



GRAYS HARBOR COLLEGE

Bachelor of Applied Science in Teacher Education Elementary Education (K-8), English Language Learners Handbook 2026-2027

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

www.nwccu.org

Annual Non-Discrimination Statement

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

Title II/Title IX/Section 504 Coordinator

Erin Tofte, Associate Vice President for Human Resources

Grays Harbor College
1620 Edward P. Smith Drive
Aberdeen, WA 98520
360-538-4234
erin.tofte@ghc.edu

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INTRODUCTION

Purpose of Handbook

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

Program General Information

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

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

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

The program follows the standards set by the Washington State Professional Educators Standards Board and certifies teachers through the Washington Office of Superintendent of Public Instruction.

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

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

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

GRAYS HARBOR COLLEGE VISION, MISSION, AND COLLEGE PRIORITIES

Vision

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

Mission

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

College Priorities

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

BAS TEACHER EDUCATION CONTACT INFORMATION

PROGRAM ADMINISTRATIVE TEAM:

- Ariel Finfrock, Interim Director of BAS Teacher Education, 360-538-2535, ariel.finfrock@ghc.edu
- General BAS-TE Program Inbox: teacher.education@ghc.edu

PROGRAM FACULTY

- Holly Samuelson, Full-time Faculty, 360-538-4019, holly.samuelson@ghc.edu
- Judy Holliday, Placement Coordinator/Field Supervisor, 360-538-2525, judy.holliday@ghc.edu
- Bill Dyer, Instructor/Field Supervisor, 360-538-4171, bill.dyer@ghc.edu

ADJUNCT FACULTY

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

PUBLIC EDUCATOR ADVISORY BOARD MEMBERSHIP

Name	Position
Nani Villarreal	Principal, A.J. West Elementary
Stephanie Klinger	Director of Teaching and Learning, Montesano School District
Carrie Erwin	Gear Up Advisor, Aberdeen School District
Jason Garman	Middle School Science Teacher, Aberdeen School District
Maria Chavez	Elementary Teacher, Willapa Valley Elementary
Danielle Rosetta	Elementary Counselor, Stevens Elementary
Kristen Scroggs	Elementary Teacher, St. Mary's School
Traci Sandstrom	Co-Superintendent & Director of Teaching and Learning, Aberdeen School District
Amanda Nemes	Elementary Teacher, Oakville School District
Denise Roberts	Elementary Teacher, Robert Gray Elementary

GHC IMPORTANT PHONE NUMBERS

Office	Office Number	Phone Number (360)
Admissions-----	3211-----	532-9020
Accessibility Support Services-----	3221-----	538-4143
Athletics-----	500-----	538-4098
Bookstore-----	3100-----	538-4106
Campus Safety and Security-----	860-----	538-4120
Cashier-----	2300-----	538-4040
Childcare Center-----	1400-----	538-4190
Counseling and Advising-----	3220-----	538-4099
Diversity & Equity Center (DEC)-----	3112-----	538-4250
Enrollment Services-----	3220-----	538-9020
Financial Aid-----	3200-----	538-4081
Foundation-----	2402-----	538-4024
Harbor Landing Food Pantry-----	500-----	538-4233
Library-----	1500-----	538-4054
Testing-----	3250-----	538-4049
Tutoring Center & eTutoring-----	1519-----	538-4010
Student Assistance Team (STAT)-----	2313-----	538-4158
Student Life-----	3310-----	538-4237
BAS, Teacher Education-----	2410-----	538-2535
TRIO Student Support Services-----	1512-----	538-4076
TRIO E.O.C.-----	865-----	538-4036
Veteran Resources-----	3271-----	538-2521
Workforce Funding-----	3261-----	538-4058
WorkSource Grays Harbor-----	2315-----	538-2350

PROGRAM OUTLINE

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

BEFORE THE START OF THE BAS TEACHER EDUCATION PROGRAM

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

BEFORE GRADUATION FROM THE BAS TEACHER EDUCATION PROGRAM

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

REQUIRED PREREQUISITE COURSES

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

- An earned associate or higher degree from a regionally accredited college or university with a minimum cumulative GPA of 2.5 or higher. The Associate of Applied Science in Early Childhood Education (ECE AAS), Associate in Arts - Direct Transfer Agreement (AA-DTA), Associate in Arts - Bridge to Native Pathways program degree are recommended.
- ENGL& 101, English Composition
- ENGL& 102, English Composition II **or** ENGL& 235, Technical Writing
- MATH& 131 and MATH& 132, Math for Elementary Education I and II (recommended) **or** any 5-credit college-level math course with Intermediate Algebra as a prerequisite
- ECED& 180, Language and Literacy Development
- EDUC 201 **and** either EDUC 202 Education Practicum **or** ECED 200 Practicum II (if field placement is done in a K-3 setting)
 - **or** EDUC& 205
 - **or** 1-year verified full-time experience in a structured educational K-8 setting
- HIST& 214 Pacific Northwest History (Satisfies Social Science Area A)
- College-Level Natural Science with a lab component (5 credits)
- ENGL 233 Survey of Children's Literature (recommended) **or** any 5-credit humanities

REQUIRED BAS TEACHER EDUCATION COURSES

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

Fall Quarter – Year 1 (17 credits)

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

Winter Quarter – Year 1 (17 credits)

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

Spring Quarter – Year 1 (17 credits)

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

Fall Quarter – Year 2 (18 credits)

BAST 325	Math Methods	5
BAST 326	Science Methods	5
BAST 401	Special Education Methods	4
BAST 496	Student Teaching I	3

Winter Quarter – Year 2 (16 credits)

BAST 330	Teaching with Technology	2
BAST 365	Social Studies Methods	5
BAST 497	Student Teaching II	10

Spring Quarter – Year 2 (16 credits)

BAST 335	Methods for Teaching Arts	5
BAST 372	Prof Leadership/Advocacy	5
BAST 498	Student Teaching III	5
BAST 499	Capstone	1

Minimum Credits Required: 101

PROGRAM OPTIONS

There are several program options available, including:

- Associate in Arts-Direct Transfer Agreement (AA-DTA) degree completers
- Associate in Arts-Bridge to Native Pathways program degree completers
- Early Childhood Education, AAS degree completers
- English Language Learners Endorsement
- OSPI Alternative Routes 1 & 2

THE ASSOCIATE OF ARTS-DIRECT TRANSFER AGREEMENT (AA-DTA) TO BAS TEACHER EDUCATION (BAS-TE)

The Associate in Arts-Direct Transfer Agreement (AA-DTA) is designed to facilitate students' ability to transfer from GHC to a baccalaureate institution with junior standing having completed all general education requirements. The AA-DTA requires a minimum of 90 credits in courses numbered 100 or above with a minimum of 2.0 cumulative GPA. At least 45 credits must be chosen from the Distribution List of Approved Courses. In addition, students must fulfill requirements for [Graduation](#).

AA-DTA to BAS-TE Education Plan

The **bold** courses are requirements to enter the BAS Teacher Education program as well as meet the AA-DTA requirements.

<u>Course #</u>	<u>Course Title</u>	<u>Credits</u>
<i>Basic Course Requirements (15 credits)</i>		
ENGL& 101	English Composition I	5
ENGL& 102	English Composition II	5
MATH& 107	Math and Society (or MATH 131 and 132)	5
<i>Social Science Requirements (15 credits)</i>		
PSYC& 100	General Psychology	5
POLS& 202	American Government	5
HIST& 214	Pacific Northwest History	5
<i>Humanities Requirements (15 credits)</i>		
ART& 100	Art Appreciation	5
CMST& 220	Public Speaking	5
ENGL 233	Children's Literature	5
<i>Science Requirements (15 credits)</i>		
ASTRO& 100	Astronomy	5
BIOL& 100	Survey of Biology with lab	5
EARTH& 102	Earth Science	5
<i>Elective Requirements (30 credits)</i>		
ECED& 180	Language and Literacy Development	3
EDUC 201	Introduction to Education	5
EDUC 202	Education Practicum	3
COLL 101	College 101	5
HPF& 101	Health and Wellness	5
LIB& 101	Introduction to Information Resources	2
General Elective	2	

THE ASSOCIATE OF ARTS - NATIVE PATHWAYS TO BAS TEACHER EDUCATION

Grays Harbor College, The Evergreen State College, and the State Board for Community and Technical Colleges have partnered to provide improved access to the [Associate in Arts](#) Direct Transfer Agreement (AA-DTA) degree to residents of tribal communities in Western Washington. This liberal arts program is intellectually rigorous and culturally relevant. It honors indigenous knowledge and Western European scholarly traditions.

Native Pathways Education Plan

The college has worked closely with our Native partners and the Director of Tribal Climate Resilience & Tribal Navigator Programs to develop a plan for those who are pursuing their AA degree and have a desire to enter the BAS-TE program. The **bold** courses are requirements to enter the BAS Teacher Education program as well as meet the Native Pathways requirements.

<u>Course #</u>	<u>Course Title</u>	<u>Credits</u>
<i>Basic Course Requirements (15 credits)</i>		
ENGL& 101	English Composition I	5
ENGL& 102	English Composition II	5
MATH& 107	Math and Society (or MATH 131 and 132)	5-10
<i>Social Science Requirements (15 credits)</i>		
HIST& 214	Pacific Northwest History	5
PSYC& 100	General Psychology	5
POLS& 202	American Government	5
<i>Humanities Requirements (15 credits)</i>		
ART& 100	Art Appreciation	5
CMST& 220	Public Speaking	5
ENGL 233	Children's Literature	5
<i>Science Requirements (15 credits)</i>		
ASTRO& 100	Astronomy	5
BIOL& 100	Survey of Biology with lab	5
EARTH& 102	Earth Science	5
<i>Elective Requirements (30 credits)</i>		
ANTH& 210	Indians of North America	5
ANTH& 216	Pacific NW Coast Peoples	5
ECED& 180	Language and Literacy Development	3
EDUC 201	Introduction to Education	5
EDUC 202	Education Practicum	3
FYE 101	Freshman Orientation	1
FYE 102	Freshman Student Success	2
HUM 101	Integrative Seminar I	2
HUM 102	Integrative Seminar II	2
HUM 107	Issues in Indian Country I	1
HUM 108	Issues in Indian Country II	1

EARLY CHILDHOOD EDUCATION AAS TO BAS-TE EDUCATION PLAN

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

AAS-ECE FALL -YEAR 1

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

AAS-ECE WINTER YEAR 1

ECED&	238	PROFESSIONALISM	3
ECED&	203	THE EXCEPTIONAL CHILD	5
ECED&	107	HEALTH, SAFETY, & NUTRITION	3
EDUC	201	INTRO/ORIENTATION TO TEACHING	5
		TOTAL CREDITS	16

AAS-ECE SPRING YEAR 1

EDUC&	130	GUIDING BEHAVIOR	3
EDUC&	150	CHILD, FAMILY, COMMUNITY	3
ECED&	200	PRACTICUM II (do field placement in a K-8 setting)	3
HIST&	214	PACIFIC NORTHWEST HISTORY	5
ECED&	134	FAMILY CHILDCARE	3
		TOTAL CREDITS	17

AAS-ECE FALL YEAR 2

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

AAS-ECE WINTER YEAR 2

ECED&	160	CURRICULUM DEVELOPMENT	3
EDUC&	115	CHILD DEVELOPMENT	5
MATH&	131	MATH FOR ELEMENTARY ED I	5
BIOL&	100	SURVEY OF BIOLOGY W/ LAB	5
		TOTAL CREDITS	18

AAS-ECE SPRING YEAR 2

ECED&	190	PRACTICUM III: OBSERVATION AND ASSESSMENT	3
ECED&	170	ENVIRONMENTS FOR YOUNG CHILDREN	3
ECED&	180	LANGUAGE AND LITERACY DEVELOPMENT	3
EDUC&	136	SCHOOL AGE CARE	3
MATH&	132	MATH FOR ELEMENTARY ED II	5
		TOTAL CREDITS	16

ENGLISH LANGUAGE LEARNERS (ELL) ENDORSEMENT OPTION

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

Required Coursework:

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

OSPI ALTERNATIVE ROUTES

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

- **Alternate Route 1** is intended for district staff with an associate degree.
- **Alternate Route 2** is intended for district staff with a bachelor's degree or higher.

TEACHER EDUCATION ALTERNATIVE ROUTE 1

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

All program prerequisites are required for this route unless they qualify for credit for prior learning/experience. Alternate Route Candidates have the opportunity for Prior Learning Assessment to award credit for prior learning and experience.

Whenever possible, BAS-TE program staff will work with the alternative route candidate and their district employer to create an adapted or modified work plan to help the candidate maintain employment and benefits during field experience. A leave of absence may be required during some field experience.

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

Candidates enrolled in this route must complete a pre-residency intensive academy, typically offered in the summer. The academy is specifically designed to leverage candidates' prior professional experience with students while preparing them for the expectations of full-time residency teaching.

Core Courses		Credits	<u>Core Courses</u>		<u>Credits</u>
<u>Fall Quarter – Year 1 (15 credits)</u>			<u>Fall Quarter – Year 2 (17 credits)</u>		
BAST 301	Practicum I	2	BAST 325	Math Methods	5
BAST 345	ELA Methods	5	BAST 326	Science Methods	5
BAST 380	Understanding Learning	5	BAST 401	Special Education Methods	4
BAST 430	Social/Legal Foundations	5	BAST 496	Student Teaching I	3
<u>Winter Quarter – Year 1 (15 credits)</u>			<u>Winter Quarter – Year 2 (17 credits)</u>		
BAST 302	Practicum II	2	BAST 330	Teaching with Technology	2
BAST 360	Assessment for Learning	5	BAST 365	Social Studies Methods	5
BAST 370	Language and Culture	5	BAST 497	Student Teaching II	10
BAST 421	Classroom Management	5			
<u>Spring Quarter – Year 1 (15 credits)</u>			<u>Spring Quarter – Year 2 (16 credits)</u>		
BAST 303	Practicum III	2	BAST 335	Methods for Teaching Arts	5
BAST 355	Reading Methods	5	BAST 372	Professional Leadership	5
BAST 371	Advanced Language/Literacy	5	BAST 498	Student Teaching III	5
BAST 420	Planning Instruction	5	BAST 499	Capstone	1

TEACHER EDUCATION ALTERNATIVE ROUTE 2

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

All program prerequisites are required for this route unless they qualify for credit for prior learning/experience. Alternate Route Candidates have the opportunity for Prior Learning Assessment to award credit for prior learning and experience.

Whenever possible, BAS-TE program staff will work with the alternative route candidate and their district employer to create an adapted or modified work plan to help the candidate maintain employment and benefits during field experience. A leave of absence may be required during some field experience.

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

Candidates enrolled in this route must complete a pre-residency intensive academy, typically offered in the summer. The academy is specifically designed to leverage candidates' prior professional experience with students while preparing them for the expectations of full-time residency teaching.

Core Courses		Credits	<u>Core Courses</u>		<u>Credits</u>
<u>Fall Quarter – Year 1 (15 credits)</u>			<u>Fall Quarter – Year 2 (17 credits)</u>		
BAST 301	Practicum I	2	BAST 325	Math Methods	5
BAST 345	ELA Methods	5	BAST 326	Science Methods	5
BAST 380	Understanding Learning	5	BAST 401	Special Education Methods	4
BAST 430	Social/Legal Foundations	5	BAST 496	Student Teaching I	3
<u>Winter Quarter – Year 1 (15 credits)</u>			<u>Winter Quarter – Year 2 (17 credits)</u>		
BAST 302	Practicum II	2	BAST 330	Teaching with Technology	2
BAST 360	Assessment for Learning	5	BAST 365	Social Studies Methods	5
BAST 370	Language and Culture	5	BAST 497	Student Teaching II	10
BAST 421	Classroom Management	5			
<u>Spring Quarter – Year 1 (15 credits)</u>			<u>Spring Quarter – Year 2 (16 credits)</u>		
BAST 303	Practicum III	2	BAST 335	Methods for Teaching Arts	5
BAST 355	Reading Methods	5	BAST 372	Professional Leadership	5
BAST 371	Advanced Language/Literacy	5	BAST 498	Student Teaching III	5
BAST 420	Planning Instruction	5	BAST 499	Capstone	1

PROGRAM COSTS

Below is a program costs schedule. These may change based on agency price changes. **All of the fees shown are valid as of 06/01/2026.**

Item	Cost	Required By
Liability Insurance	\$49 annually	Before the start of the fall quarter each year
Fingerprints	\$84 plus taxes and fees (ESD113 in Olympia)	Before fall of year 1
WATCH Background Check	\$12	With program application
Washington Educator Skills Test - Basic (WEST-B) Reading, Writing, and Math (Test Code 095/096/097)	Single subtest: \$32 All 3 subtests: \$96 (voucher codes may be available)	Before the fall of year 1 REQUIREMENT TO ENTER PROGRAM
National Evaluation Series (NES) Elementary Education test (2 subtests) (Test Code 102/103)	Single subtest: \$85 Both tests: \$165 <i>Must score 220 or above</i> (voucher codes may be available)	Before the fall of year 2 REQUIREMENT TO GRADUATE
WEST-E ELL Endorsement test (test code 051)	\$96 <i>Must score 240 or above</i> (voucher codes may be available)	End of year 2 REQUIRED TO OBTAIN AN ELL ENDORSEMENT
ELL Endorsement	\$81	At the end of year 2 REQUIREMENT TO OBTAIN AN ELL ENDORSEMENT
OSPI Certification Application	Residency Teacher (First-Issue): \$93 Substitute Teacher: \$81	After graduating and being recommended for teacher certification

PROGRAM FRAMEWORK

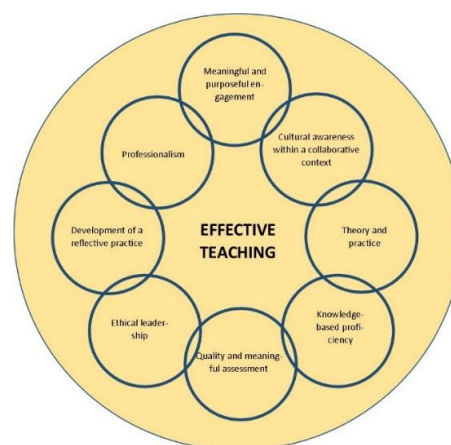
BAS TEACHER EDUCATION CONCEPTUAL FRAMEWORK

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

GHC's BAS Teacher Education utilizes two teaching models. The fundamental premise of Dr. Weimer's Learner-Centered Teaching Model centers on effective teaching, with additions critical to the teaching student's *professional environment* (Weimer, 2013). This will prepare students to develop and incorporate this model into the teaching of their students. This model must include the following:

- Meaningful and purposeful engagement
- Cultural awareness within a collaborative context
- Theory and practice
- Knowledge-based proficiency
- Quality and meaningful assessment
- Ethical leadership
- Development of a reflective practice
- Professionalism

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



PEDAGOGICAL SKILLS

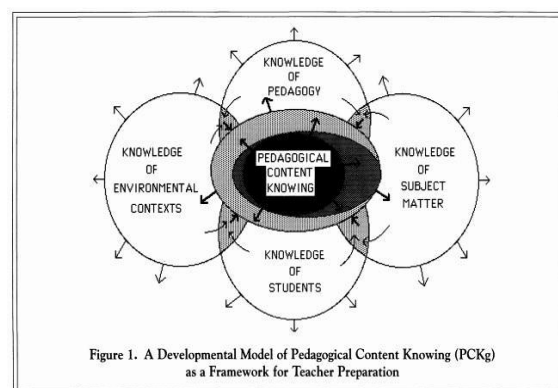
According to Merriam-Webster, pedagogy is the **“art, science, or profession of teaching.”** This broad definition covers various aspects of teaching, and there are many moving parts to pedagogy that include teaching styles, feedback, and assessment. The term pedagogy boils down to the study of different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

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

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

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

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



TPEP FRAMEWORK

Grays Harbor College embraces the TPEP framework. TPEP framework below is provided for all students in the student handbook as well as discussed in all core courses. In BAST 360 students receive an introduction to the TPEP process and learn about the Marzano framework and BAST 372 specifically requires students to complete a Danielson self-evaluation.

Framework	Descriptor
Criterion 1: Centering instruction on high expectations for student achievement.	Expectations; the teacher develops and communicates high expectations for student learning.
Criterion 2: Demonstrating effective teaching practices.	Instruction; the teacher uses research-based instructional practices to meet the needs of all students.
Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.	Differentiation; the teacher acquires and uses specific knowledge about students' cultural, individual, intellectual, and social development and uses that knowledge to adjust their practice by employing strategies that advance student learning. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.
Criterion 4: Providing clear and intentional focus on subject matter content and curriculum	Content knowledge; the teacher uses content area knowledge, learning standards, appropriate pedagogy, and resources to design and deliver curricula and instruction to impact student learning.
Criterion 5: Fostering and managing a safe, positive learning environment	Learning environment; the teacher fosters and manages a safe and inclusive learning environment that takes into account: Physical, emotional, and intellectual well-being of students.
Criterion 6: Using multiple student data elements to modify instruction and improve student learning.	Assessment; the teacher uses multiple data elements (both formative and summative) to plan, inform and adjust instruction, and evaluate student learning. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.
Criterion 7: Communicating and collaborating with families and school community.	Families and community; the teacher communicates and collaborates with students, families, and all educational stakeholders in an ethical and professional manner to promote student learning.
Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.	Professional practice; the teacher participates collaboratively in the educational community to improve instruction, advance the knowledge and practice of teaching as a profession, and ultimately impact student learning. Student growth data must be a substantial factor utilizing the OSPI approved student growth rubrics.

PROGRAM LEARNING OUTCOMES

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

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

DESIRED STUDENT ABILITIES

Students will meet program outcomes through their BAS-TE course work and will demonstrate that they meet the Desired Student Abilities (DSAs) or college-wide outcomes. GHC has identified five college-wide abilities, or competencies, that all GHC students should be able to demonstrate upon completion of their studies. Students completing transfer degrees achieve these skills as they move through required and distribution courses. Students completing workforce degree and certificate programs and BAS students achieve them in their required courses. These five skills are critical to graduates' future success at work, in further education, and in their lives as community members:

- 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.
- In addition to these abilities, students also develop core knowledge (disciplinary literacy) in their programs and disciplines as they take courses in these areas.

BAS TEACHER EDUCATION STUDENT EXPECTATIONS

EXPECTATIONS AND PROGRESSION

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

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

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

STUDENT FIELD EXPERIENCE POLICIES AND PROCEDURES

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

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

Accessibility Services Reasonable Accommodations Statement: Accessibility Services (formerly Disability Support Services) assists students with qualified Physical, Learning, Sensory, Cognitive, and/or Psychological disabilities by identifying and coordinating reasonable accommodations for equal access to academic programs and activities. Accessibility Services 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 Accessibility office provides adaptive services to students with documented disabilities, as required. The student is responsible for providing the Letter of Accommodation form to each instructor.

You are welcome to visit the Accessibility Services (AS) office at any time. It is recommended that you come to AS to discuss services and academic accommodation before taking the College Placement Test (CPT) or once you have registered for classes.

Our office is located in the tulalW (3000) Building. Please check-in or contact the Welcome Center in room 3221. Questions or concerns may be directed to Holly Edwards, Accessibility Support Services Coordinator at holly.edwards@ghc.edu.

Academic and District Calendars: Field experiences will follow the academic calendar of the

cooperating district rather than the GHC calendar. The actual dates of the field experience will be confirmed by the program director in conjunction with the practicum supervisor/faculty, cooperating district, and the student. In the event that school is delayed or canceled, the field experience hours must be made up before the end of the GHC quarter.

Statement of Academic Integrity: All forms of cheating, falsification, and plagiarism are against the rules of this course and of Grays Harbor College. Students who are unsure of what constitutes academic dishonesty are responsible for asking the instructor for clarification. Instances of intentional academic dishonesty will be dealt with severely, up to and including dismissal from the program. See the syllabus of each course for the instructor's policy regarding the use of artificial intelligence (AI) in class assignments.

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

STUDENT EVALUATIONS

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

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

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

Pre-service Teacher Self-assessment and Professional Growth Plan: The Pre-service Teacher Self-assessment will be used quarterly to aid candidate self-reflection, provide an opportunity for faculty feedback, and document growth over time. During the final quarter of the program, candidates will reflect on these self-assessments and complete the **Pre-service Professional Growth Plan**.

TIME LOG REQUIREMENTS

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

- Student time logs are reported by hours.
- Student teachers are expected to follow the teacher instructional contracted hours.
- Examples of acceptable hours: attending faculty/staff meetings at the school, helping mentor prepare for class during contracted time
- Examples of non-acceptable hours: attending an athletic event, picking up supplies for the teacher, studying to prepare for classes (for example, spending hours Sunday night to prepare for the class on Monday)
- Mentor teachers are only required to work during their contracted time. Candidates should verify what those start and end times are with their mentor teacher and be aware that this includes a “duty-free” lunch. Working with mentors during their lunch hour or outside of their contract time will be up to their discretion and is not guaranteed as an option.
- Student teachers **CANNOT “bank”** student teaching hours. Required hours must be completed in the quarter assigned. Extra hours will be recorded but not used for subsequent quarters.
- A digital hour log must be completed and sent to the mentor for approval by the last day of every month
- **Student Teaching before and after the GHC quarter may be highly encouraged to experience the entire academic year. However, only hours submitted during the GHC quarter may count towards hours.**

PRACTICUM EXPERIENCE

First-year teacher candidates will participate in 30 hours of K-8 classroom practicum experiences each quarter. Practicums are integrated with BAS-TE courses that help students link theory and practice and enable students to reflect on best practices. Practicums introduce students to schools with a broad focus on teaching and learning, an exploration of diverse populations within the two-county area, and allow students to think about differentiated instruction in differing settings. Practicum reflections are designed to help students become familiar with the rubrics, including considering how to differentiate instruction for diverse learners and English language learners. Each quarter, students will be in different grade bands at different schools, except alternative routes candidates who may have a modified work plan to accommodate their employment.

Roles, Responsibilities, and Expectations of Practicum Students

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

- Candidates will provide feedback to the program by completing the BAS-TE Quarterly Mentor Evaluation and BAS-TE Quarterly Program Evaluation at the end of each quarter.
- Candidates will engage in self-reflection by completing the Pre-service Teacher Self-assessment at the end of each quarter.

STUDENT TEACHING EXPERIENCE

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

RESPONSIBILITIES AND EXPECTATIONS DURING STUDENT TEACHING:

- The teacher candidate must have a current and clear Washington State Patrol WATCH background check on file with Grays Harbor College. The student must have completed the Character and Fitness Supplement form and provide proof of liability insurance. Current fingerprinting must be cleared through OSPI. Teacher candidates must attempt NES 102 and 103. Teacher candidates ***will not student teach without these components complete and on file.***
- Complete the [Student Teaching Attendance Log](#) with dates, times, summary, and total hours.
- Student teachers should attend faculty meetings, parent conferences, in-service training, and other school activities and non-instructional duties during their student teaching experience.
- Student teachers must be on time and in attendance each day, according to the schedule planned in cooperation with the mentor teacher and approved by the field supervisor. Tardiness and absences must be reported to the mentor teacher and the field supervisor as soon as possible.
- Student teachers should become familiar with the partner school handbook and code of conduct.
- Professional attire, attitude, and behavior are expected at all times during student teaching. Professional disposition is monitored across all program requirements.
- Student teachers will work with the mentor teacher in planning, teaching, and assessing. This will require continual communication and daily collaboration so that the student-teacher has a clear understanding of each day's responsibilities.
- Student teachers will prepare all materials requests made by the mentor teacher or field supervisor; lesson plans, assessments, reflections, etc. A lesson plan will be required for each formal observation.
- Student teachers will help the field supervisor, in conjunction with the mentor teacher, arrange observations, pre-conferences, and post-conferences, a minimum of three times per quarter. Each observation will be 30-60 minutes.
- Observe professional standards of ethics in confidentiality, professional courtesy, and interactions with students, parents, community members, and other professionals. Strict confidentiality is required regarding student information and interactions; do not discuss student information or interactions with anyone beyond the respective school, and only when deemed professionally and/or legally appropriate. For questions related to confidentiality expectations, consult the mentor teacher and/or field supervisor. Do not use student names in coursework or class discussions.
- Student teachers should get to know the other staff; administration, counselors, and specialists.
- Student teachers will complete and submit the Capstone Portfolio during spring quarter.
- Student teachers will participate in a minimum of 300 hours of teaching all contracted hours each day during the winter quarter.
- Student teachers may substitute for the mentor if they hold a valid certificate and the substitute teaching has been approved by the BAS-TE program director, placement coordinator, the school

principal and school district. **The student teacher may not count substitute teaching as student teaching hours unless it is in their mentor teacher's classroom.**

- Candidates will provide feedback to the program by completing the BAS-TE Quarterly Mentor Evaluation and BAS-TE Quarterly Program Evaluation at the end of each quarter.
- Candidates will engage in self-reflection by completing the Pre-service Teacher Self-assessment at the end of each quarter.

STUDENT TEACHER PORTFOLIO (STP)

- A teaching portfolio is a living document that reflects a candidate's education, experience, personal growth, and accomplishments as a teacher. This portfolio will be digital (an e-portfolio), which candidates will create and submit in BAST 499 Capstone during spring quarter of year 2 of the program. Candidates will contribute artifacts that they created throughout two years in the BAS Teacher Education program, which is why it is important to save all assignments submitted throughout the BAS-TE program. Contributions may include unit and lesson plans, teaching philosophy and classroom management statements, observation and student teaching reflections, key assignments and reflections from each class taken, classroom lesson recordings, and more. Expectations for the STP are as follows:
- Candidates must work with program faculty and student-teacher mentors to determine an STP video recording plan. The field supervisor will share the details required for the student teaching portion of the plan with the candidate and mentor during the fall quarter.
- Creation of artifacts for the e-portfolio will begin during year 1 of the program, but documentation and reflections on student teaching will be the focus during year 2 of the program.

STUDENT TEACHING TIMELINE

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

Scheduling

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

Observations

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

PACING GUIDE

Fall: 90-hour minimum requirement

Winter: 300-hour minimum requirement

Spring: 150-hour minimum requirement

BEFORE THE START OF THE SCHOOL YEAR:

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

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

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

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

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

AUGUST/SEPTEMBER

Teacher Candidate

- Introduces self to the class
- Observe the mentor teacher
- Assist with group/individual work
- Gains access to school email
- Takes attendance
- Attends staff/IEP/504 meetings
- Plans with the lead teacher
- Sends letter to students' families introducing yourself – include video permission form to be signed for Capstone video
- Supports communication with families
- Student teachers are required to keep a daily journal to record observation notes, planning/teaching/assessment ideas, and responses to prompts provided by GHC faculty

Mentor Teacher

- Sets pattern for meeting
- Reviews classroom procedures/expectations
- Reviews attendance procedures
- Explains copy machine and office resources
- Develops a phase in/co-teaching process
- Reviews IEP /504 information as needed
- Introduces teacher candidate to families and the school community
- Informally evaluate teacher candidate based on InTASC and Professional Dispositions. Discuss evaluations regularly. Formal evaluations due at the end of each quarter with comments, especially for any standards where the student is rated below proficient.

Early September	Observe and Assist • The teacher candidate will observe the mentor teacher, assume non-teaching responsibilities, and become an active assistant under the mentor teacher's total supervision. • The majority of the time is focused on learning classroom routines and observing students and the mentor teacher. Utilize the one teach/one observe strategy of co-teaching
Mid- September	Observe, Assist, and Lead Transitions • Gradually increase the amount of transitions led by the teacher candidate from simple transitions like going to recess to transitions between instructional times. (Continue throughout the student teaching experience) • It is expected that the teacher candidate will assist the mentor teacher in all parent communication throughout the student-teaching experience.
Late September	Co-teach ELA block (if ELA is not taught, another subject may be chosen) • Mentor and student will develop a co-teaching plan to facilitate all parts of the ELA block. • Recommended co-teaching strategies one teach/one assist, station teaching, parallel teaching, team teaching. • The mentor teacher introduces ELA assessment practices.
<u>OCTOBER- DECEMBER</u>	
Teacher Candidate • Focuses on getting comfortable in the role of teacher • Co-plans ELA, Math, and other content areas • Develops instructional materials • Experiments with instructional strategies • Participates in assessment processes • Student teachers are required to keep a daily journal to record observation notes, planning/teaching/assessment ideas, and responses to prompts provided by GHC faculty.	Mentor Teacher • Meets with the teacher candidate each day that they are present to discuss progress and expectations • Co-plans ELA, Math, and other content areas • Shares all instructional materials • Allows teacher candidate to use his/her own instructional materials • Shares and co-facilitates assessment practices • Engages teacher candidate in parent communication

October	Co-plan and co-teach more subjects (this could include arts, science, ELA, Math, supplemental instruction, re-teaching, small groups, etc.) • Gradually add responsibilities so that the teacher candidate has experience planning and teaching each content area. The mentor teacher leads the planning and co-teaching relationship. • Mentor teacher and teacher candidate work collaboratively to use assessment data to inform instructional practices. This continues throughout the duration of the student teaching experience. • Mentor and teacher will develop a plan to facilitate large group, small group, and individual math instruction. • Recommended co-teaching strategies one teach/one assist, station teaching, parallel teaching, team teaching. • Teacher candidate supports and assists mentor with parent-teacher conference (*in the appropriate week)
November/December	Teacher candidate leads some large group Instruction. Continue to co-teach, prepare lessons, prepare for full responsibility • Before Winter Break, the Teacher candidate and mentor set a schedule that includes days and times to be in the classroom for the winter quarter. The schedule for the winter quarter should include three formal observations by the field supervisor that include pre- and post-conferences. • The schedule must be submitted to the field supervisor. Drop-In observations may occur.
<u>JANUARY - MARCH</u>	
Teacher Candidate • Records instructional times for Capstone Portfolio video, and to reflect on practice • Leads the co-teaching relationship transitioning into full time takeover of the classroom responsibility for solo teaching • Experiments with instructional strategies and technology • Student teachers are required to keep a daily journal to record observation notes, planning/teaching/assessment ideas, and responses to prompts provided by GHC faculty • Asks the principal to observe • Required attendance for the ten weeks after Winter Break – full-time attendance during contract hours required for 5-8 weeks minimum, consistently, with a minimum of one week	Mentor Teacher • Recommended co-teaching strategy: Team teaching, one teach/one observe. Offers ongoing reflection and mentoring transitioning into full responsibility of the teacher candidate for a minimum of 150 hours. • Informally evaluate teacher candidate based on InTASC and Professional Dispositions. Discuss evaluations regularly. Formal evaluations due at the end of each quarter with comments, especially for any standards where the student is rated below proficient.

transitioning into and out of full time take-over that lasts at least 4 weeks (not including transition times). Student teachers must complete a minimum of 150 hours full-time takeover solo teaching, but more time with full classroom responsibility is encouraged.	
Early January (Return from Break)	Co-Teaching, all lessons • The teacher candidate takes primary responsibility of teaching lessons and leading the co-teaching relationship. Mentor teacher transitions more responsibility to teacher candidate over a variety of subjects.
Late January through late February/early March	Mentor teacher transitions responsibility to teacher candidate. • The teacher candidate takes primary responsibility of classroom
Early to mid March	Transition Back to Co-Teaching, All Subjects are Co-Taught • Before the end of winter quarter, the Teacher candidate and mentor set a schedule that includes days and times to be in the classroom for the spring quarter. The schedule for spring quarter should include three formal observations by the field supervisor that include pre- and post-conferences. • The schedule must be submitted to the field supervisor. Drop-In observations may occur. • Student teachers are required to be in the field for a minimum of 150 hours over the GHC spring quarter.
<u>SPRING</u>	
Teacher Candidate • Student teachers are required to be in the field for a minimum of 150 hours spread out over the GHC spring quarter • Teacher candidates will finalize and submit their Capstone portfolio spring quarter • Student teachers are required to keep a daily journal to record observation notes, planning/teaching/assessment ideas, and responses to prompts provided by GHC faculty	Mentor Teacher • Recommended co-teaching strategy: Team teaching, one teach/one observe • Informally evaluate teacher candidate based on InTASC and Professional Dispositions. Discuss evaluations regularly. Formal evaluations due at the end of each quarter with comments, especially for any standards where the student is rated below proficient.

MENTORING

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

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

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

MENTOR ROLE

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

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

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

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

MENTOR EXPECTATIONS

- Complete Canvas Training Modules
- Provide leadership to the teacher candidate by introducing them to faculty, staff, and students as appropriate.
- Mentor teachers will collaborate with the student teacher to determine the schedule for each quarter before the quarter begins, to be submitted to the field supervisor.
- Mentor teachers will provide a workspace for student teachers; a desk is best if possible.

- Engage students in a variety of culturally responsive strategies.
- Mentor teachers will share expectations, communicate classroom/school procedures and policies, discuss effective classroom management, and introduce the curriculum.
- Mentor teachers will review lesson plans developed by student teachers and give feedback regularly on lessons taught. It is optimal to schedule regular coaching/mentoring time with the student teacher to discuss lesson planning, instruction, and assessments.
- Mentor teachers will encourage student teachers to be creative and to try new strategies.
- When appropriate and available, include the teacher candidate in professional development, staff events and meetings, and other building activities.
- Meet regularly with the teacher candidate to discuss goals, outcomes, and progress toward completing the field experience successfully.
- As necessary and appropriate, provide the teacher candidate with background information on individual learners in the classroom.
- Provide ongoing and regular constructive feedback, both oral and written, to the teacher candidate on their performance in all aspects of classroom teaching and preparedness, including, but not limited to, lesson planning, teaching behaviors, professionalism, and interpersonal relationships.
- Provide opportunities for teacher candidate to implement lessons in whole and small group settings.
- Give feedback on lesson plans and instructional strategies
- Review and approve the Teacher Candidate hour log at the end of each month and one week before the end of the quarter. For hours to count, they must be approved before the end of the GHC quarter.
- Complete the INTASC Evaluation Form and the Professional Dispositions Evaluation for Field Experiences and submit them before the final week of each GHC quarter with comments, especially for any standards where the student is rated below proficient.
- Submit the BAS-TE Mentor Feedback Form at the end of their student teacher's field experience.
- Mentor teachers will lend appropriate support during the student teacher's lesson recording and collection of student work, including obtaining permission from parents/guardians.
- Throughout the field experience, maintain regular contact with the field supervisor regarding the teacher candidate's progress. Report any concerns or issues with the teacher candidate's performance to the field supervisor as soon as possible.
- Mentor teachers will arrange for a substitute any time they will be absent. Student teachers may substitute for the mentor if they hold a valid certificate and the substitute teaching has been approved by the BAS-TE program director, placement coordinator, the school principal and school district. **The student teacher may not count substitute teaching as student teaching hours unless it is in their mentor teacher's classroom.**
- Because the teacher candidates are not certificated in most cases, supervision is required at all times. If the student teacher is subbing for their mentor, with a valid certificate, then a mentor must arrange for an alternative mentor, such as a neighboring teacher and/or building administrator, to be available to observe and provide feedback on student progress, if needed.

MENTOR RESPONSIBILITIES

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

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

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

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

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

MENTOR CLOCK HOURS

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

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

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

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

FIELD SUPERVISOR RESPONSIBILITIES

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

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

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

Field Supervisor Expectations for Evaluations

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

Professional Disposition Rubric: This is submitted by the student's mentor teacher and field supervisor at the end of every quarter as a summative assessment. Teacher candidates should show growth in these over their time in the program and their field experience. By the end of the fall quarter of their second year, **all categories must be "proficient."** Any candidates scoring below proficient at the end of fall quarter in year 2 need to be brought to the attention of the director immediately so an improvement plan can be implemented.* Teacher Candidates who are not proficient in all professional dispositions before graduation may be removed from the program.

InTASC Rubric: This is submitted by the student's mentor teacher and field supervisor at the end of each student teaching observation during the fall (formative), winter (summative), and spring (summative) quarters. This should be used informally at every observation to monitor progress and growth. The feedback informs the student teachers about their progress.

*If an improvement plan is implemented, then it must be completed, signed, and submitted to the BAS-TE program director by June 1 to demonstrate candidate proficiency and readiness for

certification. The field supervisor's professional disposition and InTASC rubrics scores take precedence in the outcome of an improvement plan.

FIELD SUPERVISOR RESPONSIBILITIES

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

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

FIELD SUPERVISOR KEY EXPECTATIONS

Professional Disposition

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

Communication

- Prompt communication with BAS-TE students, school personnel, and college faculty/staff
- Communicate immediately with BAS-TE students if there is a change in schedule or a need for rescheduling a meeting.

- Continuously communicate with BAS-TE students regarding teaching progress. Nothing should come as a surprise to BAS-TE students in terms of how they are doing academically and professionally.
- Communicate consistently with mentor teachers. Check in with mentors without their student teacher present, either in person or by phone or email, at least once per quarter. Ensure that mentors know when you will be observing and can participate in pre- and/or post-conferences if requested by the student teacher. Ensure that mentor teachers can access the InTASC rubric, Professional Dispositions rubric, and mentor feedback forms and remind them to complete these each quarter.
- Communicate consistently with the BAS-TE program director about student teacher progress and notify the director immediately if there are any conflicts or concerns about a student's placement, progress, or serious deficiencies in their performance.
- Be cognizant that everyone's communication and processing styles are different.

Organization

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

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

PLACEMENT COORDINATOR RESPONSIBILITIES

Placement Coordinator Role, Responsibilities, Expectations

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

Role, Responsibilities, Expectations

- Maintain regular contact with the student, mentor teacher, and/or cooperating district representative to identify practicum purpose, goals, and desired outcomes
- Communicate with the practicum student before the start of the practicum experience to discuss expectations, goals, and requirements
- Be available to the student and mentor teacher throughout the quarter to address concerns, questions, and feedback
- Communicate with the student and mentor at the culmination of the practicum experience to discuss the student's progress and completion of required outcomes
- Respect the district decisions for student placement
- Be fair and equitable to all
- Address concerns/issues promptly following appropriate procedures identified in this handbook
- Coordinate and lead student teaching orientation with mentor teachers and student teachers before the start of student teaching
- Update the mentor training course in Canvas and share relevant training resources with mentor teachers in the spring before student teaching
- Lead Field Supervisor Training at the beginning of the GHC quarter
- Attend quarterly PEAB meetings, WACTE Field Director Meetings, relevant PESB and BAS-TE Network meetings and engage with the statewide network of other teacher preparation program field placement coordinators
- Collaborate with BAS-TE program director, faculty, and staff and engage in continuous improvement of GHC's BAS-TE Program

GRADUATION AND BEYOND

CERTIFICATION

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

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

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

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

Program Completion and Residency Certification

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

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

Residency Teacher Certificate (First Issue)

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

verification of program completion including these general requirements:

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

Employment

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

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

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

GRADUATION & DEGREE APPLICATION

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

PROGRAM INFORMATION

ACADEMIC PROGRESS

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

BAS-TE Program Support Services

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

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

Students at GHC are eligible for all services offered by the College. The student fees entitle access to student computer labs, the library, the tutoring center, the Student Assistance Team (STAT), Accessibility Services, student clubs and programs, TimleyCare, the Diversity and Equity Center (DEC), and all other GHC services. Please refer to the GHC website at ghc.edu/student-resources for a complete list of services and activities.

CLASS SCHEDULE

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

COURSE DELIVERY

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

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

COURSEWORK EXPECTATIONS

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

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

EMBEDDED SERVICES MODEL

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

FIELD EXPERIENCE PLACEMENT AND PLACEMENT AGREEMENTS

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

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

PROBATION AND DISMISSAL

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

PROGRAM TUITION

Tuition and fees for courses offered in the 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. Please visit the Grays Harbor College website ghc.edu/tuition.

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.

REPEATING A COURSE IN THE BAS-TE PROGRAM

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

Repeated Courses

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

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

RETENTION PLAN

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

TESTING REQUIREMENTS

The BAS-TE program requires students to attempt and/or pass several teaching-based assessments, including WEST-B, NES I, NES II, and WEST-E. The BAS-TE program receives a limited number of voucher codes that are available to students, as needed, upon request. This code will then be used in the payment screen when registering for the assessments. **Each student will only receive one (1) code for each set of assessments. Voucher codes are only**

good for single use and the program will not issue codes for “retakes”.

- Candidates must attempt the WEST-B before being admitted to the BAS Teacher Education.
- NES I and NES II must be attempted prior to student teaching experience *and passed with a score of 220 or better* to receive a recommendation for the initial residency teacher certification.
- WEST-E is required to obtain the ELL endorsement and must be passed with a score of 240 or better.

TRANSCRIPT EVALUATION

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

PROGRAM GUIDELINES

COMMUNICATION

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

All communication from the college and the BAS-TE program will be sent to your GHC email. It is your responsibility to check this email regularly. It is recommended by the that you check your email daily. Some students forward their GHC email automatically to their email to make this process easier for themselves. Students are also responsible for ensuring that the mentor, field supervisor, college, and BAS-TE faculty have their current contact information.

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

Program Director: Ariel Finrock, 360-538-2535, ariel.finrock@ghc.edu, (program management, instructor/student issues, guidance, certification)

Lead Faculty: Holly Samuelson, 360-538-4019, holly.samuelson@ghc.edu, (academic advising, instructional content, and pedagogy)

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

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

CONFIDENTIALITY

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

COVID-19 INFORMATION

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

CULTURAL RESPONSIVENESS

Interacting with Diverse Populations

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

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

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

LEAVE OF ABSENCE

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

OSPI ACCESS

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

OSPI Clearance

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

- Pre-Residency Clearance Application (valid for two years): Clearance is required before student teaching. Reportable incidents must be fully disclosed, and the requested documentation provided to OSPI. If any information provided changes before certification, notify the certification officer immediately. (<https://www.k12.wa.us/certification/teacher-certificate/state-program-completer-applicants/pre-residency-clearance-state-applicant>)
- Fingerprinting: Washington State Patrol and Federal Bureau of Investigation background checks through OSPI remain valid for two years. (<https://www.k12.wa.us/certification/fingerprints-background-checks>)
- Current fingerprinting and pre-residency clearance are required for all field experience. If the results will expire before certification, then candidates must re-apply before returning to a K-12 classroom.
- No candidate may participate in the public schools until cleared by OSPI.

PROCEDURES FOR MITIGATING FIELD DEFICIENCIES AND CONCERNS

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

If the deficiency(ies) continue(s), the teacher candidate is:

- Notified of deficiencies in writing and in-person at a meeting with the mentor and field supervisor.
- The student, mentor, and field supervisor develop a plan to correct the deficiency(ies). That plan is submitted to the program director.
- If deficiency(ies) continue, the program director is notified, and the director arranges to meet with the student.
- A detailed improvement plan is developed between the student, the program director, the field supervisor, and the mentor teacher.* This plan includes details of identified InTASC and/or Professional Dispositions rubric standards for areas needing improvement, improvement goals, activities to achieve goals, evidence of success, and date(s) to complete. This plan is signed by the candidate, mentor, and field supervisor and submitted to the director.
- If deficiency(ies) continue(s), the student will be removed from the program.
- *If an improvement plan is implemented, then it must be completed, signed, and submitted to the BAS-TE program director by June 1 to demonstrate candidate proficiency and readiness for certification. The field supervisor's professional disposition and InTASC rubrics scores take precedence in the outcome of an improvement plan.

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

SUBSTITUTE TEACHING DURING FIELD EXPERIENCE

Student teachers may hold an emergency, conditional, or intern certification before completing the BAS-TE program, which allows them to serve as substitute teachers during their program. However, the substitute teaching experience may not count toward the required field experience hours unless they are in their mentor's classroom. *Any exceptions must be approved before the field experience.*

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

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

- The 1st year of the program requires students to observe in a classroom for 30 hours every quarter. That must be done in a different grade band each quarter. Substituting is not the same as observing a master teacher in a classroom.
- During the 2nd year of the program, students may substitute as long as the following requirements apply:
- A mentor must be available to observe and provide feedback on student progress (this can be a neighboring teacher or building administrator designated by the mentor before their absence)
- Substituting must be approved by the BAS-TE program director, placement coordinator, school principal and school district

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. All observations of students during practicums and student teaching are strictly confidential; disclosures of this type of information (in any form) may result in dismissal from the program.

VIRTUAL FIELD SUPERVISION PROCEDURES

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

When a student teacher records lessons for their observations, many different platforms can be used to upload and share the video recording. GHC recommends using one of the following platforms below that

are free and easy to use. Never publish recorded classes publically. Ensure confidentiality.

- YouTube
- Vimeo
- OneDrive

Reminders to Students About Recorded Lessons:

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

WRITING EXPECTATIONS

Writing is a fundamental part of bachelor-level work. The program's responsibility is to encourage you to write clearly and appropriately for a scholarly audience.

- All written work should be carefully crafted, edited, and proofread. Assignments should demonstrate time, effort, and engagement with course readings and concepts. See the syllabus of each course for the instructor's policy regarding the use of artificial intelligence (AI) in class assignments.
- Written work should follow APA format.

ADDITIONAL BAS-TE RESOURCES

STUDENT ADVISING AND SUCCESS

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

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

STUDENT SUPPORT RESOURCES

Library Integration

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

Robyn's Memorial Resource Room

Robyn's Resource Room is located in room 2408 in the Manspeaker Instructional Building. The room is named in memory of Robyn Sweet-Smith, a graduate of the BAS Teacher Education program. Robyn was tragically killed in a car accident on the Westport Highway. Robyn is remembered by her peers as the Cohort Mom; she always made sure everyone was doing okay and was sure to help her classmates if they needed it.

The resource room has many books on teaching, cultural responsiveness, diversity, equity, and inclusion, and teacher education assessment study guides. There is also a small stock of student supplies available. The room has computers and a printer to allow students to work in small groups, check email, and work on assignments. The computers are available on a first come first serve basis. Computers were generously donated by John Betrozoff, Raymond, WA (RHS Class of 1953, GHC Alumnus Class of 1955). This room is available Monday through Friday from 8 am – 4:30 pm.

Workshops for BAS Teacher Education Students

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

GENERAL COLLEGE RESOURCES AND POLICIES

ACADEMIC INTEGRITY

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

ACADEMIC PROGRESS AND PERFORMANCE

GHC is committed to facilitating the academic success of students. The primary purpose of the Academic Standards Policy is to quickly identify and alert students who have not met academic standards in order to provide students resources and the opportunity to improve their academic success. This Academic Standards Policy is **not** the same as the Satisfactory Academic Policy (SAP) for Financial Aid recipients.

Grays Harbor College will review academic progress each quarter to identify and support students who may be struggling and congratulate those who are improving. Students will remain in the categories identified below to ensure continued student support through their academic journey and to monitor student progress.

Students must earn a GPA of 2.0 or above. If not, the college will place the student progressively on warning, probation, and suspension. Academic warning provides students with the opportunity to improve their educational performance. It also emphasizes that the student should, where appropriate, undertake basic skills course work or seek help from instructors and/or counselors. The vice president for student services will be responsible for developing appropriate support strategies for students on low academic standards.

Certain professional/technical programs, veterans, international students, and students receiving financial aid may have different/and or additional academic standard requirements and appeal processes. **Higher GPA requirements may be in place for specific programs with their own admissions requirements, such as Bachelor of Applied Science programs.**

ACCESSIBILITY SERVICES

Accessibility Services (formerly Disability Support Services) assists students with qualified Physical, Learning, Sensory, Cognitive, and/or Psychological disabilities by identifying and coordinating reasonable accommodations for equal access to academic programs and activities.

You are welcome to visit the Accessibility Services (AS) office at any time. It is recommended that you come to AS to discuss services and academic accommodation before taking the College Placement Test (CPT) or once you have registered for classes. Our office is located in the tulalW(3000) Building, please check-in or contact the Welcome Center in room 3221. Services provided are available to students on main campus as well as the [Riverview](#) and [Columbia](#) Education Centers, as well as Stafford Creek Correctional Facility.

Section 504 and ADA, Section 508

[Section 504 of the Rehabilitation Act of 1973](#) and the [Americans with Disabilities Act \(ADA\)](#) prohibit discrimination against students with disabilities. These laws state that no qualified individual with a disability shall, solely by reason of his/her disability, be excluded from the participation in, or be denied the benefits of, or be subjected to discrimination under any program, activity or services of any public entity. The 1998 amendment to [Section 508 of the Rehabilitation Act](#) specifically addresses equal access to electronic and information technology.

A student may have a physical and/or mental impairment, which may not be directly observable. The laws define a person with a disability as any person who has a physical or mental impairment which substantially limits one or more major life activities, such as performing manual tasks, walking, seeing, hearing, speaking, breathing and learning. Some of the disabilities covered by legislation include AIDS, cancer, cerebral palsy, epilepsy, head injuries, hearing impairments, learning disabilities, multiple sclerosis, psychiatric disorders, speech and visual impairments. Grays Harbor College, as a public institution of higher education which receives federal assistance, is legally bound to prohibit discrimination in the recruitment process, the admission process and the educational process of students with disabilities.

Washington State [RCW 28B.10.912](#) states “Each institution of higher education shall ensure that students with disabilities are reasonably accommodated within that institution. The institution of higher education shall provide students with disabilities with the appropriate core service or services necessary to ensure equal access.” Core Services include but are not limited to: early registration, textbooks in alternative format or alternative classroom accessibility, readers, scribes, note-takers, access to adaptive technology, etc.

Students with documented disabilities are entitled to receive approved modifications, appropriate academic adjustments or auxiliary aids that will enable them to participate in and have the opportunity to benefit from all educational programs and activities at Grays Harbor College.

ACCREDITATION

Grays Harbor College is a member institution with the Northwest Commission on Colleges and Universities (NWCCU). Grays Harbor College’s accreditation status is Accreditation Reaffirmed. NWCCU’s most [recent action](#) on the institution’s accreditation status on July 12, 2019, was to reaffirm accreditation.

NWCCU is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA). Inquiries regarding an institution’s accredited status by the Northwest Commission on Colleges and Universities should be directed to the administrative staff of the institution. Individuals may also contact:

Northwest Commission on Colleges and Universities
8060 165th Avenue N.E., Suite 100
Redmond, WA 98052
(425) 558-4224
www.nwccu.org

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

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

BOOKSTORE

The Grays Harbor College Bookstore is open 9 a.m. - 3 p.m. Monday through Thursday and from 10 a.m. - 1 p.m. on Fridays. For more information, please visit www.bookstore.ghc.edu, call (360) 538-4105, or email bookstore@ghc.edu.

COMPUTER LAB

The Open Computer Lab in Room 2314 is a student resource for all Grays Harbor College students to build computer skills needed for success. The Computer Lab is open Monday through Friday from 7:30am to 4pm. It is closed on Saturday and Sunday and between quarters.

All computers have internet access and the following software: Microsoft Word, Excel, PowerPoint, Access and Publisher. Chrome and Edge browsers are available for Canvas and email, and Adobe Reader is available for PDF viewing. There is a lab monitor available to help with general computer and software related questions. We cannot troubleshoot personal devices. Printing is available in both color and black and white. We ask that students print conservatively and only print in color when necessary.

COUNSELING AND CAREER EXPLORATION

Academic Advising

An advisor helps students select courses appropriate to their career goals and provides answers to academic questions. New students meet with an [entry advisor](#) as part of the enrollment process. Students are then given a designated academic advisor who works with them for future quarters. Our Student Support Center advises students on matters such as college transfer information, career exploration, student success, and more. Other campus offices such as the TRIO program and the WorkFirst program also advise on academic matters.

Advising can occur any time throughout the quarter, but students can register for classes only during their assigned registration “appointment” or window of time. The [course schedule](#) is posted every quarter close to when it is time to register for classes. Registration opens first for Veteran students, then Current students, then New students. New students are advised and registered for classes through our [Entry Advising Process](#).

Career Counseling

The Student Support Center offers free, one-on-one career counseling sessions to assist students in the process of choosing a major or career. A career counseling session typically begins with a conversation in which the student and counselor explore the student's previous experiences to identify interest themes, skills and values. It will generally include an occupational card sort in which the student reads the definitions of careers and chooses the ones that sound appealing, followed by discussion of what makes them interesting. Students also have an option of taking the Strong Interest Inventory or the Myers Briggs Type Indicator to help clarify their career interests and personality style as they relate to careers.

Career counseling also often includes research of careers that the student has identified as being of interest, along with discussion of how to reach occupational goals. You can get started doing some occupational research by exploring these [Online Resources](#).

The career counseling process generally takes 1-3 sessions and can be scheduled by calling 360-538-4099, emailing studentsupport@ghc.edu or filling out the [Student Support Center Appointment Request Form](#).

Personal Counseling

Personal counseling can be for anyone. You do not need to be in a crisis situation to take advantage of talking to a counselor. However, if you are in a **crisis situation**, please call the Grays Harbor Crisis Clinic at 360-532-4357. Crisis Response Services are available to you 24 hours a day, seven days a week. You do not need an appointment or an intake assessment. Please call.

Appointments for personal counseling through GHC are available for scheduling by contacting us in person in the Advising Center in room 3220 of the tulalW Student Center (3000) or by calling 360-538-4099. Appointments are available 8am to 5pm Monday through Thursday; 9am to 4pm Friday.

TimelyCare

Access free, 24/7 virtual health and well-being services at your fingertips. Thanks to a generous grant from the State of Washington, Grays Harbor students now have FREE, 24/7 access to virtual care services with [TimelyCare](#).

DIVERSITY AND EQUITY CENTER (DEC)

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

E-LEARNING SUPPORT

GHC's eLearning Office works to ensure that students have the training and support they need to succeed in online classes, and that faculty have the skills and resources they need to teach

effectively online. eLearning helps both students and faculty with course-based technologies, including the Learning Management System, Canvas, which is used by both online and hybrid courses, and as a major technology presence in most other classes as well.

Whether you need access to a computer, a quiet place to work, or basic computer training, we may be able to help. Review our short course, [Learning to Learn Online](#) for more information and additional training. Also, check out our [Tech Support](#) page in the GHC Student Handbook for a complete list of available supports, and contact us at elearning@ghc.edu if you require any assistance – we'll do our best to help you overcome barriers to your success.

E-TUTORING

All Grays Harbor College students have access to a free online tutoring service called eTutoring. The eTutoring service includes tutoring in the following subject areas: Accounting, American Sign Language, Anatomy & Physiology, Biology, Calculus, Chemistry, Computer Network Administration, Computer Science, Economics, Intro to Engineering, Intro to Psychology, Japanese, Math, Microsoft Office, Organic Chemistry, Physics, Spanish, Statistics, Web Development (HTML, CSS, and WordPress), and Writing (Live via Zoom and asynchronously via the Writing Lab).

How to Access eTutoring

eTutoring can be accessed through your registered courses in Canvas. Here are the steps:

- Log on to [Canvas](#)
- Click the name of a course
- Click eTutoring

FINANCIAL AID

Grays Harbor College provides a comprehensive student financial aid program to eligible students. Financial aid is designed to provide assistance when student resources are insufficient to meet the cost of going to college.

Navigating the New FAFSA

The landscape of financial aid is undergoing a historic transformation with the introduction of the [FAFSA Simplification Act](#), set to take effect in the 2024–25 academic year. This comprehensive overhaul encompasses changes to the Free Application for Federal Student Aid (FAFSA®) form and various policies that will redefine the application process and aid determination for students.

Am I Eligible?

To be eligible to receive financial aid funds, students must meet all of these criteria:

- have a high school diploma, GED or meet Ability to Benefit (ATB) criteria (to see if you qualify for ATB please complete our [Ability to Benefit Form](#)),
- be an American citizen or eligible non-citizen,
- be [registered with Selective Service](#) (if required),
- not owe a repayment on a financial aid grant or be in default on a student loan and
- be enrolled in a program that leads to a degree or certificate.

All financial aid awards are based on full-time enrollment (12 or more credits). However, aid is available for less than twelve credits. When enrolling for less than 12 credits, aid awards are

prorated based on the number of credits.

Apply for Financial Aid

Applying for Financial Aid at GHC has never been easier. All students applying for financial aid must complete the Free Application for Federal Student Aid (FAFSA) or Washington Application for State Financial Aid (WASFA). These applications establish your level of eligibility for federal and state grants, loans and work-study programs.

Applications for the following school year are due by **May 1**, so [apply](#) today!

Check the Status of My Financial Aid

Starting Summer 2022 your financial aid information including upcoming awards, outstanding requirements/documentation, and your satisfactory academic progress (SAP) status will reside within [ctcLink](#).

- Students with outstanding requirements will be notified by email and to dos will be posted within their [ctcLink](#) account.

To view your financial aid information, please visit the Financial Aid section within your [ctcLink](#) account. If you have outstanding requirements, you will need to complete those before being awarded.

Have Questions?

You can call us at 360-538-4081 or 1-800-562-4830, ext. 4081, or email us at finaid@ghc.edu

FUNDING OPPORTUNITIES

Scholarships

[Grays Harbor College Foundation](#) offers hundreds of scholarships to Grays Harbor students. The G.I. Bill, veteran's assistance, and other military education benefits can all be applied to the cost of attendance at GHC.

Additionally, there are several [community-based, statewide, and national scholarships](#).

Workforce Funding

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

The Workforce Funding office also has support for Basic Needs Funding including Student Emergency Assistance Grant (SEAG), Supporting Students Experiencing Homelessness Grant (SSEH), and the Free and Reduced Meal Grant (FMRP)

For a printable version of the application, please contact the Workforce Funding office by emailing wfspinfo@ghc.edu or by calling (360) 538-4058. We are open Monday – Friday 8:30 am – 4:30 pm.

GHC STUDENT HANDBOOK

The Office of Student Life ensures that all students have access to the [Student Handbook](#) which is found under the courses tab on Canvas. This publication includes all pertinent dates, policies,

information, campus codes, student rights and responsibilities, and reference guides.

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

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

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

For more information, visit U.S. Department of Education's [Protection of Pupil Rights Amendment \(PPRA\) General Guidance | Protecting Student Privacy](#)

STUDENT RIGHTS INFORMATION

Grays Harbor College has made the following information available on its Website for the general public, faculty, staff, students, and prospective students. The state, federal laws and college policy under the Higher Education Act of 1965 dictates the criteria for this information.

Non-Discrimination Statement

Grays Harbor College does not discriminate on the basis of race, color, national origin, sex, disability, sexual orientation, gender identity, creed, religion, marital status, veteran status, genetics, or age in its programs, activities, and employment. The following person has been designated to handle inquiries regarding the non-discrimination policies: Title II/Title IX/Section 504 Coordinator - Erin Tofte, Associate Vice President for Human Resources - 1620 Edward P. Smith Drive, Aberdeen, WA 98520, 360-538-4234, erin.tofte@ghc.edu

Student Right-to-Know

- AIDS Information (RCW.28B.50.205)
- [Washington State Department of Health](#)
- [Centers for Disease Control and Prevention \(CDC\)](#)
- [BankMobile – Client Contracts & Profile](#)
- Campus Safety Information
- [Alcohol/Substance Abuse Prevention](#) (Operational Policy 411)

- [Drug and Alcohol Abuse Prevention Program \(DAAPP\)](#)
- [Level III Sex Offenders](#)
- [Campus Crime Reporting and Campus Security Act](#) (Jeanne Cleary Act)
- [College Navigator](#) Data on Grays Harbor College from National Center for Education Statistics
- [Computer Use](#)
- [Acceptable Use of Electronic Resources](#) (Operational Policy 800)
- [Accessible Technology and Electronic Content Policy](#) (Operational Policy 805)
- [Accessible Technology and Electronic Content Procedure](#) (Administrative Procedure 805.01)
- [Peer-to-Peer File Sharing](#)
- [Complaint Process](#)
- [Consumer Protection \(Title IV\) Student Complaint Process](#)
 The Higher Education Act (HEA) prohibits an institution of higher education from engaging in a “substantial misrepresentation of the nature of its educational program, its financial charges, or the employability of its graduates.” 20 U.S.C. §1094(c)(3)(A). Further, each state must have “a process to review and appropriately act on complaints concerning the institution including enforcing applicable state laws.” 34 C.F.R. § 600.9. The Washington State Board for Community and Technical Colleges (SBCTC) maintains a process to investigate complaints of this nature brought by community and technical college students in the state of Washington. For information, contact SBCTC Student Services, PO Box 42495, Olympia, WA 98504-2495, 360-704-4315 or visit sbctc.edu.
- [Student Grievance/Complaint Process](#)
- [VA GI Bill Feedback](#)
- [Academic Concerns and Complaints](#)
- [Constitution and Citizenship Day](#)
- [Cost of Attendance](#)
- [Copyright Information](#)
- [Copyright Policy](#) (Operational Policy 314)
- [Copyright Procedures](#) (Administrative Procedure 314.01)
- [Drug and Alcohol Abuse Prevention Program \(DAAPP\)](#)
- [Equity in Athletics \(EADA\)](#)
 Washington state’s [Gender Equality in Higher Education statute](#) prohibits “discrimination on the basis of gender against any student in institutions of higher education in Washington.” The law forbids discrimination in student assistance and services in academic programs, and in athletics, both intercollegiate and intramural. The law also focuses on recreational activities, including intramural athletics and club sports, mandating that they be “offered to meet the interests of students,” and facilities and services must be provided for recreational sports without disparities based on gender. Intercollegiate athletic programs at the state’s two-year colleges must comply with the requirement of the gender equity statute. For more information about Washington State’s gender equity regulations and U.S. Department of Education’s, equity in athletics data analysis cutting tool, please visit [SBCTC Ensuring Equity in Athletics website](#).
- [Family Educational Rights and Privacy Act \(FERPA\)](#). See also [GHC Administrative Procedure](#)

403.01: STUDENT RECORDS

- [Net Price Calculator](#)
- [Public Records](#) (Operational Policy 208)
- [Professional Licensure and Certification Disclosures](#)
- [State Support of Higher Education](#)
- [State Support and Student Costs](#)
- [Student Data](#)
- [General Facts & Statistics](#)
- [Student Headcount and Profile, Key Facts, Points of Interest](#)
- [Student Progress & Completions](#)
- [Transfer and Graduation Rates](#) – Federal Student Right-to-Know data on graduation, transfer, retention, and employment rates for first-time students, and students receiving athletically related student aid.
- [Student Handbook](#)
- [Student Rights and Responsibilities](#)
- [Title IX \(Sexual Assault and Harassment\)](#)
- [Transfer Credit Policy](#)
- [Tuition, Fees, and Waivers](#)
- [Refund Policy](#) (Operational Policy 501; Procedure 501.01)
- [House Bill 1795 Disclosure](#)
- [IRS Publication 970: Tax Benefits for Education](#)
- [Voter Registration](#)
- [Website Privacy Policy](#)
- [Written Arrangements](#)-Collaborative Agreements with Other Schools

THE JOHN SPELLMAN LIBRARY

The John Spellman Library helps students develop skills in accessing, evaluating, and using the information as part of their instructional programs. To accomplish this, the library hosts a comprehensive collection of materials carefully selected to support the educational needs of Grays Harbor College students in academic transfer programs, workforce preparation, transition programs, and the Baccalaureate degree programs. The library's collection includes books, magazines, journals, newspapers, and films, in both print and electronic formats. Our electronic collections are available at any time from any location. In addition to its scholarly support, the library provides students with access to technology.

There are computers available to use during the library's open hours as well as laptops that students can check out for use within the library and study rooms. Chromebooks are available to check out for the quarter for registered students. The library also provides access to digital media for checkout. Special collections and exhibits are available to enhance students' education experience at the College. The library's main art gallery displays the works of a variety of artists in ever-changing exhibits. A reference librarian is available in person at the reference desk, through email, and by phone, for all hours the library is open and 24 hours a day through our [Chat Reference](#) program. Reference help is available through phone 360-538-4054, [email](#) or [Zoom](#).

For more information about the John Spellman Library visit our website at <http://ghc.libguides.com/home>, call (360) 538-4050, or visit us in person on the top floor of the 1500 building. Library hours are Monday through Thursday from 7:30 a.m. - 5 p.m. and Fridays from 10 a.m. - 2 p.m. when classes are in session. Quarter break closures and Summer Hours are posted on the [library blog](#).

TUTORING CENTER

The Grays Harbor College Tutoring Center works in collaboration with faculty to provide learning support, enabling GHC students to become effective independent learners who meet their academic goals.

Tutoring is free to all students. No appointment is necessary. The center is located on the first floor of the library in room 1519. Tutoring Center hours are Monday – Friday from 9 to 3 during regular quarters. Summer hours are reduced to Monday – Thursday from 9 am to noon. Spanish tutoring also available. Individual tutoring and zoom tutoring by appointment only. Send an email to tutor.center@ghc.edu with your request.

VETERANS BENEFITS

Veterans, eligible members of the selected reserves, and dependents of deceased or 100% disabled veterans interested in attending college and utilizing state or federal benefits must contact the Veterans Office in the Student Support Center in the tulalW building, call: (360) 538-4174, or email: veterans@ghc.edu. Information is also available on the Grays Harbor College website at ghc.edu/student-services/veteran-resources.

Eligibility

Veterans attending GHC who receive Veterans Administration benefits must meet three minimum standard requirements in addition to those required by the college. To find out if you meet the eligibility criteria, see the [Eligibility](#) page. To request to use Veterans Education Benefits at GHC, please complete the [Request Certification form](#). GHC will not certify your enrollment with the VA until you have requested certification.

Admission

- [Apply to Grays Harbor College](#).
- [Select a program of study](#) (a requirement for VA benefits).
- Have your **official** college transcripts sent from all other accredited institutions.

Registration

- Only students who have received a letter of admission may register.
- Academic advisors and counselors will assist in planning a class schedule.
- Only those courses within your program of study are eligible to count towards veterans' benefits.

Veteran students and dependents using Veteran Education Benefits will receive 4 day advance registration from the general student body. If your veteran or dependent status needs to be confirmed, contact Veterans@ghc.edu for additional information.

Class Attendance

- The VA requires veterans receiving benefits to attend all scheduled class meetings. Failure to do so

can result in the loss of benefits and repayment of benefits already received for the quarter in question. If you are receiving Chapter 30 or 33 benefits, you are required to report your attendance out to the VA at the end of each month.

- You can verify your enrollment via text message or by calling the Education Call Center (ECC) 1-888-GIBILL-1 (1-888-442-4551).

Payment

- The first check should arrive 6 to 8 weeks after the first day of classes, or later if the veteran should apply for certification after classes begin.
- Information about qualifying pay rates and payment dates is available only through direct contact between the student and [Department of Veterans Affairs](#). Call **1-888-442-4551**.

Tuition Waivers

Veterans and dependents of 100% service connected disabled or deceased veterans may qualify for tuition waivers. Contact the Veterans Office at 360-538-4174 for additional information.

WASHINGTON STATE COMPETENCIES

The comprehensive list of competencies required for the Elementary Education endorsement can be found at: <https://www.pesb.wa.gov/preparation-programs/standards/endorsement-competencies/elementary-education/>

The comprehensive list of competencies required for the ELL endorsement can be found at: <https://www.pesb.wa.gov/preparation-programs/standards/endorsement-competencies/ell/>

Students will demonstrate mastery of the following residency teacher competencies ([InTASC standards](#)) through field experience:

- **Standard #1: Learner Development** (aligns with Elementary Education Endorsement Competencies 2.0, 3.0, 4.0)

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #2: Learning Differences** (aligns with Elementary Education Endorsement Competencies 2.0, 3.0, 4.0)

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3: Learning Environments** (aligns with Elementary Education Endorsement Competencies 3.0, 4.0)

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- **Standard #4: Content Knowledge** (aligns with Elementary Education Endorsement Competencies 1.0, 4.0)

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #5: Application of Content** (aligns with Elementary Education Endorsement Competencies 1.0, 4.0)

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Standard #6: Assessment** (aligns with Elementary Education Endorsement Competencies 5.0, 4.0)

The teacher understands and uses multiple methods of assessment to engage learners in their own

growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

- **Standard #7: Planning for Instruction** (aligns with Elementary Education Endorsement Competencies 1.0, 2.0, 4.0)

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8: Instructional Strategies** (aligns with Elementary Education Endorsement Competencies 3.0, 4.0)

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Standard #9: Professional Learning and Ethical Practice** (aligns with Elementary Education Endorsement Competencies 3.0, 2.0)

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Standard #10: Leadership and Collaboration** (aligns with Elementary Education Endorsement Competencies 3.0, 2.0)

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

PROFESSIONAL EDUCATOR STANDARDS BOARD

The BAS-TE follows the Professional Educator Standards Board (PESB) Program Approval Standards. These standards are established in WAC [181-78A-220](#). The domains of practice and program components identify program features and activities required for initial and ongoing program approval. The comprehensive list of domains, components, and review indicators, can be found at: [PESB Program standards - Professional Educator Standards Board](#)

DOMAIN 1: CANDIDATES AND COHORTS

Providers of educator preparation programs recruit, select, and prepare diverse cohorts of candidates with the potential to be outstanding educators.

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

DOMAIN 2: KNOWLEDGE, SKILLS, AND CULTURAL RESPONSIVENESS

Providers prepare candidates who demonstrate the knowledge, skills and cultural responsiveness required for the particular certificate and areas of endorsement, which reflect the state's approved standards.

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

DOMAIN 3: NOVICE PRACTITIONERS

Providers prepare candidates who are role-ready upon completion of the educator preparation program.

- (A) Providers produce candidates who are prepared to be effective in schools and

classrooms upon completion of educator preparation programs.

(B) Providers prepare candidates to develop reflective, collaborative, and professional growth-centered practices through regularly evaluating the effects of their practice through feedback and reflection.

(C) Providers prepare candidates to direct, supervise, and collaborate with paraeducators in schools and classrooms.

DOMAIN 4: STATE AND LOCAL WORKFORCE NEEDS

Providers of educator preparation programs contribute positively to state and local educator workforce needs.

(A) Providers partner with local schools to assess and respond to educator workforce, student learning, and professional development needs.

(B) Providers use preparation program and workforce data in cooperation with professional educator advisory boards to understand and respond to local and state educator workforce needs.

(C) Providers complete and transition increasing numbers of candidates in endorsement areas identified as workforce priorities.

DOMAIN 5: DATA SYSTEMS

Providers maintain data and assessment systems that are sufficient to evaluate program performance and direct program decision-making and improvement, as well as to inform state-level priorities of the professional educator standards board.

(A) Programs develop and maintain data systems that allow for program evaluation, growth, and required reporting.

(B) Programs ensure secure, ethical, and effective use of data for continuous improvement and decision-making.

(C) Programs produce and submit data reports aligned with professional educator standards board requirements.

DOMAIN 6: FIELD EXPERIENCE AND CLINICAL PRACTICE

Providers offer effective clinical experiences for candidates to develop and demonstrate the knowledge and skills needed by effective educators.

(A) Providers establish and maintain field placement agreements with school districts in which candidates are placed for field experiences.

(B) Providers ensure that candidates integrate knowledge and skills developed through field experiences with the content of the program's coursework.

(C) Providers ensure that candidates are placed in field experiences where they can be evaluated and meet necessary requirements prior to and during placement.

(D) Providers ensure that candidates participate in field experiences in school settings with students and educators who differ from themselves in race, ethnicity, home language, socio-

economic status, or local population density.

DOMAIN 7: PROGRAM RESOURCES AND GOVERNANCE

Providers maintain adequate resources, facilities, and governance structures to support effective program administration and sustainability.

- (A) Programs utilize an administrative structure with clear leadership responsible for the composition and organization of the preparation program.
- (B) Programs have adequate personnel, including faculty, advisors, and support staff, to promote teaching and learning and support candidate success.
- (C) Programs maintain sufficient facilities, technology, and instructional resources to support teaching and learning.

BAS TEACHER EDUCATION PROGRAM FORMS

The following are examples of BAS-TE program forms. Program staff will provide these forms to the students and/or mentors at the appropriate time.

- Time Log Reporting Example (GHC Webform)
- InTASC Rubric
- Professional Disposition Rubric
- Practicum Placement Request (In Canvas)
- Student Teaching Request (In Canvas)
- Pre-service Teacher Self-assessment (In Canvas)
- Professional Growth Plan (in Capstone course)
- BAS-TE Quarterly Mentor Evaluation (GHC Webform)
- BAS-TE Quarterly Program Evaluation (GHC Webform)
- BAS-TE Mentor Feedback Form (GHC Webform)
- School District Partner MOA Template
- Candidate Improvement Plan Template