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

“Preparing thoughtful, knowledgeable, and effective educators for a diverse society.”

Woodring College of Education, Western Washington University
Welcome

The faculty and staff of the Secondary Education Department 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. The route to certification is more complex than for other university programs due to the requirements from the academic major/endorsement, the Secondary Education (SEC) program, and the Washington State residency certification standards. You will be assigned a SEC faculty advisor, plus you will have an advisor in your academic major (endorsement) area.

This Secondary Education Handbook is to provide you with pertinent information and resources and is in addition to Woodring’s New Teacher Education Handbook that will be discussed during New Teacher Orientation (https://wce.wwu.edu/ofe/internship-materials).

If you have any questions, please let us know!

Woodring College of Education Mission and Vision

Mission: Woodring College facilitates life-long learning through exemplary teaching to prepare education, health, and human services professionals for democratic citizenship and meaningful careers. As a College that services the station, nation, and the 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: Woodring College of Education fosters community relationships and a culture of learning that advance knowledge, honor diversities, and promote social justice.
**Checklist**

After you receive official notice of admission and you have completed the pre-clearance requirements (fingerprinting, character and fitness), you will need to complete a few more items within the first few weeks of starting the SEC program.

☐ The day before classes begin of your first quarter in the program, attend the mandatory teacher education orientation. Contact the [Woodring Admissions Office](#) for details.

☐ Read this Handbook. You will be required to sign an acknowledgment during the SEC orientation that you have read and understood the content.

☐ Meet with your SEC advisor no later than the 3rd week of your first quarter, unless you already completed a quarterly plan of courses. Course planning is important to know your specific class schedule for each quarter (see Course Planning section on page 6 for details).

More important things to know

☐ 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).

☐ At WWU official correspondence is sent to your WWU e-mail address and it is your responsibility to regularly read and respond to your WWU e-mail. Review the policy for full information.

☐ It is also your responsibility to become an informed participant in teacher preparation program requirements, expectations, policies, procedures, and timelines; as well, knowing the University Academic Policies, [https://catalog.wwu.edu/](https://catalog.wwu.edu/).
# Advising

## Secondary Education Department Contacts 2019-2020

Secondary Education, Woodring College of Education, Western Washington University  
Miller Hall, Room 400, 360-650-3327

Note- It is often helpful to include your WWU ID# when contacting advisors.

<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</td>
<td>MH 402C</td>
<td><a href="mailto:Bruce.Larson@wwu.edu">Bruce.Larson@wwu.edu</a></td>
</tr>
<tr>
<td>Longoria</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>Victor Nolet</td>
<td>MH 403D</td>
<td><a href="mailto:Victor.Nolet@wwu.edu">Victor.Nolet@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>Francisco Rios</td>
<td>MH 404D</td>
<td><a href="mailto:Francisco.Rios@wwu.edu">Francisco.Rios@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>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:**

| Jose Cervantes-Aguilar         | MH 415B | cervanj3@wwu.edu                           |
| Chris Martin                  | MH 415B | marti393@wwu.edu                           |

**SEC Support Staff:**

| Janna Cecka, Dept. Manager    | MH 401C | Janna.Cecka@wwu.edu                        |
| Christina Carlson, Dept. Coordinator | MH 401A | Christina.Carlson@wwu.edu                 |
| Maikol Alvarado, Dept. Support| MH 400  | SecondaryEd.Support@wwu.edu                |
| Hannah Locken, Dept. Support  | MH 400  | SecondaryEd.Support@wwu.edu                |
| Cindy Maquina-Negrete, Dept. Support | MH 400 | SecondaryEd.Support@wwu.edu                |
| Madi Melendrez, Dept. Support | MH 400  | SecondaryEd.Support@wwu.edu                |

**Education and Social Justice Minor:**

| Veronica Velez, ESJ Director  | MH 404A | Veronica.Velez@wwu.edu                      |
| Elaine Mehary, Admin. Asst.   | MH 404B | Elaine.Mehary@wwu.edu                       |
**Academic Major / Endorsement Advisors 2019-2020**

Western Washington University

Note- most faculty work mid-Sept. through mid-June, not during summer.

Endorsement Programs (links to endorsement evaluation forms)

<table>
<thead>
<tr>
<th><strong>Department</strong></th>
<th><strong>Advisor</strong></th>
<th><strong>Room #</strong></th>
<th><strong>Phone #</strong></th>
<th><strong>E-mail Address</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>English (Language Arts)</td>
<td>Bruce Goebel</td>
<td>HU 277</td>
<td>7364</td>
<td><a href="mailto:Bruce.Goebel@wwu.edu">Bruce.Goebel@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 (Chinese, French, German, Japanese, Spanish)</td>
<td>Rodolfo 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 &amp; Health (PEH)</td>
<td>Taylor Leenstra</td>
<td>CV 201A</td>
<td>6231</td>
<td><a href="mailto:Taylor.Leenstra@wwu.edu">Taylor.Leenstra@wwu.edu</a></td>
</tr>
<tr>
<td></td>
<td>Hillary Franks</td>
<td>CV 201F</td>
<td>6353</td>
<td><a href="mailto:Hillary.Franks@wwu.edu">Hillary.Franks@wwu.edu</a></td>
</tr>
<tr>
<td></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>Emily Borda</td>
<td>SL 250D</td>
<td>3637</td>
</tr>
<tr>
<td>Chemistry, Middle Level Science</td>
<td>Erin Duffy</td>
<td>CB 270</td>
<td>3070</td>
<td><a href="mailto:Erin.Duffy@wwu.edu">Erin.Duffy@wwu.edu</a></td>
</tr>
<tr>
<td>Biology</td>
<td>Alejandro Acevedo-Gutierrez</td>
<td>BI 309</td>
<td>3653</td>
<td><a href="mailto:aceveda@wwu.edu">aceveda@wwu.edu</a></td>
</tr>
<tr>
<td>Biology</td>
<td>Deborah Donovan</td>
<td>BI 310</td>
<td>7251</td>
<td><a href="mailto:Deborah.Donovan@wwu.edu">Deborah.Donovan@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>James Loucky</td>
<td>AH 322</td>
<td>3615</td>
</tr>
<tr>
<td>Economics</td>
<td>Pam Whalley</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>Geography</td>
<td>Patrick Buckley</td>
<td>AH 222</td>
<td>4773</td>
<td><a href="mailto:Patrick.Buckley@wwu.edu">Patrick.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>Johann Neem</td>
<td>BH 322</td>
<td>2511</td>
<td><a href="mailto:Johann.Neem@wwu.edu">Johann.Neem@wwu.edu</a></td>
</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>Deb Currier</td>
<td>PA 387</td>
<td>2387</td>
<td><a href="mailto:Deb.Currier@wwu.edu">Deb.Currier@wwu.edu</a></td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Julia Sapin</td>
<td>FI 116</td>
<td>3670</td>
<td><a href="mailto:Julia.Sapin@wwu.edu">Julia.Sapin@wwu.edu</a></td>
</tr>
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Additional Endorsements

<table>
<thead>
<tr>
<th>Endorsement</th>
<th>Advisor</th>
<th>Room #</th>
<th>Phone #</th>
<th>E-mail Address</th>
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</thead>
<tbody>
<tr>
<td>Bilingual Ed.</td>
<td>Marsha Riddle Buly</td>
<td>MH 305B</td>
<td>7348</td>
<td><a href="mailto:Buly@wwu.edu">Buly@wwu.edu</a></td>
</tr>
<tr>
<td>Dance</td>
<td>Cher Carnell</td>
<td>CM 113c</td>
<td>3893</td>
<td><a href="mailto:Cher.Carnell@wwu.edu">Cher.Carnell@wwu.edu</a></td>
</tr>
<tr>
<td>English Lang. Learner</td>
<td>Beth Dillard, Jen Green</td>
<td>MH 304A</td>
<td>3314</td>
<td><a href="mailto:dillare@wwu.edu">dillare@wwu.edu</a> or <a href="mailto:greenj33@wwu.edu">greenj33@wwu.edu</a></td>
</tr>
</tbody>
</table>
Course Planning

You are required to have a quarterly plan of your Secondary Education program and any remaining endorsement classes. The plan will be created with your Secondary Education advisor after admittance to our program. Undergraduate/post-Bac. candidates should have a completed planning sheet soon after being admitted into our program. Graduate candidates should meet with your advisor no later than the first three weeks of beginning the MIT program. If at any time you are considering a change to your non-Secondary courses, contact your SEC advisor and note any revision to your plan.

The quarterly plan is made in Degree Works. Degree Works is an academic planning and degree progress tool designed to help you track your requirements and progress but is not intended to replace face-to-face advising. Your Degree Works plan will be accessible to you, advisors, and other university staff.

To access Degree Works in Web4U, navigate to the Students tab, select Student Records and select Degree Works. Be sure to review this link for detailed information: [Step-by-step instructions for students using Degree Works](#)
**Undergraduate/Post-Baccalaureate Program**

**Secondary Education 2019-2020**

*Notes: Music and PEH candidates- the last column indicates required courses*

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Courses</th>
<th>Credits</th>
<th>* Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st qtr.</td>
<td>SEC 303 - Teaching Adolescents: Dev. &amp; Id</td>
<td>4</td>
<td>Music, PEH, take during 1st qtr. in prg</td>
</tr>
<tr>
<td></td>
<td>SEC 310 - Education, Culture, and Equity</td>
<td>4</td>
<td>PEH take 1st qtr. in prg Music take 2nd qtr. in prg</td>
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<tr>
<td></td>
<td>SEC 410 - Dynamics of Teaching</td>
<td>2</td>
<td></td>
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<td></td>
<td>SEC 430 - Sec. School Methods I – Instruct. Strategies, Daily Planning, + Standards</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IT 344 - Basic Instructional Tech Skill- pre-req. for IT 444, take 1st or 2nd qtr.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2nd qtr.</td>
<td>SEC 411 - Philosophical Foundations of Education</td>
<td>4</td>
<td>Music, PEH, take 2nd qtr. in prg</td>
</tr>
<tr>
<td></td>
<td>SEC 425 - Developmental Reading, Writing and Learning in Secondary Schools</td>
<td>4</td>
<td>PEH take in fall qtr.</td>
</tr>
<tr>
<td></td>
<td>SEC 431 - Secondary School Methods II- Assessment and Long-Term Planning</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SEC 435 - Secondary Practicum I</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3rd qtr.</td>
<td>SEC 432 - Secondary School Methods III - Management, Motivation and Discipline</td>
<td>4</td>
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<td>SEC 433 - Teaching Laboratory</td>
<td>1</td>
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<tr>
<td></td>
<td>SEC 436 - Secondary Practicum II</td>
<td>1</td>
<td></td>
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<tr>
<td></td>
<td>SPED 363 - Sec Students w/Special Needs</td>
<td>4</td>
<td>Music take 3rd qtr. in prg</td>
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<tr>
<td></td>
<td>IT 444 - Supporting Teaching and Learning with Technology</td>
<td>2</td>
<td></td>
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<tr>
<td>4th qtr.</td>
<td>SEC 495 - Internship</td>
<td>18</td>
<td>Music, PEH</td>
</tr>
</tbody>
</table>
# Master in Teaching Program
## Secondary Education 2019-2020

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>1st qtr.</td>
<td>SEC 513, Ed, Culture, Equity</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>SEC 514, Teaching/Learning in SEC</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>SEC 531, Teaching Adolescents</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>SEC 532, Curriculum &amp; Instruction</td>
<td>4</td>
</tr>
<tr>
<td>2nd qtr.</td>
<td>SEC 501, Ed. Research Inquiry</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>SEC 512, Educational Philosophy</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>SEC 515, Teaching/Learning in SEC II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>SEC 533, Assessment and Prof. Dev.</td>
<td>4</td>
</tr>
<tr>
<td>3rd qtr.</td>
<td>SEC 435, Practicum I</td>
<td>2</td>
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<tr>
<td></td>
<td>SEC 525, Content Read/Write/Comm.</td>
<td>4</td>
</tr>
<tr>
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<td>SEC 692, Research Seminar I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>IT 544, Instructional Technology and Ed.</td>
<td>4</td>
</tr>
<tr>
<td>4th qtr.</td>
<td>SEC 433, Teaching &amp; Learning Lab,</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>SEC 436, Practicum II</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>SEC 534, Mgmt, Motivation and Discipline</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>SEC 693, Research Seminar II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SPED 510, Sec. Students with Special Needs</td>
<td>4</td>
</tr>
<tr>
<td>5th qtr.</td>
<td>SEC 595, Internship, plus complete edTPA</td>
<td>18</td>
</tr>
</tbody>
</table>
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.

Contact information: Teacher.Certification@wwu.edu
Telephone: 360-650-3310
Facsimile: 360-650-6583
516 High Street / Miller Hall 150
Bellingham, Washington 98225-9090
http://www.wce.wwu.edu/Resources/Certification/

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

Maddie Bishop, mallahm4@wwu.edu 360-650-3313
- Teacher Education application
- WEST-B 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.
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 in order 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 SEC 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, https://esign.wwu.edu/forms/Woodring/wce_secondary_education_petition_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 Bulletin, Appendix F, Academic Grievance Policy and Procedures.
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 – 3:30 pm.

Secondary Practicum I (Sec 435 - 2 cr.)
This course consists of 20-40 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 20-40 hours 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.
Internships

Contact Information:
Melissa Oscarson, Director Melissa.Oscarson@wwu.edu 360-650-3309 MH 150C
Margaret Gegenhuber, Manager, gegenhm@wwu.edu 360-650-3886 MH 150D

Office of Field Experiences (Student Teaching), located in MH 150
Website: https://wce.wwu.edu/ofe/internship-materials

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, including completion of the edTPA.

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.

education Teacher Performance Assessment (edTPA). Completion of the edTPA is a student teaching and program completion requirement. All WWU provided resources, including your edTPA handbook, are on a specially designated Canvas site - Teacher Performance Assessment Student Resources. WCE webpage for TPA. Contact for edTPA is Melissa Oscarson.
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 finish approximately 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

You will be advised to apply for your Residency teacher certificate and pay the state certification fee through the OSPI E-Certification system, following completion of all certification requirements and recommendation by the WCE Certification Office.

The Woodring Certification Office will ensure that all certification requirements have been met. Questions regarding endorsements, certification, and testing should be directed to CertOffice@wwu.edu.

Undergraduates
- Apply for graduation
  - Check the Registrar Office deadlines for when to apply for your degree.
  - You will need a degree application form.
  - You will need a major evaluation form obtained from your major department, and
  - If your major is a BAE degree, you will need a program evaluation from Secondary Ed.
  - Notify staff if you plan to graduate with your Bachelor’s degree prior to completion of the Secondary Ed. program; your student status will need to be changed to post-Bac. and you may need to reapply to Western Admissions.

Post-baccalaureates
- You will receive certification only, so no need to complete a major/program evaluation.

Master in Teaching
- The quarter prior to student teaching, you will receive an email for a Graduate Degree Application e-form, and prior to completion of the MIT program a Degree Recommendation e-form will be processed by department advisors.
- Candidates completing the internship/program in December will graduate during the respective fall quarter. The completion for candidates with a winter/spring internship is pending clarification- this section will be updated as soon as possible.

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