2
ELED 490	Teaching Laboratory	2 **
SCED 490	Laboratory/Field Exp. in Elementary Science	3
<b>Spring 2021</b>		<b>Max. 28 credits</b>
ELED 490	Teaching Laboratory	2 *
ELED 494	Internship - Elementary Education	15 **
SPED 472	Behavior Assessment & Intervention	4 *
SPED 484	Designing Written Expression Interventions	4 *
SPED 489	Practicum V - Individual & Group Interventions	3 *
<b>Fall 2021</b>		<b>Max. 16 credits</b>
SPED 494	Internship - Elementary	8
SPED 498	Internship - Special Education	8

\*\* = Post-Baccalaureates only

\* = Undergraduates only

## Summary of Plan of Study by Quarter

Below is a brief overview of each quarter in the Inclusive Education major. You will receive additional details and information as you progress through the program. (Post-Baccalaureate students will have a slightly different plan of study.)

### Quarter 1: Fall

Teacher candidates are introduced to special education, culture and equity, elementary mathematics, and technology in education in their coursework. Candidates must also ensure they complete full fingerprint clearance before the beginning of quarter 2.

### Quarter 2: Winter

Teacher candidates begin their first practicum, Developing Teaching. Beginning this quarter, candidates should plan for at least one full day per week in an elementary and/or special education classroom setting. These settings will be assigned to you. Candidates continue with the next sequence of elementary mathematics, are introduced to assessment methods and materials for education.

### Quarter 3: Spring

Teacher candidates should again plan for at least one full day in an elementary and/or special education classroom setting. Candidates complete the final sequence of teaching elementary mathematics and learn about Individual Education Plans and the teams that collaborate in school settings.

### Quarter 4: Summer

Teacher candidates utilize summer quarter to focus on integrated arts, health, and physical education in elementary grades. Candidates also learn about students with complex special needs and take their first course on designing instructional interventions for learning and achievement. There is no practicum this quarter.

### Quarter 5: Fall

Candidates begin a new practicum assignment in a different classroom setting, dedicating again at least one full day per week. Candidates complete courses in literacy foundations, science methods for the elementary school, and designing math interventions. There will be assignments from these courses that are completed in the practicum placement classroom.

### Quarter 6: Winter

Candidates are responsible for practicum hours in an elementary and/or special education placement to which they have been assigned. Be prepared again for at least one full day per week. Candidates complete a methods course in teaching elementary social studies, lab/field experience in elementary science, a literacy course in fluent communication, and a course on designing reading instruction for students with special needs. There will be assignments from these courses that are completed in the practicum placement classroom.

### Quarter 7: Spring

This is the final quarter of coursework before the full-time student teaching internship. This quarter requires additional hours as compared to your previous practica and will be arranged through your APD. The purpose of this practicum is to prepare you for your full-time internship across both special education and elementary education. Teacher candidates will submit their edTPA this quarter and take the required NES exams before the start of the student teaching internship. Candidates will complete

courses in behavior assessment and intervention and designing written expression interventions. The teaching laboratory course (ELED 490) provides information and support for the edTPA. There will be assignments from these courses that are completed in the practicum placement classroom.

The NES and edTPA are assessments that are required by the state of Washington as part of the teacher certification process.

NES: <https://wce.wwu.edu/cert/content-test-resource-site>

According to WAC 181-78A-300, you may not begin your full time student teaching before you have attempted at least one qualifying endorsement content test.

<http://apps.leg.wa.gov/WAC/default.aspx?cite=181-78A-300>

edTPA: <https://wce.wwu.edu/ofe/teacher-performance-assessment>

Quarter 8: Fall

Teacher candidates complete a full-time internship that begins late August when teachers report to the school to set up their classrooms. Interns will participate in all back to school meetings and activities for the start of the school year. The internship hours will be divided between general and special education. Candidates will continue this full-time internship to the scheduled winter break of their assigned school. The Office of Field Experience (OFE) locates, confirms, and coordinates your full time internship.

<https://wce.wwu.edu/ofe/office-field-experiences>

## **Professionalism**

You are entering a profession that requires knowledge and skills of working with teachers, students, families, and administrators. You will need a high degree of professionalism to interact in so many different capacities. For this reason, we, in the Department and across the college, stress professional attitudes and competencies. You will sign two professionalism documents, one for the college and one for the program. These professional documents are enforced throughout your program. You can find the professionalism document, as well as the rubric used for professionalism, on the TEOP homepage.

## **Students with Disabilities**

We welcome students with disabilities into professional education programs. Teachers with disabilities often have a unique understanding of the abilities and difficulties that children with disabilities may encounter in the school system. ADA and Section 504 require that programs make reasonable accommodations in order for students with disabilities to meet program requirements. In order to access these supports, students with disabilities must go through disAbility Resources for Students (DRS). You can find contact information at <http://www.wwu.edu/drs/>

The process in order to set up accommodations follows:

1. The student first seeks assistance from DRS.
2. DRS meets with the student for the purpose of identifying reasonable accommodation for didactic coursework.
3. The student determines who are the instructors. Instructors are not limited to just those who are the instructor of record. Instructors may be working together, especially if the courses are block courses, meaning that they share content and responsibilities.
4. The student logs into MyDRS and requests faculty notification emails.
5. It is the student's responsibility to set up a meeting with the instructor if necessary for didactic courses.
6. Instructors may not provide accommodations that have not been authorized by DRS.
7. If the course is a practicum or a field experience, advance notice is required. Students with disabilities must contact DRS by the second week of the preceding quarter to request accommodations for practicum or field experience. DRS will facilitate an interactive process between the student and the department.
8. Arranging for DRS support in a timely manner is a professional responsibility.

### **Additional Program Requirements**

**Majors in** Special Education programs are guided by the standards of the Council for Exceptional Children (CEC). These standards provide a framework for preparing exceptional teachers to work with children from underrepresented populations. Some of these standards cannot be met through coursework alone because they are major themes emphasized by CEC. Therefore, the programs have additional requirements. The requirements are the following: (a) Professional Activities, (b) Professional Dispositions, (c) Pathways to Equity and Inclusion, (d) Assistive Technology, and (e) Variety of Field Placements. Throughout your program you may be required to participate in some of these activities.

## Program Expectations

### Communication

**Oral communication.** Students are expected to communicate orally, clearly and concisely. In the field of education, students will use oral communication in a professional manner on a daily basis. It is important to practice your communication skills at each opportunity.

**Written communication.** Written papers submitted for courses should follow the American Psychological Association (APA) format. You should use APA's Publication Manual 6th Edition. You can find it on loan in the library or purchase it from the bookstore. Please pay particular attention to the first section of the manual on sentence structure, mechanics, grammar, and usage.

Writing is an essential skill in education because teachers and leaders communicate through writing to parents, administrators, and other professionals. In addition, educators often teach writing to students with disabilities. If a teacher does not have these skills mastered, they cannot teach it to students. Given this, candidates are expected to have mastered the skill of writing by the time they are admitted into the program. If you have difficulty with grammar, conventions and/or organization of content, you are expected to aggressively seek assistance and remediate the issue. The university and the college have many resources. If this is an area of concern, address it with your advisor and get the help you need as soon as possible. If writing seems problematic for the student and the issue is raised across courses, faculty may address it with a plan of assistance.



**Email.** University assigned student email accounts shall be one of the official means of communication of the University with all students (POL-U7100.02). Students are responsible for all information sent to them via their University assigned email account. Students who choose to forward messages from their University email account to another account are still responsible for all the information (including attachments) that was sent to the University email account. The University expects that such communications will be received and read in a timely fashion.

Email is a form of professional communication. You will want to frame all emails in a thoughtful manner. Remember that communication through email can often have a negative tone because the reader cannot hear the author's inflection or see body language. Because of this, it is best for the author of emails to think carefully about how the message sounds and is likely to be received.



*Press send only after reviewing emails carefully for tone, accuracy, content, and mechanics.*

*Review your presence on social media. Principals and district administrators often check social media, especially during the hiring process.*

### Course Conduct

**Electronics in the classroom.** Professional education programs require the full attention of *each student* during class time in order to prepare to work with our most vulnerable populations. Students learn best in an environment free from distractions in which each and every student is participating and learning. Surfing the web or checking email is cause for a case conference (*see below*). Check with your instructor about laptops for individual courses.

## Attendance

Attendance is critical for students in professional education coursework. Please review the course syllabi for attendance policy. Faculty have the option of lowering grades for missed sessions. Therefore, if you have vacation plans or important life events, please plan accordingly.

## Grades

**Grading Scale.** The expert knowledge and skills that a teacher needs in order to teach children with disabilities and children at risk for school failure exceed the demands of the standard grade point average. Faculty who teach courses with the SPED designation have agreed upon an approved grade scale across all courses with a SPED prefix. This grade scale does not apply to courses outside the department. This standard ensures that candidates are gaining the necessary expertise to pass stringent national and state assessments as well as to teach children who require expert teaching. The approved grade scale is below:

A	93% – 100%
A-	90% – 92%
B+	88% – 89%
B	83% – 87%
B-	80% – 82%
C+	78% – 79%
C	75% – 77%
C-	70% – 74%
D+	67% – 69%
D	65% – 66%
D-	60% – 64%
F	Below 60%



**GPA.** Your grade point average (GPA) must be 2.75 or above for any quarter, including the quarter in which a student is accepted in the program. If your grade point average falls below a 2.75 the first time, you may petition to remain in the program. If the GPA falls a second time below 2.75, you are automatically dropped from the program and must reapply. See your advisor if you have questions or concerns.

**C- grades.** Courses in the program must be passed with a grade of C or better. If a grade falls below C, the course must be taken again. This could cause a delay in your program, so please see your advisor immediately for guidance.

**Grade-related policies.** The following policies are in place to help ensure student success as well as the success of P – 12 students by ensuring they have qualified teachers:

## Case Conferences

On occasion, a student may have some difficulty (e.g., grades, communication, professional issue). At such times, a case conference may be arranged. The purpose of a case conference is to problem-solve and to determine a plan of action for the benefit of the student. If a case conference is called, **your attendance is required**. Your APD is invited, as well as the instructor who called the conference. In most cases, this is a positive experience that helps the student along the road to becoming a teacher. As part of this case conference, the student will complete and adhere to a contract.



*If called, approach a case conference with a positive, problem-solving attitude. Expect that your faculty is working in your best interest.*

## Assessments

There are assessments throughout your program and at the end of the program. These assessments are **required by Washington State and our national accreditation bodies** to ensure program quality. We are discussing these assessments with you so that you are aware of them and will not be surprised.

The courses and experiences will help prepare you to take the assessments. **Candidates' pass rates for programs are well above the state average. We do not expect that you will have difficulty with these assessments, but you will want to pay attention in your courses to prepare for them.**



*In order to pass your exams, it is helpful to keep all texts and projects so that you can review before the professional tests.*

## Program Assessments

Our national accreditation organizations and Washington State require that we administer multiple assessments at various times throughout the program to ensure that you are meeting program outcomes.

**Content Signature Assessment.** This assessment matches vocabulary and definitions with terms and is given **once each quarter**. It is used to measure your progress in content knowledge as you progress through your program. You will be given an assessment with 100 words and you will match the words to the definitions. You are **NOT** expected to know very many of the terms when you first begin your program, but you are expected to know more and more terms as you proceed from quarter to quarter. This assessment does **NOT** factor into any course grade, but you will want to do your best since faculty use this assessment to inform them about students' progress and identify those who may need additional assistance.



**Performance Signature Assessment.** This assessment measures teaching skills you have gained as you move from one practicum to another. It is aligned with the edTPA (see below). As you learn to teach, your supervisors will fill out the rubric at the end of each practicum as to the degree of competence you have demonstrated across these skills. We have deliberately aligned the performance assessment with the edTPA in order to give you as much feedback about your teaching skills as possible so that you can have the skills necessary to pass the edTPA. Included in this is a Disposition Assessment. This is filled out by faculty and cooperating teachers at various times throughout your program. This measure focuses upon professionalism.

### **Licensure Assessments for those in certification programs (End of program assessments)**

Washington State requires a variety of assessments at the end of your program. These assessments are specific to the type of endorsement you are seeking. Two tests are regarding Elementary Education content and are administered by National Evaluation Series (NES). The other is a Special Education test and is called a Washington Educator Skills Test – Endorsement (WEST –E). Your APD will help you select the correct tests and help you determine when it would be best to take these tests. It is most important that you understand that the tests must be attempted before your full-time internship.

Finally, you must pass the performance assessment called the Teacher Performance Assessment (edTPA). This is completed during the quarter before your full-time internship.

If you want to read more about some of the assessments for certification, please see the following: <http://www.k12.wa.us/certification/teacher/teachertesting.aspx>.

## **Practica**

All practica is designed for you to work in schools for at least one full day per week. You will work on various assignments connected to the courses you are taking throughout your program and also teach a variety of types of lessons in your placements. This will provide practical experiences as you prepare to become a teacher. This time in schools will be very important to your growth as a teacher. The more time you spend in schools with a variety of qualified teachers and with a variety of children, the better teacher you will likely become. We encourage you to take full advantage of this time and even volunteer more time if you can.

Field experiences occur at various times throughout the program. Some informal field-work is often included, such as September Experiences. In addition, other courses may require assignments completed in the field (e.g., ELED 426, MATH sequence, ART 398) and are subject to change; therefore, be alert and flexible.



Transportation to practica is arranged by the candidate and is the responsibility of the candidate. The time to and from the site is not factored into the hours for practicum.

To ensure that you are assigned to placements with students and teachers who will help you develop skills and knowledge about teaching all students, including those with special needs, we will place you in the best possible schools and classrooms. You do not need to find these placements on your own. We will also attempt to find placements that are convenient for you and your schedule, but the quality of the placement will always guide our selection decisions.

You will be required to track the location of your field experience, setting, and type of students you are serving. This requirement is a Council for Exceptional Children requirement to ensure that you have experiences across all types of children with and without disabilities across a variety of settings. You will also be required to track all of your hours in the log for Woodring College of Education. You will hear more about this system at a later date.

You will be provided with descriptions of your practicum and internship settings at a later time. But generally plan to spend at least one full day per week for each practicum setting. Your practicum setting will serve as a place to complete multiple assignments from a variety of courses in that quarter. Please, remember that the more guided practice you have in teaching, the better teacher you will be. If it is possible to schedule additional time, be sure to do so.

## Final Block

**Final Block.** If you are in a certification program, you will take Final Block. Final Block is scheduled during the last quarter before student teaching.

Final Block is a very busy quarter because it prepares you for your two internships. Final Block includes a practica that will look similar to student teaching. The number of practicum hours will increase during this quarter. So be prepared. You APD will provide more information about this as you approach this very important quarter. Final Block also includes ELED 490, which will provide information and guidance for completing the edTPA. There is a culminating project in Final Block that requires you to assess, teach, and report the progress of the child to a team. This project brings together all that you have learned throughout your program.

## Student Teaching/Internship

Congratulations, if you are thinking about internship, you are almost **THERE!** This is very exciting for you. Only a couple more quarters and you are a teacher. Internship is **NOT** automatic. You must apply by the due dates given to you by your APD. You can check for more information through the postings by the Office of Field Experiences on their website at <https://wce.wvu.edu/ofe/office-field-experiences>. Usually students apply for internship two quarters in advance of their expected start date. You can find student teacher applications on their website. You will be given more information about this by the Office of Field Experience and your APD as the time approaches.



Undergraduates will complete an extended internship which encompasses both special education and elementary education at the same site. Please be prepared for orientations and lots of information. For more information about internships and opportunities, please see the following: <https://wce.wvu.edu/ofe/apply-student-teach>.



*Pay close attention to dates. It is absolutely necessary to follow all dates and procedures for preparation for internship.*



*Check your email every day for important notifications.*



*Make sure that you attend the Mandatory Orientations. This is absolutely crucial to prepare for success.*

**Certification.** Before the start of your internship, you will receive information about certification. A Student Teaching Handbook will be available on-line from the Office of Field Experience. If you have additional questions or concerns, you can contact the Woodring Director of Certification, Peter Johnson at [Peter.Johnson@wvu.edu](mailto:Peter.Johnson@wvu.edu).

## Graduation Applications/Residency Certification Application

Information about graduation is on the University website. Again, there are many dates to consider. You will need a degree evaluation from your Program Coordinator. Information and application for graduation information is posted at this link:

[http://www.wwu.edu/registrar/degree\\_info/degree\\_application.shtml](http://www.wwu.edu/registrar/degree_info/degree_application.shtml).



## Scholarships

There are many scholarships available for students interested in becoming teachers. Some of these scholarships are through Woodring College of Education. Many other scholarships are available through Western at <http://www.finaid.wwu.edu/scholarships/>. Some students are not even aware that these scholarships exist. Please contact the Office of Financial Aid in order to find extensive lists of scholarships available. Education is expensive and you deserve as much help as possible.

For more information about scholarships in Woodring, please see the following:

<https://wce.wwu.edu/scholarships/woodring-scholarships>

## Grievances

**Student complaints and grievances.** Grievances have several steps and timelines are determined by the University. Procedures can be found in the WWU Catalog, Appendix F:

<https://catalog.wwu.edu/content.php?catoid=14&navoid=2895&hl=%22Grievance%22&returnto=search>

**When parents, friends or spouses get involved.** Sometimes, parents or spouses contact a faculty member with a question or a complaint. Sometimes, this contact comes at the request of the student; other times, someone will contact the program without the student's knowledge. Please be aware that even though a parent may be paying college expenses, faculty and staff are prohibited by federal law from discussing you and/or your progress with **anyone** without signed permission. This law is called Family Educational Rights and Privacy Act of 1974 (FERPA). If you wish for your parent to have contact with faculty, you may fill out a form. Please be aware that the form is not a blanket release. It allows for only the one contact. Each contact requires a new form. Please see your Program Coordinator regarding this form if you need it. If you would like to know more about FERPA, you can find that information at <https://ed.gov/policy/gen/reg/ferpa/index.html>

## Policy

### Academic Honesty Policy

Western Washington University students are responsible for reading, understanding, and following the policy and procedures regarding academic dishonesty as set forth in the WWU Academic Honesty Policy and Procedure, see Appendix D of the University Catalog or WWU Policy PRO-U2100.02:

<https://policy.wwu.edu/PRO-U2100.02A-Addressing-Academic-Honesty-Violations.pdf>

**Diversity Statement**

Western Washington University is an institution that stands for equality of educational opportunity and it reaffirms its commitment to creating a campus environment free of discrimination and bias. It therefore expects all faculty, staff, and students, when representing the University to its public, to show respect and appreciation for human diversity. Any actions or language that reinforce inappropriate, outdated, or demeaning attitudes or assumptions about persons or groups based on age, disability, ethnicity, gender, national origin, race, religion, marital status, or sexual orientation are not acceptable.

**Reasonable Accommodation Policy**

It is the policy of Western Washington University to provide reasonable accommodation to the known physical, sensory, or mental limitations of qualified individuals except where such accommodation would impose undue hardship on the institution. To request accommodation, students must contact WWU disAbility Resources for Students at 360-650-3083 or [www.wwu.edu/depts/drs/](http://www.wwu.edu/depts/drs/)

Western provides reasonable accommodation for students to take holidays for reasons of faith or conscience or for organized activities conducted under the auspices of a religious denomination, church, or religious organization. Students seeking such accommodation must provide written notice to their faculty within the first two weeks of the course, citing the specific dates for which they will be absent. "Reasonable accommodation" means that faculty will coordinate with the student on scheduling examinations or other activities necessary for completion of the course or program and includes rescheduling examinations or activities or offering different times for examinations or activities. Additional information about this accommodation can be found in [SB 5166: Providing religious accommodations for postsecondary students](#).

**Sexual Harassment**

Sexual harassment is a form of sex discrimination. It is illegal, and is prohibited by both federal and state laws. Western Washington University is committed to providing an environment in which students can work and study free from sexual harassment or sexual intimidation. Any student who believes they have been subjected to sexual harassment, whether on campus or while representing the University off campus, is encouraged to report incidents to the course instructor, supervisor, or the Center for Equal Opportunity (OM 345, 650-3307). All students should be aware that the University is prepared to take action to prevent and eliminate such behavior.

**WWU Counseling Center**

Being a healthy college student means having confidence and energy to live each day to its fullest. In part, good health is up to you: how you live your life, and care for your mind and body. The WWU Counseling Center is dedicated to supporting your efforts to keeping well and to caring for you when you are sick. Their goal is to teach students ways to care about their own health and to maintain their own well-being so that they may achieve their academic, personal, and career goals. As an Outreach student, you have the option to call and speak with an after-hours counselor when needed by calling 360-650-3164 and selecting Option 1.

**WWU Email: Policy Statement**

University assigned student email accounts is the only official means of communication of the University with all students. Students are responsible for all information sent to them via the University assigned email account. Students who choose to forward messages from the University email account are still responsible for all the information (including attachments) that was sent to the University email account. Official University email accounts are created for all enrolled students. A student must activate their account in order to access university correspondence.

## Frequently Asked Questions

### **How do I address faculty?**

In order to begin to frame your future career, requiring professional courtesies, you address faculty by their title and surname. If they hold a doctorate, for example, Dr. Brown. If the faculty has a master's degree, then it is Ms. or Mr., for example Ms. Smith.

### **What happens if I fail a course in my program?**

If you fail a class or have a grade of C- or below, you are required to retake the class. If this occurs, see your APD for help to rearrange your plan of study.

### **What happens if a note for improvement is in my file?**

It is very important to all of our faculty that you have every opportunity for success. Sometimes, this means relevant and timely feedback. If there is a reason for concern, the instructor/supervisor/APD will contact you either in person and/or by email and a copy will be sent to the Program Coordinator. If there is another or a repeat concern, your advisor will be notified for follow-up. This is meant to provide assistance in moving forward in the program as you gain the professional skills necessary to become a teacher.

### **Do I have to have my own transportation?**

You will need transportation to the school sites. It is your responsibility. The time to and from sites are not part of the practica hours.

### **Can I choose my practica placements?**

We do our best to secure sites for you that you request. This at times is not possible. We will, however, try to honor your requests within the program requirements and what we perceive will be in your best interest.

### **Can I choose my own internship placements?**

You may request an internship placement. This is not guaranteed.

### **Can I use my private email account?**

University policy is that all university business is conducted through WWU email accounts. Students are responsible for all information sent to them via the University assigned email account. Students who choose to forward messages from the University email account are still responsible for all the information (including attachments) that was sent to the University email account. The Department will send out information to the WWU account only.

### **Why do I have to pay so many fees for education courses?**

Unfortunately, learning to become a teacher is expensive. Many courses use materials and services that are expensive to purchase. We do our best to keep costs down.