

**Bachelor of Arts in Education
Washington K-8 certification**

**Endorsement Options: English Language Learners
Middle Level Mathematics
Special Education**

**APPLICATION PORTFOLIO
2017-2019**

**Priority APPLICATION DEADLINE
January 15**

New BA Education cohort begins annually in June

It is the goal of the Bachelor of Arts in Education program, as well as the state of Washington, to prepare the best possible teachers. Thus, we reserve the right to seek the most highly qualified individuals for admission to the Bachelor of Arts in Education program. Each year a select number of students are chosen for admission. Simply meeting the application requirements does not guarantee admission to the program.

Washington State University subscribes to the principles and laws of the state of Washington and the Federal government, including applicable Executive Orders pertaining to civil rights, equal opportunity, and Affirmative Action. Washington State University policy prohibits discrimination on the basis of race, sex, including sexual harassment, religion, age, color, creed, national or ethnic origin, physical, mental, or sensory disability, marital status, sexual orientation, and status as a Vietnam-era or disabled veteran in the recruitment and admission of students, the recruitment, employment and retention of faculty and staff, and the operation of all University programs, activities, and services. Evidence of practices that are inconsistent with this policy should be reported to the Director, Center for Human Rights, French Administration Building, Room 225, (509) 335-8288.

SELECTION TIMELINE

January

All applications are reviewed for completeness and organized for selection committee review. Transcripts are evaluated for grade point averages as well as prerequisite courses completed to date. Information is compiled into a database.

February

Application materials are finalized, applicants are notified of any missing information.

March

The selection committee reviews all completed applications. Individual interviews are scheduled as needed.

Mid-April

Written letters are sent to all applicants for admission notification for the program.

Mid-May

Newly admitted candidates attend group advising

Mid-June

Admitted students take classes beginning in June (six-week session)

Bachelor of Arts in Education Application Process

In order to begin the BA Education, an applicant must be admitted by **both** WSU and the College of Education. The two-step process is explained below.

I. Apply to the College of Education

Submit the following items to: **BA Education Program**
 WSU Vancouver
 College of Education
 14204 NE Salmon Creek Ave.
 Vancouver, WA 98686-9600

_____ TWO COMPLETE PORTFOLIOS –One original and one clear photocopy. No folders, no binders, no staples, please. Paperclips are fine. It is highly recommended that you keep a third copy for your records.

_____ Applicant Information Sheet. Page 5

_____ Documentation of Prerequisite Courses

_____ Written Statements. See pages 9-10

_____ Documentation of 80 Hours of Teaching Related Work. Page 11

_____ Summary of Letters of Recommendation form. Page 12

_____ Information and Consent Forms. Pages 16-17

_____ The **WEST-B (all three parts) must be taken by the application priority deadline Jan 15. The West B must be passed and test results must be received by June 1, 2016.** Select WSU Pullman as the recipient of scores when registering for the West B. ***Out-of-state applicants only*** may submit passing scores on the Praxis I, the Praxis I CBT, or the CBEST (California or Oregon) in lieu of the WEST-B. SAT/ACT scores may be used in lieu of the WEST-B, official scores must be sent to WSU Pullman.

II. Students not yet admitted to WSU must apply to the University.

Submit the following items to: **Admissions**
 Washington State University Vancouver
 14204 NE Salmon Creek Ave.
 Vancouver, Washington 98686

_____ On-line “Undergraduate Application for Admission”
<http://studentaffairs.vancouver.wsu.edu/admissions/apply>

_____ \$50.00 non-refundable application fee

_____ Official transcripts sent **directly** to the address above by the Registrar of each institution from which you have completed coursework after grade 12.

2016 APPLICANT INFORMATION SHEET

Please Type or Print

WSU Student ID Number _____

NAME: _____

ADDRESS: _____

CITY/STATE/ZIP: _____

PHONE:

Home: _____ Cell: _____

WSU Email: _____

(if available)

Personal Email: _____

(only if no WSU email address is available)

Please list in order of preference (1, 2, or 3) any additional endorsements you would like to earn while in the program:

English Language Learners: _____

Middle Level Mathematics: _____

Special Education: _____

DATE OF WEST-B EXAM _____

(WEST B must be taken by application deadline Jan 15, 2016; WEST B must be passed and scores received prior to start of program June 2016)

DATE OF NES ELEMENTARY EDUCATION EXAM _____

(completed or planned; NES Elementary Education required prior to student teaching)

SELECT YOUR DESIRED PROGRAM:

Enrollment Status

FULL-TIME

PART-TIME

Cumulative WSU GPA: _____ Transfer GPA: _____

(2.50 minimum is required for WSU and for transfer GPA)

I hereby certify that all statements made in this application are true. I further understand and agree that any untruths may be cause for rejection of my application for teacher certification.

Applicant's Printed Name and Signature

Date

Fluency in other languages

Do you speak additional languages other than English?

YES NO

If yes, please rate your proficiency according to these four definitions:

Basic knowledge – Knowledge of vocabulary words, ability to speak simple phrases or sentences. Equivalent of 2 years of one language in high school.

Conversant –Intermediate level where the speaker is able to handle a variety of uncomplicated, basic, and communicative tasks and social situations. Can talk simply about their self and family members.

Fluent – a high level of proficiency in a second language. Speaker has fluid speech and is able to read and write texts and comprehend speech in the language.

Native or bilingual proficiency – able to used two languages with high levels of fluency when speaking/listening and reading/writing..

Language 1 (write in the language you speak): _____

Circle the level of proficiency: Basic knowledge___ Conversant ___ Fluent ___ Native or bilingual proficiency ___

Language 2 (write in the language you speak): _____

Circle the level of proficiency: Basic knowledge___ Conversant ___ Fluent ___ Native or bilingual proficiency ___

Language 3 (write in the language you speak): _____

Circle the level of proficiency: Basic knowledge___ Conversant ___ Fluent ___ Native or bilingual proficiency ___

Comments:

INSTRUCTIONS FOR COMPLETING PREREQUISITE COURSES INSTRUCTION SHEET

Course prerequisites for admission to the Teacher Preparation Program are listed on the next page. Students must have **all** WSU University (lower-division) **General Education Requirements (GERs) or University Common Core (UCORE) requirements as well as the BA Education specific prerequisite classes** completed by the start of the Bachelor of Arts in Education program. GERs or UCORE may be satisfied by one of the following:

- *Individual courses (course by course evaluation)
- *Washington community college Direct Transfer Associate's degree (DTA) or Oregon Associate of Arts Oregon Transfer (AAOT) degree
- *Certain other associate degrees which the WSU Office of Admissions accepts, based upon WSU established agreements

Contact the Office of Admissions to schedule an appointment for a transcript evaluation for UCORE and BA program prerequisites. WSU students may use the degree audit system via myWSU. Admissions: 360-546-9779 or admissions@vancouver.wsu.edu

Successful completion of both the Course Prerequisites and UCORE does not guarantee admission to the Teacher Preparation Program.

PLEASE USE THE FOLLOWING DEFINITIONS TO COMPLETE THE CHART ON PAGE 8:

Course Prefix / #

List the abbreviation and number used by your former institution for the course you believe fulfills or will fulfill that requirement

Complete Course Title

List the actual name of the course as it appears in a course catalog. Abbreviations are acceptable.

Credits

List the total number of credits given for the course at the institution in which you took (plan to take) the course.

Grade

Provide the letter grade you earned as it appears on your transcript. If you have not yet completed the course, please indicate the course is in progress (use "IP"). **Credit will only be given to courses receiving a grade of "C" (2.0) or higher.**

School

List the name of the school at which you took/plan to take the course.

EXAMPLE

Requirement	Course Prefix / #	COMPLETE Course Title	Credits	Grade (C or higher)	School	For Office Use Only
English Composition (6 semester/9 quarter credits) [W]	ENGL 101	English Composition	3 sem	A	WSU	

DOCUMENTATION OF PREREQUISITES

Please indicate all courses that you have completed, are currently enrolled in, or that you PLAN to enroll in to meet the prerequisite requirements. Credit will only be given to courses receiving a grade of "C" (2.0) or higher.

NAME: _____

Requirement	Course Prefix / #	COMPLETE Course Title	Credits	Grade (C or higher)	School	For Office Use Only
<u>English Composition</u> (6 semester/9 quarter credits) [W]						
<u>Science</u> (12 semester/18 quarter credits) a minimum of four classes. One must transfer as a biological [BSCI], one as a physical [PSCI] and one as a lab [L]		(B) (P)				
<u>U.S. History</u> Broad, survey course						
<u>Economics</u> Macro / Micro / Principles						
<u>Geography</u>						
<u>American Government</u>						
<u>Human Development Across the Lifespan</u>						
<u>Math for Elementary School Teachers</u> (6 semester credits)						

Do you have (or do you plan to get) an Associates of Arts degree from WA or OR? _____ YES _____ NO

If yes:

_____ Name of College

_____ Month/Year of Graduation

If no:

How will you complete WSU's General Education Requirements? _____

WRITTEN STATEMENTS

Part I - Essays

1. Write a coherent essay in which you tell us about yourself and why you have decided to go into the teaching profession. You may want to consider some of the following questions to help you develop your response.
 - How do you know teaching is the profession for you?
 - What qualities make a successful teacher?
 - What skills, personal qualities and experiences do you have that will help you be a successful teacher?

Formatting: Your answer should be typewritten, double spaced, and one to two pages in length. Use “Teaching Statement” as the heading and include your name on each page.

2. Select only **one** of the three scenarios in the boxes below and answer the ensuing three questions.

A famous educator once said:

We should spend less time ranking children and more time helping them to identify their natural competencies and gifts and cultivate these. There are hundreds and hundreds of ways to succeed and many, many different abilities that will help you get there.

1. Briefly describe a child you know.
2. Characterize his or her ”different abilities” (examples: strengths or challenges in pre-reading, when interacting with others; when calculating; when riding a bike or tricycle).
3. Tell us how teachers and other educators can address the needs and strengths of that child.

Mr. Hudson notices that one of his students, Callie, has been coming into his 4th grade class looking disheveled. Her clothes aren’t clean and her hair seems unbrushed, which is unusual for her. In addition, Callie is experiencing difficulties paying attention in class, which Mr. Hudson fears is impacting her learning. Mr. Hudson decides to take action. He calls Callie’s contact number, but it has been disconnected. So he leaves a message for the emergency contact, requesting that someone come in for a conference the following day at 3:30 P.M. The following morning, Callie’s mother calls Mr. Hudson and tells him she cannot come until 4:00 P.M. because she has to work until 3:30 P.M.

1. Briefly speculate about what might be happening with Callie.
2. What can Mr. Hudson do next to address Callie’s situation?
3. Tell us what teachers and other educators can do to address the needs and strengths of students like Callie.

Ms. Brown is a new teacher at a local middle school. Her students are a mix of native and non-native English-speaking students, including students who speak Russian, Spanish, Vietnamese, Chinese, Arabic, and Farsi at home. One of Ms. Brown’s students is unable to complete an assignment regarding a religious figure due to his parents’ objection.

1. Briefly speculate about why the parents might object to the assignment.
2. What can Ms. Brown do in this situation? Should she require her student to do the assignment? Should she fail him if he doesn’t do the assignment? Are there any other options?
3. Tell us what Ms. Brown can do in the future to avoid this kind of situation.

Formatting: to Your answer should be typewritten, double spaced, and one to two pages in length. Use “Scenario” as the heading and include your name on each page.

Part II - Short Answers (one-half page to one double-space pages)

3. Why do you want to complete your Bachelor’s Degree and Teacher Certification at Washington State University Vancouver?
4. What kinds of schools (e.g., public, private, charter, faith-based) are you interested in working in and why?
OR, What population of students do you see yourself working with in the future? Why are you interested in this specific group of students?

Formatting:. Your answers should be typewritten, double spaced, and one-half to one page in length. Use “WSU Vancouver” as the heading for question 3 and “Student Population” for question 4. Include your name on each page.

All essays should be typed and proofread. Please use Arial font 12-point, double-spacing, and one-inch margins.

Your statements will be rated on the following criteria:

- a) Perspectives about the teaching profession
- b) The qualities and dispositions you bring to the program and your future career
- c) Written communication skills, including proper use of grammar

INSTRUCTIONS FOR SUBMITTING LETTERS OF RECOMMENDATION

1. Fill out the Summary Sheet for Letters of Recommendation.
2. Use one two-page *Recommendation Form* in this packet for each reference writer. (Front to back copies are acceptable). Make extra copies as needed. For the purpose of this application only **three** letters of recommendation will be accepted. Solicit letters of recommendation from people who know your academic performance, ability to work with students, personal qualities, experiences and accomplishments (instructors, employers, supervisors, mentor teachers). Letters from family members and friends will not be accepted.
3. Note that the recommendation forms are two pages in length.
4. **BEFORE YOU GIVE THE FORMS TO YOUR REFERENCES**, fill out the top portion of each form and sign where indicated.
5. References may return completed forms to you in a **sealed envelope** so that you can include the letters in your application portfolios or they may mail the reference form directly to the College of Education. If the reference prefers to mail the forms directly to the College of Education, provide a stamped envelope pre-addressed to the address listed below. It is critical that you maintain contact with your references to ensure that the letters are postmarked by January 15. Applications will not be reviewed for incomplete files. Fewer than three reference letters is considered an incomplete application.

Bachelor of Arts in Education
College of Education
Washington State University Vancouver
14204 NE Salmon Creek Ave.
Vancouver, WA 98686

LETTERS OF RECOMMENDATION SUMMARY SHEET

(Letters from friends and relatives will not be accepted)

YOUR NAME: _____

Please complete the information listed below for each **reference writer**.

Name: _____

Title: _____

Address (home or work): _____

Phone # (home or work): _____

Place of business (if appropriate): _____

Relationship to reference writer: _____

(professor/instructor; professional educator/administrator; supervisor/employer; etc)

Name: _____

Title: _____

Address (home or work): _____

Phone # (home or work): _____

Place of business (if appropriate): _____

Relationship to reference writer: _____

(professor/instructor; professional educator/administrator; supervisor/employer; etc)

Name: _____

Title: _____

Address (home or work): _____

Phone # (home or work): _____

Place of business (if appropriate): _____

Relationship to reference writer: _____

(professor/instructor; professional educator/administrator; supervisor/employer; etc)

WASHINGTON STATE UNIVERSITY VANCOUVER
Bachelor of Arts in Education Teacher Preparation Program

RECOMMENDATION FORM

PLEASE NOTE: THIS FORM MUST BE POSTMARKED BY January 15 PRIORITY DEADLINE

TO THE APPLICANT: Please check one of the two statements given below and sign your name before providing your reference writer with this form.

_____ I understand that this recommendation form will be held in confidence by the WSU Vancouver Education Department and I waive my right to view its content.

_____ I wish to retain my right to inspect and review the contents of this recommendation form in the Education Department office.

Applicant Signature: _____ Date: _____

Printed Applicant Name: _____

TO THE REFERENCE WRITER: The person named above has applied to the Bachelor of Arts in Education / Teacher Preparation Program that will lead to certification in kindergarten-8th grade. Your candid evaluation of the applicant will greatly aid in the admission process. **Thank you in advance for completing both pages of this form.**

1. How long, and in what capacity have you known the applicant? _____

2. Please rate the applicant on the following characteristics. In areas where you may not have enough information to make an adequate judgment, **please indicate n/o (not observed).**

Characteristic	Low		Avg		High	
Uses speech to communicate ideas effectively	1	2	3	4	5	n/o
Works collaboratively with others	1	2	3	4	5	n/o
Fulfills responsibilities conscientiously	1	2	3	4	5	n/o
Uses writing to communicate ideas effectively	1	2	3	4	5	n/o
Works effectively with young children / youth	1	2	3	4	5	n/o
Adapts flexibly to changing circumstances	1	2	3	4	5	n/o
Often takes a leadership role	1	2	3	4	5	n/o
Shows intellectual curiosity/zest for learning	1	2	3	4	5	n/o
Provides a positive role model for children	1	2	3	4	5	n/o
Shows master of basic academic skills	1	2	3	4	5	n/o

3. Based on your a) academic; b) supervisory; or, c) other experience with the applicant, how would you describe his or her potential for success as a teacher of students in grades Kindergarten through Eighth? If it is more convenient for you, please feel free to attach a separate, typewritten response. Be sure to include the applicant's full name in your letter.

Reference Writer: Please print or type the following information

Name: _____ Title: _____

Address: _____

Phone #: _____ Email Address: _____

Signature: _____

IMPORTANT

This recommendation form must be postmarked by the January 15 priority deadline. You may mail the form directly to the Education Department or give it to the student in a sealed envelope so the student can submit.

College of Education
WSU Vancouver
14204 NE Salmon Creek Ave.
Vancouver, WA 98686

**Washington State University College of Education
Information and Consent Forms**

TESTING REQUIREMENTS

Your application for admission to the teacher education program will be considered only if you have submitted official passing score reports on all three sections of the WEST-B by June 1.

Passage of the NES content test in the desired endorsement area is required for placement in student teaching and for awarding of the Residency Teacher Certificate.

I have read the above statement and understand it is my responsibility to meet the testing requirements of the Washington State University College of Education and the State of Washington.

Signature

Date

LIABILITY INSURANCE REQUIREMENTS

Evidence of \$1,000,000 professional liability insurance coverage must be provided to the College of Education for participation in practica and student teaching for admitted students.

I have read the above statement and understand proof of liability insurance is required for placement in schools.

Signature

Date

RELEASE OF STUDENT RECORDS AND PERSONAL INFORMATION

I hereby authorize Washington State University to release orally or in writing all student records and other personally identifiable information to the Office of the Superintendent of Public Instruction for the purpose of investigating and determining my eligibility for Washington state certification pursuant to RCW 28A.410, WAC 181-86 and 181-87 as now or hereinafter amended, and to my field supervisor and school district for the purpose of securing a student teaching placement for me.

Signature

Date

BACKGROUND CLEARANCE FOR PRACTICA and STUDENT TEACHING

I understand that if I am accepted into the Teacher Education Program I must undergo a background check that includes my providing fingerprints, prior to my participating in any internship, practicum, or student teaching.

Initial

FITNESS TO WORK IN A CLASSROOM SETTING

It is Washington State University's intent to ensure that all teacher candidates possess those characteristics desirable for working with children. The College of Education therefore reserves the right to deny any individual admission to, or continued enrollment in the teacher preparation program if, in the professional judgment of faculty or coordinating field personnel, there is a cause for concern about the fitness of that individual to work with children in a classroom setting. The faculty may utilize the Early Warning System (See Student Handbook) to formally document and communicate the pre-service teacher's disposition to teaching.

I have read the above statement and understand it is the responsibility of the faculty of the College of Education and coordinating field personnel to evaluate and monitor all aspects of my personal and academic fitness, to assess my ability to work effectively with children in a classroom setting and to deny my admission to or discontinue my enrollment in the teacher preparation program if, in the opinion of faculty or coordinating field personnel, I am not suited for recommendation for professional licensure.

Initial

POLICY ON STUDENT TEACHING

I understand that I must pass the National Evaluation Series (NES) test for Elementary Education (both sub-tests) prior to student teaching and that student teaching must be completed at an approved WSU site with supervision by an approved WSU provider. I also understand that the Director of Field Experiences is the only person who arranges placements. I cannot arrange any placement.

I have read the above statement and understand the rules applying to student teaching.

Initial

REPEATING PROFESSIONAL EDUCATION COURSES

A minimum grade of C (2.0) is required for all professional education course work. *A pre-service teacher may take a course only two times. Failure to obtain a C or better after two attempts will result in decertification.*

Elementary pre-service teachers who have any incompletes or grades lower than a C in any professional education course cannot enter T & L 415.

I have read the above statement and understand rules applying to the repetition of course work.

Initial