

Woodring College of Education

Elementary Education Department

Elementary Education Application



Overview

The Woodring College vision charges faculty and staff with fostering community relationships and a culture of learning that advance knowledge, honor diversities and promote social justice. This statement establishes the educational values that guide the college. The programs within the Elementary Education Department are driven by a set of guiding principles that identify the values that our programs are built upon.

Woodring College has also had a long-standing commitment to producing highly capable, effective educators who strive for ambitious goals in teaching. Teaching that is ambitious both in its intellectual goals and in its concern for the learning and well-being of all children builds upon important aspects about who you are as a person (knowledge and abilities as well as inner qualities like values, beliefs, ideals, and personal experiences) that will empower you as a teacher to act appropriately in response to the complex demands of teaching.

We invite you, in responding to each section of this application, to show us how the assets that you bring to teaching align with the Elementary Education Department guiding principles.

For program questions contact:

Elementary Education, Miller Hall 300, 360-650-3336
eled@wwu.edu | wce.wwu.edu/eled/elementary-education

For application requirements contact:

Teacher Education Admissions, Miller Hall 150, 360-650-3313
TeacherEd.Admissions@wwu.edu | wce.wwu.edu/admissions

Application Details

This application is for the Elementary Education certification program.

Applications are due by 5:00PM on the due date unless that is a weekend or holiday; then, applications are due the next business day by 5:00PM. All requirements must be completed and application materials received by the Teacher Education Admission Office in Miller Hall 150 on or before the application due dates.

SUBMIT APPLICATIONS TO:

Teacher Education Admissions
Miller Hall 150, 516 High Street, Bellingham, WA 98225-9090
Phone: 360.650.3313 Fax: 360.650.6583

TeacherEd.Admission@wwu.edu | wce.wwu.edu/admissions



Application Deadlines

Fall Quarter	March 1
Winter quarter	October 1
Spring Quarter	January 15

Western Washington University (WWU), in compliance with applicable laws and in furtherance of its commitment to fostering an environment that welcomes and embraces diversity, does not discriminate on the basis of race, color, creed, religion, national origin, sex, disability, age, veteran status, sexual orientation, gender identity or expression, marital status or genetic information in its programs or activities, including employment, admissions, and educational programs.

Inquiries may be directed to the Vice Provost for Equal Opportunity & Employment Diversity, Equal Opportunity Office, Western Washington University, Old Main 345, MS 9021, 516 High Street, Bellingham, WA 98225; 360-650-3307 (voice) or 711 (Washington Relay); eoo@wwu.edu.

WWU is committed to providing reasonable accommodations to qualified individuals with disabilities upon request. To request an accommodation, please contact disAbility Resources for Students, Old Main 120, 360-650-3083 (voice) or 360-650-7175 (VP), drs@wwu.edu. A one-week advance notice is appreciated.

To request this document in an alternate format, please contact Woodring Admissions, 360-650-3310, TeacherEd.Admission@wwu.edu.

Western Washington University is an Equal Opportunity Institution.

Application Directions

Use these checklists to assure submission of a complete application. An incomplete application WILL NOT be reviewed- it is your responsibility to assure you are submitting a complete application.

Applications must include:

- All sections of this application completed
- All UNOFFICIAL college transcripts, and a WWU Transfer Equivalency Report (if applicable)
- Writing prompt (page 5)
- Signed “Student Conduct Requirements and Agreement” (page 6)
- Signed “Dispositions and Professional Behavior and Participation Affirmation” (page 7)

Note: If anything in your application needs to be explained, do so on a separate document and include it with this application.

Program requirements:

- WWU student or WWU applicant
- Completed a minimum of 75 college level credits by application due date, or have an anticipated DTA AA degree by admissions quarter start date, or bachelor’s degree.
- Meet the Basic Skills Requirement (submitted SAT/ACT/WEST-B scores to WWU)
- Meet English composition course requirement with a minimum grade of “B-“
- Minimum 2.75 GPA overall or for the last 45+ graded credits (does not include S/U graded credits or a repeated course)

Application Timeline:

Quarter of admission	Application Due Date	Application Review	Decision Notification
Fall	March 1	Beginning to late March	Beginning to late April
Winter	October 1	Beginning of October to mid November	Mid to late November
Spring	January 15	Mid January to late February	Late February

All applicants will be notified of admission decisions via email only.

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Admissions Process

Each quarter, we typically have about twice as many applicants as we have space in the program. For applicants who meet the basic requirements explained above (Meeting the Basic Skills Requirement, minimum 2.75 GPA, and completing an English composition course with a minimum grade of “B-“) admission will be decided on the basis of seniority. One essay will be required with a prompt linked to the Elementary Education Guiding Principles (page 7). Applicants who meet the minimum passing score on the essay will be offered admission in the order of their total number of credits earned at the time of admission. We will admit the 32 applicants with the highest number of of credits each quarter.

Applicant Information

WWU Student ID #: W_____ Birthdate:_____

Name: _____

Last
First
Preferred First
MI

Phone:_____ Alternate Phone:_____

WWU Email:_____@wwu.edu Personal Email:_____

Academic Level: Undergraduate Post-Baccalaureate

Academic Major:_____

WWU Enrollment status: Current WWU Student Applying to WWU*

*If not currently a WWU student, you must apply directly to the university; a separate application.

The State of Washington requests the following from teacher education applicants; however, the information WILL NOT be used in the review of your application:

Which most closely reflects the highest education level of your parent(s) and/or guardian(s)?

- High school diploma, GED, or less (including no high school or no middle school/elementary)
- Some college, community college/university, or higher (with or without a degree)

Is your first language English?

- Yes No

Are you participating or have participated in one or more of the following programs:

- Future Woodring Scholars
- FACET
- Maestros Para el Pueblo at Skagit Community College
- Education and Social Justice Minor.

College Information

List **all** colleges and submit UNOFFICIAL transcripts for all college credit received.

Current WWU students: Include a Transfer Equivalency Report for all transfer credits (including AP & IB).

College	Dates Attended	Degree Earned	Date Completed

Basic Skills Assessment

Indicate below which basic skills assessment you have completed for each subject area. Scores must be sent to WWU from the testing company to be considered official. We do not accept paper score reports for any exam. For more information visit: wce.wvu.edu/admissions/basic-skills-requirement

	Reading	Math	Writing
WEST-B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SAT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ACT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OR: I have taken or will be taking one of the required exams. The score report for the WEST-B, SAT, ACT (*circle one*) will be available on: _____

Program Prerequisites

Indicate if you have completed or met the following prerequisites. Completing prerequisites before applying will expedite the time to program completion.

MATH 112

- I took MATH 112 Grade: _____
- In progress
- I took the WWU ALEKS Math Placement Test
Score*: _____ *Minimum score of 45 is required
- I took another qualifying course*:
Course: _____ Grade: _____
- I have not yet met this prerequisite

SCED 201

- I took SCED 201 Grade: _____
- In progress
- I took another qualifying course*:
Course: _____ Grade: _____
- I have not yet met this prerequisite

LING 201 or ENG 370 or ELL 431*

- I took LING 201, Grade: _____
*For LLC majors, ELL 431 is part of degree program
- In progress
- I took another qualifying course*:
Course: _____ Grade: _____
*with Elementary Education department permission
- I have not yet met this prerequisite

* Qualifying course information:
wce.wvu.edu/admissions/elementary-education

DO NOT COMPLETE – Woodring Teacher Education Admission Personnel Only

English Composition Requirement: Yes No

Total College Credits: _____

Cumulative GPA: _____ Last _____ Credits GPA _____

Number of time applicant has applied to this program, including current application: _____

GUR Courses

ONLY currently admitted WWU students who DO NOT have an AA or BA degree are to complete this step.

Communications

2 courses

Course: _____ Grade: _____

Course: _____ Grade: _____

Quantitative & Symbolic Reasoning

1-2 course

Course: _____ Grade: _____

Course: _____ Grade: _____

Natural Science

3 courses

Course: _____ Grade: _____

Course: _____ Grade: _____

Course: _____ Grade: _____

Social Science

12 credits, 2 departments

Course: _____ Grade: _____

Course: _____ Grade: _____

Course: _____ Grade: _____

Course: _____ Grade: _____

Humanities

12 credits, 2 departments

Course: _____ Grade: _____

Course: _____ Grade: _____

Course: _____ Grade: _____

Course: _____ Grade: _____

Comparative, Gender, Multicultural

2 courses

Block A: Non-North American/European

Course: _____ Grade: _____

Block B: North American/European

Course: _____ Grade: _____

Writing Prompt

Washington State public schools currently reflect the following demographic profile:

Hispanic/Latino of any race(s).....	22.4%
American Indian/Alaskan Native.....	1.3%
Asian.....	7.3%
Black/African American.....	4.4%
Native Hawaiian/Other Pacific Islander.....	1.0%
White.....	56.1%
Two or more races.....	7.4%
Eligible for free/reduced priced meals.....	44%
Special Education.....	13.5%
Transitional Bilingual.....	10.8%

As someone who is interested in preparing to teach this range of future students, how might an educator’s unacknowledged bias, cultural background, or taken-for-granted assumptions affect their ability to create a safe, inclusive, and culturally responsive learning environment?

Please respond to this prompt with a **one-page**, single-spaced 12-point font reflection statement.

Student Conduct Agreement and Requirement

Students accepted into teacher certification programs at Western Washington University will have opportunities to work in public or private schools with students, teachers, administrators and parents. Our students are expected to conduct themselves in a professional manner in all interactions with all individuals. As a means of emphasizing the importance of appropriate behavior, the following policies apply to all Woodring College Elementary Education students.

Elementary Education applicants and admitted students may be denied admission, withdrawn from a course or practicum/field experience, the student teaching internship, or the certification program for any of the following reasons:

- A. a guilty plea or conviction of any felony crime involving the physical neglect of or physical injury to a child;
- B. the commission of a crime against the laws of the State of Washington;
- C. exhibiting unprofessional or unethical conduct or behavior;
- D. failure to maintain a 2.75 quarterly GPA.

I understand that information concerning admitted students may be shared with school district personnel to determine if a field placement may and should be made, or if a placement should continue; and that the Woodring College of Education cannot override the decision of school district personnel. Practicum and Internship placements are dependent on school district approval.

I understand that final admission will be based on Washington State Patrol and FBI fingerprint and Pre-Residency Character and Fitness Questionnaire clearance, and completion of required Woodring Teacher Education New Student Orientation.

I also understand that acceptance into the program and completion of the program does not guarantee the granting of a Washington State Residency Teaching Certificate.

I agree to abide by the above policies and certify, to the best of my knowledge, that all statements contained in this application are true and accurate.

Applicant Signature

Date

Guiding Principles

The five guiding principles listed below were developed by faculty in the Elementary Education Department during an extensive series of program revision meetings from 2014-2016. We see these principles as reflecting the key elements of a professional identity guided by the moral and ethical ideals they represent. As faculty in the program we charge ourselves with supporting our students in the development of their own professional identities informed by these principles. These principles serve also as the fundamental professional dispositions which we hold ourselves accountable for in our interactions with our teacher candidates.

Our Overarching Commitment:

To prepare teacher candidates who will educate students as citizens for a sustainable, globally interconnected, and diverse society in a way that challenges inequities and promotes social justice.

1. Teacher candidates will develop and enact a strengths-based stance and growth mindset toward themselves and toward learners, their families, and their communities and recognize that all people have assets to draw upon.
2. Teacher candidates will develop and enact an ethic of care and a sense of responsibility for relating to learners of all ages with receptivity, relatedness, and responsiveness.
3. Teacher candidates will develop and enact an understanding of equity and diversity and their impact on teaching and learning.
4. Teacher candidates will develop and enact a deep understanding of disciplinary/interdisciplinary content and of teaching and learning as intellectual endeavors.
5. Teacher candidates will develop and enact a commitment to the fundamentally collaborative nature of teaching and learning and to the importance of collaborative partnerships that promote the learning and well-being of individuals, families, and the community.

Professional Behavior and Participation

In addition to developing and enacting understandings related to the guiding principles, we also expect candidates to conduct themselves in program-related activities according to the following guidelines for professional behavior and participation:

- Candidates will **consistently** meet the expectations of scheduled commitments.
- Candidates will **consistently** demonstrate professional responsibility, conduct, productivity, and effort necessary to meet professional responsibilities.
- Candidates will communicate **effectively, appropriately and professionally** with peers, instructors, school personnel, and school students, both in person and via electronic media.
- Candidates will **consistently** maintain confidentiality of privileged information and conduct themselves with honesty and integrity.

Dispositions and Professional Behavior and Participation Affirmation

During your time in the program, you will be periodically assessed by teams of faculty with respect to your ability to understand and enact the guiding principles and expectations for professional behavior and participation with increasing reliability and sophistication during your coursework and school practicum experiences. We see these principles as reflecting the key elements of a professional identity guided by the moral and ethical ideals they represent. We hold ourselves accountable, as faculty in the program, with supporting you in this developmental process, and with conducting ourselves in a manner that is consistent with these principles and expectations.

I understand that these guiding principles and professional behavior and participation expectations are the foundation on which the program is built, and that my performance, in part, will be assessed in relation to these principles and expectations.

Signature_____

Printed Name_____