WASHINGTON STATE GUIDELINES FOR FUTURE TEACHERS OF GRADES K-8 DURING THE FIRST TWO YEARS OF COLLEGE:
Approved by the ICAO, June 27, 2003

Because all teacher education programs in Washington are currently responding to major changes in Washington State endorsement requirements, specific suggestions as to which courses future elementary school teachers should be taking within the DTA at a community college are necessarily tentative. The following agreements provide direction to colleges and students:

1. Elementary education students are encouraged to follow the college's associate in arts or associate in arts and science degree that is consistent with the DTA guidelines.

2. Community colleges should require future teacher education students to pass the WEST-B before completing their community college coursework.

3. Community colleges should require future elementary education students to take 2-3 quarters of college-level mathematics content courses (suggested minimum of 10 quarter credits) meeting all requirements of the existing Direct Transfer Agreement. Math courses should target future elementary teachers and designed to address the mathematics knowledge, skill, and inquiry competencies for teachers described in the Washington State Endorsement Competencies for Elementary Education (section 2.3) http://www.k12.wa.us/cert/profed/competency/Elementary.pdf, including algebra, problem solving, number sense, probability, and geometry. Courses should emphasize mathematics reasoning and problem solving. It is further recommended that courses be designed so as to engage future teachers in hands-on, inquiry-based learning.

4. Community colleges should require students to take college-level science courses that include content in the areas of physical, life, and earth and space sciences. A minimum of 10 quarter credits are required and 15-quarter credits are recommended. In addition, the lab science requirement of the DTA must be met. The courses should target future elementary teachers and be designed to address the science knowledge, skill, and inquiry competencies for teachers described in the Washington State Endorsement Competencies for Elementary Education (section 2.4) http://www.k12.wa.us/cert/profed/competency/Elementary.pdf, emphasizing scientific inquiry as well as the history and nature of science, and engaging future teachers in hands-on, inquiry-based learning.

5. When developing courses that will be targeted for future elementary teachers, community colleges are encouraged to be familiar with the new Washington State Endorsement Competencies for Elementary Education and the Essential Academic Learning Requirements for K-8 students

6. Community colleges are asked to encourage future teachers to be involved in supervised K-8 educational experiences during their community college education. Baccalaureate institutions are asked to collaborate to create and continually update a list of the pre-entry field experience requirements for the Colleges of Education for community college students and their advisors.
7. Community colleges should include in the associate’s degree taken by future elementary teachers an introductory course in education, which includes the history of education, philosophical foundations, legal aspects, and an introduction to teacher education in Washington.

8. Since minimum grade point average requirements for application teacher education programs currently vary from 2.50 to 3.0, baccalaureate institutions are asked to collaborate to create and regularly update a chart available on the web, showing the minimum GPA requirements for each baccalaureate teacher education program.

9. Since teacher education in Washington is in transition, it is important that representatives from the community colleges involved in teacher education and representatives from the baccalaureate institutions offering undergraduate teacher education meet regularly about articulation issues related to teacher education.

10. Understanding the need to give students and advisors some specific suggestions despite the current changing teacher education environment (beyond that future teachers take as much math, science and writing as possible), the following additional suggestions are given along with strongly advising that all students be aware of the specific requirements at their target institution(s).

a. **Communications**: 10 credits in communications are required; students would do well to take 10 credits of composition (minimum of 6 credits / 2 courses of composition are required by the current DTA). In addition, as most teacher education programs also require a speech course, speech is recommended.

b. **Quantitative Reasoning**: 10 credits in mathematics are required; all 10 should be courses in college-level mathematics. If possible, the 10 credits mathematics should include one or more courses in integrated math that covers the full range of mathematics that elementary teachers are expected to know (see the Elementary Education Endorsement Competencies, section 2.3).

c. **Humanities**: Within the 15-20 credits in the DTA, take courses in art, music, literature, foreign language. In selecting art and music courses, be cognizant of the Elementary Education Endorsement Competencies, section 2.7.

d. **Social Science**: Within the 15-20 credits in the DTA, take a course in U.S. history and 10-15 credits from among the following: human development (psychology), geography, economics, U.S. government. In selecting social science courses, be cognizant of the Elementary Education Endorsement Competencies, section 2.5.

e. **Natural Sciences**: Within the 15-20 credits in the DTA, students should take physical and life sciences (with lab components); if possible, students should take integrated science courses that include the broad range sciences elementary teachers are expected to know (see the Elementary Education Endorsement Competencies, section 2.4).

f. **Electives**: Take additional math and science courses and complete a practicum experience in K-8 schools.