



# GRAYS HARBOR COLLEGE

## **Bachelor of Applied Science in Teacher Education Elementary Education (K-8), English Language Learners Handbook 2023-2024**

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

[www.nwccu.org](http://www.nwccu.org)

The Teacher Preparation Program is approved by  
Professional Educator Standards Board  
Old Capitol Building 600 Washington Street SE

Olympia, WA 98504-7236

PESB@k12.wa.us

## **Annual Non-Discrimination Statement**

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

### **Title II/Section 504 Coordinator**

Darin Jones, Chief Executive of Human Resources  
Grays Harbor College  
1620 Edward P. Smith Drive  
Aberdeen, WA 98520  
360-538-4234

### **Title IX Coordinator**

Darin Jones, Chief Executive of Human Resources  
Grays Harbor College  
1620 Edward P. Smith Drive  
Aberdeen, WA 98520  
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Grays Harbor College has an open enrollment policy and will take steps to ensure that the lack of English language skills will not be a barrier to admission and participation in all educational and vocational education programs.

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# INTRODUCTION

## **Purpose of Handbook**

The purpose of the BAS Teacher Education Handbook is to provide essential information for candidates enrolled in the BAS Teacher Education program at Grays harbor College. Candidates are responsible for knowing and adhering to the information and policies presented in the BAS Teacher Education Program Handbook. The handbook outlines 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 students 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 or master degrees interested in K-8 certification with an English Language endorsement. Courses take place during the evening on a two-year track. The core course sequence is taught fall, winter, and spring quarters. Classes are typically held on Tuesday, Wednesday, and Thursday from 4:30 to 8:40 pm. The afternoon schedule was developed to meet the needs of working adults. In-class instruction occurs on Grays Harbor College's Aberdeen campus, with a portion of the course work completed online.

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

The BAST program prepares students to facilitate culturally responsive learning experiences. Students develop the skills to teach English language learners (ELL) and learn discipline-specific teaching methods. Students develop the skills to navigate a diverse learning environment respectfully and confidently.

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

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

The BAST degree provides students with an education tailored to their community and acts as a stepping stone for many who wish to pursue advanced degrees.

The BAST 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 our students' knowledge, skills, and abilities and support our community's cultural and economic needs.

### **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 community connections and partnerships

# BAST PROGRAM CONTACT INFORMATION

## BAST PROGRAM ADMINISTRATIVE TEAM:

- Paige Pierog, Director of BAS, Teacher Education, 360-538-4181, [paige.pierog@ghc.edu](mailto:paige.pierog@ghc.edu)

## BAST PROGRAM FACULTY

- Sheri Jordan, Full-time Faculty, 360-538-4170, [sheri.jordan@ghc.edu](mailto:sheri.jordan@ghc.edu)
- Judy Holliday, Placement Coordinator/Field Supervisor, 360-538-2525, [judy.holliday@ghc.edu](mailto:judy.holliday@ghc.edu)
- Bill Dyer, Instructor/Field Supervisor, 360-538-4171, [bill.dyer@ghc.edu](mailto:bill.dyer@ghc.edu)

## BAST ADJUNCT FACULTY

- Russell Evans, [Russell.evans@ghc.edu](mailto:Russell.evans@ghc.edu)
- Shawn Brown, [shawn.brown@ghc.edu](mailto:shawn.brown@ghc.edu)

## PROGRAM FACULTY

- 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 students.
- BAST 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 students can develop the knowledge and skills to work in a diverse community.
- BAST faculty have access to various professional development and cultural competency resources. They will share these resources with students.

## PUBLIC EDUCATOR ADVISORY BOARD MEMBERSHIP

Name	Position
Maria Chavez	Elementary Teacher, Willapa Valley Elementary
Stephanie Klinger	Director of Teaching and Learning, Montesano School District
John Meers	Principal, Miller Jr. High School
Nancy Morris	Superintendent, Willapa Valley School District
Marnie Ranheim	Elementary Counselor, Central Park Elementary
Kristen Scroggs	Elementary Teacher, St. Mary's Catholic
Traci Sandstrom	Director of Teaching and Learning, Aberdeen School District
Jeffrey Thake	Superintendent, Aberdeen School District
Cathleen Wilder	Elementary Teacher, McDermoth Elementary
Mike Villarreal	Superintendent, Hoquiam School District



## GHC IMPORTANT PHONE NUMBERS

<b>Office</b>	<b>Office Number</b>	<b>Phone Number (360)</b>
Admissions-----	2314-----	538-9020
Athletics-----	500-----	538-4207
Bookstore-----	4135-----	538-4105
Campus Safety and Security-----	860-----	538-4120
Cashier-----	2000-----	538-4040
Counseling and Advising-----	2314-----	538-4099
Diversity & Equity Center-----	4134-----	538-9020
Financial Aid-----	2314-----	538-4081
Learning Center-----	1519-----	538-4129
Student Life-----	4134-----	538-2527
Student Support Center-----	2314-----	538-4099
Teacher Education-----	2409-----	538-4012
TRiO-----	2417-----	538-4076
Welcome Center-----	2314-----	538-9020
Workforce Funding-----	800-----	538-4058

## PROGRAM OUTLINE

Several steps are required to complete a teaching program and become certified to teach in Washington State. Below is a quick overview of what is required to complete the BAST:

### Before the start of the BAST Program

- Earn 90 credits by completion of an applicable Associate in Applied Science (AAS) or comparable professional technical degree with a cumulative GPA of 2.7 or better
- Take required program prerequisites as stated in the Grays Harbor College Academic Catalog
- Take the WEST-B: Reading, writing, and Mathematics Skills Test
- Secure Liability Insurance for Practicum in K8 Schools
- Complete Background Check
- Fingerprinting process through OSPI
- Create E-Certification Account and apply for Pre-Residency Clearance

### Before graduation from BAST Program

- Complete state-mandated 60 general education credits, comprised of two-year and four-year level coursework, including fifteen credits in basic skills plus ten credits each in humanities, social science, and natural sciences – including science with a lab.
- Earn a cumulative GPA of 2.5 or better
- Pass the NES tests I and II for Elementary Education
- Complete endorsement-specific material needed to pass the WEST-E (for ELL Endorsement)
- Complete 90 hours of practicum in the first year and 540 hours of student teaching in the second year with a satisfactory rating from the student teaching supervisor
- Complete the student-teacher portfolio
- Demonstrate the professional dispositions of an elementary education teacher as stated in the Professional Dispositions Rubric

## Required BAST Courses

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

<b><u>Fall Quarter – Year 1 (17 credits)</u></b>		<b><u>Credits</u></b>
BAST 301	Practicum I	2
BAST 345	ELA Methods	5
BAST 380	Understanding Learning	5
BAST 430	Social/Legal Foundations	5
<b><u>Winter Quarter – Year 1 (17 credits)</u></b>		
BAST 302	Practicum II	2
BAST 360	Assessment for Learning	5
BAST 370	Language and Culture	5
BAST 421	Classroom Management	5
<b><u>Spring Quarter – Year 1 (17 credits)</u></b>		
BAST 303	Practicum III	2
BAST 355	Reading Methods	5
BAST 371	Advanced Language/Literacy	5
BAST 420	Planning Instruction	5
<b><u>Fall Quarter – Year 2 (18 credits)</u></b>		
BAST 325	Math Methods	5
BAST 326	Science Methods	5
BAST 365	Social Studies Methods	5
BAST 496	Student Teaching I	3
<b><u>Winter Quarter – Year 2 (16 credits)</u></b>		
BAST 330	Teaching with Technology	2
BAST 401	Special Education Methods	4
BAST 497	Student Teaching II	10
<b><u>Spring Quarter – Year 2 (16 credits)</u></b>		
BAST 335	Methods for Teaching Arts	5
BAST 372	Prof Leadership/Advocacy	5
BAST 498	Student Teaching III	5
BAST 499	Capstone	1
<b>Minimum Credits Required:</b>		<b>101</b>

## Required Prerequisite Courses

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

- 2.7 GPA in all required college level coursework.
- An earned Associate Degree in Early Childhood Education or an Associate of Arts Direct Transfer Agreement (or be on track to complete the degree before the BAST program begins).
- **A science with a lab**
- [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 or any college level math course with Intermediate Algebra as a prerequisite
- [ECED& 180](#), Language and Literacy Development
- [EDUC 201](#) and [EDUC 202](#) or 1-year full-time experience in a structured educational K-8 setting (must apply for Prior Learning Credit)
- [ENGL 233](#), Children's Literature (Satisfies Humanities Area D)
- [HIST& 219](#), Native American History (Satisfies Social Science Area A)

## PROGRAM OPTIONS

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

- Native Pathway Bridge Program
- Early Childhood Education Degree Completers
- English Language Learners Endorsement
- OSPI Alternative Routes 1-4

## THE NATIVE PATHWAYS PROGRAM TO BAST

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

### **Native American Pathway Education Plan**

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

<u>Course #</u>	<u>Course Title</u>	<u>Credits</u>
<i>Basic Course Requirements (15 credits)</i>		
<b>ENGL&amp; 101</b>	<b>English Composition I</b>	<b>5</b>
<b>ENGL&amp; 102</b>	<b>English Composition II</b>	<b>5</b>
<b>MATH&amp; 107</b>	<b>Math and Society (or MATH 131 and 132)</b>	<b>5</b>
<i>Social Science Requirements (15 credits)</i>		
ANTH& 206	Cultural Anthropology	5
<b>HIST&amp; 219</b>	<b>Native American History</b>	<b>5</b>
PSYC& 100	General Psychology	5
POL S& 202	American Government	5
<i>Humanities Requirements (15 credits)</i>		
ART& 100	Art Appreciation	5
CMST& 220	Public Speaking	5
<b>ENGL 233</b>	<b>Children’s Literature</b>	<b>5</b>
MUSC& 105	Music Appreciation	5
<i>Science Requirements (15 credits)</i>		
ASTRO& 100	Astronomy	5
<b>BIOL&amp; 100</b>	<b>Survey of Biology with lab</b>	<b>5</b>
EARTH& 102	Earth Science	5
<i>Elective Requirements (30 credits)</i>		
ANTH& 210	Indians of North America	5
ANTH& 216	PacificNW Coast Peoples	5
BTECH 101	Keyboarding	2
<b>ECED&amp; 180</b>	<b>Language and Literacy Development</b>	<b>3</b>
<b>EDUC 201</b>	<b>Introduction to Education</b>	<b>5</b>
<b>EDUC 202</b>	<b>Education Practicum</b>	<b>3</b>
FYI 101	Freshman Orientation	1
FYI 102	Freshman Student Success	2
HPF& 101	Health and Wellness	5
LIB& 101	Introduction to Information Resources	2

## **EARLY CHILDHOOD EDUCATION DEGREE COMPLETERS**

Students may choose to earn their AAS in Early Childhood Education (ECE) prior to joining the BAST Program. Students on this pathway must complete all program entry and acceptance requirements. Students who select this route will take courses relevant to the BAST program including:

- ECED& 180, Language and Literacy Development
- EDUC 201, Introduction to Education
- EDUC 202, Education Practicum

Students with their AAS, ECE must also complete all additional entry requirements as required for the BAST Program.

## **ENGLISH LANGUAGE LEARNERS (ELL) ENDORSEMENT OPTION**

Grays Harbor College BAS in Teacher Education includes an English Language Learners (ELL) Endorsement. The English Language Learners Endorsement is designed to take the teaching experience one step further to meet the needs of students in the K-8 community. This will enable students and certified teachers to become competent through the development of literacy and academic skills. Students who hold a current teacher's certificate in the State of Washington can obtain their ELL endorsement by successful completion 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 four (4) alternative routes to teacher certification. The four alternative routes include:

- **Route 1:** For currently employed district staff with an Associate Degree.
- **Route 2:** For district staff with a Bachelor's Degree or higher.
- **Route 3:** For "career changers" with a bachelor's Degree or higher.
- **Route 4:** For district staff with a Bachelor's Degree or higher and a limited certificate.

## TEACHER EDUCATION ALTERNATIVE ROUTE 1

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

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

### Program Specific General Education Requirements:

- ECED&180 Language and Literacy Development (or verification of ELL classroom experience)
- HIST& 219 Native American History (Completed by end of first year in program)
- ENGL 233 Children's Literacy (Completed by end of first year in program)

NOTE: Students are encouraged to take ECED 235, Educating Young Children in a Diverse Society.

<u>Core Courses</u>	<u>Credits</u>	<u>Core Courses</u>	<u>Credits</u>
<u>Fall Quarter – Year 1 (15 credits)</u>		<u>Fall Quarter – Year 2 (18 credits)</u>	
BAST 345 ELA Methods	5	BAST 325 Math Methods	5
BAST 380 Understanding Learning	5	BAST 326 Science Methods	5
BAST 430 Social/Legal Foundations	5	BAST 365 Social Studies Methods	5
<u>Winter Quarter – Year 1 (15 credits)</u>		BAST 496 Student Teaching I	3
BAST 360 Assessment for Learning	5	<u>Winter Quarter – Year 2 (16 credits)</u>	
BAST 370 Language and Culture	5	BAST 330 Teaching with Technology	2
BAST 421 Classroom Management	5	BAST 401 Special Education Methods	4
<u>Spring Quarter – Year 1 (15 credits)</u>		BAST 497 Student Teaching II	10
BAST 355 Reading Methods	5	<u>Spring Quarter – Year 2 (16 credits)</u>	
BAST 371 Advanced Language/Literacy	5	BAST 335 Methods for Teaching Arts	5
BAST 420 Planning Instruction	5	BAST 372 Professional Leadership	5
		BAST 498 Student Teaching III	5
		BAST 499 Capstone	1

## TEACHER EDUCATION ALTERNATIVE ROUTE 2

**This certificate is designed for district staff with a bachelor's degree or higher.** Students must verify employment status and level to enter the BAST program at this level. This route requires a minimum of 30 hours observation in K-8 classroom or complete EDUC 202. **After official evaluation of transcripts**, some required BAST courses may be waived. **Alternate route students must still complete program-specific general education requirements if not otherwise satisfied.** Students must take the WEST-B skills tests prior to starting BAST coursework (*no voucher code available*)

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

### **Program Specific General Education Requirements:**

- ECED&180, Language and Literacy Development or verification of ELL classroom experience (required prior to start of core courses)
- HIST& 219, Native American History (Completed by end of first year in program)
- ENGL 233, Children's Literacy (Completed by end of first year in program)

NOTE: Students are encouraged to take ECED 235, Educating Young Children in a Diverse Society.

<u>Core Courses</u>	<u>Credits</u>	<u>Core Courses</u>	<u>Credits</u>
<u>Fall Quarter – Year 1 (15 credits)</u>		<u>Fall Quarter – Year 2 (18 credits)</u>	
BAST 345	5	BAST 325	5
BAST 380	5	BAST 326	5
BAST 430	5	BAST 365	5
<u>Winter Quarter – Year 1 (15 credits)</u>		BAST 496	3
BAST 360	5	<u>Winter Quarter – Year 2 (16 credits)</u>	
BAST 370	5	BAST 330	2
BAST 421	5	BAST 401	4
<u>Spring Quarter – Year 1 (15 credits)</u>		BAST 497	10
BAST 355	5	<u>Spring Quarter – Year 2 (16 credits)</u>	
BAST 371	5	BAST 335	5
BAST 420	5	BAST 372	5
		BAST 498	5
		BAST 499	1

## TEACHER EDUCATION ALTERNATIVE ROUTE 3

This certificate is designed for career changers not employed at a school district and with a bachelor's degree or higher. This route requires a minimum of 30 hours observation in K-8 classroom or complete EDUC 202.

After official evaluation of transcripts, some required BAST courses may be waived. Alternate route students must still complete program-specific general education requirements if not otherwise satisfied. Students must take the WEST-B skills tests prior to starting BAST coursework (*no voucher code available*)

### Program Specific General Education Requirements:

- ECED&180, Language and Literacy Development or verification of ELL classroom experience (required prior to start of core courses)
- HIST& 219, Native American History (Completed by end of first year in program)
- ENGL 233, Children's Literacy (Completed by end of first year in program)

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

NOTE: Students are encouraged to take ECED 235, Educating Young Children in a Diverse Society.

<u>Core Courses</u>		<u>Credits</u>	<u>Core Courses</u>		<u>Credits</u>
<u>Fall Quarter – Year 1 (17 credits)</u>			<u>Fall Quarter – Year 2 (18 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 365	Social Studies Methods	5
BAST 430	Social/Legal Foundations	5	BAST 496	Student Teaching I	3
<u>Winter Quarter – Year 1 (17 credits)</u>			<u>Winter Quarter – Year 2 (16 credits)</u>		
BAST 302	Practicum II	2	BAST 330	Teaching with Technology	2
BAST 360	Assessment for Learning	5	BAST 401	Special Education Methods	4
BAST 370	Language and Culture	5	BAST 497	Student Teaching II	10
BAST 421	Classroom Management	5	<u>Spring Quarter – Year 2 (16 credits)</u>		
<u>Spring Quarter – Year 1 (17 credits)</u>			BAST 335	Methods for Teaching Arts	5
BAST 303	Practicum III	2	BAST 372	Professional Leadership	5
BAST 355	Reading Methods	5	BAST 498	Student Teaching III	5
BAST 371	Advanced Language/Literacy	5	BAST 499	Capstone	1
BAST 420	Planning Instruction	5			

## TEACHER EDUCATION ALTERNATIVE ROUTE 4

**This certificate is designed for district staff with a bachelor's degree or higher and a limited certificate.** Students must have a minimum of 30 hours observation in K-8 classroom or EDUC 202 and verification of limited certification. **After official evaluation of transcripts, some required BAST courses may be waived. Alternate route students must still complete program-specific general education requirements if not otherwise satisfied.** Students must have taken the WEST-B skills tests (*No voucher code available*) to enter the program.

Students who have a full-time teaching contract for the year will not be required to complete BAST 496, BAST 497, BAST 498, and BAST 499. Students will need to verify and minimum of 540 hours of teaching. Students will be held to the same competency standards as students in a traditional route program by being evaluated using the InTASC rubrics. If there is no contract to teach full-time for the year, students will need to complete BAST 496, BAST 497, BAST 498, and BAST 499.

### **Program Specific General Education Requirements:**

- ECED&180, Language and Literacy Development or verification of ELL classroom experience (required prior to start of core courses)
- HIST& 219, Native American History (Completed by end of first year in program)
- ENGL 233, Children's Literacy (Completed by end of first year in program)

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

NOTE: Students are encouraged to take ECED 235, Educating Young Children in a Diverse Society.

### **Core Courses**

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

## 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 9/1/2022.**

Item	Cost	Required By
Liability Insurance	\$25 annually	Before the start of the fall quarter each year
Fingerprints	\$84 (ESD113 in Olympia)	Before fall of year 1
WATCH Background Check	\$12	With program application
Pre-Residency Clearance	\$68 <a href="https://www.k12.wa.us/certification/teacher-certificate/state-program-completer-applicants/pre-residency-clearance-state-applicant">https://www.k12.wa.us/certification/teacher-certificate/state-program-completer-applicants/pre-residency-clearance-state-applicant</a>	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	Before fall of year 1 <b>REQUIREMENT TO ENTER PROGRAM</b>
National Evaluation Series (NES) Elementary Education test (2 subtests) (Test Code 102/103)	Single test \$50 Both tests \$95 <i>Must score 220 or above</i>	Before fall of year 2 <b>REQUIREMENT TO GRADUATE</b>
WEST-E ELL Endorsement test (test code 051)	\$96 <i>Must score 240 or above</i>	End of year 2 <b>REQUIRED TO OBTAIN AN ELL ENDORSEMENT</b>
ELL Endorsement	\$81	At end of year 2 <b>REQUIREMENT TO OBTAIN ENDORSEMENT</b>
OSPI Certification Application	Residency Teacher: \$93 Substitute Teacher: \$81	After graduating and being recommended for teacher certification

## **Voucher Code Use Instructions**

### ***General voucher information***

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

### **How to apply the voucher code to the registration**

Please follow the steps below to use the voucher code properly: :

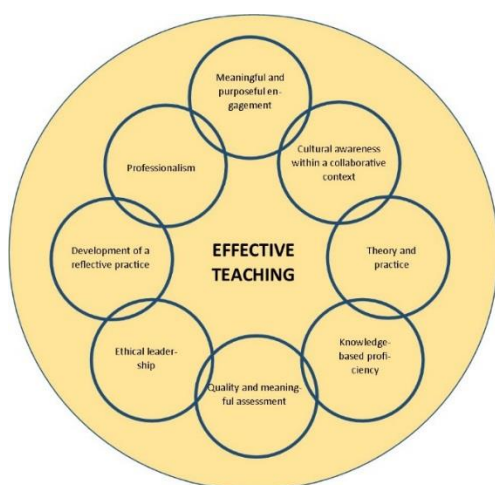
1. To start, please use this link:  
[https://www.west.nesinc.com/PageView.aspx?f=GEN\\_Tests.html](https://www.west.nesinc.com/PageView.aspx?f=GEN_Tests.html)
2. Students must register on the Pearson VUE site first.
3. Vouchers are entered on the Payment screen after you have selected the option to “Check Out.”
4. On the Payment screen, click the blue text that reads “Enter a Voucher.” This option is above the “Total” in the box with your registration description.
5. Once you have entered the voucher code, select “Apply.”
6. "Enter a Voucher" option only appears on the page where you must also acknowledge the Withdrawal/Refund Policy; if you check the box acknowledging the policy and proceed to the next page, you are provided fields to enter credit card payment information, and you will need to use the "Previous" button to return to the previous page to enter the voucher.
7. If the test registration is withdrawn, the amount will be returned to the same voucher code and will be available to use for a future test. However, the voucher will no longer be valid after its expiration date.

# PROGRAM FRAMEWORK

## BAST CONCEPTUAL FRAMEWORK

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

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



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

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

## PEDAGOGICAL SKILLS

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

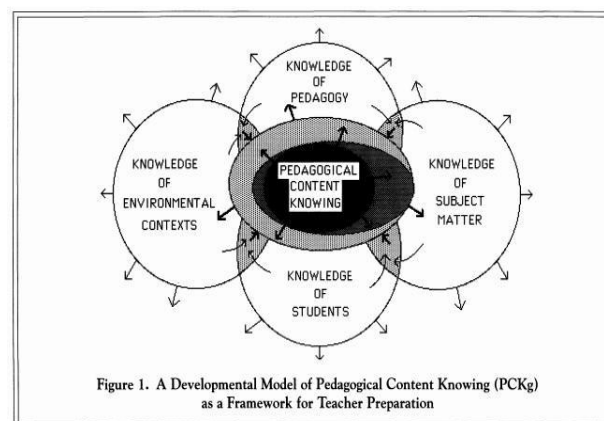
The BAST program utilizes research-based practices and constructivist theory for both young learners and adults. The guiding framework is best summed up in the figure below developed by Cochran, DeRuiter, & King (1993):



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

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

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



## TPEP FRAMEWORK

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

Framework	Descriptor
<b>Criterion 1:</b> Centering instruction on high expectations for student achievement.	<b>Expectations;</b> the teacher develops and communicates high expectations for student learning.
<b>Criterion 2:</b> Demonstrating effective teaching practices	<b>Instruction;</b> the teacher uses research-based instructional practices to meet the needs of all students.
<b>Criterion 3:</b> Recognizing individual student learning needs and developing strategies to address those needs.	<b>Differentiation;</b> 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.
<b>Criterion 4:</b> Providing clear and intentional focus on subject matter content and curriculum	<b>Content knowledge;</b> the teacher uses content area knowledge, learning standards, appropriate pedagogy, and resources to design and deliver curricula and instruction to impact student learning.
<b>Criterion 5:</b> Fostering and managing a safe, positive learning environment	<b>Learning environment;</b> the teacher fosters and manages a safe and inclusive learning environment that takes into account: Physical, emotional, and intellectual well-being of students.
<b>Criterion 6:</b> Using multiple student data elements to modify instruction and improve student learning.	<b>Assessment;</b> 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.
<b>Criterion 7:</b> Communicating and collaborating with families and school community.	<b>Families and community;</b> the teacher communicates and collaborates with students, families, and all educational stakeholders in an ethical and professional manner to promote student learning.
<b>Criterion 8:</b> Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.	<b>Professional practice;</b> 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:

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

## **PROGRAM OUTCOMES**

The BAST program at Grays Harbor College prepares graduates to live and work in a dynamically changing educational system by emphasizing specific skills and abilities graduates will need as teachers through the program outcomes. It is assumed all outcomes consider children in grades K-8 and their families who are culturally, linguistically, and ability diverse.

- **Meaning and Purposeful Engagement:**  
The student creates a welcoming, supportive, challenging environment for each child and his/her family and advocates for services and supports to be received in the least restrictive environment or within natural learning environments.
- **Cultural awareness within a collaborative context:**  
The student examines their cultural values, beliefs, and biases; articulates and applies an understanding of how people differ in their perspectives and approaches; and creates learning opportunities that are culturally responsive for children and their families.
- **Pedagogical Skills and Practice:**  
The student applies learning theory and incorporates a variety of evidence-based instructional strategies that are individually, culturally, and developmentally appropriate into his/her teaching practices, within and across disciplines. The student applies child development theory, including an awareness of typical and atypical development, to plan and implement lessons that support each child's growth and knowledge across all developmental domains.
- **Content Knowledge:**  
The student recognizes and applies the concepts of the arts, English Language Learners, reading, mathematics, science, and social studies, and can identify resources to support personal and children's growth and knowledge across disciplines.
- **Quality and meaningful assessment and planning:**  
The student analyzes data from a variety of sources to inform decisions about instruction, services, programs, interventions, and practices. The student utilizes a variety of assessment, diagnosis, and evaluation practices in collaboration with colleagues and families to guide the learning and holistic development of each child.
- **Ethical leadership:**  
The student will act according to the principles and values recognized as a sound basis for the professional educational standards to include integrity, respect, trust, fairness, transparency, and honesty.
- **Reflective Teaching:**  
The student, in collaboration with colleagues, regularly analyzes, evaluates, and synthesizes teaching practice to make appropriate changes that more fully serve each child and their family.
- **Professionalism:**  
The student demonstrates professionalism by accessing professional organizations and publications to ensure practices are consistent with the Office of Superintendent of Public Instruction (OSPI), Professional Educators Standards Board, (PESB), National Board of Certified Teacher (NBCT), Washington Teaching Advisory Council (WATAC), and other related educational professional resources and applicable laws, policies, and regulations.
- **Relationships & Collaboration:**  
The student articulates the importance of relationships with children, families, colleagues, and community agencies and can create and maintain those relationships to support children's learning and development.

- **Guidance Strategies:**  
The student analyzes children's behavior and effectively chooses strategies to maximize each child's success in the learning community.
- **Organization & Compliance:**  
The student develops, implements, and monitors Individual Family Service Plans (IFSPs), Individual Educational Programs (IEPs), and 504 Plans in collaboration with families, as well as multi-disciplinary and multi-agency teams, to provide the services

### **DESIRED STUDENT ABILITIES**

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

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

# BAST STUDENT EXPECTATIONS

## **EXPECTATIONS AND PROGRESSION**

Although not an admissions requirement, baccalaureate students are expected to have general computing abilities that include: navigating online, proficiency in word processing, spreadsheets, and presentation software.

Students must maintain a 2.7 cumulative GPA in ALL BAST coursework (without a grade lower than 2.0 in any class). Class(es) with a grade lower than 2.0 must be retaken before graduation, on a space-available basis.

Students must maintain a “proficiency” level in each area of the GHC InTASC Professional Disposition Rubric throughout practicum and student teaching. Scoring below proficient in professional dispositions results in a team meeting between mentors, supervisors, and the student as soon as possible. The team determines a plan for progress towards 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 BAST 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 between the student and mentor 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 and can be found at:

<https://www.k12.wa.us/sites/default/files/public/profpractices/pubdocs/codeofconduct.pdf>

**Disabilities Support Services Reasonable Accommodations Statement:** DSS provides accommodations for students with documented disabilities. DSS 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 DSS 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.

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

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

## STUDENT EVALUATIONS

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

**Professional Disposition Rubric:** this is used every quarter for practicum students (completed by the mentor for the practicum student) and at the end of the **fall quarter** for student teachers. Students 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, the student should rate **“proficient”** in most categories. By the end of the spring quarter of student teaching, all categories must be **“proficient.”**

**Formative InTASC Rubric:** this is used at the end of their 1<sup>st</sup> and 2<sup>nd</sup> student teaching observation during the winter and spring quarters. Feedback is to inform the student teachers about their progress.

**Summative InTASC Rubric:** this is used as the final evaluative tool at the end of each quarter of student teaching. The Summative Rubric includes the Professional Disposition as part of the evaluation.

## TIME LOG REQUIREMENTS

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

- Student time logs are reported by hours.
- Student teachers are expected to be part of the teacher instructional contracted hours.
- Examples of acceptable hours: attending faculty/staff meetings at the school, helping mentor prepare for class. Examples of non-acceptable hours: attending an athletic event, picking up supplies for the teacher, studying to prepare for classes (for example spending 4 hours Sunday night to prepare for the class on Monday)
- Student teachers **CANNOT “bank”** student teaching hours. Required hours must be completed in the quarter assigned. Extra hours will be recorded but not used for subsequent quarters.
- A digital hour log must be completed and sent to the mentor for approval on the last day of every month

## PRACTICUM EXPERIENCE

Before the start of a practicum, the student must have a current and clear Washington State Patrol WATCH background check on file with the college. Additionally, the student must have completed the OSPI Pre-Residency Clearance form, provide proof of liability insurance coverage, and have fingerprints on file with OSPI. ***Students will not be allowed to start the practicum without each of these components being complete and on file.***

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

### *Roles, Responsibilities, and Expectations of Practicum Students*

- Contact the mentor teacher, building principal, and placement coordinator for introductions, to exchange contact information, and schedule an initial meeting before the start of the practicum experience.
- The student is responsible for creating a weekly schedule that is agreeable to all parties involved (mentor teacher, principal, and placement coordinator) that satisfies the minimum number of hours for the practicum.
- Planning time may be scheduled between the student 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, practicum students will complete a Practicum Schedule form and return it to the placement coordinator.
- In the event of an emergency, contact both the mentor teacher and the placement coordinator as soon as possible. All scheduled practicum hours must be completed.
- In the event of missed hours due to emergency, illness, weather, or other reasons, the student is responsible for making up the hours as agreed by the mentor teacher and practicum supervisor.
- Professional attire, attitude, and behavior are expected at all times during the practicum. Professional disposition is monitored across all program requirements, including practicum.
- Observe professional standards of ethics in confidentiality, professional courtesy, and interactions with students, parents, community members, and other professionals.
- Strict confidentiality is required regarding student information and interactions; do not discuss student information or interactions with anyone beyond the respective school, and only when deemed professionally and/or legally appropriate. For questions related to confidentiality expectations, consult the mentor teacher and/or placement coordinator. Students are not allowed to use student names in coursework or class discussions

## **STUDENT TEACHING EXPERIENCE**

Prior to the start of student teaching students must attempt NES Elementary Education Subtests I & II, have valid fingerprints on file with OSPI, renew AAE Liability Insurance. Without these complete and verified, students will not be permitted to begin student teaching.

During the second year of the program, mentors will work with students enrolled as student teachers. The students will participate in a minimum of 540 hours of student teaching over the entire year. This experience is done in a single classroom with one mentor for the year. Each quarter has different expectations and consists of 90 hours during fall, 300 hours during winter, and 150 hours during spring (with a concentration on ELL strategies and practices).

The student teaching experience is the capstone of the professional development sequence and training of prospective teachers at Grays Harbor College. It is designed to provide students with opportunities to (1) practice and demonstrate the skills they have learned in prior coursework, and (2) gain practical knowledge from their experiences in the K-8 public school system in preparation for earning a teaching certificate.



## STUDENT TEACHER PORTFOLIO (STP)

A teaching portfolio is a living document that reflects your education, experience, and personal growth and accomplishments as a teacher. Beginning in 2023-2024, this portfolio will be digital (an e-portfolio), which you will create and contribute to throughout your two years in the BAST program. Contributions will include unit and lesson plans, teaching philosophy and classroom management statements, observation and student teaching reflections, and more. Expectations for the STP are as follows:

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

## RESPONSIBILITIES AND EXPECTATIONS DURING STUDENT TEACHING:

- Student teachers are guests in the school.
- Student teachers should attend faculty meetings, parent conferences, in-service training, and other school activities, as well as participate in the non-instructional duties of the mentor teacher during their student teaching experience.
- Student teachers will be professional, ethical, and confidential, following the professional standards of the school, the State of Washington, FERPA, inTASC, and other federal regulations.
- 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 and in advance, whenever possible.
- Student teachers should become familiar with the cooperating school's handbook and the school code of conduct.
- 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 the responsibilities for each day.
- 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. All observations should be scheduled by week two of each quarter.
- Student teachers should get to know the other staff, including administration, counselors, and school specialists.
- Student teachers will complete and submit the Student Teaching Portfolio during the spring quarter.
- Student teachers will participate in a minimum of six-eight weeks of teaching all day, all classes during the winter quarter.
- Student teachers may substitute for the mentor **if** they hold a substitute teacher certificate. **The student teacher may not count substitute teaching as student teaching hours.**

## **STUDENT TEACHING TIMELINE**

Three-quarters of required student teaching ensures that students 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 far beyond the minimum requirements. Student teachers will follow the cooperating school calendar, including vacations, and the contracted teacher hours.

### *Fall (90 hours)*

- Student teachers are required to follow the schedules of their placement school calendar, including meetings and/or professional development that occur before the first day.
- Student teachers are required to attend all faculty meetings in the week before the first day of K-8 school and help their mentors prepare for the year.
- Student teachers are required to be at their placement for the first 10 days of school.
- After the tenth day of school, student teachers need to be in their placement a minimum of one full day (or two half-days) per week for the remainder of the fall quarter. The mentor and student teacher should build this schedule together.
- A minimum of three Grays Harbor College supervisor visits must be scheduled at the beginning of the quarter.
- By the third supervisor visit, student teachers must teach the observed lesson (whole class). Before the visit, student teachers must submit a lesson plan and have a pre-conference meeting (over the phone or in person) with their GHC supervisor.

### *Winter (300 hours including a minimum of 5 weeks full take-over)*

- Student teachers are required to be at their placement for the first 10 weeks after winter break.
- During the 10 weeks, student teachers gradually assume planning/teaching/assessment responsibilities for more of each school day. This culminates in a minimum of six-eight weeks of full teaching takeover, the final week of which is a gradual reduction of responsibilities.
- A minimum of three field supervisor visits should be scheduled at the beginning of the quarter. These should be scheduled such that they are spread out by two or more weeks.
- A minimum of two days before each scheduled observation, student teachers must get lesson plan approval from their mentor teacher, 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 throughout the winter quarter by the GHC supervisor and mentor teacher using the InTASC standards.
- By the end of the winter quarter, student teachers must determine one or more areas in need of improvement (ex. management, planning, assessment, transitions, etc.). These will be areas to focus on during the 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.

### *Spring (150 hours with focus on ELL strategies and practices)*

- Student teachers are required to be in the field for a minimum of 25 days spread out over the GHC spring quarter. The schedule should be made in concert with mentor teachers and approved by GHC supervisors. This quarter includes experience working with ELL students.
- The final STP is submitted and is reflected in the BAST 499 final grade.
- Students will be evaluated throughout the spring quarter by the GHC supervisor and mentor teacher using the InTASC standards.
- 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.
- Student teachers are highly encouraged to acquire references by April
- Student teachers are highly encouraged to develop final drafts of a professional resume, teaching philosophy, and cover letter, and prepare for interviews.
- Student teachers should develop a professional growth plan for their first year as a teacher to prepare for their initial residency certification.

## MENTORING

Mentoring is a critical element of the GHC BAST program. GHC students will spend a great deal of time with highly-qualified teachers in the area. The BAST mentors are, in many ways, instructional leaders in the field. To ensure the quality of the mentoring team, mentor teachers will participate in an orientation with Grays Harbor College faculty before their first assignment. The orientation will include training and information regarding the Professional Disposition Rubric. 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, and identified as highly skilled by the district administration and/or state recognition, and able to work collaboratively within a professional learning community. Mentor criteria include:

- 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:**

- Mentor teachers will provide a learning environment where student teachers can develop and refine their teaching skills.
- Mentor teachers will provide a workspace for student teachers (desk, if possible) and introduce student teachers to staff, students, and parents to orient student teachers to the school.
- Mentor teachers will collaborate with the student teacher to determine the timeline/schedule for the transition to six-eight weeks of solo full-time student teaching.
- Mentor teachers will share expectations, communicate classroom/school procedures and policies, discuss ways to support effective classroom management, introduce the curriculum and determine how best to provide and receive feedback when there are questions and concerns.
- Mentor teachers will review lesson plans developed by student teachers and give feedback regularly on lessons taught. Scheduling a regular coaching/mentoring time with the student teacher to discuss lesson planning, instruction, and assessments is optimal.
- Mentor teachers will encourage student teachers to be creative and to try new strategies.
- Mentor teachers will work to foster student-teacher disposition toward reflective practice.
- Mentor teachers will lend appropriate support during the student teacher's STP videotaping and collection of student work, including obtaining permission from parents/guardians.
- Mentor teachers and field supervisors will participate in observations of the student teacher a minimum of three times per quarter, including mid-term and final evaluations in the winter and spring quarters. Each observation will include a pre- and post-conference with the student teacher. The mentor teacher will participate in the post-conference; however, the pre-conference is optional.
- Mentor teachers will remain in contact with the field supervisor and will alert the BAST program director to any concerns that arise regarding the student teacher, ASAP.
- Mentor teachers will receive an email notification to verify student teachers' attendance and hours.

- Mentor teachers will arrange for a substitute any time she/he will be absent so that the student teacher is always under the supervision of a certificated teacher.
- Student teachers may substitute for the mentor **if** they hold a substitute teacher certificate. **The student teacher may not count substitute teaching as student teaching hours.**
- Student teachers may **NOT** bank their student teaching hours. They are allowed to student teach more hours than required but cannot use those hours for subsequent quarters.

## **MENTOR CLOCK HOUR**

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

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

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

- Fall quarter: 90 hours
- Winter quarter: 300 hours (this includes a minimum of 5 sequential weeks of full-take-over by the student)
- Spring quarter: 150 hours

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).

## **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.

## 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 the unique circumstances of their placement. Mentors and GHC field supervisors are expected to encourage student teachers to go far beyond the minimum requirements. Student teachers will follow the cooperating school calendar, including vacations, and the contracted teacher hours.

Three-quarters of required student teaching ensures that students 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 field practices. Student teaching quarter-hour requirements and expectations include: fall 90 hours, winter 300 hours (including a minimum of 5-week full takeover), and spring 150 hours with a focus on ELL strategies and practices

Field supervision goes beyond just evaluating teaching best practices. Many of our BAST students are from culturally diverse backgrounds and/or non-native English speakers. The majority of students are first-generation college students. They 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. BAST students from marginalized 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. Below is the timeline for evaluations:

**Professional Disposition Rubric** is used at the end of the **fall quarter** for student teachers. Students 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, the student should rate **“proficient”** in most categories. By the end of the spring quarter of student teaching, all categories **must be “proficient.”**

**Formative InTASC Rubric** is used at the end of their 1<sup>st</sup> and 2<sup>nd</sup> student teaching observation during winter and spring quarters. Feedback is to inform the student teachers about their progress.

**Summative InTASC Rubric** is used as the final evaluative tool at the end of each quarter of student teaching. The Summative Rubric includes the Professional Disposition as part of the evaluation.

## **FIELD SUPERVISOR RESPONSIBILITIES**

Field Supervisors are the experts in determining how well students are doing in their field experience. This is 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.
- Act as a role model, mentor, coach, and resource person to the student teacher.
- Encourage responsibility and creativity, provide constructive feedback and be available to the student teacher via telephone or email.
- Meet with student teachers and mentor teachers within the first three weeks of the fall quarter to discuss expectations, and procedures and to answer questions.
- Introduce the principal, mentor teacher, and student teacher to any evaluation or observation instruments that will be utilized.
- Work with the mentor teacher and the student teacher to schedule a minimum of three observations each quarter. These observations will be 30-60 minutes in length, spread throughout the quarter. There will be a pre and post-observation meeting for each observation. Pre-observations can be brief and conducted over the phone.
- All student communication will be through the student GHC email. **It is strongly suggested not to use students' personal emails.**

## **FIELD SUPERVISOR KEY EXPECTATIONS**

### **Professional Disposition**

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

### **Communication**

- Prompt communication with BAST students, school personnel, and college faculty/staff (respond within 24 hours Monday through Friday)
- Communicate immediately with BAST students if there is a change in schedule or a need for rescheduling a meeting.
- Continuously communicate with BAST students regarding teaching progress. Nothing should come as a surprise to BAST students in terms of how they are doing academically and professionally.
- Be cognizant that everyone's communication and processing styles are different.

### **Organization**

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

Most importantly, create strong relationships with your BAST students. You are not only their mentor, but you are also their advocate. Field supervision goes beyond just evaluating teaching best practices. Many of our BAST students are from culturally diverse backgrounds and/or non-native English speakers. The majority of our students are first-generation college students. They do not fit the typical teacher image in our education system which is primarily comprised of white, female, and middle-class educators. Your BAST students may confide in you about experiences with racism, micro aggression, discrimination, and/or prejudice. You will need to navigate these complex experiences to ensure that all BAST students feel safe and supported during their field experience. BAST students from marginalized populations may need additional meetings or other forms of support regarding the climate of their teaching environment.



## PLACEMENT COORDINATOR RESPONSIBILITIES

### **Placement Coordinator Role, Responsibilities, Expectations**

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

### *Role, Responsibilities, Expectations*

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

# GRADUATION AND BEYOND

## **CERTIFICATION**

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

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

- Earned a bachelor's degree from any state-approved teacher preparation program with a GPA of at least 2.7.
- Complete the Student Teacher Portfolio.
- Have satisfactory ratings on the final InTASC rubrics.
- Certification applicants must pass the NES Elementary Education Subtest I and II (assessments 102 and 103) with a score of 220 or better in each.
- Application fee and payment of approximately \$74 to OSPI for certification.

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, you will qualify for a Washington Initial Residency Certificate. Processing of that certificate is through the State of Washington E-Certification system.

- GHC BAST faculty will notify the GHC certification officer that you have completed your field experience successfully.
- GHC BAST certification officer will recommend you for certification after verifying your entire program completion.
- 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, usually 1-4 weeks.

## **Residency Teacher Certificate (First Issue)**

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

- A baccalaureate or higher-level degree earned from a regionally accredited college or university.

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

## **Employment**

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

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

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

## **GRADUATION APPLICATION**

Any student in the BAST program who has met the program requirements may apply for graduation. Please meet with the program advisor to complete the graduation application. Apply for graduation at least one quarter before graduation. Emails will be sent out to all students who apply for graduation with details of the graduation ceremony.

# PROGRAM INFORMATION

## ACADEMIC PROGRESS

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

## BAST Program Support Services

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

- Personalized advising and support from BAST staff and faculty.
- Participation in practicums designed to build relationships with local teachers.
- Participation in school activities during student teaching will aid the transition to post-graduation employment.

Students at GHC are eligible for all services offered by the College. The student fees entitle access to student computer labs, the library, the disability resource center, student clubs and programs, writing labs, the Career Center, and all other GHC services. Please refer to the GHC website at <http://ghc.edu/content/campus-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 between 16-18 credits per quarter, Fall through Spring. If a student needs additional coursework to meet program requirements, those will be added.

The BAST program is designed around a cohort of students who begin in the fall quarter. BAST courses are offered in a face-to-face or hybrid modality, supported by GHC's online learning management system, Canvas. The BAST program is made up of three components:

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

## **COURSEWORK EXPECTATIONS**

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

**Attendance:** Courses in the BAST program are intensive. Elementary education teachers are expected not to be absent or late. As such, teacher students are expected to attend all class sessions. Punctuality is expected. Students are responsible for following up with faculty to find out what was missed and if assignments can be made up. Please review the syllabus for each course regarding faculty attendance requirements and grading policies.

## **EMBEDDED SERVICES MODEL**

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

## **FIELD EXPERIENCE PLACEMENT AND PLACEMENT AGREEMENTS**

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

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

## **PROBATION AND DISMISSAL**

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

## **PROFESSIONAL DISPOSITION**

The InTASC Professional Disposition Rubric is based first on the conceptual framework utilized to develop the BAST program, and, secondly, on the outcomes identified for the program.

Elements of a professional disposition include the following:

### *Meaningful and purposeful engagement*

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

### *Cultural awareness within a collaborative context*

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

### *Theory and practice*

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

### *Knowledge-based proficiency*

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

### *Quality and meaningful assessment*

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

### *Ethical leadership*

- Communicate and collaborate effectively with children, parents/guardians, peers, and mentors

## **PROGRAM TUITION**

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

## **REGISTRATION**

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

## **REPEATING A COURSE IN THE BAST PROGRAM**

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

### *Repeated Courses*

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

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

## **RETENTION PLAN**

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

## **TESTING REQUIREMENTS**

The BAST program requires students to attempt and/or pass several teaching-based assessments, including WEST-B, NES I, NES II, and WEST-E. Students enrolling in BAST 301, BAST 496, and BAST 498 will see a \$100 program fee added as part of their registration cost for the quarter the course is offered. This program fee will be used to cover the cost of voucher codes for the required tests. The voucher code will be issued to the students by the program director. This process was designed to reduce the financial burden on students by incorporating these fees into the program cost. This code will then be used in the payment screen when registering for the assessments. **Each student will only receive one (1) code for each set of assessments. Voucher codes are only good for single use and the program will not issue codes for “retakes”.**

## **TRANSCRIPT EVALUATION**

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

# PROGRAM GUIDELINES

## COMMUNICATION

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

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

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

**Program Director:** Paige Pierog, 360-538-4181, [paige.pierog@ghc.edu](mailto:paige.pierog@ghc.edu), (program management, instructor/student issues, guidance, certification)

**Faculty:** Sheri Jordan, 360-538-4160, [shari.jordan@ghc.edu](mailto:shari.jordan@ghc.edu) (advising, lead faculty)

**Placement Coordinator:** Judy Holliday: 360-591-5930, [judy.holliday@ghc.edu](mailto:judy.holliday@ghc.edu), (practicum and student teaching placement)

## 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

COVID-19 vaccines for students are encouraged, but not required. 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 relatively diverse, and the design of the curriculum plus the requirements for multiple practicums, student teaching, field experiences, and residencies throughout the program will provide ample opportunities for teaching students to interact with those who are different from themselves. The college makes every effort to place student teachers in diverse placements.

Teacher students will have multiple opportunities to reflect on their identity development and cross-cultural experiences throughout their coursework and practicums. Multiple courses address different aspects of diversity, as well as ask students to develop their level of cultural competency. BAST practicums include the opportunity to regularly reflect on strategies used to support varied student learning needs and identify and support language demands across the curriculum. Two of the 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 Spring quarter of the student teaching field experience focuses on working with ELL students and implementing strategies provided in their coursework. Teacher students will be expected to bring their own cultural and linguistic backgrounds into their courses, especially the methods courses. Faculty will reach out to students during class time and elicit conversations on students' cultural and linguistic backgrounds. Faculty will model and facilitate these conversations to develop students' multicultural capacity.

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

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

## **LEAVE OF ABSENCE**

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

## **OSPI ACCESS**

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

### **OSPI Clearance**

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

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

### **Intern Substitute Certificate**

This form of limited certificate authorizes candidates who are completing a full-time student teaching internship to substitute teach in the classroom of the internship placement. GHC will approve applications of interns who exceed expectations, complete at least three weeks of full-time teaching, and are ready for the responsibility of teaching independently in their assigned classroom.

## **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 or Vice President for Instruction will intervene.

If the deficiency(ies) continue(s), the student is:

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

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

## **SUBSTITUTE TEACHING DURING FIELD EXPERIENCE**

Student teachers may hold an emergency or conditional certification before the completion of the BAST program, which will make it possible for students to serve as substitute teachers during their program. However, the substitute teaching experience may not serve in place of the required field experience hours. *Any exceptions must be approved before the field experience.*

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

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

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

## **STUDENT COMMUNICATION PROTOCOL**

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

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

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

## **USE OF SOCIAL MEDIA**

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

## **VIRTUAL FIELD SUPERVISION PROCEDURES**

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

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

- YouTube
- Vimeo
- OneDrive

## Reminders to Students About Recorded Lessons:

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

## WRITING EXPECTATIONS

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

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

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

## ADDITIONAL BAST RESOURCES

### STUDENT ADVISING AND SUCCESS

A key component of the embedded services model is a solid connection between BAST students, staff, and faculty. The BAST program director will make initial contact with the students and act as a resource to get them started in the program. BAST 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.

Expectations around program requirements, progression, and completion are included in this handbook, and updates will be shared with students via Canvas.

### STUDENT SUPPORT RESOURCES

#### **Library Integration**

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

#### **Robyn’s Memorial Resource Room**

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

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

## **Workshops for BAST Students**

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

# **GENERAL COLLEGE RESOURCES AND POLICIES**

## **ACADEMIC INTEGRITY**

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

## **ACADEMIC PROGRESS AND PERFORMANCE**

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

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

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

## **ACCESS ABILITY SUPPORT SERVICES**

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

Services and accommodations are available through the AccessAbility Services (AAS) office on a case-by-case basis to qualified students with known and/or documented disabilities. AAS can provide accessibility information regarding classroom accommodations, liaison with faculty, community referrals, and medical reserve parking authorizations. AAS can be reached at (360) 538-4099, HUB 146, or [accessibility@ghc.edu](mailto:accessibility@ghc.edu).

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

## **ACCREDITATION**

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

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

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

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

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

## **BOOKSTORE**

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



## **COMPUTER LABS**

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

John Spellman Library - Open to all students

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

## **COUNSELING AND CAREER EXPLORATION**

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

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

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

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

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

## **DIVERSITY AND EQUITY CENTER (DEC)**

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

## **E-LEARNING SUPPORT**

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

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

## **EQUAL OPPORTUNITY**

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

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

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

Title IX Coordinator - Darin Jones, Chief Executive of Human Resources, Grays Harbor College, 1620 Edward P. Smith Drive, Aberdeen, WA 98520, (360) 538-4234

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

## **Equal Opportunity Statement and Accommodations**

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

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

## **E-TUTORING**

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

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

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

For more information, or if you have questions about this service email us at [learningcenter@ghc.edu](mailto:learningcenter@ghc.edu).

## **FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA)**

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

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

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

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

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

## **FINANCIAL AID**

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

### **Financial Aid Portal**

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

## **GHC STUDENT HANDBOOK**

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

## **LEARNING CENTER**

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

## **PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)**

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

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

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

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

Or you may contact us at the following address:

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

## **FUNDING OPPORTUNITIES**

### **Scholarships**

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

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

## **Workforce Funding**

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

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

## **STUDENT RIGHTS AND RESPONSIBILITIES**

Can be found in the college's Operational Policies, no. 407

(<http://www.ghc.edu/content/operational-policies-and-administrative-procedures>).

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

## **THE JOHN SPELLMAN LIBRARY**

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

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

## **VETERANS BENEFITS**

Veterans, eligible members of the selected reserves, and dependents of deceased or 100% disabled veterans interested in attending college and utilizing state or federal benefits must contact the Veterans Office in the Student Support Center (HUB). Applicants may contact the Veterans Office at (360) 538-4049 or [veterans@ghc.edu](mailto:veterans@ghc.edu). Information is also available on the Grays Harbor College website at <https://www.ghc.edu/student-services/veteran-resources>.

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

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

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

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

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

## **Veterans Tuition Waivers**

Veterans and dependents of 100% disabled veterans may qualify for tuition waivers. Contact the Veterans Office at (360) 538-4273 or [veterans@ghc.edu](mailto:veterans@ghc.edu) for additional information.

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



# WASHINGTON STATE COMPETENCIES

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

Students will demonstrate mastery of the following competencies through practicum:

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

# PROFESSIONAL EDUCATOR STANDARDS BOARD

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

## ***Domain 1: Students and Cohorts***

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

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

## ***Domain 2: Knowledge, Skills, and Cultural Responsiveness***

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

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

## ***Domain 3: Novice Practitioners***

Providers prepare students who are role ready.

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

**Domain 4: State and Local Workforce Needs**

Providers contribute positively to state and local educator workforce needs.

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

**Domain 5: Data Systems**

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

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

**Domain 6: Field Experience**

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

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

**Domain 7: Program Resources and Governance**

Providers ensure that programs have adequate resources, facilities, and governance structures to enable effective administration and fiscal sustainability.

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

# BAST PROGRAM FORMS

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

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

- Time Log Reporting Example
- Practicum Placement Request
- Student Teaching Request
- Student Field Experience Schedule
- Professional Growth Plan
- Student Evaluation of Mentor
- Student Evaluation of Field Supervisor
- Mentor Evaluation of Field Supervisor
- InTASC Professional Disposition Rubric
- InTASC Formative Rubric
- InTASC Summative Rubric

## TEACHER EDUCATION FIELD EXPERIENCE HOURS

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

Are you a First or Second Year Student? \*

Name \*

First

Last

Your Email Address \*

Mentor Teacher's Email Address \*

School where earning hours:

Grade Level:

Daily Record \*

Date	Hours logged	Summary of activities/lessons observed.
<input type="text"/>	<input type="text"/>	<input type="text"/>
	0	

Click the plus symbol (+) on the right to add more dates.

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

**PRACTICUM PLACEMENT REQUEST****Bachelor of Applied Science in Teacher Education****Practicum Placement Request 2022-2023:**

<b>Name:</b>		<b>Date:</b>	
<b>Address</b>		<b>Apartment/Unit#</b>	
<b>City:</b>		<b>State:</b>	
<b>Phone:</b>		<b>Cell/Home/Work</b>	
<b>Email:</b>			

Please circle the grade level span choice for each quarter (grade span must be different in each quarter):

FALL			WINTER			SPRING		
K-2	3-5	6-8	K-2	3-5	6-8	K-2	3-5	6-8

Specific grade preference in each span, if any: \_\_\_\_\_

**AVAILABLE DISTRICTS**

Aberdeen	Mary M. Knight	Oakville	Satsop
Cosmopolis	Montesano	Ocean Beach	South Bend
Elma	Naselle-Grays River	Ocosta	Taholah
Hoquiam	North Beach	Raymond	Willapa Valley
Lake Quinalt	North River	Saint Mary's	Wishkah Valley
McCleary			

District Choice: Each quarter must be a different district

FALL	WINTER	SPRING

**ONLY COMPLETE THE SHADED AREA BELOW  
IF YOU ARE A CURRENT PARAEDUCATOR**

<b>School District:</b>			
<b>School:</b>		<b>Grade Level(s):</b>	
<b>Supervisor Name and Contact Info:</b>			

**FOR OFFICE USE ONLY**

	<i>Fall Placement</i>	<i>Winter Placement</i>	<i>Spring Placement</i>
District Placed			
School Placed			
Mentor Name			
Grade Level			
Mentor Contact Info			

## STUDENT TEACHER PLACEMENT REQUEST



GRAYS HARBOR COLLEGE

BACHELOR OF APPLIED SCIENCE IN TEACHER  
EDUCATION

Student Teacher Placement Request

Cohort Teacher Candidate			
NAME:	Click here to enter text.	DATE:	Click here to enter a date.
ADDRESS:	Click here to enter text.		
	STREET ADDRESS		APARTMENT/UNIT #
	Click here to enter text.		Click here to enter text.
	CITY: Click here to enter text.	STATE: Click here to enter text.	ZIP CODE: Click here to enter text.
PHONE:	Click here to enter text.	EMAIL:	Click here to enter text.

### STUDENT TEACHING PREFERENCES (selections must be from 3 different districts)

	GRADE SPAN	DISTRICT	SCHOOL	MENTOR SUGGESTION
1 <sup>ST</sup> PREFERENCE	Choose an item.	Choose an item.	Click here to enter text.	Click here to enter text.
2 <sup>ND</sup> PREFERENCE	Choose an item.	Choose an item.	Click here to enter text.	Click here to enter text.
3 <sup>RD</sup> PREFERENCE	Choose an item.	Choose an item.	Click here to enter text.	Click here to enter text.

Do you have any family members who are in the class you've requested or work in the class you requested?

YES  NO If yes, please identify. Click here to enter text.

**PLEASE NOTE: WE WILL DO EVERYTHING WE CAN TO GET YOU PLACED IN ONE OF YOUR PRIORITIES. PLEASE UNDERSTAND THAT THEY MAY NOT BE POSSIBLE. WE CAN ONLY PLACE STUDENTS IN A SCHOOL THAT WE HAVE AN AGREEMENT WITH (SEE BELOW). THE MENTOR HAS TO HAVE TAUGHT FOR A MINIMUM OF 3 YEARS, MINIMUM OF 1 YEAR IN THE SCHOOL DISTRICT. THE PRINCIPAL AND SUPERINTENDENT HAVE TO APPROVE BEFORE A PLACEMENT CAN BE MADE.**

Specific Grade Preference: Click here to enter text.

Approved School Districts			
Aberdeen	Mary M. Knight	Oakville	Satsop
Cosmopolis	Montesano	Ocean Beach	South Bend
Elma	Naselle-Grays River	Orona	Taholah
Hoquiam	North Beach	Raymond	Willapa Valley
Lake Quinalt	North River	Saint Mary's	Wishkah Valley
McCleary			

Return this document to GHC Placement Coordinator, Judy Holliday by **MAY 10**

By signing below, you agree to the terms and responsibility of student teachers as identified in the student handbook.

Click here to enter text.	This form is digitally signed by: Click here to enter text.	Click here to enter a date.
PRINTED STUDENT NAME	STUDENT SIGNATURE	DATE

### TO BE COMPLETED BY GHC PLACEMENT COORDINATOR

DISTRICT CHOICE			
1 <sup>st</sup>		2 <sup>nd</sup>	3 <sup>rd</sup>
CONFIRMED PLACEMENT			
SCHOOL		PHONE	EMAIL
DISTRICT			
MENTOR			

1620 Edward P. Smith Drive  
Aberdeen, WA 98520

BAS in Teacher Education  
Phone: 360-538-4012

Fax: 360-538-4299  
Visit: ghc.edu/BAS

## **BAST STUDENT JOURNAL OF DAILY REFLECTIONS**

Reflections are **not** a summary of the day's agenda. Reflecting at the end of the day on what was learned and observed during the day can serve as an amazing tool when you begin your teaching career. This template has been developed to help you learn how to best reflect on your teaching day. These reflections are for you to keep. You may be asked by your field supervisor or placement coordinator to show this journal to ensure you are complying with class requirements.

<i>Which students stood out today and why?</i>	
<i>Who and what captured my attention?</i>	
<i>What worked well today?</i>	
<i>What did not work well or could have been more effective?</i>	
<i>What was missing or needed?</i>	
<i>What is important for me to do tomorrow?</i>	
<i>What is important for me to do next week?</i>	
<i>If I had to pick a word or phrase to describe my day, what would it be?</i>	
<i>Pick a topic from one of your currently enrolled BAST classes. Identify the class and topic below and reflect on how that is aligned with your experience today.</i>	
<i>Class and topic:</i>	
<i>What aligned today:</i>	
<i>Other comments?</i>	





BACHELOR IN APPLIED SCIENCE  
TEACHER EDUCATION PROGRAM

**PROFESSIONAL GROWTH PLAN FOR:**

*This PGP must be completed and approved as part of the Student Teaching Portfolio.*

**STUDENT INFORMATION**

First Name:		Last Name:	
Quarter:	Year:	SID: <a href="#">Click here to enter text.</a>	
		Grade Level <a href="#">Click here to enter text.</a>	Mentor Name: Field Supervisor: <a href="#">Choose an item.</a>

**GOALS**

1. Goal:

Activities toward achieving goal:

Evidence goal is met:

Anticipated completion date:

\*\*\*\*\*

2. Goal:

Activities toward achieving goal:

Evidence goal is met:

Anticipated completion date:

\*\*\*\*\*

3. Goal:

Activities toward achieving goal:

Evidence goal is met:

Anticipated completion date:

\*\*\*\*\*

4. Goal:

Activities toward achieving goal:

Evidence goal is met:

Anticipated completion date:

\*\*\*\*\*

5. Goal:

Activities toward achieving goal:

Evidence goal is met:

Anticipated completion date:

\*\*\*\*\*

**AGREEMENT TO PGP**

\_\_\_\_\_  
Student Signature:

\_\_\_\_\_  
Mentor Signature:

\_\_\_\_\_

\_\_\_\_\_  
Printed Name:

\_\_\_\_\_  
Printed Name  
[Choose an item.](#)

\_\_\_\_\_

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Date

\_\_\_\_\_

## **GHC INTASC PROFESSIONAL DISPOSITIONS (COMPLETED AT THE END OF FALL QUARTER)**

Teacher candidate: \_\_\_\_\_

School site & grade level: \_\_\_\_\_

Mentor teacher: \_\_\_\_\_

GHC faculty supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

<b>PROFESSIONAL DISPOSITIONS</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Standard A: Commitment</b>	<ul style="list-style-type: none"> <li>● Apathetic, lacks enthusiasm</li> <li>● Demonstrates poor work ethic including not meeting deadlines</li> <li>● Does not attend school meetings</li> <li>● Lacks understanding of student diversity.</li> <li>● Lacks response to students' developmental levels</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>● Displays enthusiasm for teaching</li> <li>● Generally demonstrates good work ethic, but does not routinely meet deadlines. Infrequently attends school meetings</li> <li>● Understands student diversity</li> <li>● Responds to students' developmental levels when prompted</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>● Regularly shows enthusiasm and energy for teaching and learning</li> <li>● Demonstrates strong work ethic including meeting deadlines</li> <li>● Regularly attends school meetings</li> <li>● Understands and plans for student diversity and developmental levels.</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>● Demonstrates exemplary enthusiasm for teaching and learning</li> <li>● Demonstrates exemplary work ethic including meeting deadlines</li> <li>● Regularly attends school meetings and seeks opportunities for professional growth.</li> <li>● Demonstrates sophisticated understanding and planning for student diversity and developmental levels</li> </ul> <input type="checkbox"/>
<b>Teacher Comments</b>	Click here to enter text.			
<b>Standard B: Responsible Behavior</b>	<ul style="list-style-type: none"> <li>● Lacks motivation.</li> <li>● Shows limited self---confidence and does not address problems.</li> <li>● Fails to communicate when absent or late.</li> <li>● Interacts disrespectfully or arrogantly with students/mentors</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>● Is somewhat self---motivated</li> <li>● Shows signs of emerging self---confidence, but reacts to problems with frustration.</li> <li>● Usually present, punctual or calls</li> <li>● Usually interacts respectfully with students/mentors.</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>● Is self---motivated and routinely facilitates student learning.</li> <li>● Is secure and self---reliant and generally addresses problems responsibly.</li> <li>● Is routinely present, is punctual or calls in advance.</li> <li>● Routinely values and respects individual differences.</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>● Creates opportunities for students to take responsibility for their learning and seeks opportunities to enhance own and other adults' learning.</li> <li>● Is mature, self---assured, and poised Is always present, is punctual or calls in advance.</li> <li>● Always values and respects individual differences</li> </ul> <input type="checkbox"/>
<b>Teacher Comments</b>	Click here to enter text.			

<b>Standard C: Professional Communication and Collaboration</b>	<ul style="list-style-type: none"> <li>● Rarely collaborates with others; is resistant to feedback and does not respect others' points of view</li> <li>● Communicates negatively or sarcastically; rarely uses Standard American English.</li> <li>● Is more interested in being heard than in listening</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>● Occasionally collaborates with and seeks feedback from school colleagues and students</li> <li>● Sometimes respects others' points of view and inconsistently utilizes feedback</li> <li>● Inconsistently communicates positively &amp; clearly with all members of the school community</li> <li>● Uses Standard American English with many errors.</li> <li>● Listens to others somewhat attentively; occasionally reacts before thinking</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>● Regularly collaborates with and seeks feedback from school colleagues and students</li> <li>● Respects others' points of view and uses feedback for growth</li> <li>● Communicates positively &amp; clearly with all members of the school community</li> <li>● Uses Standard American English with few errors</li> <li>● Listens openly and readily distinguishes between fact and opinion</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>● Seeks extended opportunities to collaborate with school colleagues</li> <li>● Welcomes and respects feedback from all and promptly translates feedback into improved, observable actions</li> <li>● Communicates positively &amp; clearly with all members of the school community</li> <li>● Uses Standard American English with few or no errors. Communicates with empathy and readily distinguishes between fact and opinion</li> </ul> <input type="checkbox"/>
<b>Teacher Comments</b>	<a href="#">Click here to enter text.</a>			
<b>Standard D: Confidentiality</b>	<ul style="list-style-type: none"> <li>● Has breached confidentiality on multiple occasions</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>● Generally maintains confidentiality</li> <li>● Needs occasional reminders</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>● Regularly maintains confidentiality</li> <li>● Demonstrates professional ethics</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>● Clearly understands &amp; consistently maintains confidentiality at all times</li> <li>● Demonstrates a mature sense of professional ethics</li> </ul> <input type="checkbox"/>
<b>Teacher Comments</b>	<a href="#">Click here to enter text.</a>			
<b>Standard E: Professional Appearance</b>	<ul style="list-style-type: none"> <li>● Inappropriate, too casual, distracts from teaching process</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>● Acceptable, usually dresses appropriately</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>● Regularly neat, clean, maintains a professional demeanor</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>● Always neat, clean, maintains a professional demeanor</li> </ul> <input type="checkbox"/>
<b>Teacher Comments</b>	<a href="#">Click here to enter text.</a>			
<b>Standard F: Integrity and Honesty</b>	<ul style="list-style-type: none"> <li>● Regularly engages in behaviors that are inappropriate to the profession</li> <li>● Cheats/Plagiarizes.</li> <li>● Demonstrates lack of fairness with students</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>● Occasionally engages in appropriate behaviors for the teaching profession</li> <li>● Occasionally fails to complete his/her own work, resulting from a lack of full understanding of plagiarism</li> <li>● Sometimes exhibits lack of fairness with students</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>● Regularly engages in appropriate behaviors that reflect positively on the teaching profession.</li> <li>● Regularly completes his/her own work in a professional manner</li> <li>● Regularly exhibits fairness with students</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>● Always engages in appropriate behaviors that reflect positively on the teaching profession.</li> <li>● Always completes his/her own work in a professional manner.</li> <li>● Always exhibits fairness with students</li> </ul> <input type="checkbox"/>
<b>Teacher Comments</b>	<a href="#">Click here to enter text.</a>			

**SIGNATURES**

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

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

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

## GHC INTASC STANDARDS – FORMATIVE: (COMPLETED AFTER OBSERVATIONS 1 AND 2 DURING WINTER AND SPRING QUARTERS)

Teacher candidate: [Click here to enter text.](#)  
 Mentor teacher: [Click here to enter text.](#)  
 Date: [Click here to enter a date.](#)

School site & grade level: [Click here to enter text.](#)  
 GHC faculty supervisor: [Click here to enter text.](#)

Standards (InTASC & ISTE) Standards)	Performance Levels and Ratings			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Descriptors</b>	Evidence is either insufficient to demonstrate knowledge of and/or skills related to the standard, or the evidence demonstrates a lack of knowledge of and/or skills related to the standard.	Evidence either demonstrates partial knowledge of and/or skills related to the standard, or the evidence demonstrates inconsistent knowledge of and/or skills related to the standard.	Evidence demonstrates solid knowledge of and consistent skills related to the standard.	Evidence demonstrates extensive knowledge of and sophisticated skills related to the standard.
<b>THE LEARNER AND LEARNING</b>				
<b>Standard #1: Learner Development</b>  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.	<ul style="list-style-type: none"> <li>Provides learning experiences that are not challenging and/ or not appropriate to the cognitive, linguistic, social, emotional and physical developmental level of the learner.</li> </ul> <p style="text-align: center;">●   □</p>	<ul style="list-style-type: none"> <li>Provides learning experiences that are somewhat appropriate to the cognitive, linguistic, social, emotional, and physical developmental level of the learner.</li> </ul> <p style="text-align: center;">□</p>	<ul style="list-style-type: none"> <li>Consistently provides challenging learning experiences that are appropriate to the cognitive, linguistic, social, emotional, and physical developmental level of the learner.</li> </ul> <p style="text-align: center;">□</p>	<ul style="list-style-type: none"> <li>Systematically and consistently provides challenging learning experiences that are appropriate to the cognitive, linguistic, social, emotional, and physical developmental level of the learner.</li> </ul> <p style="text-align: center;">□</p>
<b>Teacher Comments</b>	<a href="#">Click here to enter text.</a>			

<p><b>Standard #2: Learning Differences</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>Creates a learning environment that does not acknowledge the diverse cultural and intellectual needs of learners.</li> <li>And/or does not adapt instruction to accommodate the needs of learners with identified special needs.</li> </ul> <p style="text-align: center;">● <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>Creates a learning environment that acknowledges the diverse cultural and intellectual backgrounds of all learners.</li> <li>Some attempt to accommodate the needs of learners with identified special needs.</li> </ul> <p style="text-align: center;">● <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>Creates a learning environment that acknowledges the diverse cultural and intellectual backgrounds of all learners. Differentiates instruction to accommodate the needs of MOST learners including those with special needs.</li> </ul> <p style="text-align: center;">● <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>Creates a learning environment that embraces the diverse cultural and intellectual backgrounds of all learners.</li> <li>Differentiates instruction to accommodate the needs of ALL learners including those with special needs.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>
<p><b>Teacher Comments</b></p>		<p><a href="#">Click here to enter text.</a></p>		
<p><b>Standard #3: Learning Environment</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>Misses and/or avoids opportunities to collaborate with others to create a positive learning climate.</li> <li>Designs learning experiences that do not include opportunities for social interaction and active engagement or foster self---motivation.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>Rarely collaborates with learners and other professionals to create a positive learning climate.</li> <li>Designs learning experiences that are infrequently based on social interaction and active engagement and that foster self---motivation.</li> </ul> <p style="text-align: center;">● <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>Regularly collaborates with learners and other professionals to create a positive learning climate.</li> <li>Designs learning experiences that are based on social interaction and active engagement and that foster self--- motivation.</li> </ul> <p style="text-align: center;">● <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>Systematically collaborates with learners and other professionals to create a positive learning climate.</li> <li>Designs learning experiences that are consistently based on social interaction and active engagement and that foster self--- motivation.</li> </ul> <p style="text-align: center;">● <input type="checkbox"/></p>
<p><b>Teacher Comments</b></p>		<p><a href="#">Click here to enter text.</a></p>		

<p><b>Standard #4: Content Knowledge</b></p> <p>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<ul style="list-style-type: none"> <li>Shows errors in basic facts/skills, and/or does not demonstrate conceptual understanding.</li> <li>And/or does not design activities that engage students in learning.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>Shows accurate knowledge of basic facts/skills, but conceptual understanding may be lacking.</li> <li>Designs basic activities that are engaging and foster learning.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>Shows accurate knowledge of basic facts/skills and demonstrates conceptual understanding.</li> <li>Designs activities that are engaging and foster meaningful learning.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>Shows command of facts/skills and demonstrates conceptual understanding.</li> <li>Creates learning experiences based on big ideas related to the discipline.</li> <li>Designs activities that are engaging, foster meaningful learning and ensure mastery of the content.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>
<p><b>Teacher Comments</b></p> <p>Ashley helps break down concepts to help students grasp the meaning and reasons these are important to understand.</p>				
<p><b>Standard #5: Application of Content</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>Creates learning experiences that focus on the development of lower-level thinking skills in learners; focus is on individual lessons rather than connections between lessons and units.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>Creates learning experiences that address higher-level thinking skills in learners.</li> <li>Occasionally makes connections between concepts, lessons and units.</li> <li>Rarely presents other perspectives.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Creates learning experiences that address higher-level thinking skills in learners. Frequently makes connections between concepts, lessons and units.</p> <p>Introduces other perspectives where appropriate.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>Systematically designs and delivers multiple learning experiences that help learners see connections across lessons and units and, where appropriate, from multiple perspectives, to facilitate the development of higher-level thinking skills in all learners.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>
<p><b>Teacher Comments</b></p> <p><a href="#">Click here to enter text.</a></p>				

INSTRUCTIONAL PRACTICE				
<p><b>Standard #6: Assessment</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Uses assessments that are not aligned with learning objectives.</li> <li>• And/or may not include formative and summative measures.</li> <li>• And/or may not include either authentic or performance-based assessments.</li> <li>• Does not use the results from these measures to shape future pedagogical decisions.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• Uses assessments that are not always aligned with learning objectives</li> <li>• Uses both formative and summative measures and performance-based assessments.</li> <li>• Uses assessment results to help both the teacher and the learner measure learner progress.</li> <li>• Makes a minimal effort to use results to inform further action.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• Designs and uses assessments that are aligned with learning objectives.</li> <li>• Uses both formative and summative measures as well as authentic and/or performance-based assessments.</li> <li>• Uses assessment results to help both the teacher and the learner measure learner progress.</li> <li>• Makes an effort to use results to inform further action.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• Systematically designs and uses multiple assessments that are aligned with learning objectives.</li> <li>• Uses both formative and summative measures as well as authentic and performance-based assessments.</li> <li>• Uses assessment results to help both the teacher and the learner measure learner progress and to guide their decision-making in areas such as remediation, re-teaching, or changes in study habits.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>
<b>Teacher Comments</b>	<a href="#">Click here to enter text.</a>			
<p><b>Standard #7: Planning for Instruction</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Does not consistently plan instruction that is meaningful and relevant to learners.</li> <li>• And/or does not take into account factors such as students' learning needs, diverse ways of learning, curricular goals and standards, and cross-disciplinary skills in planning instruction.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• Plans instruction that is meaningful and relevant to learners.</li> <li>• Gives some consideration to factors such as students' learning needs, diverse ways of learning, curricular goals and standards, and cross-disciplinary skills.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• Plans instruction that is meaningful and relevant to learners and that considers students' learning needs, diverse ways of learning, curricular goals and standards, and cross-disciplinary skills.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• Systematically uses information regarding students' learning needs, diverse ways of learning, curricular goals and standards, and cross-disciplinary skills as the basis for planning instruction that is meaningful and relevant to learners.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>
<b>Teacher Comments</b>	<a href="#">Click here to enter text.</a>			



<p><b>Standard #8: Instructional Strategies</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Uses instructional strategies that promote a superficial understanding of content/ application of skills and/or uses lower level thinking and questioning skills.</li> <li>• And/or limits his/her role in the instructional process to that of instructor.</li> <li>• And/or uses a limited range of readily available resources and technologies.</li> </ul> <p style="text-align: center;">□</p>	<ul style="list-style-type: none"> <li>• Uses instructional strategies to enable learners to develop an understanding of content and apply knowledge and skills, with minimal opportunities to develop higher---order thinking and questioning skills.</li> <li>• Primarily plays one role in the instructional process.</li> <li>• And/or uses a variety of readily available resources and technologies that may not always foster meaningful learning.</li> </ul> <p style="text-align: center;">□</p>	<ul style="list-style-type: none"> <li>• Uses instructional strategies to enable learners to develop a deep understanding of content, apply knowledge and skills in meaningful ways, and develop higher--- order thinking and questioning skills.</li> <li>• Plays more than one role in the instructional process (e.g., that of facilitator, coach, audience) to address the purposes of instruction and needs of learners. Integrates a variety of readily--- available resources and technologies that foster meaningful learning.</li> </ul> <p style="text-align: center;">□</p>	<ul style="list-style-type: none"> <li>• Uses an approach to instruction in which deep understanding of content, meaningful application of knowledge and skills, and higher---order thinking and questioning as the focus.</li> <li>• Varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) according to the purposes of instruction and needs of learners.</li> <li>• Locates and integrates outside resources and new or emerging technologies that foster meaningful learning.</li> </ul> <p style="text-align: center;">□</p>
<p><b>Teacher Comments</b></p>	<p style="text-align: center;"><a href="#">Click here to enter text.</a></p>			

<p><b>Standard #9: Professional Learning and Ethical Practice</b></p> <p>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her choices and actions on others (learners, families, other professionals and the community), and adapts practice to meet the needs of each learner.</p>	<ul style="list-style-type: none"> <li>• Misses or avoids opportunities for professional development.</li> <li>• Tends not to use professional resources and personal reflection to support adaptive instructional practices designed to meet the needs of learners.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• Participates in required professional development opportunities.</li> <li>• Uses professional resources and reflections on learner performance to evaluate choices of instructional strategies and makes some adaptations to meet the needs of learners.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• Voluntarily participates in readily available opportunities for professional development.</li> <li>• Uses professional resources and reflections on learner performance to evaluate choices of instructional strategies and makes adaptations to meet the needs of most learners.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• Seeks opportunities for ongoing professional development and utilizes a variety of professional resources and student performance data to inform all instructional choices.</li> <li>• Utilizes self-- reflection as a tool for adapting instruction and communication practices to best meet the needs of all learners and related constituents.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>
<p><b>Teacher Comments</b></p>		<p><a href="#">Click here to enter text.</a></p>		
<p style="text-align: center;"><b>PROFESSIONAL RESPONSIBILITIES</b></p>				
<p><b>Standard #10: Leadership and Collaboration</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Tends to avoid leadership opportunities for collaborating with school and community--based colleagues.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• Supports student learning and promotes the profession by assuming leadership in collaborative efforts with at least one of the following reference groups: learners, their families, other school professionals and community members.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• Supports student learning and promotes the profession by assuming leadership in collaborative efforts with at least two of the following reference groups: learners, their families, other school professionals and community members.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• Advocates for student learning and advances the education profession by collaborating and communicating with learners, their families, classroom colleagues, other school professionals, and community members.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>
<p><b>Teacher Comments</b></p>		<p><a href="#">Click here to enter text.</a></p>		

**TECHNOLOGY**

<p><b>Standard #11: Technology Standards for Teachers (ISTE Standards---T)</b></p> <p>Effective teachers model and apply the International Society for Technology Education Standards for Students (ISTE Standards) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community.</p>	<ul style="list-style-type: none"> <li>• Technology is rarely or never integrated into teaching and learning. If it is integrated.</li> <li>• It is not aligned with learning goals.</li> <li>• It is used primarily by the teacher.</li> <li>• Guidelines for appropriate use are not taught or monitored.</li> <li>• Inappropriate use by students routinely occurs.</li> </ul> <p style="text-align: center;">□</p>	<ul style="list-style-type: none"> <li>• Based on learning goals, the teacher rarely creates learning and assessment activities with technology that enable students to learn independently and collaboratively, to be creative, and to think critically while paying attention to students' individual learning needs and technology skills.</li> <li>• The teacher has some guidelines for appropriate use of technology in the classroom. Lessons often fail to utilize the technology available. When technology is used, inappropriate student use sometimes occurs.</li> <li>• The teacher rarely encourages students to use online resources to answer questions and explore concepts and reactively teaches search and information evaluation strategies.</li> </ul> <p style="text-align: center;">□</p>	<ul style="list-style-type: none"> <li>• Based on learning goals, the teacher creates learning and assessment activities with technology that enable students to learn independently and collaboratively, to be creative, and to think critically while paying attention to students' individual learning needs and technology skills.</li> <li>• The teacher has clear guidelines for appropriate use of technology in the classroom. Lessons leverage the technology available, reducing inappropriate use.</li> <li>• The teacher encourages students to use online resources to answer questions and explore concepts and teaches search and information evaluation strategies.</li> </ul> <p style="text-align: center;">□</p>	<ul style="list-style-type: none"> <li>• Based on learning goals, the teacher seamlessly integrates technology into learning and assessment activities that enable students to learn independently and collaboratively, to be creative, and to think critically while paying attention to students' individual learning needs and technology skills.</li> <li>• The teacher has clear guidelines for appropriate use of technology in the classroom. Lessons leverage the technology available, reducing inappropriate use. Students have opportunities to make decisions about technology use and routinely use technology appropriately.</li> <li>• Students have learned how to and now independently use online resources to answer questions and explore concepts, using search and information evaluation strategies.</li> </ul> <p style="text-align: center;">□</p>
<p><b>Teacher Comments</b></p>	<p><a href="#">Click here to enter text.</a></p>			

**PROFESSIONAL DISPOSITIONS**

<p><b>Standard A: Commitment</b></p>	<ul style="list-style-type: none"> <li>• Apathetic, lacks enthusiasm</li> <li>• Demonstrates poor work ethic including not meeting deadlines.</li> <li>• Does not attend school meetings.</li> <li>• Lacks understanding of student diversity.</li> <li>• Lacks response to students' developmental levels</li> </ul> <p style="text-align: center;">□</p>	<ul style="list-style-type: none"> <li>• Displays enthusiasm for teaching</li> <li>• Generally demonstrates good work ethic, but does not routinely meet deadlines.</li> <li>• Infrequently attends school meetings Understands student diversity</li> <li>• Responds to students' developmental levels when prompted</li> </ul> <p style="text-align: center;">□</p>	<ul style="list-style-type: none"> <li>• Regularly shows enthusiasm and energy for teaching and learning.</li> <li>• Demonstrates strong work ethic including meeting deadlines</li> <li>• Regularly attends school meetings</li> <li>• Understands and plans for student diversity and developmental levels</li> </ul> <p style="text-align: center;">□</p>	<ul style="list-style-type: none"> <li>• Demonstrates exemplary enthusiasm for teaching and learning</li> <li>• Demonstrates exemplary work ethic including meeting deadlines</li> <li>• Regularly attends school meetings and seeks opportunities for professional growth</li> <li>• Demonstrates sophisticated understanding and planning for student diversity and developmental levels</li> </ul> <p style="text-align: center;">□</p>
<p><b>Teacher Comments</b></p>	<p style="text-align: center;"><a href="#">Click here to enter text.</a></p>			
<p><b>Standard B: Responsible Behavior</b></p>	<ul style="list-style-type: none"> <li>• Lacks motivation</li> <li>• Shows limited self--confidence and does not address problems Fails to communicate when absent or late Interacts disrespectfully or arrogantly with students/mentors</li> </ul> <p style="text-align: center;">□</p>	<ul style="list-style-type: none"> <li>• Is somewhat self---motivated</li> <li>• Shows signs of emerging self--- confidence, but reacts to problems with frustration Usually present, punctual or calls</li> <li>• Usually interacts respectfully with students/mentors</li> </ul> <p style="text-align: center;">□</p>	<ul style="list-style-type: none"> <li>• Is self---motivated and routinely facilitates student learning Is secure and self---reliant and generally addresses problems responsibly</li> <li>• Is routinely present, is punctual or calls in advance</li> <li>• Routinely values and respects individual differences</li> </ul> <p style="text-align: center;">□</p>	<ul style="list-style-type: none"> <li>• Creates opportunities for students to take responsibility for their learning and seeks opportunities to enhance own and other adults' learning Is mature, self---assured, and poised Is always present, is punctual or calls in advance</li> <li>• Always values and respects individual differences</li> </ul> <p style="text-align: center;">□</p>
<p><b>Teacher Comments</b></p>	<p style="text-align: center;"><a href="#">Click here to enter text.</a></p>			

<b>Standard C: Professional Communication and Collaboration</b>	<ul style="list-style-type: none"> <li>Rarely collaborates with others; is resistant to feedback and does not respect others' points of view</li> <li>Communicates negatively or sarcastically; rarely uses Standard American English</li> <li>Is more interested in being heard than in listening</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Occasionally collaborates with and seeks feedback from school colleagues and students; sometimes respects others' points of view and inconsistently utilizes feedback</li> <li>Inconsistently communicates positively &amp; clearly with all members of the school community and uses Standard American English with many errors</li> <li>Listens to others somewhat attentively; occasionally reacts before thinking</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Regularly collaborates with and seeks feedback from school colleagues and students; respects others' points of view and uses feedback for growth</li> <li>Communicates positively &amp; clearly with all members of the school community and uses Standard American English with few errors</li> <li>Listens openly and readily distinguishes between fact and opinion</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Seeks extended opportunities to collaborate with school colleagues; welcomes and respects feedback from all and promptly translates feedback into improved, observable actions</li> <li>Communicates positively &amp; clearly with all members of the school community and uses Standard American English with few or no errors</li> <li>Communicates with empathy and readily distinguishes between fact and opinion</li> </ul> <input type="checkbox"/>
<b>Teacher Comments</b>	<a href="#">Click here to enter text.</a>			
<b>Standard D: Confidentiality</b>	<ul style="list-style-type: none"> <li>Has breached confidentiality on multiple occasions</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Generally maintains confidentiality; needs occasional reminders</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Regularly maintains confidentiality and demonstrates professional ethics</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Clearly understands &amp; consistently maintains confidentiality at all times; demonstrates a mature sense of professional ethics</li> </ul> <input type="checkbox"/>
<b>Teacher Comments</b>	<a href="#">Click here to enter text.</a>			
<b>Standard E: Professional Appearance</b>	<ul style="list-style-type: none"> <li>Inappropriate, too casual, distracts from teaching process</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Acceptable, usually dresses appropriately</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Regularly neat, clean, maintains a professional demeanor</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Always neat, clean, maintains a professional demeanor</li> </ul> <input type="checkbox"/>
<b>Teacher Comments</b>	<a href="#">Click here to enter text.</a>			

<p><b>Standard F: Integrity and Honesty</b></p>	<ul style="list-style-type: none"> <li>Regularly engages in behaviors that are inappropriate to the profession Cheats/Plagiarizes</li> <li>Demonstrates lack of fairness with students</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>Occasionally engages in appropriate behaviors for the teaching profession Occasionally fails to complete his/her own work, resulting from a lack of full understanding of plagiarism Sometimes exhibits lack of fairness with students</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>Regularly engages in appropriate behaviors that reflect positively on the teaching profession Regularly completes his/her own work in a professional manner</li> <li>Regularly exhibits fairness with students</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>Always engages in appropriate behaviors that reflect positively on the teaching profession Always completes his/her own work in a professional manner</li> <li>Always exhibits fairness with students</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>
<p><b>Teacher Comments</b></p>	<p style="text-align: center;"><a href="#">Click here to enter text.</a></p>			

**SIGNATURES**

Teacher candidate: \_\_\_\_\_ [Click here to enter text.](#) \_\_\_\_\_ Date: [Click here to enter a date.](#)

Mentor teacher: \_\_\_\_\_ [Click here to enter text.](#) \_\_\_\_\_ Date: [Click here to enter a date.](#)

GHC faculty supervisor: \_\_\_\_\_ [Click here to enter text.](#) \_\_\_\_\_ Date: [Click here to enter a date.](#)

## GHC INTASC STANDARDS – SUMMATIVE (COMPLETED AFTER THE 3<sup>RD</sup> OBSERVATION DURING WINTER AND SPRING QUARTERS)

Teacher candidate: [Click here to enter text.](#)

School site & grade level: [Click here to enter text.](#)

Mentor teacher: [Click here to enter text.](#)

GHC field supervisor: [Click here to enter text.](#)

Date: [Click here to enter a date.](#)

Standards (InTASC & ISTE) Standards-T)	Performance Levels and Ratings			
	Unsatisfactory	Basic	Proficient	Distinguished
<b>Descriptors →</b>	Evidence is either insufficient to demonstrate knowledge of and/or skills related to the standard, or the evidence demonstrates a lack of knowledge of and/or skills related to the standard.	Evidence either demonstrates partial knowledge of and/or skills related to the standard, or the evidence demonstrates inconsistent knowledge of and/or skills related to the standard.	Evidence demonstrates solid knowledge of and consistent skills related to the standard.	Evidence demonstrates extensive knowledge of and sophisticated skills related to the standard.
<b>THE LEARNER AND LEARNING</b>				
<b>Standard #1: Learner Development</b>  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.	<ul style="list-style-type: none"> <li>Provides learning experiences that are not challenging and/ or not appropriate to the cognitive, linguistic, social, emotional and physical developmental level of the learner.</li> </ul> <p style="text-align: right;">● <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>Provides learning experiences that are somewhat appropriate to the cognitive, linguistic, social, emotional, and physical developmental level of the learner.</li> </ul> <p style="text-align: right;">● <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>Consistently provides challenging learning experiences that are appropriate to the cognitive, linguistic, social, emotional, and physical developmental level of the learner.</li> </ul> <p style="text-align: right;">● <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>Systematically and consistently provides challenging learning experiences that are appropriate to the cognitive, linguistic, social, emotional, and physical developmental level of the learner.</li> </ul> <p style="text-align: right;">● <input type="checkbox"/></p>
<b>Teacher Comments</b>	<a href="#">Click here to enter text.</a>			
<b>Standard #2: Learning Differences</b>  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.	<ul style="list-style-type: none"> <li>Creates a learning environment that does not acknowledge the diverse cultural and intellectual needs of learners.</li> <li>And/or does not adapt instruction to accommodate the needs of learners with identified special needs.</li> </ul> <p style="text-align: right;">● <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>Creates a learning environment that acknowledges the diverse cultural and intellectual backgrounds of all learners. Some attempt to accommodate the needs of learners with identified special needs.</li> </ul> <p style="text-align: right;">□</p>	<ul style="list-style-type: none"> <li>Creates a learning environment that acknowledges the diverse cultural and intellectual backgrounds of all learners.</li> <li>Differentiates instruction to accommodate the needs of MOST learners including those with special needs.</li> </ul> <p style="text-align: right;">● <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>Creates a learning environment that embraces the diverse cultural and intellectual backgrounds of all learners.</li> <li>Differentiates instruction to accommodate the needs of ALL learners including those with special needs.</li> </ul> <p style="text-align: right;">● <input type="checkbox"/></p>
<b>Teacher Comments</b>	<a href="#">Click here to enter text.</a>			

<p><b>Standard #3: Learning Environment</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>Misses and/or avoids opportunities to collaborate with others to create a positive learning climate.</li> <li>And/or designs learning experiences that do not include opportunities for social interaction and active engagement or foster self-motivation.</li> </ul> <p>● <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>Rarely collaborates with learners and other professionals to create a positive learning climate.</li> <li>Designs learning experiences that are infrequently based on social interaction and active engagement and that foster self-motivation.</li> </ul> <p>● <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>Regularly collaborates with learners and other professionals to create a positive learning climate.</li> <li>Designs learning experiences that are based on social interaction and active engagement and that foster self-motivation.</li> </ul> <p>● <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>Systematically collaborates with learners and other professionals to create a positive learning climate.</li> <li>Designs learning experiences that are consistently based on social interaction and active engagement and that foster self-motivation.</li> </ul> <p>● <input type="checkbox"/></p>
<p><b>Teacher Comments</b></p>	<p><a href="#">Click here to enter text.</a></p>			
<p><b>Standard #4: Content Knowledge</b></p> <p>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<ul style="list-style-type: none"> <li>Shows errors in basic facts/skills, and/or does not demonstrate conceptual understanding.</li> <li>And/or does not design activities that engage students in learning.</li> </ul> <p>● <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>Shows accurate knowledge of basic facts/skills, but conceptual understanding may be lacking.</li> <li>Designs basic activities that are engaging and foster learning.</li> </ul> <p>● <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>Shows accurate knowledge of basic facts/skills and demonstrates conceptual understanding.</li> <li>Designs activities that are engaging and foster meaningful learning.</li> </ul> <p>● <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>Shows command of facts/skills and demonstrates conceptual understanding.</li> <li>Creates learning experiences based on big ideas related to the discipline.</li> <li>Designs activities that are engaging, foster meaningful learning and ensure mastery of the content.</li> </ul> <p>● <input type="checkbox"/></p>
<p><b>Teacher Comments</b></p>	<p><a href="#">Click here to enter text.</a></p>			
<p><b>Standard #5: Application of Content</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>Creates learning experiences that focus on the development of lower-level thinking skills in learners; focus is on individual lessons rather than connections between lessons and units.</li> </ul> <p>● <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>Creates learning experiences that address higher-level thinking skills in learners.</li> <li>Occasionally makes connections between concepts, lessons and units. Rarely presents other perspectives.</li> </ul> <p>● <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>Creates learning experiences that address higher-level thinking skills in learners.</li> <li>Frequently makes connections between concepts, lessons and units. Introduces other perspectives where appropriate.</li> </ul> <p>● <input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>Systematically designs and delivers multiple learning experiences that help learners see connections across lessons and units and, where appropriate, from multiple perspectives, to facilitate the development of higher-level thinking skills in all learners.</li> </ul> <p>● <input type="checkbox"/></p>
<p><b>Teacher Comments</b></p>	<p><a href="#">Click here to enter text.</a></p>			



InTASC	Unsatisfactory	Basic	Proficient	Distinguished
<b>INSTRUCTIONAL PRACTICE</b> <b>Standard #6: Assessment</b> <p>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.</p>	<ul style="list-style-type: none"> <li>• Uses assessments that are not aligned with learning objectives. And/or may not include formative and summative measures.</li> <li>• And/or may not include either authentic or performance-based assessments.</li> <li>• Does not use the results from these measures to shape future pedagogical decisions.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• Uses assessments that are not always aligned with learning objectives</li> <li>• Uses both formative and summative measures and performance-based assessments.</li> <li>• Uses assessment results to help both the teacher and the learner measure learner progress.</li> <li>• Makes a minimal effort to use results to inform further action.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• Designs and uses assessments that are aligned with learning objectives.</li> <li>• Uses both formative and summative measures as well as authentic and/or performance-based assessments.</li> <li>• Uses assessment results to help both the teacher and the learner measure learner progress.</li> <li>• Makes an effort to use results to inform further action.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• Systematically designs and uses multiple assessments that are aligned with learning objectives.</li> <li>• Uses both formative and summative measures as well as authentic and performance-based assessments.</li> <li>• Uses assessment results to help both the teacher and the learner measure learner progress and to guide their decision-making in areas such as remediation, re-teaching, or changes in study habits.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>
<b>Teacher Comments</b>	<a href="#">Click here to enter text.</a>			
<b>Standard #7: Planning for Instruction</b> <p>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.</p>	<ul style="list-style-type: none"> <li>• Does not consistently plan instruction that is meaningful and relevant to learners.</li> <li>• And/or does not take into account factors such as students' learning needs, diverse ways of learning, curricular goals and standards, and cross-disciplinary skills in planning instruction.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• Plans instruction that is meaningful and relevant to learners.</li> <li>• Gives some consideration to factors such as students' learning needs, diverse ways of learning, curricular goals and standards, and cross-disciplinary skills</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• Plans instruction that is meaningful and relevant to learners and that considers students' learning needs, diverse ways of learning, curricular goals and standards, and cross-disciplinary skills.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• Systematically uses information regarding students' learning needs, diverse ways of learning, curricular goals and standards, and cross-disciplinary skills as the basis for planning instruction that is meaningful and relevant to learners.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>
<b>Teacher Comments</b>	<a href="#">Click here to enter text.</a>			

<p><b>Standard #8: Instructional Strategies</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Uses instructional strategies that promote a superficial understanding of content/application of skills and/or uses lower level thinking and questioning skills.</li> <li>• And/or limits his/her role in the instructional process to that of instructor.</li> <li>• And/or uses a limited range of readily available resources and technologies.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• Uses instructional strategies to enable learners to develop an understanding of content and apply knowledge and skills, with minimal opportunities to develop higher-order thinking and questioning skills. --</li> <li>• Primarily plays one role in the instructional process.</li> <li>• And/or uses a variety of readily available resources and technologies that may not always foster meaningful learning.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• Uses instructional strategies to enable learners to develop a deep understanding of content, apply knowledge and skills in meaningful ways, and develop higher-order thinking and questioning skills.</li> <li>• Plays more than one role in the instructional process (e.g., that of facilitator, coach, audience) to address the purposes of instruction and needs of learners. Integrates a variety of readily---available resources and technologies that foster meaningful learning.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• Uses an approach to instruction in which deep understanding of content, meaningful application of knowledge and skills, and higher-order thinking and questioning as the focus.</li> <li>• Varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) according to the purposes of instruction and needs of learners.</li> <li>• Locates and integrates outside resources and new or emerging technologies that foster meaningful learning.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>
<p><b>Teacher Comments</b></p>	<p><a href="#">Click here to enter text.</a></p>			
<p><b>Standard #9: Professional Learning and Ethical Practice</b></p> <p>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her choices and actions on others (learners, families, other professionals and the community), and adapts practice to meet the needs of each learner.</p>	<ul style="list-style-type: none"> <li>• Misses or avoids opportunities for professional development. Tends not to use professional resources and personal reflection to support adaptive instructional practices designed to meet the needs of learners.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• Participates in required professional development opportunities. Uses professional resources and reflections on learner performance to evaluate choices of instructional strategies and makes some adaptations to meet the needs of learners.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• Voluntarily participates in readily available opportunities for professional development. Uses professional resources and reflections on learner performance to evaluate choices of instructional strategies and makes adaptations to meet the needs of most learners.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• Seeks opportunities for ongoing professional development and utilizes a variety of professional resources and student performance data to inform all instructional choices. Utilizes self-reflection as a tool for adapting instruction and communication practices to best meet the needs of all learners and related constituents.</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>
<p><b>Teacher Comments</b></p>	<p><a href="#">Click here to enter text.</a></p>			

## GHC InTASC Professional Dispositions

PROFESSIONAL DISPOSITIONS	Unsatisfactory	Basic	Proficient	Distinguished
<b>Standard A: Commitment</b>	<ul style="list-style-type: none"> <li>• Apathetic, lacks enthusiasm</li> <li>• Demonstrates poor work ethic including not meeting deadlines</li> <li>• Does not attend school meetings</li> <li>• Lacks understanding of student diversity.</li> <li>• Lacks response to students' developmental levels</li> </ul> <p style="text-align: center;">□</p>	<ul style="list-style-type: none"> <li>• Displays enthusiasm for teaching</li> <li>• Generally demonstrates good work ethic, but does not routinely meet deadlines. Infrequently attends school meetings</li> <li>• Understands student diversity</li> <li>• Responds to students' developmental levels when prompted</li> </ul> <p style="text-align: center;">□</p>	<ul style="list-style-type: none"> <li>• Regularly shows enthusiasm and energy for teaching and learning</li> <li>• Demonstrates strong work ethic including meeting deadlines</li> <li>• Regularly attends school meetings</li> <li>• Understands and plans for student diversity and developmental levels.</li> </ul> <p style="text-align: center;">□</p>	<ul style="list-style-type: none"> <li>• Demonstrates exemplary enthusiasm for teaching and learning</li> <li>• Demonstrates exemplary work ethic including meeting deadlines</li> <li>• Regularly attends school meetings and seeks opportunities for professional growth.</li> <li>• Demonstrates sophisticated understanding and planning for student diversity and developmental levels</li> </ul> <p style="text-align: center;">□</p>
<b>Teacher Comments</b>	<a href="#">Click here to enter text.</a>			
<b>Standard B: Responsible Behavior</b>	<ul style="list-style-type: none"> <li>• Lacks motivation.</li> <li>• Shows limited self---confidence and does not address problems.</li> <li>• Fails to communicate when absent or late.</li> <li>• Interacts disrespectfully or arrogantly with students/mentors</li> </ul> <p style="text-align: center;">□</p>	<ul style="list-style-type: none"> <li>• Is somewhat self---motivated</li> <li>• Shows signs of emerging self-- confidence, but reacts to problems with frustration.</li> <li>• Usually present, punctual or calls</li> <li>• Usually interacts respectfully with students/mentors.</li> </ul> <p style="text-align: center;">□</p>	<ul style="list-style-type: none"> <li>• Is self---motivated and routinely facilitates student learning.</li> <li>• Is secure and self---reliant and generally addresses problems responsibly.</li> <li>• Is routinely present, is punctual or calls in advance.</li> <li>• Routinely values and respects individual differences.</li> </ul> <p style="text-align: center;">□</p>	<ul style="list-style-type: none"> <li>• Creates opportunities for students to take responsibility for their learning and seeks opportunities to enhance own and other adults' learning.</li> <li>• Is mature, self---assured, and poised Is always present, is punctual or calls in advance.</li> <li>• Always values and respects individual differences</li> </ul> <p style="text-align: center;">□</p>
<b>Teacher Comments</b>	<a href="#">Click here to enter text.</a>			

<b>Standard C: Professional Communication and Collaboration</b>	<ul style="list-style-type: none"> <li>Rarely collaborates with others; is resistant to feedback and does not respect others' points of view</li> <li>Communicates negatively or sarcastically; rarely uses Standard American English.</li> <li>Is more interested in being heard than in listening</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Occasionally collaborates with and seeks feedback from school colleagues and students</li> <li>Sometimes respects others' points of view and inconsistently utilizes feedback</li> <li>Inconsistently communicates positively &amp; clearly with all members of the school community</li> <li>Uses Standard American English with many errors.</li> <li>Listens to others somewhat attentively; occasionally reacts before thinking</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Regularly collaborates with and seeks feedback from school colleagues and students</li> <li>Respects others' points of view and uses feedback for growth</li> <li>Communicates positively &amp; clearly with all members of the school community</li> <li>Uses Standard American English with few errors Listens openly and readily distinguishes between fact and opinion</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Seeks extended opportunities to collaborate with school colleagues</li> <li>Welcomes and respects feedback from all and promptly translates feedback into improved, observable actions</li> <li>Communicates positively &amp; clearly with all members of the school community</li> <li>Uses Standard American English with few or no errors. Communicates with empathy and readily distinguishes between fact and opinion</li> </ul> <input type="checkbox"/>
<b>Teacher Comments</b>	<a href="#">Click here to enter text.</a>			
<b>Standard D: Confidentiality</b>	<ul style="list-style-type: none"> <li>Has breached confidentiality on multiple occasions</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Generally maintains confidentiality</li> <li>Needs occasional reminders</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Regularly maintains confidentiality</li> <li>Demonstrates professional ethics</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Clearly understands &amp; consistently maintains confidentiality at all times</li> <li>Demonstrates a mature sense of professional ethics</li> </ul> <input type="checkbox"/>
<b>Teacher Comments</b>	<a href="#">Click here to enter text.</a>			
<b>Standard E: Professional Appearance</b>	<ul style="list-style-type: none"> <li>Inappropriate, too casual, distracts from teaching process</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Acceptable, usually dresses appropriately</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Regularly neat, clean, maintains a professional demeanor</li> </ul> <input type="checkbox"/>	<ul style="list-style-type: none"> <li>Always neat, clean, maintains a professional demeanor</li> </ul> <input type="checkbox"/>
<b>Teacher Comments</b>	<a href="#">Click here to enter text.</a>			

<b>Standard F: Integrity and Honesty</b>	<ul style="list-style-type: none"> <li>• Regularly engages in behaviors that are inappropriate to the profession</li> <li>• Cheats/Plagiarizes.</li> <li>• Demonstrates lack of fairness with students</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• Occasionally engages in appropriate behaviors for the teaching profession</li> <li>• Occasionally fails to complete his/her own work, resulting from a lack of full understanding of plagiarism</li> <li>• Sometimes exhibits lack of fairness with students</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• Regularly engages in appropriate behaviors that reflect positively on the teaching profession.</li> <li>• Regularly completes his/her own work in a professional manner</li> <li>• Regularly exhibits fairness with students</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>	<ul style="list-style-type: none"> <li>• Always engages in appropriate behaviors that reflect positively on the teaching profession.</li> <li>• Always completes his/her own work in a professional manner.</li> <li>• Always exhibits fairness with students</li> </ul> <p style="text-align: center;"><input type="checkbox"/></p>
<b>Teacher Comments</b>	Click here to enter text.			

**SIGNATURES**

Teacher candidate: \_\_\_\_\_ [Click here to enter text.](#) Date: [Click here to enter a date.](#)

Mentor teacher: \_\_\_\_\_ [Click here to enter text.](#) Date: [Click here to enter a date.](#)

GHC faculty supervisor: [Choose an item.](#) Date: [Click here to enter a date.](#)

Mentor: Please complete the table below after signatures are obtained and return it to the field supervisor.

*Thank you for mentoring this student teacher. I would greatly appreciate your feedback on the student's readiness to be recommended for the initial teacher certification. Please rate the student on the following with a Likert scale of 1-5 with 5 being the highest. These comments will not determine the student's ability to be recommended for certification.*

**Demonstrated Competence**

Evidence of good lesson planning

Evidence of good instruction techniques

Evidence of good student assessment strategies

Evidence of good ethics and confidentiality

Evidence of good classroom management skills

**TOTAL SCORE**

<b>Mentor Score</b>	<b>Field Supervisor Score</b>
Choose an item.	Choose an item.
Choose an item.	Choose an item.
Choose an item.	Choose an item.
Choose an item.	Choose an item.
Choose an item.	Choose an item.
<b>0</b>	<b>0</b>

Comments: