I. Whitworth’s Department of Teacher Education

Introduction
Since 1890, Whitworth has held fast to its founding mission of providing "an education of mind and heart" through rigorous intellectual inquiry guided by dedicated Christian scholars to prepare students to “honor God, follow Christ, and serve humanity.” In keeping with this vision, the mission of the School of Education is to prepare Educators of Mind and Heart who are committed to the multiple roles teachers play in schools and society as scholars, community members, effective practitioners, visionary leaders, and guardians.

Beginning with its first graduating class, Whitworth College has developed a rich heritage of producing talented and dedicated educators who have committed their lives to the service of children and youth. Whitworth teachers are literally found around the world; they teach in the inner-city schools of San Francisco and Philadelphia, mission schools in the Philippines, Taiwan and Kenya, and are an integral part of small communities in Alaska, Montana, and New Mexico. What makes a Whitworth teacher special? We believe that teaching is a part of one’s calling. While our ultimate calling is to God, it is in the classrooms of the world where we are able to honor God and follow Christ through our service to humanity. The life of a teacher will rarely lead to riches or fame; it is often carried out among young people who may not appreciate the sacrifice and commitment of their teachers. But it also can be a life full of reward and satisfaction, a life where one can make significant differences in lives of young people.

Accreditation
The teacher education programs at Whitworth College are approved by the Washington State Board of Education and are accredited nationally by the National Council for Accreditation for Teacher Education (NCATE). Whitworth College is regionally accredited through the Northwest Association of Schools and Colleges.

Conceptual Framework
The faculty of the School of Education developed a conceptual framework which provides direction and structure for its programs and courses. The conceptual framework provides a structure for thinking about the essential aspects of being an educator from Whitworth College. The framework proposes that the Whitworth prepared educator is competent in five interrelated professional roles within the context of education: The Teacher as Scholar, the Teacher as Community Member, the Teacher as an Effective Practitioner, the Teacher as a Visionary Leader, and the Teacher as Guardian.
Educators of Mind and Heart

The mission of the School of Education is to prepare Educators of Mind and Heart who are scholars, community members, effective practitioners, visionary leaders, and guardians. The School of Education provides opportunities to integrate theory and practice in diverse settings through the study of established and emerging content as well as pedagogical and professional knowledge. Educators prepared at Whitworth College are expected to have a positive impact upon the learning and development of those they are called to serve.

Scholars
Effective educators possess a solid knowledge of the content areas in which they work, understand the connections between their discipline and other disciplines, use the tools of inquiry specific to their discipline, and demonstrate an attitude of life-long learning along with an understanding that existing fields of knowledge continue to evolve and grow. Effective educators strengthen their existing knowledge base through continuous intellectual and scholarly growth based on research, the study of their own practice, best practice research, and the application of scholarship to solutions for problems in the field of education.

Community Members
Effective educators develop and sustain intentionally collaborative and interdependent relationships among teachers, students and their families, counselors, administrators, and other members for the development of a learning community. Educators understand their roles as professional colleagues in the school, community and professional organizations and recognize the importance that educators play in the creation of the culture of classrooms in a democratic society.

Effective Practitioners
Effective educators are intrinsically motivated to analyze situations, set goals, plan and monitor actions, evaluate results, and reflect on their professional thinking and decision making. Empowered by their vision, educators are purposeful in making a positive impact on their students’ learning. They demonstrate proficiency in the selection of materials, strategies, and assessment practices that are appropriate for the diversity of students and the educational context. They are competent in using technology in the educational setting.

Visionary Leaders
Effective educators have a vision. They can articulate a personal philosophy of education that includes a belief in the unique worth and ability of each human being and provides a framework guiding personal and professional decision making and development. The educators’ practices are intentionally and attentively aligned with this vision for the benefit of their learners, and learning communities. Effective educators model transformational and servant leadership in their learning communities and within society.

Guardians
Effective educators act as advocates of children and youth, demonstrating a sincere and equitable commitment to the success of all, paying attention to the role that diversity, including gender, abilities, ethnicity, race, religion or socio-economic status bring to the learning and the community. In the Christian tradition of servant leadership, educators serve humankind, seeking opportunities to assist, encourage, and support all those under their care in a manner that leads to transformation in the lives of their students.
Program Distinctives

Intercultural Education Field Immersion Experience (EDU 367/368)
Since 1984, Whitworth teacher candidates have spent a January Term in classrooms working with students who come from very different cultural backgrounds than their own. Whitworth students have traveled with faculty members to Alaska, San Francisco, Mexico, Kenya, and Hawaii or have worked independently in Jamaica, Korea, Los Angeles, and numerous other locations around the USA and the world. Students may also elect to stay in the Spokane area and work in school settings with high levels of poverty. Program coordinator: Carol Hollar

Host Family Project (EDU 320)
Candidates enrolled in the Exceptional Learners course spend time with a host family that has a child with a disability. The experience of being with this child in the context of a loving family helps the candidates to understand the child's humanity and to appreciate the perspective of the parents. The Host Family Program was nationally recognized by the Department of Education with a Best Practice Award. Program coordinator: Betty Williams

Writing Rally (EDU 445)
Since 1984, young children have gathered annually at Whitworth to hear a well-known children’s author and to then work with local area teachers and Whitworth education students to create their own writing. This annual celebration of reading and writing and children has become an important outreach of the Department of Teacher Education to the children of the Spokane community. Rally director: Lisa Laurier

EDU 321, Intervention for Behavior and Motivation
Whitworth candidates work with an individual student to develop and implement an intervention to bring about behavioral or academic improvement. It is unusual for teacher preparation programs to require all candidates to take two special education courses, but the department faculty believes that this additional preparation will help our candidates be successful in today’s classrooms. Special Education director: Betty Williams

First Year Follow Up Visits
Each spring following graduation, a Whitworth faculty member drives around the State of Washington and visits each of the department’s first year teachers at their school site. The faculty member interviews the graduate on how well the department did in preparing them for their first year of teaching. Whitworth is one of the few teacher preparation programs in the country that visits its first year teachers. The information collected is an important feedback loop from the recent graduates to the department, and is carefully reviewed by the faculty to determine future curriculum changes.

Extended Placement Curriculum
Elementary education candidates are placed for methods field experiences in one school for two semesters prior to doing their student teaching at that school. Two full semesters at one school allows our candidates to understand the school’s culture and procedures and to develop relationships with teachers and students prior to their student teaching semester.
Faculty with K-12 Experience
All of the department’s faculty members have extensive experience working in K-12 settings and are in schools supervising students and programs on a continuous basis. Many of the department’s faculty members are called upon by school districts for in-service training and for consultation.

Placement Services
Whitworth is unique in that it provides a career placement office specifically for its Education graduates. The staff members in career placement become familiar with the Education students and are also acquainted with many of the school personnel who are seeking teaching candidates. The combination of great students, a high quality program, and a career placement office specific to Education students positions Whitworth to be consistently one of the top schools in the State of Washington for its teacher placement rate. Placement Office Staff: Joan Dodd and Nancy Fahlgren

Opportunities for Service
Since 1992, Whitworth graduates have lived in a former drug house running an after school program called “Homework Helpers.” The house is owned by Westminster Presbyterian Church and is located near Holmes Elementary in the lowest income neighborhood in the state. The program, staffed by Whitworth Education students, provides a safe place for learning, friendship, faith, and fun for the children of the West Central neighborhood.

Award winning faculty
Whitworth’s Department of Teacher Education is committed to modeling excellent instruction to its students. Three of the department’s faculty members have been recognized with the Washington State Excellence in Teacher Education annual award. Four of the department’s faculty members have received the college’s annual recognition award for excellent teaching, and one faculty member was recognized by the local newspaper, The Inlander, for excellent teaching.
II. Program Information and Policies

Benchmarks in the Teacher Education Program
Students must apply for admission to the teacher education program. Whitworth has an excellent reputation for its teacher education program, which is largely due to holding high expectations for its graduates. These expectations are articulated through its conceptual model and are implemented through a number of gates, known as benchmarks, which students must pass through in the program on their way to becoming a teacher. During his or her career, a teacher will literally touch the lives of hundreds or even thousands of students. Understanding the immense impact that teachers will have on children and youth, faculty members take seriously their gate keeping responsibilities. Whitworth aims to produce highly qualified graduates who will be intelligent, effective, and compassionate teachers of mind and heart.

Benchmarks Overview

Benchmark I: This screening point is for initial admissions into the teacher education program.

Benchmark II: This screening point is situated in the candidate’s first methods course and accompanying field experience and examines the candidate’s ability to develop and deliver instruction as well as all aspects of professionalism. Elementary candidates complete Benchmark II in EDU 340/342 and secondary candidates complete this benchmark in EDU 350/351. This benchmark also requires the completion of an approved Certification Plan (see appendices.)

Benchmark III: This is the admission into student teaching. The application process for student teaching takes place in the semester prior to student teaching. Students passing this benchmark are allowed to move into their student teaching semester.

Benchmark IV: Near the completion of the student teaching semester, candidates must create a number of products showing their competency in teaching. These products are part of the candidate's programmatic portfolio. Passage of this benchmark clears the way for certification.

Benchmark V: This is the final benchmark for the undergraduate teacher education program. The candidate has met all certification requirements, has applied for certification, and has met all graduation requirements.

Benchmark I: Admission to Teacher Education Program

Admissions criteria: Benchmark I
1. Candidates must be of at least sophomore standing to enroll in the introductory courses: EDU 201 Educational Psychology, EDU 202 Exploring Teaching, and EDU 203 Exploring Teaching Field Experience.
2. Candidates must receive a C or better in the introductory courses.
3. Candidates must receive favorable Benchmark I evaluations from their EDU 201 and EDU 202 instructors. Candidates may be asked to complete a self-evaluation for Benchmark I standards. (See overview of program benchmarks.)
4. Candidates must have a cumulative GPA of 3.0 at Whitworth College for full admission into the program. Candidates with a GPA less than 3.0, but above 2.75, may be admitted conditionally. Transfer students must meet GPA requirements at Whitworth.

5. Candidates seeking admission must pass each component of the Washington Educators Skill Test-Basic (WEST-B) for full admission into the program. Information on this exam is available in the Department of Teacher Education. Candidates who do not pass all sections of the WEST-B must do so before Benchmark II admissions can be complete. Information on the WEST-B is found below. If the candidate has not yet taken the WEST-B, he or she must provide the department with evidence of test registration as part of the application for Benchmark I. The candidate’s status will remain conditional until the WEST-B is passed.

6. Candidates must receive a favorable evaluation from their field experience teacher (EDU 203).

7. Candidates must complete the application for admissions including the Character and Fitness Supplement form. Information from this form may affect a candidate’s admission status. If a candidate is unsure of a question on this form, he or she should consult with the Chair of Department of Teacher Education and the Director of the Office of Educational Certification.

8. Concerns from any source including faculty, field experiences, the Concerns Checklist and information included in the application packet may affect a candidate’s admission status.

Note: Admission into the program does not in any way guarantee that a candidate will be certified.

Application process: Benchmark I

1. Candidates complete an application packet that includes the Character and Fitness Supplement form. All portions of the application form must be complete and accurate. This packet will include a written essay and will identify any programmatic portfolio standards for which candidates must provide evidence. Application materials will be available in Department of Teacher Education.

2. Candidates provide evidence that they have passed the WEST-B or have registered to take it.

3. Candidates sign up for an admissions interview with either their EDU 201 or 202 instructors.

4. Candidates participate in the admissions interview. The candidate signs and dates Benchmark I, as does the faculty member(s) conducting the Benchmark I interview. The Benchmark I status will be indicated on candidates’ Academic Evaluations.

5. Candidates are notified via campus mail or college email of their admissions status.

WEST-B
The Washington Educator Skills Test - Basic (WEST-B) is a state mandated test on basic skills in writing, reading, and math. Candidates may get information on test dates from the Department of Teacher Education or from the test’s official web site: www.west.nesinc.com

Admission Status
At the completion of the admissions process, candidates will be notified of their status within the program via campus mail or college email. Candidates will fall into one of three admission categories: Admission without conditions, Conditional admission, or Not admitted.
Admission without Conditions  
Candidate has demonstrated potential for success in the teaching profession: passed WEST-B; GPA 3.00+; passed EDU 201, 202, 203; successfully completed the interview and application; received a favorable evaluation on the field experience; and received the endorsement of 201 and 202 professors.

Conditional Admission  
Candidate has demonstrated potential for success in most areas. The following areas need to be documented or strengthened with a clear demonstration of steps toward improvement. 
- Pass WEST-B in Math, Reading, and Writing 
- Whitworth GPA 2.75-3.00 
- Field experience unsuccessful, need to document successful experience in schools 
- Concerns Checklist 
- Other conditions as noted by Department Chair

Not Admitted  
Candidate has not demonstrated the potential for success in the teaching profession at this time. The Not Admitted status may be due to such factors as too low of a GPA, failing WEST-B scores, or concerns about the candidates’ dispositions for teaching. Candidates who are not admitted to the program are not allowed to register for courses in education without permission of the chair of the department.

Change in Status and Probation  
Candidates will be notified via campus mail or college email regarding any change in their program status. It is the candidates’ responsibility to monitor their status within the program. Candidates who drop in status are placed on probation within the program. Candidates on probation have until the end of the next long semester to remedy the concern(s) which dropped their status within the program. The causes of probation will be given to the candidate in writing. If the concern(s) is not addressed, a candidate’s admission status may be changed to Not Admitted. A candidate may also be placed on Not Admitted status without probation, if the concern was considered extreme or it becomes apparent that the issue is not remediable. The chair of the Department of Teacher Education, in consultation with relevant faculty members, is responsible for the monitoring of student status within the program.

Due Process: Appeals for Change in Status and Removal from Program  
The right of appeal is available to all candidates regarding change of status within the program.

1. Candidates may appeal decisions regarding their status at each Benchmark in the program or at any time the candidate’s admission status in the program is changed.
2. Appeals are to be in writing, dated, addressed to the chair of the Department of Teacher Education, and should provide evidence supporting the appeal. Appeals must be made within 30 days of the notification of change in status.
3. First level appeal: The chair brings the appeal to the undergraduate faculty for a decision.
4. Second level appeal: The candidate appeals to the dean of the School of Education. The dean brings the appeal to the School of Education Leadership group for a decision.
5. Third level appeal: The candidate appeals to the Vice President for Academic Affairs (or a designee outside of the School of Education) who will make a final decision.
6. Decisions regarding appeals will be in writing and will be sent to the candidate in a timely manner.
7. Decisions regarding the denial of certification may be covered by laws of the State of Washington. Candidates may seek further information regarding this from the Office of Superintendent of Public Instruction.

**Concerns Checklist**
In the appendices is a copy of the department’s Concerns Checklist. Faculty and staff may use this form to document concerns they have regarding a candidate. Concerns may be handled with the faculty member and the chair, or they may lead to changes in status within the program. Copies of this document are placed in the candidate’s file and a copy is given to the candidate.

**Academic Advising**
Once a candidate has been accepted into the teacher education program, he or she is assigned an advisor in the School of Education. Secondary candidates should have an education advisor and a major advisor. Elementary candidates who are also pursuing an additional endorsement outside of the School of Education are encouraged to have an advisor from that area. Candidates need to meet with each of their advisors a minimum of once a semester.

**Official Communication with Students**
The Department of Teacher Education will officially communicate with candidates in two different ways: campus student mail and/or the official college student email address. It is impossible for the department to maintain a list of alternative email addresses and so it is the candidate’s responsibility to regularly check his or her college mailbox and email accounts. It is essential that the department be able to communicate with students, and it is therefore necessary that candidates regularly check their college mailbox and college email.

**Transportation and Field Experiences**
It is the candidate’s responsibility to provide his or her own transportation to and from school sites. The department will attempt to match candidates who do not have transportation with others who do, but it is ultimately the responsibility of the candidate to meet this need.

**Attendance and Tardiness Policies**
Candidates should expect instructors to monitor attendance in class and in field experiences and should expect syllabi to have a published attendance policy. Each instructor is permitted to develop his or her own attendance policy, but candidates may be penalized points for missed classes or for tardiness or leaving early. Candidates may also be asked to drop a course if they exceed the published maximum number of classes. The department supports the belief that candidates should attend all class sessions.

**Grading and Appeals Policies**
Candidates can expect course syllabi to have clear expectations for assignments and grading criteria. If a candidate disagrees with a grade, he or she is expected to first discuss this matter with the course instructor. If the conflict is not resolved through discussion with the instructor, the college catalog outlines the appeals process regarding grades.
Academic Honesty
Candidates are expected to adhere to the college’s policy on academic honesty as outlined in the college catalog. In addition to the consequences and procedures outlined in the catalog, candidates may also be removed from the program depending on the severity of the violation.

Student Leadership and Service Opportunities
There are a number of ways candidates may become involved with the department. Interested students should ask their professors or the department chair about the following activities:
- Professional Education Advisory Board (student representative)
- Teacher Education Committee (student representative)
- Faculty Search Committees (student representative)
- Pi Lambda Theta—national student organization
- Homework Helpers—tutoring outreach program in the West Central district

Scholarships
Each spring the department awards scholarships to juniors and seniors for the following academic year. Seniors who have only one semester left will receive only half the award. Students must meet qualifying grade point requirements and complete and submit application materials. Contact the Department of Teacher Education Program Assistant, Patricia Parker, or Chris Huss in the Center for Gifted Education, for information on scholarships. In addition to the departmental scholarships, the college has several scholarships for those who are interested in working with students with disabilities. Information on these scholarships is available from Dr. Betty Williams or from the college Financial Aid office.

Student Recognition Awards
The department gives three awards each spring at the Senior Honor’s Forum. The *Crystal Apple Award* is given to an outstanding elementary student teacher and an outstanding secondary student teacher for that academic year. The *Vicki Lewis Humanitarian Service Award* is awarded to a candidate who has given humanitarian service that is beyond that which is required in the program. This award is named for Vicki Lewis, a much-loved School of Education colleague who was a source of much inspiration to students, staff, and faculty and who passed away in 1997.

Fees
Fees are subject to change without notice and are listed here to assist students in planning and is not intended to be a comprehensive list.

Course fees:
- EDU 343 Science: Elementary and Middle School Methods $5.00
- EDU 368 Field Immersion in Intercultural Education $50.00
- AR 344 Art Curriculum and Methods $20.00

Program fees:
- West-B Exam $81.00
- West-E Exam TBD
- Washington State Residency Certificate $25.00
- Placement file set-up fee $25.00
Field Immersion in Intercultural Education (EDU 367/368)
Since the early 1980s, Whitworth education students have spent one of their Jan terms in educational settings with students from a culture other than their own. Whitworth candidates travel to various locales around the globe in groups or at independent sites that have been arranged by the candidate. The department interprets the concept of culture to include race, ethnicity, and socioeconomic differences. Criteria for site selection are available from Carol Hollar who coordinates the program and oversees placements.

Each spring the department holds a mandatory meeting at which students sign up for the locations they would like for their field experience. This meeting provides information on possible locations and cost estimates for various trips. Most of the field experiences are in locations other than Spokane and require a great deal of planning ahead of time. Candidates are encouraged, therefore, to plan ahead and to review the costs of each site. In the spring meeting, cost estimates for each site are given. Sites cannot be guaranteed and there are financial penalties for candidates who drop out of a trip after certain dates. More information on this program is made available at the spring orientation meeting and in EDU 367 which serves, in part, as an introduction to the immersion experience.

Field Experience and Student Teaching Policies

1. Candidates will not be placed in schools where their children are attending.
2. Candidates will not be placed in schools where they themselves attended school unless approved by the faculty overseeing the placement.
3. The department places its candidates in the Spokane area. The program does on occasion make placements outside of Spokane, but there are no guarantees for these placements. If candidates are considering a placement outside of the greater Spokane area, they should communicate early on in the program with the Director of Student Teaching about this possibility. If a candidate is placed outside of the Spokane area, candidates will pay any additional supervision expenses.
4. The department makes all decisions regarding placements; candidates will not place themselves or discuss their own placements without first consulting the Director of Student Teaching or the Field Placement Coordinator.
5. Bellevue Christian Partnership: The exception to student teaching placements outside of the Spokane area is the student-teaching partnership established with Bellevue Christian Schools in the Seattle area. Candidates interested in this option should speak early on in the program to the Director of Student Teaching.

Absences from Student Teaching
Illness or family emergency constitutes excused absences. In the event of extensive absences, the college supervisor and cooperating teacher will review the candidate’s progress to determine if the candidate’s performance requires an extended practicum. The state has specific requirements regarding the minimum length of student teaching.
Absences for special conferences or events such as Job Fairs must be cleared with the college supervisor and cooperating teacher well in advance. During the spring semester candidates are advised to schedule job interviews either prior to or after the school day. However, if the candidate must schedule an interview during the school day it should be done in consultation with the cooperating teacher and supervisor, missing as little class time as possible. Student teachers should not miss more than one full day of school for involvement in interviews.

**Student Teaching Seminar Attendance**

All student teachers are required to attend the student teaching seminars scheduled throughout the semester since this is a continuation of coursework for the student teaching block seminar course. Failure to attend will affect a candidate’s grade. Coaching does not constitute an excused absence.

**Job Search Information**

Seminars dealing with resumes, placement files, job search and certification are scheduled at appropriate times throughout the student teaching semester. Candidates should consult with the Office of Educational Certification and Career Services for additional information on the job search process. Candidates seeking to teach in states other than Washington should seek information of certification requirements in that state.

**Substitute Teachers and Student Teachers**

Washington State law requires a properly certified teacher to be responsible for the classroom. This can be interpreted to mean the cooperating teacher is present in the classroom early in the practicum, gradually withdrawing from the classroom, but at all times a certified teacher must be present in the building to retain the legal responsibility for the students and the classroom. Student teachers should not substitute for absent teachers, and if the cooperating teacher must be absent from the building during the day, a certified teacher must assume responsibility. The cooperating teacher maintains legal responsibility for the classroom.

**Extended Student Teaching**

Occasionally it will be deemed in the student teacher’s best interest to extend the regular practicum period beyond the semester. Based on recommendations by the cooperating teacher and college supervisor, the director of student teaching will confer with the department chair to determine the desirability of such a decision. Extended student teaching is appropriate when:

- Extensive absence occurs due to illness or personal/family emergency;
- Extensive absence occurs due to unforeseen special circumstance;
- Performance is not at the level required for certification.

The candidate’s supervisor will recommend action to the director of student teaching who will determine, on an individual basis, the most promising solution for the student teacher. The candidate may be charged an additional fee to cover the expense of extending the supervision time.

**Withdrawal or Reassignment of Student Teachers**

In cases of voluntary withdrawal from student teaching, the candidate must process this decision
with their cooperating teacher, supervisor, building administrator and the director of student teaching.

Involuntary withdrawal is based upon recommendations by the cooperating teacher and college supervisor. Documentation of evidence of unsatisfactory performance or unprofessional behavior shall be submitted to the director of student teaching, who in turn will meet with the candidate to determine if withdrawal or reassignment is advisable.

**Appeal Procedures: Removal from Student Teaching**
The candidate may appeal in writing to the School of Education the decision for removal from student teaching. This petition should reflect on those areas that led to removal and propose a plan for addressing these areas of concern. If the re-entry petition is approved by the director of student teaching, the student teacher may be required to take extra coursework and/or participate in field experiences prior to subsequent student teaching placement. The appeals procedure is similar to that stated elsewhere in the handbook, except the appeals process begins with the director of student teaching and then next goes to the chair of the department. Candidates may not appeal to schools directly, since they are independent of the college and may ask for the removal of a student teacher at any time.

**Teacher Strikes**
In the event of a teacher strike, no candidate assigned to a school shall return to the building until the termination of the walkout. Should the strike last for an extended period of time, the School of Education will make alternative placement arrangements for the student teachers.

**Extracurricular Activities, Employment, and Student Teaching**
Since student teaching is such an all encompassing experience, the department encourages candidates to suspend or curtail any outside employment during their practicum. If such employment is absolutely essential, it cannot conflict with student teaching classes or with public school responsibilities and requirements. It is understood that candidates are not to be involved with Whitworth College campus activities such as varsity athletics, ensembles, RA, theater groups and the like during student teaching.

**Music and Health and Fitness: Alternative Grade Level Placements**
Secondary candidates majoring in Music or Health and Fitness must complete an “alternate level” field experience. If student teaching is completed with secondary students, then the alternative level will be completed with elementary students and visa versa. Candidates will need a 1-3 credit assignment at the alternate level from their student teaching, or this may be satisfied through EDU 368 if an alternative level placement is available.

**Secondary Education Program Post-Baccalaureate Completion**
Due to extenuating circumstances such as admission to graduate school, or health issues, Secondary Education candidates who complete all required coursework for the education program, with the exception of student teaching practicum, may elect to graduate with a degree in their major area. Candidates who select this option will receive a degree in their major but will not receive their secondary teaching certificate. Candidates may petition the chair of the Department of Teacher Education to complete their student teaching at the post-baccalaureate
level within two years of receiving their undergraduate degree. If approved, candidates may complete their student teaching and any additional State or Program requirements necessary to receive certification.

III. Washington State Certification at Whitworth

Endorsements, Certification, Majors, and Minors

Majors and minors: Colleges deal in majors and minors. These are listed on your college transcript and show your academic achievements. The college does not deal directly with endorsements or certificates; the granting of certificates and endorsements is done by the State of Washington. Candidates pursuing elementary certification complete a major in elementary education, which also fulfills the state’s requirements for being certified in elementary education. Secondary teachers need to major in the area they plan on teaching. However, not all tracks for all majors fulfill the requirements for teaching; consult the catalog or School of Education website for a complete listing. For example, there are no teaching certificates for majors in psychology, sociology, religion, business, or communication—obviously these would not be good majors for secondary teaching.

Certificates and Endorsements: The state issues certificates and endorsements. The School of Education recommends candidates to the state for certification or endorsements once they have completed the state-approved college program. A certificate is often called a license in other states. A certificate grants you the right to teach in a specific area in a public school in the State of Washington. The certificate will carry with it an endorsement for a specific area of teaching. For example, if you successfully complete a math major and all the requirements for teaching, then you will receive a teaching certificate with an endorsement in math. If you also completed a minor in history at the same time and this minor met the requirements for an endorsement in history, then an endorsement to teach history will be also added to your certificate. The college catalog and the School of Education website show the requirements for adding endorsements in each area.

Washington State Residency Certificate At the completion of the certification process, candidates receive their initial teaching certificate, which in the State of Washington is known as the Residency Certificate. This certificate is valid for five years during which time the individual is expected to progress to the Professional Certificate. There are certain circumstances under which the Residency Certificate may be renewed for a longer period of time. See the Office of Educational Certification and Career Services for additional information.

Washington State Professional Certificate The Professional Certificate is the most advanced level of teaching certificate in the State of Washington. Beginning teachers who possess a Washington State Residency Certificate (initial) must work with a team of professionals made up from the school district in which they are employed and a teacher training institution to acquire a Professional Certificate within five years of their initial certification. The Professional Certificate requires beginning teachers to compile
evidence of competency in a number of areas identified by the state. Once this evidence has been approved by the candidate’s team, the candidate is eligible for the Professional Certificate. Candidates will be given detailed information on the Professional Certificate toward the end of their certification program. Consult the Graduate Studies in Education office at Whitworth College or the OSPI website for specific information on acquiring a Washington State Professional Certificate.

Whitworth Department of Teacher Education Requirements for Residency Certificate

Required courses for all students seeking certification
EDU 201 Educational Psychology ..........................................................3 SC
EDU 202 Exploring Teaching .................................................................1 SC
EDU 203 Field Experience ..................................................................1 SC
Admission to Upper Division—Benchmark I
EDU 320 Exceptional Learners and Inclusion ......................................3 SC
The following may be taken after completion of EDU 201, 202, 203 and 320
EDU 321 Intervention for Behavior and Motivation ..........................3 SC
EDU 367 Introduction to Intercultural Education .................................1 SC
EDU 368 Field Immersion in Intercultural Education .........................3 SC
EDU 401W Democracy, Leadership & Schooling .................................3 SC

Secondary Certification requirements
Bachelor’s degree from regionally accredited institution
Required courses for all Education students (see above)
Subject content area major. Content areas should be approved with major and minor departments. Check with department for approved endorsement areas.
Upper Division Courses
EDU 350 Methods of Teaching in the Middle/High School* ..............3 SC
EDU 351 Field Experience: Middle/High School ...............................1 SC
EDU 458 Reading and Writing in the Content Areas** ....................2 SC
Methods course in each endorsed teaching area ..............................2-3 SC
*Benchmark II completed as part of EDU 350
**Not required for students seeking English/Language Arts Endorsement

Student Teaching Term—requires admission to student teaching (Benchmark III.) Students must apply for the semester prior to student teaching.
EDU 475 Assessment in Secondary Education ..................................1 SC
EDU 476 Professional Issues in Secondary Education ......................1 SC
EDU 477 Classroom Management in Secondary Education ............1 SC
EDU 478 Secondary Student Teaching Seminar .............................1 SC
Student Teaching—12 weeks of term
One of the following:
EDU 493 Directed Teaching: Middle Level and Special Education
EDU 494 Directed Teaching: High School and Special Education
EDU 497 Directed Teaching: Middle Level .......................................11 SC
EDU 498 Directed Teaching: High School .......................................11 SC
Music and Health and Fitness majors are required to complete an additional 1-3 credit field experience at the alternate level in addition to their student teaching. If their student teaching is with secondary students, then their alternative level field experience is to be with elementary and visa versa. If a placement is available, the alternative level may be combined with EDU 368.

Music and Health and Fitness majors who elect to complete their student teaching at the elementary level may work with the chair of the department and the director of student teaching to substitute specific elementary methods courses for secondary courses.

Middle Level Certification Requirements
Middle schools hire both teachers with elementary certification and teachers with secondary certification. Elementary certification is for K-8 thus allowing an elementary teacher to teach in a middle school. Elementary candidates who are interested in pursuing middle level, should student teach in a fifth or sixth grade elementary classroom and if possible also acquire an endorsement (or a minor) in one of the endorsement areas typically taught in middle school. Washington State law requires that elementary candidates complete their student teaching in a “self-contained” classroom. Secondary candidates pursuing middle level teaching should request to student teach at a middle school.

Requirements for Residency Elementary Level Teaching Certificate (K-8)
Bachelor’s degree from regionally accredited college.
Required courses for all Education students (see above)
Content area emphasis of at least 20 semester credits in one approved content area (See Advising Information for Elementary Candidates for list and more information)
Note: Students who want endorsement in a content area in addition to K-8 endorsement must complete specific courses listed for that endorsement in the current college catalog.
Required Content Courses
The following may be taken prior to admission to program
MA 221 Math for Elementary Teachers ..............................................................4 SC
HI 131 or 132 or 357 or 375W (US History) .......................................................3 SC
PO 102 or 242W (American Government) ..........................................................3 SC
Science:
A biology course and NS 201 Inquiry Based Physical Science .......................5 SC
Or
A physical science course (chemistry, physics, geology, astronomy) and NS 202 Inquiry Based Life Science 5 SC

The following may be taken after admission to program:
AR 344 Art Curriculum and Methods .................................................................1 SC
MU 344 Music and Movement ............................................................................1 SC
KIN 344 Health and Fitness Curriculum for Elementary Teachers .................1 SC
TA 344 Theatre across the Curriculum ..............................................................1 SC
EDU 343 Science: Elementary and Middle School Methods .........................2 SC

Elementary Professional Program: Upper Division
The block schedules:
The elementary program has three blocks: the **curriculum block**, the **literacy block**, and the **student teaching block**. Blocks consist of courses that must be taken together along with a field experience. These blocks are intended to be sequential and once started must be continued for three semesters in a row. The elementary Extended Placement Program (EPP) places candidates in their junior year in one school where they remain for all three blocks. Candidates starting the curriculum block in the fall will student teach in the fall of the following year. Candidates who start the curriculum block in the spring of their junior year will student teach in the spring of the following year. It is important that you plan ahead for scheduling other courses. The curriculum block will take up your afternoons, the literacy block will take up your mornings, and the student teaching block is for the whole day.

<table>
<thead>
<tr>
<th>Semester I--junior year (fall or spring)</th>
<th>Scheduling Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum Block</strong></td>
<td></td>
</tr>
<tr>
<td>EDU 340 Elementary Methods &amp; Social Studies</td>
<td>3 Tuesday and Thursday afternoons</td>
</tr>
<tr>
<td>EDU 341 Math: Elementary Methods</td>
<td>2 Tuesday and Thursday afternoons</td>
</tr>
<tr>
<td>EDU 342 Field Experience: Elem. Curriculum</td>
<td>1 Monday, Wednesday, Friday afternoons</td>
</tr>
<tr>
<td><strong>Semester II</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Literacy Block</strong></td>
<td></td>
</tr>
<tr>
<td>EDU 440 Methods of Teaching Reading</td>
<td>3 Tuesday and Thursday mornings</td>
</tr>
<tr>
<td>EDU 441 Reading and Language Arts</td>
<td>3 Tuesday and Thursday mornings</td>
</tr>
<tr>
<td>EDU 442 Literacy Block Field Experience</td>
<td>1 Monday, Wednesday, Friday mornings</td>
</tr>
</tbody>
</table>

Student Teaching Term—requires admission to student teaching-Benchmark III.

Note: Students must apply for student teaching the semester prior to student teaching.

- EDU 471 Assessment in Elementary Education..................................................1 SC
- EDU 472 Professional Issues in Elementary Education........................................1 SC
- EDU 473 Classroom Management in Elementary Education.....................................1 SC
- EDU 474 Elementary Student Teaching Seminar ....................................................1 SC

Student Teaching—12 weeks of term

- EDU 496 Directed Teaching: Elementary Level.....................................................11 SC

**Certification notes for all candidates**

All programs require that candidates apply for certification as part of program completion.

Graduation will be held up until a candidate has applied for certification.

All courses to be used for certification must be C or better.

Candidates may not use Pass/No Credit option for any education course. See college catalog for Pass/No Credit policies.

Washington State Certification requirements may change without notice and may adversely affect candidates’ programs and their ability to be certified. Whitworth College is not responsible for changes made by the state, and it is the candidates’ responsibility to stay informed of any changes that may have an impact on their program or certification.

**Transfer Students**

Transfer students should meet as soon as possible after admission to the college with the Chair of the Department of Teacher Education (or designee) to review transfer credits and course scheduling. Transfer students who come to Whitworth with two or more years of college may...
petition to enroll in EDU 201, 202, 203 and 320 in their first semester at Whitworth. Admissions decisions into the teacher education program will be based on GPA at Whitworth. Coursework done at other fully accredited colleges may be transferred to Whitworth and applied toward teacher certification under the following conditions:

1. The courses for which transfer credit is desired are comparable in content and level of difficulty to the related courses at Whitworth.
2. The candidate received a grade of B- or higher (or an equivalent grade on a four point scale) for the transferred courses.
3. An official transcript of all work for which transfer credit is desired is submitted to Whitworth College.
4. Courses for which transfer credit is desired have been taken within the previous five years.
5. Candidates may not substitute courses taken at other institutions for courses taken in student teaching block, or student teaching.
6. In addition, candidates must complete a minimum of 15 semester credits of Education credits at Whitworth prior to student teaching. These 15 credits may include courses taken during student teaching block.
7. Exceptions to this policy, including alternative assessment, are made available through the normal petition process.

Programmatic Portfolio
Candidates must provide evidence in each of the Washington State Knowledge and Skills, which are required for certification. These are listed in the appendices as well as an overview of the program’s portfolio process. All candidates admitted to the program after August 31, 2003 will compile their portfolio through the School of Education Electronic Portfolio (E-folio).

Washington State Patrol and FBI clearance
Candidates must apply for clearance by the Washington State Patrol and the FBI. This involves being fingerprinted and completing the state’s Character and Fitness Supplement form. This clearance is part of Benchmark III. Clearance is good for two years in the State of Washington and is required for any candidate to be alone with students in public schools. Forms and information on clearance fees are available from the Educational Certification and Career Services.
Overview of Steps for Certification

Benchmark 1. Admission to program:
___Complete EDU 201, 202, 203
___Pass each test on WEST-B
___GPA of 3.0 or higher for full admission
___Complete application process for admission to program
___Plan remainder of program with major and education advisors
___Enroll in EDU 320
___Begin programmatic portfolio

Benchmark 2. Demonstrating instructional competence:
___Elementary candidates enroll in the Curriculum Block: EDU 340, 341, and 342.
___Secondary candidates enroll in EDU 350 and 351
___Complete Benchmark II process in 340 or 350
___Complete and submit a Certification Plan to education advisor

Benchmark 3. Full Admission to Student Teaching
___Unconditional admission to teacher education program
___Complete Character and Fitness Supplement form
___Complete and pass Washington State Patrol and FBI clearance
___Complete subject content area or area of concentration requirements
___Complete all education courses (see department chair for exceptions)
___Complete application for student teaching (in the semester prior to student teaching)
___Recommendation of major department
___Student teaching interview

Benchmark 4. Completion of Student Teaching
___Complete student teaching successfully
___Complete programmatic portfolio including all certification products
___Successful completion of the state’s Performance-based Pedagogy Assessment
___Acquire all necessary recommendations and forms from student teaching

Benchmark 5. Completion of Programmatic Portfolio
___Complete all graduation requirements
___Complete application for certification in the Office of Educational Certification and Career Services
___Pass the WEST-E for each endorsement area (after August 31, 2005)

Approved Endorsement Areas at Whitworth College

Whitworth College has been approved to recommend candidates for endorsements in the areas listed below. Refer to the college catalog or the School of Education website for a list of required courses for each endorsement. Some endorsements may be listed in several categories. A math endorsement, for example, may be acquired by completing the requirements for a math major, or may be acquired by completing a shorter list of courses which do not lead to a major
but meet endorsement requirements. Both lists of courses are in the college catalog. Regardless of the area, however, **all candidates must complete a major as part of their certification.** Elementary education candidates major in elementary education, but as part of their 20 semester credits of work in one endorsement area may complete the requirements for an additional endorsement area. For example, an elementary candidate may as part of the 20 semester credit requirement complete a minor (21 credits) in history which also leads to an endorsement in that area. The candidate would then be endorsed to teach most subjects in K-8 and teach secondary history. Some endorsement areas are only acquired through the completion of a major (music, for example), some endorsements are the same as the minor (history, for example), and some endorsements can be acquired without fulfilling the major or minor in that area (ESL, for example). The following table shows the endorsements currently available through Whitworth. Candidates should see the Department of Teacher Education for a current list of endorsement requirements.

**Endorsements Available through Whitworth College**

- Art
- Biology
- Chemistry
- Drama (minor only)
- Early Childhood Special Education (minor only)
- Earth Science (minor only)
- English/Language Arts
- English as a Second Language (ESL)
- French
- German (minor only)
- Health and Fitness
- History
- Mathematics
- Music (major only)
- Physics
- Reading
- Science (in combination with a major in biology, chemistry, or physics)
- Social Studies (in combination with history major)
- Spanish
- Special Education (minor only)

**Special Education**

Whitworth offers a minor and a full endorsement in Special Education. The minor meets the requirements in the State of Washington for what is called the pre-endorsement. The pre-endorsement allows districts in the State of Washington to petition the state to hire a candidate with a pre-endorsement for a special education position with the provision that the full endorsement is completed within a specified period of time. States other than Washington may or may not recognize this special education minor as an endorsement; therefore, candidates seeking to teach special education in another state should proactively inquire as to that state’s endorsement requirements in special education. See Dr. Betty Williams for information on Special Education.

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WEST-E State Exam (PRAXIS II):
Candidates completing any endorsement in the State of Washington after August 31, 2005 must pass a state-mandated exam for each endorsement area. Information on the WEST-E (E for Endorsement) exam is available in the School of Education. The WEST-E exam is the PRAXIS II and is administered by the state. Candidates who do not pass the WEST-E in their major endorsement area will not be certified. Likewise candidates who do not pass the WEST-E in additional endorsement areas will not be endorsed in that area. Candidates who complete the entire program, but who have not passed the WEST-E in their major area(s) may petition to graduate without certification. The approval of the petition is in no way a guarantee that the candidate may be endorsed or certified at a later date.

Candidates who have not passed their WEST-E exam(s) at Benchmark II and/or Benchmark III will acknowledge in writing their responsibility for registering for these exams. They will further acknowledge their understanding that they will not receive certification and/or endorsements until they have passed the corresponding exam for each area for which they are seeking endorsement or certification.

Washington State Teaching Certificate and teaching in other states
Graduates of Whitworth’s teacher education program will receive a Washington State Residency teaching certificate. Most other states will honor this certificate (also known as a license) and will grant an initial teaching certificate based on the Washington State certificate. However, each state has its own set of standards for the granting of teaching certificates, and candidates who are planning on teaching in other states are responsible for determining if reciprocity exists between that state and Washington State. Often other states, like Washington, will have their own exams that candidates must pass before they are eligible for certification. The Educational and Certification and Placement Office can assist candidates in understanding the certification requirements of states.

No Child Left Behind
The federal legislation known as No Child Left Behind (NCLB) requires all teachers to be “highly qualified.” Washington State has submitted its certification requirements to the Federal Government for approval, but at this time no rulings have been made. NCLB regulations stipulate that middle level teachers must have an endorsement or a minor in their content areas to be highly qualified. Therefore, it would be in the best interest of elementary candidates who are considering middle level teaching to complete a minor or endorsement in a teaching area commonly taught at the middle level.

Disclaimer on Changes in Certification
The certification of teachers is controlled by the state. The teacher education programs at Whitworth College have been approved by the Washington State Board of Education. The state may, however, at any time change the requirements for certification and endorsements. The School of Education will make every effort to keep candidates informed of changes and deadlines; however, the School of Education is not responsible for changes mandated by the state or federal government, which may adversely affect a candidate’s plan for certification.
Appendix A: Washington State Knowledge and Skills

Foundational Knowledge
The state goals and essential academic learning requirements;
The subject matter content for the area(s) they teach, including relevant methods course work and the
essential areas of study for each endorsement area for which the candidate is applying (chapter 180-79A WAC);
The social, historical, and philosophical foundations of education, including an understanding of the
moral, social, and political dimensions of classrooms, teaching, and schools;
The impact of technological and societal changes on schools;
Theories of human development and learning;
Inquiry and research;
School law and educational policy;
Professional ethics;
The responsibilities, structure, and activities of the profession;
Issues related to abuse including the identification of physical, emotional, sexual, and substance abuse,
information on the impact of abuse on the behavior and learning abilities of students, discussion of
the responsibilities of a teacher to report abuse or provide assistance to students who are the victims
of abuse, and methods for teaching students about abuse of all types and their prevention.
The standards, criteria, and other requirements for obtaining the professional certificate.

Effective Teaching
Research and experience-based principles of effective practice for encouraging the intellectual, social,
and personal development of students;
Different student approaches to learning for creating instructional opportunities adapted to learners
from diverse cultural or linguistic backgrounds;
Areas of exceptionality and learning – including, but not limited to, learning disabilities, visual and
perceptual difficulties, and special physical or mental challenges.
Effective instructional strategies for students at all levels of academic abilities and talents.
Instructional strategies for developing reading, writing, critical thinking and problem solving skills.
The prevention and diagnosis of reading difficulties and research-based intervention strategies.
Classroom management and discipline, including:
   Individual and group motivation for encouraging positive social interaction, active engagement in
   learning, and self-motivation.
   Effective verbal, nonverbal, and media communication for fostering active inquiry, collaboration,
   and supportive interactions in the classroom.
Planning and management of instruction based on knowledge of the content area, the community, and
curriculum goals.
Formal and informal assessment strategies for evaluating and ensuring the continuous intellectual,
social, and physical development of the learner.
Collaboration with school colleagues, parents, and agencies in the larger community for supporting
students’ learning and well-being.
Effective interactions with parents to support students’ learning and well-being.

Professional Development
The opportunity for candidates to reflect on their teaching and its effects on student growth and
learning.
Educational technology including the use of computer and other technologies in instruction, assessment
and professional productivity.
Strategies for effective participation in group decision making.
This portfolio descriptor has been prepared for Teacher Education students at Whitworth College to assist them in the process of constructing meaning based on each student's own emerging understanding of teaching and learning in a pluralistic society. The material collected in each phase of portfolio construction will be used to document the student's progress toward demonstrating competence within specified state standards. One of the outcomes of our teacher education program is to demonstrate "positive impact on student learning". The material in this portfolio will indicate your progress toward that goal.

I. WHAT IS A PORTFOLIO?

A portfolio is a collection of curricular and professional materials such as papers, pictures, lesson plans, projects, student work samples, letters and "reflection on practice" documents. The portfolio process is begun in the introductory course in the professional education sequence and is then continued on throughout the preparation phase, culminating in the final “product” portfolio at the end of student teaching that is used in job interviews and is required in order to receive the residency certificate.

A portfolio is usually organized in a three ring binder with material divided into appropriate sections as indicated in each course. Each portfolio entry should be accompanied by a reflective statement discussing how the evidence demonstrates the Knowledge and Skill area.

II. WHEN IS A PORTFOLIO CONSTRUCTED?

Portfolios will be used for assessment purposes three times during the undergraduate sequence: EDU 320 and EDU 321; EDU 340 (elem.) and EDU 350 (sec.); and EDU 474 (elem.) and EDU 478 (sec). The Standards Portfolio focuses on the Washington Administrative Code (WACs), and will be evaluated in Phase I and II, and III. Components of the Standards Portfolio will be used in developing the Professional Growth Plan and Interview Portfolio during the Senior Seminar course sequence.

<table>
<thead>
<tr>
<th>Phase</th>
<th>Standards for Portfolio</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>c, d, e, f, h, n, u, v, w, x</td>
<td>EdU 201, 202, 203, 320, 321</td>
</tr>
<tr>
<td>II</td>
<td>a, b, l, o, p, rii, s, x</td>
<td>EdU 340/341 (elem.), 350/351 (sec.), methods courses, reading courses</td>
</tr>
<tr>
<td>III</td>
<td>g, i, j, k, m, q, ri, t, w, x, y</td>
<td>EdU 367/368, 401, 471/475, 472/476, 474/478, student teaching</td>
</tr>
</tbody>
</table>

* Bold face is course in which portfolio is evaluated.
III. WHY DEVELOP A PORTFOLIO?

The process of building a portfolio allows you to evaluate what you can do as a teacher, how you do it, why you do it, and what happens to your learners as a result.

The portfolio process allows you, as well as your instructors, to observe and assess documented evidence of growth and progress through the professional program. Your personal reflection and assessment of your own growth is as important as the instructor’s assessment. Portfolios are also a mechanism for integrating theory with practice and ultimately serve as a foundation for goal setting in your Professional Growth Plan.

The final advantage to the portfolio process is that at the conclusion of your student teaching it provides evidence of your mastery of various skills and areas of knowledge mandated by State Standards and are of interest to potential employers and graduate school reviews.

IV. ASSESSMENT

Does each section of the portfolio have a goal statement or restatement of the Standard?
Does the material included convince those examining the portfolio that the Standard is being met?
Is one example of your best work included? Does each entry have a caption, explanation or reflective statement to warrant its inclusion?
Does your portfolio reflect your preparation and ability to have a “positive impact on student learning”?
Have you assessed your portfolio using the provide rubric?

"A portfolio is a theoretical act...every time you design, organize, or create in your teacher education program a template, a framework, or a model for a teaching portfolio, you are engaged in an act of theory. Your theory of teaching will determine a reasonable portfolio entry."

Lee Shulman, Stanford University
Appendix C: Elementary Certification Plan (revised fall 2003)

ELEMENTARY EDUCATION CERTIFICATION PLAN
Department of Teacher Education, Whitworth College
State of Washington K-8 Elementary Education Endorsement for students admitted after 8/31/2003

<table>
<thead>
<tr>
<th>Name:</th>
<th>ID#:</th>
<th>Today’s Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Phone Number:</td>
<td>Graduation Date:</td>
<td>Education Advisor:</td>
</tr>
<tr>
<td>WEST-B Scores – Reading:</td>
<td>Math:</td>
<td>Writing:</td>
</tr>
</tbody>
</table>

For all transfer courses, list the actual course taken (not the Whitworth equivalent). All coursework used for certification must be grade of “C” or higher.

I. COLLEGE GENERAL EDUCATION REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirement/Course Number and Name</th>
<th>Term/Yr</th>
<th>Credit</th>
<th>Grade</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biblical Literature</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Written Communication</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Oral Communication (Satisfied with EDU 340)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Core 150</td>
<td></td>
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<tr>
<td>Core 250</td>
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<tr>
<td>Core 350</td>
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<tr>
<td>Fine Arts</td>
<td></td>
<td></td>
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<tr>
<td>Foreign Language I</td>
<td></td>
<td></td>
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<tr>
<td>Foreign Language II</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Science (In addition to NS 201 or NS 202)</td>
<td></td>
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<tr>
<td>Math (Satisfied with MA 221)</td>
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<tr>
<td>American Diversity (Satisfied with EDU 401W)</td>
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<tr>
<td>Global Diversity (Satisfied with EDU 367/368)</td>
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<tr>
<td>PE I</td>
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<tr>
<td>PE II</td>
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<tr>
<td>PE III (aerobic)</td>
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<tr>
<td>Social Science (Satisfied with HI 131, 132, 357 or 375)</td>
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</tbody>
</table>

II. CONTENT AREA COURSES (Minimum of 20 semester credits in 1 endorsement area)

- Double Major List: ____________________ Minor, List: ____________________
- Endorsement(s) List: ____________________
- Area of Concentration(s) List: ____________________

20 semester credits in one approved endorsement area or minor.

<table>
<thead>
<tr>
<th>Course Number and Name</th>
<th>Term/Yr</th>
<th>SC</th>
<th>Grade</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Elective credits for meeting the necessary 126 semester credits required for graduation. If needed, attach an additional sheet with more courses.

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</tbody>
</table>

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### III. NON-EDUCATION COURSES

<table>
<thead>
<tr>
<th>Course Number and Name</th>
<th>Credits</th>
<th>Grade</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>HI 131, 132, 357 or 375 <em>(Choose one only)</em></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Meets College Social Science Requirement)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PO 102 or 242 <em>(Choose one only)</em></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AR 344 Elementary Art Curriculum</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KIN 344 Health and Fitness Elementary Curriculum</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MU 344 Music and Movement</td>
<td>1</td>
<td></td>
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<tr>
<td>TA 344 Theater Across the Curriculum</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MA 221 Math for Elementary Teachers <em>(Meets College Math/Science Requirement)</em></td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NS 201 Inquiry-based Physical Science OR NS 202 Inquiry-based Life Science <em>(Lab required)</em></td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Candidates must complete a life science and a physical science course, one of which must be NS201 or NS202. The second science course is listed under Section I: College General Education Requirements.

### IV. EDUCATION COURSES

<table>
<thead>
<tr>
<th>Course Number and Name</th>
<th>Term/Yr</th>
<th>Credits</th>
<th>Grade</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 201 Educational Psychology</td>
<td>Fall</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 202 Exploring Teaching Seminar</td>
<td></td>
<td>1</td>
<td></td>
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</tr>
<tr>
<td>EDU 203 Exploring Teaching Field Experience</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Benchmark I:** Program admission at end of EDU 201/202/203. Note: Upper division courses require admission to the Education Program.

<table>
<thead>
<tr>
<th>Course Number and Name</th>
<th>Credits</th>
<th>Grade</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 320 Exceptional Learners and Inclusion</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Benchmark II at end of EDU 340/341/342**

<table>
<thead>
<tr>
<th>Course Number and Name</th>
<th>Credits</th>
<th>Grade</th>
<th>College</th>
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</thead>
<tbody>
<tr>
<td>EDU 321 Intervention for Motivation and Behavior</td>
<td>3</td>
<td></td>
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</tbody>
</table>

**ELEMENTARY CURRICULUM BLOCK** *(Begins in fall or spring of Junior Year)*

<table>
<thead>
<tr>
<th>Course Number and Name</th>
<th>Credits</th>
<th>Grade</th>
<th>College</th>
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<tbody>
<tr>
<td>EDU 340 Elementary Methods &amp; Social Studies (Curriculum <em>(Meets College Oral Communication Requirement)</em></td>
<td>3</td>
<td></td>
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<tr>
<td>EDU 341 Mathematics: Elementary Methods</td>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>EDU 342 Elementary Curriculum Field Experience</td>
<td>1</td>
<td></td>
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<tr>
<td>EDU 343 Science: Elementary &amp; Middle School Methods</td>
<td>2</td>
<td></td>
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<tr>
<td>EDU 344/EL 301 Children’s Literature &amp; Language Literacy</td>
<td>3</td>
<td></td>
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<tr>
<td>EDU 367 Introduction to Intercultural Education <em>(Fall Term)</em></td>
<td>1</td>
<td></td>
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</tr>
<tr>
<td>EDU 368 Field Immersion in Intercultural Education <em>(Jan Term)</em> <em>(Meets College Other Culture Requirement)</em></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 401W Democracy, Leadership &amp; Schooling</td>
<td>3</td>
<td></td>
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**ELEMENTARY LITERACY BLOCK** *(Taken in semester following Curriculum Block)*

<table>
<thead>
<tr>
<th>Course Number and Name</th>
<th>Credits</th>
<th>Grade</th>
<th>College</th>
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<tbody>
<tr>
<td>EDU 440 Methods of Teaching Reading</td>
<td>3</td>
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<tr>
<td>EDU 441 Reading and Language Arts in the Elementary School</td>
<td>3</td>
<td></td>
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<tr>
<td>EDU 442 Literacy Field Experience</td>
<td>1</td>
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### IV. STUDENT TEACHING TERM  
(Taken in semester following Literacy Block)

<table>
<thead>
<tr>
<th>Course Number and Name</th>
<th>Term/Yr</th>
<th>Credits</th>
<th>Grade</th>
<th>College</th>
</tr>
</thead>
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<tr>
<td>EDU 471 Assessment in Elementary Education</td>
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<td>EDU 472 Professional Issues in Elementary Education</td>
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<tr>
<td>EDU 473 Classroom Management in Elementary Education</td>
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<td>1</td>
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<tr>
<td>EDU 474 Elementary Student Teaching Seminar</td>
<td>1</td>
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<tr>
<td>EDU 496 Directed Teaching: Elementary</td>
<td>11</td>
<td></td>
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</table>

### VI. SUMMARY

<table>
<thead>
<tr>
<th>Total Semester Credits (126 Required)</th>
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<tbody>
<tr>
<td>Total Upper Division Credits (36 Required)</td>
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<tr>
<td>Current Cumulative G.P.A. (3.00+ for full admission))</td>
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</table>

**NOTE**: State certification and endorsement requirements are subject to change without notice and may impact this program.

**Approved:**

Student Signature__________________________________________ date__________

AdvisorsSignature__________________________________________ date__________

Chair, Dept. of Teacher Education ____________________________ date__________

Clearance for general requirements and major received on

__________________________ by______________________________

Cleared for state certification requirements as follows:

Signature_________________________________________________ date__________
Appendix D: Secondary Certification Plan (revised fall 2003)
SECENDARY EDUCATION CERTIFICATION PLAN
Department of Teacher Education, Whitworth College

State of Washington Subject Area Endorsement For students admitted after August 31, 2003

<table>
<thead>
<tr>
<th>Name:</th>
<th>ID#:</th>
<th>Today’s Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Phone Number:</td>
<td>Graduation Date:</td>
<td>Education Advisor:</td>
</tr>
<tr>
<td>WEST-B Scores – Reading:</td>
<td>Math:</td>
<td>Writing:</td>
</tr>
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</table>

I. COLLEGE REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirement/Course Number and Name</th>
<th>Term/Yr</th>
<th>Credit</th>
<th>Grade</th>
<th>College</th>
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<tbody>
<tr>
<td>Biblical Literature</td>
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<tr>
<td>Written Communication</td>
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<tr>
<td>Oral Communication (Satisfied with EDU 350)</td>
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<tr>
<td>Core 150</td>
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<td>Core 250</td>
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<tr>
<td>Core 350</td>
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<tr>
<td>Fine Arts</td>
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<tr>
<td>Foreign Language I</td>
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<tr>
<td>Foreign Language II</td>
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<td>Humanities</td>
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<td>Math</td>
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<tr>
<td>American Diversity (Satisfied with EDU 401W)</td>
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<tr>
<td>Global Diversity (Satisfied with EDU 367/368)</td>
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<tr>
<td>PE I</td>
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<td>PE II</td>
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<td>PE III (aerobic)</td>
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<tr>
<td>Social Science</td>
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</table>

II. SUBJECT AREA (Academic Major—see department for list)

Consult college catalog for current listing of endorsement requirements. Note: All coursework used for certification must be grade of “C” or higher. For transfer courses, list the actual course taken, not the Whitworth equivalent.

Major Endorsement __________________________ List all coursework for endorsement below:

<table>
<thead>
<tr>
<th>Course Number and Name</th>
<th>Term/Yr</th>
<th>Credit</th>
<th>Grade</th>
<th>College</th>
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</table>

January 2004 version 31
**Second Endorsement (optional)**
List coursework taken for your second endorsement from the college catalog.

<table>
<thead>
<tr>
<th>Course Number and Name</th>
<th>Term/Yr</th>
<th>Credit</th>
<th>Grade</th>
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</table>

**II. SECONDARY EDUCATION PROGRAM**

<table>
<thead>
<tr>
<th>Course Number and Name</th>
<th>Term/Yr</th>
<th>Credit</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>EDU 201 Educational Psychology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 202 Exploring Teaching Seminar</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>EDU 203 Exploring Teaching Field Experience</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Benchmark I: Program admission at end of EDU 201/202/203. Note: Upper division courses require admission to the Education Program.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>EDU 320 Exceptional Learners and Inclusion</td>
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</table>

**Benchmark II at end of EDU 350/351**

<table>
<thead>
<tr>
<th>Course Number and Name</th>
<th>Term/Yr</th>
<th>Credit</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>EDU 321 Intervention for Motivation and Behavior</td>
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<td></td>
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<tr>
<td>EDU 350 Methods of Teaching in Middle/High School (Meets College Oral Communication Requirement)</td>
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<tr>
<td>EDU 351 Middle/High School Field Experience</td>
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<tr>
<td>EDU 367 Introduction to Intercultural Education <em>Fall Term</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 368 Field Immersion in Intercultural Education <em>Jan Term</em> (Meets College Other Culture Requirement)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>EDU 4xx (subject matter methods- see catalog)</td>
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<tr>
<td>EDU 401W Democracy, Leadership and Schooling</td>
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<tr>
<td>EDU 458 Reading and Writing in the Content Areas</td>
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</table>

**III. Student Teaching Term** (15 semester credits – all 5 classes taken together)

<table>
<thead>
<tr>
<th>Course Number and Name</th>
<th>Term/Yr</th>
<th>Credit</th>
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<tbody>
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<td>EDU 475 Assessment in Secondary Education</td>
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<td>EDU 476 Professional Issues in Secondary Education</td>
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<tr>
<td>EDU 477 Classroom Management in Secondary Education</td>
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<tr>
<td>EDU 478 Secondary Student Teaching Seminar</td>
<td></td>
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</tr>
<tr>
<td>EDU 497 Directed Teaching, Middle School Level <strong>OR</strong></td>
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<td></td>
</tr>
<tr>
<td>EDU 498 Directed Teaching, High School Level</td>
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</tr>
</tbody>
</table>

**NOTE:** Music and Health and Fitness majors have an additional student teaching experience at the alternate level. See the Director of Student Teaching for more information.
### V. SUMMARY

<table>
<thead>
<tr>
<th>Total Semester Credits (126 Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Upper Division Credits (36 Required)</td>
</tr>
<tr>
<td>Current Cumulative G.P.A. (3.00 Required)</td>
</tr>
</tbody>
</table>

**NOTE**: State certification and endorsement requirements are subject to change without notice and may impact this program.

**Approved:**

Student Signature_____________________________________________date______________

Advisor

Signature_________________________________________________date______________

Chair, Dept. of Teacher Education ________________________________date______________

Clearance for general requirements and major received on _____________ by ______________.

Cleared for state certification requirements as follows:

Signature ___________________________________________________date______________
Appendix E: Concerns Checklist

Candidate Name

Date

Whitworth School of Education
Undergraduate Teacher Education Program
Concerns Checklist

To faculty: Faculty may complete this form any time a concern is noted regarding an education candidate. This form will be used during Benchmark II to document areas of concern. Each area checked indicates that a candidate’s behavior does not meet the level of proficiency required in the education program; a brief description of the specific concern should be noted in the space provided. A signed and dated copy of the checklist should be provided to the candidate (either by campus mail or e-mail), and given to the education secretary for addition to the candidate’s cumulative file.

To the candidate: This form is an invitation to a conversation with the faculty member regarding concerns observed during a course or field experience. Please discuss the concern with the faculty member, and determine a plan to correct the concern. This plan should be noted in the space provided, and reviewed with the faculty member, department chair, or advisor.

Teacher as Scholar

_____ Content area knowledge
_____ Work quality
_____ Timely completion of assignments
_____ Respect for instructor
_____ Ability to learn and apply new information
_____ Problem solving ability
_____ Organizational skills
_____ Other, describe

Observation:

Teacher as Guardian

_____ Ability to develop good rapport with K-12 students
_____ Respect for student diversity
_____ Recognition of individual needs
_____ Presents an appropriate role model
_____ Protects students personal rights and confidentiality
_____ Other, describe

Observation:
Teacher as Community Member

- Collaboration
- Respect for others
- Attendance and promptness
- Taking personal responsibility
- Reaction to constructive criticism and or suggestions
- Appropriate response to supervision
- Stress management
- Social skills
- Professional demeanor and attire
- Awareness of how others perceive them
- Other, describe

Observation: ____________________________

Teacher as Effective Practitioner

- Curriculum and assessment design
- Reflection on actions and their consequences
- Determination of developmentally appropriate curriculum
- Accommodations for special needs
- Responsibility and initiative
- Practices professional, legal and ethical standards
- Oral communication skills
- Written communication skills
- Enthusiasm and animation
- Commitment
- Other, describe

Observation: ____________________________

Teacher as Visionary Leader

- Articulation of personal philosophy of education
- Openness to other points of view
- Decision-making ability
- Personal direction and goals
- Awareness of other’s needs
- Other, describe

Observation: ____________________________

Signature of faculty member completing concerns checklist
Date

Signature of candidate
Date
Candidate Contract to Alleviate Concern

Candidate Name_______________________________________________________

Faculty member indicating concern________________________________________

Candidate advisor(s)____________________________________________________

Brief summary of concern:

Action steps to address concern, including timeline: (Describe below)

I agree to the action steps and timeline described above, and will implement in good faith the plan to address the concern indicated.

________________________________________  _______________
Candidate signature                        Date

Date each action completed:
Signed original in candidate’s cumulative file
Copy to candidate
Copy to Faculty
Copy to Advisor

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Appendix F: Advising information for Freshmen

All Education Students:
When can I start taking Education courses?
Students with sophomore class standing may begin Education courses.

What courses do I take first?
EDU 201, Educational Psychology and EDU 202, Exploring Teaching, and EDU 203 Exploring Teaching Field Experience.

How do I get admitted into the Education program?
Near the end of EDU 201, 202, and 203 you will apply for admission into the program.

What are the admissions requirements?
You will need a minimum Whitworth GPA of 3.0 for full admissions, successful completion of the field experience, and a positive recommendation from your 201 and 202 instructors.

Secondary
Which General Education courses are fulfilled in the Secondary Education program?
The oral communication requirement (EDU 350)
The American diversity requirement (EDU 401)
The global perspectives requirement (EDU 367/368)

What is my major?
You will major in the area you want to teach. See the catalog or the Undergraduate Teacher Education website for a list of required courses in each area. This is something you can start on right away as a freshman.

Do I need a minor?
You are encouraged to have a second endorsement to go along with your major. This allows you to teach more subjects and increases your marketability. See the catalog or dept. website for endorsement requirements. Many of the minors and endorsements are the same.

Elementary
Are there courses I can take before I start the Education program?
The following courses are required for the Elementary Education major and may be taken as a freshman:
MA 221, Math for Elementary Teachers
HI 131/132, US History
PO 102, American National Politics
A life science or physical science course.
NS 201/202. If you take a life science course, then you take NS 201, Inquiry Based Physical Science. If you take a physical science course then you take NS 202, Inquiry Based Life Science.

Content area requirements:
All elementary education students are required to have a minimum of 20 semester credits in one endorsable area (for example: art, history, theatre) as part of their major. Please read the “Elementary Education Advising Information” in the appendices for important information on your content area.

Which General Education requirements are met in the Elementary program?
The oral communication requirement (EDU 340)
The American diversity requirement (EDU 401)
The global perspectives requirement (EDU 367/368)
The math requirement (MA 221)
The science requirement (NS 201/202 and science course)
The social science requirement (HI 131/132 or PO 102)

Appendix G: Advising information for Elementary Education students
(Revised Fall 2003)
I. Major
Your major is Elementary Education; you will receive a BA in Elementary Education. Your major has three categories of courses: Education courses, non-Education courses, and your content area. Each of these categories is reviewed below.

II. Endorsements:
Your teaching certificate will show the academic areas in which you are legally qualified to teach; these areas are called endorsements. The requirements for each of the endorsement areas are available from the Undergraduate Teacher Education website. Endorsements require a certain number of credits of course work, a methods course, and field experience for each endorsement area. After August 31, 2005 candidates must pass the WEST-E, a Washington State exam for each endorsement area.

When you complete the Elementary Education program, you will receive a teaching certificate called a Residency Certificate from the State of Washington with an endorsement to teach kindergarten through the eighth grade (K-8). In addition to your K-8 endorsement, you may also complete endorsements in other areas. This is explained below in the Content Area section.

III. Education Courses (see Elementary Certification Plan)
Sophomore standing is required to take Education courses. First year students at Whitworth who have transferred in credits through Running Start or AP credit may not take Education course in their first semester and are strongly encouraged to wait until their second year of college to begin the program.

The college requirements for Oral Communication and Diversity are fulfilled through Education courses.

IV. Non-Education courses (see Elementary Certification Plan)
You are required to take a number of courses outside of Education to fulfill state content requirements. These courses can be started as a freshman and do not require admission into the program. A number of these courses also meet general college requirements.

Math: MA 221, Math for Elementary Teachers is required and fulfills the college math requirement.
Science: You are required to take a Life Science and a Physical Science course; one of these courses must be either NS 201 (physical science) or NS 202 (life science). If you take NS physical science then your other science course must be in life science. This could be any course in Biology. If you take NS 202 (life science) then you will need to take a physical science course such as Geology or Astronomy. If you took NS 201 (physical science) then you could take courses such as Plants in Culture or Infectious Diseases. You may take both NS 201 and NS 202 to fulfill the requirement. Completion of the science requirement for Elementary fulfills the college general requirement in science.
Social Science: You are required to take a US History course and a US Government course (Political Studies); both of which fulfill the social science requirement. Remember any of these non-Education courses can be used in your Content Area (see below).

V. Content Area (this can be confusing so read carefully)
The basic requirement: You must complete a minimum of 20 semester credits in one teaching area (endorsement). ESL, Reading, and Special Education cannot be used for your content area, nor can areas such as Business and Religion because there are not endorsements in these academic areas (sorry--state law).

You have five options for completing your 20 semester credit content area. As you’ll see below, some of these options overlap.

You can take any 20 semester credits in one endorsement area. For example, you could take any 20 semester credits in English or you could take all your 20 credits in Math. This option gives you lots of freedom to choose courses, but does not lead to completing an endorsement or a minor. Under the federal No Child Left Behind legislation, elementary certified teachers should consider completing an endorsement or a minor in a commonly taught area if they are considering middle level teaching.

Instead of any 20 semester credits in one endorsement area, you could follow the requirements for a minor. The advantage of this option is that a Minor will show up on your transcript and looks academically stronger than the “any 20 credits” option. Note: some minors are less than 20 credits, but you will still need to complete at least 20 credits in one area to fulfill state law.

You could use your content area to fulfill the requirements for an endorsement. In a number of cases, doing the minor is the same as doing the requirements for an endorsement. For example, completing the minor in History is the same as completing the requirements for an endorsement in History. In some academic areas, such as Math, you will see that the minor requirements are different than the requirement for the endorsement. The catalog has the list of required courses for each area.

An endorsement in addition to your elementary certificate is a good option since it endorses you to teach in an area beyond your Elementary Education Endorsement. This option is particularly good for those who are interested in teaching in middle school. Many middle school principals prefer to hire teachers who have an Elementary Education background with at least one additional endorsement area; this combination allows them to hire you for teaching all subjects through the 8th grade and with the additional endorsement you are prepared to teach the 9th grade classes.

Are you required to have an additional endorsement to go with elementary? No.

This option is confusing, so read carefully. You can also complete your 20 semester credits in one of the “Broad Endorsement Areas.” There are three: Language Arts, Social Studies, and Science. That means you could fulfill the 20 semester credit content requirement by taking credits from the academic areas that fall under these broad areas. For Language Arts, you can choose your 20 credits from English, Journalism, Speech, and Theatre. For Social Studies, you choose your 20 credits from History, Political Studies, Sociology, Psychology, and Economics. For Science, you could choose your 20 credits from Biology, Chemistry, Physics, and Geology (Earth Science.) The advantage is the development of breadth in one area. The disadvantage is the lack of depth and the lack of a minor or endorsement. This
option is most attractive to two groups of students: 1. **Transfer Students** who have not started their content areas before coming to Whitworth and can combine courses from their community college work under one of these broad areas, and 2. Students seeking endorsements in **Special Education or ESL**. Both of these areas are great to add to your Elementary Education Endorsement, but neither can be used for the Content Area. By combining courses under one of the broad areas one can focus more on the Special Education or ESL. For example, US History and Political Studies can be combined as 6 credits under Social Studies; Writing I and Children’s Literature (EL 301) can be combined under Language Arts; and NS 201/202 and the other science course could be combined with other science courses under Science. Remember: this option does not lead to an endorsement.

The last option is to double major in Elementary Education and another area. The advantage is a deeper academic preparation and a major in an area besides Elementary Education. The obvious disadvantage is that this will require more time and coursework; the obvious advantage is that you will be more deeply educated and the full major may open other doors for you. Many students at Whitworth put together Elementary Education with another major and, we seriously encourage you to consider this option.
Appendix H: Scheduling information for Elementary Education Students

Freshman Year
You cannot yet start Education courses, but you can take the following courses that are required for the Elementary Education major.
   MA 221, Math for Elementary Teachers
   HI 131/132, US History
   PO 102, American National Politics
   A life science (biology) and NS 201, Inquiry based Physical Science
   or
   A physical science (chemistry, physics, geology, astronomy) and NS 202, Inquiry based Life Science

Begin work on your content area (see Elementary Advising Guide for information).

Sophomore Year
Fall
   EDU 201, Educational Psychology
   EDU 202, Exploring Teaching
   EDU 203, Field Experience
   Apply for admission into the program.

Spring
   EDU 320, Exceptional Learners

Junior and Senior Year
The Extended Placement Program (EPP)
Once you have been accepted into the program, completed EDU 320, and are of junior class standing, you can start your methods blocks. There are three blocks: Curriculum Block, Literacy Block, and Student Teaching. Each of these blocks has classes and field experiences that must be taken together. The program is designed so that you will be placed at the same school for three semesters in a row, with the third semester being student teaching. If you started this sequence in the fall of your junior year, you would complete student teaching in the fall of your senior year. If you started the methods blocks in the spring of your junior year, you would student teach in the spring of your senior year. The Curriculum Block is scheduled in the afternoon and the Literacy Block scheduled the morning. Plan ahead around classes offered by other departments. For example, check the schedules to see when the three Core courses will be offered so that you can plan accordingly.

First semester:
   Curriculum Block (6 credits total; afternoons)
      EDU 340, Elementary Social Studies
      EDU 341, Elementary Math Methods
      EDU 342, Field Experience

Second Semester:
   Literacy Block (7 credits total; mornings)
      EDU 440, Reading Methods
      EDU 441, Reading and Language Arts Methods
EDU 442, Field Experience

Third Semester:
Student Teaching

### Fall Start for Extended Placement Program

<table>
<thead>
<tr>
<th></th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jr. Year</td>
<td>Curriculum Block</td>
<td>Literacy Block</td>
</tr>
<tr>
<td>Sr Year</td>
<td>Student Teaching</td>
<td>Finish other courses</td>
</tr>
</tbody>
</table>

### Spring Start for Extended Placement Program

<table>
<thead>
<tr>
<th></th>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jr. Year</td>
<td>Take other courses</td>
<td>Curriculum Block</td>
</tr>
<tr>
<td>Sr. Year</td>
<td>Literacy Block</td>
<td>Student Teaching</td>
</tr>
</tbody>
</table>
## Appendix I: Field Experience Requirements

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Level</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 203 Exploring Teaching</td>
<td>E &amp; S</td>
<td>Introductory field experience in the candidate’s subject area and/or grade level of interest.</td>
<td>25</td>
</tr>
<tr>
<td>EDU 320 Exceptional Learners and Inclusion</td>
<td>E &amp; S</td>
<td>Experience interacting with families who have a child with a significant disability.</td>
<td>5</td>
</tr>
<tr>
<td>EDU 321 Intervention for Behavior and Motivation</td>
<td>E &amp; S</td>
<td>Candidates work in a special education classroom with one or more students across the semester to develop and implement an intervention for impact on academic learning or behavior.</td>
<td>10</td>
</tr>
<tr>
<td>EDU 342 Curriculum Block Field Experience</td>
<td>E</td>
<td>A semester-long field experience focusing on lesson and unit development plus teaching and learning in social studies and math.</td>
<td>40</td>
</tr>
<tr>
<td>EDU 442 Literacy Block Field Experience</td>
<td>E</td>
<td>A semester-long field experience focusing on the teaching and learning of reading and language skills.</td>
<td>40</td>
</tr>
<tr>
<td>EDU 351 Secondary Methods Field Experience</td>
<td>S</td>
<td>A six-week field experience in a middle or high school working with small groups and developing a Classroom Resource.</td>
<td>30</td>
</tr>
<tr>
<td>EDU 45_ Secondary Subject Area Methods</td>
<td>S</td>
<td>Focus is on observing methods specific to the candidates’ teaching areas, and working individually with students.</td>
<td>5-10</td>
</tr>
<tr>
<td>EDU 368 Intercultural Field Immersion Experience</td>
<td>E &amp; S</td>
<td>Candidates spend January term working with children and youth in a culturally diverse setting.</td>
<td>105</td>
</tr>
<tr>
<td>EDU 480 Field Experience</td>
<td>S</td>
<td>Candidates seeking certification in Health and Fitness or Music are required to have a subject specific field experience with the opposite age group from the one with which they will student teach.</td>
<td>35-100</td>
</tr>
<tr>
<td>EDU 481 and 482, 1 sc Special Education Practicum</td>
<td>E &amp; S</td>
<td>Candidates seeking endorsement in Special Education are required to complete 10 semester credits of practicum experiences, half at elementary and half at secondary level.</td>
<td>30 each</td>
</tr>
<tr>
<td>EDU 483 and 484, 4 sc Advanced Special Education Practicum</td>
<td>E &amp; S</td>
<td>Candidates observe and student teach for 14 weeks. (2 days/wk during 1st 3 weeks)</td>
<td>450</td>
</tr>
</tbody>
</table>

*Note E= Elementary program requirement; S= Secondary program requirement*