Use this application for the following teacher certification program:

☐ Elementary Education

Overview

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

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

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

If you have specific academic or department questions, please contact:
Elementary Education Department
Miller Hall 300
360.650.3336
wce.wwu.edu/eled/elementary-education

Application

Applications are due by 5:00 p.m. on the due date unless that is a weekend or holiday; then, applications are due the next business day by 5:00 p.m. There are four options for application delivery:

All requirements must be completed and application materials received by the Teacher Education Admission Office in Miller Hall 150 on or before the application due dates.

wce.wwu.edu/admissions/elementary-education
Directions

Use this checklist to assure submission of a complete application. An incomplete application WILL NOT be reviewed. It is your responsibility to assure you are submitting a complete application.

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

- a WWU student or WWU applicant
- completed a minimum of 75 college level credits by application due date, or have an anticipated DTA AA degree by admissions quarter start date, or bachelor’s degree
- a minimum 2.75 GPA overall or for the last 45+ graded credits (Does not include: S/U graded credits or a repeated course. Does include failing grades. GPA is calculated using the WWU grade point system. Upon request, we will evaluate GPA prior to applying to the program)
- met the English composition course requirement with a minimum grade of B-
- met the West-B requirement
- enclosed copies of all UNOFFICIAL college transcripts and WWU Transfer Equivalency Report
- signed the Student Conduct Requirements and Agreement & Application Review and Decision page
- completed all portions of the application

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

**Step 2 - Submit application by due date & review timeline**

<table>
<thead>
<tr>
<th>Application Due Date</th>
<th>Review</th>
<th>Decision Notification</th>
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<tbody>
<tr>
<td>Fall - March 1</td>
<td>Beginning to late - March</td>
<td>Beginning to late - April</td>
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<tr>
<td>Winter - October 1</td>
<td>October to mid - November</td>
<td>Mid to late - November</td>
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<tr>
<td>Spring - January 15</td>
<td>Mid January to late - February</td>
<td>Late - February</td>
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All applicants will be notified of admission decision via email only.

**Admissions Process**

Each quarter, we typically have about twice as many applicants as we have space in the program. For applicants who meet the basic requirements explained above (passing the West-B test or equivalent, minimum Grade Point Average of 2.75, and completing an English composition course with a grade of B- or higher) admission will be decided on the basis of seniority. One essay will be required with a prompt linked to the Elementary Education Department Guiding Principles. Applicants who meet the minimum passing score on the essay will be offered admission in the order of their total number of credits earned at the time of admission. We will admit the 32 applicants with the highest number of credits each quarter.
Applicant Information

WWU Student ID #_________________________________ Birthdate______________________________________

Name__________________________________________________________________________________________

  Last First Preferred First MI

Phone_______________________________________ Personal Email________________________________

Academic Level:  □ Undergraduate  □ Post-Baccalaureate

Academic Major_______________________________________________________________________________

WWU Enrollment status:  □ Current WWU Student  □ Applying to WWU* If not currently a WWU student, you must apply directly to the university; that is a separate application.

Are you a part of Maestros Para el Pueblo at Skagit Community College?

□ Yes  □ No

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 and submit UNOFFICIAL transcripts for all college credit received.

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

<table>
<thead>
<tr>
<th>College</th>
<th>Dates Attended</th>
<th>Degree Earned</th>
<th>Date Completed</th>
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<tbody>
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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 for any exam.

<table>
<thead>
<tr>
<th>Subject Test</th>
<th>Reading</th>
<th>Math</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>West-B</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>SAT</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>ACT</td>
<td></td>
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</tbody>
</table>

OR:

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

*For more information visit: wce.wwu.edu/admissions/west-b-requirement

Do not fill in numerical values
Mark with an X

Prerequisites within Program
Completing prereqs before applying will expedite the time to program completion.

Math 112
☐ I took MATH 112 Grade______
☐ In progress

☐ I took the ALEKS
Score______ *Minimum score of 45

☐ I took another qualifying course*:
Course______________Grade______

☐ I have not yet met this prerequisite

SCED 201
☐ I took SCED 201 Grade______
☐ In progress

☐ I took another qualifying course*:
Course______________Grade______

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

☐ I have not yet met this prerequisite

LING 201 or ENG 370 or ELL 431*
☐ I took LING 201 Grade______

*For LLC majors, ELL 432 is part of degree program

☐ In Progress

☐ I took another qualifying course**:
Course______________Grade______

**with department permission

☐ I have not yet met this prerequisite

Applicant - DO NOT COMPLETE - Woodring Admission Personnel Only

English Composition Requirement: ☐ Yes ☐ No

Total College Credits____________

Cumulative GPA____________ Last ________ Credit GPA

____# of times applicant has applied to this program including current application
GUR Courses

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

<table>
<thead>
<tr>
<th>Communications</th>
<th>2 courses</th>
<th>Natural Sciences</th>
<th>3 courses</th>
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<tbody>
<tr>
<td>Course__________ Grade_____</td>
<td>Course__________ Grade_____</td>
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<td>Course__________ Grade_____</td>
<td>Course__________ Grade_____</td>
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</table>

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<tr>
<th>Quantitative &amp; Symbolic Reasoning</th>
<th>1-2 courses</th>
<th>Social Sciences</th>
<th>2 credits, from at least 2 departments</th>
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<tbody>
<tr>
<td>Course_________________________ Grade________</td>
<td>Course_________________________ Grade________</td>
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<td>Course_________________________ Grade________</td>
<td>Course_________________________ Grade________</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Humanities</th>
<th>12 credits, from at least 2 departments</th>
<th>Comparative, Gender, Multicultural</th>
<th>2 courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course_________________________ Grade_____</td>
<td>A) Non-North American/European</td>
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<tr>
<td>Course_________________________ Grade_____</td>
<td>Course_________________________ Grade_____</td>
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<tr>
<td>Course_________________________ Grade_____</td>
<td>B) North American/European</td>
<td></td>
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<tr>
<td>Course_________________________ Grade_____</td>
<td>Course_________________________ Grade_____</td>
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</table>

Writing Prompt

Washington State public schools currently reflect the following demographic profile:

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

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

Please respond to this prompt with a one-page, single-spaced 12-point font reflection statement.
Students accepted into teacher certification programs at Western Washington University will have opportunities to work in public or private schools with students, teachers, administrators and parents. Our students are expected to conduct themselves in a professional manner in all interactions with all individuals. As a means of emphasizing the importance of appropriate behavior, the following policies apply to all Woodring College Elementary Education students. Elementary Education applicants and admitted students may be denied admission, withdrawn from a course or practicum/field experience, the student teaching internship, or the certification program for any of the following reasons:

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

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

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

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

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

__________________________________________  _______________________________________
Applicant Signature  Date
**Elementary Education Department Guiding Principles**

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

**Our Overarching Commitment:**

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

1. Teacher candidates will develop and enact a strengths-based stance and growth mindset toward themselves and toward learners, their families, and their communities and recognize that all people have assets to draw upon.

2. Teacher candidates will develop and enact an ethic of care and a sense of responsibility for relating to learners of all ages with receptivity, relatedness, and responsiveness.

3. Teacher candidates will develop and enact an understanding of equity and diversity and their impact on teaching and learning.

4. Teacher candidates will develop and enact a deep understanding of disciplinary/interdisciplinary content and of teaching and learning as intellectual endeavors.

5. Teacher candidates will develop and enact a commitment to the fundamentally collaborative nature of teaching and learning and to the importance of collaborative partnerships that promote the learning and well-being of individuals, families, and the community.

**Professional Behavior and Participation**

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

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

**Dispositions and Professional Behavior and Participation Affirmation**

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

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

Signature____________________________________________________________

Printed Name____________________________________________________________