



GRAYS HARBOR COLLEGE



**2018-2020 Handbook for BAS-TE Students (cohort 2)**

***Bachelor of Applied Science in Teacher Education (BAS-TE)***

***1620 Edward P. Smith Dr.  
Aberdeen, WA***

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## Introduction

Dear Students,

I would like to welcome you to Grays Harbor College's Bachelor of Applied Science in Teacher Education (BAS-TE) program. This is an outstanding career choice that will lead you to an amazing profession dedicated to developing the talents and skills of future generations.

Becoming an educator in today's world is truly a special calling for those who love working with youth. Over the next two years, you will find your passion in the field of education and develop the skills needed to enter the workforce as a competent, skilled, and well-prepared teacher. The GHC staff works together as a team to provide you with the best preparation possible – both in the classroom and on-site at various schools around the region.

You are fortunate to be part of such a strong and vibrant teacher preparation program. The knowledge and skills you will learn over the next two years will provide a very solid foundation for you as you welcome students into your own classroom in 2020. Take your time in learning both the content and pedagogy along your journey toward becoming an outstanding teacher. You are our future leaders in the world of education!

Thank you for applying to the GHC BAS-TE program. Continue to prepare and strive to be the excellent teachers we need who will positively impact the lives of hundreds of children over the course of your career.

Sincerely,

Dr. Thomas A. Opstad  
 Superintendent, Aberdeen School District, Retired  
 Professional Educator Advisory Board (PEAB) Member, 2017

### Bachelor of Applied Science, Teacher Education (K-8)

The Bachelor of Applied Science in Teacher Education (BAS-TE) was designed based on the specific needs of the community in accordance with 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). One element of the codes found in the Washington Administrative Code (WAC) is the requirement to inform teaching candidates of specific program information. The BAS-TE Program handbook informs program participants of the requirements for educating teachers in Washington State today.

### *Grays Harbor College Mission Statement*

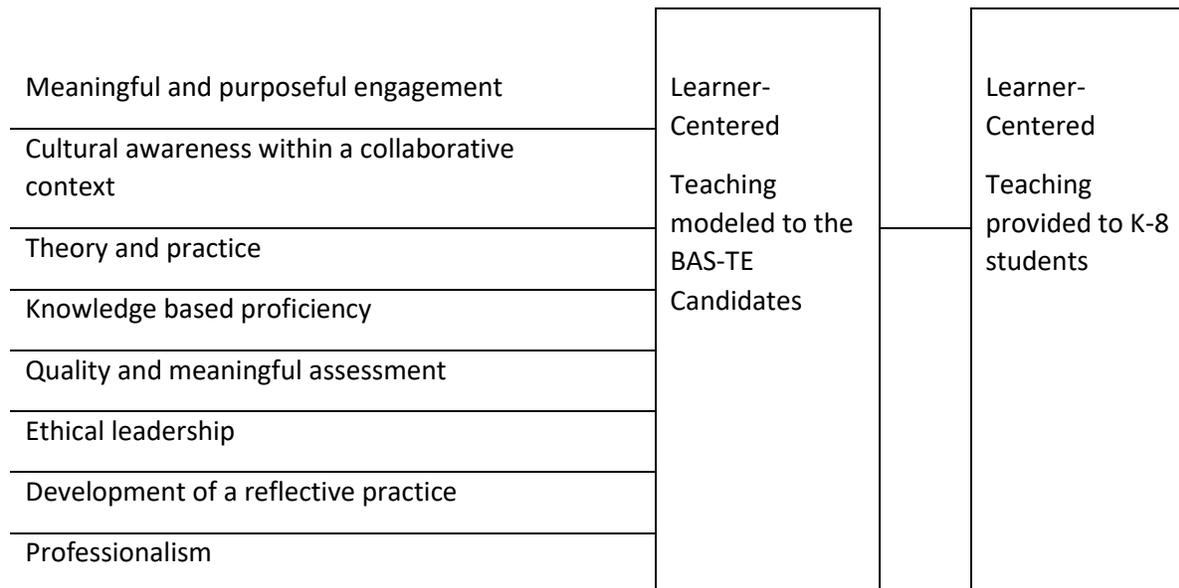
The College provides meaningful education and cultural enrichment through academic transfer, workforce preparation, basic skills, and service to community.

### BAS-TE Conceptual Framework

GHC's BAS in Teacher Education is based on Dr. Weimer's Learner-Centered Teaching Model, with additions critical to the teaching candidate's *professional environment* (Weimer, 2013). Faculty will model the learner-centered teaching framework in order to prepare candidates to develop and incorporate this model into the teaching of their students.

The fundamental premise of this model is that teaching 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, 2<sup>nd</sup> Edition*, Hoboken, NJ: Wiley.

### Program Outcomes

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

- Communicate and collaborate effectively with children, parents/guardians, peers, administrators, and the community
- Ensure cultural competence in teaching through adapting learner-centered curricula that engage students in a variety of culturally-responsive strategies
- Recognize individual differences and learning styles, then modify curricula to meet the learners' needs
- Design, facilitate, and evaluate age- and developmentally-appropriate learning exercises for students in K-8 and special education

- Develop standards-driven curricula and monitor student progress toward targets
- Utilize formal and informal assessment strategies to strengthen instruction and promote learning
- Competently design and execute lessons rich in literacy, science, math, social studies, and the arts
- Generate strategies from multiple instructional approaches and differentiated instruction for all students
- Foster positive, inclusive learning settings in cognitive, behavior, language, physical, and social domains to create a safe and productive learning environment
- Integrate and model the use of technology in the classroom
- Utilize feedback and reflection to constantly improve teaching practices
- Demonstrate the capacity and skills needed to work in the professional environment of K-8 education.

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 special education, by demonstrating the achievement of the program outcomes. Course objectives are aligned with the general program outcomes stated above.

#### Desired Student Abilities (DSAs)

In addition to meeting program outcomes, through their BAS-TE course work, teacher candidates will demonstrate that they meet GHC's 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 life-long learning options.
- **Critical Thinking:** competency in analysis, synthesis, problem solving, decision making, creative exploration, and formulation of an aesthetic response.
- **Social and Personal Responsibility:** Awareness of and responsiveness to diversity and commonality among cultures, 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.

#### BAS-TE Standards for Beginning Teachers

During the program, teacher candidates will be introduced to the [Standards for Beginning Educator Induction](#) to help frame their entry into a new career.

## Getting Started

### Pathways

The K-8 BAS-TE program has two possible pathways. Students choose between earning an elementary endorsement, or earning both an elementary and a special education (SPED) endorsement. The course work varies, and so too do the testing requirements for certification. The SPED endorsement is possible by virtue of our partnership with Centralia College. Centralia determines the content and timing of the SPED coursework. SPED endorsement courses will be taught at Centralia College and shared with GHC through the use of the interactive television (ITV) system.

Students in the Elementary Education pathway take between 15-18 credits per quarter. SPED students enroll in approximately the same number of credits per quarter. In addition, SPED endorsement students will need to take one online course in the summer of 2019 focusing on teaching and technology.

### Cohort/Course Delivery

The BAS-TE program is designed around a cohort of students who begin in fall quarter. BAS-TE courses are offered in a face-to-face modality, supported by GHC's online learning management system, Canvas. SPED endorsement classes will be offered via Zoom or ITV. GHC students enrolled in these courses will meet on the GHC campus.

### Class Schedule

The BAS-TE program has evening classes at Grays Harbor College in Aberdeen, Washington. Classes are held on Tuesday, Wednesday, and Thursday afternoons from 4:30 to 8:40 pm.

### Program Costs

Tuition and fees for courses offered in the BAS-TE 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. Cost of attendance for the 2018-2019 year is approximately \$6,945 per year. Please see Appendix B for the current cost sheet for the program.

### BAS-TE Student Services

Candidates will receive support throughout the program. This support comes in a number of forms:

1. Personalized advising and support from BAS-TE staff and faculty;
2. Participation in practicums designed to build relationships with local teachers;
3. Participation in school activities during student teaching which will aid the transition to post-graduation employment.

Students at GHC are eligible for all services offered by the College. The student fees entitle

access to student computer labs, the library, disability resource center, student clubs and programs, writing labs, the Career Center, and all other GHC services. Please refer to the GHC web site at <http://ghc.edu/content/campus-resources> for a complete list of services and activities.

### 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 BAS-TE students. The BAS-TE program team--faculty and staff--are here to support you.

### Student Advising and Success

A key component of the embedded services model is a solid connection between BAS-TE students, staff, and faculty. The BAS-TE entry advisor (Nancy Estergard) will make initial contact with the students and act as a resource to get them started in the program. BAS-TE faculty will serve as students' academic advisors. Periodic team meetings will allow faculty and staff to adopt a "case management" approach to insure that all students in the program get the support and coaching they need.

Expectations around program requirements, progression, and completion are included in this handbook, and updates will be shared with students via the BAS-TE program Canvas course for Cohort 2.

### Learning Center

GHC offers a well-supported academic assistance program with upper division tutoring services available for mathematics and writing. Additionally, there is on-line tutoring available 24 hours a day, seven days a week, through participation with on-line partners (contact information is on the web). BAS-TE students will be able to receive academic support through the Learning Center, with specific times set for BAS-TE participants.

### Writing Center

GHC's Writing Center, housed next to the Learning Center in Library 1500, provides support for writers across the curriculum on a drop-in and appointment basis.

### Library Integration

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

### Workshops for Additional Support

BAS-TE students or program faculty may determine that additional workshops will be useful to facilitate student support, for instance, in preparing for the edTPA. Other workshops will be specifically designed for BAS-TE students including creating a resume and applying for graduate school. If you have ideas about workshops that would be beneficial, let Nancy Estergard or your program faculty know.

### Registration

BAS-TE 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 BAS-TE faculty and staff, will evaluate all transfer or prior learning requests for core courses. Registration will schedule appointments as needed to assist BAS-TE students. BAS-TE students will be able to register online, 24 hours a day, during the open registration periods.

### 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 BAS-TE 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 <http://www.ghc.edu/content/financial-aid-getting-started> and check with the Financial Aid Office at (360) 538-4081.

### *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 a number of community-based scholarships:

- Grays Harbor Community Foundation - <http://gh-cf.org/>
- Forest C. and Ruth V. Kelsey Foundation - <http://www.kelseyfoundation.com/index.php/youth-scholarships/high-school-scholarships>
- E. K. & Lillian F. Bishop Scholarship Program - <http://www.ghc.edu/content/bishop-scholarship-program>

- The Scottish Rite Scholarship Foundation of Washington - <http://www.srsfwa.org/>

### Computer Labs

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

- **2205** - Instructional lab
- **2312** - Instructional lab
- **2314** - Open lab, open to all students
- 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 in the library.

### Access Ability Support Services

AccessAbility Support provides accommodations for those students with documented disabilities. AccessAbility assists faculty in providing appropriate accommodations and can provide course materials in alternate formats. Adaptive technology aids, as well as quiet testing areas, may be provided. The GHC AccessAbility office will provide students with documented disabilities with adaptive services, as required. *It is suggested that BAS-TE students communicate directly with AccessAbility Support Services.*

### Veteran Services

Veteran services are provided through GHC's Financial Aid Office and a campus VetCorps staff. The BAS-TE degree will be eligible for VA-approved student funds. Pending approval from the VA, G.I. Bill, veteran's assistance, and other military education benefits can all be applied to the cost of program completion.

### eLearning Support

An eLearning orientation will be included in the BAS-TE for first-year students, and ongoing technical support will be provided. This orientation will address skill building in using online course materials and technology. In addition, one of the strengths of a hybrid program is that the initial courses in each cohort will provide classroom instruction and practice in accessing online materials and resources. Technical assistance will be made available to students via online access, email, and telephone.

### The John Spellman Library

The JSL provides multiple services for students, faculty, and staff. GHC's library staff foster an environment in which students acquire the information literacy skills that support independent inquiry and lifelong learning. The library team develops and maintains collections in support of college curriculum, information literacy instruction, reference service, circulation services, course reserves, inter-library loan, instructional equipment,

student technology support, college archives, and copyright guidance.

The library's collections consist of both print and online resources. The monograph collection alone includes over 180,000 titles, almost 3/4 are in e-book collections, selected to meet the needs of lower division and technical curricula. GHC will also will further develop a collection focused on education, teaching, and elementary populations.

The library currently subscribes to several major full-text periodical databases, with access to thousands of titles on education and teaching. The library specifically subscribes to two major databases for research in education, Educational Resource Information Center (ERIC) and ProQuest Research Library.

### Bookstore

The GHC Bookstore carries all required and recommended textbooks and supplies for BAS-TE courses. In addition, the bookstore sells basic school and art supplies, greeting cards, stationery, a wide array of reference books, GHC clothing, backpacks, candy, magazines, beauty aids, and educational-priced software.

## During the Program

There are a number of steps required to complete a teaching program and to become certified to teach in Washington State. Below is a quick overview of what is required to complete the BAS-TE:

- Complete a two-year degree
- Complete state-mandated 60 general education credits, made up of two-year and four- year level course work
- Complete endorsement-specific material needed to pass the NES test for Elementary Education
- Complete endorsement specific material needed to pass the WEST-E for SPED if seeking a SPED endorsement in addition to your elementary endorsement
- Pass the edTPA with a score of 40 or higher (candidates choose whether to take the edTPA in Elementary Mathematics, Elementary Literacy, or Special Education if you are going for a SPED endorsement)
- Complete 450+ hours of student teaching plus additional practicum hours with a satisfactory rating from student teaching supervisor
- Demonstrate the disposition of an elementary education teacher
- Complete the minimum 90+ credits of required program coursework

### Two-Year Degree

Grays Harbor College offers pathways built upon State Initial Early Childhood Certificate of Completion creating a 1+1+2 option for completing the BAS-TE, or a pathway from the Associate of Applied Science in Early Childhood Education. GHC also offers a Direct Transfer Agreement (DTA) – Associate of Arts degree, which may be focused in education.

### Entry requirements and Prerequisites

Refer to the ECE (1+1+2) or AAS / AA-DTA (2+2) tables.

### General Education Courses

All students are required by Washington State to complete, with a minimum 2.0 in each course, 60 general education credits. These credits must be comprised of general education courses in the following areas: Communication (10 credits), Quantitative/Symbolic Reasoning (5 credits), Humanities (10 credits), Social Sciences (10 credits), Natural Sciences (10 credits), and Electives (15 credits).

### General Education Breakdown for Meeting BAS-TE Prerequisites

|   | Credits |
|---|---------|
| <b>A. Communication (10 credits minimum)</b>                  |         |
| English Composition 101                                       | 5       |
| English Composition 102 or 235                                | 5       |
| <b>B. Quantitative/Symbolic Reasoning (5 credits minimum)</b> |         |
| Math for Elementary Education I                               | 5       |
| Math for Elementary Education II                              | 5       |
| OR  |         |

|  |    |
|--|----|
| MATH 107, 111, 141 or 146                      | 5  |
| <b>C. Humanities (10 credits minimum)</b>      |    |
| Fundamentals of Speech                         | 5  |
| Art Appreciation                               | 5  |
| ENGL 233, 208, 209, 244, or 252                | 5  |
| MUSIC 100, 105, or 131                         | 5  |
| <b>D. Social Science (10 credits minimum)</b>  |    |
| General Psychology or Sociology                | 5  |
| Western Civilization or US History             | 5  |
| Macro Economics                                | 5  |
| POLS& 202                                      | 5  |
| EDUC 201/202                                   | 8  |
| <b>E. Natural Science (10 credits minimum)</b> |    |
| Lab Science                                    | 5  |
| Earth Science                                  | 5  |
| ENVS& 100                                      | 5  |
| Subtotal                                       | 78 |

### BAS-TE Program Courses

Below is the program sequencing for the BAS-TE program. It is the intention of the program administration to follow this outline; however, there may be times when adjustments must be made.

| Fall Year 1  | Winter Year 1  | Spring Year 1   |
|--|--|---|
| BAST 380 Educational Psychology (5)  | BAST 355 Teaching Reading (5)                            | BAST 345 Teaching Language Arts and Development (5)   |
| BAST 430 Social Foundations (5)  | BAST 335 Teaching Music and the Arts (5)                 | BAST 421 Classroom Management (5)   |
| BAST 491 Practicum 1 – Intro to Schools (2)  | BAST 420 Curriculum and Instruction (5)                  | BAST 489 Practicum 4 – Assessment Support and Preparation (5)   |
| BAST 493 Practicum 2 – Diverse Populations (3)   | BAST 494 Practicum 3 - A Look into Special Education (3) |   |
| <b>SPED substitute for BAST 491 and 493:</b><br>EDUC 300 Intro. to Special Education: Exceptional Learners and Inclusion (3) |  | <b>SPED substitute for BAST 489:</b><br>EDUC 370 Supporting Exceptional Children and Their Families (3)<br>&<br>EDUC 410 Exceptional Learners (5) |
| 15 EL Ed/13 SPED Credits   | 18/18 Credits  | 15/18 Credits   |

| Fall Year 2   | Winter Year 2  | Spring Year 2  |
|---|--|--|
| BAST 330 Teaching and Technology (5)*   | BAST 326 Teaching Science (5)                            | BAST 365 Teaching Social Studies (5)   |
| BAST 325 Teaching Math (5)  | BAST 350 Diversity in Students (3)                       | BAST 360 Evaluation and Assessment (5) <b>or</b> BAST 361 Evaluation and Assessment for SPED endorsement (3)   |
| BAST 400 Education and the Law (5)  | BAST 351 Issues of Abuse and Neglect (2)                 | BAST 495 Educational Systems and a Transition to Employment (1)  |
| BAST 496 Student Teaching in Elementary Education I (3)<br><br><b>SPED substitute for BAST 496:</b><br>EDUC 380 Differently-Abled Development (5) &<br>EDUC 385 Special Topics (3 ) | BAST 497 Student Teaching in Elementary Education II (6) | BAST 498 Student Teaching in Elementary Education III (5)<br><br><b>SPED substitute for BAST 498:</b><br>EDUC 490 Student Teaching in a Special Education Classroom (10) |
| 18/18 Credits   | 16/16 Credits  | 16/19 Credits  |
| *SPED endorsement students take BAST 331 (3 credits) online during summer 2019  |  |  |

### Expectations and Progression

In compliance with Professional Education Standards Board standards, BAS-TE students must take and pass a series of exams. A link to those requirements is [here](#).

Students must take the WEST-B prior to beginning the program, and must pass the WEST-B before student teaching. Candidates must complete the first year's course work and attempt the NES tests for Elementary Education endorsement (102/103) prior to entering the second year of the program. Candidates must maintain a 2.7 cumulative GPA in BAS-TE coursework (without a grade lower than a 2.0 in any class) to move into the second year. Class(es) with a grade lower than 2.0 must be retaken prior to graduation, on a space-available basis.

During the second year BAS-TE students will take the edTPA, a performance assessment based on classroom practice. Passing the edTPA is a requirement for WA state certification. Students will take the edTPA in winter quarter to allow time for potential revisions if that is deemed necessary by the external reviewers. Students choose which edTPA to take: Elementary Math, Elementary Literacy, of the Special Education edTPA. Students take only ONE edTPA, regardless of the number of endorsements.

Candidates must earn a "Met" in each area of the GHC Disposition Rubric in their first two student teaching placements. Issues identified in these two settings must be addressed prior to, or within, the final student teaching placement. Students pursuing a SPED endorsement need to earn a "Met" on the Disposition Rubric during their first student teaching placement or early in their second student teaching placement. Issues brought up in the second or third

placement will be addressed as soon as possible during this placement. Issues that program faculty/staff find unresolvable may result in a failure of the student teaching component of the program. If safety or legal consequences arise, the Vice President for Instruction will intervene.

Candidates who are unable to earn passing scores on the NES test, the WEST-E for SPED, or the edTPA may graduate from the program, but will not be referred for certification.

### Student Teaching and Practicum Requirements

#### *State Fingerprinting*

Teacher candidates will be working with vulnerable populations; therefore, candidates must obtain clearance from the FBI and Washington State Patrol prior to receiving a teaching certificate. The BAS-TE program requires this step to be completed during the first year of the program, before the student teaching begins. Candidates can complete the fingerprinting process by live scan through the local Educational Service District 113 (<http://www.esd113.org>), or manually through the Washington State Patrol. For more information, please refer to the Office of Superintendent of Public Instruction (OSPI) - <http://www.k12.wa.us/ProfPractices/fingerprint/Fees.aspx>. Fingerprinting costs range from \$45.75 to \$63.75, plus processing fees.

#### *Pre-Residency Clearance*

Candidates will also need to complete “pre-residency clearance” through OSPI. Information regarding this process can be accessed through the link below:

<http://www.k12.wa.us/Certification/e-Cert/E-CertificationCollegeCandidateUserGuide.pdf>

The pre-residency clearance includes forms regarding moral character, as well as spaces for the candidates to enter names for references. Fingerprinting and the related checks may take up to eight weeks, and must be completed prior to the start of the second year of the BAS-TE program.

There are a number of conditions which will preclude candidates from being awarded a teaching certificate in the state of Washington. Conviction, including guilty pleas, involving any of the following:

- (a) Physical neglect of a child, under chapter 9A.42 RCW.
- (b) Physical injury or death of a child under chapter 9A.32 or 9A.36 RCW (except motor vehicle violations under chapter 46.61 RCW).
- (c) Sexual exploitation of a child under chapter 9.68A RCW.
- (d) Sexual offenses under chapter 9A.44 RCW where a minor is the victim.
- (e) Promoting prostitution of a minor child under chapter 9A.88 RCW.
- (f) Sale or purchase of a minor child under chapter 9A.64.030 RCW.
- (g) Violations of similar laws to the above in another jurisdiction.

If a candidate believes the results of his or her background check are incomplete or erroneous, a written challenge may be made to the FBI's Criminal Justice Information Services (CJIS) Division.

*National Evaluation Series (NES) Tests & WEST-E SPED*

Candidates pursuing initial Washington teacher certification must pass the NES Elementary Education endorsement area tests, both 102 and 103.

The BAS-TE program requires that candidates take the subject areas test prior to student teaching; however, a passing score is not required until the completion of the program. This will allow candidates time to take the test, as well as study and retake the test prior to graduation, if needed. Special Education certification will require passing the WEST-E Special Education test as well. For more information to prepare and take these exams, go to <http://www.west.nesinc.com/>.

*EdTPA (the information below is from the the [edTPA website](#))*

“edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom. The assessment features a common architecture focused on three tasks: Planning, Instruction, and Assessment.

Aspiring teachers must prepare a portfolio of materials during their student teaching clinical experience. edTPA requires aspiring teachers to demonstrate readiness to teach through lesson plans designed to support their students' strengths and needs; engage real students in ambitious learning; analyze whether their students are learning, and adjust their instruction to become more effective. Teacher candidates submit unedited video recordings of themselves at work in a real classroom as part of a portfolio that is scored by highly trained educators. edTPA builds on decades of teacher performance assessment development and research regarding teaching skills and practices that improve student learning.”

Teacher candidates at GHC will submit their edTPA during winter quarter of their second year. Practicum reflections during year one are designed so candidates can practice working with edTPA rubrics, and candidates will complete at least one practice edTPA portfolio for review by peers and faculty before submitting to the external edTPA review committee.

**Liability Insurance** – Students are required to show proof of professional liability coverage (\$1,000,000 minimum) **before** beginning any practicum experience in K-12 classrooms. There are two options:

Provide proof of coverage from an insurance provider.

1. It is suggested students consider joining the Student National Education Association program through the Washington Education Association - <https://www.washingtonea.org/membership/we-are-wea/swea/>  
Paid members can obtain professional liability insurance through the NEA Educators Employment Liability (EEL) Program.

**Provide proof of insurance to the BAS-TE program director by August 30<sup>th</sup> of the first year.**

An electronic confirmation is acceptable. Without proof of insurance students will not be able to participate in any practicum or student teaching opportunities, which are required components of the program.

Student Teaching and Practicum Expectations

Two or three quarters of required student teaching ensures that candidates complete at least 450 hours of student teaching. Candidates will also participate in additional hours of practicum, held mostly in classrooms. The number of practicum placements depends on the endorsements you are pursuing. Candidates choosing the SPED endorsement are strongly encouraged to spend additional hours in classrooms as part of your preparation. GHC and cooperating districts design, implement, and evaluate field experiences and clinical practices.

Candidates entering the BAS-TE program through the ECE path will have 22 hours of practicum already completed. Those candidates entering via an AA will have 30 hours of practicum completed in EDUC 202 prior to entry into the program.

Within the program, candidates will complete four practicums in the Elementary track, and one practicum in the SPED endorsement track. Practicums are guided by topic-specific seminars that help candidates link theory and practice, and enable candidates to reflect on best practices. Practicum reflections are designed to help students become familiar with the rubrics in the edTPA, including considering how to differentiate instruction for diverse learners.

Practicum 1 is an introduction into schools with a broad focus on teaching and learning. Practicum 2 is an exploration of diverse populations within the two-county area. Practicum 3 focuses on special education and asks students to think about differentiated instruction in differing settings. Practicum 4 focuses on the edTPA as a consequential performance assessment. Other aspects of diversity are explored during the student teaching experience.

*Candidate Responsibilities and Professionalism*

BAS-TE candidates are entering the *profession* of teaching. Candidates must demonstrate professionalism throughout the program. BAS-TE program staff understand the new model of professionalism will be different for many, yet each candidate's professional demeanor must develop as the program progresses.

- In the K-8 setting professionals are addressed as (Miss, Ms., Mrs., Mr., or Dr.). Students should address candidates by appropriate name and designation.

- As a relationship with the mentor teacher develops, this may become more flexible, yet in front of students and parents formality is expected.
- Be professional (clean and appropriately attired).
- Be on time, always. Make contact with the mentor teacher each day in the morning and afternoon.
  - If absent, contact the mentor teacher as well as the BAS-TE program staff.
- Keep everything. One of the key tasks during the two years in the BAS-TE program is to build a digital portfolio.
- Prepare lesson plans in advance.
- Learn to see individual student's growth, and work to find ways of documenting this growth.
- Understand what the school's principal expects, both as a student teacher, as well as a representative of the school

### Clinical Practice Requirements—Elementary Education

Teacher candidates will complete at least 462 hours in clinical practice during their residency year, in addition to their practicum hours.

| <b>Practicum Track (Elementary)</b>                       | <b>Credits</b> | <b>Practicum Hours</b> |
|---|----------------|------------------------|
| BAST 491 Practicum 1 - Intro to Schools                   | 2              | 22                     |
| BAST 493 Practicum 2 – Diverse Populations                | 3              | 44                     |
| BAST 494 Practicum 3 – A Look Into Special Education      | 3              | 44                     |
| BAST 489 Practicum 4 – Assessment Support and Preparation | 5              | 66                     |
| BAST 496 Student Teaching in Elementary Education I       | 3              | 99                     |
| BAST 497 Student Teaching in Elementary Education II      | 6              | 198                    |
| BAST 498 Student Teaching in Elementary Education III     | 5              | 165                    |
| <b>Total (462 of student teaching hours)</b>              | <b>27</b>      | <b>638</b>             |

| <b>Practicum Track (SPED)</b>                        | <b>Credits</b> | <b>Practicum Hours</b> |
|--|----------------|------------------------|
| BAST 494 Practicum 3 – A Look Into Special Education | 3              | 44                     |
| BAST 497 Student Teaching in Elementary Education II | 6              | 198                    |
| EDUC 490 Student Teaching in Special Education       | 10             | 330                    |
| <b>Total (528 of student teaching hours)</b>         | <b>19</b>      | <b>572</b>             |

### Student Teaching Placement

All candidates will be placed locally in K-8 institutions. Candidates must receive a positive

review from the principal of the school where they are placed. Candidates must receive a positive review from the mentor teacher of the school where they are placed. Candidates must receive a positive review from the BAS-TE program certifying official who is responsible for BAS- TE candidate placement.

### Elementary Education Teacher Disposition

What else does it take to be a teacher? Beyond the entry requirements and the course work, a teacher needs more to become certified in Washington State. The disposition of the candidate must also be taken into account. Merriam-Webster defines disposition as the “*a*: prevailing tendency, mood, or inclination, *b*: temperamental makeup, *c*: the tendency of something to act in a certain manner under given circumstances.”

How does the BAS-TE program document a professional disposition? Program faculty and mentor teachers look for patterns of behavior. It is reasonable to say patterns seen in teacher training will be continued to be patterns seen in on the job on the future. Good moral character and personal fitness, WAC 181-79A-155: The state requires Grays Harbor College and the BAS-TE to provide an affidavit stating the college has “no knowledge of any relevant information related to the applicant’s character or fitness that would adversely affect the applicant’s ability to serve in a certified role . . .” GHC collects the data to support an affidavit through the GHC Disposition Rubric completed by program faculty as well as mentor teacher

Some people do not have the prevailing tendency, mood, inclination, and/or temperamental makeup to act in a professional manner under given circumstances, required to be a teacher. Some candidates may not have the disposition to be a teacher.

The state also requires that GHC have an “entry and exit criteria and a process for mitigating concerns during clinical practice, which are provided for candidates, the principal, and the mentor.” This is called the Teacher Disposition Rubric. Take a look in the “policies” section to learn the specific requirements related to this process.

### Program Coursework Completion

Below is a table outlining the required course work for both the practicum and special education pathways. More information can be found in *More about Classes*.

| Upper Division Curriculum Grays Harbor/Centralia |                              |  |  |      |
|--|------------------------------|--|--|------|
| Core Courses                                     | Elementary Education Courses |  |  |      |
| BAST 350 Diversity in Students                   | 3                            |  | BAST 325 Teaching Math                     | 5    |
| BAST 351 Issues of Abuse and Neglect             | 2                            |  | BAST 326 Teaching Science                  | 5    |
| BAST 360 Evaluation and Assessment               | 5/3*                         |  | BAST 330 Teaching and Technology           | 5/3* |
| BAST 380 Educational Psychology                  | 5                            |  | BAST 335 Teaching Music and the Arts       | 5    |
| BAST 400 Education and the Law                   | 5                            |  | BAST 345 Teaching Language Arts and Devel. | 5    |
| BAST 420 Curriculum and Instruction              | 5                            |  | BAST 355 Teaching Reading                  | 5    |

|  |               |  |  |               |
|--|---------------|--|--|---------------|
| BAST 421 Classroom Management                                      | 5             |  | BAST 365 Teaching Social Studies                                   | 5             |
| BAST 430 Social Foundations  | 5             |  | BAST 495 Transition to Employment                                  | 1             |
| <b>Total</b><br>Students pursuing SPED endorsement take 33 credits | <b>35/33*</b> |  | <b>Total</b><br>Students pursuing SPED endorsement take 33 credits | <b>36/34*</b> |
| <b>Practicum Track (Non-Special Education)</b>                     |               | <b>Special Education Endorsement Courses</b> |  |               |
| BAST 491 Practicum 1 – Intro to schools                            | 2             |  | EDUC 300 Intro to Special Ed: Exceptional Learners and Inclusion   | 3             |
| BAST 492 Practicum 2 – Diverse Populations                         | 3             |  | EDUC 370 Supporting Exceptional Children and Their Families        | 3             |
| BAST 494 Practicum 3 – A Look Into Special Education               | 3             |  | EDUC 380 Differently-Abled Development                             | 5             |
| BAST 489 Practicum 4 – Assessment Support and Preparation          | 5             |  | EDUC 385 Special Topics  | 3             |
| BAST 496 Student Teaching in Elementary Education I                | 3             |  | EDUC 410 Exceptional Learners                                      | 5             |
| BAST 497 Student Teaching in Elementary Education II               | 6             |  | BAST 494 Practicum 3 – A Look into Special Education               | 3             |
| BAST 498 Student Teaching in Elementary Education III              | 5             |  | BAST 497 Student Teaching in Elementary Education II               | 6             |
|  |               |  | EDUC 498 Student Teaching in a Special Education Classroom         | 10            |
|  |               |  | (EDUC courses are offered by Centralia)                            |               |
| <b>Total</b>   | <b>27</b>     |  | <b>Total</b>   | <b>38</b>     |
| <b>Total Elementary Education Certification</b>                    | <b>98</b>     |  | <b>Total Elementary Education Certification + SPED</b>             | <b>105</b>    |

### Testing Requirements

Candidates will need to complete the NES Elementary Education endorsement test prior to placement for residency in their senior year. Prior to the end of residency, teacher candidates must pass the NES Elementary Education endorsement test with passing scores of 220 or greater, as well as pass the edTPA with a score of 40 or higher, and demonstrate that they meet the endorsement competencies via evaluations from their cooperating teachers and their faculty supervisors. For the SPED endorsement, students must pass the SPED WEST-E and the Elementary Education NEW, as well as the edTPA.

## **Graduation and Future Employment**

### Graduation Application

Any student in the BAS-TE program who has met the criteria listed above may apply for graduation. Please meet with the program director to complete the application for graduation. Apply for graduation at least one quarter before graduation. In order to participate in the commencement ceremony, submit the graduation attendance form before the established deadline in the graduation year. The graduation packet are available in the Registration Office.

### Certification

In order to be awarded a first issue teaching certificate (good for two years), a candidate must have:

1. Earned a bachelor's degree from any accredited college;
2. Completed any state's approved teacher preparation program;
3. Certification applicants must pass the WEST-B tests with a score of 240 or better, as well as the content knowledge test for their endorsement area, the NES with scores of 220 or better; and the edTPA with a score of 40 or better;
4. Complete their background check and finger printing;
5. Application fee and payment of approximately \$74.

BAS-TE program staff will walk candidates through each of these requirements. Issuance of the certificate is subject to the following conditions:

- School district approval from field placements
- BAS-TE field supervisor and mentor teacher approval

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

### Employment

Internship and student teaching placements are tools to get students into the community and networking with potential employers. Through community opportunities, the BAS-TE program will assist students in finding gainful employment.

### Transitioning

GHC will work with students through each of the transition elements of the BAS-TE Program. The BAS-TE has a recruitment plan, retention plan, and a placement plan for resident teachers.

#### *Recruitment Plan*

1. ECE students (current and certificate holders) will be offered a 1+1+2 program.
2. GHC's Associate of Applied Science in ECE.
3. GHC's Associate of Arts (AA) students who are focusing in education (both current and graduates).
4. Paraprofessionals within the community (associate degree holders). The College will work closely with local early learning programs and school districts to recruit high- quality paraprofessionals into the program.

#### *Retention Plan*

To aid in student retention, an early warning system has been developed. Faculty will first contact candidates 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 not provide the responsiveness the program needs, and staff may act directly.

#### *Placement Plan for Resident Teachers*

GHC wants candidates to become employed following completion of the BAS-TE program, so

the College has developed a plan assist the transition into employment. The key components of the placement plan are:

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

### *Mentoring*

Mentoring is a critical element to the GHC BAS-TE program. GHC candidates will spend a great deal of time with highly-qualified teachers in the area. The BAS-TE mentors are, in many ways, the instructional leaders in the field. To ensure the quality of the mentoring team, cooperating teachers will:

- Participate in an orientation with Grays Harbor College faculty prior to their first assignment of teacher candidates in person or via Canvas. The orientation will include training and information regarding the Teacher Disposition Rubric. Their building principals will be invited to participate and will also receive program material, whether or not they attend the orientation.
- Mentor/cooperating 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 role they are supervising
  - Identified as highly-skilled by district administration and/or state recognition
  - Able to work collaboratively within a professional learning community.

### *Data for Mentorships*

Grays Harbor College collects data relating to the mentoring team, which is reviewed by GHC's Professional Education Advisory Board (PEAB). Grays Harbor College collaborates with local school districts, as well as the GHC PEAB, to review the effectiveness of the mentor preparation and communication. Feedback will also be sought from the mentors on their perceptions of preparedness, as well as from the teacher candidates and field supervisors on the mentors' communication. Additionally, GHC will collect data and review the effectiveness of the mentor/cooperating teachers annually, using field supervisor and teacher candidate evaluations of mentor/cooperating teachers, which address areas in addition to preparation and communication.

### *Professional Development*

Mentor/cooperating teachers will be invited to attend professional development opportunities with teacher candidates. GHC cooperating districts will invite teacher candidates to their professional development opportunities throughout the student teaching experience. Mentor/cooperating teachers will be offered through GHC's Continuing

Education program.

#### *Mitigating Concerns during Mentoring*

GHC has an institutional process outlined in the college catalog, as well as BAS-TE specific issues in the candidate handbook, for mitigating concerns. The teacher candidates, principals, and mentor/cooperating teachers will be informed of this process during their orientation. The steps will also be outlined in the candidate handbook, mentors' handbook, as well as the program binders which will be provided to teacher candidates, principals, and mentor/cooperating teachers at orientation meetings.

#### *Student Teacher Placement and Placement Agreements*

GHC worked with local educational leaders to develop student teaching placement agreements throughout the two counties. Program staff will work to place candidates in appropriate and convenient settings, though this may not always be possible. If a candidate has a problem with a specific setting, he or she may contact the program director and ask for other available options. Transportation to student teaching placement is the responsibility of the candidate.

#### *Interacting with Diverse Populations*

The GHC student population is relatively diverse, and the design of the curriculum plus the requirements for multiple practicums, student teaching, field experiences, and residencies throughout the program will provide ample opportunities for teacher candidates to interact with those who are different from themselves. Teacher candidates' diverse placements will be captured in the data management system.

Teacher candidates will have multiple opportunities to reflect on their own identity development and cross-cultural experiences throughout their coursework and practicums. Courses such as BAST 350 Diversity in Students, BAST 380 Education Psychology, and BAST 430 Social Foundations address different aspects of diversity, as well as ask candidates to develop their level of cultural competency. Because the BAS-TE practicums include work with the edTPA rubrics, candidates will regularly reflect on strategies used to support varied student learning needs and identifying and supporting language demands across the curriculum. Two of the practicums (BAST 492 Diverse Populations and BAST 493 A Look into Special Education) focus candidates' attention on supporting students with cultural and intellectual differences and asks them to identify what they've gained from the experience and how this experience relates to their own unique background. 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 candidates during class time and elicit conversations on candidates' cultural and linguistic backgrounds. Faculty will model and facilitate these conversations to develop candidates' multicultural capacity. The program will work to expose candidates to differences, while revealing differences and acknowledging similarities.

## **College Policies**

### GHC College Catalog

The GHC College Catalog is the starting place for college policies, those listed below are intended as BAS- TE specific.

### 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.

### Importance of the Student Handbook

GHC has developed this handbook to guide students by providing specific information on curriculum, policies, and expectations of the BAS-TE program. Each student is responsible for studying this handbook and understanding its contents. In general, the BAS-TE program follows policies and rules established by GHC. As this is a unique program offered by the college, please note that some BAS-TE policies may differ from standard college policies. Students are responsible for complying with instructor syllabi and this handbook.

### Tuition Waivers

The BAS-TE program honors the following waivers.

- Children and Spouse of Totally Disabled of POW/MIA or Deceased Eligible Veterans or National Guard members.
- Eligible Veteran or National Guard members

Students in the BAS-TE program are not eligible to receive a Washington State Employee Tuition Waiver.

### Leave of Absence

The goal of the BAS-TE program is to have students complete the BAS-TE in a timely and efficient manner. Every admitted student is required to progress through BAS-TE classes as illustrated in the required course schedule in order 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 Nancy Estergard at least one month before returning in order 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.

### Satisfactory Academic Progress and Grading

Students must receive a grade point of 2.0 or higher in each course in order to successfully pass all BAS-TE classes. If a grade point of 2.0 or higher is not achieved in each course, the

student will be required to re-take the class (dependent on course offering and space availability). In addition, students must maintain an overall cumulative GPA of 2.7 to remain in the program. 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.

#### 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.

#### 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 on the basis of 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.

#### Attendance Requirements

Courses in the BAS-TE program are intensive (10 class meetings per course). Teacher candidates are expected to attend all class sessions. When something prevents a candidate from attending class, she or he is expected to contact the instructor by telephone or email. Candidates are responsible for following up with faculty to find out what was missed and if assignments can be made up. Please review the syllabus for each course regarding faculty attendance requirements and grading policies.

#### 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 is strictly confidential; disclosures of this type of information (in any form) may result in dismissal from the program.

#### Professional Disposition

The GHC Disposition Rubric is based first on the conceptual framework utilized to develop the BAS-TE program, and, secondly, on the outcomes identified for the program. Teacher candidates must demonstrate these dispositions at a pre-service level, while in BAS-TE classes, practicums, and in student teaching. The BAS-TE program faculty and mentor

teachers must be able to collect evidence of behavior demonstrated by a candidate of a professional disposition. Elements of a professional disposition include the following:

*Meaningful and purposeful engagement*

- Foster positive, inclusive learning settings in cognitive, behavior, language, physical, and social domains to create a safe and productive learning environment.

*Cultural awareness within a collaborative context*

- Ensure cultural competence in teaching through adapting learner centered curricula that engage students in a variety of culturally-responsive strategies.
- Communicate and collaborate effectively with children, parents/guardians, peers, administrators, and the community.
- Recognize individual differences and learning styles, and modify curricula to meet the learners' needs.

*Theory and practice*

- Design, facilitate, and evaluate age- and developmentally-appropriate learning exercises for students in K-8 and special education.
- Develop standards-driven curricula and monitor student progress towards targets.

*Knowledge-based proficiency*

- Generate strategies from multiple instructional approaches and differentiated instruction for all students.
- Integrate and model the use of technology in the classroom.

*Quality and meaningful assessment*

- Utilize formal and informal assessment strategies to strengthen instruction and promote learning.
- Design, facilitate, and evaluate age- and developmentally-appropriate learning exercises for students in K-8 and special education.

*Ethical leadership*

- Communicate and collaborate effectively with children, parents/guardians, peers, administrators, and the community.

*Development of a reflective practice*

- Utilize feedback and reflection to constantly improve teaching practices.

*Demonstrate the capacity and skills needed to work in the professional environment of K-8 education*

- Professional presentation of self (clean, appropriately attired, and mindful of language).
- On time and prepared.

Disposition Rubric

The GHC Teacher Disposition Rubric is the tool used by the BAS-TE program to examine the disposition of each candidate.

Candidates will be assessed, at a minimum, quarterly by program faculty, program director, and/or mentor teachers. This allows candidates, as well as program faculty and staff, to see the progress of each individual in the teaching cohort.

1. Candidates who are not showing a satisfactory progression to pre-service teacher levels within the first four assessments (using the GHC Teacher Disposition Rubric) will be recommended to meet with the program director to develop a remediation plan. Bi-weekly Teacher Disposition Rubric assessments will be completed after the meeting. If the candidate does not show a marked difference in the deficient areas, the candidate will not be recommended for certification. The student will still be able to complete their degree, yet will not be recommended for residency certification.

#### Procedures for Mitigating Field Deficiencies and Concerns

- A. When a situation arises that a mentor teacher (or other program leader) identifies as a field deficiency, they will first bring this to the candidate's attention for correction.  
Please note, if safety or legal consequences arise, the program director or Vice President for Instruction will intervene.
- B. If the deficiency(ies) continue(s), the candidate is notified of deficiencies in writing and in-person at a meeting with the program director.
- C. Candidate develops and submits a plan to correct the deficiencies to program director.
- D. In 10 business days, the program director reevaluates student's progress. If deficiency still exists, the student will be removed from the program.

#### Student Teaching

- A. If an issue arises during student teaching, the candidate will be advised of the issue by their mentor teacher.
- B. If the issue is not resolved, the mentor teacher will inform the candidate and BAS-TE program director via email.
- C. If the issue remains unresolved, the three will meet to discuss the issue, and decide if it creates a deficiency for the candidate teacher.
- D. The program director will evaluate the candidate's deficiency, and determine if and how the issue can be mitigated.

BAS-TE teacher candidates have a single appeal process, through GHC's Vice President for Instruction, whose decision is final.

#### Substitute Teaching during Candidacy

Teacher candidates may hold an emergency or conditional certification prior to the completion of the BAS-TE program; it may be possible for candidates to serve as substitute teachers during their BAS-TE program. However, the substitute teaching experience may not serve in lieu of the required student teaching and practicum components of the BAS-TE program.

GHC also discourages the use of mentor teachers as substitutes in other classrooms during a student teaching placement. When this occurs, the mentor teacher's availability

to the candidate is limited.

#### Program Faculty

GHC's faculty have various levels of experience in the field working with diverse children and families and will share those experiences with teacher candidates in classes. The program will continuously seek to increase the diversity of the faculty and candidates.

All full-time faculty create professional growth and development plans, which address reflective practice and cultural competency. Additionally, this is frequently a topic of conversation at the monthly BAS-TE faculty meetings, which include the adjunct staff. The BAS- TE faculty plan to complete a yearly book study as a group.

BAS-TE program faculty model culturally-relevant problem solving and communication in the classroom. Faculty will utilize case studies to develop partnerships with local communities. They will stop, reflect on the event, and highlight it to candidates. Faculty will also work to demonstrate multiple communication styles and tools of engagement. Additionally, these faculty will stop and call attention to these practices to assist candidates at identifying specific communication tools/skills.

GHC's small class size and cohort model help to develop trust and provide for a safe environment for the sharing of individual culture. The more intimate setting of a smaller class 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 candidates can develop the knowledge and skills to work in a diverse community.

#### Course Alignment with State Criteria

Knowledge and Skills, outlined in Standard 5 in the WAC 181-78A-270. See Appendix A.

## Appendix A

### BAS-TE Course Descriptions

#### **BAST 325 Teaching Math**

**5 Credits**

*Prerequisite: Admission to the BAS-TE program*

Primary focus is providing the requisite knowledge and skills to teach K-8 students core math concepts. Current state standards for math learning will be reviewed, with a focus on understanding how to teach and apply mathematical concepts. 5 lecture hours. BAS-TE degree course.

#### **BAST 326 Teaching Science**

**5 Credits**

*Prerequisite: Admission to the BAS-TE program*

Provides the requisite knowledge and skills to teach K-8 students core science concepts. Current state standards for science learning will be presented and reviewed. A particular focus will be the interrelationships among science, technology, engineering, and mathematics (STEM) disciplines. 5 lecture hours. BAS-TE degree course.

#### **BAST 330 Teaching and Technology**

**5 Credits**

*Prerequisite: Admission to the BAS-TE program*

This course will focus on various educational technologies, ranging from classroom equipment to online learning management systems, with a particular focus on students' physical and emotional safety. 3 lecture, 4 lab hours. BAS-TE degree course.

(BAST 331 Teaching and Technology—3 credits for SPED endorsement seekers under development)

#### **BAST 335 Teaching Music and the Arts**

**5 Credits**

*Prerequisite: Admission to the BAS-TE program*

Examine the philosophies, methodologies, and instructional techniques necessary for selecting, implementing, and evaluating appropriate educational activities to support the physical, musical, and artistic development of elementary-aged students. 5 lecture hours. BAS-TE degree course.

#### **BAST 345 Teaching Language Arts and Development**

**5 Credits**

*Prerequisite: Admission to the BAS-TE program*

Examine the methods for teaching writing, reading, listening, and speaking strategies and skills, including vocabulary, grammar, usage, and language development. Topics will include curriculum, methods, materials, and research. 5 lecture hours. BAS-TE degree course.

#### **BAST 350 Diversity in Students**

**3 Credits**

*Prerequisites: Admission to the BAS-TE program*

Explore the concepts of social structure, behavior, and environment relative to vulnerable, special, and minority populations. Topics will include race, ethnicity, gender, class, sexuality, disability, and age. 3 lecture hours. BAS-TE degree course.

**BAST 351 Issues of Abuse and Neglect 2 Credits***Prerequisites: Admission to the BAS-TE program*

Develop skills for working with children from abusive and/or neglectful home environments, including potential behavioral consequences of abuse or neglect and corresponding intervention strategies. Using theory, research, and practice, students will understand, recognize, and assess child abuse and neglect issues. 2 lecture hours. BAS-TE degree course.

**BAST 355 Teaching Reading****5 Credits***Prerequisite: Admission to the BAS-TE program*

Explores reading, comprehension, and literacy as it pertains to beginning readers. Topics will include development of learners' oral and written literacy, specific strategies to assist students in the comprehension of printed materials, and use of appropriate literature to enhance student interest and understanding. Emphasis will be placed on developing strategy lessons that encompass the major components of reading (awareness, phonics, fluency, vocabulary, and comprehension) to use with students. 5 lecture hours. BAS-TE degree course.

**BAST 360 Evaluation and Assessment****5 Credits***Prerequisite: Admission to the BAS-TE program*

Using grade level expectations, teaching frameworks, and individual education plans as tools, participants will explore principles of sound assessment. Participants will design and implement assessment strategies for individual needs, as well as explore methods of collaboration with families, related service personnel, and others for student placement and instructional decisions. 5 lecture hours. BAS-TE degree course.

(BAST 361 Evaluation and Assessment 3 credits for SPED endorsement seekers under development)

**BAST 365 Teaching Social Studies****5 Credits***Prerequisite: Admission to the BAS-TE program*

Explores the specific concepts and topics in social studies present and past, and explores methods used to teach social studies through integrated thematic units of curriculum and instruction, incorporating current research and best practices for teaching social studies. Topics will include key social science concepts and events, appropriate instructional approaches for teaching social studies, and effective formal and informal assessment. 5 lecture hours. BAS-TE degree course.

**BAST 380 Educational Psychology****5 Credits***Prerequisite: Admission to the BAS-TE program*

Familiarization with various theories of teaching, learning, and motivation across the lifespan with a particular focus on using theory as a basis for creating a productive learning environment and classroom culture. Summarize and apply behavioral interventions methods across various school contexts. 5 lecture hours. BAS-TE degree course.

**BAST 400 Education and the Law****5 Credits***Prerequisite: Admission to the BAS-TE program*

Examine educational law and the constitutional, statutory, and common law principles, and appellate

court cases directly affecting school systems in the United States. Topics will include the legal framework for school systems, the rights and responsibilities of teachers and students, school discipline and due process, negligence and defamation, education of students with disabilities, discrimination and harassment, tort liability, and religion in the schools. 5 lecture hours. BAS-TE degree course.

**BAST 420 Curriculum and Instruction**

**5 Credits**

*Prerequisite: Admission to the BAS-TE program*

Students will define, identify, develop, and organize age, ability, and content appropriate curricular materials. Additionally, students will operationally define learning outcomes from curricula. These two foci will be used as the foundation for the overview and application of various pedagogical practices. 5 lecture hours. BAS-TE degree course.

**BAST 421 Classroom Management**

**5 Credits**

*Prerequisites: Admission to the BAS-TE program*

Students will examine current theory, research, and best practices related to classroom management. Topics include exploring classroom management models, establishing effective rules and procedures, creating classroom conditions that promote effective teaching and learning, and employing techniques and strategies for managing individual student and corporate behavior in a variety of instructional settings. 5 lecture hours. BAS-TE degree course.

**BAST 430 Social Foundations**

**5 Credits**

*Prerequisite: Admission to the BAS-TE program*

Examine the historical, philosophical, political, and cultural foundations of the American educational system and their impact on teaching and learning. Topics will include historical foundations of education; major educational philosophies; school governance and finance; curriculum theory, development, and design; the teaching profession; educational aims, goals, and objectives; educational reform, and current issues in education. 5 lecture hours. BAS-TE degree course.

**BAST 491 Practicum 1 - Intro to Schools 2 Credits**

*Prerequisite: Admission to the BAS-TE program*

This practicum is designed to acquaint the student to the operations, governance, and functions of the local school system through participation/observation in: Local PTA, school boards, and district meetings. The practicum consists of three seminars and classroom experience as well as exploration of the local school system. 1 lecture, 3 worksite hours. BAS-TE degree course.

**BAST 493 Practicum 2 - Diverse Populations**

**3 Credits**

*Prerequisite: Admission to the BAS-TE program*

This practicum is designed to assist students in identifying the diversity among students in the local area. The practicum consists of three seminars and classroom experience to develop and demonstrate an understanding of the local school districts as well as specific school buildings. 1 lecture, 6 worksite hours. BAS-TE degree course.

**BAST 494 Practicum 3 - A Look into Special Education** **3 Credits***Prerequisite: Admission to the BAS-TE program*

This practicum is designed to assist students in recognizing special education operations in the local school system. The practicum consists of three seminars and classroom experience to develop an understanding of special education operations. 1 lecture, 6 worksite hours. BAS-TE degree course.

**BAST 495 Practicum 4 – Assessment Support and Preparation** **5 Credits***Prerequisites: Admission to the BAS-TE program*

Special topics. Focus on preparation for NES Elementary Education licensure exam and edTPA portfolio assessment. 3 lecture hours, 6 worksite hours. BAS-TE degree course.

**BAST 495 Practicum 5 - Educational Systems and Transition to Employment** **1 credit****BAST 496 Student Teaching in Elementary Education I** **3 Credits***Prerequisites: Documentation that student has attempted the NES Elementary Endorsement exam, Washington State's approved certification exam for K-8 endorsement.*

Supervised instructional experience to develop, implement, practice, and evaluate theory and methods learned. 9 worksite hours. BAS-TE degree course.

**BAST 497 Student Teaching in Elementary Education II** **6 Credits***Prerequisites: Admission to the BAS-TE program*

Supervised instructional experience to develop, implement, practice, and evaluate theory and methods learned. 18 worksite hours. BAS-TE degree course.

**BAST 498 Student Teaching in Elementary Education III** **5 Credits***Prerequisites: Admission to the BAS-TE program*

Supervised instructional experience to develop, implement, practice, and evaluate theory and methods learned. 15 worksite hours. BAS-TE degree course.

**The Special Education Endorsement**

Grays Harbor College is pleased to be able to offer students the opportunity to earn their Special Education Credential. Classes for the Special Education Endorsement are listed below and offered through an ITV classroom with Centralia College.

**EDUC 300 Intro to Special Ed: Exceptional Learners and Inclusion** **3 credits**

Provides an overview of the philosophical, historical and social implications of exceptional characteristics of students with disabilities, gifted and talented and English language learners. Includes classroom experience

**EDUC 370 Supporting Exceptional Children and Their Families** **3 credits**

Study techniques for communicating with families and professionals about characteristics and needs

of individuals with differing abilities. Strategies for collaborating with families, recognizing and respecting family, cultural, and societal diversity. Identify local resources

**EDUC 380 Development of Differently-Abled Children (Birth through Adolescence) 5 credits**

Examine typical and atypical development. Identify characteristics of differing abilities, including physical or medical needs and effects disabilities have on educational implications and individual lives.

**EDUC 385 Special Topics (taken in conjunction with EDUC 380) 3 credits**

**EDUC 410 Exceptional Learners 5 credits**

Investigating and responding to current issues and trends in Special Education in order to understand and meet the needs of students. Topics may include autism spectrum disorders, medically fragile, sensory processing, behavioral health, and others

**EDUC 490 Student Teaching in a Special Education Classroom 10 credits**

Supervised instructional experience to develop, implement, practice and evaluate theory and methods learned.

## Appendix B

### BAS-TE Teacher Preparation Fees/Costs

| <u>Item</u>   | <u>Cost</u>   |
|---|---|
| Washington Educator Skills Test - Basic (WEST-B)<br>Reading, Writing, and Math (Test Code (095/096/097)   | <ul style="list-style-type: none"> <li>• Single subtest: \$75 (includes \$40 subtest fee and \$35 registration processing fee)</li> <li>• All 3 subtests: \$155 (includes \$120 test fee and \$35 registration processing fee)</li> </ul> |
| GHC College Application   | \$25  |
| GHC Residency Fee (quarterly)   | \$65  |
| OSPI Background Check (fee required only if you do not have a current cleared Portable Background Check through the Department of Early Learning) | ~\$43   |
| Pre-Residency Clearance   | No cost<br><br><a href="http://www.k12.wa.us/Certification/e-Cert/E-CertificationCollegeCandidateUserGuide.pdf">http://www.k12.wa.us/Certification/e-Cert/E-CertificationCollegeCandidateUserGuide.pdf</a>                                |
| National Evaluation Series (NES) Elementary Education test (2 subtests) (Test Code 102/103)   | \$95<br><br><a href="http://www.west.nesinc.com/Content/Docs/NES_FeeWaiverRequestForm.pdf">http://www.west.nesinc.com/Content/Docs/NES_FeeWaiverRequestForm.pdf</a>   |
| edTPA   | <ul style="list-style-type: none"> <li>• \$300 for full assessment or full retake</li> <li>• \$200 for 2-task retake</li> <li>• \$100 for single-task retake</li> </ul>   |
| OSPI Certification Application  | <ul style="list-style-type: none"> <li>• Residency Teacher &amp; Sub: \$128</li> <li>• Residency Teacher: \$74</li> <li>• Substitute Teacher: \$54</li> </ul>   |

## Appendix C

### Standard 5 Criteria

What does the BAS-TE program do to meet and assess each criterion?

#### **(a) Effective Teaching**

*(1) Using multiple instructional strategies, including the principles of second language acquisition, to address student academic language ability levels and cultural and linguistic backgrounds:*

BAST 345 Teaching Language Arts and Development  
 BAST 355 Teaching Reading  
 BAST 350 Diversity in Students  
 BAST496 (3 Cr.) Student Teaching in Elementary Education  
 BAST497 (6 Cr.) Student Teaching in Elementary Education  
 BAST497 (5 Cr.) Student Teaching in Elementary Education

Candidates will demonstrate competencies through the review and assessment of their student teaching by mentors and the lesson plans they develop by program staff.

*(2) Applying principles of differentiated instruction, including theories of language acquisition, stages of language, and academic language development, in the integration of subject matter across the content areas of reading, mathematical, scientific, and aesthetic reasoning:*

This is taught and assessed in all methods courses:  
 BAST325 Teaching Math  
 BAST336 Teaching Science  
 BAST335 Teaching Music and the Arts  
 BAST345 Teaching Language Arts and Development  
 BAST355 Teaching Reading  
 BAST420 Curriculum and Instruction  
 BAST380 Educational Psychology  
 BAST365 Teaching Social Studies  
 MUSIC 100 (Music Fundamentals)  
 ART 101 (Drawing I)  
 MATH& 131 (Math for Elem. Ed. 1)  
 MATH& 132 (Math for Elem. Ed. 2)  
 BAST350 Diversity in Students

It is assessed through lesson plans, candidate reflections of videotaped lessons, and lessons teacher candidates implement.

This is also assessed during student teaching:

BAST496 (3 Cr.) Student Teaching in Elementary Education

BAST497 (6 Cr.) Student Teaching in Elementary

Education BAST498 (5 Cr.) Student Teaching in

Elementary Education

Candidates will demonstrate competencies through the review and assessment of their student teaching by mentors and the lesson plans they develop by program staff.

*(3) Using standards-based assessment that is systematically analyzed using multiple formative, summative, and self-assessment strategies to monitor and improve instruction:*

BAST360 Assessment and Evaluation  
 BAST420 Curriculum and Instruction  
 BAST421 Classroom Management  
 BAST325 Teaching Math  
 BAST336 Teaching Science  
 BAST335 Teaching Music and the Arts  
 BAST345 Teaching Language Arts and  
 BAST491 Practicum 1 - Intro to Schools  
 BAST493 Practicum 2 - Diverse Populations  
 BAST494 Practicum 3 – A Look into Special Education  
 BAST495 Educational Systems and a Transition to Employment BAST496 (3  
 Cr.) Student Teaching in Elementary Education  
 BAST497 (6 Cr.) Student Teaching in Elementary Education  
 BAST495 (5 Cr.) Student Teaching in Elementary Education

Candidates will demonstrate competencies through the review and assessment of their student teaching by mentors and the lesson plans they develop by program staff.

*(4) Implementing classroom/school centered instruction, including sheltered instruction that is connected to communities within the classroom and the school, and includes knowledge and skills for working with others:*

BAST421 Classroom Management  
 BAST351 Issues of Abuse and Neglect  
 BAST350 Diversity in Students  
 BAST420 Curriculum and Instruction  
 BAST494 Practicum 3 - A Look into Special Education

Candidates will demonstrate competencies through the review and assessment of their student teaching by mentors and the lesson plans they develop by program staff.

*(5) Planning and/or adapting standards-based curricula that are personalized to the diverse needs of each student:*

Teacher candidates learn about and practice individualizing curriculum in all of the methods courses.

BAST325 Teaching Math  
 BAST236 Teaching Science  
 BAST335 Teaching Music and the Arts  
 BAST345 Teaching Language Arts and Development  
 BAST355 Teaching Reading  
 BAST365 Teaching Social Studies  
 BAST360 Assessment and Evaluation  
 BAST420 Curriculum and Instruction  
 BAST496 (3 Cr.) Student Teaching in Elementary Education  
 BAST497 (6 Cr.) Student Teaching in Elementary Education  
 BAST498 (5 Cr.) Student Teaching in Elementary Education

Candidates will demonstrate competencies through the review and assessment of their student teaching by mentors and the lesson plans they develop by program staff.

*(6) Aligning instruction to the learning standards and outcomes so all students know the learning targets and their progress toward meeting them:*

Candidates will be trained in developing the student voice in the methods courses and during their student teaching experience.

K-8 student voice will be assessed using the edTPA which must be passed for teacher certification.

BAST325 Teaching Math

BAST236 Teaching Science

BAST335 Teaching Music and the Arts

BAST345 Teaching Language Arts and Development

BAST355 Teaching Reading

BAST365 Teaching Social Studies

BAST420 Curriculum and Instruction

BAST360 Assessment and Evaluation

BAST496 (3 Cr.) Student Teaching in Elementary Education

BAST497 (6 Cr.) Student Teaching in Elementary Education

BAST498 (5 Cr.) Student Teaching in Elementary Education

Candidates will demonstrate competencies through the review and assessment of their student teaching by mentors and the lesson plans they develop by program staff.

Candidates will then practice teaching the problem-solving process in their student teaching opportunities.

BAST496 (3 Cr.) Student Teaching in Elementary Education

BAST497 (6 Cr.) Student Teaching in Elementary Education

BAST498 (5 Cr.) Student Teaching in Elementary Education

Candidates will demonstrate competencies through the review and assessment of their student teaching by mentors and the lesson plans they develop by program staff.

*(7) Planning and/or adapting curricula that are standards driven so students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology:*

Candidates will first learn, and then teach, the problem-solving process. Candidates will learn the process through their methods classes.

BAST325 Teaching Math

BAST236 Teaching Science

BAST335 Teaching Music and the Arts

BAST345 Teaching Language Arts and Development

BAST355 Teaching Reading  
 BAST365 Teaching Social Studies  
 BAST330 Teaching and Technology (a lecture 3 credits and lab 2 credits)  
 BAST360 Assessment and Evaluation  
 BAST420 Curriculum and Instruction

*(8) Preparing students to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society:*

Preparing candidates to be responsible citizens is incorporated into a number of required courses offered in the candidates' first two-years:

POLS& 202 (American Gov.)  
 Earth 102 Earth Science  
 ENVS& 100 Environmental Science  
 ECON& 202 (Macro Economics),  
 SOC& 101

This preparation carries on in the candidates' final two years as well.

BAST350 Diversity in Students  
 BAST 430 Social Foundations.  
 BAST365 Teaching Social Studies  
 BAST236 Teaching Science  
 BAST350 Diversity in Students

*(9) Planning and/or adapting learner centered curricula that engage students in a variety of culturally responsive, developmentally, and age appropriate strategies:*

This is taught in all the methods courses

BAST325 Teaching Math  
 BAST236 Teaching Science  
 BAST335 Teaching Music and the Arts  
 BAST345 Teaching Language Arts and Development  
 BAST350 Diversity in Students  
 BAST355 Teaching Reading  
 BAST365 Teaching Social Studies  
 BAST420 Curriculum and Instruction  
 BAST491 Practicum 1 - Intro to Schools  
 BAST493 Practicum 2 - Diverse Populations  
 BAST494 Practicum 3 – A Look into Special Education  
 BAST495 Educational Systems and a Transition to Employment  
 BAST496 (3 Cr.) Student Teaching in Elementary Education  
 BAST497 (6 Cr.) Student Teaching in Elementary Education  
 BAST498 (5 Cr.) Student Teaching in Elementary Education

Candidates will demonstrate competencies through the review and assessment of their student teaching by mentors and the lesson plans they develop by program staff.

*(10) Using technology that is effectively integrated to create technologically proficient learners:*

Candidates will be introduced to the technology that is developmentally appropriate for kindergarten through eighth grade. This will be taught and practiced in BAST330 Teaching and Technology (a lecture 3 credits and lab 2 credits), as well as in each of the methods classes.

BAST325 Teaching Math  
 BAST236 Teaching Science  
 BAST335 Teaching Music and the Arts  
 BAST345 Teaching Language Arts and Development  
 BAST355 Teaching Reading  
 BAST365 Teaching Social Studies

Additionally, this will be learned through the student teaching experiences where the classroom education will put into practice:

BAST496 (3 Cr.) Student Teaching in Elementary Education  
 BAST497 (6 Cr.) Student Teaching in Elementary Education  
 BAST498 (5 Cr.) Student Teaching in Elementary Education

Candidates will demonstrate competencies through the review and assessment of their student teaching by mentors and the lesson plans they develop by program staff.

*(11) Informing, involving, and collaborating with families/neighborhoods, and communities in each student's educational process, including using information about student cultural identity, achievement and performance:*

Candidates are introduced to the importance of connecting with families and collaboration BAST 380 Educational Psychology as well as in BAST 430 Social Foundations.

Candidates will have the opportunity to practice this in the student teaching opportunities.  
 BAST496 (3 Cr.) Student Teaching in Elementary Education  
 BAST497 (6 Cr.) Student Teaching in Elementary Education  
 BAST498 (5 Cr.) Student Teaching in Elementary Education

Candidates will demonstrate competencies through the review and assessment of their student teaching by mentors and the lesson plans they develop by program staff.

### **(b) Professional Development**

*Utilizing feedback and reflection to improve teaching practice:*

*1. Developing reflective, collaborative, professional growth-centered practices through regularly evaluating the effects of his/her teaching through feedback and reflection:*

Candidates have the opportunity to develop reflective, collaborative, professional growth-centered practices through regularly evaluating their teaching through feedback, discussion and reflection in the following courses:

BAST491 Practicum 1 - Intro to Schools  
 BAST493 Practicum 2 - Diverse Populations  
 BAST494 Practicum 3 – A Look into Special Education  
 BAST495 Educational Systems and a Transition to Employment  
 BAST496 (3 Cr.) Student Teaching in Elementary Education  
 BAST497 (6 Cr.) Student Teaching in Elementary Education

## BAST498 (5 Cr.) Student Teaching in Elementary Education

Candidates will demonstrate competencies through the review and assessment of their student teaching by mentors and the lesson plans they develop by program staff.

### *Teacher Evaluation:*

*(1) After August 31, 2013, an approved preparation program for teachers shall require candidates for a residency certificate to demonstrate knowledge of teacher evaluation research and Washington's evaluation requirements. At a minimum, teacher preparation programs must address the following knowledge and skills related to evaluations:*

- A. Examination of Washington's evaluation requirements, criteria, four-tiered performance rating system, and the preferred instructional frameworks used to describe the evaluation criteria;*
- B. Self-assessment, goal setting, and reflective practices;*
- C. Evidence gathering over time;*
- D. Use of student growth data and multiple measures of performance;*
- E. Evaluation conferencing; and*
- F. Use of an online tool to review observation notes and submit materials to be included in evaluation.*

Teacher candidate will be prepared for TPEP and will be aware that three different frameworks exist through these courses and practicums.

BAST 360 Assessment and Evaluation

BAST495 Educational Systems and a Transition to Employment

Candidates will demonstrate competencies through the review and assessment by program staff.

Candidates will also be introduced to the training resources from the PESB website on TPEP which will be incorporated into candidates' coursework. During candidates' student teaching, their principals will conduct an official TPEP evaluation and share those results. Candidates will be able to upload evidence into the online tool to support their assessment of their skills. Candidates will use this information from the TPEP process to create a professional growth plan (PGP) for their first year as teachers post-graduation.

### **c) Teaching as a Profession**

*(1) Participating collaboratively and professionally in school activities and using appropriate and respectful verbal and written communication:*

Teacher candidates will participate in multi-disciplinary team meetings to learn to develop IEPs, facilitate home visits and/or parent/teacher conferences, attend at least one PTA meetings, and assist in planning/promoting at least one evening family event.

BAST491 Practicum 1 - Intro to Schools

BAST493 Practicum 2 - Diverse Populations

BAST494 Practicum 3 – A Look into Special Education

BAST495 Educational Systems and a Transition to Employment

BAST496 (3 Cr.) Student Teaching in Elementary Education

BAST497 (6 Cr.) Student Teaching in Elementary Education

**BAST498 (5 Cr.) Student Teaching in Elementary Education**

Candidates will demonstrate competencies through the review and assessment of their student teaching by mentors and the lesson plans they develop by program staff.

*(2) Demonstrating knowledge of professional, legal, and ethical responsibilities and policies;*

Candidates will learn professional, legal, and ethical responsibilities and policies through the following classes.

BAST350 Diversity in Students

BAST351 Issues of Abuse and Neglect

BAST380 Educational Psychology

BAST400 Education and the Law

BAST430 Social Foundations

BAST421 Classroom Management

These practices will be observed and put to use in the following.

BAST Practicum 2 - Diverse Populations

BAST Practicum 2 - A Look into Special Education

BAST496 (3 Cr.) Student Teaching in Elementary Education

BAST497 (6 Cr.) Student Teaching in Elementary Education

BAST498 (5 Cr.) Student Teaching in Elementary Education Teacher candidates will adhere to the code of conduct as outlined during orientation. They will also maintain the ethical standards. All teacher candidates will be aware of their duties as mandated reporters of suspected child Abuse and Neglect prior to student teaching.

BAST351 Issues of Abuse and Neglect

Candidates will demonstrate competencies through the review and assessment of their student teaching by mentors and the lesson plans they develop by program staff.

**(d) Performance Assessment**

*An approved preparation program for teachers shall require that each candidate engage in an assessment process approved by the professional educator standards board. The assessment will verify that the candidate for a residency teacher certificate can meet the teacher standards in (a), (b) and (c) of this subsection and understands teacher impact on student learning;*

Every candidate will complete an edTPA and achieve a passing score as well as receive positive feedback from mentor teachers to be recommended for certification.

## Appendix D

### GHC Disposition Rubric

Disposition: Beyond the entry requirements and the course work of the BAS-TE program, a candidate must demonstrate the disposition(s) to be a teacher. Merriam-Webster defines disposition as the “a: prevailing tendency, mood, or inclination, b: temperamental makeup, c: the tendency of something to act in a certain manner under given circumstances.”

The GHC Disposition Rubric is based first on the Conceptual Framework utilized to develop the BAS-TE program and, secondly, on the outcomes identified for the program. Teacher candidates must demonstrate these dispositions at a pre-service level, while in BAS-TE classes, practicums, and in student teaching.

| Disposition   | Status  | Evidence |
|---|---|----------|
| <p><b>Meaningful and purposeful engagement</b></p> <ul style="list-style-type: none"> <li>Foster positive, inclusive learning settings in cognitive, behavior, language, physical, and social domains to create a safe and productive learning environment.</li> </ul> <p><i>The pre-service teacher has demonstrated the use of positive inclusive language and behavior in order to foster a safe and productive learning environment.</i></p>  | <input type="checkbox"/> Met<br><input type="checkbox"/> Not Met<br><input type="checkbox"/> Not Observed |          |
| <p><b>Cultural awareness within a collaborative context</b></p> <ul style="list-style-type: none"> <li>Ensure cultural competence in teaching through adapting learner-centered curricula that engage students in a variety of culturally-responsive strategies.</li> <li>Communicate and collaborate effectively with children, parents/guardians, peers, administrators, and the community.</li> <li>Recognize individual differences and learning styles and modify curricula and to meet the learners’ needs.</li> </ul> <p><i>The pre-service teacher takes responsibility for generating a positive teaching environment, with clear communication in the classroom and the school as a whole. (Please address each outcome in the evidence section).</i></p> | <input type="checkbox"/> Met<br><input type="checkbox"/> Not Met<br><input type="checkbox"/> Not Observed |          |
| <p><b>Theory and practice</b></p> <ul style="list-style-type: none"> <li>Design, facilitate, and evaluate age- and developmentally-appropriate learning exercises for students in K-8 and special education.</li> </ul>   | <input type="checkbox"/> Met<br><input type="checkbox"/> Not Met<br><input type="checkbox"/> Not Observed |          |

- Develop standards-driven curricula and monitor student progress towards targets.

*The pre-service teacher will demonstrate developmentally-appropriate design as well as a standards-driven curricula.*

### **Knowledge-based proficiency**

- Generate strategies from multiple instructional approaches and differentiated instruction for all students.
- Integrate and model the use of technology in the classroom.

*The pre-service teacher will demonstrate multiple instructional approaches and will integrate technology into the classroom.*

- Met
- Not Met
- Not Observed

### **Quality and meaningful assessment**

- Utilize the use of formal and informal assessment strategies to strengthen instruction and promote learning.
- Design, facilitate, and evaluate age- and developmentally-appropriate learning exercises for students in K-8 and special education.

*The pre-service teacher will utilize the use of formal and informal assessment strategies.*

- Met
- Not Met
- Not Observed

### **Ethical leadership**

- Communicate and collaborate effectively with children, parents/guardians, peers, administrators, and the community.
- Demonstrate professionalism both in the classroom as well as the community.

*The pre-service teacher will communicate effectively and demonstrate professionalism.*

- Met
- Not Met
- Not Observed

### **Development of a reflective practice**

- Utilize feedback and reflection to constantly improve teaching practices.

*The pre-service teacher will use a reflective practice to improve teaching practices.*

- Met
- Not Met
- Not Observed

### **Demonstrate the capacity and skills needed to work in the professional environment of K-8 education**

- Professional presentation of self (clean, appropriately attired, and mindful of language).
- On time and prepared.

*The pre-service teacher will demonstrate a professional demeanor.*

- Met
- Not Met
- Not Observed

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Candidate's Signature

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Date

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Teaching Mentor's Signature

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Date

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BAS-TE Program Director Signature

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Date