



College of

Education

WASHINGTON STATE UNIVERSITY

Bachelor of Arts in Education

Washington Elementary Education (K-8 certification)

Add-On Endorsement Options:

English Language Learners

Middle Level Mathematics

Special Education (waiver only)

APPLICATION PORTFOLIO

2021-2023

PRIORITY APPLICATION SUBMISSION DATE: February 1

The new BA in 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. 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.

SELECTION 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.

Late-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 (second 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:

- Submit one electronic copy of this application portfolio (in pdf format, use directions from the website to “print to pdf” before closing the application or your information might not save. Email to: dan.overbay@wsu.edu)
- Applicant Information Sheet.
- Documentation of Prerequisite Courses.
- Written Statements.
- Documentation of 80 Hours of Experience working with school age children.
- Summary of Letters of Recommendation Form.
- Information and Consent Forms. Include typed initials or type your name for signature.

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) ACT/SAT scores may be used in lieu of the WEST-B, official scores must be sent to WSU Pullman. SAT school code: 4705, ACT school code: 4482

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

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

- On-line “Undergraduate Application for Admission”
<https://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 college level coursework (e.g. community college or university coursework). Contact admissions office regarding submission of official electronics transcripts.

2021 APPLICANT INFORMATION SHEET

Please Type

WSU Student ID Number: _____

NAME: _____

Pronouns: _____

ADDRESS: _____

CITY/STATE/ZIP: _____

PHONE:

Home: _____ Mobile: _____

WSU Email: _____

(if available)

Personal Email: _____

Please list in order of preference (1, 2, or 3) any additional endorsements you would like to earn while in the program (*contact Dan Overbay, dan.overbay@wsu.edu if selecting Special Education as number 1:

English Language Learners: _____

Middle Level Mathematics: _____

*Special Education: _____

DATE OF BASIC SKILLS EXAM: _____

(One of the basic skills tests (ACT/SAT/WEST-B) must be *taken* by application submission date of February 1st)

DATE OF NES ELEMENTARY EDUCATION EXAM: _____

(completed or planned; NES Elementary Education must be taken by the end of fall 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 typed name (serves as electronic 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:_____

Check the appropriate box for level of proficiency:

Basic knowledge___ Conversant ___ Fluent ___ Native or bilingual proficiency ___

Language 2:_____

Check the appropriate box for level of proficiency:

Basic knowledge___ Conversant ___ Fluent ___ Native or bilingual proficiency ___

Language 3: _____

Check the appropriate box for level of proficiency:

Basic knowledge___ Conversant ___ Fluent ___ Native or bilingual proficiency ___

Comments:

PREREQUISITE COURSES INSTRUCTION SHEET

Course prerequisites for admission to the B.A. in Education program are listed on the next page. Students must have all WSU (lower division) University Common Core (UCORE) requirements as well as the B.A. in Education specific prerequisite classes completed by the start of the B.A. 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 (AA-DTA) or Oregon Associate of Arts Oregon (AAOT)
- * Certain other associate degrees which the WSU Office of Admissions accepts, based upon WSU established agreements

Successful completion of both the course prerequisites and UCORE does not guarantee admission to the BA in Education 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 (e.g. ASTR&101, HIST&146, etc.).

Complete Course Title

List the actual name of the course as it appears in a course catalog. Abbreviations are acceptable (e.g. U.S. History I, Math for Elem. Teachers, etc.).

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
<u>English Composition</u> (6 semester/9 quarter credits) [WRTG]	<i>ENGL 101</i>	<i>English Composition</i>	<i>3 sem.</i>	<i>A</i>	<i>WSU</i>

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.

Applicant Name: _____

Requirement	Course Prefix / #	COMPLETE Course Title	Credits <small>(e.g. semester or quarter)</small>	Grade (C or higher)	School
<u>English Composition:</u> (6 semester/9 quarter credits) [WRTG]	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
<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.	_____	[BSCI]:_____	_____	_____	_____
	_____	[PSCI]:_____	_____	_____	_____
	_____	<u>Science Elective #1:</u> _____	_____	_____	_____
	_____	<u>Science Elective #2:</u> _____	_____	_____	_____
<u>U.S. History:</u>	_____	_____	_____	_____	_____
<u>Economics:</u>	_____	_____	_____	_____	_____
<u>Geography:</u>	_____	_____	_____	_____	_____
<u>American Government:</u>	_____	_____	_____	_____	_____
<u>Human Development Across the Lifespan:</u>	_____	_____	_____	_____	_____
<u>Math for Elementary School Teachers:</u> (6 semester credits/10-15 quarter credits)	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____

General Education completion:

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 not, how will you complete the general education requirements for WSU (e.g. UCORE)?

WRITTEN STATEMENTS

Part I - Essays

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?
- What skills, personal qualities, and experiences do you have that you believe will help you teach equitably in an increasingly racially diverse society?

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 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.” Howard Gardner

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 of 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 come 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, 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 they cannot complete the assignment due to their 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 them if they don’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. 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 experience working with school age children in a formal educational setting

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 3-5 years of the date of application to the B.A. in Education program. This page may be copied if you have more than two experiences.

Applicant Name: _____

Examples of Work experience:

Preferred Experiences

(should account for 60% or more of your experiences)

- Public School Classroom Volunteer (most preferred)
- Afterschool Program Leader/Volunteer
- Paraeducator/ Instructional Assistant

- Camp Counselor
- Pre-K Child Development 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

Unacceptable Work Experiences

- Babysitter

- Nanny
- Daycare provider (non-teaching)

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Experience #1:

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 Completed: _____

Supervisor's Name: _____

Supervisor's Phone #: _____

Supervisor's email: _____

Description of Duties:

Experience #2:

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: _____

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 (separate pdf form)* for each reference writer. For 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. References need to email the forms and their type-written letter to Dan Overbay via email at: dan.overbay@wsu.edu.
5. It is critical that you maintain contact with your references to ensure that the letters are emailed by February 1st. Fewer than three reference letters is considered an incomplete application and will not be reviewed for admittance.

LETTERS OF RECOMMENDATION SUMMARY SHEET
(Letters from friends and relatives will not be accepted)

APPLICANT NAME: _____

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

Reference #1 Name: _____

Title: _____

Phone #: _____

Email Address: _____

Place of business: _____

Relationship to reference writer (professor/instructor, professional educator, administrator, supervisor, employer, etc.): _____

Reference #2 Name: _____

Title: _____

Phone #: _____

Email Address: _____

Place of business: _____

Relationship to reference writer (professor/instructor, professional educator, administrator, supervisor, employer, etc.): _____

Reference #3 Name: _____

Title: _____

Phone #: _____

Email Address: _____

Place of business: _____

Relationship to reference writer (professor/instructor, professional educator, administrator, supervisor, employer, etc.): _____

Recommendation letter release

TO THE APPLICANT: Please initial one of the two statements given below.

----- 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.

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 score reports on all three sections of one of the accepted basic skills tests (ACT/SAT/WEST-B) by February 1.

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. A score of 220 or higher is required to pass. 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.

Typed name

Date

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 must be met by August 1 of the admission year. You do not need to do anything with this right now. This will be explained further upon admission.

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

Typed name

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.

Typed name

Date

BACKGROUND CHECK CONFIRMATION

I understand that if I am accepted into the BA in Education program I must undergo a background check that includes my providing fingerprints, prior to my participating in any internship, practicum, or student teaching. This requirement must be met by August 1 of the admission year.

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:_____