Bachelor of Arts in Education
Washington K-8 certification

Endorsement Options: English Language Learners
Middle Level Mathematics
Special Education (waiver only)

APPLICATION PORTFOLIO
2020-2022

PRIORITY APPLICATION DEADLINE
February 1

The new BA Education cohort begins annually in June of the year of acceptance into the program

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, religion, age, color, creed, national or ethnic origin, physical, mental, or sensory disability, marital status, sexual orientation, and status as 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.
SELECTED TIMELINE

February

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.

March

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

March or April

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 in 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, binders, or 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 required basic skills test (reading, writing, and mathematics) must be taken by the application priority deadline of February 1st (Select WSU Pullman as the recipient of scores) 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.
2020 APPLICANT INFORMATION SHEET

Please Type or Print

WSU Student ID Number ________________

NAME: __________________________________________________________________________

Pronouns: ________________________________________________________________________

ADDRESS: ______________________________________________________________________

CITY/STATE/ZIP: ________________________________________________________________

PHONE:
Home:_________________________ Mobile:__________________________________________

WSU Email: ________________________________________________________________
(if available)
Personal Email: ________________________________________________________________
(only if WSU email address is NOT 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 BASIC SKILLS EXAM _____________________________________________________
(All three parts (reading, writing, and mathematics) of one of the accepted basic skills tests: ACT, SAT,
or WEST-B must be taken by Feb. 1, 2020 and scores on file at WSU Pullman)

DATE OF NES ELEMENTARY EDUCATION EXAM _______________________________________
(Completed or planned; NES Elementary Education must be taken by the end of fall (December) of the
junior year of the program and must be passed prior to November 1 of the senior year. The NES
Elementary Education must be passed 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 a single 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 – 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 use two languages with high levels of fluency when speaking/listening and reading/writing.

Language 1: _______________________________________________________

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

Language 2: _______________________________________________________

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

Language 3: _______________________________________________________

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** (lower-division) **University Common Core (UCORE)** requirements as well as the **BA in Education specific prerequisite classes** completed by the start of the Bachelor of Arts in Education program. 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. Admissions: 360-546-9779 or admissions@vancouver.wsu.edu. WSU students may use the degree audit system via myWSU.

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**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Course Prefix / #</th>
<th>COMPLETE Course Title</th>
<th>Credits</th>
<th>Grade (C or higher)</th>
<th>School</th>
<th>For Office Use Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (6 semester/9 quarter credits) [W]</td>
<td>ENGL 101</td>
<td>English Composition</td>
<td>3 sem</td>
<td>A</td>
<td>WSU</td>
<td></td>
</tr>
</tbody>
</table>
**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:** ____________________________________________

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

Do you have (or do you plan to get) an Associates of Arts (AA-DTA or AAOT) 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 you believe will help you be a successful teacher?

Question 1 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 three related questions for your chosen scenario.

**Scenario 1:** 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 their “different abilities” (examples: strengths and challenges in pre-reading; when interacting with others; when calculating; when riding a bicycle or tricycle).
3. Tell us how teachers and other educators can come to unearth and subsequently meet the strengths and needs of the child you described.

**Scenario 2:** Mr. Hudson notices that one of his students, Taylor, has been coming into his 4th grade class looking disheveled. Their clothes are not clean and their hair seems unbrushed, which is unusual for them. In addition, Taylor is experiencing increasing difficulties paying attention in class, which Mr. Hudson fears is impacting their learning. Mr. Hudson decides to take action. He calls Taylor’s contact number, but it has been disconnected. 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, Taylor’s mother calls Mr. Hudson and tells him she cannot meet with him until 5:00 P.M. because she has to work.
1. Briefly speculate about what might be happening with Taylor.
2. What can Mr. Hudson do next to address Taylor’s situation?
3. Tell us what teachers and other educators can do to address the strengths and needs of students like Taylor.

**Scenario 3:** Ms. Brown is a new teacher at a local middle school. Her students are a mix of native and non-native English-speakers. In her class there are students who speak Russian, Spanish, Vietnamese, Chinese, Arabic, and Farsi at home. Ms. Brown’s students are learning about ancient civilizations in her humanities class. She assigns each student to learn about a specific religious figure from early Christian history. After assigning the students their figure, one student tells Ms. Brown that she cannot complete the assignment due to her parents’ objection to the topic.
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 the student if she 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.

Question 2 Formatting: 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

3. Our nation is becoming more racially, ethnically, and linguistically diverse. What experiences have you had with people who are different from you? How do you feel about working with a student population that may be significantly different than the populations of the schools you attended?

4. What kinds of schools (e.g., public, private, charter, faith-based) are you interested in teaching at 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?

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

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
Documentation of 80 hours of education related experience

Requirements: You are required to have 80 hours (minimum) of supervised work (paid or volunteer) in a formal educational with K-12 age students completed at the time of application. These experiences must have occurred within 3 years of the date of application to the BA in Education program. This page may be copied if you have more than two experiences.

Name: ______________________________________

Examples of Work experience:

Preferred Primary Work Experiences (should account for 60% or more of your experiences)

Public School Classroom Volunteer  
Afterschool Program Leader/Volunteer  
Para Educator/ Instructional Assistant  
Camp Counselor  
Pre-K Daycare teacher

Acceptable Additional Work Experiences (should account no more than 40% of your experiences)

4-H, Scouts, Youth Group Leading  
Coaching  
Group Tutoring  
Religion Instruction

Please check the grade level that most closely represents the age group you worked with:

___ Preschool- Kindergarten      ___ 1st grade-8th grade

Place Worked: _____________________________________________ Dates From: _______ To: _______

Address: _______________________________________________________________________________________

Total Hours Worked: _____________________________ Job Title: ____________________________

Supervisor’s Name: _____________________________ Supervisor’s Phone #: __________________

Supervisor’s email: _____________________________________________________________________________

Description of Duties:

_____________________________________________________________________________________________

_____________________________________________________________________________________________

The College of Education reserves the right to contact previous and/or present supervisors to verify description of duties and hours worked.
Please check the grade level that most closely represents the age group you worked with:

[ ] Preschool- Kindergarten  [ ] 1st grade-8th grade

Place Worked: ___________________________________________________    Dates From: ______ To: ______

Address: ____________________________________________________________________________________________

Total Hours Worked: ___________________________        Job Title: ___________________________

Supervisor’s Name: ___________________________        Supervisor’s Phone #: ________________

Supervisor’s Email: ___________________________

Description of Duties:

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

The College of Education reserves the right to contact previous and/or present supervisors to verify description of duties and hours worked.
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 pre-addressed stamped envelope. Use the address listed below. It is critical that you maintain contact with your references to ensure that the letters are postmarked by February 1st. Fewer than three reference letters is considered an incomplete application and will not be reviewed for admittance.

Address for Letters of Reference:  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)

APPLICANT’S NAME: ____________________________________________________________

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

**Reference #1 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): ________________________________________________________________________

**Reference #2 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): ________________________________________________________________________

**Reference #3 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 the February 1st 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).

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Low</th>
<th>Avg</th>
<th>High</th>
<th>n/o</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses speech to communicate ideas effectively</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Works collaboratively with others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Fulfills responsibilities conscientiously</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Uses writing to communicate ideas effectively</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Works effectively with young children / youth</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Adapts flexibly to changing circumstances</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Often takes a leadership role</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Shows intellectual curiosity/zest for learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Provides a positive role model for children</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Shows master of basic academic skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
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? Please 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 must be postmarked by the February 1st priority deadline. You may mail the form directly to the Education Department (address below) or place it in a sealed envelope that has been signed along the seal and give it to the candidate to submit.

BA in Education Program College of Education
WSU Vancouver
14204 NE Salmon Creek Ave.
Vancouver, WA 98686
# Testing Requirements

Your application for admission to the teacher education program will be considered only if you have submitted official score reports on all three sections of one of the accepted basic skills tests (WEST-B, SAT, or ACT by June 1.

Both subtests of the NES content test for elementary education must be taken prior to the end of the first fall semester of the program. This is required to be eligible to register for spring semester.

Passage of the NES content test for elementary education (both subtest) 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.

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
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</table>

# Liability Insurance Requirements

Evidence of $1,000,000 professional liability insurance coverage must be provided to the College of Education for participation in practicum and student teaching for admitted students. This requirement will be fulfilled upon successful admission to the program.

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

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

# 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 CHECK CONFIRMATION

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.

Initials

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 Teacher Candidate Support System (TCSS) (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.

Initials

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.

Initials

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 removal from the program.

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.

Initials