Woodring College of Education

New Student Orientation
Agenda

• PART 1
  - College Contacts & Student Services
  - Professionalism Expectations

• PART 2
  - Child Abuse/Neglect Reporting
  - Harassment/Bullying
  - Perceptions
  - Emergencies
Campus School
1942 - 1967
General Information

- Page 6 – Mission & Vision
- Page 13 – Timelines
- Page 14 – Program Fees
- Page 15 – Contact information
- **Student Volunteers?**
  - Curriculum Committees, State advisory committee, etc. If interested, sign the form.
Student Services

• Support offices for Woodring Teacher Education students.

• Services include:
  • Student Teaching
  • Certification
  • Endorsement exams
  • Fingerprinting

• wce.wwu.edu/cert/certification-accreditation – Pg. 19

• wce.wwu.edu/ofe/office-field-experiences – Pg. 22
Student Teaching

• wce.wwu.edu/ofe/office-field-experiences – Pg. 22

• Review Placement Process “who makes”
  • Students may not make their own placements OR even inquire with school personnel. Please mark/highlight!

• Review start/end dates for student teaching
  • Please mark/highlight!
  • SPRING – Fulltime – DO NOT take the WWU spring break!
  • These start dates are not negotiable, but required.
Candidates in our teacher education programs are expected to familiarize themselves with, seek clarification of, and adhere to the requirements and expectations of the program, college, university, school district(s), and State of Washington.
Professionalism Expectations

- Refer to website - [wce.wwu.edu/ofe/professionalism-requirement](wce.wwu.edu/ofe/professionalism-requirement)
- Policies – Page 24
- Professional Requirements – Page 25
  - Clearance, Character & Fitness
  - Child Abuse & Neglect Reporting
  - Code of Professional Conduct
  - FERPA
  - Program Expectations
  - School Blood borne Pathogens
  - Washington Standards for Beginning Teachers
Clearance, Character & Fitness

- All candidates are required to provide evidence of good moral character and personal fitness upon admission to a teacher education program and throughout the program.
  - Pre-Residency Clearance Application
  - Fingerprinting Background Check

- More information at: wce.wwu.edu/cert/character-and-fitness
Code of Professional Conduct

• Appendix A (Page 38)

• This document outlines the Code of Professional Conduct for all educators in the state of Washington. It is WAC 181-87. Teachers who fail to meet this code may lose their teaching certificate, put on probation, etc.

• All students enrolled in a teacher education program are also required, under law, to follow the same requirements.

• [http://www.k12.wa.us/ProfPractices/CodeConduct.aspx](http://www.k12.wa.us/ProfPractices/CodeConduct.aspx)
Task: Small groups (near where you are sitting)
  - Each group will be given a section from the code to review/discuss
  - Read, discuss, come up with 2 examples that would reflect a conflict with the code (breaking a code)
  - Identify a representative to share

Areas to be covered*
  - Misrepresentation or Falsification
  - Alcohol or Controlled Substance
  - Disregard or Abandonment of Recognized Standards
  - Sexual Misconduct with Students
  - Improper Remunerative Conduct

**This reflects only some of the requirements. Make sure you review the full code.
Communication & Confidentiality

- Professional in all forms and to all audiences.
- Confidentiality
  - FERPA
  - Storing student work
  - Not removing confidential student work (in any format)
- Electronic platforms – passwords/ usernames
- Blogging
  - WEA – Social Networking: Protect Your Career
Videotaping & Permission

- All of you will videotape your teaching
  - Course requirements – review/reflect on your teaching
  - edTPA video requirements
- Must have permission for videotaping
  - Courses – instructor will guide; usually follow school district requirements
  - edTPA – must use Woodring-OFE supplied forms (no exceptions); must be kept and returned to OFE.
Washington Standards for Beginning Teachers

- Page 27
- State requirements that all preservice teachers must meet (WAC 181-78A-270)
  - Effective Teaching
  - Professional Development
  - Teaching as a Profession
  - Performance Assessment (Teacher Performance Assessment)
Professional Liability Insurance

- HIGHLY advise purchasing this insurance
- State law prohibits us from requiring the insurance, but it is in your best interest!
- Some districts require our candidates to have this insurance (if they do, you will be notified and purchasing will be required; we will not change a placement based on this requirement).
- Insurance may be purchased through the WEA
  - Students may join for $22.50/year
Program Expectations

- Page 28

- Woodring candidates are responsible for meeting all program and state required expectations. Those expectations are aligned to state and national legal requirements and university and school district policies. The Professional Program Expectations document requires a thorough review and submission of a signed copy by each candidate.

- Please review the document
Professionalism Agreement

- You will need to review, sign & return a copy
- Questions?
- Time for a BREAK
Part II - School Safety

WORKING WITH CHILDREN
Safety for Everyone
Why do we provide this training?

• Knowledge is the best tool for safety.

• Prevention helps eliminate problems.

• Safety for you and your students is paramount.

• This knowledge and following these standards will help eliminate abuse and harassment by putting a “spot light” on those who do not follow these standards and should not be working with children.

• Recommended by the WEA
Safety at School

• Child Abuse & Neglect
• Harassment/Bullying (student & adult)
• Perception
• Touch
• Strategies for safety
Child Abuse & Neglect

- Teachers are mandated reporters (all children, not just your students).
- Responsibility you have for life
- 24/7 oversight responsibility
- 48 hour reporting responsibility
  - Police/911
  - Child Protective Services (CPS)
  - Required to report or make sure a report has been made
- Learn the signs and symptoms
- Abuser may be parent/guardian, relative, boyfriend/girlfriend, teacher, etc. Keep alert! The best protection is being observant!
- Get trained in your district (often principals report for teachers)
- Follow the law
Washington Department of Social and Health Services (DSHS)


- Link to information about:
  - What is abuse/neglect?
  - Who is required to report?
  - How does one report?
  - PowerPoint & video about requirement
Harassment & Bullying

• Sexual harassment is any form of unwanted sexual attention, from verbal comments to touching to sexual acts.

• Hostile environment - Occurs when:
  – Unwelcome sexual or other gender-based conduct interferes with an individual’s work or school performance.
  – Conduct creates an intimidating, hostile or offensive work or school environment.
Harassment & Bullying

- Generally requires a pattern of conduct

- Harasser can be supervisor, co-worker, or subordinate of the victim.

- Harasser can be a non-employee such as a supplier or customer.
Examples

• Sexual remarks, gestures, or jokes
• Offensive remarks about victim’s gender
• Using derogatory sexual terms for women or men
• Deliberate touching
• Displaying offensive sexual illustrations
• Pressuring for dates or sex
• Describing or asking about sexual experiences
• Hazing or pranks because of victim’s gender
• Defaming student by implying sexual involvement
Examples, continued

- Any request for affection: “give me a hug,” or “give me a kiss”
- Any touching except on the shoulders, back or arms (touching can still be dangerous; avoid any lingering)
- Requests for sex or dates
- Any sexual remarks or jokes
- Remarks about body parts – “you have great legs,” “you should wear that sweater more often”
- Touching boys/girls in a different fashion
- Sexual contact with any student
- Sexual contact with a former student (wait until after graduation and make sure they are 18; still dangerous to job security)
- Giving alcohol/drugs to students or former students
Recommended Responses

• Depending on the type and level of harassment, if minor, attempt to resolve at lowest level
  – Identify the specific conduct which is objectionable
  – Tell the harasser that the specific behavior is offensive and sexual harassment; demand that it stop
• Keep a record (pattern/evidence?); get support (union, coworkers)
• Know the policy and procedures for your district
• See if others are affected
• Seek assistance from a third party
• Inform the employer or school administrator
• Consult an attorney
Perception – Actions with Students

When working with students:

- KEEP DOOR OPEN
- KEEP LIGHTS ON
- KEEP ALL WINDOW BLINDS OPEN

ANYONE WALKING BY SHOULD BE ABLE TO SEE IN!!!
Going Off-Campus with Students

- Only district approved events (field trips, etc.)
- Must have school administrator AND parent/guardian permission
- Must follow all district requirements
- Must follow all safety, insurance, and other legal requirements

- It is never appropriate to take students off-campus for lunch or a special reward or treat.
  - That does not meet professional interaction expectations or program or P12 district expectations and requirements.
  - This is a huge liability, equity, and professionalism issue

- Teachers may not take students on any non-school sanctioned trips or events without express permission of the district and the parent/guardian
Field Trips

• Follow school policy

• Get administrator approval

• Get parent/guardian approval (in writing only, not by phone)

• Never take only one student on a trip

• Must be legitimate school-sponsored event
Never give a student a ride in a car

- Make sure you have parent contact information during a field trip
- Make sure you have your administrator’s cell phone #
- If a parent fails to pick up a student after school hours, contact your administrator (you may not take them home, walk them home, or allow them to go with another parent without permission).
Contact with Students at School

• Avoid such contact with a student

  • If assign “privilege/chore” to students, assign 2 students at the same time (male/female) and rotate assignment to all students.

• Avoid social activities with students

  • Do not reward students with lunch, movie, or other out-of-school activity
  • If the reward has an educational purpose, make sure you have permission from the school administrator and parent(s) in advance
Gifts & Students – giving & receiving

- Only give gifts or flowers for objective reasons.

- Be consistent and equitable.

- If you give birthday gifts (for example) to students, make sure you remember the summer birthdays!
Gifts & Students – giving & receiving

If you receive “more than normal” personal notes, letters, cards from a student who has developed an obsession or unhealthy attachment to you:

• Do not throw them away

• DO share them with another responsible adult

• Be unequivocal in your response

• Remember any reply letter will be read out of context

• If you give students notes/write in yearbooks…use a professional format and naming convention.
Touch

- DO NOT TOUCH THE TOP OF THE HEAD
- DO NOT TOUCH BELOW THE NECK OR ABOVE THE KNEE
- DO NOT TOUCH BOTH SHOULDERS
- DO NOT TOUCH A CHILD’S FACE
- DO TREAT FEMALES AND MALES THE SAME
Universal Touch

• Shoulder & mid back
  – Only 1 shoulder
  – Usually on the side, not on the top
  – Mid back, but with older female students be careful about the bra strap
  – Do not lean over or into a student

• Hugs are great, but
  – Limit hugs to side hugs only
Be sensitive...

• Avoid physical contact with any student who indicates discomfort, displeasure, dislike, etc. A CHILD HAS A RIGHT TO SET HIS/HER OWN LIMITS.

• A neutral touch is not always neutral and may be misperceived or inappropriate.

• Use methods to greet your students that are appropriate, but are not all “touch” oriented. Let students create the “list” – you monitor for appropriateness.
Age and touch

- K-3: lots of touching occurs (but not for all students); need to teach the appropriate skills for touch and non-touch; as child ages, acceptability of touching and hugging decreases.

- Middle: Females very conscious of sexuality and touch. Most accusations occur in this age group.

- High: Very little touching acceptable. Most trouble comes when teachers try to counsel students, especially about sexual or romantic matters. It is not your job to counsel.
Strategies

• Sexual humor is inappropriate at school
• Political humor is inappropriate at school
• Discussing your “partying” or drinking or medication (of any kind) is inappropriate at school
• Hazing or pranks is inappropriate at school
Strategies, continued

• Be observant – what is going on around you at school?
  – How are students behaving?
  – How are employees and other adults behaving?

• Use your common sense!
  – Ask yourself: Could this be perceived inaccurately?

• Stop and Think! Question yourself and remember your role as the teacher leader in the classroom.
Emergencies

• If an emergency occurs when you are at a field site:
  – Report this to your Woodring supervisor and/or dept. (you will be given contact information)
  – Report if you are injured

• Handbook – Page 34
Questions?