

# Whitworth University

Department of Teacher Education

Certification Handbook



Revised Fall 2015

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## I. Whitworth's Department of Teacher Education

### A. 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 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 is often carried out among young people who may not appreciate the sacrifice and commitment of their teachers but the teaching life can be full of reward and satisfaction, a life where one can make significant differences in the lives of young people.

### B. Accreditation

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

### C. 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 University. 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.

## Whitworth University School of Education: Conceptual Framework



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 through pedagogical and professional knowledge. Whitworth University prepares educators to have a positive impact on the learning and development of those whom they are called to serve.

### **Scholars**

Educators of mind and heart possess current knowledge of the content areas in which they work, understand the connections among disciplines, use tools of inquiry, and demonstrate an attitude of ongoing learning as existing fields of knowledge continue to evolve and grow. Educators of mind and heart strengthen their existing knowledge base through continuous intellectual and scholarly growth based on current research, the study of their own practice, the analysis of data collected and the application of data to the solution of problems in their respective fields of study.

### **Community Members**

Educators of mind and heart develop and sustain intentionally collaborative and interdependent relationships among teachers, students and their families, counselors, administrators, and other community members. Educators of mind and heart understand their roles as professional colleagues in the school, community and professional organizations. They actively help to shape the culture of classrooms and schools to reflect the values of our democratic society. They model professional behaviors appropriate for those entrusted with educating today's children and young people.

### **Effective Practitioners**

Educators of mind and heart are prepared to analyze situations, set goals, plan and monitor actions, assess outcomes, and reflect on their professional thinking and decision making. They are committed to culturally responsive and relevant practices that engage students and are purposeful in making a positive impact on their students' learning. They demonstrate proficiency in the selection and differentiation of materials, strategies, and assessment practices that are appropriate for the diversity of students and the educational contexts in which they serve. They use formative and summative data as evidence for decision making. They are competent in using technology and other 21<sup>st</sup> century skills in the educational setting to improve their own practice and the learning of their students.

### **Visionary Leaders**

Educators of mind and heart have a vision. They articulate a personal philosophy of education that includes a belief in the worth and ability of each human being that provides a framework guiding personal and professional decision making and development. The educators' practices are intentionally aligned with this vision for the benefit of members of their learning communities. Educators of mind and heart model transformational and servant leadership in their learning communities and in their contributions to society.

### **Guardians**

Educators of mind and heart act as advocates for children and youth, demonstrating a sincere and equitable commitment to the success of all, paying attention to the role that diversity, including gender, ability, ethnicity, race, culture, religion or socio-economic status brings to learning and the community. Educators understand and respect the inter-connected, global nature of society and encourage sustainable practices designed to preserve our world for future generations. In the Christian tradition of servant leadership, educators serve humankind and seek opportunities to assist, encourage, and support all those under their care in a manner that leads to transformation in the lives of their students.

## **D. Program Distinctives for the Undergraduate Teacher Education Program**

### **Intercultural Education Field Immersion Experience**

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's Introduction to Intercultural Education course during Fall Term and the Jan Term Intercultural Field Experience creatively satisfy the required multicultural component in teacher education for certification. Students are placed with international, national, and local site partners where culturally and linguistically diverse students provide opportunities for teacher candidates to practice culturally proficient interaction, instruction, and assessment. Students may also elect to stay in the Spokane area and work in school settings with high levels of poverty and / or English Language Learners.

### **Special Education Classroom Intervention**

Whitworth elementary education candidates in EDU 321 and secondary education candidates in EDU 329 work with an individual student or small group of students in a special education classroom 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 the today's classrooms.

### **Site-Based Literacy Assessment and Intervention**

EDU 440 (Methods for Teaching Reading) and EDU 441 (Diagnosis / Intervention Reading Difficulties) courses meet at a local Title One partnership site twice a week. Students combine their university training with direct transfer of their learning by working with at-risk readers under the supervision and guidance of their course instructor and Title One personnel at the elementary partnership school. Activities completed by candidates include: collecting, interpreting and applying data to establish skill groups; development of instructional materials; administration, scoring and interpretation of a variety of reading assessments used to develop individual and small group intervention plans; individual and small group targeted instruction; weekly collaboration and planning with peers and school staff.

### **First Year Follow-Up Contacts**

Each spring following graduation, Whitworth surveys each of the department's first year teachers and their administrators on how well the department did in preparing them for their first year of teaching. 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 in Schools**

Elementary and secondary 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 allow our candidates to understand the school's culture and procedures and to develop relationships with teachers and students prior to their student teaching semester.

### **Co-Teach Model of Student Teaching**

The Department of Teacher Education has adopted a co-teach model of student teaching. This model allows for collaborative planning, teaching, and working with students by having both the mentor teacher and the teacher candidate stay together in the classroom during most of the student teaching experience. Research this approach to student teaching show greater student achievement when students have access to both teachers.

### **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.

### **Opportunities for Service and Community Engagement**

There are a number of opportunities for students to serve in the community. Below are listed some of the current and past service activities of the department.

- Whitworth Literacy Center: The center is coordinated through the Special Education program and runs during the fall, spring and summer terms. Candidates are able to learn important strategies for working with struggling readers while providing an important service to the community.
- Homework Helpers: Education students provide after school assistance and mentoring to students of Holmes Elementary. Holmes is located in West Central Spokane and has a high rate of poverty. In addition to the program students live in a home in the neighborhood and provide a stable safe place in the neighborhood.
- AVID: Secondary candidates are working with several local area high schools tutoring students who have been identified as capable students who are not working to the standards.

### **Award Winning Faculty**

Whitworth's Department of Teacher Education is committed to modeling excellent instruction to its students. Two 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 university's annual recognition award for excellent teaching. One faculty member was voted by the graduating senior class as the "most influential female professor," one was honored as Whitworth's Lindaman Research Chair, one was honored as Whitworth's Margo Long Endowed Chair of Gifted Education, and one was chosen for Whitworth's Sue Chandler Endowed Professorship.



## II. Program Information and Policies

### A. Admissions and Benchmarks: Policies, Procedures, and Information

Students must apply for admission to the teacher education program. The program has an excellent reputation and holds high expectations for its students. 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. 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. The following is an overview of the programmatic benchmarks:

#### **Benchmark I: Initial Admission to Program**

This screening point is for initial admissions into the teacher education program. See below for admissions criteria.

#### **Benchmark II: Mid-Program Review**

This benchmark 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 aspects of professionalism. Elementary candidates complete Benchmark II in EDU 340/342 and secondary candidates complete this benchmark in EDU 350/351.

#### **Benchmark III: Admission to Student Teaching**

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: Completion of Certification Products**

During the student teaching experience, candidates must create a number of products demonstrating 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: Washington State Residency Certification**

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: Initial Admission to Teacher Education Program**

**Admissions Criteria** – Candidates must:

1. Have completed at least one full semester of coursework to enroll in the introductory courses: EDU 201, Educational Psychology, EDU 202, Exploring Teaching, and EDU 203, Exploring Teaching Field Experience.
2. Receive a C or better in the introductory courses.
3. Demonstrate professional decorum and dispositions.
4. Provide evidence of proficiency in oral and written language.
5. Receive favorable Benchmark I evaluations from their EDU 201 and EDU 202 instructors.

6. Have a cumulative GPA of 3.0 at Whitworth University 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.
7. Pass each component of the Washington Educators Skill Test-Basic (WEST-B) or have equivalent scores on the SAT and/or ACT assessments 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 or equivalent assessment must do so before the Benchmark II admissions can be complete. Information on the WEST-B is found below. If the candidate has not yet taken the WEST-B or have equivalent SAT or ACT scores, 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 or equivalent is passed.
8. Receive a favorable evaluation from their field experience teacher (EDU 203).
9. Complete any programmatic and Signature Assessments associated with this Benchmark.
10. Complete the application packet 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.
11. Alleviate concerns from any source including faculty, field experiences, the Concerns Checklist and / or information included in the application packet that may affect the candidate's admission status.

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

**Application Process – Candidates will:**

1. 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 standards for which candidates must provide evidence. Application materials will be available in Department of Teacher Education.
2. Provide evidence that they have passed the WEST-B or equivalent SAT / ACT assessment or have registered to take it.
3. Complete a favorable admissions interview with two of the following: EDU 201 instructor, EDU 202 instructor, department Chair.

**Benchmark II: Mid-Program Review. Demonstrating Instructional Competence and Professional Readiness**

Elementary candidates are reviewed for Benchmark II in EDU 340/341/342 and secondary candidates are reviewed for Benchmark II in EDU 350 and 351. To pass this benchmark candidates must:

1. Demonstrate professional decorum and dispositions.
2. Provide evidence of proficiency in oral and written language.

3. Satisfactorily complete EDU 340, 341, 342 (Elementary) or EDU 350, 351 (Secondary)
4. Maintain a C or better in all coursework required for certification, including concentration area and endorsements.
5. Have a cumulative GPA of 3.0 at Whitworth University for full admission into the program. Candidates with a GPA less than 3.0, but above 2.75, may be admitted conditionally but must have a 3.0 for Benchmark III admission.
6. Pass all three sections of the WEST-B or receive equivalent scores on the SAT or ACT assessments.
7. Receive a favorable evaluation from their field experience teacher (EDU 341 or 351).
8. Have rectified all issues listed on any Concerns Checklist or Conditional Admission status.
9. Complete any programmatic and Signature Assessments associated with this Benchmark

### **Benchmark III: Admission to Student Teaching**

Candidates apply for Benchmark III in the semester prior to student teaching. To pass this benchmark candidates must:

1. Pass the WEST-E / NES exam in their major area of teaching.
2. Complete all application materials including the Character and Fitness Supplemental form for the State of Washington
3. Complete and pass the Washington State Patrol and FBI clearance
4. Satisfactorily complete EDU 440, 441, 442, 461 (Elementary) or EDU 465, 485 (Secondary)
5. Maintain a C or better in all coursework required for certification, including concentration area and endorsements.
6. Have a cumulative Whitworth GPA of 3.0 or better
7. Complete and pass the student teaching interview
8. Complete any programmatic and Signature Assessments associated with this Benchmark
9. Have the support of their major department in consultation with the education department.

### **Benchmark IV: Completion of Student Teaching**

To pass this benchmark candidates must:

1. Successfully complete their student teaching
2. Receive favorable evaluations and recommendations from cooperating teacher(s) and Whitworth supervisor
3. Complete and pass all programmatic assessments such as Professional Growth Plan and Teacher Performance Assessment
4. Complete all necessary forms for student teaching
5. Pass courses in the student teaching block with C or better

### **Benchmark V: Program Completion and Certification**

To pass this benchmark candidates must:

1. Complete all graduation requirements

2. Complete application for certification in the Office of Educational Certification and Career Services
3. Pass the Teacher Performance Assessment (edTPA)
4. Pass the WEST-E / NES in their major subject area

### **Initial Admission Status in Teacher Education Program**

At the completion of the admissions process, candidates will be notified of their status within the program via campus mail or university email. Candidates will fall into one of three admission categories: Unconditional Admission, Conditional Admission, or Not Admitted.

#### **Unconditional Admission**

Candidate has demonstrated potential for success in the teaching profession: passed WEST-B/ or have equivalent scores on the SAT/ACT; Whitworth GPA 3.00<sup>+</sup>; passed EDU 201, 202, 203; successfully completed the interview and application; received a favorable evaluation on the field experience; received the endorsement of EDU 201 and 202 professors, and met the admission criteria listed above.

#### **Conditional Admission**

Candidate has demonstrated potential for success in most areas. They will be considered for Conditional Admission if the following criteria are met:

1. GPA between 2.75 and 2.99
2. Registered to take WEST-B exam
3. Past or current enrollment in EDU 201, 202, and 203, or transfer equivalents, with a grade of C or better.

#### **Not Admitted**

Candidate has not provided sufficient evidence for success in the teaching profession. The Not Admitted status may be due to such factors as a low GPA, insufficient WEST-B / SAT / ACT 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. The student may, however, petition to enroll in Education courses with a Not Admitted status.

### **Petition Process for Students Who Are Not Admitted to Obtain Permission to Take Education Courses**

1. Submit petition to take upper-division courses to the Chair of the Department of Teacher Education.
2. The petition will be reviewed by undergraduate Teacher Education faculty at their next regularly scheduled meeting or if a decision needs to be made sooner, the Chair may consult with a sub-group of the undergraduate faculty.
3. If the petition is approved, the student, the student's advisor, and the instructor of the approved education course will be informed so that the student may register.

4. If the petition is denied then the student will be informed
5. If by the end of the following semester, the student's overall GPA reaches 2.75 and other criteria are met, the student may apply for conditional admission into the Teacher Education program.
6. If by the end of the following semester, the student's overall GPA does not reach 2.75 and/or other criteria are not met, he/she will not be allowed to take additional education courses. The student and his/her advisor will be informed.

### **Change in Status and Probation**

Candidates will be notified through university 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 program faculty members, is responsible for the monitoring of student status within the program.

### **Due Process: Appeals and Removal from Program**

The right of appeal is available to all candidates regarding a change of status within the program.

1. Appeals related to endorsement decisions by the Endorsement Review Committee proceed directly to the dean of the school; there is no further appeal allowed in those cases.
2. Appeals for suspension or expulsion from Teacher Education or a change in status within Teacher Education must be made in writing within 14 calendar days of notification of the decision and proceed in the following order:
  - a. the Chair of Teacher Education
  - b. a committee consisting of the Dean of the School, Chair of Teacher Education, and a faculty representative of the program
3. Appeals for removal from student teaching or internship are handled as follows:
  - a. A candidate may appeal in writing a decision for removal from student teaching or internship. This petition should be submitted to the Chair of Teacher Education within 14 calendar days, reflect on those areas that led to removal and propose a plan for addressing the areas of concern.
  - b. If the re-entry petition is approved, the candidate may be required to take extra coursework and/or participate in field experiences prior to subsequent placement.
  - c. Should the petition be denied, the appeal then moves to the Dean of the School.
  - d. Candidates may not appeal to K-12 schools directly. School Districts are independent of the university in issues related to due process.
4. Appeals for denial of a certificate proceed to:

- a. the Chair of Teacher Education
- b. Dean of the School of Education
- c. Washington Professional Educator Standards Board

### **Concerns Checklist**

Faculty and staff may use the Concerns Checklist 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. See appendices for Concerns Checklist.

### **Procedures for Concerns Checklist**

1. The Concerns Checklist will be introduced to all students in EDU 202. Candidates are informed as to how it may be used in the program. It is designed to be a pro-active document that will assist the candidates and the professors in identifying and strengthening areas of weakness that are not related to content knowledge, but may negatively impact their ability to teach effectively. Candidates are required to sign the document, stating that they have seen it and that it has been explained to them.
2. If a faculty member, advisor, supervisor or staff member has a concern, the form should be completed, noting the area of concern with documentation. The person completing the checklist should meet with the student, share the concern, sign and date the form (both parties) and complete with the student the Candidate Contract to Alleviate Concern. Signed and dated copies of the Concerns Checklist and the Contract should be given to the department Program Assistant to go to the candidate's file, to the candidate, and to the faculty/staff member and the advisor.
3. At the end of the semester, or at the end of the contract timeline, the person who completed the Concerns Checklist should indicate on the candidate's contract whether or not the problem has been addressed positively and corrected. If so, then the contract will be returned to the student's file and the program assistant notified so that the student's name could continue on the Student Watch List until the department feels that they no longer need monitoring.
4. If the problem has not been satisfactorily addressed, the faculty/staff member will notify the advisor and undergraduate Chair, and another conference will be scheduled for further action. The undergraduate Chair, the advisor, the candidate and the initiator will meet to discuss the concern, the plan that was agreed upon, and why the concern has not been rectified. A new plan will be decided upon, including a date for completion, or the student may opt out of the program at this time. All parties will sign the contract, which will be placed back in the candidate's file.

5. If the problem is still not addressed to satisfaction or it is apparent there is a chronic issue, a meeting will be scheduled with the candidate, the undergraduate Chair and the candidate's advisor. Possible outcomes include dismissal from the education program.
6. All Concerns Checklists will be reviewed at the next Benchmark

**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](http://www.west.nesinc.com). Candidates must pass all sections for Unconditional Admission to pass Benchmark II. See the Department of Teacher Education for a list of WEST-B exam resources.

**WEST-E / NES**

The Washington Educator Skills Test – Endorsement (WEST-E) and National Evaluation Series (NES) are state mandated standardized exams based on the content area competencies for each endorsement area. Candidates must pass the WEST-E / NES to be endorsed in a subject area. 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](http://www.west.nesinc.com). Candidates must pass all sections for Unconditional Admission into Benchmark III. See the Department of Teacher Education for a list of WEST-E / NES exam resources.

**Programmatic Portfolio and Signature Assessments**

Candidates must successfully demonstrate competencies for a number of state and programmatic standards. These products become a part of the candidate's electronic portfolio, which will be created and maintained by the candidate.

<b>Portfolio Assessments</b>	<b>Course</b>
EDU 321 or EDU 329 Research Paper	EDU 321 or EDU 329v
Unit Plan	EDU 340/350
Diversity Assessment	EDU 367 and 368/369
Classroom Management Plan	EDU 461/465
Professional Growth Plan (PGP)	Student teaching term

**B. Departmental Life: Policies, Procedures, and Information**

**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 use the official Whitworth email to communicate with candidates. For good communication to exist between the department and candidates it is essential that candidates regularly check their Whitworth email. The department will not maintain other email addresses other than the official Whitworth address.

### **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 missed 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 university catalog outlines the appeals process regarding academic grievances as follows.

### **Academic Grievance Procedure (Whitworth Catalog)**

It is assumed that most grievances will be resolved in conversation between a student and his/her professor or within the department involved. However, in cases where resolution is not so easily achieved, the procedures are as follows:

- The student must first seek resolution of the conflict in consultation with the professor. Before becoming involved in the matter, the associate provost for instruction will ensure that this initial exchange has taken place.\*
- If a satisfactory resolution is not possible in the first phase, the student may appeal for adjudication by submitting a written appeal to the associate provost for instruction.

Grade challenges must be initiated by the student within 30 days after the grade is posted.

### **Academic Honesty**

Candidates are expected to adhere to the university's policy on academic honesty as outlined in the 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 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
- Student Advisory Board

### 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 need for financial assistance when specified. Awards will be decided by Teacher Education faculty. In addition to the departmental scholarships, the university has other scholarships for those who are preparing to teach. Information on these scholarships is available from Whitworth’s Financial Aid office.

### Student Recognition Awards

The department grants three awards each spring at the Student Teacher luncheon. 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.

#### Course fees:

EDU 368/369: Field Immersion in Intercultural Education	\$50.00
AR 344 Art Curriculum and Methods	\$20.00

#### Program fees:

West-B Exam	\$155.00
West-E Exam	\$\$155.00
NES Exam	\$95.00
edTPA Exam	\$300.00
Washington State Residency Certificate application fee	\$35.00
OSPI fee (per certification)	\$33.00
Placement file set-up fee	\$25.00
Washington State/FBI Fingerprinting (ESD 101/Courthouse)	\$58.50/68.50

### C. Field Experiences and School Placements: Policies, Procedures, and Information

The following are placement policies for the many field placements in the Department of Teacher Education. Course instructors may have additional policies for course-based field experiences.

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. Transportation: It is the candidate's responsibility to provide his or her own transportation to and from school sites. Students are encouraged to be good stewards in the use of transportation but that School of Education does not facilitate carpooling.
4. Excused Absences: Illness or a family emergency constitute excused absences. In the event of extensive absences, the appropriate faculty member and cooperating teacher will review the candidate's progress to determine if the candidate's performance requires an extended field experience.
5. Out-of-area placements: Except for the intercultural field experience, the department places its teacher candidates in the Spokane area. There is not a guarantee that requests for placements outside the Spokane area will be honored. Any extra expenses incurred in out-of-area placements will be paid by the candidate.
6. The department makes all decisions regarding field experience placements. Candidates should not initiate a dialogue regarding their own placement with teachers, administrators, or school districts without first consulting the Director of Student Teaching or the Field Placement Coordinator.

#### **Intercultural Field Experience: EDU 367 and EDU 368/369**

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. The department interprets the concept of culture to include race, ethnicity, and socioeconomic differences. Criteria for site selection are available from the Intercultural Placement Coordinator in the Department of Teacher Education. Whitworth teacher candidates travel to both domestic and international sites in faculty-led groups or at independent sites that have been arranged by the candidate in consultation with the department.

Each spring the department holds a mandatory meeting that 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.

Candidates who are being endorsed in Music or Health and Fitness are required to have an alternative level field experience. These candidates may combine their alternative level field experience with their intercultural field experience if there is a placement available. Candidates seeking to do this should work closely with the Intercultural Placement Coordinator and register for EDU 369 instead of 368.

## **Student Teaching: Policies, Procedures, and Information**

### **WEST-E / NES**

1. Candidates must pass the WEST-E / NES in their major to student teach.
2. Candidates may petition to student teach without having passed the WEST-E / NES in their teaching major if they scored at least 230 on the WEST-E or 210 on the NES. The petition form is available from the Department Chair, who will take the petition to the Endorsement Review Committee for a decision; a number of factors will be considered and permission should not be considered automatic.

### **Absences from Student Teaching**

Illness or a family emergency constitutes excused absences. In the event of extensive absences, the university 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 university 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 preparation. 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 university 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 university supervisor whose 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 university 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 University campus activities such as varsity athletics, ensembles, RA, theater groups and the like during student teaching.

## **III. Washington State Certification at Whitworth**

### **A. Endorsements, Certification, Majors, and Minors**

#### **Majors and Minors:**

Colleges and universities deal in majors and minors. These are listed on university transcript and show academic achievements. The university 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 program. A certificate is often called a license in other states. A certificate grants the legal approval to teach in a specific content 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 English Language Learners (ELL) at the same time and this minor met the requirements for an endorsement in ELL, then an endorsement to teach ELL will be also added to your certificate. The university catalog and the School of Education website show the requirements for adding endorsements in each area. The candidate must pass the WEST-E / NES in each endorsement area.

### **B. 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. There are

time limits on this certificate. Consult with the Office of Educational Certification and Career Services for additional information on time limits and renewal of the Residency Certificate.

### **C. 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 acquire a Professional Certificate to have a continuing certificate in the State of Washington. Consult the Graduate Studies in Education office at Whitworth University or the OSPI website for specific information on acquiring a Washington State Professional Certificate.

### **D. Whitworth Department of Teacher Education Requirements for Residency Certificate**

Specific courses, standardized tests, and programmatic products and assessments are required for being certified in the State of Washington. Please see the current university catalog and the Department of Teacher Education for the latest information on requirements. **Note:** The State of Washington regulates the certification of teachers and may, without prior notice, make changes to requirements for certification requirements. The Elementary, Secondary, and Special Education Certification Plans are contained in this handbook's appendices and list course requirements for certification.

The Department of Teacher Education offers the following majors, minors and endorsements. See the catalog or the department for requirements. Note: Endorsement and certification requirements are subject to laws of the State of Washington and may be changed by the state without notice.

#### **Majors Housed in the Department of Teacher Education**

1. Elementary Education: K-8 Endorsement
2. Special Education: K-12 Endorsement. This major must be completed in combination with either an elementary or secondary teaching certificate.

#### **Minors Housed in the Department of Teacher Education**

1. English Language Learners: K-12 Endorsement
2. Reading: K-12 Endorsement
3. Special Education: No endorsement is granted with minor

#### **Endorsements Available from the School of Education**

1. Biology
2. Chemistry
3. Deaf Education (specialty endorsement)
4. Early Childhood Special Education
5. Earth and Space Science
6. Elementary Education
7. English Language Arts
8. English Language Learners (ELL)
9. Environmental / Sustainability Education

10. French
11. Gifted Education (specialty endorsement)
12. Health and Fitness
13. History
14. Mathematics
15. Middle Level Mathematics
16. Middle Level Science
17. Music: Choral
18. Music: General
19. Music: Instrumental
20. Physics
21. Reading
22. Social Studies
23. Spanish
24. Special Education
25. Theatre Arts
26. Visual Arts

See the university catalog or website for specific requirements in each of the above areas.

### **Elementary Education Major**

This is a major leading to a B.A. in Elementary Education and K-8 Washington State Certification. The Elementary Certification Plan in the Appendix shows specific course requirements. In addition to the required courses for the major, elementary candidates are required to complete at least 20 semester credits in one endorsement area. Please see Advising for Elementary Students for in the Appendix for details on this and other requirements.

### **Special Education Major**

This major is always a second major with either Elementary Education or with a content area major for Secondary Education. Consult with Special Education faculty for advising.

### **Additional Certification Information for All Teaching Candidates**

1. 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.
2. All courses to be used for certification must be C or better.
3. Candidates may not use Pass/No Credit option for any education course. See university catalog for Pass/No Credit policies.
4. Washington State Certification requirements may change without notice and may adversely affect candidates' programs and their ability to be certified. Whitworth University 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**

1. Transfer students should meet as soon as possible after admission to the university 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.
2. Coursework done at other fully accredited colleges may be transferred to Whitworth and applied toward teacher certification under the following conditions:
3. The courses for which transfer credit is desired must be comparable in content and level of difficulty to the related courses at Whitworth.
4. The candidate received a grade of C or higher (or an equivalent grade on a four point scale) for the transferred courses.
5. An official transcript of all work for which transfer credit is desired is submitted to Whitworth University.
6. Courses for which transfer credit is desired have been taken within the previous five years.
7. Candidates may not substitute courses taken at other institutions for courses taken in student teaching block, or student teaching.
8. 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.
9. Exceptions to this policy, including alternative assessment, are made available through the normal petition process.

## **E. Programmatic Portfolio**

Candidates must provide evidence of competency through a number of programmatic products and assessments. Many of these will become part of their final Portfolio presented at the end of their student teaching semester.

## **F. 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.



### **G. 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.

### **H. No Child Left Behind**

The federal legislation known as No Child Left Behind (NCLB) requires all teachers to be "highly qualified" in their content areas and grade levels, as does Washington State. 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.

### **I. Teacher Performance Assessment**

In January, 2012, candidates in Washington teacher preparation programs began field testing a new way of assessing readiness to teach—the Teacher Performance Assessment (TPA). With the completion of the field test (spring 2012), the TPA is now officially called the edTPA. The edTPA, a classroom-based assessment administered during the student teaching experience, focuses on core teaching skills. The edTPA is required for graduates of Washington teacher preparation programs to earn state certification. The edTPA includes written documents, video clips, samples of P-12 student work, and written reflections. The edTPA is submitted and scored electronically. Scoring is done by P-12 educators, university faculty, and others with appropriate credentials and experience in the subject being taught. The edTPA is a national assessment, allowing the performance of Washington candidates to be benchmarked against prospective teachers in other states.

**ELEMENTARY EDUCATION CERTIFICATION PLAN**

**B.A. in Elementary Education, Department of Teacher Education, Whitworth University**

*Meets State of Washington K-8 Elementary Education Endorsement*

*Candidates must pass the WEST-E / NES in Elementary Education in addition to the following requirements.*

<b>Name:</b>	ID#:	Today's Date:
Current Phone Number:	Graduation Date:	Education Advisor:

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

**I. COLLEGE GENERAL EDUCATION REQUIREMENTS**

Requirement/Course Number and Name	Credit	Term/Yr	Grade	College/University
Biblical Literature				
Written Communication				
Oral Communication <i>(Satisfied with EDU 340)</i>				
Core 150: Worldview Studies				
Core 250: Worldview Studies				
Core 350: Worldview Studies				
Creative Expression: Fine Arts				
Foreign Language I				
Foreign Language II				
Humanities <i>(see non-education section)</i>				
Science <i>(see non-education section)</i>				
Math <i>(Satisfied with MA 221 and MA 222)</i>				
Social Science <i>(see non-education section)</i>				
American Diversity <i>(Satisfied with EDU 401W)</i>				
Global Diversity <i>(Satisfied with EDU 367/368)</i>				
FW I				
FW II / PE I				
FW III / PE II				

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

\_\_\_\_\_ Double Major List: \_\_\_\_\_ Minor, List: \_\_\_\_\_  
 \_\_\_\_\_ Endorsement(s) List: \_\_\_\_\_  
 \_\_\_\_\_ Area of Concentration(s) List: \_\_\_\_\_

20 credits in one approved endorsement area or minor. Include relevant course information from other colleges/universities attended if you are a transfer student. Reading cannot be used here.

List <u>Completed</u> Course Number and Title	Credit	Term/Yr	Grade	College/University

If needed, attach an additional sheet to list more elective credits for meeting the necessary

<b>III. NON-EDUCATION COURSES</b>		<b>(22 semester credits)</b>		
HI 181, HI 182, HI 357, <b>or</b> HI 362 U.S. History ( <i>Choose one only</i> ) ( <i>HI 181 meets Gen Ed Humanities Requirement</i> )	3			
PO 102 <b>or</b> 242 American Government ( <i>Choose one only</i> ) ( <i>PO 102 meets Gen Ed Social Science Requirement</i> )	3			
AR 344 Elementary Art Curriculum	1			
KIN 344 Health and Fitness Elementary Curriculum	1			
MU 344 Music and Movement	1			
TA 344 Theater Across the Curriculum	1			
MA 221 Math for Elementary Teachers I ( <i>Meets Gen Ed Math Requirement</i> )	3			
MA 222 Math for Elementary Teachers II ( <i>Meets Gen Ed Math Requirement</i> )	3			
NS 101 Earth and Sky ( <i>Meets Gen Ed Science Requirement</i> )	3			
BI 102 Introductory Biology ( <i>Meets Gen Ed Science Requirement</i> )	3			

<b>IV. EDUCATION COURSES</b>		<b>(40 semester credits)</b>		
Course Number and Name	Credit	Term/Yr	Grade	College/University
EDU 201 Educational Psychology ( <i>Fall, Spring, Jan</i> )	3			
EDU 202 Exploring Teaching Seminar ( <i>Fall, Spring, Jan</i> )	1			
EDU 203 Exploring Teaching Field Experience ( <i>Fall, Spring, Jan</i> )	1			

**Benchmark I: Program admission at end of EDU 201/202/203. Date completed BMK I \_\_\_\_\_**

**NOTE: Upper division courses require admission to the Teacher Education Program (BMK I).**

EDU 320 Exceptional Learners and Inclusion ( <i>Follows 201/202/203 &amp; precedes Curriculum Block</i> ) ( <i>Fall, Spring</i> )	3			
EDU 321 Intervention for Motivation and Behavior ( <i>EDU 320 required pre-requisite</i> )( <i>Fall, Spring</i> )	3			

<b>ELEMENTARY CURRICULUM BLOCK (Begins in fall or spring of Junior Year)</b>				
EDU 340 K-8 General Methods and Language Arts Methods ( <i>Meets Gen Ed Oral Communication Requirement</i> ) ( <i>Fall, Spring</i> )	3			
EDU 341 Mathematics: K-8 Methods and Assessment ( <i>Fall, Spring</i> )	2			
EDU 342 Field Experience: Elementary Curriculum ( <i>Fall, Spring</i> )	1			

**Benchmark II: EDU 340/341/342**

**Date completed BMK II \_\_\_\_\_**

EDU 343 Science: K-8 Methods and Assessment ( <i>Fall, Spring</i> )	2			
EDU 344 Children's Literature & Social Studies	3			

(Fall, Spring)				
EDU 366 Teaching English Language Learners (Fall) (Not required for students who have taken other ELL courses)	1			
EDU 367 Introduction to Intercultural Education ( EDU 366 required pre- or co- requisite) (Fall)	1			
EDU 368 Field Immersion in Intercultural Education (Taken nearest student teaching semester) (January, alt. May)	3			
EDU 401W Democracy, Leadership & Schooling (Fall, Spring)	3			

<b>ELEMENTARY LITERACY BLOCK (Taken in semester following Curriculum Block)</b>				
EDU 440 Reading: K-8 Methods and Assessment (Fall, Spring)	3			
EDU 441 Diagnosis and Intervention for Reading Difficulties (Fall, Spring)	3			
EDU 442 Field Experience: Literacy (Fall, Spring)	1			

EDU 461 Assessment, Management, and Diff for Elem (Fall, Spring)	3			
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**V. STUDENT TEACHING TERM (Taken in semester following Literacy Block)**

Course Number and Name	Credit	Term/Yr	Grade	College/University
EDU 472 Professional Issues in Elementary Education (Fall, Spring)	1			
EDU 474 Elementary Student Teaching Seminar (Fall, Spring)	1			
EDU 496 Directed Teaching: Elementary (Fall, Spring)	11			

**VI. SUMMARY**

<b>Total Semester Credits for Graduation (126 Required)</b> (Count all courses you have taken and all courses you plan to take)	
<b>Cumulative G.P.A. (3.00 or above required for student teaching)</b>	

WEST-B Exam or Equivalent <i>Indicate test &amp; date passed each exam</i>	Reading			Math			Writing		
	WEST-B	SAT	ACT	WEST-B	SAT	ACT	WEST-B	SAT	ACT
	Score:	Date:		Score:	Date:		Score:	Date:	
<b>WEST-E / NES Endorsement Content Exam</b> *(additional exams for foreign language endorsements) <a href="http://www.west.nesinc.com">www.west.nesinc.com</a> / <a href="http://www.nestest.com">www.nestest.com</a> Enter proposed date of exam:	Indicate test taken and date passed exam: WEST-E _____ NES _____								

**ADDITIONAL NOTES:**

- This document should list all courses you have taken and all courses you plan to take.
- State certification requirements are subject to change without notice and may impact this program.

- Any changes made to this plan must be recorded in your Teacher Education file.
- Any waivers or substitutions must have Academic Petitions on file.
- Other Endorsements should be on separate forms (for example: Reading, Special Education, ELL).
- Candidates must pass the WEST-E / NES for each endorsement area.
- \*Foreign language endorsements also require passing score on ACTFL oral proficiency interview and ACTFL written proficiency exam.

**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 B: Secondary Certification Plan**  
**SECONDARY EDUCATION CERTIFICATION PLAN**  
**Department of Teacher Education, Whitworth University**

<b>Name:</b>	<b>ID#:</b>	<b>Today's Date:</b>
<b>Current Phone Number:</b>	<b>Graduation Date:</b>	<b>Education Advisor:</b>
<b>Major:</b>	<b>Minor/Endorsement:</b>	<b>Advisor(s):</b>

For all transfer courses, list the actual course taken (not the Whitworth equivalent).  
 All coursework used for Certification must be "C" or higher.

**I. COLLEGE REQUIREMENTS**

Requirement/Course Number and Name	Credit	Term/Yr	Grade	College/University
Biblical Literature				
Written Communication				
Oral Communication <i>(Satisfied with EDU 350)</i>				
Core 150: Worldview Studies				
Core 250: Worldview Studies				
Core 350: Worldview Studies				
Creative Expression: Fine Arts				
Foreign Language I				
Foreign Language II				
Humanities				
Science				
Math				
Social Science				
American Diversity <i>(Satisfied with EDU 401W)</i>				
Global Diversity <i>(Satisfied with EDU 367/368)</i>				
PE I				
PE II				
PE III				

**II. SUBJECT AREA (Academic Major)**

Consult catalog for current listing of endorsement requirements in each area. Secondary students must complete a major in their teaching area. Note: All coursework must be grade of "C" or higher. For transfer courses, list the actual course taken (not the Whitworth equivalent).

**Major/Endorsement**

---

**List coursework taken for your major from the catalog.**

Course Number and Name	Credit	Term/Yr	Grade	College/University


**Second Endorsement (optional – see advisor) \_\_\_\_\_**

List coursework taken for your endorsement from the college catalog.


***If needed, attach an additional sheet to list more elective credits for meeting the necessary 126 credits required for graduation.***

**III. SECONDARY EDUCATION PROGRAM**

(31 - 32 semester credits)

Course Number and Name	Credit	Term/Yr	Grade	College/University
EDU 201 Educational Psychology <i>(Fall Spring, Jan )</i>	3			
EDU 202 Exploring Teaching <i>(Fall , Spring, Jan )</i>	1			
EDU 203 Exploring Teaching Field Experience <i>(Fall , Spring, Jan )</i>	1			

**Benchmark I: Program admission at end of EDU 201/202/203. Date completed BMK I \_\_\_\_\_**

**Note: Upper division courses require admission to the Teacher Education Program (BMK I).**

EDU 320 Exceptional Learners and Inclusion <i>(Follows 201/202/203) (Fall, Spring)</i>	3			
EDU 329 Adolescent Psychology for Middle/High School <i>(EDU 320 required pre-requisite) (Spring)</i>	3			
EDU 350 Methods of Teaching in Middle/High School <i>(Meets Gen Ed Oral Communication Requirement (Spring)</i>	3			
EDU 351 Middle/High School Field Experience <i>(Spring)</i>	1			
EDU 366 Teaching English Language Learners <i>Fall (Not required for students who have taken other ELL courses)</i>	1			
EDU 367 Introduction to Intercultural Education <i>Fall (EDU 366 Required Pre- or Co-requisite)</i>	1			
EDU 368 Field Immersion in Intercultural Education <i>January (Taken nearest student teaching semester)</i>	3			
EDU 4xx <i>(subject matter methods- see catalog) (Fall)</i>	2-3			
EDU 401W Democracy, Leadership and Schooling <i>(Fall, Spring)</i>	3			

EDU 458 Reading and Writing in the Content Area (Fall, Spring)	2			
EDU 465 Assessment, Management, and Diff for Mid/Hi (Fall)	3			
EDU 485 Middle/High School Field Experience (Fall)	1			

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

**Date completed BMK II \_\_\_\_\_**

#### IV. Student Teaching Term

(13 semester credits – all three classes taken together)

Course Number and Name	Credit	Term/Yr	Grade	College/University
EDU 476 Professional Issues in Secondary Education (Fall, Spring)	1			
EDU 478 Secondary Student Teaching Seminar (Fall, Spring)	1			
EDU 497 Directed Teaching, Middle School Level <b>OR</b> (Fall, Spring)	11			
EDU 498 Directed Teaching, High School Level (Fall, Spring)	11			

**NOTE:** Music and P.E. majors have an additional student teaching experience at the alternate level.  
See the coordinator of field placement for more information.

#### V. SUMMARY

<b>Total Semester Credits for Graduation (126 Required)</b> (Count all courses you have taken and all courses you plan to take)	
<b>Current Cumulative G.P.A. (3.00 or above required for student teaching)</b>	

WEST-B Exam or Equivalent <i>Indicate test &amp; date passed each exam</i>	Reading			Math			Writing		
	WEST-B	SAT	ACT	WEST-B	SAT	ACT	WEST-B	SAT	ACT
	<i>Score:</i>	<i>Date:</i>		<i>Score:</i>	<i>Date:</i>		<i>Score:</i>	<i>Date:</i>	
<b>WEST-E / NES Endorsement Content Exam</b> <i>*(additional exams for foreign language endorsements)</i> <a href="http://www.west.nesinc.com">www.west.nesinc.com</a> / <a href="http://www.nestest.com">www.nestest.com</a> <i>Enter proposed date of exam:</i>	<i>Indicate test taken and date passed exam:</i> WEST-E _____ NES _____								
<b>WEST-E / NES (Second Endorsement – optional)</b> <a href="http://www.west.nesinc.com">www.west.nesinc.com</a> / <a href="http://www.nestest.com">www.nestest.com</a> <i>Enter proposed date of exam:</i>	<i>Indicate test taken and date passed exam:</i> WEST-E _____ NES _____								

#### ADDITIONAL NOTES:

- This document should list all courses you have taken and all courses you plan to take for graduation.
- State certification requirements are subject to change without notice and may impact this program.
- Any changes made to this plan must be recorded in your Teacher Education file.
- Any waivers or substitutions must have Academic Petitions on file.
- Other Endorsements should be on separate forms (i.e., Reading, Special Education, ELL).
- Candidates must pass the WEST-E / NES for each endorsement area.
- \*Foreign language endorsements also require passing score on ACTFL oral proficiency interview and ACTFL written proficiency exam.

**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 \_\_\_\_\_

**SPECIAL EDUCATION P-12 MAJOR\*  
AND ENDORSEMENT or MINOR\*\***

Department of Teacher Education, Whitworth University

\*Whitworth's undergraduate major in special education must be completed in conjunction with another teaching major such as elementary education or a secondary teaching certification. The major fulfills requirements for the endorsement in special education if the candidate also successfully passes the WEST-E / NES in Special Education.

\*\*Whitworth's minor fulfills prerequisites for the Master's in Special Education at Whitworth and may be applied toward completion of the endorsement as a graduate student.

All certification requirements are subject to change by the State of Washington

<b>Name:</b>	<b>ID#:</b>	<b>Today's Date:</b>
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For all transfer courses, list the actual course taken (not the Whitworth equivalent). All coursework must be grade of "C" or higher.

**REQUIREMENTS FOR SPECIAL EDUCATION MINOR (17-20 semester credits)**

Requirement/Course Number and Name	Credit	Term/Yr	Grade	College/University
EDU 320 Exceptional Learners and Inclusion <i>(Fall, Spring)</i>	3			
EDU 321 Intervention for Behavior and Motivation <i>(Fall, Spring)</i>	3			
EDU 322 Assessment and IEP Planning <i>(Fall)</i>	3			
EDU 323 Intervention for Academic Learning Problems <i>(Spring)</i>	3			

**One of the following:**

EDU 481 Practicum Early Childhood or K-8 Grade Level <i>(Fall, Spring, January, Summer)</i>	1			
EDU 482 Practicum at Middle or High School Level <i>(Fall, Spring, January, Summer)</i>	1			

**One of the following:**

EDU 483 Advanced Practicum at Early Childhood or K-8 <i>(Fall, Spring, January, Summer)</i>	4			
EDU 484 Advanced Practicum at Middle or High School Level <i>(can also be met during secondary student teaching with EDU 493 or EDU 494) (Fall, Spring, January, Summer)</i>	4			
EDU... Additional Class for 20 Hour Concentration	3			

**ADDITIONAL TO COMPLETE MAJOR AND ENDORSEMENT (17 semester credits)**

Course Number and Name	Credit	Term/Yr	Grade	College/University
EDU 424 Early Intervention for Special Education <i>(Spring)</i>	3			
EDU 426 Intervention for Severe Communication, Sensory and Physical Problems <i>(Fall)</i>	3			
EDU 430 Intervention for Autism Spectrum Disorder <i>(Spring)</i>	3			
EDU 436 Intervention Through Positive Behavior Support <i>(Fall)</i>	3			

**One of the following not previously taken:**

EDU 481 Practicum Early Childhood or K-8 Grade Level <i>(Fall, Spring, January, Summer)</i>	1			
EDU 482 Practicum at Middle or High School Level <i>(Fall, Spring, January, Summer)</i>	1			

**One of the following not previously taken:**

EDU 483 Advanced Practicum at Early Childhood or K-8 <i>(Fall, Spring, January, Summer)</i>	4			
EDU 484 Advanced Practicum at Middle or High School Level <i>(can also be met during secondary student teaching with EDU 493 or EDU 494) (Fall, Spring, January, Summer)</i>	4			

**SPECIAL EDUCATION ELECTIVES (available, but not required)**

Course	Number and Name	Credit	Term/Yr	Grade	College/University
ASL 101	Introduction to Sign Language and the Deaf <i>(Fall, Spring, Summer)</i>	4			
ASL 102	Sign Language and the Deaf II <i>(Fall, Spring, Summer)</i>	4			
EDG 551	Educational Psychology of the Gifted <i>(Fall, odd years)</i>	3			
EDU 434	Early Speech, Language & Literacy <i>(Spring)</i>	3			
EDU 438	Early Intervention Interdisciplinary Methods <i>(Summer)</i>	3			
<b>WEST-E / NES Endorsement Content Exam</b> <a href="http://www.west.nesinc.com">www.west.nesinc.com</a> / <a href="http://www.nestest.com">www.nestest.com</a> Enter proposed date of exam:		Indicate test taken and date passed exam: WEST-E _____ NES _____			

**\*\*\*ATTACH THIS FORM TO YOUR EDUCATION CERTIFICATION PLAN\*\*\***

**Appendix D: Reading Endorsement Plan**

**READING K-12 ENDORSEMENT**

Department of Teacher Education, Whitworth University

*Meets the Reading Endorsement for the State of Washington*

<b>Name:</b>	<b>ID#:</b>	<b>Today's Date:</b>
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For all transfer courses, list the actual course taken (not the Whitworth equivalent).

All coursework must be grade of "C" or higher. Certification requirements are subject to change by the State of Washington. Candidates must pass the WEST-E / NES in Reading in addition to the following requirements.

**REQUIREMENTS FOR A READING ENDORSEMENT (16-17 semester credits)**  
 (Meets Washington State reading endorsement requirements)

	Requirement/Course Number and Name	Credit	Tm/Yr	Grade	College/Univ
EDU 440	Methods of Teaching Reading <i>(Fall, Spring)</i>	3			
EDU 441	Diagnosis and Intervention of Reading Disabilities <i>(Fall, Spring)</i>	3			
EDU 442	Literacy Block Field Experience <i>(Fall, Spring)</i>	1			
EDU 344	Children's Literature and Social Studies <i>(Fall, Spring)</i>	3			
EDU 443	Teaching Writing Methods <i>(Fall, Spring)</i> <i>(Previously EDU 296 or EDU 445)</i>	1			

**One of the following with advisor approval:**

EDU 323	Intervention for Academic Learning Problems <i>(Spring)</i>	3			
EDU 363	ELL Methods in Language Arts and Reading <i>(Spring)</i>	3			
EDU 444	Literacy Center Field Experience (must reg. for 2 cr) <i>(Fall, Spring)</i>	2			
EDU 458	Content Area Reading and Writing <i>(Fall, Spring)</i>	2			

**One of the following with advisor approval:**

EDU 434	Early Speech, Language and Literacy <i>(Spring)</i>	3			
EL 388	Structure and Development of the English Language <i>(Fall, Spring)</i>	3			
EL 387	English Methods and Adolescent Literature <i>(Spring)</i>	3			
EL 210	Writing II <i>(Fall, Spring)</i>	3			

**REQUIREMENTS FOR A MINOR IN READING INSTRUCTION (18-20 semester credits)**

Complete the above requirements for the Reading Endorsement and **one additional course** from the endorsement electives selected with advisor approval. Electives may include an additional new course developed in consultation with the School of Education.

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<p><b>WEST-E / NES Endorsement Content Exam</b>  <a href="http://www.west.nesinc.com">www.west.nesinc.com</a> / <a href="http://www.nestest.com">www.nestest.com</a>                  Enter proposed date of exam:</p>	<p><i>Indicate test taken and date passed exam:</i>                  WEST-E _____                  NES _____</p>
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## ENGLISH LANGUAGE LEARNERS (ELL)

*Formerly known as English as a Second Language (ESL)*

### K-12 ENDORSEMENT/MINOR

Department of Teacher Education, Whitworth University

*State of Washington Education Endorsement for students admitted after August 31, 2009*

<b>Name:</b>	<b>ID#:</b>	<b>Today's Date:</b>
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For all transfer courses, list the actual course taken (not the Whitworth equivalent).

All coursework must be grade of "C" or higher.

#### REQUIREMENTS FOR ELL AS AN ENDORSEMENT

*(17. semester credits)*

Requirement/Course Number and Name	Credit	Term/Yr	Grade	College
EDU 361 Second-Language Acquisition <i>(Spring)</i>	3			
EDU 362 ELL Methodology <i>(Fall)</i>	3			
EDU 363 ELL Methods in Language Arts and Reading <i>(Spring)</i>	3			
EDU 364 ELL Field Experience* Prerequisite: EDU 361 or 363 <i>(Fall, January, Spring)</i>	1-3			
EDU 367 Introduction to Intercultural Education <i>(Fall)</i>	1			

\*May be met as part of other field experiences such as EDU 368 or student teaching.

**One of the following:**

EDU 434	Early Speech, Language, and Literacy <i>(Spring)</i>	3		
EL 388	Structure and Development of English Language <i>(Fall, Spring)</i>	3		
EL 453	Introduction to Linguistics <i>(Spring, odd years)</i>	3		
WL 442	Methods for Teaching Languages <i>(Fall)</i>	3		

**One of the following:\*\***

SP 398	Intercultural Communication <i>(annually)</i>	3		
SO 200	Introduction to Cultural Anthropology <i>(Fall, January)</i>	3		
**	<i>(or any non-education course listed in the catalog as meeting the college's American diversity or global perspectives requirement)</i>			

#### LEARNING A SECOND LANGUAGE

**One of the following experiences is required:**

One year residence in a non-English-speaking country	Date of Residence:	Country:
One year of Peace Corps training and service	Date of Service:	Country:
Native speaker of a language other than English	Language:	
Eight semester credit hours of college coursework in a second language with a min. grade of "C" or equivalent (ASL is not recommended for this requirement)	<small>Language</small>	<small>Term/Yr</small>
	<small>Grade</small>	<small>College</small>

<b>WEST-E / NES Endorsement Content Exam</b> <a href="http://www.west.nesinc.com">www.west.nesinc.com</a> / <a href="http://www.nestest.com">www.nestest.com</a>	Indicate test taken and date passed exam: WEST-E _____ NES _____
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Appendix F: Concerns Checklist

Candidate Name \_\_\_\_\_  
Date \_\_\_\_\_

<u>Distribution Checklist</u>
_____ Signed original to program assistant
_____ Copy to candidate
_____ Copy to advisor
_____ Copy to faculty member

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 program assistant 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:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Appendix G: Field Experience Requirements

<b>Field Experience</b>			
<b>Course Number and Title</b>	<b>Level</b>	<b>Description</b>	<b>Hours</b>
<b>EDU 203 Exploring Teaching</b>	E & S	Introductory field experience in the candidate's subject area and/or grade level of interest.	25
<b>EDU 320 Exceptional Learners and Inclusion</b>	E & S	Experience interacting with families who have a child with a significant disability.	5
<b>EDU 321 (elementary and special education) Intervention for Behavior and Motivation or EDU 329 Adolescent Psychology for Middle/High School</b>	E & S	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.	10
<b>EDU 342 Curriculum Block Field Experience</b>	E	A semester-long field experience focusing on lesson and unit development plus teaching and learning in social studies and math.	30
<b>EDU 351 Secondary Methods Field Experience</b>	S	A six-week field experience in a middle or high school working with small groups and developing a Classroom Resource.	30
<b>EDU 368 Intercultural Field Immersion Experience</b>	E & S	Candidates spend January term working with children and youth in a culturally diverse setting.	105
<b>EDU 442 Literacy Block Field Experience</b>	E	A semester-long field experience focusing on the teaching and learning of reading and language skills.	30
<b>EDU 45_ Secondary Subject Area Methods</b>	S	Focus is on observing methods specific to the candidates' teaching areas, and working individually with students.	5-10
<b>EDU 480 Field Experience</b>	S	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.	35-100
<b>EDU 481 and 482, 1 sc Special Education Practicum EDU 483 and 484, 4 sc Advanced Special Education Practicum</b>	E & S	Candidates seeking endorsement in Special Education are required to complete 10 semester credits of practicum experiences, half at elementary and half at secondary level.	30 each 120 each
<b>EDU 485, 1 sc Middle/High School Field Experiences</b>	S	A six-week field experience in a middle or high school working with small groups and developing a Classroom Resource	30
<b>EDU 496-498 Directed Teaching</b>	E & S	Candidates observe and student teach for 14 weeks. (2 days/wk during 1 <sup>st</sup> 3 weeks)	450

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

I have read the Certification Handbook and understand I am responsible for knowing the information it contains. I also understand that this information may change, and that I am responsible for keeping up on changes.

\_\_\_\_\_  
Applicant name

\_\_\_\_\_  
Date signed

Applicant: Please print this last page, sign and date it, and turn it in with your Application to the Teacher Education Program.