Secondary Education Candidate Handbook

(this is in addition to Woodring’s Teacher Education New Student Handbook)

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“Preparing thoughtful, knowledgeable, and effective educators for a diverse society.”
Woodring College of Education, Western Washington University

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

The faculty and staff of the Secondary Education (SEC) 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 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 provides important information and resources, and is in addition to Woodring’s Teacher Education New Student Handbook that will be discussed during New Teacher Orientation (wce.wwu.edu/admissions/professionalism-requirement).

It is your responsibility to become an informed participant in teacher preparation program requirements, expectations, policies, procedures, and timelines; as well, knowing the University Academic Policies (catalog.wwu.edu/preview_entity.php?catoid=13&ent_oid=1480&returnto=2816).

If you have any questions, please let us know!

First quarter:

☐ The day before classes begin of your first quarter in the program, attend the mandatory teacher education orientation. Contact Woodring Office of Admissions 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. This is in addition to the Woodring Teacher Education New Student Handbook.

☐ Meet with your SEC advisor to discuss your program, especially if there are any changes to your quarterly planning sheet.

☐ FYI- your WWU email will be used to send notices that could provide course information, important reminders, meeting/event notices, and other relevant program information.

All WWU official correspondence is sent to your WWU e-mail address and students are held accountable for the contents of such messages. It is important that you regularly read and respond to your WWU e-mail. Review the policy for full information.
Advisors

Secondary Education Contacts 2017-2018

Location- Miller Hall, Room 400   Telephone  360-650-3327   seced@wwu.edu

Faculty

Don Burgess (on sabbatical winter-spring 2018)  MH 402D  Don.Burgess@wwu.edu
Angela Harwood  MH 403C  Angela.Harwood@wwu.edu
Kirsten Jensen  MH 403A  Kirsten.Jensen@wwu.edu
Bruce Larson (no teaching winter-spring 2018)  MH 402C  Bruce.Larson@wwu.edu
Anthony Longoria  MH 402A  Anthony.Longoria@wwu.edu
Lauren McClanahan  MH 404C  Lauren.McClanahan@wwu.edu
Victor Nolet  MH 403D  Victor.Nolet@wwu.edu
Tracey Pyscher  MH 401D  Tracey.Pyscher@wwu.edu
Francisco Rios (on sabbatical winter-spring 2018)  MH 404D  Francisco.Rios@wwu.edu
Kevin Roxas, Department Chair  MH 401B  Kevin.Roxas@wwu.edu
Molly Ware  MH 403B  Molly.Ware@wwu.edu

SEC Graduate Assistants:

Ashton Anderson  MH 415B  Ashton.Anderson@wwu.edu
Kelsey Benslimane  MH 415B  Kelsey.Benslimane@wwu.edu
Eleanor Burke  MH 415B  Eleanor.Burke@wwu.edu
Angie Thornton  MH 415B  Angela.Thornton@wwu.edu
Courtney Witter  MH 415B  Courtney.Witter@wwu.edu

SEC Support Staff:

Christina Carlson, Dept. Coordinator  MH 401A  Christina.Carlson@wwu.edu
Janna Cecka, Department Manager  MH 401C  Janna.Cecka@wwu.edu
Esmeralda Hernandez, Dept. Support  MH 400  SecondaryEd.Support@wwu.edu
Cindy Maquina-Negrete, Dept. Support  MH 400  SecondaryEd.Support@wwu.edu
Vanessa Nava, Dept. Support  MH 400  SecondaryEd.Support@wwu.edu
New hire TBD, Dept. Support  MH 400  SecondaryEd.Support@wwu.edu

Education and Social Justice Minor:

Elaine Mehary, Admin. Asst.  MH 404B  Elaine.Mehary@wwu.edu
Veronica Velez, Director  MH 404A  Veronica.Velez@wwu.edu
# Academic Major / Endorsement Advisors 2017-2018

**Qualifying, and additional, Endorsement Programs** (link to Endorsement page)

On-campus extensions noted below. Calling from off-campus is 360-650-XXXX

<table>
<thead>
<tr>
<th>Department</th>
<th>Advisor</th>
<th>Room #</th>
<th>Phone ext.</th>
<th>E-mail Address</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>Health &amp; Fitness (PE)</td>
<td>Stacy Halbakken</td>
<td>CH 201</td>
<td>6231</td>
<td><a href="mailto:Stacy.Halbakken@wwu.edu">Stacy.Halbakken@wwu.edu</a></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Jessica Cohen</td>
<td>BH 180</td>
<td>3830</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>Paqui Paredes</td>
<td>MH 223B</td>
<td>2038</td>
<td><a href="mailto:Maria.ParedesMendez@wwu.edu">Maria.ParedesMendez@wwu.edu</a></td>
</tr>
<tr>
<td>Music (Choral, General, Instrumental)</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></td>
<td>Tim Fitzpatrick</td>
<td>PA 39</td>
<td>7290</td>
<td><a href="mailto:Timothy.Fitzpatrick@wwu.edu">Timothy.Fitzpatrick@wwu.edu</a></td>
</tr>
<tr>
<td></td>
<td>Zach Smith</td>
<td>PA 273</td>
<td>3130</td>
<td><a href="mailto:Zachary.Smith@wwu.edu">Zachary.Smith@wwu.edu</a></td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Deb Currier</td>
<td>PA 395B</td>
<td>2387</td>
<td><a href="mailto:Deb.Currier@wwu.edu">Deb.Currier@wwu.edu</a></td>
</tr>
<tr>
<td></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>Sciences</td>
<td>Ed Geary</td>
<td>SL 250D</td>
<td>3637</td>
<td><a href="mailto:Edward.Geary@wwu.edu">Edward.Geary@wwu.edu</a></td>
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<tr>
<td></td>
<td>Starting in 2019, General Science will no longer be a qualifying endorsement, but as an additional science endorsement.</td>
<td></td>
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</tr>
<tr>
<td>Chemistry</td>
<td>Emily Borda</td>
<td>CB 242</td>
<td>3135</td>
<td><a href="mailto:Emily.Borda@wwu.edu">Emily.Borda@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:Alejandro.Acevedo-Gutierrez@wwu.edu">Alejandro.Acevedo-Gutierrez@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>Physics</td>
<td>Andrew Boudreaux</td>
<td>CF 369</td>
<td>7383</td>
<td><a href="mailto:Andrew.Boudreaux@wwu.edu">Andrew.Boudreaux@wwu.edu</a></td>
</tr>
<tr>
<td>Social Studies</td>
<td>James Loucky</td>
<td>AH 322</td>
<td>3615</td>
<td><a href="mailto:James.Loucky@wwu.edu">James.Loucky@wwu.edu</a></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>History</td>
<td>Johann Neem</td>
<td>BH 332</td>
<td>2511</td>
<td><a href="mailto:Johann.Neem@wwu.edu">Johann.Neem@wwu.edu</a></td>
</tr>
<tr>
<td>Political Science</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>Visual Arts</td>
<td>Gaye Green</td>
<td>FI 116A</td>
<td>3605</td>
<td><a href="mailto:Gaye.Green@wwu.edu">Gaye.Green@wwu.edu</a></td>
</tr>
</tbody>
</table>

**Additional Endorsement(s)**

| Middle Level Humanities     | Angela Harwood                 | MH403C | 3702 | Angela.Harwood@wwu.edu          |
| English Lang. Learner       | Beth Dillard                   | MH 304A | 3314 | Beth.Dillard@wwu.edu            |
| Bilingual Ed.               | Marsha Riddle Buly             | MH 305B | 7348 | Marsha.Riddlebuly@wwu.edu       |
Guiding Principles

Department of Secondary Education
Woodring College of Education
Western Washington University

What we do:
• Prepare teachers who are committed to a just, sustainable future for all generations
• Prepare teachers who are able to engage in systems thinking
• Provide tools and experiences to develop teachers who are change agents who can understand and work within existing structures to transform systems
• Hold and nurture space for the development of communities of learners
• Foster creativity and mindfulness
• Engage in respectful community dialog given a variety of viewpoints and perspectives
• Create contexts in which everyone can express their experiences with confidence, knowing they will be heard with sensitivity

We believe:
• Teaching and learning are collaborative and are built on critical inquiry processes
• Learning is a reciprocal, on-going process, requiring openness to new ideas
• Effective democratic teachers build on the valuable knowledge and assets students bring to the learning process
• In honoring and supporting the young people of our communities, enabling them to fulfill their essential role in creating sustainable societies.
• In recognizing that all beings are interdependent and every form of life has value regardless of its worth to human beings.
• In promoting social and economic justice, enabling all to achieve a secure and meaningful livelihood that is ecologically responsible

We center social justice with the assertions that:
• Systems of power and privilege give rise to inequities in society
• Justice requires a critical analysis of social, cultural and institutional systems and how they contribute to inequity
• Critical self-reflection helps us understand the beliefs and positions we hold, our world view, and where those perspectives come from
• Staying open to other points of view, and understanding and valuing the lived experiences of others is a central requisite of working toward a more just society

We promote the development of critical inquiry by:
• Helping teacher candidates develop curiosity and the need to know
• Building powers of deep observation, listening, and interpretation
• Engaging school and community members in action research
• Using critical inquiry as a pedagogical tool
• Conducting inquiry at all levels – personal, classroom, systems

Candidates who thrive in our program possess and continue developing abilities to:
• Display curiosity and open-mindedness toward the life experiences and perspectives of others
• Listen to and observe student thinking
• Demonstrate intercultural understanding
• Employ critical consciousness
• Engage with and appreciate ambiguity
• Acknowledge and adapt to the tensions of critical communities and democratic processes
• Have an assets-based approach to students and to one another as colleagues
• Be flexible and ready to adapt when needed
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 Secondary Education 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 Teacher Education professional education program and academic endorsement requirements.
3. Meet minimum coursework requirements.

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.

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.

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 SEC 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. Signatures are required by the student, major advisor, and the SEC department Chair. A Petition Form can be printed from the SEC website (this will soon change to an online form).
**Incomplete (“K”) Grades**

The faculty recognizes that occasionally circumstances arise which prohibit students from completing course requirements by the end of the quarter in which they are enrolled. The SEC 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.

In addition, a copy will be maintained in the student’s SEC department file.

**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 Secondary 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 SEC 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 ongoing review provides early identification and resolution of areas of concern, as well as celebrate outstanding teacher candidate performance.
The SEC 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 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 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 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. Secondary 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 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 SEC. Any teacher candidate in the Master in Teaching program who is withdrawn from SEC 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 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 SEC Faculty. Copies of the letter are provided to the teacher candidate, the Office of Field Experiences, and placed in the teacher candidate’s SEC 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 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 SEC program.

**Appeals Process**
Teacher candidates in the SEC 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 SEC instructors who take into account a student’s major endorsement, transportation, course schedule, as well as the placement availability. Students are advised to arrange their coursework schedules to provide ample time for traveling to and from their secondary school as well as working with their cooperating teacher/students over the course of the quarter. Most secondary schools operate between 7:30 am – 3:00 pm.

Secondary Practicum I (Sec 435 - 2 cr.)
This course consists of 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.
**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:
CertOffice@wwu.edu
Telephone: 360-650-4930
Facsimile: 360-650-6583
http://www.wce.wwu.edu/Resources/Certification/

Peter Johnson, Director
Peter.Johnson@wwu.edu 360-650-4630
- Admissions advisor
- Endorsement Evaluations
- Character and Fitness Advising
- Certification Advising

- Additional Endorsement for Teachers
- Curriculum Coordination
- Certification Officer and Accreditation Coordinator

Keely Flege, Supervisor
Keely.Flege@wwu.edu 360-650-4930
- Admissions advisor
- Teacher Certification Advising and Workshops
- Intern Substitute Certificate Application

- Teacher Certificate Application
- Administrator Certificate Application
- Verification of Program Completion
- Accreditation Support

**Content Test Resource Site**

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

Candidates seeking a foreign language or bilingual endorsement must also pass the American Council on the Teaching of Foreign Language (ACTFL) Oral Proficiency Interview and Writing Proficiency Tests at the appropriate level.

See the Content Knowledge Test website for more information: wce.wwu.edu/cert/content-test-resource-site.
**Internships**

Refer to the Woodring Teacher Education New Student Handbook for more details or updated information, [wce.wwu.edu/admissions/professionalism-requirement](http://wce.wwu.edu/admissions/professionalism-requirement).

Contact Information:

Laura Wellington, Director  [Laura.Wellington@wwu.edu](mailto:Laura.Wellington@wwu.edu)  360-650-3309  MH 150C

Nancy Nelson, Placement Manager  [Nancy.Nelson@wwu.edu](mailto:Nancy.Nelson@wwu.edu)  360-650-3553  MH 150E

Office of Field Experiences (Student Teaching), [wce.wwu.edu/ofe/office-field-experiences](http://wce.wwu.edu/ofe/office-field-experiences)

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

Candidates must successfully complete the entire internship to receive credit and recommendation for certification.

Teaching internships will begin upon completion of all certification coursework and upon a recommendation of the Secondary faculty. The Secondary 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 Secondary 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 - [wce.wwu.edu/ofe/teacher-performance-assessment](http://wce.wwu.edu/ofe/teacher-performance-assessment).
Application Deadline: The deadline for student teaching (internship) application is very early in the program. Prior to each deadline, the Office of Field Experiences will conduct information sessions. Once you have applied for your internship, if your plan for student teaching change, it is your responsibility to notify the Office of Field Experiences. Secondary students register for a total of 18 credits and complete their internship in 14 weeks. Since public schools are on the semester system and Western is on the quarter system, the fall internship begins when the public schools start in late August or early September and finish by early to mid-December. The winter internship begins in early January and goes until mid-April. It will be your responsibility to see that any education course/program requirement waivers are placed in your student file; your file will be available from Woodring Student Services, in Miller Hall 150.

Placement Limitations
To ensure the most objective and beneficial student teaching internship, SEC 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 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 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 SEC 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. Any subsequent placement must be requested according to the OFE application procedures and deadlines

Away Placement Policy for Student Candidates of Concern
SEC faculty evaluate student 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 SEC faculty member or designee.
Secondary Education Program Forms

Planning Sheet Example- for a post-bac candidate with Math endorsement

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Other Courses/Sequence changes/Notes

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Math 483

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SPED 363

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MATH 360 an endorsement course

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Third Quarter Total: 15 cr

Additional Quarter(s) Total: 18

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SEC Advisor approval date: |
Candidate approval date: |
Plan for MIT Candidate with Math Endorsement

**PLANNING SHEET MIT**

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<th>Teacher</th>
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<td>@students.wwu.edu</td>
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<td>Major Advisor</td>
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**Endorsement Evaluation(s)**

- Math: Endorsement Evaluation completed and attached
- Additional Endorsement completed and attached
- Additional or Second Endorsement(s) completed

**Comments:**

Math 483 is only offered in spring quarter, which would create a total of 22 credits in spring. Options are to take SPED 510 in fall quarter, or an equivalent SPED course during summer quarter. Optional- IT 544 (or an equivalent) will be available during summer quarter. Note-summer quarter classes require a minimum enrollment of 10 students.

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<tr>
<th>COURSE</th>
<th>Title</th>
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**Other Courses**

- SPED 510: See comment above. | ✓ | | | ✓ | | 4 |

**First Quarter Total:** 18 cr

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**Other Courses**

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**Second Quarter Total:** 14 cr

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</table>
MIT candidate Graduate Plan of Study esign form

This Plan of Study must be completed within the first quarter of graduate study. Consult with your Graduate Program Advisor and develop your individualized plan for degree completion. Additional instructions and guidelines are provided at this link: Graduate Plan of Study Instructions and Guidelines.

### Required Selection:
- Thesis
- Non-Thesis

*Topic must be approved PRIOR to thesis registration. Thesis Topic Approval Web Form*

Enter all graduate program coursework in the box below. Lock-step programs where each student completes the same courses may attach the list of coursework on a separate page using the attach files button below.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Credits</th>
<th>Course #</th>
<th>Credits</th>
<th>Course #</th>
<th>Credits</th>
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<tr>
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<td>Sac 531</td>
<td>4</td>
<td>Sac 510</td>
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<td>Sac 532</td>
<td>4</td>
<td>Sac 525</td>
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<td>Sac 513</td>
<td>4</td>
<td>Sac 533</td>
<td>4</td>
<td>SpEd 510</td>
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<tr>
<td>IT 544</td>
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<td>Sac 534</td>
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<td>Sac 435</td>
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<td></td>
<td>Sec 691</td>
<td>4</td>
<td>Sac 433/Sac 436</td>
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</table>

Total Credits: 59

**TRANSFER WORK:**
Limit of 12 gr. credits may count toward degree. External transfer credit must be approved separately.

**SPECIAL SKILLS OR LANGUAGE REQUIREMENT (IF REQUIRED)**
Credits do not count toward degree.

**ADMISSIONS STIPULATIONS:**
Credits do not count toward degree.

ELL 525 may be substituted for SEC 525.

### Routing Instructions
- **Student:** Complete Section I, then forward to your Graduate Program Advisor (or authorized Graduate Program Coordinator) for approval and submission. Forward the form to your Thesis Advisor if applicable.
- **Thesis Advisor:** Thesis Advisor approves the form and routes to Graduate Program Advisor (or authorized Graduate Program Coordinator).
- **Graduate Program Adviser (or authorized Graduate Program Coordinator):** Route the Web Form to GradSchool@wwu.edu. The student and adviser will be notified when the plan is approved.

### Signatures and Attachments

Web Form #1045433
Form is Complete

### Signatures

<table>
<thead>
<tr>
<th>Title</th>
<th>Time</th>
<th>From</th>
<th>Dept</th>
<th>Phone</th>
<th>Next To</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Coordinator</td>
<td>8/4/2016</td>
<td>Christine <a href="mailto:Carlson@wwu.edu">Carlson@wwu.edu</a></td>
<td>Secondary Education</td>
<td>x3327</td>
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<td>8/4/2016</td>
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<td>Secondary Education</td>
<td>x3327</td>
<td>Christine <a href="mailto:Carlson@wwu.edu">Carlson@wwu.edu</a></td>
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<tr>
<td>Program Coordinator</td>
<td>8/4/2016</td>
<td>Christine <a href="mailto:Carlson@wwu.edu">Carlson@wwu.edu</a></td>
<td>Secondary Education</td>
<td>x3327</td>
<td>complete</td>
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Undergraduates preparing to graduate- SEC program evaluation required (and major evaluation to Registrar’s Office)

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course #</th>
<th>Credits</th>
<th>Meets SEC requirements</th>
<th>In-progress</th>
<th>Notes/Substitutions</th>
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<tbody>
<tr>
<td>Teaching Advocacy: Development and Identity</td>
<td>SEC 303</td>
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<td>Education, Culture, and Equity</td>
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<td>88</td>
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</tbody>
</table>

* X = course not required, completed within major

Secondary Education Chair Signature

Date

Rev 5/17
WESTERN WASHINGTON UNIVERSITY

Major Evaluation for Graduation
(If you have a second major or a minor, use the reverse side for your evaluation.)

Name: ___________________________ Student Number: _______________________

Degree (check one): □ BA □ BA Ed □ BS □ BFA □ BMUS □ MIT

Major Title: _______________________

Date Major Declared: ____________ Catalog Year: ____________ Anticipated Quarter of Completion: ____________

REQUIRED COURSES COMPLETED: REQUIRED COURSES IN PROGRESS:

REQUIRED COURSES REMAINING:

WRITING PROFICIENCY COURSE(S):

Grade required for all courses on this evaluation: C- or better. Professional Education and Teaching Endorsement courses must be completed with a C (2.0) or better.

Credits
Required
for Major: __________________
Grade
Average
Required: __________________

REMARKS:

Department Chairperson or Authorized Advisor (print name) ______________ Date ______________

Authorized Signature

For a second major or minor, see over
MIT degree application - in second quarter a form will be sent to you, example:

Section I - Student

Graduation Term: Spring ▼ Year: 2017 ▼
Program: Master in Teaching
Last Name: __________________________  First: __________________________  Middle: __________________________

Diploma Name: Enter the name you want to appear on the diploma. Your official name in the student information system may be different. If you wish to change your official name, contact the Registrar's Office for required name change documents. Click Here for More Info
Diploma First Name: __________________________
Diploma Middle Name: __________________________
Diploma Last Name: __________________________

Diploma Address: Enter the address to which the diploma is to be mailed approximately one week to two weeks after commencement when all degree requirements, including copies of the thesis, are met and the degree is posted to the transcript.
Street: __________________________
City: __________________________
State/Province: __________________________ ▼
Zip/Postal Code: __________________________
Country: __________________________

Section II - Graduate Program Advisor

I have reviewed the student's plan of study, outstanding program requirements, current registration, and degree
I authorized application for degree for the term indicated above.

Internal Use Only

Final Approval for Release of Diploma
Program/Code: Q-MITM Cleared by: __________________________
Specialization (if used): __________________________ Date: __________________________
Dean, Graduate School: __________________________

Routing Instructions

[ ] Student completes Section I and Submits to Graduate Program Advisor.
[ ] Program Advisor submits to Graduate School.

Signatures and Attachments