BAS-TE Program Handbook

Cohort #7

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

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Welcome

Welcome, BAS-TE Cohort 7!

Congratulations and welcome to the Bachelor of Applied Science in Teacher Education (BAS-TE) program at Lower Columbia College! You are beginning an exciting and challenging journey that will prepare you for a rewarding and impactful career in education. As a member of the seventh cohort in this innovative program, you are joining a community of educators committed to equity, excellence, and lifelong learning.

The BAS-TE program was designed with you in mind—tailored to meet the needs of working adults while providing a rigorous and meaningful academic experience. Created through a collaborative effort between higher education faculty, classroom teachers, and school administrators, this program is grounded in cultural responsiveness, child development, and a deep understanding of family systems and the diverse strengths and stressors they navigate.

Our dedicated faculty and staff are here to support you every step of the way. We are committed to helping you succeed academically, grow professionally, and become a reflective and resilient educator. Throughout the program, you will be challenged to think critically, collaborate meaningfully, and develop your voice as a teacher, advocate, and leader.

As Robert Brooks reminds us, *"Teachers have a very significant, lifelong impact on all of their students. This impact involves not only the teaching of academic skills, but as importantly, the fostering of student self-esteem."* Your impact begins now.

Work hard, stay focused, find balance, and remember your "why." Every child deserves a teacher who believes in them. **Be that teacher.**

We are honored to walk alongside you on this journey.

Warmly,
The BAS-TE Support Team

"A hundred years from now it will not matter what my bank account was, the sort of house I lived in, or the kind of car I drove. But **the world** may be **different** because **I was important** in the **life of a child."**

Forest Witcraft Excerpt from *Within My Power*

About the Teacher Education Program | 2025-2027

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[Northwest Commission on Colleges and Universities](#)

8060 165th Ave. NE Suite 100, Redmond, WA 98052

The **Teacher Preparation Program** is approved by the

[Professional Educator Standards Board](#)

Old Capitol Building

600 Washington Street SE

Olympia, WA 98504-7236

PROFESSIONAL EDUCATOR STANDARDS BOARD

educator quality. workforce. policy innovation.

University Center Office: LIB 120 **|** 360.353.7800

Office Hours: Monday through Friday **|** 8:00 am – 5:00 pm (M-Th during summer term)

Emergency: 911

(On or off campus)

Campus Security: Student Center (STC) 106 **|** 360.442.2911 **|** security@lowercolumbia.edu

Academic Advising: LIB 128 **|** 360.442.2355 **|** asanchez@lowercolumbia.edu

Bookstore: Student Center (STC) 148 **|** 360.442.2249 **|** bookstore@lowercolumbia.edu

Counseling: Admissions Center (ADC) 115 **|** 360.442.2342 **|** lcromwell@lowercolumbia.edu

Disability Support: Student Center (ADC) 143 **|** 360.442.2344 **|** mmorgan@lowercolumbia.edu

Financial Aid: Admissions Center (ADC) **|** 360.442.2390 **|** financialaidoffice@lowercolumbia.edu

Registration: Admissions Center (ADC) **|** 360.442.2322 **|** registration@lowercolumbia.edu

Testing Center: Main Building (MAN) 128 **|** 360.442.2360 **|** testing@lowercolumbia.edu

BAS-TE Faculty and Staff

Dean of Education

Michaela Jackson   LIB 126   360.442.2623   mjackson@lowercolumbia.edu

BAS-TE Program Manager & Certification Officer

Jenny Smith	LIB 120	360-353-7802	jsmith@lowercolumbia.edu

Academic Advisor

Alé Sanchez Medrano	LIB 122	360-442-2355	asanchez@lowercolumbia.edu

Full-Time Faculty

Sarah Bustamante	LIB 127	360.442.2627	sbustamante@lowercolumbia.edu
Ashley Cahill	LIB 129	360.442.2625	acahill@lowercolumbia.edu
Ashleigh Kruckenberg	LIB 125	360.442.2624	akruckenberg@lowercolumbia.edu
Shari Samuels	MAN 200H	360.442.2566	ssamuels@lowercolumbia.edu

Adjunct (Part-Time) Faculty

Elena Boyleyn-Ross	eboleynross@lowercolumbia.edu
Carissa Jackson	cjackson@lowercolumbia.edu
Sara Paul	spaul@lowercolumbia.edu

Purpose of the Handbook

The purpose of the BAS-TE Handbook is to provide essential information for candidates enrolled in the BAS Teacher Education program and supplement the Lower Columbia College (LCC) Student Handbook, found at https://lowercolumbia.edu/publications/student-handbook/. *Candidates are responsible for knowing and adhering to the information and policies presented in the BAS-TE Program Handbook.* The handbook outlines the performance expected in the BAS-TE. *Candidates for the program are expected to comply with LCC's policies, procedures, and rules, specifically the teacher preparation program.*

Definitions: For this handbook, the following terms are defined:
   A. **Student:** a pre-kindergarten through eighth-grade child
   B. **BAS-TE:** Bachelor of Applied Science in Teacher Education degree offered by LCC.
   C. **Candidate(s):** person(s) enrolled in LCC's BAS-TE program and being placed in the district for clinical practice.
   D. **Mentor teacher:** A District employee who is the teacher-of-record in the classroom where the candidate is assigned.
   E. **Site supervisor:** An LCC faculty member who works closely with the candidates and mentor teachers to monitor candidate growth and progress.
   F. **Clinical practice:** All field-related placements
   G. **Student teaching:** the teacher candidate's year-long placement in a classroom setting while under the supervision and mentorship of a classroom teacher, maturing to or advancing through autonomous teaching opportunities.

General Information

The LCC BAS-TE has a dual focus: to prepare teachers for careers in early care and education (Head Start, preschool, and childcare) or for careers in public school education. The program is approved by the Professional Educator Standards Board (PESB) for residency teacher certification with endorsements in Early Childhood Education (P-3), Elementary Education (K-8), and English Language Learners. The program design reflects LCC's desire to graduate teachers who are competent in knowledge and practice

and can advocate for justice through education for learners of the community while bridging the gap between early care and education and the K-12 education system.

The two-year program utilizes a cohort model and accepts 30 candidates in each cohort. There are full-time and part-time cohort options. Candidates must have completed an associate degree or 90 college-level credits before admission into the BAS-TE program.

Washington State Teacher Education

LCC's teacher preparation program is approved by the Professional Educator Standards Board. LCC is authorized to offer endorsements in Early Childhood Education (P-3), Elementary Education (K-8), and English Language Learner. The State of Washington Professional Educator Standards Board (PESB) is responsible for policy and oversight of Washington State's system of educator preparation, certification, continuing education, and assignment (RCW 28A.410.210). Additionally, the PESB works to advance educator workforce development and pursue policy and innovation that are responsive to educator shortage, continuing education, and increasing workforce diversity.

LCC's program adheres to the policies and standards established by the PESB. These policies and requirements ensure the preparation and certification of educational professionals who:
- Are competent in the professional knowledge and practice for which they are certified.
- Have a foundation of skills, knowledge, and attitudes necessary to help students with diverse needs, abilities, cultural experiences, and learning styles meet or exceed the state learning goals.
- Are committed to research-based practice and career-long professional development.

National Standards Alignment: InTASC with Teacher Education Student Outcomes

Preparation Program Approval Standards are established in WAC 181-78A-220. As of May 2018, the PESB has adopted the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards as Residency Teacher Knowledge and Skills Standards. The program aligns course outcomes with the standards being gradually transitioned by the PESB from Washington standards and assessments to national standards and assessments.

Washington-specific endorsement requirements are embedded in courses to include subject area standards and competencies developed by national professional associations. To ensure that the outcomes of both the vision and philosophy are achieved, the program will assess candidates using outcomes aligned with the Teacher/Principal Evaluation Program (TPEP) teacher evaluation instrument, the PESB Standards 4 and 5, and competencies identified in the Lower Columbia College Pedagogy Assessment.

Each course will assess candidate knowledge and commitments; each clinical practice experience will assess the application of competencies. Courses and seminars of the program are evaluated through a demonstration of competency embedded in a comprehensive assessment system.

Our program standards are aligned with the following InTASC Model Core Teaching Standards:
- Standard 1: Learner Development
- Standard 2: Learning Differences
- Standard 3: Learning Environments
- Standard 4: Content Knowledge

- Standard 5: Application of Content
- Standard 6: Assessment
  - Standard 7: Planning for Instruction
  - Standard 8: Instructional Strategies
  - Standard 9: Professional Learning and Ethical Practice
  - Standard 10: Leadership and Collaboration

Mission and Philosophy

Lower Columbia College Mission: The mission of Lower Columbia College is to ensure each learner's personal and professional success, and influence lives in ways that are local, global, traditional, and innovative.

BAS-TE Program Mission: The BAS-TE degree has, as its central beliefs, two commitments, which establish the shared mission of the program: Advocacy for social justice in education and academic knowledge and skill competencies.

BAS Teacher Education Program Philosophy: The Teacher Education program ensures the core values of the program are present in every element of the work. This includes acceptance of candidates who are committed to the mission and accept responsibility of advocacy, a program design that admits a diverse candidate population to ensure graduates are competent professionals prepared to advocate for just education policies and practices, and courses and field experience that directly and frequently incorporate knowledge, skills, and attitudes which promote success in all standards for new teachers. Pedagogical content knowledge is developed through authentic field experiences, teacher reflection, and mentor coaching. Substantial and rigorous coursework is essential in building innovative, culturally responsive teachers. To accomplish this, the program is dedicated to a comprehensive and integrated design where advocacy, knowledge, and skills practice are equal touchstones of the program, educating future teachers with a foundation in child development and an understanding of a fair and equitable education for every student.

LCC Global Skills

BAS-TE students are also expected to develop the following Global Skills by the time they graduate: communication, critical thinking, quantitative reasoning, and teamwork. The assignments you submit and any recorded discussions or other relevant work may be assessed outside of this course for one or more [Global Skills](#). This assessment will not affect your course grades and is not shared with anyone outside the assessment team at LCC.

End of Program Candidate Learning Outcomes

Upon completion of the BAS-TE program at LCC, graduates will:

1. Compare a variety of assessment, diagnosis, and evaluation practices in collaboration with colleagues and families to guide the learning and holistic development of each student (GS - Teamwork, Critical Thinking).

2. Justify the importance of relationships with students, families, colleagues, and community agencies, and be able to create and maintain those relationships to support children's learning and development. (GS- Communication, Teamwork)

3. Evaluate cultural beliefs and biases; articulate and apply an understanding of how people differ in their perspectives and approaches; and create learning opportunities that are culturally responsive for students and their families. (GS- Communication)

4. Analyze how students' diverse backgrounds and external stressors impact behavior to select and implement strategies that support each student's holistic success in the learning community (GS - Critical Thinking).

5. Discriminate data from a variety of sources to inform decisions about instruction, services, programs, interventions, and practices (GS - Critical Thinking, Quantitative Literacy).

6. Prepare plans based on theory, regularly analyze, evaluate, and synthesize results of their teaching practice, and make appropriate changes that more fully serve each student and their family (GS - Critical Thinking, Quantitative Literacy).

7. Formulate and apply the central concepts of the arts, Language Arts, health and fitness, mathematics, science, technology, and social studies, and identify resources to support students' growth across the disciplines. (GS-Critical Thinking)

8. Construct and implement lesson plans that support individual student growth across the developmental continuum utilizing child development theory, including knowledge of typical and atypical developments. (GS- Communication, Critical Thinking)

9. Value ongoing reflection and professional development to ensure research-based best practices, alignment with state and national standards, and changing district-wide curriculum protocols. (GS-Communication)

10. Appraise, implement, and monitor 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 and supports necessary for the optimal growth of students with diverse abilities (GS - Teamwork, Critical thinking).

11. Empower educators with the specialized knowledge and skills necessary to effectively support English Language Learners (ELLs) in diverse educational settings, fostering their linguistic and academic development for equitable learning outcomes (GS-Communication).

Course Descriptions

EDUC 300 Foundations of Teacher Education
Provides an in-depth, holistic understanding of the teacher's role and function in educational settings P-8th grade; characteristics of effective teachers; professional dispositions; reflective practice; creating successful learning environments; preparation for professional competencies and certification; Social-Emotional Learning, ACE's, Issues of Abuse, and the Field Experience process.

EDUC 319 Anti-Bias Education
Examines equity issues in education. Presents strategies to apply the principles of anti-bias education to instruction. Explores how embedded bias can impact identity development. Assists in the deconstruction of one's biases and reflection on biases present in the communities of practice and societal systems. Examines the characteristics of culturally and linguistically relevant teachers. Provides opportunities for peer and instructor coaching to improve responsiveness to cultural and ability diversity and multilingual/English learners. Discusses culturally relevant pedagogy and its importance in the transmission of culture from generation to generation.

EDUC 320 Language Arts for Teachers
Focuses on applying Washington State's English Language Arts Common Core Standards and Early Learning Guidelines P-3 through 8th grade. Emphasizes strategies for teaching reading and how to support each stage of literacy development across genres and purposes. Examines the use of data to set goals, individualize instruction, and group students according to common reading, writing, speaking, and listening goals. Candidates will design lesson plans, deliver instruction, assess student progress, and use technology to support instruction to support students who are culturally and ability diverse, and multilingual/English learners. Additionally, strategies in the management of student documents and records are explored.

EDUC 325 Intro to SPED
Provides an overview of special education and the characteristics and needs of exceptional learners. Reviews the historical roots of special education, provides a perspective into special education with general education, and discusses specific types of exceptionalities. Covers the impact of exceptional learners on families, schools, and communities.

EDUC 330 Math Methods
Introduces the initial competencies of Washington State's Mathematics Common Core Standards and Early Learning Guidelines for P-3 through 8th-grade students. Presents the use of data to set goals, individualize instruction, and group students according to Common Core Mathematics Standards and Early Learning Guidelines. Covers designing lesson plans, delivering instruction, and assessing student progress at an initial level of competency. Introduces technologies to support instruction and manage individual student documents and instructional records.

EDUC 335 Professionalism, Collaboration & Classroom Leadership
Develops skills needed to effectively collaborate with others, including school personnel, community agencies, and families to support students who are culturally and ability diverse, as well as multilingual/English learners. Covers the importance of professional development in growing and improving knowledge and skills. Consider the meaning of being a member of a community of professionals, working with others to improve schools, communities, and the teaching profession. Explore how working collectively with diverse students, families, and other stakeholders to solve persistent problems of practice in education can lead to sustainable change in education. Supervision of assistants and paraprofessionals will be addressed. Reviews and explores classroom organization, management styles, and philosophies. Assists in the development of a repertoire of skills to support success for every member of the classroom.

EDUC 340 Concepts of Motor Skills
Provides an overview of the pedagogical competencies that deliver developmentally appropriate physical activities to children in grades Pre-K through 8th grade. Explores the principles of exercise science and the impact on health, self-confidence, and self-worth. Provides a context to teach and assess K-8 students in physical education and health, based on state standards. Includes framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, understand growth and development, and learn the rules and strategies of games and sports. Explores instructional approaches for the integration of physical education and health with other content areas.

EDUC 345 Curriculum Development and Design
Examines pedagogical approaches for teaching in educational settings. Emphasis will be given to the study of curriculum theory, design, practice, evaluation, and approaches to learning, as well as differentiation for students who are culturally, linguistically, and ability diverse. Additional focus will be given to designing curricular experiences that are culturally responsive, equitable, and that collaboratively engage students, families, and the community. Students will explore Washington State Common Core Standards and Washington State Early Learning & Developmental Guidelines.

EDUC 401 Reflective Seminar I
Provides content to support and enhance EDUC 411 Student Teaching I. Topics include professional dispositions, understanding and using the BAS-TE lesson plan template in accordance with the BAS-TE pedagogical assessment, and reflecting on instructional practices and mentor or site supervisor feedback. Taken concurrently with EDUC 411 Student Teaching I.

EDUC 402 Reflective Seminar II
Provides content to support and enhance EDUC 412 Student Teaching II. Topics include professional communication, professional responsibility, leadership, and collaboration. Taken concurrently with EDUC 412 Student Teaching II.

EDUC 403 Reflective Seminar III
Provides content to support and enhance EDUC 413 Field Experience III with a focus on supporting multilingual/English learners in the classroom. Taken concurrently with EDUC 413 Student Teaching III.

EDUC 410 Inquiry-Based Science Methods
Examines how science and technology have affected individuals, cultures, and society. Presents the Washington State Next Generation Science Standards for P-3 through 8th grade. Discusses the use of technologies that support scientific inquiry and exploration. Discusses assessment, planning, designing, delivering, and evaluating inquiry-based instruction in the sciences.

EDUC 411 Student Teaching I
Advances the field experience aligned with the endorsement area working in an educational setting with students who are culturally and ability diverse and Multilingual Learners, and their families under the guidance of a program-selected certificated teacher. Emphasizes instructional strategies and professional goal setting through reflective practice. The first of three required student teaching experience courses. Taken concurrently with EDUC 401 Reflective Practice I.

EDUC 412 Student Teaching II
Advances the field experience aligned with the identified endorsement area(s) to autonomous student teaching in an education setting with students and their families who are culturally, linguistically, and ability-diverse under the guidance of a certificated teacher. Emphasizes working as part of a team and assessing instructional effectiveness. The second of three required student teaching experience courses, taken concurrently with EDUC 402 Reflective Practice II.

EDUC 413 Clinical Applications in ELL Instruction
Culminates the field experience with a focus on teaching students who are multilingual/English learners. Emphasizes employing diverse instructional and assessment methods for ELL instruction. Taken concurrently with EDUC 403 Reflective Practice III.

EDUC 414 Guidance Techniques
Provides a broad theoretical foundation of behavioral intervention strategies to support students with emotional, behavioral, and social challenges. Explores student guidance techniques in depth. Examines strategies to support the development of a positive, supportive, and culturally respectful classroom environment, including teaching social competencies that facilitate responsible student behavior. Presents theories and research related to approaches to classroom management and guidance. Addresses specific behavioral challenges and issues.

EDUC 420 Social Studies for Teachers
Presents methods, techniques, content, and materials for teaching the various grade levels with an emphasis on history, geography, economics, civics, political science, Washington State Social Studies Learning Standards, and social studies skills, through the use of inquiry, primary source documents, and integration of content within the elementary school curriculum. Explores the Since Time Immemorial curriculum.

EDUC 429 Assessment
Covers the selection, administration, scoring, and interpretation of formal and informal assessment tools for the purpose of setting goals and planning appropriate instruction. Refines skills and strategies for observing, documenting, and monitoring students from birth to grade eight who are culturally and ability diverse and Multilingual Learners and their families.

EDUC 430 Advanced Language and Literacy
Refines teaching strategies for language acquisition and literacy skill development for children who are culturally and ability diverse, and Multilingual Learners at each developmental stage (birth-eighth grade) through the four interrelated areas of speaking, listening, writing, and reading. Emphasizes strategies for teaching reading and how to support each stage of literacy development across genres and purposes. Addresses strategies for supporting families as they assist their children in learning language and literacy.

EDUC 439 Portfolio and Professional Assessment
Focuses on culturally responsive pedagogical assessment practices. Examines the pedagogical assessment requirements, use of technology, writing requirements, logistics, and evaluation. Covers specific academic language used for submission of the pedagogical assessment tool and knowledge of the ongoing teacher evaluation adopted by Washington State. Explores the Teacher and Principal Evaluation and Growth Program (TPEP). Candidates will prepare the first phase of their pedagogical assessment for submission.

EDUC& 115 Child Development
Builds the foundation for explaining how children develop in all domains, from conception through early adolescence. Explores various developmental theories, methods for documenting growth, and the impact of brain development. Topics addressed include stress, trauma, culture, race, gender identity, socioeconomic status, family status, language, and health issues.

EDUC 246 Linguistically Diverse Education
Focuses on effectively meeting the learning needs of children whose first language is not English. Explores ways to collaborate with family and other professionals to meet the needs of Multilingual learners.

EDUC& 205 Introduction to Education
Introduces the field of education. Integrates readings, lectures, discussions, written assignments, student presentations, guest speakers, and participation in actual elementary classrooms to provide students with a broad survey of the K-12 educational system. Addresses the multicultural and diverse experiences of students in the educational setting.

Professional Education Advisory Board

A PESB-approved Educator Preparation Program must establish and maintain a Professional Education Advisory Board (PEAB). The Board participates in and cooperates with the program on decisions related to the development, implementation, and revision of each preparation program. The Board, which is composed of local teachers, administrators, counselors, and LCC staff members, meets a minimum of three times per year to review PESB standards and provide feedback to help maintain, update, and/or improve the program.

Teacher Education Program Policies

Classroom conduct and policies, as well as Student Academic Rights and Responsibilities, are consistent with the LCC Student Conduct Code, which is found in the LCC Student Handbook at https://lowercolumbia.edu/publications/student-handbook/. Additionally, course policies are listed in the syllabus. Clinical practice courses have policies that reflect the additional requirements of school districts. The following policies, procedures, and expectations apply to candidates enrolled in the Teacher Education Program at Lower Columbia College.

Academic Dishonesty

Instructors and students are responsible for maintaining academic standards and integrity in classes. Academic dishonesty may be subject to academic and/or conduct sanctions. The course instructor may impose academic consequences for academic dishonesty and may include, but cannot exceed, a grade of "F" in the course.

To address the code of student conduct issues, instructors are encouraged to make a report using the Academic Dishonesty Form about any incident of academic dishonesty.

Common instances of academic dishonesty include (but are not limited to):
- cheating;
- falsification;
- plagiarism;
- facilitating,
- aiding or abetting others in academic dishonesty;
- collusion; or
- Resubmitting work previously submitted for another course without the instructor's permission.

Process of Addressing Academic Dishonesty
- The instructor should attempt to notify the student of the suspected academic dishonesty and give the student an opportunity to respond. The notice and the opportunity may be informal, such as by email or CANVAS.
- Instructors may want to consult with a peer, their dean, or the Vice President of Student Services to determine appropriate academic consequences.

- Reports of Academic Dishonesty are routed to the Vice President of Student Services (VPSS) through the Make a Report form. Upon receiving such a report, the VPSS shall provide the student with written notice that a report has been made and that any future infractions may result in disciplinary sanctions.
- Additional disciplinary penalties may be imposed via the [Code of Student Conduct](#) located in the Student Handbook and the processes established therein.

AI

As a college student, it is your responsibility to maintain the highest standards of academic integrity. Representing work generated by artificial intelligence (AI) as one's work is considered academically dishonest. This includes (a) ensuring that all work submitted for grades is your original work, written for this course this quarter, and (b) properly citing any sources that you use. Having AI write any part of your paper without citing it constitutes plagiarism. If the source of the work is unclear, I may require you to meet with me to explain the ideas and your writing process.

Accountability

Candidates are expected to be mature, honest, ethical, and responsible. Candidates are expected to maintain student safety at all times. The candidate is responsible for coming to student teaching prepared to teach.

Advising by Cohort

A cohort model of academic advising is used in the teacher education program. Candidates are assigned a BAS-TE advisor based on the cohort to which they are enrolled. Advisors use the Navigate Portal to contact students, develop their academic plan, provide resources, and track degree progression. Students can also access their advisor through the Navigate Portal to make appointments. Advisors can meet with students on Zoom or in person to assist with academic questions and planning.

Attendance

Attendance and punctuality are required. Arriving late to class or leaving class early disrupts the learning environment and is unacceptable. This includes online course meetings on Zoom. Adjust work or other schedules to avoid conflicts with class/clinical schedules. Make-up assignments and clinicals may not be available. If a class or clinical assignment must be missed due to unusual or extreme circumstances out of the candidate's control, the candidate must contact the instructor and/or mentor by phone and email **before** the start of class or clinical. Contact the clinical practice site or the LCC Teacher Education Program Office at 360-353-7800 if the instructor cannot be reached. For online courses**,** attendance expectations are found in the course syllabus. The general expectation is that the candidate will log in to the course at least three times weekly.

APA Style

The American Psychological Association developed APA Style to create a standardized format for scientific writing. It is used across the education discipline for academic and professional writing. The LCC Teacher Education Program requires written assignments to be formatted utilizing APA Style, unless otherwise stated. The latest edition of the *American Psychological Association Publication Manual* will be used as the benchmark for acceptable formatting. Several open resources may be used for assistance

with formatting papers in APA Style: American Psychological Association (2015)—basics *of APA Style®*. Retrieved from http://www.apastyle.org/index.aspx; Purdue University Online Writing Lab (OWL). (2015). *APA formatting and style guide*. Retrieved from https://owl.english.purdue.edu/owl/resource/560/01/

Cell Phones and Electronic Devices

Please refer to specific course policies in the course syllabus. Texting is not permitted during class or clinical practice. Use of cameras or **any** recording device is not allowed in clinical practice without the written consent of the student's parent or guardian. The instructor and the mentor teacher must pre-approve recording in the classroom. Candidates must follow the school district's cell phone and electronic device policies.

Civility

Civility is personal conduct that includes polite, reasonable, and respectful behavior towards others. This includes honoring one's values while simultaneously listening to and respecting divergent points of view. Civility facilitates mutual respect, effective communication, and positive, productive relationships. In the educational setting and the workplace, civility is demonstrated by actively listening to others, being accountable for one's actions, showing respectful behavior toward others, and inviting input from reserved individuals. Incivility is rude, disruptive, or threatening behaviors that may distress others. Discourteous behaviors that display disregard for others are considered uncivilized and unsafe. Any harassment, disrespect, or threatening behavior will not be tolerated. Candidates are responsible for their conduct.

Field Placement Access and Authorization

A photo ID is required when working as an LCC student-teacher at the field placement site. To attend field placement, the candidate must register with the Washington State Office of Superintendent of Public Instruction (OSPI) and complete the required pre-residency clearance application. Additionally, students must create an account with the Education Data System Administration (EDS) and meet all clinical agency requirements. **Costs of all clinical requirements are the student's responsibility**. Fingerprint and character clearance under RCW **28A.410.010** must always be current during the field experience for candidates who do not hold a valid Washington teaching certificate. **Background checks must be renewed every two years**. Candidates must respond to emails from OSPI related to clinical practice placement requirements.

Field Placement requirements include:
- Criminal History Disclosure form
- Background clearance
- Fingerprinting
- OSPI E-Certification: Education Data System (EDS)
- Pre-Residency Clearance Application

Participation in the Teacher Education program depends on compliance with field placement requirements. Candidates not in compliance with field placement site requirements will not be permitted in clinical practice and will be required to withdraw from a clinical practice course if documentation is not current or received by the required deadlines. The candidate's responsible for keeping documentation up to date and submitting as requested.

Grading Policy

The following grading scale is used in the Teacher Education Program:

A	(4.0):	94 – 100%	C	(2.0):	75 - 78.9%
A-	(3.7):	91 - 93.9%	C-	(1.7):	71 - 74.9%
B+	(3.3):	88 - 90.9%	D+	(1.3):	68 - 70.9%
B	(3.0):	85 - 87.9%	D	(1.0):	62 - 67.9%
B-	(2.7):	82 - 84.9%	F	(0.0):	<62.0%
C+	(2.3):	79 - 81.9%			

Incident Reporting

All incidents resulting in candidate, staff, or student harm will be reported immediately upon occurrence or discovery. As a candidate, inform your instructor immediately, as proper documentation and reporting must be completed. If your instructor is unavailable, please report the incident to the teacher education program manager within 24 hours. Safety issues are forwarded to the LCC Safety Committee. The Teacher Education Program will review all incidents to determine the cause and contributing factors, prevent future occurrences, facilitate candidate learning, and promote program improvement. Please see the **Incident Report Form** in the last section of this handbook.

Liability Insurance

All candidates pay the required liability insurance through course fees in the second year of the program.

Courtesy and Language

Courtesy and appropriate language are expected as professionals relate to students, peers, faculty, staff, and visitors to the school. Profanity is not permitted. A candidate will be asked to leave the classroom setting or building if his/her conduct does not meet professional standards.

Program Progression

A minimum grade of "C" (2.0) must be earned in all required courses for program progression. A candidate may not progress to a subsequent teacher education course while holding a grade of incomplete in a teacher education course or in a required support course. Additionally, professional behavior is required and must be demonstrated for progression in the program. Depending on the nature and severity of any below-standard or unprofessional conduct, ramifications may range from placing the candidate on a Student Success Plan to immediate removal from the program.

Incomplete

An incomplete grade may be assigned at the instructor's discretion according to LCC policy. A student may not progress to a subsequent BAS-Teacher Education course while holding a grade of incomplete in a BAS-Teacher Education course or required support course.

Re-Entry Policies for Teacher Education Program

Requests for re-entry must be submitted to the program manager on the approved form and include the required information. Re-entry requests are reviewed by the BAS-TE faculty/staff at scheduled program meetings. The candidate will be informed of the results by the BAS-TE program director. Faculty/Staff approve or deny the request based on discussion and documentation of the candidate's performance and the candidate's written statement. Re-entry requests will not be considered before final exam week if the candidate is currently enrolled in a BAS-TE course, and must be submitted within one year from the last enrollment in a BAS-TE course.

Per the Re-entry Request Form and Re-Entry Decision Rubric, the written statement is to include the following:
- Reason for withdrawal, delay of progression, or substandard academic performance, including the candidate's accountability for this outcome.
- Candidate's academic success in previous BAS-TE and support courses.
- Candidate's written statement to demonstrate that he/she has the potential ability to benefit from re-entrance and have identified specific strategies for success.

A candidate may be accepted for re-entry into the program only once for academic or substandard performance reasons. Only one re-entry is allowed for voluntary delay of progression. Re-entry to the BAS-TE Program is not guaranteed and, when granted, is on a space-available basis. Candidates progressing after a medical withdrawal have priority for space availability. Voluntary delays of progression and academic re-entries are prioritized based on the date of submission of the re-entry application.

Re-entry requests must be submitted within one calendar year of last enrollment in a BAS-TE course to be considered. If more than one year has elapsed, the candidate is not eligible for re-entry and is encouraged to meet with the BAS-TE Program Director to discuss options, including re-applying to the BAS-TE program.

Depending on the length of time a candidate has been out of the program and the circumstances of the case, the candidate may be required to repeat prior courses or restart the program to ensure current knowledge and skills. If a candidate desires to restart the program at the beginning, the candidate must first seek re-entry approval to reapply to the program. If approved, the candidate must meet current eligibility requirements and be selected for admission per the current application process and policies.

Student Teaching and Reflective Practice courses (the EDUC 401-401 and EDUC 411-413) must be taken concurrently. A candidate who is readmitted to the BAS-TE program is required to audit or retake for a grade the required concurrent BAS-TE course(s), even if this course has been previously completed successfully. If a candidate chooses to retake a required BAS-TE course for a grade rather than for an audit, to progress in the program, the candidate must achieve a minimum of a "C" in the course, despite having previously earned a passing grade. For example, if a candidate is readmitted to EDUC 411 (student teaching), this candidate will also enroll for EDUC 401 (reflective practice) as an "audit" or a grade, as concurrent enrollment is required. If retaking the course for a grade, a "C" minimum must be earned in the retake to progress in the program. When retaking as an "audit", all designated requirements, as determined in writing by the instructor at the beginning of the course, must be met satisfactorily.

Student Support Plan

The Student Success Plan aims to address and document actual or potential substandard practices and/or behaviors that may negatively affect candidate success. A Success Plan may be initiated when, in the faculty's judgment, a candidate has demonstrated a behavior or occurrence of concern. The plan will be reviewed with the candidate to provide clear expectations, document the area of concern, and identify strategies for success. Depending on the severity or persistence of the behavior, immediate dismissal from class or clinical may result, regardless of whether a success plan has been initiated. For example, behaviors that jeopardize safety or cause harm to oneself or others may require immediate dismissal from the setting.

Failure to agree to, comply with, or complete a student success plan may result in dismissal from the BAS-TE program.

Violation of Behavioral Standards

The following are *examples* of unsafe and unacceptable behavioral standards by the candidate:
- Violates or threatens the physical safety of the student (s): leaves the classroom unattended, touches the student inappropriately, fails to follow safety procedures
- Violates or threatens the psychological safety of the student(s): communicates using inappropriate language, volume, or tone; teases or taunts student (s)
- Violates or threatens the microbiological safety of the student(s), self, or others: candidate fails to follow hygiene policies; comes to clinical experience sick
- Assumes inappropriate independence in actions or decisions: candidate fails to seek supervision, creating a potentially unsafe situation.
- Violates student confidentiality policies.
- Repeatedly disregards appearance and dress code policies.
- Has repeated tardiness.
- Has repeated absences.
- Has unexcused absences
- Uses profane or offensive language.
- Demonstrates inconsiderate treatment of students, classmates, faculty, or field site staff.
- Comes to field placement without required assignments, information, or knowledge
- Falsified records (print or electronic)

Depending on the facts and circumstances surrounding each situation, potential outcomes for violation of behavioral standards may include, but are not limited to, immediate dismissal from the field practice and/or a failing grade in the course. BAS-TE program faculty have a responsibility to protect the public. By contractual agreement, field placement sites reserve the right to terminate use of their facilities by a particular student where necessary to maintain operations free from disruption and to ensure quality of teaching and learning. If a student is denied access to a clinical site, progression in the BAS-TE program may be rejected**.**

Clinical Practice Course Policies and Requirements

These policies aim to ensure candidate compliance with the requirements of clinical agencies while enrolled in clinical practice courses. A foundation of the program is field-based learning (student teaching placements). This provides significant application opportunities for content knowledge and academic theory while embedded in a mentored environment (school, classroom, and cohort). Our program requires field-based learning that integrates BAS-TE academic coursework. Registering for a student teaching course does not guarantee admission to the clinical practice site. Under no circumstances will a candidate be allowed in the clinical practice setting without authorization from LCC. If a candidate cannot meet the clinical practice requirements of ANY site used by the program, the candidate will not be able to enroll in the student teaching course and cannot progress in the program. An "alternate assignment" for failing to meet or comply with the clinical practice site's requirements is unavailable. Candidates must meet the essential abilities, as there is no "light duty" option for clinical practice.

Prerequisite for Clinical Practice Placement

- Professional/academic Resume
- Office of the Superintendent for Public Instruction (OSPI) Background Check
- Pre-residency clearance
- Acknowledgement of and adherence to the Essential Functional Abilities & Professional Dispositions for professional educators
- Acknowledgment of Hazards
- Completion of EDUC 300 and EDUC 335 with a C or better

Clinical Practice Preservice Teacher: Knowledge and Skills

The Teacher Education specific course, clinical practice placement objectives are implemented and assessed to demonstrate competencies. The program intends to be direct and specific to the alignment of criteria in the PESB Program Approval Standards for Washington State's educator preparation programs. Candidates will complete a competency rubric each quarter of student teaching. The Teacher Education program aligns with the Residency Teacher requirements mandated through WAC 181-78A-270:

Effective Teaching
1. Using multiple instructional strategies, including the principles of second language acquisition, to address student academic language ability levels and cultural and linguistic backgrounds.
2. Applying principles of differentiated instruction, including theories of language acquisition, stages of language, and academic language development, in integrating subject matter across the content areas of reading, mathematical, scientific, and aesthetic reasoning.
3. Using multiple formative, summative, and self-assessment strategies to analyze standards-based assessment to monitor and improve instruction systematically.
4. Implementing classroom/school-centered instruction, including sheltered instruction connected to communities within the classroom and the school, and includes knowledge and skills for working with others.
5. Planning and/or adapting standards-based curricula that are personalized to the diverse needs of each student.

6. Aligning instruction to the learning standards and outcomes so all students know the learning targets and their progress toward meeting them.
7. Planning and/or adapting standards-driven curricula so students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology.
8. Preparing students to be responsible citizens for an environmentally sustainable, globally interconnected, diverse society.
9. Planning and/or adapting learner-centered curricula that engage students in various culturally responsive, developmentally, and age-appropriate strategies.
10. Using technology that is effectively integrated to create technologically proficient learners.
11. Informing, involving, and collaborating with families/neighborhoods, and communities in each student's educational process, including using information about student cultural identity, achievement, and performance.

BAS-TE Ongoing Reflective Practice

- Site supervisors observe student teaching candidates twice per quarter and meet to provide actionable feedback after each observation.
- Candidates reflect on their teaching practice and the feedback provided by their site supervisor.
- Candidates also complete a professional disposition rubric with reflection once per quarter.
  - How do you view yourself as a professional educator?
  - What are your strengths?
  - Identify your challenges and address what you are doing to overcome them as they relate to the teaching profession.
  - When you think of your presence in the classroom and the school building, how do you feel you are doing overall?

Teaching is a reflective practice profession. To become an exceptional educator, you must be able to critique your practice and accept feedback and constructive criticism from your colleagues and administrators.

Essential Functional Abilities

Functional abilities relate to the behavioral components of candidate competence. They are abilities identified by the LCC teacher education program as **essential for safety** in clinical practice sites and are used as a guide in determining reasonable accommodations. To complete or continue the program, the candidates must be able to perform all essential functional abilities with or without accommodation.

The teacher education program endorses the Americans with Disabilities Act. In accordance with college policy, reasonable accommodations may be provided for a candidate with a disability. To be admitted to and progress in the teacher education program, the candidate must be able to meet essential functions with or without accommodation. A candidate continuing in the program who believes they have a disability and is requesting accommodation must see the Special Populations Coordinator/Disabilities Student Services (DSS) at LCC. When the candidate discloses a disability and requests accommodation, they will be asked to provide documentation of the disability to determine appropriate accommodations. Documentation requirements will be explained to the candidate at the appointment and found on the DSS LCC webpage. The Special Populations Coordinator determines the acceptance or denial of academic accommodations. LCC will provide reasonable accommodations; however, LCC is not

required to make modifications that would substantially alter the program's nature or requirements or provide auxiliary aids that present an undue burden to LCC. If a candidate is denied their request for accommodations, the candidate can appeal to the 504/ADA Coordinator, which will be explained in a letter to the candidate. For an appointment with the Special Populations Coordinator, contact **mmorgan@lowercolumbia.edu** or call 360-442-2340.

The Federal Americans with Disabilities Act (ADA) bans discrimination against persons with disabilities. In keeping with this law, Lower Columbia College makes every effort to ensure quality education for all candidates. However, we feel obliged to inform candidates of the functional abilities demanded by a particular occupation.

Required Essential Functions
1. **Personality Traits**
   - Desire to work with students of all ages and ability levels
   - Flexible and adaptable to unpredictable change
   - Ability to work in a team/group environment
2. **Communication Skills**
   - Effectively communicate with colleagues, parents, and students
   - Listen attentively to others
   - Collaborate with others (children, families, colleagues)
3. **Interpersonal Skills**
   - Establish rapport with individuals, children, families, and peers
   - Respect/value differences in others
   - Demonstrate problem-solving and conflict resolution skills
4. **Analytical Thinking**
   - Process information from multiple sources
   - Evaluate outcomes
   - Interpret oral and written instructions (lesson plans, etc.)
5. **Critical Thinking**
   - Implement activities for others
   - Sequence information
   - Make decisions independently
   - Adapt decisions based on new information
6. **Gross Motor Skills**
   - Have mobility to move with ease and speed if necessary
   - Bend/twist/stoop/kneel/climb stairs
7. **Fine Motor Skills**
   - Pick up objects with your hands
   - Maintain balance in multiple positions
   - Cut effectively using scissors
8. **Physical Endurance**
   - Ability to sit or stand for long periods (floor, small child-size chairs, etc.)
   - Ability to adapt to cold weather situations (recess duty)
   - Ability to carry equipment/supplies
   - Ability to lift 50 lbs. (pick up child, transfer child)
   - Squeeze with hands (operate fire extinguisher)
9. **Hearing**
   - Hear normal speaking-level sounds

- Hear faint voices (whispers)
- Hear situations when not able to see students
- Hear auditory alarms (fire, weather, etc.)

10. **Visual**
- See objects up to 20 inches away (read books, skin conditions)
- See objects up to 60 feet away (playground)
- Use depth perception
- Use peripheral vision
- Distinguish color intensity (flushed skin/paleness)

11. **Environment**
- Tolerating exposure to allergens (latex gloves, chemicals)
- Tolerant to exposure to dyes and cleaning agents
- Tolerating a noisy environment (children playing)

12. **Emotional Stability**
- Establish professional relationships
- Provide support to children and families
- Adapt to changing environments/stress
- Deal with the unexpected (illness, crisis)
- Focus attention on the task
- Multitask as needed

13. **Academic Abilities**
- Reading
  - Read and comprehend college-level text
  - Demonstrate fluency (read to children)
- Writing
  - Effectively use the steps of the writing process
  - Must have legible handwriting (neat printing)
- Math
  - Add, subtract, multiply, and divide whole numbers and fractions
  - Demonstrate problem-solving abilities
  - Tell time
  - Document numbers in records
- Science
  - Follow the scientific method and use scientific reasoning

Health Conditions Affecting Essential Abilities

A candidate who has or develops a health condition that may impact one or more of the essential functional abilities and potentially places the candidate, students, or others at risk of harm, must provide documentation from a health care provider that the candidate is safe to attend class or clinical practice site (meets the functional abilities with reasonable accommodations). In the clinical practice site, candidates are required to provide full participation to meet the course objectives. There is no "light duty" option. Accommodations must be approved through the Disability Support Services, located in the Admissions Building, room 143, 360-442-2340, or email Mary Kate Morgan.

If a candidate is in the last trimester of pregnancy or has recently given birth (within six weeks), a release from the healthcare provider for the candidate to attend clinical practice is required. If a candidate is pregnant (first or second trimester), it is advisable and strongly encouraged to disclose this to the clinical practice instructor so that reasonable accommodations can be made to protect the health and well-

being of the candidate and baby.

Generally, it is required that candidates achieve a minimum of 75% average on tests/exams before assignment points or other course points (including extra credit) are used in calculating the course grade. See the course syllabus for grading requirements and specific course information. An incomplete grade may be assigned at the instructor's discretion according to college policy.

Acknowledgment of Hazards and Risks

Safety and Accountability:
During participation in course-related field work through Lower Columbia College (observation, internship, practicum, student teaching), certain dangers may occur, that could result in outcomes including, but not limited to death, permanent paralysis, injuries, accidents, illness, and the hazards of forces of nature, all of which could be associated with student participation. Although the college and its partners will take steps to foster safety, there are inherent risks involved in many activities related to working outside and within academic environments. There are, therefore, significant levels of personal responsibility that candidates must assume for the safety of themselves and those around them. Prior to field placement, candidates must sign the Acknowledgement of Hazards and Risks certifying that their emotional, mental, and/or physical abilities are sufficient to participate in safety training and emergency response preparedness. They must accept that they are not permitted to use, and will not use or possess alcohol, or other regulated substances that could reasonably be implicated as causal of, or as contributing to diminished safety responses prior to, or during field placement.

Candidate Professional Dispositions

The program endeavors to prepare candidates to become highly competent professionals in education. Admission and program retention policies are based not only on satisfactory academic performance but also on a range of factors that are related to the dispositions critical to being a successful teacher. These dispositions include the belief that all candidates can learn an appreciation of the uniqueness of each student, the belief that every student deserves a high-quality education, and a genuine desire to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner. Candidates are able to respectfully interact with children, mentors, staff, and families. Procedures are in place to ensure candidates demonstrate these dispositions.

Candidates must behave in an ethical manner by demonstrating responsibility for learning and for appropriate professional and personal actions. Candidates must demonstrate forthrightness, honesty, and integrity in interactions with fellow candidate colleagues, students, faculty, and staff. The program has a responsibility to maintain high ethical and professional standards. Exemplary professional conduct is expected of all teacher education candidates, faculty, and staff members as conduct reflects on the individual, the program, and LCC. The educational process is planned to encourage and develop an excellent level of professional conduct and ethical decision-making.

Professionalism is expected of candidates during coursework and clinical practice. Acting professionally includes dressing appropriately (see candidate handbook for appropriate dress), good hygiene, wearing identification (school ID and LCC ID), following school and district policies, maintaining confidentiality, and treating the mentor's time and property respectfully. Candidates must be reliable, punctual, and keep all commitments to mentors, colleagues, and administrators in the school building. Candidates must always maintain the confidentiality of students and staff. This includes discussions of student

academic progress, classroom behavior, special education identification, etc.

Practical communication skills (oral and written) must be demonstrated in all settings. This includes on-time submission of all written work expected of a candidate, showing enthusiasm, and projecting a positive attitude for the vast array of responsibilities and duties expected of educators, listening, and responding to feedback provided by mentors, faculty site supervisors, and administrators, and responding to all correspondence in a timely and professional manner. Emails, social media posts, text messages, and written assignments must demonstrate a strong commitment to the achievement of all learners and a desire to collaborate with administrators and colleagues.

Failure to demonstrate professional dispositions will result in the candidate being placed on a student support plan. The candidate may be dismissed from the program if reasonable progress is not made within each quarter.

Required Clinical Practice Candidate Professional Dispositions
Takes Responsibility for One's Actions InTASC Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (9a, 9b, 9c, 9j, 9l, 9o) Danielson Domain 4: Professional Responsibilities (4e, 4f)
Comes prepared for all lessons with material ready to go and lesson plans thoroughly reviewed by the mentor before teaching.
Thoroughly and accurately completes tasks and assignments promptly.
Demonstrates the ability to adapt to all aspects of the school placement culture and to change and acclimate to the evolving responsibilities, materials, and schedules.
Responds to feedback without becoming defensive.
Identifies strengths and areas for professional growth.
Follows directions.
Does not blame others. Uses reflection to analyze/strategize ideal forward movement without blame.
Behaves in a Professional Manner InTASC Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (9a, 9b, 9c, 9j, 9l, 9o) Danielson Domain 4: Professional Responsibilities (4f)
Professional in grooming and dress, and does not cause a distraction in the learning environment.
Arrives promptly, stays for the scheduled time, meets deadlines, and is punctual. Notifies the mentor teacher and site supervisor of absences and tardiness in advance.

Meets all deadlines and obligations.
Maintains confidentiality and does not engage in gossip about sharing or seeking information of a personal/intimate nature.
Respects the privacy of students and their families' confidentiality.
Demonstrates respect for professional practice.
Uses appropriate professional language in oral and written communication.
Adheres to the ethical use of technology, email, and social networking sites.
Adheres to the ethical use of assessment to support teaching and learning. Produces original work and/or cites/references others' work.
Demonstrates Value of Teaching InTASC Standard #10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (10b, 10n, 10r, 10t) Danielson Domain 4: Professional Responsibilities (4a)
Examines their classroom practices and reflects critically on what can be improved or modified.
Can ask for, accept, and learn from feedback.
Takes an asset-based approach towards student diversity, utilizing knowledge of students to serve them more effectively.
Enthusiastic about teaching when delivering the content.
Positive attitude toward expectations of the profession and the school community.
Works Well with Others InTASC Standard #9 Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (9a, 9b, 9c, 9j, 9l, 9o) Danielson Domain 4: Professional Responsibilities (4d, 4e)
Shares ideas with others.
Engages in thoughtful collaboration with peers, teachers, and other school personnel.
Participates regularly in collaborative planning with the mentor.
Participates in group/team collaboration.
Accepts consensus.
Assists where possible.
Fosters Positive Relationships InTASC Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (10b, 10n, 10r, 10t)   Danielson Domain 4: Professional Responsibilities (4d)
Models effective interpersonal behaviors (verbal and non-verbal communication).
Actively participates in classroom and school responsibilities and functions.
Communicates non-judgmentally and respectfully (including email, face-to-face, social media, etc.).
Models competence and professionalism in all oral, written, and electronic interactions.
Uses one's initiative to problem solve and address professional concerns.
Comfortable working with peers, families, and students from diverse cultural and social backgrounds.
Avoids pushing personal viewpoints onto others by respecting personal boundaries.
Maintains a High Level of Competence and Integrity in One's Practice   InTASC Standard #9: Professional Learning and Ethical Practice   The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others   (Learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (9a, 9b, 9c, 9j, 9l, 9o)   Danielson Domain 4: Professional Responsibilities (4a, 4f)
Engages in ongoing self-reflection and critiquing performance.
Identifies strengths and needs and works to update skills/knowledge accordingly.
Exhibits personal and professional integrity.
Actively seeks resources beyond what instructors, mentors, and site supervisors provide.
Uses feedback received from others to improve performance.
Willing to take Risks; Be Flexible; Show Comfort with Uncertainty   InTASC Standard #9: Professional Learning and Ethical Practice   The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (9a, 9b, 9c, 9j, 9l, 9o)   Danielson Domain 4: Professional Responsibilities (4e)
Actively seeks and makes use of knowledge of other disciplines.
Adapts to changes in the workplace (i.e., schedules, snow days, etc.).
Willing to try unfamiliar techniques.
Attends school-based meetings to further professional development.
Recognizes and Respects One's Own Diversity and That of Others   InTASC Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (9a, 9b, 9c, 9j, 9l, 9o) Danielson Domain 4: Professional Responsibilities (4d, 4e)
Uses instructional practices that respectfully reflect the diversity of the community and beyond.
Responds respectfully to diverse opinions and lifestyles.
Provides participants with opportunities to share cultures.
Creates a climate of inclusivity in the classroom by including appropriate multicultural content in classroom activities.
Presents accurate information about diverse cultures, correcting student misconceptions and avoiding stereotypes.
Demonstrates Ongoing Growth and Proficiency with the Use of Technology/Digital Tools InTASC Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (9a, 9b, 9c, 9j, 9l, 9o) Danielson Domain 4: Professional Responsibilities (4e)
Shows growing confidence in using technology.
Explores new and emerging technologies.
Takes initiative to explore technology utilized in the classroom.
Exhibits willingness to use supplementary resources and technologies.
Demonstrates curiosity about technology and its benefits to support learning.
*The following section does not fall under professional dispositions, but will be included in mentor teacher evaluation forms and evaluated by mentor teachers each quarter. Candidates will reflect on Instructional Practice each quarter when they complete the Professional Disposition Self-reflection.
Instructional Practice Standard #6: Assessment. The teacher understands and uses multiple assessment methods to engage learners in their own growth, monitor learner progress, and guide the teacher's and learner's decision making. Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, and knowledge of learners and the community context. Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Demonstrates content and pedagogical knowledge about the subject area.
Provides students with clear and immediate feedback.

Displays readiness and ability to take initiative in the classroom in planning lessons, working with students, handling student issues, and providing assistance when necessary.
Uses students' diverse experiences (languages, dialects, strengths, and needs) in planning and implementing instruction.
Designs culturally relevant learning experiences to meet the needs of all students.
Uses inquiry to effectively design and execute instructional plans and strategies that support diverse student learning within and across academic content areas.
Establishes and communicates learning targets that are explicitly aligned with state and district standards.
Designs or implements experiences that utilize the learners' strengths to address academic misconceptions.
Displays appropriate classroom management skills, planning for and effectively managing time and student engagement.
Adapts or modifies instruction (when appropriate) to maximize learning opportunities for all learners.
Designs and implements various assessment strategies to inform instruction and support student learning within and across academic content areas.
Aligns assessment and instruction to learning goals or objectives.
Creates learning environments that are flexible and encourage exploration/student questioning.

Dismissal from Class or Clinical Practice

Immediate dismissal from class or clinical may result depending on the severity of the behavior, such as jeopardizing safety or causing harm. Dismissal from the program may occur in severe violations of safety, professionalism, or program policies.

Student Teaching Hours

All Washington educator preparation programs operating field experiences in Washington State must establish and maintain field placement agreements with all Washington school districts in which candidates are placed for field experiences leading to certification or endorsement under WAC 181-78A-125. Clinical practice (defined as supervised planning, instruction, and reflection) for teacher candidates should consist of no less than **four hundred fifty hours (450)** in classroom settings. LCC requires 561 hours of student teaching. **Candidates must set a schedule with their mentor teacher at the beginning of the course and are required to follow the set schedule.** If candidates are absent from their field placement, they must email their mentor teacher and site supervisor. Candidates are expected to arrive on time and stay for the duration of their scheduled placement time. Failure to follow the determined schedule will result in being placed on a student support plan for professional dispositions and may result in termination from the program.

Field Placement

Placements are determined by the field placement officer and the partner school district to which the

candidate has been assigned. Through a contractual field placement agreement, the candidate is under the direct supervision of the site supervisor and a district-appointed mentor teacher in the public school system. Placements are subject to change due to the discretion of the program and field placement agreements. Candidates are *not* to contact schools for field experience placements.

LCC offers a blended program that combines outcomes for early childhood general education and K-8 education to prepare graduates to work with children from pre-kindergarten through eighth grade. Each course will prepare graduates to work with children and families who are culturally, linguistically, and have diverse abilities. Philosophically, this provides graduates with a holistic view of children and ensures they have the knowledge, skills, and dispositions to work in programs serving children representing the diverse population of Cowlitz and Wahkiakum counties and throughout Washington State.

The clinical practice placement partnership includes LCC program faculty, field supervisor, school district mentor teacher, and the candidate. The basic role of the partnership is to work as a collaborative team through constant communication to support, enhance, and prepare the candidate to become a reflective professional.

Partner Agreements with School Districts

Clinical placement is arranged by LCC's field placement officer, Ashley Cahill. The field site manager will work with the local districts with partnership agreements with LCC to place candidates. A clinical practice placement packet is sent out to districts requesting a mentor. Candidates must submit a professional resume to include with the placement packet. Candidates do not choose their placement. **Note:** If a candidate has a relative who works for a local district, they cannot complete their student teaching in the same school. LCC has Memoranda of Agreement (MOAs) with the following school districts: Castle Rock, Battle Ground, Hockinson, Kalama, Kelso, Longview, Le Center, Ridgefield, Toutle Lake, Woodland, and Wahkiakum.

Roles & Responsibilities

Role of the Site Supervisor: The faculty site supervisor is a member of the BAS-TE faculty who serves as a supervisor, mentor, coach, and advocate for the candidate, a consultant for the mentor teacher, and a liaison between LCC and the public school. As a mentor, the site supervisor oversees candidates' progress and provides guidance as candidates reflect on their practice and develop plans for moving forward systematically and developmentally. The site supervisor facilitates ongoing communication and feedback regarding the candidate's effectiveness in the clinical practice. As a liaison, the site supervisor promotes a relationship with principals and teachers. The site supervisor will schedule two observations each quarter of student teaching. The site supervisor will use informal and formal observation rubrics to measure growth and provide actionable feedback. Site supervisors will contact mentor teachers, notify them of needed documents and forms, and gather feedback on the candidate's development.

Role of the Mentor teacher: The mentor teacher is an outstanding educator willing to share students, classroom responsibilities, and professional expertise. The mentor has been given the responsibility to help the candidate develop a sense of confidence and security and the skills necessary to begin a teaching career successfully. The following are suggested activities:
1. Welcome the candidate as a fellow professional in the learning community.
2. Model and demonstrate teaching strategies. Take time before and after teaching to explain

what is taking place and why.

3. Keep open lines of communication with the candidate and the site supervisor.
4. Collaborate with the candidate in daily and long-range lesson planning and assessing teaching performance and student learning.
5. Establish a routine for consultation, collaboration, and team planning.
6. Try not to let a day go by without some acknowledgment of the candidate's efforts. Verbal and written feedback is invaluable. Evaluate the candidate in writing at the end of each quarter
7. During the experience, the candidate should take the lead in planning and teaching for an agreed-upon duration of instruction. During this time, assume the role of observer and provider of feedback. The candidate must be the lead teacher and know how they perform in that role. Assist the candidate in reflecting on their teaching and analyzing strengths and improvement areas.
8. Continue to develop the candidate's awareness of the professional community. Provide time for the candidate to visit and confer with other staff members, specialists, and classroom teachers. Observation of different classrooms and teaching styles is essential to the candidate's growth as a teacher. Observing other professional educators broadens a candidate's knowledge of teaching strategies.
9. Provide the candidate with both formal and informal feedback. Meaningful, systematic observations will enable the candidate to study the concepts of teaching and learning more in-depth.

Suggestions when observing lessons and debriefing:

Let the candidate clarify lesson objectives and decide what the focus of the observation should be. Pay attention to observable behaviors, avoiding inference and judgment. Note strengths, improvements, and successes in the identified area of focus. Meet with the candidate as soon as possible after the lesson to debrief.

Feedback Questions:

- What do you feel were the strengths of your lesson?
- What worked well? Why?
- Where do you feel improvement is needed? Why?

Role of the Building Administrator: The building administrator plays a key role in selecting qualified mentor teachers, helping candidates become a welcomed addition to the teaching staff in the school, and serving as a resource person and observer. Please share this information with your building administrator. It is very beneficial for the candidate if the administrator does the following:

- Welcome and introduce the candidate to school staff members.
- Include the candidate on the staff mailing list and in staff workshops and social functions.
- If possible, provide a mailbox and an identification badge for them.
- Orient the candidate to school policies. An overview of the staff and student handbooks, building goals, and staff member expectations helps the candidate become familiar with policies and procedures. It also allows the candidate to understand their role in the school better.
- Conduct at least one observation, conference, and several informal visits. Observations enable candidates to gain feedback and become familiar with the professional evaluation system. It also provides an opportunity to observe potential hires.
- Maintain communication with the site supervisor to monitor the candidate's progress.
- Participate in the candidate's exit process. If asked, write a recommendation for the candidate. Arrange a simulated (or actual) job interview with the candidate.

Role of the Candidate

General Responsibilities:

1. Attendance: **Candidates will follow a preset schedule for their clinical placement**. This will be agreed upon between the candidate and the mentor teacher. Candidates are responsible for notifying their mentor teacher, other designated school personnel, and their site supervisor if they are going to be absent, and for giving the mentor teacher appropriate teaching plans for the day(s), just as they would if they were planning for a substitute teacher. Absences will be made up to the satisfaction of all involved.
2. Communication: Candidates are expected to respond to all modes of communication in a professional and timely manner. This includes but is not limited to emails, calls, and texts from LCC personnel, supervisors, and mentor teachers
3. Identifies specific learning objectives and goals in writing and shares them with the mentor teacher.
4. Plans and implements daily and/or weekly plans with the mentor to meet objectives.
5. Completes the Candidate Disposition rubric as a self-assessment and shares this with the mentor teacher and site supervisor, verbally or in writing, as requested.
6. Works under the supervision of the mentor teacher or designee and can use other persons in the setting appropriately for supervision or consultation, i.e., secretary, counselor, specialists, principals, site supervisor.
7. Achieves the student teaching objectives satisfactorily (see course syllabus).
8. Uses assignments to apply teaching theory and develop lesson plans required for education theory courses.

Gradual Release of Responsibility for Clinical Practice Placements

PRACTICUM: FALL (EDUC 411) 165 hours

- **Weeks 1-2:** Learn the norms and expectations of the classroom and the school building. Help build classroom community.
- **Weeks 3-7:** A co-teaching model is used to provide the candidate teaching experience (planning, teaching, reflecting, assessing student work, etc.) with the mentor teacher remaining engaged with the students as a co-teacher and co-planner. This partnership enhances the skill of collaboration with professional colleagues.
- **Weeks 8-13:** By week 8 of the quarter, 50% autonomous teaching experiences are expected. Candidates will be actively involved in planning, instruction, setting up the classroom for the day, cleaning up and reorganizing at the end of the day, grading assessments and assignments, transitions, classroom management, and PLC meetings **as it fits into their defined student teaching schedule**.

STUDENT TEACHING: WINTER (EDUC 412) 330 hours

- **Weeks 1-2:** The candidate should assume the lead role for approximately 75% of the planning and instruction, and share assessment responsibilities. The mentor teacher plays a support role. Candidates will be actively involved in planning, teaching, setting up the classroom for the day, cleaning up and reorganizing at the end of the day, grading assessments and assignments,

transitions, classroom management, and PLC meetings as it fits into their defined student teaching schedule.
- **Weeks 3-10:** The candidate assumes 100% of the lead in planning, instruction, and assessment, and assumes all the related teaching responsibilities autonomously. This includes:
  - Curriculum planning and development
  - Family communication (as permitted by the district)
  - Attending PLC and staff meetings

ELL-FIELD EXPERIENCE SPRING (EDUC 413) 66 hours
- **Weeks 1–7:** Candidates focus on deepening their understanding of effectively supporting multilingual learners (MLLs). In partnership with their mentor teacher, they co-plan and deliver at least one targeted lesson per week that is designed specifically with MLLs in mind. This might include lessons reinforcing vocabulary, building academic language, or providing language scaffolds within content areas. In addition to classroom work, candidates should actively engage with the broader MLL services in the school. This could include attending EL team meetings, shadowing the MLL specialist or ELD teacher, supporting language screeners, reviewing WIDA data (with guidance), and observing language accommodations in action.
- **Weeks 8–10:** Candidates spend time observing in other classrooms across the school. This allows them to reflect on teaching styles, content areas, and support models to round out their clinical experience.

Photo and Video Release Policy

Permission of the classroom teacher must be obtained for candidates to take or use photographs, videotapes, and audiotapes for displays, portfolios, and key assessment submissions. All candidates must adhere to the school district policies related to permissions from the parents/guardians for photographs, videotapes, and audiotapes. Verification of approved authorization is to be filed in the candidate's file for the duration of the program and an additional seven years after successful program completion.

Clinical Practice Expectations and Evaluation

The student teaching InTASC Competency Rubric in the course syllabi lists the student's role, behaviors, and expected level of competence in the field experience/student teaching setting for each course in the program. The InTASC Competency Rubric serves as the method of evaluation of the required student behaviors and is used in determining the course grade. Candidates will be evaluated by their mentor teachers and site supervisors using the professional dispositions rubric.

Confidentiality

Candidates will have access to student academic records (including potentially one's family records); therefore, they are required to adhere to the individual institution's confidentiality policies. Violation of confidentiality standards by a candidate may result in dismissal from LCC's Teacher Education program.

Dress Code Policy

Appearance, hygiene, (professional dress):

The purpose of the dress code policy is to provide standards for attire, grooming, and personal hygiene that are appropriate for the educational workplace and associated activities for LCC Teacher Education candidates.

Appropriate dress, appearance, hygiene, and behavior are important aspects of professionalism and can impact the development of trust and rapport between the family and the building staff. In developing this trust and rapport, appropriate dress and professional demeanor in the school buildings are particularly important. Appropriate attire within the clinical practice setting is considered "Professional" or "Business Casual." Any personal appearance, grooming, or clothing that creates a distraction is considered inappropriate. Offensive or extreme tattoos, inadequate hygiene, or body odor may upset or frighten the student and family, and convey a lack of respect for others. Proper hygiene (bathing, deodorant, oral care) is required. Clothing is to be free from odors such as smoke, perfume, or body odor. The following are **not acceptable when in any clinical placement** in the role of an LCC teacher candidate:

- Sweatpants or sweatshirts, workout clothing, running attire, or other shorts.
- Spandex/Lycra clothing; tights or leggings worn as pants.
- Tank tops or camisoles that expose the midriff or excessive cleavage.
- Visible undergarments

Social Media

Candidates are welcome to use social media in their personal lives. However, educators are obligated to safeguard confidential student information. Therefore, to protect students' right to privacy and maintain confidentiality, family information (including candidate partner schools) and photos must never be posted on social media websites.

Individuals must behave in an ethical manner by demonstrating responsibility for learning and for appropriate professional and personal actions. Candidates must demonstrate forthrightness, honesty, and integrity in interactions with fellow candidate colleagues, students, faculty, and staff.

The program has a responsibility to maintain high ethical and professional standards. Exemplary professional conduct is expected of all teacher education candidates, faculty, and staff members as conduct reflects on the individual, the program, and LCC. The educational process is planned to encourage and develop an excellent level of professional conduct and ethical decision-making.

Teacher Preparation Assessment System

Course Key Assessments

Each course in the Teacher Education course sequence includes a key assessment. The key assessment measures the target standards identified for that course. The rubrics for the key assessments are at the course level and are common assessments across all sections of a course. The faculty ascribes to the practice of a coherent, comprehensive, and consistent scope and sequence that results in a guaranteed and viable curriculum.

The key assessments in courses focus on measuring candidate attainment of knowledge components, with some skills in courses that are taken toward the end of the program. Student teaching is the

culminating experience for candidates. Dispositions are measured throughout the program, with increasing sophistication required as the candidate moves through coursework and clinical practice.

Assessment Requirements for Certification

Performance Assessment

An approved preparation program for teachers shall require that each candidate engage in an assessment process approved by the PESB. The assessment will verify that the candidate for a residency teacher certificate can meet the teacher standards in (a), (b), and (c) of subsection WAC 181-78A-270 and understands teacher impact on student learning. All candidates will complete and pass the teacher performance assessment per WAC 181-78A-264 as authorized by the PESB. All candidates shall exit the residency certificate program with a draft professional growth plan oriented toward the expectations for the professional certificate.

Pedagogy Assessment

All candidates will complete a pedagogical assessment portfolio. The classroom-based assessment will be administered during the student teaching placement and focuses on the following core teaching skills:

1. **Planning.** *Candidates have knowledge of content and student characteristics to plan effective instruction centered on state learning goals.*
2. **Instruction.** *Candidates have skills that demonstrate knowledge on how to actively engage students in learning academic content.*
3. **Assessment**. *Candidates can analyze student learning to provide feedback, plan the next steps in instruction, and change teaching practices.*
4. **Academic language.** *Candidates use language demands of academic content and provide appropriate scaffolding based on students' language development.*

Content Knowledge Assessments

Prior to student teaching, candidates must **attempt at least one content knowledge assessment** aligned with their intended endorsement area. Proof of test attempt must be submitted to the certification officer before student teaching begins. **Student teaching hours will not be counted** until this requirement has been met. Candidates must schedule their content knowledge assessment(s) no later than **July 31 following Year 1** of the program. When registering for exams, candidates must list Lower Columbia College as a score recipient for all assessments.

The Professional Educator Standards Board (PESB) requires successful completion of a content knowledge exam to be eligible for certification in any subject area. These assessments measure the endorsement competencies adopted by PESB.

Lower Columbia College offers the following endorsements:
- **Early Childhood Education** (NES Test 101)
- **Elementary Education** (NES Tests 102 *and* 103 — both are required)
- **English Language Learner (ELL)** (WEST-E Test 51) (dual endorsement only)

If there is evidence suggesting a need for additional preparation (e.g., historically low performance on standardized or computer-based tests), candidates are strongly encouraged to pursue remediation

before testing. Study guides and preparation materials for the NES exams are available in the **LCC Learning Commons (Library)**.

Case-by-Case (CBC) Exceptions for Content Knowledge Exams
Eligible LCC BAS-TE teacher certification candidates who have completed all certification requirements except passing the required content exam(s) may request a case-by-case (CBC) exception. To qualify, candidates must:
- Attempt both the Elementary subtests or the Early Childhood test **twice**
- Hold an overall program GPA of **3.0 or higher**
- Earn a **B or better** in related content area courses
- Obtain program permission if they had a Student Support Plan at any time during the BAS-TE program

Important details:
- CBC is granted for **only one endorsement area**
- A separate request must be submitted for each outstanding exam or subtest
- Requests are accepted up to **three years** after your degree is conferred

How to Apply:
 Candidates must submit a **complete CBC packet** for each exam exception request. Packets must include:
- CBC Cover Page
- A 1–2-page reflective response to the provided questions
- Competency chart with supporting evidence
- Faculty Support Form
- NES score and diagnostic reports
- Unofficial transcript(s)

Review Process:
 The CBC Review Committee—comprised of faculty, certification, and equity/inclusion representatives—uses a holistic review process. Candidates will be notified of the committee's decision by the Certification Officer. If approved, the candidate may be recommended for certification. If not approved, the committee will provide recommendations for resubmission or next steps.

Program Evaluation

The program adheres to the standards for teacher preparation established and monitored by the Professional Educator Standards Board (PESB). Responding to the PESB also includes annual submission of data tables, which track candidates, jobs, mentor teachers, faculty, school placements, etc. The PESB's mission is educator quality, recognizing that the highest possible standards for all educators are essential to ensuring attainment of high standards for all students.
1. The ultimate and primary evaluation of program effectiveness is the ease with which graduates can be proven as highly effective first-year teachers via the measure of:
    a. Pupil progress in their classrooms
    b. Candidate's advocacy for justice through education

2. Secondary evaluation components include:
   a. Course assessments and faculty evaluation
   b. Feedback and suggestions from school partners, principals, and mentor teachers
   c. Faculty small group discussions and feedback about program operations and effectiveness
   d. Success of candidates on the pedagogical assessment

Candidate Information

Candidate Certification Policy

Certification records for candidates are confidential and managed in accordance with the Office of Superintendent of Public Instruction (OSPI). All candidates are required to follow the policies and procedures established through the Washington State E-Certification system. More information can be found at http://www.k12.wa.us/Certification/e-Cert/.

Student Data Sharing and Education Research and Data Center (ERDC)

RCW 28B.77.100 concerning educator preparation data for use by the PESB requires state-approved educator preparation programs to enter data-sharing agreements to facilitate the transfer of data required by the PESB. The ERDC must hold, analyze, and make available for research and monitoring by the PESB, state-approved educator preparation programs, and other researchers with appropriate data-sharing agreements, the data on the preparation of educators. All candidates must sign a FERPA/Information Shared Consent form.

Professional Growth Plan Requirement

The PESB requires the development of an initial, or draft, professional growth plan (PGP) as a program exit requirement and for issuance of the Residency Certificate. This mandated plan focuses on the residency level standards. To access the draft form and directions for completing the PGP, see the PESB website.

Cohort Model and Combined Courses

In the Teacher Education program, candidates are admitted to a "cohort," which is a group of candidates who begin the teacher education program at the same time. Courses in the program may be combined with another section of the same course. For example, a teacher education program course may have multiple sections but can be combined on campus or in Canvas.

Rights and Responsibilities

Concerns, Complaints, or Grievances

Candidates are encouraged to discuss academic concerns with the faculty involved. If not resolved, or depending on the nature of the complaint, the next step is to discuss the issue with the BAS-TE Director or the Dean of Instruction. If the issue has not been satisfactorily resolved, the candidate may follow the chain of command and discuss the concern with the Vice President of Instruction. If the complaint is academic in nature, the candidate may initiate the Academic Grievance procedure, as defined in the LCC Student Handbook.

Disabilities and/or Temporary Medical Conditions

Reasonable accommodations are available for candidates who have a documented disability or temporary medical condition and must be approved through Disability Support Services. Candidates who believe that they may need accommodations are encouraged to contact the Disability Support Services Office located in the Admissions Building, room 143, 360-442-2340. If a candidate has a disability or temporary medical condition that interferes with course attendance or completion, the candidate may be eligible for a medical withdrawal.

Per the re-entry policies of the teacher education program, A candidate who is unable to complete a course due to medical reasons (**medical withdrawal**) may apply for re-entry for up to one calendar year from the last education course completed. The candidate must submit documentation of the resolution of the medical issue or have an approved reasonable accommodation before re-entry will be considered. Re-entry is on a **space-available basis;** medical withdrawals will be given priority over re-entries due to voluntary delays in progression and academic program re-entries. If the candidate is not able to re-enter within one calendar year, the candidate may be required to restart the program to ensure current teacher education knowledge and skills. Re-entering after a medical withdrawal while in good standing academically in the program will not count toward the "one re-entry per program" policy.

Email

A valid email address is required for all students. Lower Columbia College (LCC) email addresses are generated upon receipt and processing of admissions applications. Students have the option of using the LCC email or an alternative address as their "preferred" email address in ctcLink. The College will use the "preferred" email address for official communications with all students. If a student does not enter and/or designate an email address in ctcLink as "preferred," all official communications will be sent to their LCC email address.

The College expects that every student will receive and read email on a frequent and consistent basis. A student's failure to receive and read College communications in a timely manner, understanding that the College is not responsible for the handling of email by outside service providers, does not absolve that student from knowing and complying with the content of such communication. It is the responsibility of the student to alert the college staff when they experience email account issues. Please see Administrative Policy 490 at https://lowercolumbia.edu/publications/administrative-policies/400/490/

Faith and Conscience Leave

Candidates who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not impacted. Such requests must be made in writing to the Office of Instruction within the first two weeks of the quarter. For more information on Faith & Conscience and additional student policies and procedures, please refer to LCC's Student Handbook.

Evaluating Faculty

Candidates can evaluate faculty per the college evaluation schedule through the approved process. Not every faculty is evaluated every quarter.

Gift Giving to Faculty/Staff

To prevent potential ethical violations, gift-giving to instructors is strongly discouraged. By law, gifts of value of $50 or more cannot be accepted. Your success is the best gift!

Graduation and Commencement

To receive a degree from LCC and to be eligible for state certification as a teacher, candidates must apply for graduation through the Registration Office. Graduation applications are available at lowercolumbia.edu/graduation and at the Registration Office. It is recommended that candidates apply for graduation two quarters before intended completion so that any deficiencies may be identified and corrected. The deadline to apply for graduation is posted each quarter on the website and is generally about six weeks before the end of the quarter.

LCC Commencement is held in June each year. Candidates who have completed degree requirements during the past year may participate in the June commencement ceremony. Candidates eligible to graduate at the end of the summer quarter may apply for spring graduation and participate in Commencement, completing requirements through the Summer Completion Option.

Library Learning Resources

The LCC Library is in the Alan Thompson Library building and via https://lowercolumbia.edu/library/index.php. The library includes online databases, open educational resources, eBooks, research assistance, group study areas, white boards, SMARTBoards, computers, printers, books, movies, magazines, journals, newspapers, and reserve items for classes. The Learning Commons, located in the library, offers free individual and group tutoring for most subject areas, both in person as well as online through eTutoring.

Teacher Education Community Group (Canvas)

A Teacher Education Community Group is maintained in Canvas for teacher education candidates and faculty. The Teacher Education Community Group is used to disseminate information of interest to teacher education candidates, provide a repository for various program information and resources, and provide a means of communication between members. Each candidate may opt to join the Canvas Teacher Education Community group. The roster is accessible to all members. Membership in this group is discontinued upon leaving the program. A candidate may opt out of this group without consequence

at any time by notifying the eLearning director.

Emergency Substituting

Candidates may elect to substitute teach in schools while enrolled in the BAS-TE program. This will only be permitted on a part-time basis. If a candidate is asked to teach in the role of a long-term substitute, they must gain program approval. This will be based on good academic standing, a passing score on the NES, and senior standing.

Student Conduct

Please refer to the LCC Student Handbook Code of Student Conduct. Additionally, please see the clinical practice course requirements in this handbook regarding expectations for candidates to conduct their studies in clinical practice sites. Immediate dismissal from class or clinical practice may occur depending on the severity of the behavior, such as jeopardizing safety or causing harm. Dismissal from the program may occur in instances of severe violations of safety, professionalism, or program policies. For information on Student Rights and Responsibilities, please see the LCC Student Handbook.

Eligibility for Washington State Teacher Residency Certification

In accordance with U.S. Department of Education Regulation 34 CFR 668.43 (a) (5) (v), the teacher education program at Lower Columbia College is known to meet the state education requirements for residency teacher certification in the state of Washington. Lower Columbia College has not determined if the teacher education program meets the state education requirements of any other state or any U.S. Territory. Those seeking residency teacher certification in any state or U.S. Territory outside of Washington are advised to contact the state regulatory agency for the state for which this information is needed. The Office of the Superintendent for Public Instruction(OSPI) has resources that may be helpful.

Contact Information for each State Certification Board

EEOC

Lower Columbia College provides equal opportunity in education and employment and does not discriminate on the basis of race, color, national origin, citizenship or immigration status, age, perceived or actual physical or mental disability, pregnancy, genetic information, sex, sexual orientation, gender identity, marital status, creed, religion, honorably discharged veteran or military status, or use of a trained guide dog or service animal as required by Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and ADA Amendment Act, the Age Discrimination Act of 1975, the Violence Against Women Reauthorization Act and Washington State's Law Against Discrimination, Chapter 49.60 RCW and their implementing regulations. All inquiries regarding compliance with Title IX, access, equal opportunity and/or grievance procedures should be directed to Vice President of Foundation, HR & Legal Affairs, 1600 Maple Street, PO Box 3010, Longview, WA 98632, title9@lowercolumbia.edu, Phone number, (360) 442-2120, Phone number/TTY (800) 833-6388.

Incident Report Form

Complete this form immediately following an incident resulting in candidate, staff, or student harm. Submit the completed form to your instructor or, if unavailable, to the Teacher Education Program Manager within 24 hours of the incident.

SECTION 1: Reporter Information

Name of Reporter: _____

Role: ☐ Candidate ☐ Instructor ☐ Staff ☐ Other: _____

Date of Report: _____/_____/_____

Phone: _____

Email: _____

SECTION 2: Incident Details

Date of Incident: _____/_____/_____

Time of Incident: _____: _____ ☐ AM ☐ PM

Location of Incident (Be specific): _____

SECTION 3: Individuals Involved

Name(s) of Individual(s) Involved:

_____

Role(s): ☐ Candidate ☐ Student ☐ Instructor ☐ Staff ☐ Other: _____

Describe any injuries or harm (physical, emotional, or otherwise):

_____
_____

SECTION 4: Description of Incident

Please describe in detail what occurred. Include the sequence of events, actions taken, and contributing factors.

_____
_____
_____

SECTION 5: Immediate Action Taken

Describe the actions taken at the time of the incident (first aid, notifications, classroom evacuation, etc.).

_____

_____

SECTION 6: Notification

Was the instructor notified? ☐ Yes ☐ No

If yes, by whom and when: _____

Was the Program Manager notified? ☐ Yes ☐ No

If yes, by whom and when: _____

SECTION 7: Witnesses (if applicable)

Name(s) and Contact Information of Witnesses:

_____

SECTION 8: Follow-Up and Recommendations

To be completed by Teacher Education Program staff.

Date Received: _____/_____/_____

Reviewed by: _____

Program Response / Action Taken:

_____

_____

Recommendations for Prevention / Program Improvement:

_____

_____

Submit completed form to:

Dean of Education-Lower Columbia College
mjackson@lowercolumbia.edu | 360-442-2623

Steps to Program Completion and Certification Requirements

Step 1: Prior to Admittance

- WEST-B (basic skills test/ACT, SAT also accepted)
- Consent Form: Release of information allowing the program to document program/certification requirements in the OSPI E-certification system.

Step 2: Year 1 of the Program (Prior to Field Placement)

- BAS-TE Candidate Orientation (EDUC 335)
- Issues of abuse (EDUC & Child Abuse Reporting (EDUC 300)
- Social Emotional Learning (SEL) (EDUC 300
- Pre-Residency Clearance (EDUC 335)
- Cultural Responsiveness WAC 181-78A-232(2)(e) (EDUC 319)
- Paraeducator supervision and support (EDUC 335)

Step 3: End of Year 1 (Prior to Student Teaching)

- Content knowledge tests (prior to starting EDUC 411)
  - You must pass the endorsement-related content knowledge tests.
    - Elementary subtest I and II NT102/NT103
    - Early Childhood NT101
    - WEST-E ELL

Step 4: Second year of the program

- Since Time Immemorial (STI) (EDUC 420)
- Pedagogy (performance assessment) (EDUC 439)
- Teacher and principal evaluation program (TPEP) (EDUC 439)
- Professional Growth Plan (PGP) (EDUC 403)
- Complete 495 hours of clinical experience WAC 181-78A-300(3) (EDUC 411-413)

Step 5: Prior to Certification

- Obtain a bachelor's degree in teacher education
- Completion of a teacher preparation program
- Recommendation for Residency Certification