

Alternative Routes to Certification for School Employees

Program Orientation 2017-2018

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Seattle Pacific
University

Welcome

2nd Cohort to the
Alternative Routes to Certification for School
Employees (ARCSE)
at Seattle Pacific University

Get to Know Campus and Cohort Event

***Meet your cohort, get to know SPU systems, get an SPU photo ID,
and familiarize yourself with campus**

Friday, July 7, 2017

9:30-1:00 PM

Ames Library Classroom

This handout serves as an introductory source of information about the Alternative Routes to Certification Program and as a brief guide to Seattle Pacific University. Consider it a companion to information found in the *2017-2018 Residency Certification Handbook*, the *2017-2018 Graduate Catalog* and the SPU website at www.spu.edu.

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SEATTLE PACIFIC UNIVERSITY

Seattle Pacific University (SPU) is a private, four-year comprehensive university founded by the Free Methodist Church of Seattle in 1891. The 43-acre main campus is located in urban Seattle, which provides excellent opportunities for students to engage in this thriving city. Seattle Pacific University is under the leadership of President Daniel J. Martin, JD, EdD.

At the undergraduate level, Seattle Pacific University's College of Arts and Sciences and five professional schools offer a combined total of sixty majors leading to the Bachelor of Arts or Bachelor of Science degree. SPU's graduate programs offer twenty-four master's degrees and five doctoral degrees. All of the university's programs support SPU's vision to engage the culture and change the world. SPU typically has just over 3,000 undergraduates enrolled and another 1,000 graduate students. The university employs approximately 220 teaching faculty.

UNIVERSITY VISION

Engaging the Culture, Changing the World

Seattle Pacific University will be:

Known as a premier Christian university that is orthodox, evangelical, Wesleyan, and ecumenical — selected by students able to excel at the highest academic levels, shaped by distinguished teachers and scholars, noted by a distinctive and diverse living and learning environment that reflects its Christian identity, and resourced with significant capacity to realize its mission and pursue its vision.

Known for preparing students for service and leadership by fostering holistic growth through rigorous academic study, character formation, and vocational preparation that establishes a foundation for a thriving, faithful, and meaningful life.

Known by the lives of alumni who reflect the University's value, are shaped by its mission, and embody its vision and commitment to global and cultural engagement, reconciliation, and human flourishing.

UNIVERSITY MISSION

Seattle Pacific University is a Christian university fully committed to engaging the culture and changing the world by graduating people of competence and character, becoming people of wisdom, and modeling grace-filled community.

Seattle Pacific will be a place that...

Aims to master the tools of rigorous learning, becoming a vibrant intellectual community.

Embraces the Christian story, becoming biblically and theologically literate.

Understands and engages a multicultural and complex world.

Values the centrality of character formation in the life of the individual.

SCHOOL OF EDUCATION

From its infancy, teacher training at Seattle Pacific thrived. The Normal School, as it was called then, began in 1921 with formal curriculum, facilities, and faculty. Its establishment was one of President Orrin Tiffany's primary goals as a way of serving the families in the region. Organized and directed for the next 19 years by the legendary Candis Nelson, the teacher-training program progressed rapidly, and in 1922 a joint committee from the University of Washington and the Washington State Department of Education voted for its formal accreditation.

During its first year, there were two graduates of the Normal School's two-year course of study. By 1940, there were 27 graduates of a three-year curriculum and 41 graduates of a four-year curriculum. Guided by another great leader-educator, Vivian Larson, the program continued to produce teachers, in rapidly growing numbers, who earned a reputation as among the finest in the Pacific Northwest and beyond.

The first Master of Education degree was awarded at the end of the 1954–55 school year. In 1973, Seattle Pacific created the School of Education in recognition of the increasing numbers of programs being offered and students being served in the discipline of education. The School of Education received accreditation by the National Council for Accreditation of Teacher Education (NCATE) in 1964.

In 1976, the continuing education program was initiated, and the first doctoral degree program was begun in 1993 at the request of school superintendents in the region. SPU's first online master's degree program was established in 1999.

The original teacher education program has grown into a School of Education offering undergraduate and post-baccalaureate teacher certification, doctoral programs, master's degree programs, graduate certification programs, an online program that allows students anywhere in the world to earn their MEd degree, and a Center for Professional Development.

While many students train to become teachers, others prepare for roles as school counselors, principals, superintendents, district office personnel, or professors in higher education. In all, thousands of educators have graduated from Seattle Pacific over nearly a century — making SPU one of the five Washington colleges and universities who have graduated the most educators.

SCHOOL OF EDUCATION VISION

The vision of the Seattle Pacific University School of Education is to influence the region, the nation, and the world through the equipping of educational leaders for public and private schools.

SCHOOL OF EDUCATION MISSION

The mission of the Seattle Pacific University School of Education is to equip educators for service and leadership in schools and communities by developing their professional competence and character, to make a positive impact on learning.

FOUR COMMITMENTS

The programs of the SPU School of Education are distinguished by a vision for igniting hope through four commitments: to service and leadership in the community, and to the growth of competence and character as educators. These commitments speak to the idea of an educator as the master of a discipline and as someone who finds meaning and hope in a professional vocation or "calling."

The themes include the commitment to leadership and service in the community, and the commitment to character and competence. All of these commitments are focused on the professional and personal growth of our graduates, and speak to the conception of educator as master of a particular discipline, but also as a person who finds meaning and hope in a professional vocation, a "calling."

For this reason, the commitments include professional competence, and leadership in one's area of responsibility, but they also include a commitment to character and to a larger vision of service to the educational community and beyond. Through its integration of service, leadership, character, and competence, the School of Education's mission captures the distinctiveness of a Christian university that prepares educators who are capable and committed to have a positive impact on the learning of a diverse community of K–12 learners.

Service - Effective educators are committed to service, an idea that is deeply imbedded in the language of education. The goal at Seattle Pacific is to integrate the idea of "vocation" and Christian service in a winsome and appropriate way in the predominantly secular field of education.

Leadership - Effective educators acknowledge the responsibility of each educator for the learning and growth of children. It is inspirational, but also participatory. It includes demonstration of the ability to motivate and direct others, to create and support principle-based ideas, to accomplish tasks in group situations, to help teams work toward goals, and to manage them to completion. Leadership involves bringing groups together in order to share learning, and to construct meaning and knowledge collectively and collaboratively.

Competence - Effective educators demonstrate competence in carrying out their respective roles in learning communities. As competent practitioners, SOE graduates are expected to demonstrate excellence and mastery in their ability to plan and deliver instruction, use technology to support the learning of all students, and address the diverse needs of all students and their communities.

Character - Effective educators demonstrate character, which acknowledges the dispositional implications of teaching and learning. Graduates will be able to motivate and lead people, they must have a heart for service to students and the community, and they must be able to demonstrate significant professional expertise — all within a framework of strong personal values and support for the explicit and implicit ethical standards for professional educators.

PROGRAM STANDARDS AND OUTCOMES

Teacher preparation programs at Seattle Pacific University require all teacher candidates demonstrate content, pedagogical, and professional knowledge and skills, along with meeting all endorsement competencies required for residency certification according to Washington Administrative Code 181-78A-270. All teacher candidates must demonstrate evidence of having a positive impact on student learning outcomes associated with state learning standards. A positive impact on student learning means showing evidence of student growth through effective planning, instruction, assessment, and reflection.

Teacher candidates earning residency certification must demonstrate effective performance in field experience, clinical student teaching, and coursework. Assessment of effective performance in field experience and clinical teaching is done by comparing candidate performance to criteria defined in RCW 28A.405.100. Teacher evaluation criteria shown in RCW 28A.405.100 infer proficiency on professional dispositions, which are necessary for productive interactions with students, colleagues, administrators, and parents or guardians. Teacher candidates earning residency certification demonstrate proficient performance in coursework according to University requirements and widely agreed upon academic competencies and dispositions defined by the School of Education and also those standards informed by professional organizations.

PROGRAM STANDARDS

Expected outcomes are expressed as program standards derived from RCW 28A.405.100, which are aligned with State-designated teacher preparation approval standards shown in WAC 181-78A-270. Program standards include criteria (e.g. 1.), elements (e.g. 1.1), and examples. Any level of the program standard is appropriate for reflection, feedback, or evaluation.

1. *Expectations - The teacher communicates high expectations for student learning.*

1.1 Demonstrating Knowledge of Content and Pedagogy

E.g. The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.

1.2 Communicating with Students

Teacher's explanation of content is appropriate and connects with students' knowledge and experience.

1.3 Engaging Students in Learning

The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.

2. *Instruction - The teacher uses research-based instructional practices to meet the needs of all students.*

2.1 Using Questioning and Discussion Techniques

Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.

2.2 Engaging Students in Learning

Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.

2.3 Reflecting on Teaching

Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.

3. *Differentiation* - The teacher acquires and uses specific knowledge about students' cultural, individual intellectual and social development and uses that knowledge to adjust their practice by employing strategies that advance student learning.

3.1 Demonstrating Knowledge of Students

Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of – students.

3.2 Demonstrating Flexibility and Responsiveness in Lesson Adjustments

Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.

3.3 Demonstrating Flexibility and Responsiveness in Persisting to Support Students

Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.

4. *Content Knowledge* - The teacher uses content area knowledge, learning standards, appropriate pedagogy and resources to design and deliver curricula and instruction to impact student learning.

4.1 Demonstrating Knowledge of Content and Pedagogy

Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.

4.2 Setting Instructional Outcomes

All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.

4.3 Designing Coherent Instruction in the area of Learning Activities

All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.

4.4 Designing Coherent Instruction in the area of Lesson and Unit Structure

The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.

5. *Learning Environment* - The teacher fosters and manages a safe and inclusive learning environment that takes into account: physical, emotional and intellectual well-being.

5.1 Creating an Environment of Respect and Rapport

Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.

5.2 Managing Classroom Procedures through Transitions

Transitions occur smoothly, with little loss of instructional time.

5.3 Managing Classroom Procedures through Performance of Non-instructional Duties

Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.

5.4 Managing Student Behavior by Establishing Expectations

Standards of conduct are clear to all students.

5.5 Managing Student Behavior by Monitoring

Teacher is alert to student behavior at all times.

6. *Assessment* - The teacher uses multiple data elements (both formative and summative) to plan, inform and adjust instruction and evaluate student learning.

6.1 Designing Student Assessments around Criteria and Standards

Assessment criteria and standards are clear.

6.2 Designing Student Assessments with an Emphasis on Formative Assessment

Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.

6.3 Designing Student Assessments to Inform Planning

Teacher plans to use assessment results to plan for future instruction for groups of students.

6.4 Using Assessment to Provide Feedback to Students

Teacher's feedback to students is timely and of consistently high quality.

7. *Families and Community* - The teacher communicates and collaborates with students, families and all educational stakeholders in an ethical and professional manner to promote student learning.

7.1 Communicating with Families

Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.

8. *Professional Practice* - The teacher participates collaboratively in the educational community to improve instruction, advance the knowledge and practice of teaching as a profession, and ultimately impact student learning.

8.1 Participating in a Professional Community

Relationships with colleagues are characterized by mutual support and cooperation.

8.2 Growing and Developing Professionally

Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.

ACADEMIC COMPETENCIES

Program standards focus on mastery of teacher knowledge and skills. An additional set of standards focus on essential academic knowledge and skills developed and practiced through coursework.

1. *Foundational Knowledge and Skills* - Articulate key philosophies, theories, concepts, values, principles, and facts and demonstrate the essential skills that underlie the content of the professional discipline and vocational goal for which you are being prepared.
2. *Leadership* - Demonstrate the ability to motivate and direct others, to create and support principle-based ideas, to accomplish tasks in group situations, and to help teams achieve goals. Demonstrate the ability to manage them to completion.
3. *Communication* - Demonstrate the ability to listen, speak, read, and write with integrity and effect using traditional and new media. Make connections that create meaning between yourself and your audience.
4. *Analysis & Problem Solving* - Demonstrate the ability to separate an idea or incident into its component parts. Individually, or as part of a team use values and the skills of the discipline for developing a theory or solution, and evaluate its effectiveness.
5. *Professionalism* - Demonstrate a commitment to vocational integrity, the goals of the discipline, activity in the professional community, and continued professional development.
6. *Positive impact on Student Learning* - Demonstrate the ability to design, implement and evaluate programs, activities or lessons appropriate to the professional role for which you are being prepared that have a measurable direct and/or indirect positive effect on student learning.

DISPOSITION STANDARDS

Dispositions are perhaps the most important set of qualities a professional educator can develop. Dispositions reflect personality, temperament, and outlook. They lead to actions and patterns of conduct. Effective teachers adopt and exhibit positive dispositions, which produce constructive interactions with others. Teacher candidates earning residency certification demonstrate professional dispositions according to the Four Commitments of service, competence, leadership, and character.

Service

Perceptive (insightful, aware, conscientious)
Collegial (friendly, welcoming, cooperative)

Competence

Organized (systematic, logical, commonsense)
Reflective (contemplative, thoughtful, coherent)
Attentive (observant, with-it, alert)

Leadership

Productive (industrious, self-motivated)
Professional (modest clothing, punctual)
Flexible (malleable, adaptable)

Character

Compassionate (helpful, empathetic, supportive)
Respectful (honest, polite, courteous)
Poised (self-assured, determined)

ALIGNMENT

Coursework and student teaching experiences within the Alternative Routes to Certification program are aligned to with program standards, academic competencies, and disposition standards. These goals are shown on course syllabi, and they are integrated into course and field experience objectives, activities, and assessments.

ALTERNATIVE ROUTES TO CERTIFICATION

The Alternative Routes to Certification program for School Employees (ARCSE) at Seattle Pacific University combines coursework and field experience for earning Residency Teacher Certification in Washington. The program is completed on a full-time basis. Throughout the program, students receive a broad base of information about education, the nature of students, society, and the teaching profession as a whole. In addition, students gain skills and knowledge in the use of instructional and management strategies. The ARCSE program is authorized by the State of Washington through legislation written in the Revised Code of Washington - Common School Provisions (RCW 28A) - Alternative Route to Teacher Certification (Chapter 28A.660).

QUALIFICATIONS

The ARCSE program recognizes the alternative routes to certification that have been identified by the Professional Educator Standards Board of Washington (PESB www.pesb.wa.gov) for individuals who possess unique qualifications and wish to be certified to teach in a classroom.

Route 2: Currently employed staff member (such as paraeducators, instructional assistants, or education aides) with a school district or private school and a minimum of one year of career-related experience

Route 4: Teachers employed in a public school with a bachelor's degree on a conditional or emergency substitute certificate

*Route 1 is for individuals earning an undergraduate degree and Route 3 is for career changers.

Participants in the ARCSE program must hold a bachelor's degree from an accredited institution, preferably with a major in a state-recognized endorsement area, and meet all residency certification requirements. Participants who hold a bachelor's degree in a non-endorsement area, or who want to pursue an endorsement in a content area other than their bachelor's major area of study may need to take additional courses (as part of an Approved Plan of Study) to meet the content requirements in the desired endorsement area.

CURRICULA

Candidates enrolled in the ARCSE program follow a course sequence designed to exceed the demands of today's classrooms. Graduates complete the program with knowledge and skills required for effective teaching, developed through integration of internship experiences, positive peer interdependence, and focused pedagogy for teaching primary and secondary students in a variety of endorsement areas.

Candidates in the ARCSE program are recommended for certification by

Demonstrating effective teaching practices

Centering instruction on high expectations for student achievement

Recognizing and responding to individual student learning needs

Providing clear and intentional focus on subject matter content and curriculum

Fostering and managing a safe, positive learning environment

Using multiple student data elements to modify instruction and improve student learning

Communicating and collaborating with parents and the school community

Exhibiting collaborative and collegial practices focused on improving instruction and learning

The certification component of the ARCSE program is 45 credits. One-third of these credits are allocated for student teaching, which is full-time and supervised, for 180 days (36 weeks), in a classroom. Completion of certification courses, internship requirements, and passing program assessments qualifies candidates for a Washington State Residency Certificate. This certificate enables candidates to teach in public and private schools in Washington State.

Coursework begins in the summer with online classes in learning theory and general teaching methods. Coursework varies depending on endorsement area to provide discipline-specific emphasis. Candidates typically enroll in classes with peers who are earning the same primary endorsement to promote collegial interdependence.

Internship begins in late August as teachers return to school for in-service development. **For 2017, the official start date for internship is August 28.** Candidates intern across the school year, while completing online and on-campus coursework. On-campus and online coursework integrates internship experiences to assist candidates in applying educational theory and research to planning, instruction, and assessment.

Alternative Route to M.Ed. in Teacher Leadership

For candidates who are interested in pursuing a master's degree in future years, SPU has designed a special pathway for those who earn a residency teacher certificate. Successful ARCSE students are eligible to apply to the Alternative Route to M.Ed. in Teacher Leadership program. Some of the certification courses will count towards the master's degree so that the M.Ed. in Teacher Leadership can be pursued with an additional 27 credits, rather than the typical 45 credit sequence. Interested candidates should direct inquiries to the ARCSE director and/or Teacher Leadership chair.

ARCSE PROGRAM FEATURES

Accredited

SPU is accredited by the Northwest Commission on Colleges and Universities

The School of Education is approved by the Washington State Professional Educator Standards Board (PESB) and accredited by the National Council for the Accreditation of Teacher Education

Field Experience and Coursework

Student teaching experience is 180 days

Coursework enrollment during student teaching for context

Alignment between coursework, field supervision, and program assessments

Program standards match teacher evaluation criteria used in Washington K-12 schools

Online course offerings for maximum flexibility and geographic reach

Faculty and Staff

Responsive advisors and staff who believe the work is their mission

Permanent faculty have K-12 experience and regularly contribute scholarly work in their field

Adjunct instructors have current K-12 experience

COURSE SEQUENCE CHECKLIST

The ARCSE Program Sequence specifies necessary coursework and internship for each candidate. Students will register for classes using the Course Registration Number (CRN) and links emailed to them by the ARCSE director prior to registration for each quarter. CRNs are specific to each section of an offered course and ARCSE students will need the appropriate online section. Twenty-four credits of the 47-48 total credits are taken at the 6000 level and registered for in Banner. These credits are eligible for traditional financial aid and tuition will post to your student account. An additional 23-24 credits of the Teacher Development Plan (TDP) are completed at the 5000 level. TDP courses are registered for in Destiny One and must be paid for at the time of registration. Below is a special education example.

ARCSE Special Education General Program Sequence and Approved Plan of Study

*You will be advised each quarter by the ARCSE coordinator and provided instructions for registration

Name				
Endorsements Certificate Only : Special Education (Optional: Plus a Second Endorsement)				
General program coursework designated with 6000 level; Teacher Development Plan designated with 5000 level				
Summer I		CRN	Quarter	Grade
EDU 6150	General Inquiry, Teaching & Assessment Methods (3)			
EDU 6918	Introduction to Teaching (2)			
EDSE 5943	Behavior Management (3)			
EDSE 5944	Students with Emotional/Behavioral Disorders (3)			
Autumn I		CRN	Quarter	Grade
EDU 6134	Professional Issues/ Abuse (2)			
EDU 6945	ARC Internship (5)			
EDSE 5081	Special Education Assessment (3)			
EDSE 5127	Severe Disabilities (3)			
Winter I		CRN	Quarter	Grade
EDU 6945	ARC Internship (5)			
EDSE 5946	Individual Education Programs online (3) OR			
OR				
EDSE 5947	Beyond Compliance on-site with Puget Sound ESD (2)			
EDCT 5602	Secondary Content Methods (3) (For dual endorse in upper grades) OR			
OR				
EDMA 5807	Elementary Math Methods (3) (Elem endorsers or SpEd-only)			
Spring I		CRN	Quarter	Grade
EDSP 6658	Issues in Special Education (2)			
EDU 6945	ARC Internship (5)			
EDSE 5653	Teaching Reading to Exceptional Students (3)			
EDCT 5608	Diversity in America (3)			
Official Clearance for Certification			Yes	No
Initial Teaching Certificate Approved and Issued?				
Certification Coordinator Signature:			Date:	
Date Program Requirements Complete:				
Graduate Programs Manager Signature:			Date:	

COURSE DESCRIPTIONS

Orientation Courses for Certification

EDU 6918 – *Introduction to Teaching*

Introduces the critical elements leading to successful teaching. Provides opportunities to become familiar with the changing standards and expectations that result from Washington State's educational reform movement.

EDU 6139 – *Internship Seminar*

A capstone experience that provides students with an opportunity to analyze their growth as emerging professionals in comparison to internship experiences, coursework, and program assessments. Students also interpret their roles as teacher leaders as they participate in state and national education initiatives. Employment related activities such as resume writing, interviewing, and applying are also covered.

Foundation Courses for Certification

EDU 6134 – *Professional Issues / Abuse*

Considers an array of professional issues, from trouble areas for new teachers, to professional conduct. Emphasis on identifying signs of abuse, youth violence, and emotional distress. Covers procedures for mandatory reporting and teaching students about prevention.

EDU 5000 – Teacher Development Plan in areas such as

- Assessment
- Classroom Management
- Diversity
- Human Development
- Instructional Technology
- Literacy

Application Courses for Certification

EDU 6150 – *General Inquiry, Teaching & Assessment Methods*

The first of a two-course sequence addressing general instructional inquiry, teaching methods, and standards-based assessment common to all classrooms. Develops attitudes and skills necessary to provide sound classroom instructional experiences that positively impact student learning. Assists teachers as they develop the skills and judgment needed to integrate inquiry and assessment into instruction. Includes microteaching.

EDU 6170 – *Inquiry, Teaching, and Assessment Methods for Math and Science I*

The first of a four-course sequence addressing general and content-specific teaching methods, standards-based assessment, and professional issues for math and science teachers. Focuses on planning for instruction, inquiry-based teaching strategies, and introduction to state and national math and science standards. Includes microteaching.

EDU 5000 – Approved Plan of Study Courses in areas such as

- Behavior Management

Content Specific Instructional Methodology
Content Specific Instructional Methodology
Elementary Math Methods
Individualized Education Programs
Learning disabilities and ADHD
Special Education Assessment

Clinical Teaching Experience

EDU 6945 – Internship

A full-time, 180 day, clinical practice experience in a supervised classroom setting where teacher candidates practice the knowledge and skills of a professional educator including observation, planning, instruction, assessment and reflection. May be repeated for credit up to 20 credits.

ACADEMIC AND DISPOSITION EXPECTATIONS AND POLICIES

General Code of Ethics

Teacher preparation programs have authority to ensure all teacher candidates earning certification demonstrate knowledge of professional, legal, and ethical responsibilities and policies according to WAC 181-78A-270(1)(c)(i-ii). Any teacher candidate who demonstrates an act of unprofessional conduct according to WAC 181-87 is subject to dismissal from the program and referral to state agencies.

A teacher candidate, or student teacher, is any person enrolled in one of the teacher preparation programs at Seattle Pacific University. A student or K-12 student is any student under the supervision, direction, or control of the teacher candidate, a student enrolled in any school or district served by the teacher candidate, any former student who is under the age of 18 and has been under the supervision, direction, or control of a teacher candidate.

Acts of unprofessional conduct include, but are not limited to, the following:

Misrepresentation or falsification of material facts, including but not limited to, assessments leading to certification and evaluation or grading of students.

Possessing or being under the influence of controlled substances on school premises, at school sponsored activities, or in the presence of students.

Disregard or abandonment of generally recognized professional standards, including but not limited to, assessment, treatment, instruction, or supervision of students.

Abandonment of an employment contract.

Sexual misconduct with students, including but not limited to any sexual advance verbal or physical, sexual intercourse, indecent exposure, sexual contact such as the intentional touching of the sexual or other intimate parts.

Furnishing alcohol or controlled substance to students.

Improper remunerative conduct, such as pressuring students to purchase equipment, supplies, or services in a private remunerative capacity.

Disposition Expectations

Effective teachers adopt and exhibit positive dispositions, which produce constructive interactions with others. Dispositions reflect personality, temperament, and outlook. They lead to actions and patterns of conduct. Dispositions necessary for effective teaching include compassion, respectful treatment of others, attention to detail, productive work ethic, ability to organize tasks, and flexibility when faced with unforeseen obstacles, among others. Candidates in the teacher-education program at Seattle Pacific University are expected to display basic competency on dispositions associated with effective teaching while enrolled in teacher-education programs.

Disposition Probation

Candidates may be referred by staff, field supervisors, mentor teachers, or instructors when they display unsatisfactory dispositions. Candidates are notified in writing (email or letter) when they receive a referral, along with notification of expectations and policies associated with dispositions.

The program chair or designated program administrator will confer with candidates when they are referred for disposition deficiencies. A referral to program administrators places the candidate on disposition probation.

Disposition Success Plan

The School of Education requires candidates placed on disposition probation to develop a Disposition Success Plan. The candidate will meet in person with the program chair or designated program administrator to develop a plan for improvement. Candidates on probation for deficient dispositions are required to follow the plan if they are enrolled in a program.

Disposition Dismissal

If the candidate does not abide by the Disposition Success Plan, or if the candidate receives more than two referrals, the candidate may be dismissed from the program. Candidates dismissed from the program for deficient dispositions will be notified in writing (email and letter).

Policy on Disposition Reinstatement

1. Candidates have the right to appeal disposition dismissal.
2. Reinstatement will be considered no earlier than one quarter following dismissal.
3. A committee of program administrators will consider appeals on a case-by-case basis.
4. The appeal for disposition reinstatement includes several steps, including evidence the teacher candidate has completed intervention activities, such as additional coursework or counseling.

Policy on Social Media Use

Digital social media technologies can serve as powerful tools to enhance education, communication, and learning. These technologies can provide both educational and professional benefits, including preparing SPU Teacher Education students to succeed in their educational and career endeavors.

Definitions of Social Media

1. Digital media are any device that communicates information that has been generated on a computer, laptop, mobile, or personal device. This may include, but is not limited to computer programs and software, digital imagery, digital video, web pages and websites, including social media, and databases.
2. Social media is one example of digital media and may be defined as any form of online publication or presence that allows interactive communication, including, but not limited to, social networks, blogs, email, Internet websites, forums, and wikis. Examples of social media include, but are not limited to, Facebook, Twitter, YouTube, Google+, Instagram, and Snapchat.
3. Professional digital social media use includes school-related media activities. This includes Seattle Pacific University and all P-12 schools.
4. Personal digital social media use is a non-school related activity.

Digital or Social Media Use

1. All candidates should abide by the Social Media Guidelines set forth by Seattle Pacific University in the Residency Teacher Certification handbook.
2. No candidate should participate in any personal communication with P-12 students via any digital or social media.
3. Professional communication should be designed to address reasonable instructional, educational, or extra-curricular matters and should be communicated via Professional digital social media.
4. No candidate will take pictures or video of P-12 students without written parental consent provided by the school district (not obtained on their own – Student Consent to Video for edTPA notwithstanding).

5. No candidate will post personally identifiable information or images of P-12 students on any digital or social media site, either personal or professional, including program related blog portfolios. See Digital Citizenship and bPortfolio section of this handout for more information.

7. No candidate will use the name(s) of P-12 students, teachers, or schools on any digital or social media.

8. Candidates should always exercise caution, sound judgment, and common sense when using digital or social media, both personally and professionally. When in doubt, seek clarification from the SPU School of Education Residency Teacher Certification Handbook for appropriate character conduct.

Candidates who fail to abide by these policies will be subject to a disposition referral according to Academic and Disposition Expectations and Policies shown in the Residency Teacher Certification Handbook.

Academic Integrity

A breach of academic integrity occurs when candidates receive academic benefits they did not earn through their own work. In its more blatant forms, academic dishonesty includes:

- Copying another's work on an exam
- Using concealed answers on an exam
- Turning in another person's work as his or her own
- Plagiarizing

It is not dishonest to discuss possible answers to an exam question as part of a study group, to discuss ideas for a paper with other members of the class, or to ask a friend to read a draft of a paper for suggestions to improve it, unless the professor has prohibited these activities. It is not dishonest to summarize, paraphrase, or quote the words of others in a paper so long as the candidate acknowledges the sources with appropriate citations.

Grade Expectations

Once admitted to the Teacher Certification Program, candidates are expected to maintain a minimum 3.0 cumulative GPA. Candidates must earn at least a B (3.0) grade in laboratory, practicum, or internship courses. In addition, no course for which a grade less than a C (2.0) is earned may be accepted toward a graduate degree.

Any candidate whose SPU graduate GPA falls below 3.0 will be placed on first quarter academic probation (P1). Candidates will be notified in writing (via email and letter) of their status within two business days of the grade due date. This notification will be sent to the candidate from the graduate programs manager, with a copy to the program chair and associate dean for graduate programs. The candidate will be notified of the university and SOE policies regarding academic probation. The candidate will be required to meet with their program chair within the first five days of the quarter to develop an Academic Success Plan. Candidates who are on first quarter probation are not permitted to take more than 6 credits per quarter while on probation. Candidates will be strongly advised to retake courses in which they received their lowest grades. A hold will be placed on the candidate's account preventing registration for the subsequent quarter until the Academic Success Plan is signed by the candidate and the program chair and returned to the candidate's file.

Academic Probation

Any candidate on first quarter probation who does not raise their cumulative GPA above a 3.0 at the end of the first probation term will be placed on second quarter probation (P2). Candidates will be notified in writing (via email and letter) of their status within two business days of the grade due date. This notification will be sent to the candidate from the graduate programs manager, with a copy to their program chair and associate dean for graduate programs. The candidate will be notified of the university and SOE policies regarding academic probation. The candidate will be required to meet with their program chair within the first five days of the quarter to develop an Academic Success Plan. Candidates who are on second quarter probation are not permitted to take more than 3 credits per quarter while on probation. Candidates will be strongly advised to retake courses in which they received their lowest grades. A hold will be placed on the candidate's account preventing registration for the subsequent quarter until the Academic Success Plan is signed by the candidate and the program chair and returned to the candidate's file.

Academic Success Plan

The School of Education requires candidates placed on academic probation, or who are reinstated, to develop an Academic Success Plan. The candidate will meet in person with the program chair or designated program administrator to develop a plan for improvement. If the candidate does not abide by the plan, or if the candidate continues on academic probation past 9 additional credits or three quarters, whichever occurs first, the candidate will be dismissed.

Academic Dismissal

The decision to dismiss a candidate on probation should be made by the program chair and the associate dean for graduate programs, in conjunction with the graduate programs manager. Candidates will be informed by the program chair in writing (email and letter) as to academic dismissal. The decision and notification will take place within two business days of the grade due date. This notification will include the opportunity to appeal the decision after at least one quarter of absence.

Policy on Academic Reinstatement

Candidates have the right to appeal an academic dismissal. The process for reinstatement after academic dismissal is described in the Residency Teacher Certification Handbook.

TUITION, REGISTRATION, PAYMENTS & FINANCIAL AID

ESTIMATED ARCSE TUITION AND FEES

\$100 Matriculation (summer)

\$578 per credit for Core Certification Courses (24) = **\$13,872**

\$500 Internship fee (\$150-autumn, \$150-winter, \$200-spring),

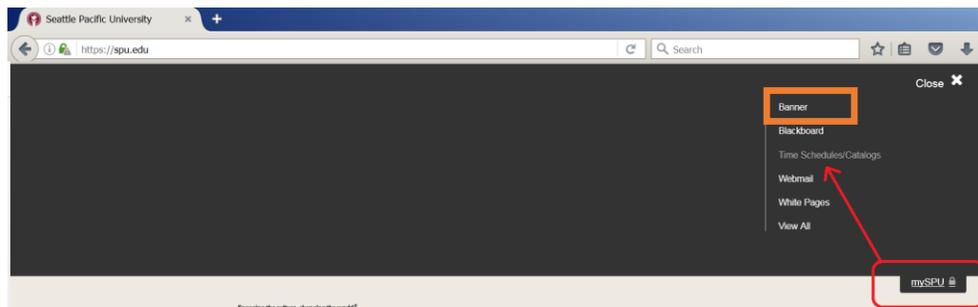
\$155 WEST-E

\$200 per credit for Teacher Development Plan Courses (24) = **\$4,800**
\$80 Fingerprinting (varies; \$43 + local service fee)
\$300 edTPA
\$74 State certification application--spring
\$600 Books (approximately \$150/quarter)

Total estimated costs: \$20,481

REGISTRATION

Students can secure information for 6000-level Banner registration by using the Time Schedule.



Students attempting to enroll for a course past the registration deadline for a particular quarter will be charged a late fee. The Office of Registration and Student Records is located in Demaray Hall 151.

Registration may be conducted online through Banner (or in person, via mail, or by FAX www.spu.edu)

Registration for ARCSE Summer 2017 – The ARCSE director will email you the correct CRNs for each course along with the 5000-level Destiny One registration links. Please reference your Program Sequence Checklist mailed with your admissions packet (or sent by the ARCSE director) and register for summer classes between now and June 18 (summer quarter begins June 26).

*Note: Students will need to pay upfront with a credit/debit card each quarter in order to “checkout” with their course registrations from the Destiny One 5000-level registration system.

PAYING TUITION (6000-level)

Each month, SPU Student Financial Services sends all students an electronic statement reflecting their tuition and fee charges, payments, past-, current- and future-due amounts and chosen payment plan. It remains the student's responsibility, however, to see that proper payment reaches Student Financial Services by the due date. Please refer to the Student Financial Services website for information regarding tuition payment policies <http://spu.edu/depts/sfs>

If a student decides to add or drop courses or delete other contracted services, an official change of registration form must be filed with Student Academic Services. If a student does not provide proper written notification to the University, financial obligations will remain binding regardless of whether classes were attended or whether or not any of the contracted services were utilized.

Refunds are made only for tuition and curriculum fees. The date on which the official withdrawal form is received by Student Academic Services will determine the amount of the refund for such charges. The following schedule will be used in determining refunds:

1st week of the quarter 100%	4th week of the quarter 25%
2nd week of the quarter 75%	5th week and following 25%
3rd week of the quarter 50%	6th week and following 0%

FINANCIAL AID (6000-level)

Financial aid for graduate students is primarily available through student loans. Scholarship and grant directories are also available in the SPU library for students who wish to individually apply for aid outside of the university.

For need-based financial assistance, the contribution toward college costs expected from the student is calculated according to a federally mandated system called federal need analysis, which takes into account many factors representing the family's financial situation. To receive financial aid, a student must be enrolled for a minimum of 3 credits per term in a program leading to a degree or the residency teacher certificate.

To be eligible for financial aid a student must:

- a) Have completed the Free Application for Federal Student Aid (FAFSA)
- b) Have been determined to have need
- c) Have received written verification of admission to a graduate program at SPU
- d) Carry a minimum of three program credits each quarter financial aid is received

To maintain financial aid eligibility, a student must show:

- a) Continued enrollment in at least three program credits each quarter
- b) Maintenance of satisfactory progress each quarter and appropriate GPA
- c) Continued financial need as determined by processing the FAFSA each year

The process of application and determination of need is handled by Student Financial Services (206) 281-2061 or e-mail: sfs-info@spu.edu. Please contact this office for application procedures, appropriate forms and further clarification regarding financial aid.

CREDIT LOAD FOR PLANNING FINANCIAL AID

Core courses are taken at the 6000 level and are eligible for financial aid. TDP courses are taken at the 5000 level and are not eligible for financial aid. The following tables show the number of credits taken each quarter at the 6000 level, by endorsement area.

Special Education	Summer	5
	Autumn	7
	Winter	5
	Spring	7

K-12 and Secondary (Mathematics, Sciences, English Language Learners, etc.)	Summer	5
	Autumn	7
	Winter	5
	Spring	7

A personal email account (*you@spu.edu*) is automatically generated for all SPU students. **Email is used as the primary means of communication** and the only thing that keeps your email confidential and unique to you is your password. Complete information on how to access your account and get your email resources up-and-running can be found at <https://wiki.spu.edu/display/HKB/New+Students>.

At SPU, your email account is tied to the “Accounts” domain, which is a Windows-operating system based network. For this reason, we refer to your “email” account and password as those of the Accounts domain. You can access your SPU email username through the **Computer Resources Menu** link on the main page in Banner.

SETUP YOUR ACCOUNT

If you have never used your SPU username and password to log into resources, such as webmail, Banner, or Canvas, you will need to setup your credentials first. Follow the steps below to setup your account <https://wiki.spu.edu/display/HKB/New+Students>

Step-by-step guide

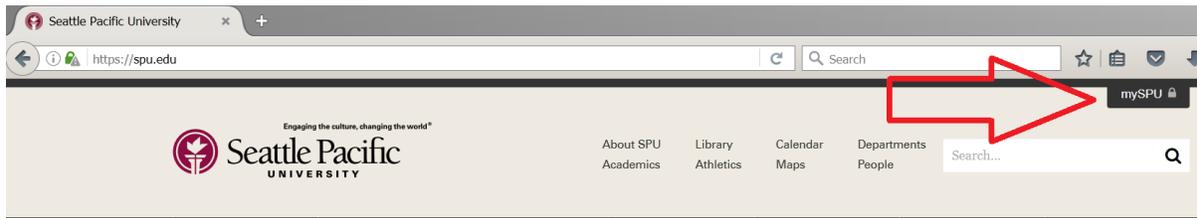
Go to www.spu.edu/findmyid and select New User or go to the **New User Setup** page.

1. Enter your non-SPU Email Address or use a combination of your SPU ID and Birthdate to locate your account.
 - a. If you do not know your SPU ID Number, you may also enter your SSN and Birthdate.
2. Click Find Me.
3. If the system successfully locates your account, you will be prompted to add a non-SPU Email Address to your account.
 - a. This address is only used for password resets.
4. Setup your password when prompted.
 - a. **Passwords must be at least 8 characters long.** Please reference our **Good Password** page for information on how to set a secure password.
5. You will receive an email confirmation notice that includes your SPU Username and information on how to use your credential.

CANVAS, PORTFOLIO, BANNER and SOE SHAREPOINT

CANVAS

Canvas is the learning management system used at SPU. Each course is linked to a Canvas site. Instructors use Canvas for disseminating course information, such as syllabus, assignments, and readings. Sites are also used for coordinating course activities, such as grading, group work, and online discussion, etc. Canvas may be accessed at www.spu.edu, under the *mySPU* tab. Canvas sites are made available to students on the first day of the quarter.



Canvas functions with PC or Mac, using various web browsers.

The Office of Educational Technology and Media (ETM) provides Canvas support etm@spu.edu. Students also learn about Canvas during EDU 6918 Introduction to Teaching.

Computer and Information Systems (CIS) oversees Seattle Pacific University's software systems, servers, network, and telecommunications. CIS also provides technology-related support for SPU students spu.edu/administration/computer-information-systems and wiki.spu.edu/display/HKB/New+Students.

Students can also receive general technology support from the *Tech Desk*, Library Lower Level, 206-281-2211 or librarytechdesk@spu.edu.

OBSERVATIONS—LIVE AND VIDEO

Candidates will be observed in their internship field placement by both their assigned mentors and SPU field supervisors. Depending upon the geographic placement of candidate and supervisor, these observations will take place either live, via video (live stream or recorded), or a blend of both (preferred). Video recordings offer the candidate an opportunity to view their own teaching which provides for rich reflection. Video recordings of lessons and supervisor feedback will be organized and stored via GoReact. Interns should be sure to obtain video permission from both their K-12 students and mentor prior to any recordings, so as early in September as possible.

DIGITAL CITIZENSHIP

Any online posting of reflective practice or course assignment is for professional purposes. Exclude unrelated personal information from the portfolio, including home address, phone numbers, family member names, birth dates, and personal images.

Information shown on a portfolio is publicly visible on the Internet. As a rule, do not disclose students' personally identifiable information (e.g. address, student number, list of personal characteristics revealing identity with reasonable certainty, etc.). In order to protect others and adhere to school district policies, do not identify individuals, instructors, schools, or organizations using proper names. Instead, use pseudonyms or pronouns, such as "student A", "the instructor", or "the school where I intern." Exclude or conceal images of K-12 students, mentor teachers, or other adults who may be in the classroom. Cover or eliminate information on work samples so it may not be linked to a student or mentor, classroom, school, or district. Do not disclose students' personally identifiable information.

Avoid writing content online that is overly critical, biased, or error prone. If online work shows these kinds of deficiencies then it becomes a liability, both in terms of displaying academic competency and securing future employment opportunities.

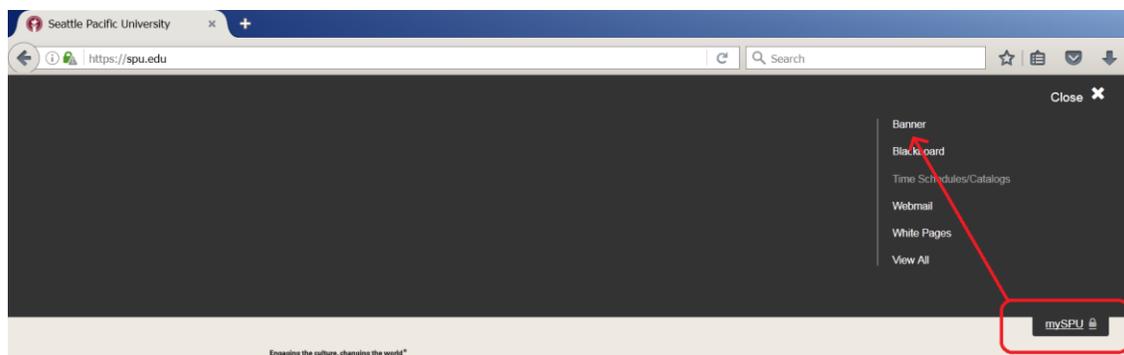
Please also see additional policies associated with *Digital Social Media* located in this handbook.

BANNER

The Banner Information System is a database of student records and information. The system is divided into the modules: Admissions, Registration, Billing/Accounts Receivable, Financial Aid, and Graduate Student Data. It is a secure interactive web application allowing students, faculty and staff to view information that pertains to their role and relationship with SPU.

The Banner Info System is a resource that allows students to register for courses, manage personal information and much more. To access the Banner Info system, go to: www.spu.edu/banweb and log in with your SPU Username and Password.

ACCESSING BANNER



TEACHER EDUCATION SHAREPOINT SITE

SharePoint is a web-based application for distributing program information and collecting candidate assessment data. Students can access SharePoint by going to www.spu.edu/soe and logging in using the *Student & Staff Resources* link. Students are then prompted to enter their SPU username and password. Users accessing SharePoint through Internet Explorer web browser enter their entire email address as their username (e.g. asmith@spu.edu).

ACCESSING TEACHER EDUCATION SHAREPOINT SITE

www.spu.edu/academics/school-of-education

The screenshot shows the top portion of the Seattle Pacific University website. At the top left is the university logo with the tagline "Engaging the culture, changing the world®". To the right of the logo are links for "About SPU", "Library", "Calendar", and "Departments". Below these are sub-links for "Academics", "Athletics", "Maps", and "People". A search bar is located on the far right. Below the header is a dark navigation bar with links for "Prospective Students", "Parents & Families", "Alumni", "Current Students", "Faculty & Staff", and "Engage with SPU".

SOE Home

- About >
- Faculty and Staff >
- Graduate Programs >
- Undergraduate Programs >
- Professional Certification >
- Center for Professional Education >
- Giving
- Student and Staff Resources**
- Contact

SPU Home / Academics /

School of Education



Identification Cards (Optional)

Photo identification cards are required to check out library materials, to gain admission to campus activities and to gain access to certain buildings on campus after hours. ID cards are issued at the Office of University Services. Students are issued one card at no charge. A fee is incurred if the card must be replaced during the balance of the student's stay at SPU. University Services is located at 3220 Sixth Ave. W. Hours: Mon – Fri: 9:00 am – 4:30 pm. Email campuscards@spu.edu

Library

The [SPU Library](#) provides online access to databases, peer reviewed journals, magazines, e-books and newspapers. Additionally, print books, journals, magazines, and newspapers are available in the library, proper. Other services include education focused [subject guides](#), and [Graduate student services](#). Through the Summit borrowing systems – the [Orbis Cascade Alliance](#) catalog, students have access to over 28 million items held in 37 colleges and universities in Idaho, Oregon, and Washington libraries. Students need a valid university ID card to check out books and other materials. Access to the databases, electronic journals, and e-books is available by using your log in credentials for your SPU email account. Additionally, the library has a dedicated Liaison Librarian (Cindy Strong clstrong@spu.edu) to assist with research needs.

There are 17 open computers on the main level of the library along with 2 multi-function printers (MFPs). On the lower level of the library there is 1 computer lab with 22 individual PC workstations and a collaborative learning space. The Tech Desk (www.spu.edu/library/tech-desk) checks out digital SLR cameras, MacBook Pros, Chrome Books, and more. Logging into any of the lower level computers allow more complete access to WORD, EXCEL, SPSS and other software applications.

Computer Software License Agreements

Seattle Pacific University maintains annual licensing agreements with a number of vendors to provide SPU students with reliable software at discounted prices. Descriptions for each of these programs can be found at <https://wiki.spu.edu/display/HKB/SPU+Download+Center>. **The licensing agreement includes a free copy of Microsoft Office for PC or Mac (Word, Excel, PowerPoint, etc.).**

Computer Help Desk

The Computer Help Desk (affiliated with Computer Information Services, CIS) is located on the lower level of Marston Hall and is available for technical consultation on software applications, network access, account setup and other basic troubleshooting. Resources and information can be found at <http://www.spu.edu/cishelpdesk/>. Hours: Mon - Fri: 7:30 am - 5:00 pm, 206.281.2982, help@spu.edu

Parking

During the summer, all commuter lots provide free parking. During the academic year, all commuter lots are free to park in from 4 p.m.-7 a.m. Monday - Friday, and all day on the weekend.

Campus Security

Located at 306 W. Emerson, **Safety and Security** is open 24 hours a day, seven days a week. Security staff members are trained in CPR, first aid and respond to all campus emergencies and minor injuries. After dark, security officers are available to escort people from buildings to cars. Phone: (206) 281-2922 (on campus, dial x2922). In an emergency on campus, dial x2911. Email: SecurityInfo@spu.edu

SPU Alert: Emergency Notification System

The SPU-Alert messaging system is a quick, effective method of communication in the event of an emergency. The university encourages all current students to sign up for the SPU Alert System, which permits Safety and Security to inform you of campus emergencies in a timely and convenient manner. To register your email address and mobile device, please log into the Banner Information System, select the Personal Menu, and then Emergency Alert System. Follow the directions outlined on the form. For more details - <http://spu.edu/about-spu/press-room/emergency-plan>.

Bookstore

Located across from the Student Union Building (SUB) on West Bertona, the SPU Bookstore carries all the textbooks you will need, as well as gifts, University clothing and everyday items. Photo processing is also available - <http://spu.edu/info/buildings/bookstore/>.

BETWEEN NOW AND EARLY JULY

Pre-activities ASAP (Business related):

A) Complete financial aid forms, such as the FAFSA and Post-Baccalaureate/Graduate Information form. Contact Student Financial Services regarding your student account. If you are a grant recipient, it is recommended to have the money applied to your account and then you receive any overage, but the choice is yours.

B) Read the fingerprinting instructions in your admission packet and complete those activities if you haven't already. *Note: If your fingerprints will expire in the middle of your internship, you will need to redo them at least a month before they expire to ensure on-going approval.

The following activities should be completed by early-mid July.

Activity 1 –*SPU Library* The SPU library serves as an important resource for your graduate studies. Cindy Strong is the School of Ed librarian, so please visit her site and watch the two screencasts to understand your library resources.

<http://spu.libguides.com/edu>

Activity 2– *Introduction to APA* All graduate level courses use the American Psychological Association's Publication Manual (6th edition) for term papers, research reports, literature reviews, etc. Please adhere to APA guidelines, according to instructor request. Peruse this manual to become familiar with this style. If you'd like more instruction with APA style, spend some time reviewing this free tutorial, the Basics of APA Style <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>.

Activity 3—*GoReact.com* Online teacher candidates will be asked to submit videos of their classroom instruction to field supervisors. Identify your recording technology and create a GoReact account using your SPU email. If you are using a SmartPhone or tablet, download the GoReact Recorder app. Record your first video introduction to your cohort (an EDU 6918 activity).

Activity 4 – *OSPI* The Office of Superintendent of Public Instruction (OSPI) is the primary agency charged with overseeing K-12 public education in Washington State. Led by State School Superintendent Randy Dorn, OSPI works with the state's 295 school districts to administer basic education programs and implement education reform on behalf of more than one million public school students. There is a significant amount of information and resources on the OSPI website. Take some time to familiarize yourself with these resources at <http://www.k12.wa.us/>. As you explore this site, be sure to review the following:

- P-12 Laws and Regulations - www.k12.wa.us/RulesRegs.aspx
- Review Learning Standards that can be found at www.k12.wa.us/CurriculumInstruct/default.aspx
- Review the Family Resources tab (lower left center) at www.k12.wa.us/default.aspx
- Review the Teacher Tools tab (lower left center) at www.k12.wa.us/default.aspx

SUMMER READING

Students may begin reading summer session textbooks to help distribute summer workload.

EDU 6918 Introduction to Teaching

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
pp. 61 – 84, 87 – 112, 169 – 185, 193 – 205

EDU 6150 General Inquiry, Teaching and Assessment Methods

Marzano, R. J. (2017). *The new art and science of teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

DIRECTORY

Graduate Teacher Education

Kirsten Koetje	koetjek@spu.edu	253.224.7151	<i>Coordinator, Teacher Education Instructor Administration (Induction, Orientation, Exit) Teacher Development Plan courses Registration CRNs and links each quarter Coordination of partner resources/grant</i>
David Denton	dentod@spu.edu	206.281.2504	<i>Director of Graduate Teacher Education</i>

Certification Office

Kristi Kanehen	oyak@spu.edu	206.281.2198	<i>Certification Officer</i> Endorsement questions Approved plan of study courses
Katie Richards	richardsk@spu.edu	206.281.2384	<i>Certification Specialist</i> Certification requirements Fingerprints and pre-residency clearance West B, West-E, NES, ACTFL

Placement Office

Jill Heiney-Smith	heineysmithj@spu.edu	206.281.2372	<i>Director of Field Placement</i> Mentor teacher development Field supervisor development School partnerships
Dyana Herron	dherron@spu.edu	206.281.2373	<i>Field Placement Coordinator</i> Mentor packets and forms District agreements Questions about placements and process

Center for Professional Education

Jennifer Anderson	janderson@spu.edu	206.281.2505	<i>Center for Professional Education</i> Adding endorsements post-certification
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Student Financial Services

sfs-info@spu.edu	206.281.2061
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