

# SEED: Secondary Education for Equity and Diversity

Woodring College of Education



The Woodring College vision charges faculty and staff with fostering community relationships and a culture of learning that advance knowledge, embrace diversity, and promote social justice. This statement establishes the educational values that guide the College and the Secondary Education Program. The Woodring Secondary Education for Equity and Diversity (SEED) program— an Alternative Route to Certification - exemplifies this vision in its commitment to educational equity, and culturally relevant and ambitious teaching. The program is designed to support experienced instructional assistants and youth workers to become certified as teachers for their communities.

We invite you, in responding to each section of this application, to show us the important aspects about who you are as a person and the commitments you will bring to teaching.

Woodring's SEED is a 4 quarter post baccalaureate program in which teacher candidates will earn dual endorsements in a secondary content area and English Language Learners (ELL) or Bilingual Education. The program begins July of 2017 with a 5-week full time immersion experience linking academic coursework to a practicum experience with English learners. During the academic year, classes meet Wednesday evenings (5:30 -8:30 at Skagit Valley College) and on Saturdays (8:30 – 4:30 at Everett Community College). The program also features a year long mentored internship in which teacher candidates return to school with teachers in late August and complete the school year in their classrooms in June. This internship is individualized to meet the candidate's development as a teacher and we will work with SEED students who are district employees to support their continued work in schools as much as possible. The academic curriculum is anchored in the experience of the candidate and their work in schools in a competency based teacher education program.

## DIRECTIONS

*Use this checklist to assure submission of a complete application.*

### Step 1 - Review to make sure you are or have:

- Submitted the WWU application including official transcripts sent directly from all colleges and universities attended.
- Verification of support or experience.  
District employees need to submit a verification form signed by the principal or authorized district employee. All applicants need a letter of recommendation from an employer documenting at least one year of successful experience working with youth.
- Submit a resume with a summary of relevant teaching, professional and academic experience.
- A Bachelor of Arts or Sciences degree from a regionally accredited college or university.
- Met the West-B Requirement (last day to test April 16, 2017).  
Applicants may meet this requirement through a combination of West-B, SAT, or ACT scores.  
[wce.wwu.edu/admissions/west-b-requirement](http://wce.wwu.edu/admissions/west-b-requirement)
- A passing score on endorsement area content test (last day to test April 16, 2017).
- If your GPA is less than 2.75 overall or for the last 45+ graded credits submit a written explanation of any extenuating circumstances that influenced your grades (GPA: does not include: S/U graded credits or a repeated course. Does include failing grades. GPA is calculated using the WWU grade point system).
- Signed the Student Conduct Requirements and Agreement & Application Review and Decision page.
- Completed all portions of the application.

### Step 2 - Submit application by due date

Applications Due for Priority Screening: **April 1, 2017**  
Questions related to the application process or program should be directed to:  
Email: [Joanna.Reynoso@wwu.edu](mailto:Joanna.Reynoso@wwu.edu), Fax: 360.650.2725

### Deliver or mail to:

Western Washington University  
Teacher Education Outreach Programs  
Miller Hall 250, MS 9051  
516 High St., Bellingham, WA 98225

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

**Applicant Information**

WWU Student ID # \_\_\_\_\_ Birthdate \_\_\_\_\_

Name \_\_\_\_\_  
Last First Preferred First MI

Phone# \_\_\_\_\_ Alternate Phone \_\_\_\_\_

WWU Email \_\_\_\_\_ Personal Email \_\_\_\_\_

WWU Enrollment status:     Current WWU Student     Applying to WWU\*

\*If not currently a WWU student, you must apply directly to the university; that is 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)?

Some high school, high school diploma, or GED

Some college, college, graduate school

Is your first language English?

Yes

No

**College Information**

List all colleges attended and submit OFFICIAL transcripts for all college credit received with the WWU application.

College	Dates Attended	Degree Earned	Date Completed

## Employment History

Include a resume that summarizes all experience working in education and/or with children and families.

Are you currently employed by a school district? \_\_\_\_\_

Current Position Title \_\_\_\_\_

School \_\_\_\_\_ District \_\_\_\_\_

Dates of employment in district \_\_\_\_\_

NOTE: District employees in one of our partner districts need to submit a verification form signed by the principal or authorized district employee upon admission of the program. All applicants need to submit a letter of recommendation from an employer documenting one year of successful experience working with youth.

## West-B Requirement

Mark below (X) how you have passed each section of the West-B Requirement. Scores must be sent to WWU from the testing company to be considered official. We do not accept paper score reports from students. Please request official scores from previously taken tests be sent to: Joanna Reynoso, MS 9051, 516 High Street, Bellingham WA 98225. Official passing score reports must be received by April 28, 2017. We recommend applicants take the test no later than March 1. If you need to retest, there is a 45 day waiting period.

For more information visit: [wce.wwu.edu/admissions/west-b-requirement](http://wce.wwu.edu/admissions/west-b-requirement)

Subject	Reading	Math	Writing
Test			
West-B			
SAT			
ACT			

Do not fill in numerical values  
Mark with an X

- I have taken or will be taking one of the required exams. The official score report for the West-B, SAT, ACT, WEST E (circle one) will be available on: \_\_\_\_\_

### Applicant - DO NOT COMPLETE - Woodring Admission Personnel Only

West-B Requirement:  Yes  No

Cumulative GPA \_\_\_\_\_ Last \_\_\_\_\_ Credit GPA \_\_\_\_\_

Notes:

## Writing Prompts

The writing prompts below are designed to engage you in considering ideas associated with the Woodring Vision that charges faculty and staff with fostering community relationships and a culture of learning that advance knowledge, embrace diversity, and promote social justice.

**In 3 short essays, respond to each of the below prompts. Each response may not be more than one page, single-spaced, 12 point font.**

1. Tell us about your role in your school and/or community. Then choose one of the following 2 prompts to respond to based on this position:
  - A. What does it mean to be an advocate for students or parents? Have you or a teacher you observed taken on the role of being an advocate? Tell us about this. What lessons did you learn from this incident to make you a better teacher?
  - B. Tell us about a teacher (or several teachers) you work with who you admire. How does she / he support students and/ or parents? Tell us about the teacher's classroom strategies or relationships that you believe support students who speak English as a second language.

2. Tell us why you want to teach secondary students. What are your strengths and your areas for growth in teaching / advocating for the needs of ELL or bilingual students and their families?
3. If accepted into this program, you will become part of a cohort of future teachers who will be employed while taking classes in the evening, on weekends, and in the summer. It is a demanding academic and professional program. What qualities or strengths do you bring that will support you to persist in the program, graduate and become a certified teacher?

What do you need from the program and from your school district employer to be successful?

**Assessment:** Essays will be reviewed by representatives of the program and district. Essay review includes a holistic summary of strengths as well as a standards based review using the following rubric.

Indicator ↓	Rating →	0-1 Point	2-3 Points	4-5 Points	Totals
Response addresses prompt and provides detail and/or examples to illustrate meaning.		Inconsistent in responding to the prompt and fails to provide details.	Response attends to some aspects of the prompt, but not all, and provides some details and examples.	Response attends to all aspects of the prompt and provides thorough and relevant details and examples.	
Clarity or thoughtfulness of connections made to learners and teaching.		Response makes little or no connection between the occasion or experiences described and their implications for ideas about learners and teaching.	Response makes a superficial or limited connection between the occasion or experiences described and their implications for ideas about learners and teaching.	Response makes a clear and significant connection between the occasion or experiences described and their implications for ideas about learners and teaching.	
Quality or thoughtfulness of connections made to Woodring's Vision and Program Priorities of quality instruction, embracing diversity, commitment to social justice and to English learners.		Response makes little or no connection between the occasion or experiences described and their implications for the Woodring Vision & Program priorities.	Response makes a superficial or limited connection between the occasion or experiences described and their implications for the Woodring Vision and Program priorities.	Response makes clear and significant connections between the occasion or experiences described and their implications for the Woodring Vision & Program Priorities.	