Grays Harbor College

Bachelor of Applied Science in Teacher Education Elementary Education (K-8), English Language Learners Handbook 2025-2026

Grays Harbor College is accredited by
Northwest Commission on Colleges and Universities
8060 165th Ave. NE Suite 100, Redmond, WA 98052
www.nwccu.org

Annual Non-Discrimination Statement

Grays Harbor College does not discriminate based on race, color, national origin, sex, disability, sexual orientation, creed, religion, marital status, veteran status, genetics, or age in its programs, activities, and employment. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

Title II/Section 504 Coordinator
Erin Tofte, Associate Vice President for Human Resources
Grays Harbor College
1620 Edward P. Smith Drive
Aberdeen, WA 98520
360-538-4234
erin.tofte@ghc.edu

Title IX Coordinator
Ashley Bowie Gallegos, Dean of Student Services & Enrollment Management
Grays Harbor College
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Grays Harbor College has an open enrollment policy and will take steps to ensure that the lack of English language skills will not be a barrier to admission and participation in all educational and vocational education programs.

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INTRODUCTION

Purpose of Handbook

The purpose of the Bachelor of Applied Science (BAS) Teacher Education Handbook is to provide essential information for candidates enrolled in the BAS Teacher Education program at Grays Harbor College. Candidates are responsible for knowing and adhering to the information and policies presented in the Handbook. The handbook outlines the performance expected in the Bachelor of Applied Science Teacher Education program. Candidates of the program are expected to comply with the policies, procedures, and rules of GHC and specifically, the Teacher Education program.

Program General Information

The Bachelor of Applied Science in Teacher Education program provides teacher candidates an education tailored to their community. It is the next educational stepping-stone for many students who complete an AAS in Early Childhood Education or an AA in Arts degree. The program is also available to returning students with bachelor's or master's degrees interested in K-8 certification with an English Language endorsement. Courses take place during the evening on a two-year track. The core course sequence is taught fall, winter, and spring quarters. Classes are typically held on Tuesday, Wednesday, and Thursday from 4:30 to 8:40 pm. The afternoon schedule was developed to meet the needs of working adults. In-class instruction occurs on Grays Harbor College's Aberdeen campus, with a portion of the course work completed online.

The curriculum includes core courses in theory, methods, and application. The program's highlight and critical feature is its practical experience through observation, practicum, and student teaching. Candidates spend more than 500 hours in area school districts to prepare them to be effective educators.

The BAS Teacher Education program prepares teacher candidates to facilitate culturally responsive learning experiences. Teacher candidates develop the skills to teach English Language Learners (ELL) and learn discipline-specific teaching methods. Teacher Candidates develop the skills to navigate a diverse learning environment respectfully and confidently.

The program has a Washington State Professional Educators Standards Board-approved curriculum and is an OSPI state-approved teacher preparation program.

The Bachelor of Applied Science in Teacher Education is based on the specific needs of the community following all teacher education-related codes outlined in Chapter 181-78A WAC. The program has been approved by the Washington State Board for Community and Technical Colleges (SBCTC), credentialed by the Washington State Professional Educator Standards Board (PESB), and accredited by the Northwest Commission on Colleges and Universities (NWCCU).

The BAS Teacher Education degree provides teacher candidates with an education tailored to their community and acts as a stepping stone for many who wish to pursue advanced degrees.

The BAS Teacher Education Program handbook informs program participants of the requirements for educating teachers in Washington State today.

GRAYS HARBOR COLLEGE VISION, MISSION, AND COLLEGE PRIORITIES

Vision

Grays Harbor College inspires our students and enriches our community by providing positive growth through learning.

Mission

Grays Harbor College provides meaningful and engaging learning opportunities and support services to enhance the knowledge, skills, and abilities of our students and support the cultural and economic needs of our community.

College Priorities

- Enrich student learning
- Promote student, faculty, and staff success
- Foster a diverse, equitable, and inclusive learning environment
- Ensure effective, efficient, and sustainable use of college resources
- Strengthen enrollment, partnerships, and pathways to student achievement

BAS TEACHER EDUCATION CONTACT INFORMATION

PROGRAM ADMINISTRATIVE TEAM:

- Paige Pierog, Director of BAS, Teacher Education, 360-538-4181, teacher.education@ghc.edu

PROGRAM FACULTY

- Holly Samuelson, Full-time Faculty, holly.samuelson@ghc.edu
- Judy Holliday, Placement Coordinator/Field Supervisor, 360-538-2525, judy.holliday@ghc.edu
- Bill Dyer, Instructor/Field Supervisor, 360-538-4171, bill.dyer@ghc.edu

ADJUNCT FACULTY

- Russell Evans, russell.evans@ghc.edu
- Shawn Brown, shawn.brown@ghc.edu
- Christie Tran, christie.tran@ghc.edu
- Aaron Anderson, aaron.anderson@ghc.edu

- GHC's faculty have various levels of experience in working with diverse children and families and will share those experiences with teachers and students in classes. The program will continuously seek to increase the diversity of the faculty and teacher candidates.
- Program faculty model culturally relevant problem-solving and communication in the classroom. Faculty will work to demonstrate multiple communication styles and tools of engagement.
- GHC's small class size and cohort model help to develop trust and provide a safe environment for sharing individual cultures. The smaller class size allows faculty the time and space for more personalized instruction on cultural and linguistic backgrounds. Faculty will model how to approach these settings and ways teacher candidates can develop the knowledge and skills to work in a diverse community.
- BAS teacher Education faculty have access to various professional development and cultural competency resources. They will share these resources with teacher candidates.

PUBLIC EDUCATOR ADVISORY BOARD MEMBERSHIP

Name	Position
Nicholas French	Director of Teaching & Learning, Ocosta School District
Stephanie Klinger	Director of Teaching and Learning, Montesano School District
John Meers	Principal, Miller Jr. High School
Carrie Erwin	Elementary Teacher, Aberdeen School District
Jason Garman	Middle School Science Teacher, Aberdeen School District
Maria Chavez	Elementary Teacher, Willapa Valley Elementary
Marnie Ranheim	Elementary Counselor, Central Park Elementary
Kristen Scroggs	Elementary Teacher, St. Mary's Catholic
Traci Sandstrom	Director of Teaching and Learning, Aberdeen School District
Cathleen Wilder	Elementary Teacher, McDermoth Elementary
Mike Villarreal	Superintendent, Hoquiam School District

GHC IMPORTANT PHONE NUMBERS

Office	Office Number	Phone Number (360)
Admissions	2314	538-9020
Athletics	500	538-4207
Bookstore	4135	538-4105
Campus Safety and Security	860	538-4120
Cashier	2000	538-4040
Counseling and Advising	2314	538-4099
Diversity & Equity Center	4134	538-4250
Financial Aid	2314	538-4081
Learning Center	1519	538-4129
Student Life	4134	538-2510
Student Support Center	2314	538-4099
BAS, Teacher Education	2409	538-4181
TRIO Student Support Services	2417	538-4076
TRIO E.O.C.	2417	538-4157
Welcome Center	2314	538-9020
Workforce Funding	800	538-4058

PROGRAM OUTLINE

Below is an overview of what is required to complete the BAS, Teacher Education Program:

Before the start of the BAS, Teacher Education Program
- Earn 90 credits by completion of an associate degree with a cumulative GPA of 2.5 or better
- Take required program prerequisites as stated in the Grays Harbor College Academic Catalog
- Take the WEST-B: Reading, Writing, and Mathematics Skills Tests
- Complete BAS, Teacher Education Application Process
- Have all official college transcripts sent to Admissions and Records at Grays Harbor College
- Secure Liability Insurance for Practicum in K8 Schools
- Complete Background Check and Character & Fitness Requirements
- Fingerprinting process through OSPI
- Create an E-Certification Account and apply for Pre-Residency Clearance

Before graduation from the BAS, Teacher Education Program
- Complete the state-mandated 50 general education credits, comprised of two-year and four-year-level coursework, including fifteen credits in basic skills plus five credits each in humanities, social science, and natural sciences—including science with a lab
- Earn a B- or better in all 300 and 400-level BAS, Teacher Education Coursework
- Pass the NES tests I and II for Elementary Education for certification
- Complete endorsement-specific material needed to pass the WEST-E (for ELL Endorsement) if pursuing
- Complete 90 hours of practicum in the first year and 540 hours of student teaching in the second year with a satisfactory rating from the student teaching supervisor
- Successfully complete the student-teacher portfolio, Capstone Course
- Demonstrate the professional dispositions of an elementary education teacher as stated in the Professional Dispositions Rubric

Required BAS, Teacher Education Courses

Below is the program sequencing for the BAS, Teacher Education program. The program administration intends to follow this outline; however, there may be times when adjustments must be made.

Fall Quarter – Year 1 (17 credits)   **Credits**

BAST 301	Practicum I	2
BAST 345	ELA Methods	5
BAST 380	Understanding Learning	5
BAST 430	Social/Legal Foundations	5

Winter Quarter – Year 1 (17 credits)

BAST 302	Practicum II	2
BAST 360	Assessment for Learning	5
BAST 370	Language and Culture	5
BAST 421	Classroom Management	5

Spring Quarter – Year 1 (17 credits)

BAST 303	Practicum III	2
BAST 355	Reading Methods	5
BAST 371	Advanced Language/Literacy	5
BAST 420	Planning Instruction	5

Fall Quarter – Year 2 (18 credits)

BAST 325	Math Methods	5
BAST 326	Science Methods	5
BAST 365	Social Studies Methods	5
BAST 496	Student Teaching I	3

Winter Quarter – Year 2 (16 credits)

BAST 330	Teaching with Technology	2
BAST 401	Special Education Methods	4
BAST 497	Student Teaching II	10

Spring Quarter – Year 2 (16 credits)

BAST 335	Methods for Teaching Arts	5
BAST 372	Prof Leadership/Advocacy	5
BAST 498	Student Teaching III	5
BAST 499	Capstone	1
	Minimum Credits Required:	**101**

Required Prerequisite Courses

To be accepted into the BAS, Teacher Education program, students must complete the following (or be on track to complete the following prior to starting core courses in the fall):

- An earned associate or higher degree from a regionally accredited college or university with a minimum cumulative GPA of 2.5 or higher. The Early Childhood Education, AAS or Bridge to Native Pathways, AA are recommended.
- ENGL& 101, English Composition
- ENGL& 102, English Composition II **or** ENGL& 235, Technical Writing
- College-Level Natural Science with a lab component (5 credits)
- MATH& 131 and MATH& 132, Math for Elementary Education I and II **or** any college-level math course with Intermediate Algebra as a prerequisite
- ECED& 180, Language and Literacy Development
- EDUC 201 and EDUC 202 **or** EDUC& 205 **or** 1-year verified full-time experience in a structured educational K-8 setting
- HIST& 219, Native American History (Satisfies Social Science Area A)

PROGRAM OPTIONS

PESB and OSPI have approved Grays Harbor College to offer alternative route options to obtain a residency teachers certification. There are also several other program options available including:

- Native Pathway Bridge Program
- Early Childhood Education Degree Completers
- English Language Learners Endorsement
- OSPI Alternative Routes 1 & 2

THE NATIVE PATHWAYS PROGRAM TO BAS TEACHER EDUCATION

The Native Pathways Bridge AA Degree Program is a direct transfer Associate of Arts (AA) degree. In most cases, this degree will satisfy the general education degree requirements at any Four-year College or University. The Native Pathways Bridge AA Degree Program is a powerful program where students use Native Case Studies to study issues in Indian Country. It is a mostly-online program with four Saturdays a quarter (12 per year) spent studying with Evergreen students at the Evergreen State College Longhouse and is referred to as "Weekend Gatherings."

Native American Pathway Education Plan

The college has worked closely with our Native partners and the Native American Pathways Director to develop a plan for those who are pursuing their AA degree and have a desire to enter the BAST program. The **bold** courses are requirements to enter the BAS Teacher Education program as well as meet the Native American Pathway requirements.

Course #	Course Title	Credits
Basic Course Requirements (15 credits)		
ENGL& 101	**English Composition I**	**5**
ENGL& 102	**English Composition II**	**5**
MATH& 107	**Math and Society (or MATH 131 and 132)**	**5**
Social Science Requirements (15 credits)		
ANTH& 206	Cultural Anthropology	5
PSYC& 100	General Psychology	5
POL S& 202	American Government	5
Humanities Requirements (15 credits)		
ART& 100	Art Appreciation	5
CMST& 220	Public Speaking	5
ENGL 233	Children's Literature	5
Science Requirements (15 credits)		
ASTRO& 100	Astronomy	5
BIOL& 100	**Survey of Biology with lab**	**5**
EARTH& 102	Earth Science	5
Elective Requirements (30 credits)		
ANTH& 210	**Indians of North America**	**5**
ANTH& 216	**Pacific NW Coast Peoples**	**5**
ECED& 180	**Language and Literacy Development**	**3**
EDUC 201	**Introduction to Education**	**5**
EDUC 202	**Education Practicum**	**3**
FYE 101	Freshman Orientation	1
FYE 102	Freshman Student Success	2
HPF& 101	Health and Wellness	5
LIB& 101	Introduction to Information Resources	2

EARLY CHILDHOOD EDUCATION DEGREE COMPLETERS

Students may choose to earn their AAS in Early Childhood Education prior to joining the BAS, Teacher Education Program. Students on this pathway must complete all Program entry and acceptance requirements.

AAS-ECE FALL -YEAR 1

Dept.	Course #	Course Title	Credits
ECED&	145	CREATIVE ARTS EARLY CHILDHOOD EDUCATION	3
ECED&	235	EDUCATING YOUNG CHILDREN IN A DIVERSE SOCIETY	3
ENGL&	101	ENGLISH COMPOSITION I	5
ECED&	132	INFANT/TODDLER DEVELOPMENT	3
		TOTAL CREDITS	**14**

AAS-ECE WINTER YEAR 1

Dept.	Course #	Course Title	Credits
ECED&	238	PROFESSIONALISM	3
ECED&	203	THE EXCEPTIONAL CHILD	5
ECED&	107	HEALTH, SAFETY, & NUTRITION	3
HIST&	219	NATIVE AMERICAN HISTORY	5
		TOTAL CREDITS	**16**

AAS-ECE SPRING YEAR 1

Dept.	Course #	Course Title	Credits
EDUC&	130	GUIDING BEHAVIOR	3
EDUC&	150	CHILD, FAMILY, COMMUNITY	3
ECED&	200	PRACTICUM II	3
PSYC&	100	GENERAL PSYCHOLOGY	5
ECED&	134	FAMILY CHILDCARE	3
		TOTAL CREDITS	**17**

AAS-ECE FALL YEAR 2

Dept.	Course #	Course Title	Credits
ECED&	120	PRACTICUM: NURTURING RELATIONSHIPS	2
ECED	105	INTRODUCTION TO EARLY CHILDHOOD EDUCATION	3
ENGL&	102	ENGLISH COMPOSITION II	5
CMST&	220	PUBLIC SPEAKING	5
		TOTAL CREDITS	15

AAS-ECE WINTER YEAR 2

ECED&	160	CURRICULUM DEVELOPMENT	3
EDUC&	115	CHILD DEVELOPMENT	5
MATH&		MATH IN SOCIETY **or** MATH131 & MATH132	5
BIOL&	100	SURVEY OF BIOLOGY W/ LAB	5
		TOTAL CREDITS	18

AAS-ECE SPRING YEAR 2

ECED&	190	PRACTICUM III: OBSERVATION AND ASSESSMENT	3
ECED&	170	ENVIRONMENTS FOR YOUNG CHILDREN	3
ECED&	180	LANGUAGE AND LITERACY DEVELOPMENT	3
EDUC&	136	SCHOOL AGE CARE	3
		TOTAL CREDITS	16

EDUC201 and EDUC 202 **OR** 1 year full time experience in a K8 School are also required for BAST, however students earning their AAS, ECE at GHC may substitute EDUC201 and EDUC 202 for ECED& 120 and ECED& 200

ENGLISH LANGUAGE LEARNERS (ELL) ENDORSEMENT OPTION

Grays Harbor College BAS in Teacher Education includes an English Language Learners (ELL) Endorsement. The English Language Learners Endorsement is designed to take the teaching experience one step further to meet the needs of students in the K-8 community. This will enable students and certified teachers to become competent through the development of literacy and academic skills. Students who graduate from the GHC Teacher Education Program may obtain their ELL endorsement by successful completion (B- or better) of the courses listed below **and** earning a passing score on the WEST-E, English Language Learners test.

Required Coursework:
- BAST 345, ELA Methods
- BAST 355, Reading Methods
- BAST 370, Language and Culture
- BAST 371, Advanced Language and Literacy
- ECED& 180, Language and Literacy Development

OSPI ALTERNATIVE ROUTES

Grays Harbor College is approved to offer alternative routes to teacher certification. The alternative routes include:

- **Route 1**: For currently employed district staff with an Associate Degree.
- **Route 2**: For district staff with a Bachelor's Degree or higher.

TEACHER EDUCATION ALTERNATIVE ROUTE 1

This certificate is designed for district staff with an associate degree or current Paraeducator status. Students must have an Associate's Degree from an accredited college or university, verification of district employment, paraeducator status verification (**for a minimum of 1 year full-time**) or completion of EDUC 201 and EDUC 202, and completion of WEST-B. **After the official evaluation of transcripts,** some required courses may be waived.

All program prerequisites are required for this route unless they qualify for credit for prior learning/experience.

NES I and NES II must be attempted prior to student teaching experience *and passed with a score of 220 or better.* To receive a recommendation for the initial residency teacher certification, NES I and II must be passed with a score of 220 or better to graduate. *(Voucher code available).* WEST-E is required to obtain the ELL endorsement and must be passed with a score of 240 or better. *(Voucher available)*

Core Courses		*Credits*
Fall Quarter – Year 1 (15 credits)		
BAST 345	ELA Methods	5
BAST 380	Understanding Learning	5
BAST 430	Social/Legal Foundations	5
Winter Quarter – Year 1 (15 credits)		
BAST 360	Assessment for Learning	5
BAST 370	Language and Culture	5
BAST 421	Classroom Management	5
Spring Quarter – Year 1 (15 credits)		
BAST 355	Reading Methods	5
BAST 371	Advanced Language/Literacy	5
BAST 420	Planning Instruction	5

Core Courses		*Credits*
Fall Quarter – Year 2 (18 credits)		
BAST 325	Math Methods	5
BAST 326	Science Methods	5
BAST 365	Social Studies Methods	5
BAST 496	Student Teaching I	3
Winter Quarter – Year 2 (16 credits)		
BAST 330	Teaching with Technology	2
BAST 401	Special Education Methods	4
BAST 497	Student Teaching II	10
Spring Quarter – Year 2 (16 credits)		
BAST 335	Methods for Teaching Arts	5
BAST 372	Professional Leadership	5
BAST 498	Student Teaching III	5
BAST 499	Capstone	1

TEACHER EDUCATION ALTERNATIVE ROUTE 2

This certificate is designed for district staff with a bachelor's degree or higher. Students must verify employment status and level to enter the BAS Teacher Education program at this level. This route requires a paraeducator status verification (**for a minimum of 1 year full-time**) **or** completion of EDUC 201 and 202. **After the official evaluation of transcripts**, some required BAS Teacher Education courses may be waived. **Alternate route students must still complete program-specific general education requirements if not otherwise satisfied.**

All program prerequisites are required for this route unless they qualify for credit for prior learning/experience.

NES I and NES II must be attempted prior to student teaching experience *and passed with a score of 220 or better.* To receive a recommendation for the initial residency teacher certification, NES I and II must be passed with a score of 220 or better to graduate. *(Voucher code available).* WEST-E is required to obtain the ELL endorsement and must be passed with a score of 240 or better. *(Voucher available)*

Core Courses		*Credits*
Fall Quarter – Year 1 (15 credits)		
BAST 345	ELA Methods	5
BAST 380	Understanding Learning	5
BAST 430	Social/Legal Foundations	5
Winter Quarter – Year 1 (15 credits)		
BAST 360	Assessment for Learning	5
BAST 370	Language and Culture	5
BAST 421	Classroom Management	5
Spring Quarter – Year 1 (15 credits)		
BAST 355	Reading Methods	5
BAST 371	Advanced Language/Literacy	5
BAST 420	Planning Instruction	5

Core Courses		*Credits*
Fall Quarter – Year 2 (18 credits)		
BAST 325	Math Methods	5
BAST 326	Science Methods	5
BAST 365	Social Studies Methods	5
BAST 496	Student Teaching I	3
Winter Quarter – Year 2 (16 credits)		
BAST 330	Teaching with Technology	2
BAST 401	Special Education Methods	4
BAST 497	Student Teaching II	10
Spring Quarter – Year 2 (16 credits)		
BAST 335	Methods for Teaching Arts	5
BAST 372	Professional Leadership	5
BAST 498	Student Teaching III	5
BAST 499	Capstone	1

PROGRAM COSTS

Below is a program costs schedule. These may change based on agency price changes. **All of the fees shown are valid as of 06/01/2024.**

Item	Cost	Required By
Liability Insurance	$49 annually	Before the start of the fall quarter each year
Fingerprints	$84 plus taxes and fees (ESD113 in Olympia)	Before fall of year 1
WATCH Background Check	$12	With program application
Pre-Residency Clearance	https://www.k12.wa.us/certification/teacher-certificate/state-program-completer-applicants/pre-residency-clearance-state-applicant	
Washington Educator Skills Test - Basic (WEST-B) Reading, Writing, and Math (Test Code (095/096/097)	Single subtest: $32 All 3 subtests: $96	Before the fall of year 1 **REQUIREMENT TO ENTER PROGRAM**
National Evaluation Series (NES) Elementary Education test (2 subtests) (Test Code 102/103)	Both tests $165 *Must score 220 or above*	Before the fall of year 2 **REQUIREMENT TO GRADUATE**
WEST-E ELL Endorsement test (test code 051)	$96 *Must score 240 or above*	End of year 2 **REQUIRED TO OBTAIN AN ELL ENDORSEMENT**
ELL Endorsement	$81	At the end of year 2 **REQUIREMENT TO OBTAIN ENDORSEMENT**
OSPI Certification Application	Residency Teacher (First-Issue): $93 Substitute Teacher: $81	After graduating and being recommended for teacher certification

Voucher Code Use Instructions
General voucher information
A voucher is good for one WEST-E test or up to the two NES subtests. Vouchers are valid for computer-based testing year-round by appointment, Monday through Saturday (excluding some holidays). Testing can also be scheduled to take in the GHC testing center by calling 360-538-4099. All vouchers expire one year from the date of issue.

How to apply the voucher code to the registration
Please follow the steps below to use the voucher code properly: :

1. To start, please use this link:
   https://www.west.nesinc.com/PageView.aspx?f=GEN_Tests.html

2. Students must register on the Pearson VUE site first.

3. Vouchers are entered on the Payment screen after you have selected the option to "Check Out."

4. On the Payment screen, click the blue text that reads "Enter a Voucher." This option is above the "Total" in the box with your registration description.

5. Once you have entered the voucher code, select "Apply."

6. "Enter a Voucher" option only appears on the page where you must also acknowledge the Withdrawal/Refund Policy; if you check the box acknowledging the policy and proceed to the next page, you are provided fields to enter credit card payment information, and you will need to use the "Previous" button to return to the previous page to enter the voucher.

7. If the test registration is withdrawn, the amount will be returned to the same voucher code and will be available to use for a future test. However, the voucher will no longer be valid after its expiration date.

PROGRAM FRAMEWORK

BAS TEACHER EDUCATION CONCEPTUAL FRAMEWORK

The coursework for this program is designed to ensure graduates have a firm foundation in teacher education, including appropriate training specific to elementary education and English language learners. Course objectives align with the general program outcomes.

GHC's BAS in Teacher Education utilizes two teaching models. The fundamental premise of Dr. Weimer's Learner-Centered Teaching Model centers on effective teaching, with additions critical to the teaching student's *professional environment* (Weimer, 2013). This will prepare students to develop and incorporate this model into the teaching of their students. This model must include the following:
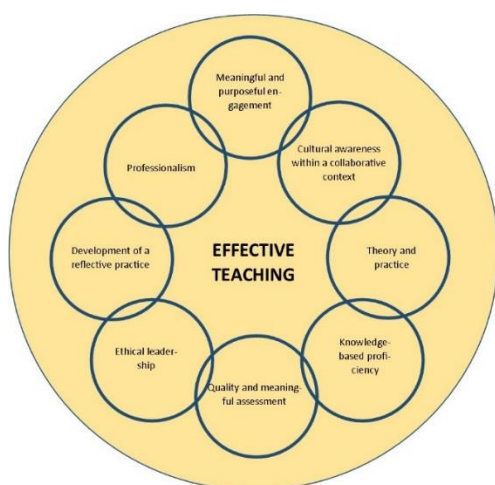
- Meaningful and purposeful engagement
- Cultural awareness within a collaborative context
- Theory and practice
- Knowledge-based proficiency
- Quality and meaningful assessment
- Ethical leadership
- Development of a reflective practice
- Professionalism

Weimer, Maryellen. (2013). Learner-Centered Teaching, 2nd Edition, Hoboken, NJ: Wiley

PEDAGOGICAL SKILLS

According to Merriam-Webster, pedagogy is the "**art, science, or profession of teaching**." This broad definition covers various aspects of teaching, and there are many moving parts to pedagogy that include teaching styles, feedback, and assessment. The term pedagogy boils down to the study of different teaching methods. The BAST program strives for students to gain pedagogical content knowledge throughout their coursework and field experience.

The BAST program utilizes research-based practices and constructivist theory for both young learners and adults. The guiding framework is best summed up in the figure below developed by Cochran, DeRuiter, & King (1993):

Throughout the program, students are expected to grow in all four areas of Pedagogical Content Knowing. The questions to consider are:

- Who am I teaching?
- How am I teaching?
- What am I teaching?
- Where am I teaching?

Being prepared with the answers to all four questions in every lesson helps students to become effective teachers.

Figure 1. A Developmental Model of Pedagogical Content Knowing (PCKg) as a Framework for Teacher Preparation
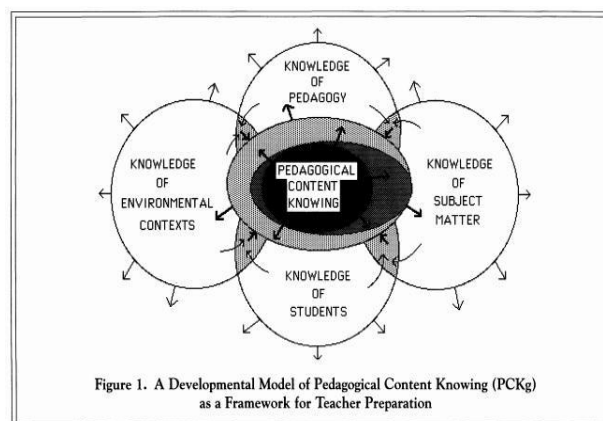
TPEP FRAMEWORK

Grays Harbor College embraces the TPEP framework. TPEP framework below is provided for all students in the student handbook as well as discussed in all core courses. BAST 372 specifically requires students to complete a Danielson self-evaluation as part of the TPEP evaluation.

Framework	Descriptor
Criterion 1: Centering instruction on high expectations for student achievement.	**Expectations**; the teacher develops and communicates high expectations for student learning.
Criterion 2: Demonstrating effective teaching practices	I**nstruction**; the teacher uses research-based instructional practices to meet the needs of all students.
Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.	**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. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.
Criterion 4: Providing clear and intentional focus on subject matter content and curriculum	**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.
Criterion 5: Fostering and managing a safe, positive learning environment	**Learning environment**; the teacher fosters and manages a safe and inclusive learning environment that takes into account: Physical, emotional, and intellectual well-being of students.
Criterion 6: Using multiple student data elements to modify instruction and improve student learning.	**Assessment**; the teacher uses multiple data elements (both formative and summative) to plan, inform and adjust instruction, and evaluate student learning. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.
Criterion 7: Communicating and collaborating with families and school community.	**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.
Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.	**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. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.

PROGRAM LEARNING OUTCOMES

Students who complete the Bachelor of Applied Science in Teacher Education: Elementary Education will have demonstrated the ability to:

ALIGNMENT WITH InTASC STANDARDS, PESB PROGRAM STANDARDS, AND ELL COMPETENCIES.	INTASC	PESB	ELL
Communicate and collaborate effectively with children, parents/guardians, peers, administrators, and the community	3, 10	3, 47	3
Ensure cultural competence in teaching through adapting learner-centered curricula that engage students in a variety of culturally responsive strategies	1, 2, 5	2	1, 2
Recognize individual differences and learning styles, then modify curricula to meet the learners' needs	2, 5	2	2, 3
Design, facilitate, and evaluate the age and developmentally-appropriate learning exercises for students in K-8 and English language learners	1, 2, 7, 11	2, 3	1, 2, 3
Develop standards-driven curricula and monitor student progress toward targets	5, 6, 7	2, 3	1, 4
Utilize formal and informal assessment strategies to strengthen instruction and promote learning	3, 6, 7	2, 3	4
Competently design and execute lessons rich in literacy, science, math, social studies, and the arts	1, 4, 7	2, 3	1, 2
Generate strategies from multiple instructional approaches and differentiated instruction for all students	1, 3, 5, 8	2	1, 2, 4
Foster positive, inclusive learning settings in cognitive, behavior, language, physical, and social domains to create a safe and productive learning environment	1, 2, 3, 5, 8	2, 3	1, 2, 4
Integrate and model the use of technology in the classroom	5, 8, 11	3	1, 2, 4
Utilize feedback and reflection to constantly improve teaching practices	9, 10	3	1, 2
Demonstrate the capacity and skills needed to work in the professional environment of K-8 education	9, 10	3, 4	3

DESIRED STUDENT ABILITIES

Students will meet program outcomes through their BAST course work and will demonstrate that they meet the Desired Student Abilities (DSAs) or college-wide outcomes:

- **Literacy, including both written communication and quantitative literacy**: skills in reading, writing, listening, speaking, and quantifying as well as awareness of learning styles and lifelong learning options.
- **Critical Thinking**: competency in analysis, synthesis, problem-solving, decision making, creative exploration, and formulation of aesthetic response.
- **Social and Personal Responsibility:** Awareness of and responsiveness to diversity and commonality among cultures, the multiplicity of perspectives, ethical behaviors, and health and wellness issues.
- **Information literacy:** Skills in accessing and evaluating information resources including campus resources, awareness of the role of information resources in making sound decisions, and command of the skills required to use appropriate technologies effectively.
- **Multiculturalism**: Students will demonstrate knowledge of diverse ideas, cultures, and experiences, and develop the ability to examine their attitudes and assumptions to understand and work with others who differ from themselves.

BAS TEACHER EDUCATION STUDENT EXPECTATIONS

EXPECTATIONS AND PROGRESSION

Although not an admissions requirement, baccalaureate students are expected to have general computing abilities, including the ability to navigate online and proficiency in word processing, spreadsheets, and presentation software.

Students must maintain a 2.7 cumulative GPA in ALL BAS Teacher Education coursework. Class(es) with a grade lower than B- must be retaken before graduation on a space-available basis.

Students must maintain a "proficiency" level in each area of the GHC InTASC Professional Disposition Rubric throughout practicum and student teaching. Scoring below proficient in professional dispositions results in a team meeting between mentors, supervisors, and the student as soon as possible. The team determines a plan for progress toward proficiency. Issues that program faculty/staff find unresolvable may fail the practicum or student teaching component of the program. If safety or legal consequences arise, the Vice President for Instruction will intervene.

STUDENT FIELD EXPERIENCE POLICIES AND PROCEDURES

Attendance: The intensity of field experience assignments will vary with each quarter, depending on the course. Because experience is a pillar of the program, consistent attendance is required. Students must attend the full credit hour requirement for each field experience course, which may require reworking the initial schedule to make up time that would otherwise be missed.

Code of Professional Conduct: The Code of Professional Conduct for Education Practitioners is outlined in WAC 181-87.

Accessibility Services Reasonable Accommodations Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact AccessAbility Services, located in the Student Support Center or call 360.538.4068.

Academic and District Calendars: Field experiences will follow the academic calendar of the cooperating district rather than the GHC calendar. The actual dates of experience will be confirmed by the placement coordinator in conjunction with the cooperating district and the student.

Statement of Academic Integrity: All forms of cheating, falsification, and plagiarism are against the rules of this course and of Grays Harbor College. Students who are unsure of what constitutes academic dishonesty are responsible for asking the instructor for clarification. Instances of intentional academic dishonesty will be dealt with severely, up to and including dismissal from the program.

Placement: If GHC or a partner district terminates placement due to the candidate's failure to meet performance requirements, the candidate will not be placed in another district that quarter.

STUDENT EVALUATIONS

Students are evaluated every quarter aligned with InTASC rubrics while in their field experience. Below is the timeline for evaluations:

Professional Disposition Rubric: this is used every quarter for practicum students (completed by the mentor for the practicum student) and at the end of the quarter for student teachers. Teacher Candidates should show growth in these over their time in the program and their field experience. By the end of the fall quarter of their second year, **all categories must be "proficient."** Teacher Candidates who are not proficient in all professional dispositions before graduation may be removed from the program.

InTASC Rubric: This is formally submitted at the end of each student teaching observation during the fall, winter and spring quarters. This should be used informally at every observation to monitor progress and growth. The feedback informs the student teachers about their progress.

TIME LOG REQUIREMENTS

Time logs are required to verify the total hours students spend in field experience. Practicum students must have a minimum of 30 hours per quarter of classroom observation (BAST 301, 302, 303). A digital hour log must be completed and sent to the mentor for approval on the **last day of every month and 5 days before the end of each quarter**. All logs require a summary of activities. The following applies to the submission of time logs.

- Student time logs are reported by hours.
- Student teachers are expected to be part of the teacher instructional contracted hours.
- Examples of acceptable hours: attending faculty/staff meetings at the school, helping mentor prepare for class during contracted time
- Examples of non-acceptable hours: attending an athletic event, picking up supplies for the teacher, lunch break, studying to prepare for classes (for example, spending hours Sunday night to prepare for the class on Monday)
- Student teachers **CANNOT "bank"** student teaching hours. Required hours must be completed in the quarter assigned. Extra hours will be recorded but not used for subsequent quarters.
- A digital hour log must be completed and sent to the mentor for approval on the last day of every month
- **Student Teaching before and after the GHC quarter may be required to experience the entire academic year. However, only hours submitted during the GHC quarter may count towards hours.**

PRACTICUM EXPERIENCE

First-year teacher candidates will participate in 30 hours of K-8 classroom practicum experiences each quarter. Practicums are guided by topic-specific seminars that take place in BAS Teacher Education courses that help students link theory and practice and enable students to reflect on best practices. Practicums introduce students to schools with a broad focus on teaching and learning, an exploration of diverse populations within the two-county area, and allow students to think about differentiated instruction in differing settings. Practicum reflections are designed to help students become familiar with the rubrics, including considering how to differentiate instruction for diverse learners and English language learners. Each quarter students will be in different grade bands at different schools.

Roles, Responsibilities, and Expectations of Practicum Students
- The teacher candidate must have a current and clear Washington State Patrol WATCH background check on file. The teacher candidate must have completed the Character and Fitness Supplement form, as well as provide proof of liability insurance coverage and fingerprinting must be cleared through OSPI. ***Teacher candidates will not be allowed to start the practicum without each of these components complete and on file***.
- Contact the mentor teacher, principal, and placement coordinator for introductions, to exchange contact information, and to schedule an initial meeting before the practicum experience.
- The teacher candidate is responsible for creating a weekly schedule that is agreeable to all parties involved and satisfies the minimum number of hours for the practicum.
- Planning time may be scheduled between the teacher candidate and mentor teacher, though the majority of the practicum experience should be observations in the assigned classroom while students are engaged in active learning.
- At the start of the practicum experience, teacher candidates will complete a Practicum Schedule form and return it to the placement coordinator.
- In the event of an emergency, contact both the mentor teacher and the placement coordinator as soon as possible. All scheduled practicum hours must be completed.
- In the event of missed hours due to emergency, illness, weather, or other reasons, the teacher candidate is responsible for making up the hours as agreed by the mentor teacher and field supervisor.
- Complete the **Practicum Attendance Log** with dates, times, and total hours.
- Professional attire, attitude, and behavior are expected at all times during the practicum. Professional disposition is monitored across all program requirements, including practicum.
- Observe professional standards of ethics in confidentiality, professional courtesy, and interactions with students, parents, community members, and other professionals.
- Strict confidentiality is required regarding student information and interactions; do not discuss student information or interactions with anyone beyond the respective school, and only when deemed professionally and/or legally appropriate. For questions related to confidentiality expectations, consult the mentor teacher and/or placement coordinator. Teacher candidates are not allowed to use student names in coursework or class discussions

STUDENT TEACHING EXPERIENCE

During the second year of the program, teacher candidates will participate in a minimum of 540 hours of student teaching over the entire year in a single classroom with one mentor. Each quarter has different expectations; 90 hours during fall, 300 hours during winter, and 150 hours during spring. The student teaching experience is designed to provide students with opportunities to practice and demonstrate the skills they have learned in coursework and gain practical knowledge from their experiences in the K-8 school system in preparation for earning a teaching certificate.

RESPONSIBILITIES AND EXPECTATIONS DURING STUDENT TEACHING:

- The teacher candidate must have a current and clear Washington State Patrol WATCH background check on file with Grays Harbor College. The student must have completed the Character and Fitness Supplement form and provide proof of liability insurance. Current fingerprinting must be cleared through OSPI. Teacher candidates must attempt NES 102 and 103. Teacher candidates *will not student teach without these components complete and on file*.
- Complete the **Student Teaching Attendance Log** with dates, times, summary, and total hours.
- Student teachers should attend faculty meetings, parent conferences, in-service training, and other school activities and non-instructional duties during their student teaching experience.
- Student teachers must be on time and in attendance each day, according to the schedule planned in cooperation with the mentor teacher and approved by the field supervisor. Tardiness and absences must be reported to the mentor teacher and the field supervisor as soon as possible.
- Student teachers should become familiar with the partner school handbook and code of conduct.
- Professional attire, attitude, and behavior are expected at all times during student teaching. Professional disposition is monitored across all program requirements.
- Student teachers will work with the mentor teacher in planning, teaching, and assessing. This will require continual communication and daily collaboration so that the student-teacher has a clear understanding of each day's responsibilities.
- Student teachers will prepare all materials requests made by the mentor teacher or field supervisor; lesson plans, assessments, reflections, etc. A lesson plan will be required for each formal observation.
- Student teachers will help the field supervisor, in conjunction with the mentor teacher, arrange observations, pre-conferences, and post-conferences, a minimum of three times per quarter. Each observation will be 30-60 minutes.
- Observe professional standards of ethics in confidentiality, professional courtesy, and interactions with students, parents, community members, and other professionals. Strict confidentiality is required regarding student information and interactions; do not discuss student information or interactions with anyone beyond the respective school, and only when deemed professionally and/or legally appropriate. For questions related to confidentiality expectations, consult the mentor teacher and/or field supervisor. Do not use student names in coursework or class discussions.
- Student teachers should get to know the other staff; administration, counselors, and specialists.
- Student teachers will complete and submit the Capstone Portfolio during spring quarter.
- Student teachers will participate in a minimum of six-eight weeks of teaching all day, all classes during the winter quarter.
- Student teachers may substitute for the mentor **if** they hold a substitute teacher certificate. **The student teacher may not count substitute teaching as student teaching hours.**

STUDENT TEACHER PORTFOLIO (STP)

A teaching portfolio is a living document that reflects your education, experience, personal growth, and accomplishments as a teacher. This portfolio will be digital (an e-portfolio), which you will create and contribute to throughout your two years in the BAS Teacher Education program. The portfolio will be submitted during BAST 499, Capstone during year 2, Spring Quarter of the program. Contributions will include unit and lesson plans, teaching philosophy and classroom management statements, observation and student teaching reflections, key assignments and reflections from each class taken, classroom lesson recordings, and more. Expectations for the STP are as follows:

- Candidates must work with program faculty and student-teacher mentors to determine an STP video recording plan. The field supervisor will share the details required for the student teaching portion of the plan with the candidate and mentor during the fall quarter.
- Contributions to the e-portfolio will begin during year 1 of the program, but documentation and reflections on student teaching will be the focus during year 2 of the program.

PACING GUIDE

Fall: 90-hour minimum requirement

Winter: 300-hour minimum requirement

Spring: 150-hour minimum requirement

<u>B</u>EFORE THE START OF THE SCHOOL YEAR:

The teacher candidate and mentor set a schedule that includes days and times to be in the classroom for Fall. This should include all faculty meetings in the week before the first day of school and time helping their mentors prepare for the year. Teacher candidates should be in their placement for the first ten days of the school year. After the first ten days, student teachers should be at their placement at least weekly for the remainder of the quarter. The schedule for Fall Quarter should include three formal observations by the field supervisor that include pre- and post-conferences. The schedule must be submitted to the field supervisor. Drop-in observations may occur.

Student Teaching before and after the GHC quarter may be required to experience the entire academic year. However, only hours submitted during the GHC quarter may count towards hours.

Student teachers must teach an observed lesson (whole class) by the third supervisor visit. Before the visit, teacher candidates must submit to their field supervisor, a lesson plan approved by their mentor and have a pre-conference meeting with their GHC supervisor and mentor.

Teacher candidates and mentors should set a consistent schedule that is reliable for both the teacher candidate and the students in the partner school classroom.

The following pacing guide will build on itself – not taking away responsibilities, but rather adding to responsibilities through the teacher candidate takeover. This will grow the teacher candidate's involvement,

<u>A</u>UGUST/<u>S</u>EPTEMBER

Teacher Candidate	Mentor Teacher
• Introduces self to the class	• Sets pattern for meeting
• Observe the mentor teacher	• Reviews classroom procedures/expectations
• Assist with group/individual work	• Reviews attendance procedures
• Gains access to school email	• Explains copy machine and office resources
• Takes attendance	• Develops a phase in/co-teaching process
• Attends staff/IEP/504 meetings	• Reviews IEP /504 information as needed
• Plans with the lead teacher	• Introduces teacher candidate to families and the school community
• Sends letter to students' families introducing yourself – include video permission form to be signed for Capstone video	• Informally evaluate teacher candidate based on InTASC, CCDEI, and Professional Dispositions. Discuss evaluations regularly. Formal evaluations due at the end of each quarter.
• Supports communication with families	
• Student teachers are required to keep a daily journal to record observation notes, planning/teaching/assessment ideas, and responses to prompts provided by GHC faculty	

Early September	**Observe and Assist** The teacher candidate will observe the mentor teacher, assume non-teaching responsibilities, and become an active assistant under the mentor teacher's total supervision. The majority of the time is focused on learning classroom routines and observing students and the mentor teacher. Utilize the one teach/one observe strategy of co-teaching
Mid- September	**Observe, Assist, and Lead Transitions** Gradually increase the amount of transitions led by the teacher candidate from simple transitions like going to recess to transitions between instructional times. (Continue throughout the student teaching experience) It is expected that the teacher candidate will assist the mentor teacher in all parent communication throughout the student-teaching experience.
Late September	**Co-teach ELA block (if ELA is not taught, another subject may be chosen)** Mentor and student will develop a co-teaching plan to facilitate all parts of the ELA block. Recommended co-teaching strategies one teach/one assist, station teaching, parallel teaching, team teaching. The mentor teacher introduces ELA assessment practices.

OCTOBER- DECEMBER

Teacher Candidate	**Mentor Teacher**
• Focuses on getting comfortable in the role of teacher • Co-plans ELA, Math, and other content areas • Develops instructional materials • Experiments with instructional strategies • Participates in assessment processes • Student teachers are required to keep a daily journal to record observation notes, planning/teaching/assessment ideas, and responses to prompts provided by GHC faculty.	• Meets with the teacher candidate each day that they are present to discuss progress and expectations • Co-plans ELA, Math, and other content areas • Shares all instructional materials • Allows teacher candidate to use his/her own instructional materials • Shares and co-facilitates assessment practices • Engages teacher candidate in parent communication

October	Co-plan and co-teach more subjects (this could include arts, science, ELA, Math, supplemental instruction, re-teaching, small groups, etc.) Gradually add responsibilities so that the teacher candidate has experience planning and teaching each content area. The mentor teacher leads the planning and co-teaching relationship. Mentor teacher and teacher candidate work collaboratively to use assessment data to inform instructional practices. This continues throughout the duration of the student teaching experience. Mentor and teacher will develop a plan to facilitate large group, small group, and individual math instruction. Recommended co-teaching strategies one teach/one assist, station teaching, parallel teaching, team teaching. Teacher candidate supports and assists mentor with parent-teacher conference (*in the appropriate week)
November/December	Teacher candidate leads some large group Instruction. Continue to co-teach, prepare lessons, prepare for full responsibility Before Winter Break, the Teacher candidate and mentor set a schedule that includes days and times to be in the classroom for the Winter Quarter. The schedule for the Winter Quarter should include three formal observations by the field supervisor that include pre- and post-conferences. The schedule must be submitted to the field supervisor. Drop-In observations may occur.
JANUARY - MARCH	

Teacher Candidate	Mentor Teacher
• Records instructional times for Capstone Portfolio video, and to reflect on practice • Leads the co-teaching relationship transitioning into full time teaching • Experiments with instructional strategies and technology • Student teachers are required to keep a daily journal to record observation notes, planning/teaching/assessment ideas, and responses to prompts provided by GHC faculty • Asks the principal to observe • Required attendance for the ten weeks after Winter Break – full-time required for 5-8 weeks minimum consistently with a minimum of one week transitioning into and out of full time take-over that lasts at least 5 weeks (not including transition times).	• Recommended co-teaching strategy: Team teaching, one teach/one observe. Offers ongoing reflection and mentoring transitioning into full responsibility of the teacher candidate for a minimum of 5 weeks. Informally evaluate teacher candidate based on InTASC, CCDEI, and Professional Dispositions. Discuss evaluations regularly. Formal evaluations due at the end of each quarter.
Early January (Return from Break)	Co-Teaching, all lessons The teacher candidate takes primary responsibility of teaching lessons and leading the co-teaching relationship. Mentor teacher transitions more responsibility to teacher candidate over a variety of subjects.
Late January through late February/early March	Mentor teacher transitions responsibility to teacher candidate. The teacher candidate takes primary responsibility of classroom
Early to mid March	Transition Back to Co-Teaching, All Subjects are Co-Taught Before the end of Winter Quarter, the Teacher candidate and mentor set a schedule that includes days and times to be in the classroom for the Spring Quarter. The schedule for Spring Quarter should include three formal observations by the field supervisor that include pre- and post-conferences. The schedule must be submitted to the field supervisor. Drop-In observations may occur. Student teachers are required to be in the field for a minimum of 25 different days over the GHC spring quarter.

SPRING

Teacher Candidate	Mentor Teacher
• Student teachers are required to be in the field for a minimum of 25 days spread out over the GHC spring quarter • Teacher candidates will finalize and submit their Capstone portfolio Spring Quarter • Student teachers are required to keep a daily journal to record observation notes, planning/teaching/assessment ideas, and responses to prompts provided by GHC faculty	• Recommended co-teaching strategy: Team teaching, one teach/one observe • Informally evaluate teacher candidate based on InTASC, CCDEI, and Professional Dispositions. Discuss evaluations regularly. Formal evaluations due at the end of each quarter.

STUDENT TEACHING TIMELINE

Teacher candidates must complete at least 540 hours of student teaching in the second year of the program. Each student's teaching experience is unique. The context and needs of the school and cooperating teachers should dictate the specifics of each GHC student's timeline. Student teachers need to be flexible and willing to accept challenges presented by the unique circumstances of their placement. Mentors and GHC field supervisors are expected to encourage student teachers to go beyond the minimum requirements. Student teachers will follow the cooperating school calendar, including vacations, and the contracted teacher hours.

Scheduling

- The teacher candidate and mentor set a schedule that includes days and times to be in the classroom before the start of each Quarter. The schedule for should include three formal observations by the field supervisor that include pre- and post-conferences. The schedule must be submitted to the field supervisor. Drop-in observations may occur.

- Teacher candidates and mentors should set a consistent schedule that is reliable for both the teacher candidate and the students in the partner school classroom.

Observations

- A minimum of three field supervisor visits should be scheduled at the beginning of each quarter, spread out over two or more weeks.
- Student teachers must get **lesson plan approval** from their mentor teacher at least two days before each scheduled observation and then provide it to their GHC Field Supervisor.
- Pre- and post-observation conferences are required for each observation. **Pre-conferences** can be brief phone calls or face-to-face meetings. **Post-conferences** should include the mentor and should be held within 48 hours of the observation.
- Students will be **evaluated regularly throughout the winter quarter by the GHC supervisor and mentor teacher using the InTASC, CCDEI, and Professional Dispositions standards.**
- By the end of fall and winter quarters, student teachers must determine one or more areas for improvement (e.g., management, planning, assessment, transitions). These will be areas to focus on during the following quarter.
- Student teachers are required to keep a daily journal to record observation notes, planning/teaching/assessment ideas, and responses to prompts provided by GHC faculty.

MENTORING

Mentoring is a critical element of the GHC BAS Teacher Education program. GHC students will spend a great deal of time with highly-qualified teachers in the area. The BAS Teacher Education mentors are, in many ways, instructional leaders in the field. To ensure the quality of the mentoring team, mentor teachers will participate in an orientation with Grays Harbor College faculty before their first assignment. Their building principals are welcome to participate and are invited to review program materials upon request.

Mentor teachers will be selected by their building principal and/or district personnel based on the following criteria:

- Fully certificated teachers
- Minimum of three years of experience in the role they are supervising
- Identified as highly skilled by the district administration and/or state recognition
- Able to work collaboratively within a professional learning community

MENTOR ROLE

The mentor teacher plays a fundamental role in the student teaching experience, as they work most closely with the student teacher. It must be emphasized that if the student teacher can assume the role of partner and co-teacher over time, an optimum environment is created for student teachers to practice, learn, and refine the skills they have learned throughout their coursework.

The mentor teacher typically gives the student teacher a variety of opportunities to observe, practice, and discuss strategies for planning, instructing, and assessing. As the student assumes responsibilities in the classroom, the mentor teacher should observe the student's performance and hold regular informal and formal meetings to reflect, discuss, and assess.

The role of the mentor is to allow a practicum student to observe them in the classroom setting as well as:

- Share their time, energy, and expertise
- Share their wisdom, knowledge, and experience with the student
- Nurture the student-mentor relationship
- Share school policies and procedures

MENTOR EXPECTATIONS:

- Complete Canvas Training Modules
- Provide leadership to the teacher candidate by introducing them to faculty, staff, and students as appropriate.
- Mentor teachers will collaborate with the student teacher to determine the schedule for each quarter before the quarter begins, to be submitted to the field supervisor.
- Mentor teachers will provide a workspace for student teachers; a desk is best if possible.
- Engage students in a variety of culturally responsive strategies.
- Mentor teachers will share expectations, communicate classroom/school procedures and policies, discuss effective classroom management, and introduce the curriculum.
- Mentor teachers will review lesson plans developed by student teachers and give feedback regularly on lessons taught. It is optimal to schedule regular coaching/mentoring time with the student teacher to discuss lesson planning, instruction, and assessments.
- Mentor teachers will encourage student teachers to be creative and to try new strategies.
- When appropriate and available, include the teacher candidate in professional development, staff events and meetings, and other building activities.
- Meet regularly with the teacher candidate to discuss goals, outcomes, and progress toward completing the field experience successfully.
- As necessary and appropriate, provide the teacher candidate with background information on individual learners in the classroom.
- Provide ongoing and regular constructive feedback, both oral and written, to the teacher candidate on their performance in all aspects of classroom teaching and preparedness, including, but not limited to, lesson planning, teaching behaviors, professionalism, and interpersonal relationships.
- Provide opportunities for teacher candidate to implement lessons in whole and small group settings.
- Give feedback on lesson plans and instructional strategies
- Review and approve the Teacher Candidate hour log at the end of each month and one week before the end of the quarter. For hours to count, they must be approved before the end of the GHC quarter.
- Complete the InTASC Evaluation Form and the Professional Dispositions Evaluation for Field Experiences and submit them before the final week of GHC's quarter.
- Mentor teachers will lend appropriate support during the student teacher's lesson recording and collection of student work, including obtaining permission from parents/guardians.
- Throughout the field experience, maintain regular contact with the field supervisor regarding the teacher candidate's progress. Report any concerns or issues with the teacher candidate's performance to the field supervisor as soon as possible.
- Mentor teachers will arrange for a substitute any time she/he will be absent so that the student teacher is always under the supervision of a certificated teacher.
- Because the teacher candidates are not certificated in most cases, supervision is required at all times.

MENTOR RESPONSIBILITIES

Mentors have been entrusted to guide emerging educators in our profession. Your role is vital to the effective preparation of the student assigned to you. The quality of experiences that they will have depends largely on the time, energy, and expertise you share.

Mentor teachers are encouraged to continue the practice of communicating the rationale that defines their classroom decisions as each quarter proceeds. Keep in mind that student teachers are preparing for a *career* in teaching and not solely for work in a *particular* classroom and school. Perhaps the most challenging responsibility of a mentor teacher is allowing the student teacher to develop their own style, which may differ from the mentor teacher's.

Mentor teachers should encourage student teachers to be innovative and creative in the classroom using strategies they learned in their coursework. Student teachers should work within the general curriculum that has been established in a school and follow all school rules and procedures. At the same time, we hope that the student teacher is given opportunities to try alternative instructional approaches and to develop curriculum materials in areas that have been approved by the mentor teacher.

Emerging educators come into the classroom with new energy, ideas, and hope. However, it is up to the mentor, the "seasoned" teacher, and others, who carry the perpetual torch of learning and will provide the bridge into the teaching profession.

Mentors should reflect on the wisdom and knowledge gained along the way and share those with the student teacher. By doing this, the student teacher will grow in self-confidence, professional attitude, and teaching competence.

MENTOR CLOCK HOUR

Mentor teachers can earn Teacher Professional Development clock hours by serving as a mentor to the BAST students. Participating mentors will be offered clock hours as follows:

Practicum Mentors: Students are required to log 30 hours of observation each quarter (fall, winter, spring) in the first year of the program. Mentors will be offered **3 clock hours for each quarter** students observe in the classroom. If a student does not complete the required 30 hours, clock hours will be offered to mentors by pro-rating the number of hours the student spends observing (i.e. 10 observation hours = 1 clock hour).

Student Teaching Mentors: Student teachers are required to be in a K-8 classroom for at least 540 hours during the second year of the program.

Mentors will be offered **10 clock hours per quarter** (30 clock hours maximum for the year) for each of the three-quarters during the student teacher's second year. If student teaching experience ends before the third quarter, clock hours will be offered to mentors based on the percentage of time the student spent in student teaching. For example, if a student does 1 full quarter and half of the next quarter, the mentor would receive 15 clock hours (10 for the first quarter and 5 for the half of the second quarter).

FIELD SUPERVISOR RESPONSIBILITIES

Each student's teaching experience is unique. The context and needs of the school and cooperating teachers should dictate the specifics of each GHC student's timeline. Student teachers need to be flexible and willing to accept challenges presented by their placement's unique circumstances. Mentors and GHC field supervisors are expected to encourage student teachers to go beyond the minimum requirements. Student teachers will follow the cooperating school calendar, including vacations and the contracted teacher hours.

The Grays Harbor College student teaching experience ensures that teacher candidates complete at least 540 hours of student teaching in the second year of the program. GHC and cooperating districts design, implement, and evaluate field experiences and practices. Student teaching quarter-hour requirements and expectations include 90 hours in the fall, 300 hours in the winter (including a minimum of five weeks of full takeover), and 150 hours in the spring, with a focus on ELL strategies.

Field supervision goes beyond just evaluating teaching best practices. Teacher candidates come from culturally diverse backgrounds. The majority of students are first-generation college students. Most candidates do not fit the typical teacher image in our education system, which is primarily comprised of white, female, and middle-class educators. Field supervisors often will need to navigate complex experiences to ensure that all students feel safe and supported during their field experience. Teacher candidates from historically underrepresented populations may need additional meetings or other forms of support regarding the climate of their teaching environment.

Field Supervisor Expectations for Evaluations

Field supervisors are required to do a minimum of three (3) observations of each student every quarter. Evaluative tools are used for each of those observations.

Professional Disposition Rubric: this is used at the end of every quarter.Teacher Candidates should show growth in these over their time in the program and their field experience. By the end of the fall quarter of their second year, **all categories must be "proficient."** Teacher Candidates who are not proficient in all professional dispositions before graduation may be removed from the program.

InTASC Rubric: This is formally submitted at the end of each student teaching observation during the fall, winter and spring quarters. This should be used informally at every observation to monitor progress and growth. The feedback informs the student teachers about their progress.

FIELD SUPERVISOR RESPONSIBILITIES

Field Supervisors are the experts in determining how well students are doing in their field experience. This plays a very important role in student success and the development of quality teachers. The expected responsibilities of field supervisors are:

- Establish and maintain a professional relationship and effective communication with the mentor teacher, cooperating district, and cooperating school.
- Maintain regular contact with the mentor teacher and cooperating district representative and communicate field experience purpose, goals, and desired outcomes.
- Act as a role model, mentor, coach, and resource person to the student teacher.
- Meet with the teacher candidate prior to the start of the field experience to discuss expectations, goals, and requirements.
- Encourage responsibility and creativity, provide constructive feedback, and be available to the student teacher via telephone or email.
- Meet with student teachers and mentor teachers within the first three weeks of the fall quarter to discuss expectations, and procedures and to answer questions.
- Introduce the principal, mentor teacher, and student teacher to any evaluation or observation instruments that will be utilized.
- Work with the mentor teacher and the student teacher to schedule a minimum of three observations each quarter. These observations will be 30-60 minutes in length, spread throughout the quarter. There will be a pre and post-observation meeting for each observation. Pre-observations can be brief and conducted over the phone.
- All student communication will be through the student GHC email. **It is strongly suggested not to use students' personal emails.**

FIELD SUPERVISOR KEY EXPECTATIONS

Professional Disposition
- Be punctual when arriving at the BAST student's classroom for the designated time of the scheduled observation.
- Interact regularly with BAST students and mentor teachers in a positive but <u>honest</u> manner.
- Be open-minded to new ideas and the BAST student's reflections.
- Be flexible to meet the needs of many individuals while working within the program's framework and upholding the program's expectations.
- Be prepared to facilitate between various parties, especially if there is a disagreement or conflict.
- Meet expected deadlines (turn in grades/evaluations by designated due dates, submit all necessary paperwork by due dates, etc.)

Communication
- Prompt communication with BAST students, school personnel, and college faculty/staff
- Communicate immediately with BAST students if there is a change in schedule or a need for rescheduling a meeting.
- Continuously communicate with BAST students regarding teaching progress. Nothing should come as a surprise to BAST students in terms of how they are doing academically and professionally.
- Be cognizant that everyone's communication and processing styles are different.

Organization
- Model good organizational techniques for BAST students.
- Keep a record of detailed observation notes.
- Keep a record of all scheduled meetings, due dates, and observations.

Most importantly, create strong relationships with your BAST students. You are not only their mentor, but you are also their advocate. Field supervision goes beyond just evaluating teaching best

practices.

PLACEMENT COORDINATOR RESPONSIBILITIES

Placement Coordinator Role, Responsibilities, Expectations

The placement coordinator serves as both an observer/evaluator for the practicum student as well as a liaison between the practicum site and the college. The placement coordinator works with the school district superintendents and/or designated representatives to place students as per the signed Memorandum of Understanding between the school district and the college. Every effort is made to place students in a school they request. If that is not possible, students will be placed in an alternative setting.

Role, Responsibilities, Expectations

- Maintain regular contact with the student, mentor teacher, and/or cooperating district representative to identify practicum purpose, goals, and desired outcomes
- Communicate with the practicum student before the start of the practicum experience to discuss expectations, goals, and requirements
- Be available to the student and mentor teacher throughout the quarter to address concerns, questions, and feedback
- Communicate with the student and mentor at the culmination of the practicum experience to discuss the student's progress and completion of required outcomes
- Respect the district decisions for student placement
- Be fair and equitable to all
- Address concerns/issues promptly following appropriate procedures identified in this handbook

GRADUATION AND BEYOND

CERTIFICATION

The Washington Administrative Code specifies the requirements for earning a Washington State teaching certificate. The Professional Educator Standards Board (PESB) establishes state educator preparation and certification policies. The Office of Superintendent of Public Instruction (OSPI) administers state certification procedures and issues certificates.

To be recommended for a first-issue teaching certification (good for two years), a student must have:

- Earned a bachelor's degree from state-approved teacher preparation program
- Complete the Student-Teacher Portfolio, Capstone Class successfully
- Have satisfactory ratings on the final InTASC rubrics.
- Certification applicants must pass the NES Elementary Education Subtest I and II (assessments 102 and 103) with a score of 220 or better in each.
- Application fee and payment of approximately $93 to OSPI for certification.
- Have current and clear fingerprint records on file with OSPI.

Teacher certification applications are submitted via the E-Certification system. Supporting documents also must be uploaded during this process. This is the same system students used while completing their Pre-Residency Clearance.

Program Completion and Residency Certification

Upon successful completion of all aspects of your program and NES testing, you will qualify for a Washington Initial Residency Certificate. Processing of that certificate is through the State of Washington E-Certification system.

- GHC BAST faculty will notify the GHC certification officer that you have completed your field experience successfully.
- GHC BAST certification officer will recommend you for certification after verifying your entire program completion and other certification requirements (above).
- Once notified by the certifying officer that you have been recommended you will then access your E-Certification account and verify the information is correct and apply for your certification. (https://www.k12.wa.us/certification/teacher-certificate/state-program-completer-applicants/teacher-college-recommendation)
- Your residency certificate will be processed by OSPI.

Residency Teacher Certificate (First Issue)

Initial residency certification programs align with the state standards of effective teaching, professional development, and teaching as a profession. Candidates must know and demonstrate the content, pedagogical, and professional knowledge and skills required for the teaching certificate and area of endorsement. Candidates will receive instructions from the GHC BAST program director to apply for teaching certificates. Please do not apply and/or pay for certification before you are advised to do so. The Residency Certificate (first issue) is issued by OSPI upon verification of program completion including these general requirements:

- A baccalaureate or higher-level degree earned from a regionally accredited college or university.
- Evidence of good moral character and personal fitness.
- Passing score on the content exam for each endorsement (including the ACTFL tests for a foreign language or bilingual education endorsement).
- A successful student teaching internship evidenced by performance in field experience evaluations and the
- Washington State Teacher Performance Assessment.
- A performance-based teacher education program and at least one qualifying endorsement. State teacher certification requirements are subject to change. For a specific program, requirements consult with your education department advisor.

Employment

Internships and student teaching placements are tools to get students into the community and network with potential employers. Through community opportunities, the BAST program will support students as they search for gainful employment. Grays Harbor College does not guarantee students will secure employment in elementary education.

GHC wants students to become employed following completion of the BAST program, so the College has developed a plan to assist the transition into employment. The key components of the placement plan are:

- Stay in contact with local hiring authorities, so students can be informed of openings being published.
- Require that students complete a digital portfolio to be used in job search, so they are prepared to respond to openings.
- Involve the educational community in the BAST program, so that the students can make personal connections.
- Offer mock interviews to practice the skills needed for a student to be hired.

GRADUATION & DEGREE APPLICATION

Any student in the BAST program who has met the program requirements, or is on track to do so in the Spring Quarter before graduation, should apply for their degree and for the graduation ceremony. The degree application may be found at ghc.edu/graduation. Apply for graduation at least one quarter before graduation. Emails will be sent out to all students who apply for graduation with details of the graduation ceremony.

PROGRAM INFORMATION

ACADEMIC PROGRESS

Students must receive a grade point of 2.7 or higher in each core course to successfully pass all BAST classes. If a grade point of 2.7 or higher is not achieved in each core course, the student will be required to re-take the class (dependent on course offering and space availability). Each instructor will identify his/her grading procedure in the syllabus presented at the start of every course. If there are questions about an instructor's grading policy, please speak directly with the instructor.

BAST Program Support Services

Students will receive support throughout the program. This support comes in several ways:

- Personalized advising and support from BAST staff and faculty.
- Participation in practicums designed to build relationships with local teachers.
- Participation in school activities during student teaching will aid the transition to post-graduation employment.
- Robyn's Resource Room holds books and study guides for check out and computers and a printer for BAS Teacher Education student use.

Students at GHC are eligible for all services offered by the College. The student fees entitle access to student computer labs, the library, the Accessability center, student clubs and programs, TimleyCare, the Career Center, and all other GHC services. Please refer to the GHC website at ghc.edu/student-resources for a complete list of services and activities.

CLASS SCHEDULE

Classes are offered in the late afternoon at Grays Harbor College in Aberdeen, Washington, with a two-year track. The core course sequence is taught fall, winter, and spring quarters. Classes are typically held on Tuesday, Wednesday, and Thursday from 4:30 to 8:40 pm. The afternoon schedule was developed to meet the needs of those currently working in a classroom without a teaching credential. In-class instruction occurs on Grays Harbor College's Aberdeen campus, with a portion of the course work completed online.

COURSE DELIVERY

Students take 16-18 credits per quarter, from Fall through Spring. If a student needs additional coursework to meet program requirements, it will be added. BAST courses are offered in a face-to-face, online, or hybrid modality, supported by GHC's online learning management system, Canvas. The BAST program is made up of three components:

- Specific lower division (100-200) credit requirements to meet the K-8 endorsement standards: **what to teach.**
- Upper-division credits (300-400) to fulfill the program requirements: **how to teach**.
- Classroom experience (student teaching): **practicing teaching**.

COURSEWORK EXPECTATIONS

Evaluation: Late assignments will not be accepted. Assignments submitted after the deadline will receive a grade of "zero". High quality of writing (diction, grammar, and spelling) is expected. Students should review course for guidelines. Additionally, no make-up quizzes or extra credit will be given. If students miss a quiz, they cannot make it up. The only time exceptions may be made is when the instructor decides that either a critical health issue or a family-related issue justifies it.

Attendance: Courses in the BAST program are intensive. Elementary education teachers are expected not to be absent or late. As such, teacher students are expected to attend all class sessions. Punctuality is expected. Students are responsible for following up with faculty to find out what was missed and if assignments can be made up. Missing two or more classes per quarter in a BAST Course may cause the student to not earn a passing grade. Please review the syllabus for each course regarding faculty attendance requirements and grading policies.

EMBEDDED SERVICES MODEL

Grays Harbor College has found that making a strong connection with students early in the academic process makes a significant improvement in retention and success. For those students who find a personal connection with a faculty or staff member on campus, progression has significantly increased. Because of this, GHC has chosen to use an "embedded services" model for BAST students. The BAST program team--faculty and staff--are here to support you.

FIELD EXPERIENCE PLACEMENT AND PLACEMENT AGREEMENTS

GHC worked with local educational leaders to develop student teaching placement agreements throughout the two counties. The placement coordinator will work to place students in appropriate and convenient settings whenever possible. Placements can only be arranged if there is a current signed "Memorandum of Understanding" on file with the BAST program office for the school district.

If a student has a problem with a specific setting, they should contact the placement coordinator and ask for other available options. Students are not to make arrangements for their placements. Transportation to all field experience activities is the responsibility of the student.

PROBATION AND DISMISSAL

Students who do not adhere to academic- and conduct-related expectations may be placed on probation, dismissed from the program, or dismissed from the College. For a full description of student misconduct, refer to the Washington Administrative Code, 132F-121-110. More information regarding student discipline, probation, and dismissal can be found in the GHC student handbook.

PROGRAM TUITION

Tuition and fees for courses offered in the BAST program have the same tuition structure as other Washington state regional baccalaureate degree-granting colleges and are set by the State Board for Community and Technical Colleges. Please visit the Grays Harbor College website ghc.edu/tuition.

REGISTRATION

BAST staff and faculty, in concert with Admissions and Records, will evaluate incoming students for compliance with admission requirements and degree requirements. The College's credentials evaluators, in collaboration with BAST faculty and staff, will evaluate all transfer or prior learning requests for core courses. Registration will schedule appointments as needed to assist BAST students. BAST students will be able to register online, 24 hours a day, during the open registration periods.

REPEATING A COURSE IN THE BAST PROGRAM

Students who are unsuccessful in passing a college course (not a BAST course) can repeat the course according to the Grays Harbor College catalog policy "Repeated Courses," listed below:

> *Repeated Courses*
> *You may repeat any course to improve your grade. The highest grade will be used to calculate the grade-point average. Grade repeat forms are available at Welcome Center or from your advisor during registration. Return the form to that office for the proper adjustment on your transcript.*

Students in the BAST program who unsuccessfully complete a BAST course with at least a GPA of 2.7 **may repeat the course once**. Failure to complete the course a second time will result in non-completion of the program and the inability to be recommended for the initial residency teacher certification. Appeals can be made to the Vice President for Instruction, whose decision is final.

RETENTION PLAN

An early warning system has been developed to aid in student retention. Faculty will first contact students they have concerns about and program staff if the concerns for a student continue. Staff will follow up directly with each student. The early warning system is designed to mitigate academic issues. When safety or legal concerns arise, the early warning system may provide the responsiveness the program needs, and staff may act directly.

TESTING REQUIREMENTS

The BAST program requires students to attempt and/or pass several teaching-based assessments, including WEST-B, NES I, NES II, and WEST-E. Students enrolling in BAST 301, BAST 302, and BAST 303 will see a program fee added as part of their registration cost for the quarter the course is offered. This program fee will be used to cover the cost of voucher codes for the NES and WEST-E tests. The voucher code will be issued to the students by the program director. This process was designed to reduce the financial burden on students by

incorporating these fees into the program cost. This code will then be used in the payment screen when registering for the assessments. **Each student will only receive one (1) code for each set of assessments. Voucher codes are only good for single use and the program will not issue codes for "retakes".**

TRANSCRIPT EVALUATION

Any coursework completed at any college and/or university outside of GHC requires an official transcript to be sent to student services for official evaluation. Student services will work with the BAST program director to determine the alignment of previous coursework.

PROGRAM GUIDELINES

COMMUNICATION

As a professional it is important to maintain a high level of communication protocol, this includes using professional language and format as well as ensuring that all communication is responded to promptly.

All communication from the college and the BAST program will be sent to your <u>GHC email.</u> It is your responsibility to check this email regularly. It is recommended by the that you check your email daily. Some students forward their GHC email automatically to their email to make this process easier for themselves.

Within the BAST program there is a wide range of staff that is responsible for different aspects of your academic experience. Please be sure to contact the correct individual with your concerns or questions. If you have a question regarding a class requirement or grade, please contact that instructor first.

Program Director: Paige Pierog, 360-538-4181, teacher.education@ghc.edu, (program management, instructor/student issues, guidance, certification)

Placement Coordinator/Field Supervisor: Judy Holliday: 360-591-5930, judy.holliday@ghc.edu, (practicum and student teaching placement and supervision)

Instructor/Field Supervisor: Bill Dyer: 360-538-4147, bill.dyer@ghc.edu, (student teaching supervision)

CONFIDENTIALITY

As a professional, you have access to information that is confidential and should be aware that it is your responsibility to handle this information properly. Do not share information that may be deemed confidential. Do not share photos of your students or fellow faculty through any form of social media, and be sure to obtain permission from a parent or guardian before taking any photographs of students.

COVID-19 INFORMATION

Masks are optional on campus. Please do not come to campus if you are sick or have been exposed to COVID-19. Students who are in their practicum or student teaching experience need to follow the vaccination and COVID guidelines for that school.

CULTURAL RESPONSIVENESS

Interacting with Diverse Populations

The GHC student population is diverse, and the curriculum design, along with the requirements for multiple practicums, student teaching, field experiences, and residencies throughout the program, will provide ample opportunities for teaching students to interact with others. The college makes every effort to place student teachers in diverse placements.

Teacher candidates will have multiple opportunities to reflect on their identity development and cross-cultural experiences throughout their coursework and practicums. Multiple courses address different aspects of diversity as well as ask students to develop their level of cultural competency. BAST practicums include the opportunity to regularly reflect on strategies used to support varied student learning needs and identify and support language demands across the curriculum. Practicums focus students' attention on supporting students with cultural and intellectual differences and ask them to identify what they've gained from the experience and how this experience relates to their unique background. The student teaching field experience focuses on working with ELL students and implementing strategies provided in their coursework. Teacher candidates will be expected to bring their own cultural and linguistic backgrounds into their courses, especially the methods courses. Faculty will reach out to students during class time and elicit conversations on students' cultural and linguistic backgrounds. Faculty will model and facilitate these conversations to develop students' multicultural capacity.

The BAST program received donations to purchase books and materials for the program. With that funding, a resource room was created. In this resource area, there are three (3) computers for student use, a printer, a telephone, and three (3) bookcases with resources. This includes multiple resources on cultural responsiveness, diversity, inclusion, and equity. All of these resources are available for students to check out or for instructors to use in their classrooms. The resource room is open Monday and Friday from 8 am – 4:30 pm and Tuesday through Thursday from 8 am – 6:30 pm.

Cultural responsiveness is also included in the content for many of the BAST classes to prepare students to be successful in teaching in a diverse environment. These classes include BAST 335, Methods for Teacher Arts; BAST 355, Reading Methods; BAST 360, Assessment for Learning; BAST 365, Social Studies Methods; BAST 370, Language and Culture; BAST 371, Advanced Language and Literacy; BAST 380, Understanding Learning; BAST 401, Special Education Methods; BAST 430, Social and Legal Foundations of Education.

LEAVE OF ABSENCE

Every teacher candidate is expected to progress through BAST classes as illustrated in the required course schedule to maintain active status in the program. If there is an extenuating circumstance that prohibits students from meeting this obligation, students must submit a written request to the program director to apply for a one-quarter leave. Please contact the program director at least one month before returning to maintain priority registration status. If students are unable to resume studies after one quarter, they will lose their status as matriculated students. On a space-available basis, it may be possible to gain readmission to the program by petitioning for re-enrollment.

OSPI ACCESS

You will use the OSPI state system to apply for your: a) Pre-Residency Clearance, b) optional Intern Substitute Certificate, and c) Initial Residency Certificate.

OSPI Clearance

Residency teacher candidates must maintain their OSPI clearance through the BAST program. Clearance is based on two separate but related processes:

- Pre-Residency Clearance Application (valid for two years): Clearance is required before student teaching. Reportable incidents must be fully disclosed, and the requested documentation provided to OSPI. If any information provided changes before certification, notify the certification director immediately. (https://www.k12.wa.us/certification/teacher-certificate/state-program-completer-applicants/pre-residency-clearance-state-applicant)
- Fingerprinting: Washington State Patrol and Federal Bureau of Investigation background checks through OSPI remain valid for two years. (https://www.k12.wa.us/certification/fingerprints-background-checks)
- Remaining current for both is required if the results will expire before certification.
- No candidate may participate in the public schools until cleared by OSPI.

PROCEDURES FOR MITIGATING FIELD DEFICIENCIES AND CONCERNS

When a situation arises that a mentor teacher (or other program leaders) identifies a field deficiency, they will first bring this to the student's attention for correction. The mentor and the student develop a plan for correction. The mentor will notify the field supervisor of the issue and the plan. Please note, that if safety or legal consequences arise, the program director or Vice President for Instruction will intervene.

If the deficiency(ies) continue(s), the teacher candidate is:
- Notified of deficiencies in writing and in-person at a meeting with the mentor and field supervisor.
- The student, mentor, and field supervisor develop a plan to correct the deficiency(ies). That plan is submitted to the program director.
- If deficiency(ies) continue, the program director is notified, and the director arranges to meet with the student.
- A detailed professional growth plan is developed between the student and the program director. This plan includes details of corrected behavior, timelines, and consequences if deficiency(ies) is not corrected. This plan signed and submitted to the mentor and field supervisor.
- If deficiency(ies) continues, the student will be removed from the program.

Student teachers have a single appeal process, through GHC's Vice President for Instruction, whose decision is final.

SUBSTITUTE TEACHING DURING FIELD EXPERIENCE

Student teachers may hold an emergency or conditional certification before completing the BAST program, which allows them to serve as substitute teachers during their program. However, the substitute teaching experience may not replace the required field experience hours. *Any exceptions must be approved before the field experience.*

GHC understands that mentor teachers may be called to fill in as a substitute in another classroom while the student teacher student is performing their takeover. This is acceptable as long as the mentor teacher is still available to the student should a situation arise that requires the mentor's assistance or support.

Substituting while in the BAST program presents some barriers. Every substituting experience is different. While substituting doesn't generally interfere with the BAST coursework, it can provide some challenges in field experience. The following process must be understood and followed:

- The 1st year of the program requires students to observe in a classroom for 30 hours every quarter. That must be done in a different grade band each quarter. Substituting is not the same as observing a master teacher in a classroom.
- During the 2nd year of the program, students may substitute as long as the following requirements apply:
  - **A mentor must be available to observe and provide feedback on student progress**
  - Substituting must be in a K-8 classroom - same class for the entire year
  - Substituting must be approved by the BAST program director, placement coordinator, and the school principal and superintendent

STUDENT COMMUNICATION PROTOCOL

Teacher candidates need to maintain a high level of professionalism and communication, including the use of professional language and formats, as well as ensuring that all communication is responded to promptly.

Teacher candidates will have access to confidential information. They should be aware that it is their responsibility to handle this information properly. Teacher candidates are not to share information that may be deemed confidential. They are not allowed to share photos of students or faculty through any form of social media. Teacher candidates need to be sure to obtain permission from a parent or guardian before taking any photographs of students or recording lessons.

All communication from the mentor, field supervisor, and BAST faculty to the student will be sent to the student's GHC email. It is the student's responsibility to check this email regularly. The BAST program recommends that students check their email daily. Students are also responsible for ensuring that the mentor, field supervisor, college, and BAST faculty have their current contact information.

USE OF SOCIAL MEDIA

Sharing statements (in-person or via social media) from or about peers, professors, staff, and administrators may be detrimental to the integrity of the program and impact your continued enrollment in the program (i.e., disposition). All observations of students during practicums and student teaching are strictly confidential; disclosures of this type of information (in any form) may result in dismissal from the program.

VIRTUAL FIELD SUPERVISION PROCEDURES

If it becomes necessary for virtual supervision, technology will be utilized to complete all observations, post-conferences, and communication between the field supervisor, mentor teacher, and student teacher. Virtual supervision allows students to interact with a highly qualified field supervisor when completing their student teaching in a rural or remote location. Both field supervisors and mentor teachers have the same expectations to supervise; however, for virtual supervision, the lesson observations and conferences will be held virtually.

 When a student teacher records lessons for their observations, many different platforms can be used to upload and share the video recording. GHC recommends using one of the following platforms below that are free and easy to use. Never publish recorded classes publically. Ensure confidentiality.

- YouTube
- Vimeo
- OneDrive

Reminders to Students About Recorded Lessons:

- Student teachers should record an entire lesson from start to finish. The lesson should be 30-45 minutes in length.
- The recorded lessons should only be used for the intended purpose of the field experience. The recordings should not be shared on social media or with any other entity. Be sure to maintain confidentiality.
- Student teachers will need to collect permission slips from parents for any student that will be in the video. The mentor teacher will assist with getting the permission slips. The student will maintain possession of the permission slips.

WRITING EXPECTATIONS

Writing is a fundamental part of bachelor-level work. The program's responsibility is to encourage you to write clearly and appropriately for a scholarly audience. Writing should not be a hurried afterthought or a battle simply to fill pages while the clock ticks and the 1, 2, or 5-page requirement hovers just out of reach. Thus:

- All written work should be carefully crafted, edited, and proofread without the use of AI. Assignments should demonstrate time, effort, and engagement with course readings and concepts.
- All papers should have an introduction and conclusion. Papers should include a meaningful introduction that indicates clearly what the reader can expect the paper to address. At the end of the paper, a clear conclusion should summarize the paper, return to the topic sentence, tie up loose ends, and if relevant, provide provocative points to ponder.
- Assume the reader of your work is another bachelor's student who is capable and intelligent but is unfamiliar with your topic. This approach ensures that you explain your points fully, that you clarify unusual terminology, that you use examples to illustrate your points, and that you strive for clarity and specificity in your work.
- Written work, as noted above, should follow APA format. Note these key conventions:
  - Do not rely too heavily on quotes. Use potent or parsimonious quotes to supplement and support your writing or to capture an author's unique turn of phrase. In other words: your use of quotes should not eclipse your writing.
  - For citing <u>short quotes</u> (less than 40 words), note the author's name, date, and page number in parentheses immediately after the quote. Example: According to researchers, "only through 'direct intervention' can doctors expect to shape patient care" (Caswell, 1996, p. 43). Even better: Caswell (1996) claims that "only through 'direct intervention' can doctors expect to shape patient care" (p. 43).
  - For citing <u>long quotes</u> (40 words or more), indent the quote. Punctuate it differently and use no quotation marks. Do not leave block quotes hanging. Always return to your voice after an indented quote, summarizing its significance to your paper, indicating the specific aspect of the passage relevant to your point, or clarifying its meaning. It is your job to describe how and why that quote is relevant.
  - Example: Ferguson (2002) interprets the following about her respondent:
  - She draws on her own experience as a professional who still has to prove her "worth" because she is always and already seen through a racial lens as "inferior." She feels pressure to demonstrate that she is different from her colleagues' preconceptions of her. (p. 110)
  - This interpretation of racial lenses and resulting notions of "inferiority," a concept that requires further elaboration, is evidence of Ferguson's theoretical perspective.

- Feel free to use "I" but avoid using we, us, and you. Speaking only for yourself allows you to avoid generalizations and increase writing specificity. Also, this approach allows you to avoid suggesting that your points and opinions reflect those of any particular group of people as a whole, especially that of the entire human race—thus contributing to the erasure of difference.
- Generally speaking, passive voice is to be avoided for its impotency. In the previous sentence, which is written in the passive voice, the acting subject is lost in the sentence construction. Be clear as to who is responsible for the action implied by the verb. Strive for the present tense in your academic writing. A re-write of the first sentence in active voice might read: I strive to avoid using the passive voice because of its importance. or, 4 out of 5 scholars recommend avoiding the use of passive voice.

ADDITIONAL BAST RESOURCES

STUDENT ADVISING AND SUCCESS

A key component of the embedded services model is a solid connection between teacher candidates, staff, and faculty. The program director will make initial contact with the students and act as a resource to get them started in the program. Faculty will serve as students' academic advisors. Periodic team meetings will allow faculty and staff to adopt a "case management" approach to ensure that all students in the program get the support and coaching they need.

This handbook includes expectations around program requirements, progression, and completion, and updates will be shared with students via Canvas.

STUDENT SUPPORT RESOURCES

Library Integration

As part of the embedded services model, GHC has a faculty librarian to assist baccalaureate students. The designated librarian will provide a library research overview at the beginning of the program and may meet with the group periodically during their time at the college.

Robyn's Memorial Resource Room

Robyn's Memorial Resource Room was created in memory of a cohort 2 student who graduated in June 2020. Robyn had just started her master's program when she was killed instantly on her way home from Aberdeen. She left behind a husband, who is also a teacher, and a young daughter. Robyn was called the "Mom of Cohort 2" as she always made sure everyone felt included and respected.

The resource room materials were purchased from significant donations to provide books and resources for the program. There are over 200 books in this room that are available to check out. Approximately half of these books focus on cultural responsiveness, inclusion, equity, diversity, and Since Time Immemorial. There are also 3 computers, a printer, and a telephone available for students to use as well as for the BAST adjunct faculty. This room is available Monday and Friday from 8 am – 4:30 pm and from 8 am to 6:30 pm on Tuesday, Wednesday, and Thursday.

Workshops for BAS Teacher Education Students

Teacher candidates or program faculty may determine that additional workshops will be useful to facilitate student support. Some workshops will be specifically designed for teacher candidates. There will be multiple opportunities presented in your coursework related to workshops on cultural responsiveness, diversity, inclusion, equity, and Since Time Immemorial. Many of these are optional but provide great resources for you to reflect on and utilize in your elementary classroom.

GENERAL COLLEGE RESOURCES AND POLICIES

ACADEMIC INTEGRITY

All forms of cheating, falsification, and plagiarism are against the rules of Grays Harbor College. Students who are unsure of what constitutes academic dishonesty are responsible for asking the instructor for clarification. Instances of intentional academic dishonesty will be dealt with severely, up to and including dismissal from the program.

ACADEMIC PROGRESS AND PERFORMANCE

GHC is committed to facilitating the academic success of students. The primary purpose of the Academic Progress and Performance Policy is to quickly identify and alert students with low academic achievement and to provide those students with assistance to improve their academic performance.

All Grays Harbor College students must earn a GPA of 2.0 or above. If not, the college will place the student progressively on warning, probation, and suspension. A student whose cumulative grade point average falls below 2.0 will be placed on academic warning. A student on academic warning who fails to earn a cumulative grade point average of at least 2.0 at the end of the subsequent quarter of enrollment will be placed on academic probation.

A student on academic probation who fails to earn a quarterly grade point average of at least 2.0 in the next quarter will be placed on academic suspension. A student who has been suspended stays out of the required quarter and returns to school will automatically remain on probationary status until their cumulative GPA is raised to 2.0. As long as the quarterly GPA is 2.0, the student may continue to re-enroll. Certain professional/technical programs, veterans, international students, and students receiving financial aid may have different/and or additional academic standard requirements and appeal processes.

Higher GPA requirements may be in place for specific programs with their own admissions requirements, such as Bachelor of Applied Science programs.

ACCESS ABILITY SUPPORT SERVICES

Grays Harbor College (GHC) supports the rights of students with disabilities to accessible education. GHC is committed to providing equal access to all college programs and activities.

Services and accommodations are available through the AccessAbility Services (AAS) office on a case-by-case basis to qualified students with known and/or documented disabilities. AAS can provide accessibility information regarding classroom accommodations, liaison with faculty, community referrals, and medical reserve parking authorizations. AAS can be reached at (360) 538-4143 or accessibility@ghc.edu.

To receive catalog information in an alternative format, please contact AAS.

ACCREDITATION

Grays Harbor College is accredited by the Northwest Commission on Colleges and Universities. Accreditation of an institution of higher education by the Northwest Commission on Colleges and Universities indicates that it meets or exceeds the criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the Northwest Commission on Colleges and Universities is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding an institution's accredited status by the Northwest Commission on Colleges and Universities should be directed to the administrative staff of the institution. Individuals may also contact Northwest Commission on Colleges and Universities, 8060 165th Avenue N.E., Suite 100, Redmond, WA 98502, (425) 558-4224, www.nwccu.org.

The College is a member of the Washington State Association of College Trustees (ACT), the Association of Community College Trustees (ACCT), the Washington Association of Community and Technical Colleges (WACTC), and the Northwest Commission on Colleges and Universities.

For nearly a hundred years, Grays Harbor College has emphasized quality instruction in all our programs. We continue to build on the tradition. Our classes are small, and no matter how good our programs are, we are always looking for ways to improve them. Our graduates have strong records of success in both continued college studies and careers.

BOOKSTORE

The Grays Harbor College Bookstore is open 7:30 a.m. - 4:30 p.m. Monday through Thursday and from 8:00 am-1:00 pm on Fridays. For more information about extended hours at the beginning of fall, winter, and spring quarters, please call (360) 538-4105. Textbook buyback and rental returns are held during exam week every quarter.

COMPUTER LABS

The Information Technology Department provides appropriate computing, networking infrastructure, telecommunications, and support services to faculty, students, and staff to facilitate both academic and administrative computing.

John Spellman Library - Open to all students

Computer lab hours are generally open 8:00 a.m. to 8:00 p.m., Monday through Friday, with extended access to the library.

COUNSELING AND CAREER EXPLORATION

Academic advising refers to topics such as the selection of an appropriate major, college transfer information, program planning, class scheduling, study skills and habits, test anxiety, time management, and overcoming learning difficulties.

Career/vocational advising assists students in understanding their values, skills, interests, and personality characteristics as these relate to their occupational choice. Students who are interested in assessments can choose from several career, interest, and personality inventories.

Personal counseling helps to learn how to deal with pressures or concerns which interfere with academic success. These may include assertiveness, crisis, self-esteem, stress, family and relationship concerns, interpersonal conflicts, parenting difficulties, anxiety, depression, or grief issues.

Thanks to a generous grant from the State of Washington, Grays Harbor students now have FREE, 24/7 access to virtual care services with TimelyCare — the virtual health and well-being platform from TimelyMD, designed for college students. Students do not need insurance to access TimelyCare services including medical, psychiatry, counseling, and basic needs support.

The Student Support Center also promotes student success through presentations, orientations, human development classes, consultations, and workshops.

DIVERSITY AND EQUITY CENTER (DEC)

The mission of the Diversity & Equity Center of Grays Harbor College is to educate and advocate for awareness, understanding, and acceptance of fair treatment for all people, ideas, and cultures. Located in the SSIB Building, the center offers programming, advocacy, and training for the campus community. Make sure to check out one of our Diversity Lecture Series speakers! For more information, stop by the DEC or the Office of Student Life.

E-LEARNING SUPPORT

GHC's eLearning Office works to ensure that students have the training and support they need to succeed in online classes, and that faculty have the skills and resources they need to teach effectively online. eLearning helps both students and faculty with course-based technologies, including the Learning Management System, Canvas, which is used by both online and hybrid courses, and as a major technology presence in most other classes as well.

If you need technical help, please contact us at studenthelp@ghc.edu. If you have general questions, concerns, or suggestions about learning online at GHC, please contact us at elearning@ghc.edu. You may also call and leave a message at (360) 538-4085 to submit a ticket. eLearning can be found on the ground floor of the 1500 (Academic Support Center) building.

EQUAL OPPORTUNITY

Grays Harbor College provides equal opportunities and equal access to education and employment for all persons. The college does not discriminate based on race, color, national origin, sex, disability, sexual orientation, creed, religion, marital status, veteran status, genetics, or age in its programs, activities, and employment.

The following person has been designated to handle inquiries regarding the non-discrimination policies:

Title II/Section 504 Coordinator – Colleen Meyers, Chief Executive of Human Resources, Grays Harbor College, 1620 Edward P. Smith Drive, Aberdeen, WA 98520, (360) 538-4234

Title IX Coordinator - Ashley Bowie Gallegos, Chief Executive of Human Resources, Grays Harbor College, 1620 Edward P. Smith Drive, Aberdeen, WA 98520, (360) 538-4036

For further information on notice of non-discrimination, visit https://ocrcas.ed.gov/contact-ocr for the address and phone number of the office that serves your area, or call 1-800-421-3481.

Equal Opportunity Statement and Accommodations

GHC is committed to the concept and practice of equal opportunity for all students, employees, and applicants in education, employment, services, and contracts. GHC does not discriminate based on race or ethnicity, color, age, national origin, religion, marital status, sex, gender, sexual orientation, disabled veteran status, or presence of any physical, sensory, or mental disability, except where a disability may impede performance at an acceptable level.

Reasonable accommodations will be made for known physical or mental limitations for all otherwise qualified persons with disabilities.

E-TUTORING

Sponsored by the Washington State Board for Community and Technical College and supported by Grays Harbor College staff and faculty, eTutoring is a service for GHC students provided by a consortium of colleges and universities from around Washington state and across the country. Available seven days a week, all GHC students have access to eTutoring's free online tutoring services.

Students log on for live tutoring sessions via Zoom in a fully interactive online environment. Students may also leave a specific question in any of the covered subjects, and a tutor will respond.

eTutoring also has an Online Writing Lab option where students can upload a draft of their paper and ask for specific feedback. The tutor will review and respond based on the questions the student asks. To access eTutoring 24 hours a day, visit ghc.edu/etutoring.

For more information, or if you have questions about this service email us at learningcenter@ghc.edu.

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights to their children's education records. These rights transfer to the student when they reach the age of 18 or attend a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, parents or eligible students can't review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, according to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may call 1-800-437-0833. Or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-852

FINANCIAL AID

Financial aid is available to all eligible students, including federal, state, and institutional grant funds, such as the Pell Grant, Washington State Need Grant, or work-study. Students will need to complete the Free Application for Federal Student Aid (FAFSA) to determine eligibility for financial aid. Financial aid personnel can explain the difference between lower division and upper division aid.

Financial Aid Portal

Financial aid staff will schedule appointments whenever possible that will work for BAST students, as well as participate in GHC's workshop series. Students may track financial aid information 24 hours a day, using the portal. To find out more information about financial aid, please visit the GHC financial aid website at ghc.edu/financialaid and check with the Financial Aid Office at (360) 538-4081.

GHC STUDENT HANDBOOK

The Office of Student Life ensures that all students have access to the Student Handbook which is found under the courses tab on Canvas. This publication includes all pertinent dates, policies, information, campus codes, student rights and responsibilities, and reference guides.

LEARNING CENTER

The GHC Learning Center is located on the ground floor of the 1500 (Academic Support Center) building and provides tutoring and other support for students' academic endeavors. Students may drop by the Learning Center on a first come-first serve basis. Resources include tutoring in most disciplines, computers with internet access, copies of many textbooks, online tutoring study skills materials, and study space. The Learning Center is staffed by trained tutors who can help students at all educational levels. All services are free for GHC students. The Learning Center also sponsors Student Success Workshops, assists with the formation of study groups, and offers study skills consultations. For more information email us at learningcenter@ghc.edu.

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

The Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. § 1232h; 34 CFR Part 98) applies to programs that receive funding from the U.S. Department of Education (ED). PPRA is intended to protect the rights of parents and students in two ways:

- It seeks to ensure that schools and contractors make instructional materials available for inspection by parents if those materials will be used in connection with an ED-funded survey, analysis, or evaluation in which their children participate; and
- It seeks to ensure that schools and contractors obtain written parental consent before minor students are required to participate in any ED-funded survey, analysis, or evaluation that reveals information concerning:
- Political affiliations;
- Mental and psychological problems potentially embarrassing to the student and their family;
- Sex behavior and attitudes;
- Illegal, anti-social, self-incriminating, and demeaning behavior;
- Critical appraisals of other individuals with whom respondents have close family relationships;
- Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
- Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Parents or students who believe their rights under PPRA may have been violated may file a complaint with ED by writing the Family Policy Compliance Office. Complaints must contain specific allegations of fact giving reasonable cause to believe that a violation of PPRA occurred.

For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339.

Or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

FUNDING OPPORTUNITIES

Scholarships

Grays Harbor College Foundation offers hundreds of scholarships to Grays Harbor students and has two scholarships specifically designated for educators. The G.I. Bill, veteran's assistance, and other military education benefits can all be applied to the cost of attendance at GHC. Additionally, there are several community-based scholarships.

- Grays Harbor Community Foundation
- Forest C. and Ruth V. Kelsey Foundation
- E. K. & Lillian F. Bishop Scholarship Program
- The Scottish Rite Scholarship Foundation of Washington

Workforce Funding

An additional funding opportunity is through the Workforce Funding office. Filling out this one application may make more funding resources available to you. Basic Food Employment Training (BFET), Opportunity Grant, WorkFirst, and Worker Retraining participate in this application.

https://www.ghc.edu/student-services/workforce/apply-workforce-funding

STUDENT RIGHTS AND RESPONSIBILITIES

Can be found in the college's Operational Policies, no. 407 (http://www.ghc.edu/content/operational-policies-and-administrative-procedures).

This document has critical information on student rights relating to academic freedom, non-discrimination, and due process. It also addresses student responsibilities and the Code of Conduct. Finally, this operational policy outlines the College's disciplinary process.

THE JOHN SPELLMAN LIBRARY

The John Spellman Library helps students develop skills in accessing, evaluating, and using the information as part of their instructional programs. To accomplish this, the library hosts a comprehensive collection of materials carefully selected to support the educational needs of Grays Harbor College students in academic transfer programs, workforce preparation, transition programs, and the Baccalaureate degree programs. The library's collection includes books, magazines, journals, newspapers, and films, in both print and electronic formats. Our electronic collections are available at any time from any location. In addition to its scholarly support, the library provides students with access to technology. There are computers available to use during the library's open hours as well as laptops that students can check out for use within the library and study rooms. Chromebooks are available to check out for the quarter for registered students. The library also provides access to digital media for checkout, including cameras, video recording equipment, audio recorders, tripods, and other useful tools. A reference librarian is available in person at the reference desk, through email, and by phone, for all hours the library is open and 24 hours a day through our chat reference program.

Special collections and exhibits are available to enhance students' education experience at the College. The library's main art gallery displays the works of a variety of artists in ever-changing exhibits. For more information about the John Spellman Library visit our website at http://ghc.libguides.com/home, visit us in person on the top floor of the 1500 (Academic Support Center) building, or phone us at (360) 538-4050.

VETERANS BENEFITS

Veterans, eligible members of the selected reserves, and dependents of deceased or 100% disabled veterans interested in attending college and utilizing state or federal benefits must contact the Veterans Office in the Student Support Center, SSIB Building. Applicants may contact the Veterans Office at (360) 538-174 or veterans@ghc.edu. Information is also available on the Grays Harbor College website at ghc.edu/studentservices/veteran-resources.

While waiting for benefits to be processed by the Department of Veterans Affairs, the student should be prepared to meet the costs of tuition, fees, books and supplies, and living expenses. Processing by the Department of Veterans Affairs may take six weeks or longer.

Students are reminded to familiarize themselves with the scholastic standards and the academic regulations stated in this catalog. Failure to maintain satisfactory progress or changes in enrollment levels could result in the reduction, cancellation, or repayment of education benefits.

Students who receive education benefits must meet the following minimum standard requirements in addition to those required by the college:

- Veterans, reservists, and dependents using benefits must declare a program of study or degree and will be paid only for those classes that apply toward graduation from the declared program of study. No benefits will be paid for repeated courses or programs previously completed.
- Complete all coursework paid for. Grades of "I," "N," or "W" will result in an overpayment; this means you will have to repay some or all of the benefits you received.
- Students receiving benefits must notify the Veterans Office when changing classes, changing the program of study, withdrawing from classes or when deciding to stop attending school.
- It is the student's responsibility to complete applications, pay tuition and fees and maintain contact with the Veterans Administration and the college.

It is also the student's responsibility to submit transcripts for all work completed at other colleges along with a joint services transcript.

Veterans Tuition Waivers

Veterans and dependents of 100% disabled veterans may qualify for tuition waivers. Contact the Veterans Office at (360) 538-4174 or veterans@ghc.edu for additional information.

Selected programs of study at Grays Harbor College are approved by the Washington Student Achievement Council's State Approving Agency (SAA) for enrollment of those eligible to receive benefits under Title 38 and Title 10, USC.

WASHINGTON STATE COMPETENCIES

The comprehensive list of competencies required for the Elementary Education endorsement can be found at: program.pesb.wa.gov/standards/list/k-8

Students will demonstrate mastery of the following competencies through practicum:

1. Possess a deep understanding of the development and learning of children and young adolescents and how teachers can connect learning to students' communities. (Elementary Education Endorsement Competency 2.0)
2. Understand exceptionalities and special learning needs of students to gain knowledge of the laws and terms governing students with special needs, and the implications for the classroom teacher. (Elementary Education Endorsement Competency 2.B.1)
3. Establish classroom communities that foster student engagement, learning, and positive relationships. (Elementary Education Endorsement Competency 3.0)
4. Create a learning climate that encourages trust and mutual support among students. (Elementary Education Endorsement Competency 3.B)
5. Support full participation and engagement by all learners, including marginalized students. (Elementary Education Endorsement Competency 3.D)
6. Establish classroom norms and expectations with students that support a safe, positive learning climate for all. (Elementary Education Endorsement Competency 3.E)
7. Establish effective and orderly classroom procedures, including the use of classroom materials, transitions, and behavioral interventions. (Elementary Education Endorsement Competency 3.G)
8. Design and implement learning activities that utilize research-based practice and ongoing reflection on instruction. (Elementary Education Endorsement Competency 4.A)
9. Structure learning activities that support the acquisition of state and district standards including the use of a wide range of curriculum materials and teaching strategies to ensure effective instruction for learners at different stages of development and from different cultural and linguistic backgrounds. (Elementary Education Endorsement Competency 4.D.2)
10. Manage equipment, materials, and learning resources effectively and safely. (Elementary Education Endorsement Competency 4.F)
11. Effectively use technology to build understanding and skill and increase student capacity to use technology. (Elementary Education Endorsement Competency 4.G)
12. Support the development of discussion skills by emphasizing and modeling the importance of evidence, multiple perspectives, active listening, and mutual respect. (Elementary Education Endorsement Competency 4.I)

PROFESSIONAL EDUCATOR STANDARDS BOARD

The BAST program is approved by the Professional Educator Standards Board. These standards are established in WAC 181-78A-220. The domains of practice and program components identify program features and activities required for initial and ongoing program approval.

Domain 1: Students and Cohorts
Providers of educator preparation programs recruit, select, and prepare diverse cohorts of students with the potential to be outstanding educators.

- (A) Providers conduct strategic and ongoing outreach to identify, recruit, admit, support, and transition promising educator students.
- (B) Providers of preparation programs use strategies to recruit and prepare a greater number of students from underrepresented groups including, but not limited to, students of color to prepare an educator workforce that mirrors the characteristics of the student population in Washington state public schools.
- (C) Providers set, publish and uphold admission standards to ensure that students and cohorts are academically capable and prepared to succeed in educator preparation programs.

Domain 2: Knowledge, Skills, and Cultural Responsiveness
Providers prepare students who demonstrate the knowledge, skills, and cultural responsiveness required for the particular certificate and areas of endorsement, which reflect the state's approved standards.

- (A) Providers demonstrate effective, culturally responsive pedagogy using multiple instructional methods, formats, and assessments.
- (B) Providers ensure that completers demonstrate the necessary subject matter knowledge for success as educators in schools.
- (C) Providers ensure that students demonstrate pedagogical knowledge and skill relative to the professional standards adopted by the board for the role for which students are being prepared.
- (D) Providers ensure that students are well prepared to exhibit the knowledge and skills of culturally responsive educators.
- (E) Providers ensure that teacher students engage with the since time immemorial curriculum focused on history, culture, and government of American Indian peoples as prescribed in RCW 28B.10.710 and WAC 181-78A-232.

Domain 3: Novice Practitioners
Providers prepare students who are role ready.

- (A) Providers prepare students who are ready to engage effectively in their role and context upon completion of educator preparation programs.
- (B) Providers prepare students to develop reflective, collaborative, and professional growth-centered practices through regular evaluation of the effects of their teaching through feedback and reflection.
- (C) Providers prepare students for their role in directing, supervising, and evaluating paraeducators.
- (D) Providers require students to demonstrate knowledge of teacher evaluation research and Washington's evaluation requirements.

Domain 4: State and Local Workforce Needs
Providers contribute positively to state and local educator workforce needs.

- (A)   Providers partner with local schools to assess and respond to educator workforce, student learning, and educator professional learning needs.
- (B)   Providers use preparation programs and workforce data in cooperation with professional educator advisory boards to assess and respond to local and state workforce needs.
- (C)   Providers of teacher educator preparation programs prepare and recommend increasing numbers of students in endorsement areas identified by the professional educator standards board workforce priorities.

Domain 5: Data Systems
Providers maintain data systems that are sufficient to direct program decision-making, inform state-level priorities, and report to the professional educator standards board.

- (A)   Providers develop and maintain effective data systems that are sufficient for program growth, evaluation, and mandated reporting.
- (B)   Providers utilize secure data practices for storing, monitoring, reporting, and using data for program improvement.
- (C)   Providers produce and utilize data reports in accordance with data and reporting guidance published by the professional educator standards board.

Domain 6: Field Experience
Providers offer field-based learning experiences and formalized field experiences for students to develop and demonstrate the knowledge and skills needed for their role.

- (A)   Providers establish and maintain field placement practices, relationships, and agreements with all school districts in which students are placed for field experiences leading to certification or endorsement per WAC 181-78A-125.
- (B)   Providers ensure that students integrate knowledge and skills developed through field experiences with the content of programs' coursework.
- (C)   Providers offer field experiences that are in accordance with chapter 181-78A WAC and the board approved student assessment requirements.
- (D)   Providers ensure that students participate in field experiences in school settings with students and teachers who differ from themselves in race, ethnicity, home language, socio-economic status, or local population density.

Domain 7: Program Resources and Governance
Providers ensure that programs have adequate resources, facilities, and governance structures to enable effective administration and fiscal sustainability.

- (A)   Providers ensure that programs utilize a separate administrate unit responsible for the composition and organization of the preparation program
- (B)   Providers ensure the program has adequate personnel to promote teaching and learning.
- (C)   Providers ensure the program has adequate facilities and resources to promote teaching and learning.

BAS TEACHER EDUCATION PROGRAM FORMS

The following pages are examples of typically used BAST program forms. Most of these will be provided to the students at the appropriate time. Other forms are just a sample of what the forms are.

The following pages are examples of typically used BAST program forms. Most of these will be provided to the students and/or mentors at the appropriate time. Other forms are just a sample of the forms that mentors and field supervisors will use.

- Time Log Reporting Example (GHC Webform)
- Practicum Placement Request (In Canvas)
- Student Teaching Request (In Canvas)
- Professional Growth Plan
- Student Evaluation of Mentor (GHC Webform)
- Student Evaluation of Field Supervisor (GHC Webform)
- Mentor Evaluation of Field Supervisor (GHC Webform)
- InTASC Professional Disposition Rubric
- InTASC Formative Rubric
- InTASC Summative Rubric

TEACHER EDUCATION FIELD EXPERIENCE HOURS

Students in the BAST program are required to create and fill out this log as part of their field experience. A copy of the completed log will be sent to the mentor's email address for approval when you click the "Submit" button. Hours will not be recorded until your mentor confirms them. Hour logs are due on the last day of the month.

Are you a First or Second Year Student? *

Please select one... ▾

Name *

First	Last

Your Email Address *   **Mentor Teacher's Email Address** *

School where earning hours:

Grade Level:

Daily Record *

Date ⬍	Hours logged ⬍	Summary of activities/lessons observed. ⬍
		⊕
	0	

Click the plus symbol ⊕ on the right to add more dates.

Teacher Education Field Experience Hours link: https://forms.ghc.edu/practicum-log/

GHC InTASC Standards

Reviewed at each observation and submitted at the final observation by teacher candidate(self-assessment), field supervisor, and mentor teacher.

Teacher candidate:	Click here to enter text.	School site & grade level:	Click here to enter text.
Mentor teacher:	Click here to enter text.	GHC faculty supervisor:	Click here to enter text.
Date:	Click here to enter a date.	Form completed by:	Click here to enter text.

InTASC Standards	Performance Levels and Ratings			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Descriptors	Evidence is either insufficient to demonstrate knowledge of and/or skills related to the standard, or the evidence demonstrates a lack of knowledge of and/or skills related to the standard.	Evidence either demonstrates partial knowledge of and/or skills related to the standard, or the evidence demonstrates inconsistent knowledge of and/or skills related to the standard.	Evidence demonstrates solid knowledge of and consistent skills related to the standard.	Evidence demonstrates extensive knowledge of and sophisticated skills related to the standard.
THE LEARNER AND LEARNING				
Standard #1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	• Provides learning experiences that are not challenging and/ or not appropriate to the cognitive, linguistic, social, emotional and physical developmental level of the learner. • ☐	• Provides learning experiences that are somewhat appropriate to the cognitive, linguistic, social, emotional, and physical developmental level of the learner. ☐	• Consistently provides challenging learning experiences that are appropriate to the cognitive, linguistic, social, emotional, and physical developmental level of the learner. ☐	• Systematically and consistently provides challenging learning experiences that are appropriate to the cognitive, linguistic, social, emotional, and physical developmental level of the learner. ☐
Teacher Comments	Click here to enter text.			

Standard #2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	• Creates a learning environment that does not acknowledge the diverse cultural and intellectual needs of learners. • And/or does not adapt instruction to accommodate the needs of learners with identified special needs. • ☐	• Creates a learning environment that acknowledges the diverse cultural and intellectual backgrounds of all learners. • Some attempt to accommodate the needs of learners with identified special needs. •☐	• Creates a learning environment that acknowledges the diverse cultural and intellectual backgrounds of all learners. Differentiates instruction to accommodate the needs of MOST learners including those with special needs. • ☐	• Creates a learning environment that embraces the diverse cultural and intellectual backgrounds of all learners. • Differentiates instruction to accommodate the needs of ALL learners including those with special needs. ☐
Teacher Comments	Click here to enter text.			
Standard #3: Learning Environment The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	• Misses and/or avoids opportunities to collaborate with others to create a positive learning climate. • Designs learning experiences that do not include opportunities for social interaction and active engagement or foster self--- motivation. ☐	• Rarely collaborates with learners and other professionals to create a positive learning climate. • Designs learning experiences that are infrequently based on social interaction and active engagement and that foster self--- motivation. • ☐	• Regularly collaborates with learners and other professionals to create a positive learning climate. • Designs learning experiences that are based on social interaction and active engagement and that foster self--- motivation. • ☐	• Systematically collaborates with learners and other professionals to create a positive learning climate. • Designs learning experiences that are consistently based on social interaction and active engagement and that foster self--- motivation. • ☐
Teacher Comments	Click here to enter text.			

Standard #4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	• Shows errors in basic facts/skills, and/or does not demonstrate conceptual understanding. • And/or does not design activities that engage students in learning. ☐	• Shows accurate knowledge of basic facts/skills, but conceptual understanding may be lacking. • Designs basic activities that are engaging and foster learning. ☐	• Shows accurate knowledge of basic facts/skills and demonstrates conceptual understanding. • Designs activities that are engaging and foster meaningful learning. ☐	• Shows command of facts/skills and demonstrates conceptual understanding. • Creates learning experiences based on big ideas related to the discipline. • Designs activities that are engaging, foster meaningful learning and ensure mastery of the content. ☐
Teacher Comments	Ashley helps break down concepts to help students grasp the meaning and reasons these are important to understand.			
Standard #5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	• Creates learning experiences that focus on the development of lower--- level thinking skills in learners; focus is on individual lessons rather than connections between lessons and units. ☐	• Creates learning experiences that address higher---level thinking skills in learners. • Occasionally makes connections between concepts, lessons and units. • Rarely presents other perspectives. ☐	Creates learning experiences that address higher---level thinking skills in learners. Frequently makes connections between concepts, lessons and units. Introduces other perspectives where appropriate. ☐	• Systematically designs and delivers multiple learning experiences that help learners see connections across lessons and units and, where appropriate, from multiple perspectives, to facilitate the development of higher--- level thinking skills in all learners. ☐
Teacher Comments	Click here to enter text.			

INSTRUCTIONAL PRACTICE				
Standard #6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	• Uses assessments that are not aligned with learning objectives. • And/or may not include formative and summative measures. • And/or may not include either authentic or performance---based assessments. • Does not use the results from these measures to shape future pedagogical decisions. ☐	• Uses assessments that are not always aligned with learning objectives • Uses both formative and summative measures and performance---based assessments. • Uses assessment results to help both the teacher and the learner measure learner progress. • Makes a minimal effort to use results to inform further action. ☐	• Designs and uses assessments that are aligned with learning objectives. • Uses both formative and summative measures as well as authentic and/or performance--- based assessments. • Uses assessment results to help both the teacher and the learner measure learner progress. • Makes an effort to use results to inform further action. ☐	• Systematically designs and uses multiple assessments that are aligned with learning objectives. • Uses both formative and summative measures as well as authentic and performance--- based assessments. • Uses assessment results to help both the teacher and the learner measure learner progress and to guide their decision---making in areas such as remediation, re---teaching, or changes in study habits. ☐
Teacher Comments	Click here to enter text.			
Standard #7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross---disciplinary skills, and pedagogy, as well as knowledge of learners and	• Does not consistently plan instruction that is meaningful and relevant to learners. • And/or does not take into account factors such as students' learning needs, diverse ways of learning, curricular goals and standards, and cross---	• Plans instruction that is meaningful and relevant to learners. • Gives some consideration to factors such as students' learning needs, diverse ways of learning, curricular goals and standards, and cross---disciplinary skills.	• Plans instruction that is meaningful and relevant to learners and that considers students' learning needs, diverse ways of learning, curricular goals and standards, and cross---disciplinary skills.	• Systematically uses information regarding students' learning needs, diverse ways of learning, curricular goals and standards, and cross--- disciplinary skills as the basis for planning instruction that is meaningful and relevant to learners.

the community context.	disciplinary skills in planning instruction. ☐	☐	☐	☐
Teacher Comments	Click here to enter text.			
Standard #8: **Instructional Strategies** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	• Uses instructional strategies that promote a superficial understanding of content/ application of skills and/or uses lower level thinking and questioning skills. • And/or limits his/her role in the instructional process to that of instructor. • And/or uses a limited range of readily available resources and technologies. ☐	• Uses instructional strategies to enable learners to develop an understanding of content and apply knowledge and skills, with minimal opportunities to develop higher---order thinking and questioning skills. • Primarily plays one role in the instructional process. • And/or uses a variety of readily available resources and technologies that may not always foster meaningful learning. ☐	• Uses instructional strategies to enable learners to develop a deep understanding of content, apply knowledge and skills in meaningful ways, and develop higher---order thinking and questioning skills. • Plays more than one role in the instructional process (e.g., that of facilitator, coach, audience) to address the purposes of instruction and needs of learners. Integrates a variety of readily---available resources and technologies that foster meaningful learning.	• Uses an approach to instruction in which deep understanding of content, meaningful application of knowledge and skills, and higher---order thinking and questioning as the focus. • Varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) according to the purposes of instruction and needs of learners. • Locates and integrates outside resources and new or emerging technologies that foster meaningful learning. ☐

		☐	

Teacher Comments	Click here to enter text.

Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her choices and actions on others (learners, families, other professionals and the community), and adapts practice to meet the needs of each learner.	• Misses or avoids opportunities for professional development. • Tends not to use professional resources and personal reflection to support adaptive instructional practices designed to meet the needs of learners. ☐	• Participates in required professional development opportunities. • Uses professional resources and reflections on learner performance to evaluate choices of instructional strategies and makes some adaptations to meet the needs of learners. ☐	• Voluntarily participates in readily available opportunities for professional development. • Uses professional resources and reflections on learner performance to evaluate choices of instructional strategies and makes adaptations to meet the needs of most learners. ☐	• Seeks opportunities for ongoing professional development and utilizes a variety of professional resources and student performance data to inform all instructional choices. • Utilizes self---reflection as a tool for adapting instruction and communication practices to best meet the needs of all learners and related constituents. ☐
Teacher Comments	Click here to enter text.			
PROFESSIONAL RESPONSIBILITIES				
Standard #10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to	• Tends to avoid leadership opportunities for collaborating with school and community---based colleagues.	• Supports student learning and promotes the profession by assuming leadership in collaborative efforts with at least one of the following reference groups: learners, their families, other school professionals and	• Supports student learning and promotes the profession by assuming leadership in collaborative efforts with at least two of the following reference groups: learners, their families, other school professionals and	• Advocates for student learning and advances the education profession by collaborating and communicating with learners, their families, classroom colleagues, other school professionals, and community members.

advance the profession.	community members. ☐	community members. ☐	☐
	☐		

Teacher Comments	Click here to enter text.

SIGNATURES

Teacher candidate:_____Click here to enter text._____ Date: Click here to enter a date.

Mentor teacher: _____Click here to enter text._____ Date: Click here to enter a date.

GHC faculty supervisor: Click here to enter text._____ Date: Click here to enter a date.

GHC InTASC Professional Dispositions

Reviewed at each observation and submitted at the final observation by teacher candidate(self-assessment), field supervisor, and mentor teacher.

Teacher candidate: _____   School site & grade level: _____

Mentor teacher: _____   GHC faculty supervisor: _____

Date: _____   Form completed by: _____

PROFESSIONAL DISPOSITIONS	Unsatisfactory	Basic	Proficient	Distinguished
Standard A: Commitment	● Apathetic, lacks enthusiasm ● Demonstrates poor work ethic including not meeting deadlines ● Does not attend school meetings ● Lacks understanding of student diversity. ● Lacks response to students' developmental levels ☐	● Displays enthusiasm for teaching ● Generally demonstrates good work ethic, but does not routinely meet deadlines. Infrequently attends school meetings ● Understands student diversity ● Responds to students' developmental levels when prompted ☐	● Regularly shows enthusiasm and energy for teaching and learning ● Demonstrates strong work ethic including meeting deadlines ● Regularly attends school meetings ● Understands and plans for student diversity and developmental levels. ☐	● Demonstrates exemplary enthusiasm for teaching and learning ● Demonstrates exemplary work ethic including meeting deadlines ● Regularly attends school meetings and seeks opportunities for professional growth. ● Demonstrates sophisticated understanding and planning for student diversity and developmental levels ☐
Teacher Comments	Click here to enter text.			
Standard B: Responsible Behavior	● Lacks motivation. ● Shows limited self---confidence and does not address problems. ● Fails to communicate when absent or late. ● Interacts disrespectfully or arrogantly with students/mentors	● Is somewhat self---motivated ● Shows signs of emerging self--- confidence, but reacts to problems with frustration. ● Usually present, punctual or calls ● Usually interacts respectfully with students/mentors.	● Is self---motivated and routinely facilitates student learning. ● Is secure and self---reliant and generally addresses problems responsibly. ● Is routinely present, is punctual or calls in advance. ● Routinely values and	● Creates opportunities for students to take responsibility for their learning and seeks opportunities to enhance own and other adults' learning. ● Is mature, self---assured, and poised Is always present, is punctual or calls in advance. ● Always values and respects individual differences

			respects individual differences. ☐	☐
	☐	☐		
Teacher Comments	Click here to enter text.			
Standard C: Professional Communication and Collaboration	● Rarely collaborates with others; is resistant to feedback and does not respect others' points of view ● Communicates negatively or sarcastically; rarely uses Standard American English. ● Is more interested in being heard than in listening ☐	● Occasionally collaborates with and seeks feedback from school colleagues and students ● Sometimes respects others' points of view and inconsistently utilizes feedback ● Inconsistently communicates positively & clearly with all members of the school community ● Uses Standard American English with many errors. ● Listens to others somewhat attentively; occasionally reacts before thinking ☐	● Regularly collaborates with and seeks feedback from school colleagues and students ● Respects others' points of view and uses feedback for growth ● Communicates positively & clearly with all members of the school community ● Uses Standard American English with few errors. Listens openly and readily distinguishes between fact and opinion ☐	● Seeks extended opportunities to collaborate with school colleagues ● Welcomes and respects feedback from all and promptly translates feedback into improved, observable actions ● Communicates positively & clearly with all members of the school community ● Uses Standard American English with few or no errors. Communicates with empathy and readily distinguishes between fact and opinion ☐
Teacher Comments	Click here to enter text.			
Standard D: Confidentiality	● Has breached confidentiality on multiple occasions ☐	● Generally maintains confidentiality ● Needs occasional reminders ☐	● Regularly maintains confidentiality ● Demonstrates professional ethics ☐	● Clearly understands & consistently maintains confidentiality at all times ● Demonstrates a mature sense of professional ethics ☐
Teacher Comments	Click here to enter text.			
Standard E: Professional Appearance	● Inappropriate, too casual, distracts from teaching process ☐	● Acceptable, usually dresses appropriately ☐	● Regularly neat, clean, maintains a professional demeanor ☐	● Always neat, clean, maintains a professional demeanor ☐

Teacher Comments	Click here to enter text.			
Standard F: Integrity and Honesty	● Regularly engages in behaviors that are inappropriate to the profession ● Cheats/Plagiarizes. ● Demonstrates lack of fairness with students ☐	● Occasionally engages in appropriate behaviors for the teaching profession ● Occasionally fails to complete his/her own work, resulting from a lack of full understanding of plagiarism ● Sometimes exhibits lack of fairness with students ☐	● Regularly engages in appropriate behaviors that reflect positively on the teaching profession. ● Regularly completes his/her own work in a professional manner ● Regularly exhibits fairness with students ☐	● Always engages in appropriate behaviors that reflect positively on the teaching profession. ● Always completes his/her own work in a professional manner. ● Always exhibits fairness with students ☐
Teacher Comments	Click here to enter text.			

SIGNATURES

Teacher candidate:_____Click here to enter text._____ Date: Click here to enter a date.

Mentor teacher: _____Click here to enter text._____ Date: Click here to enter a date.

GHC faculty supervisor: ____Choose an item._____ Date: Click here to enter a date.