



**BAS - TEACHER
EDUCATION**

BAS-TE Program Handbook

2021-2022

Lower Columbia College is accredited by
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The Teacher Preparation Program is approved by
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About the Teacher Education Program

Welcome

The BAS in Teacher Education is an innovative program tailored to meet the needs of working adults. You are embarking on an exciting and challenging educational journey for a rewarding and dynamic career! Faculty and staff are committed to helping you reach your educational goals. We want your time with us to be instructive, growth producing, rewarding, and inspiring. Work hard, stay focused, and find balance.

Welcome! You are the third cohort accepted into Lower Columbia College's Bachelor of Applied Science degree in Teacher Education (BAS-TE)! We are honored and excited that you have chosen to pursue the field of education, one of the most meaningful and rewarding careers in the world. This degree was created on the belief that '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. Reinforcing self-esteem in the classroom is associated with increased motivation and learning'. Robert Brooks, 'The Impact of Teachers: A Story of Indelible Memories and Self-Esteem'.

This program was created by a partnership of higher education faculty, classroom teachers and school administrators dedicated to providing meaningful experiences steeped in cultural responsiveness, knowledge of child development, and a strong understanding of family systems and stressors. The program is designed for the working adult respecting the many responsibilities each of us carry.

Our faculty is composed of exceptional educators dedicated to your success and the success of the children and families you will serve. We look forward to sharing your journey of reflective practice as you each grow professionally, develop into culturally responsive educators, advocates, and leaders in the fields.

Every child deserves a teacher who believes in them. BE THAT TEACHER!

My Best to You All,

Ann Williamson

ECED/EDUC/BAS Faculty, BAS-TE Program Manager

*"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**

Purpose of Handbook

The purpose of the BAS Teacher Education Handbook is to provide essential information for candidates enrolled in the BAS Teacher Education program and supplement the Lower Columbia College 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 Teacher Education Program Handbook. The handbook outlines performance expected in the Bachelor of Applied Science Teacher Education program (BAS-TE). Candidates of the program are expected to comply with the policies, procedures, and rules of LCC and specifically, the Teacher Education 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 including practicum and student teaching
- G. **Practicum:** the first year of candidate placement in a classroom-setting while under the supervision and mentorship of a Mentor teacher.
- H. **Student teaching:** the second year of teacher candidate placement in a classroom setting while under the supervision and mentorship of a classroom teacher and include autonomous teaching opportunities.

General Information

The Lower Columbia College BAS Teacher Education 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) and elementary education (K-8). 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 each cohort. There are full time and part-time cohort options. Two tracks are available; track one for candidates seeking state teaching certification, and track two for individuals choosing to teach in a non-certificated early learning program. Candidates must have completed an associate degree or 90 college level credits prior to admission into the BAS Teacher Education program.

Washington State Teacher Education

The LCC Teacher Education program is an approved Washington State program for Elementary (K-8) and Early Childhood Education (ECE) endorsement. 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 the diversity of the workforce.

LCC's program adheres to the policies and standards established by the PESB. These policies and requirements ensure the preparation and certification of education professionals:

- 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.

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 Teacher Education Program Mission: The BAS Degree in Teacher Education (BAS-TE) 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.

Outcomes

Candidate Outcomes: Upon completion of the BAS degree Teacher Education program at Lower Columbia College, graduates will:

- 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.
- Justify the importance of relationships with students, families, colleagues, and community agencies and can create and maintain those relationships to support children's learning and development.
- 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.
- Predict student behavior and possible external stressors to effectively choose and implement strategies that support each student's success in the learning community.
- Discriminate data from a variety of sources to inform decisions about instruction, services, programs, interventions, and practices.
- 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.

- 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 student's growth across the disciplines.
- 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.
- Value ongoing professional development to ensure research-based best practices, alignment with state and national standards and changing district-wide curriculum protocols.
- 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.

Course Schedule and Course Descriptions

Bachelor's degree in Teacher Education: Teacher Certification track #1 or Early Childhood Education track #2, FULL-TIME COHORT #3, Start Date Fall 2021

1st Quarter: 15 Credits Fall 2021

EDUC 300 Foundations of Teacher Education (5 credits)

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

EDUC 319 Anti-bias Education (5 credits)

Examines equity issues in education. Presents strategies to apply the principles of anti-bias education to instruction. Explores how embedded bias can influence identity development. Assists in 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 access resources and to improve responsiveness to cultural, linguistic and ability diversity. Discusses culturally relevant pedagogy and its importance to the transmitting of culture from generation to generation.

EDUC 345 Curriculum Development & Design (5 credits)

Examines pedagogical approaches for teaching in educational settings. Emphasizes curriculum theory, design, practice, evaluation, as well as approaches to learning and dispositions. Integrates Washington State Common Core Standards and Developmental Guidelines.

2nd Quarter: 15 Credits Winter 2021

EDUC 301 Practicum I Theory (4 credits) Track #1

Provides the first field experience for the certificate option in an educational setting with students and their families who are culturally, linguistically, and ability diverse, under the guidance of a program-selected certificated mentor teacher. Topics include identifying learning targets, reflective practice, state standards, differentiation, and effective instructional strategies. Additional topics may be presented as needed. **This course requires 99 hours of field experience in a pre-k through 8th grade classroom.**

ECED 301 ECED Practicum I Theory (4 credits) Track #2

Provides the first experience working in an educational setting with children and their families

who are culturally, linguistically and ability diverse, under the guidance of a program-selected mentor teacher. Topics include reflective practice, developing a classroom community through an anti-bias approach, standards for professional teacher behavior as outlined by NAEYC, NAEYC Professional Code of Ethics and effective instructional strategies. Additional topics may be presented as needed. **This course requires 99 hours of field experience in an early care and education environment.**

EDUC 320 Language Arts for Teachers (5 credits)

Focuses on applying Washington State's English Language Arts Common Core Standards and Early Learning Guidelines P-3 through 8th grade. Continues application of 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, management of student documents and records.

EDUC 325 (5 credits)

Provides an overview of special education and the characteristics and needs of exceptional learners. Reviews the historical roots of special education, provides 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 340 Concepts of Health and Motor Skills (1 credit)

Provides an overview of the pedagogical competencies which deliver developmentally appropriate physical activities to children in grades Pre-K through 8th grade. Build knowledge of human movement and motor skills and the importance of a healthy lifestyle. This course will explore the principles of exercise science and its impact on health, while developing self-confidence and self-worth. This course also defines and provides a context for the classroom teacher 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 and the goals of lifelong health, gain knowledge of human movement, understand growth and development, and learn the rules and strategies of games and sports. Instructional approaches for the integration of physical education and health with other content areas are explored.

3rd Quarter: 15 Credits Spring

EDUC 302 Practicum II Theory (4 credits) Track #1

Continues the field experience working in an educational setting with students and families who are culturally, linguistically, and ability diverse under the guidance of a program-selected certificated mentor teacher. Topics include building and maintaining collaborative professional relationships, classroom management strategies, and instructional strategies. **This course requires 99 hours of field experience in a pre-k through 8th grade classroom.**

ECED 302 Practicum II Theory (4 credits) Track #2

Continues the field experience in an early care and education setting with children and their families who are culturally, linguistically, and ability diverse, under the guidance of a program-selected mentor teacher. Topics include school to family connections, professional relationships. Additional topics may be presented as needed. **This course requires 99 hours of field experience in an early care and education environment.**

EDUC 330 Math Methods (5 credits)

Introduces the initial competencies of the 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 Collaboration & Classroom Leadership (5 credits)

Develops skills needed to effectively collaborate with others including school personnel, community agencies, and families to support students who are culturally, linguistically, and ability diverse. 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. 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.

Creative Arts Across the Curriculum EDUC 350 (1 credit)

Prepares students to integrate the visual arts across the Pre-K through 8th grade curriculum. The elements of art and principles of design, art methods, lesson planning, and classroom management techniques, with particular emphasis on diverse students, are examined. Students draw, paint, make prints, and create sculptures appropriate for the preschool and elementary classroom setting.

4th Quarter: 15 Credits Fall 2022

ECED 401 - Reflective Practice I/ Coaching & Mentoring (1 credit) Track #2

Provides content to support and enhance ECED 411 Student Teaching I. Explore how to build professional relationships, use professional written and oral communication, adult learning styles in early care and education settings. Additional topics may be presented as needed. Taken concurrently with ECED 411.

EDUC 401 - Reflective Practice I (1 credit) Track #1

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

ECED 411 - Student Teaching I

Advances the experience working in an early care and education setting with children and their families who are culturally, linguistically, and ability diverse under the guidance of a program-selected mentor teacher. Emphasizes professional collaboration and positive guidance techniques. First of three student teaching experiences for the non-certificate option. Requires 165 hours in a pre-k through 3rd grade classroom. Taken concurrently with ECED 401.

EDUC 411 - Student Teaching I

Advances the field experience working in an educational setting with students who are culturally, linguistically, and ability diverse and their families under the guidance of a program-selected certificated teacher. Emphasizes instructional strategies and professional goal setting through reflective practice. Taken concurrently with EDUC 401 Reflective Practice I.

EDUC 414 Guidance Techniques (5 credits)

Provides a broad theoretical foundation of behavioral intervention strategies to support children with emotional, behavioral, and social challenges. Explores child guidance techniques in depth. Examines strategies to support the development of a positive, supportive, and respectful

classroom environment, including teaching social and interpersonal 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 429 Assessment (5 credits)

Covers the selection, administration, scoring, and interpreting 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 children birth to grade eight who are culturally, linguistically, and ability diverse and their families.

5th Quarter: 15 Credits Winter 2023

ECED 402 - Reflective Practice II/ Leadership (1 credit) **Track #2**

Provides content to support and enhance ECED 412 Student Teaching II. Topics include the various leadership styles, and the importance of emotional intelligence, resilience, optimism, and reflective practice in early care and education settings. Additional topics may be presented as needed. Taken concurrently with ECED 412.

EDUC 402 - Reflective Practice II (1 credit) **Track #1**

Provides content to support and enhance EDUC 412 Field Experience II. Topics include professional communication, assessing instructional strategies and differentiating instruction. Taken concurrently with EDUC 412 Student Teaching II.

EDUC 420 - Social Studies for Teachers (4 credits)

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, using inquiry, primary source documents, and integration of content within the elementary school curriculum. Covers the Since Time Immemorial curriculum.

ECED 439 - Issues and Trends in Early Childhood Education (5 credits) **Track #2**

Explores current issues and interests in the field of early childhood. Topics may include early childhood perspectives on contemporary issues and deeper investigation of topics covered in previous courses, such as adverse childhood experiences (ACE'S), health care, war and political instability, poverty, geographic displacement, access to education and additional current issues.

EDUC 439- Portfolio and Professional Assessment (5 credits) **Track #1**

Focuses on pedagogical assessment practices. Examines the pedagogical assessment requirements, use of technology, writing requirements, logistics, and scoring. Covers specific academic language used for submission of the pedagogical assessment tool and knowledge of on-going teacher evaluation adopted by Washington State. Candidates will be required to submit a pedagogical assessment.

6th Quarter: 15 Credits Spring 2023

ECED 403 - Reflective Practice III/ Advocacy

Provides content to support and enhance ECED 413 Student Teaching III. Topics include professionalism, ethical practice, understanding of current governmental and community support for children and families, and current issues that impact children and families. Students will develop an action plan to advocate in response to identified needs. Additional topics may be presented as needed. Taken concurrently with ECED 413.

EDUC 403 - Reflective Practice III (1 credit) **Track #1**

Provides content to support and enhance EDUC 413 Field Experience III. Topics include professionalism. Taken concurrently with EDUC 413 Student Teaching III.

ECED 413 - Student Teaching III (5 credits) Track #2

Culminates the student teaching experience with autonomous student teaching in an early care and education setting with children and their families who are culturally, linguistically, and ability diverse under the guidance of a program-selected teacher. Emphasizes professionalism, and issues and trends in early care and education. Third of three student teaching experience courses for the non-certificate option. Requires 165 hours in a pre-k through 3rd grade classroom. Taken concurrently with EDUC 403.

EDUC 413 - Student Teaching III (5 credits) Track #1

Culminates the field experience with autonomous student teaching in an educational setting with students who are culturally, linguistically, and ability diverse and their families under the guidance of a program-selected certificated teacher. Emphasizes planning, professional responsibility, leadership, and collaboration. Taken concurrently with EDUC 403 Reflective Practice III.

EDUC 410 Science Methods for Teachers (4 credits)

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 which support scientific inquiry and exploration. Discusses assessment, planning, designing, delivering, and evaluating inquiry-based instruction in the sciences.

EDUC 430 - Advanced Language & Literacy Methods (5 credits)

Refines teaching strategies for language acquisition and literacy skill development for children who are culturally, linguistically, and ability diverse 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. Restricted to BAS-TE admitted students.

BAS-TE Faculty and Staff

Executive Dean of Instruction/Nursing Program Director:

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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 Integrity

Academic honesty is expected in all courses. Any act of academic dishonesty is prohibited and subject to discipline. Please see the LCC Student Handbook, <https://lowercolumbia.edu/publications/student-handbook/academic-dishonesty.php>

Acts of academic dishonesty include (but are not limited to) cheating, falsification, plagiarism, and fabrication. Cheating includes any attempt to use, give, or obtain unauthorized assistance relating to the completion of an academic assignment. Plagiarism includes using as one's own, without proper attribution, the ideas, writings, or work of another person in completing an academic assignment. Fabrication includes falsifying data, information, or citations in completing an academic assignment and includes providing false or deceptive information to an instructor concerning the completion of an assignment. Per LCC policy, all instances of academic dishonesty will be reported to the Vice President of Student Success. No candidate shall be allowed to withdraw from a course or from the college to avoid the consequences of academic dishonesty. The instructor will notify the candidate of any suspected academic dishonesty, and then notify the dean and Vice President of Student Success of the incident, per the LCC Academic Dishonesty policy. Depending on the severity of the incident, the instructor-imposed consequences may include a significantly lowered or failing grade on the assignment or a failing grade in course. A failing grade in an education course will affect progression in the program, per the program policies.

Advising by Cohort

A cohort model of academic advising is used in the teacher education program. Candidates are assigned a BAS-TE faculty advisor based on the cohort to which they are enrolled. This is posted each quarter and is available in Canvas. Faculty advisors maintain a Canvas Advising course with current student rosters; candidates can access their advisor through this course by logging onto Canvas. Advisors are also available to meet with candidates 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 is disruptive to the learning environment and is not acceptable. This includes online course meetings on Zoom. Adjust work or other schedules to not interfere with class/clinical schedules. Make-up assignments and clinicals may not be available. If a class, or clinical assignment must be missed due to an unusual or extreme circumstance, the candidate must contact the instructor by phone **prior** to the start of class or clinical. If the instructor cannot be reached, contact the clinical practice site or LCC Teacher Education Program Office at 360-442-2624. For eLearning 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

APA Style was developed by the American Psychological Association to create a standardized format for scientific writing. It is used across the discipline of education for both 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 *Publication Manual of the American Psychological Association* 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 written consent of parents. Recording in the classroom must be pre-approved by the instructor and the mentor teacher. Candidates must follow school district policies regarding cell phone and electronic devices.

Civility

Civility is personal conduct that includes polite, reasonable, and respectful behavior towards others. This includes honoring one's personal 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, accountability for one's actions, showing respectful behavior toward others, and making other individuals feel valued. Incivility is rude, disruptive, or threatening behaviors that may result in distress for others. Discourteous behaviors that display disregard for others are considered uncivilized as well as unsafe. Any form of harassment, disrespect or threatening behavior will not be tolerated. Candidates are responsible for their conduct.

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%		

Clinical Practice Course Policies and Requirements

The purpose of these policies is to assure candidate compliance with requirements of clinical agencies while enrolled in clinical practice courses. Registering for a practicum or 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 is unable to meet the clinical practice requirements of ANY site used by the program, the candidate will not be able to enroll in the practicum or student teaching course and cannot progress in the program. An "alternate assignment" for failure to meet or comply with clinical practice site's requirements is not available. Candidates must

meet the essential abilities, as there is no “light duty” option for clinical practice.

Clinical Practice Teaching Model

A foundation of the program is field-based learning (practicum and student teaching placements). This provides significant application opportunities of 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.

Prerequisite of Clinical Practice Placement

- Professional/academic Resume
- Office of the Superintendent for Public Instruction (OSPI) or Department of Children Youth and Families (DCYF) Background Check
- Pre-residency clearance (cert route only)
- Completion of EDUC 300

Prior to student teaching, candidates must **attempt one** content knowledge assessment, NES. The candidate must provide proof of attempt to the certification officer no later than the end of summer term.

The PESB requires the successful completion of a content knowledge exam prior to being certified to teach in a subject area. These assessments test the endorsement competencies adopted by the PESB. LCC offers two endorsements, early childhood education (NES test 101) and elementary education NES tests 102 & 103-both are required). Candidates can select which or both NES test they take. Candidates are encouraged to seek additional remediation prior to taking their certification exams if evidence (historically poor performance on standardized or computer-based tests, for example) suggests a need. All candidates must list LCC as a test result recipient when taking certification tests and any tests related to education preparation.

The subject or content area knowledge in **one endorsement area** for teacher candidates must be passed **no later than the end** of quarter 5 (quarter 7 for part time cohorts).

Before practicum or student teaching placement, candidates will be asked to name the schools where their children and/or relatives attend and where their parents, near relatives, and/or friends are employed or hold office. Arranging for housing near and transportation to the student teaching site is the candidate's responsibility and should be arranged well in advance.

Student Teaching Hours

All Washington educator preparation programs operating field experiences in Washington State are required to 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 198 hours of practicum and 495 hours of student teaching.

Clinical Placement and Schedule

Candidates will follow the public school's calendar, *not the College's once* full-time student teaching placement begins. Placements are determined by the field supervisor 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.

Please note, 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 intentionally chose to offer 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 grades. Each course will prepare graduates to work with children and families who are culturally, linguistically, and ability diverse. Philosophically, this provides graduates with a holistic view of children and ensures that they have the knowledge, skills, and dispositions to work in programs serving children representing the diverse population of Cowlitz and Wahkiakum counties.

The clinical practice placement partnership consists of 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.

Clinical Practice Access and Authorization

LCC picture ID is required when at the clinical practice institution. After you have received authorization from LCC to attend practicum/student teaching, the clinical practice institution will generate an ID badge if required by the institution.

To attend practicum/student teaching, the candidate must register with OSPI and complete the pre-residency clearance. Additionally, candidates must create an account with e-Cert (specific information will be given to candidates to complete this) and meet all the clinical agency requirements.

Costs of all clinical requirements are the student's responsibility. Background checks must be renewed every two years. Candidates must respond to emails from OSPI and DCYF as these are related to clinical practice placement requirements. Clinical practice requirements include:

- Criminal History Disclosure form
- Background clearance
- Fingerprinting
- MERIT registry **track #2** OSPI e-cert account **track #1**
- Immunizations as follows:
 - MMR: proof of two doses, or titers showing immunity to Rubeola, mumps, and Rubella
 - Negative for **TB**
 - Covid-19 vaccine

Fingerprinting

Washington State law requires fingerprint records and a clear background check for all candidates by the first day of clinical practice. The background record check consists of a check through the Washington State Patrol (WSP) and Federal Bureau of Investigations (FBI). For details, visit the ESD 112 website.

Candidates who do not comply with the clinical agency requirements will not be allowed clinical practice sites and may be required to withdraw from a course if documentation is not current. It is the Candidate's responsibility to keep documentation up to date.

Partner Agreements with School Districts

Clinical placement is arranged by LCC's field site manager, Ashley Cahill. The field site manager will work with the local districts who have partnership agreements with LCC to place candidates. A clinical practice placement packet is sent out to districts with the request for a mentor. Candidates must submit a professional resume to include with the placement packet. Each candidate will have the opportunity to complete practicums in an ECE and middle level placement. Candidates do not choose their placement, however, if a candidate has a relative that works for a local district, they cannot complete their student teaching in the same school. LCC has Memorandums of Agreement (MOAs) with the following school districts; Castle Rock, Battle Ground, Kalama, Kelso, Longview, 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 public school. As a mentor, the site supervisor oversees candidates' progress and provides guidance as candidates reflect on their own practice and develops plans for moving forward in a systematic and developmental way. The site supervisor facilitates on-going communication and feedback regarding the candidate's effectiveness in the clinical practice setting. As a liaison, the site supervisor works to promote 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 and notify them of needed documents and forms and gather feedback of candidate's growth.

Role of the Mentor teacher: The mentor teacher is an outstanding educator who is 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 successfully begin a teaching career. The following are suggested activities:

1. Welcome the candidate as a fellow professional and a part of 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 regular routine for consultation, collaboration, and team planning.
6. Try not to let a day go by without some acknowledgment of the efforts of the candidate. 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. It is crucial that the candidate be the lead teacher and to be aware of how they are performing in that role. Assist the candidate in reflecting on their teaching and analyze strengths and areas in which to improve.
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 other classrooms and teaching styles is important 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 more in-depth the concepts of teaching and learning.

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 will:

- 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 him/her.
- 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 helps the candidate better understand his/her role in the school.
- Conduct at least one observation and 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 mentor teacher. Candidates are responsible for notifying their mentor teacher and other designated school personnel if they are going to be absent, and for giving the mentor teacher appropriate 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 in writing specific learning objectives and goals 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 practicum or student teaching objectives at a satisfactory level (see course syllabus).
8. Uses assignments for application of teaching theory and development of lesson plans required for education theory courses.

Gradual Release of Responsibility for Clinical Practice Placements

Practicum I WINTER (EDUC 301)

Co-teaching and Co-planning. The candidate will begin to lead whole group and small group lessons during the time they are in the classroom. They are required to complete and implement two lesson plans. By the end of the quarter, they should lead the whole class for the duration of at least 1 hour.

Practicum II SPRING (EDUC 302)

Co-teaching/co-planning. The candidate will lead whole group lessons with less help from the mentor. They will be required to plan and implement 2 lesson plans and begin to lead the class weekly for various types of instruction and activities. Candidates will take on more responsibilities as the mentor and candidate feel ready. Candidates will begin to manage transitions, take on assessment responsibilities, take meal counts and attendance and practice classroom management strategies.

Student Teaching, I FALL (EDUC 411)

Gradual Release of Responsibility:

For the first 2-3 weeks (September into the first week of October) a co-teaching model is recommended 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. By the fifth week of the quarter (the beginning of October), 50% autonomous teaching experiences are expected. Candidates should 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. This is to prepare the candidate to take on full autonomous teaching beginning winter quarter and for the remainder of the year (Jan-June).

Student Teaching II WINTER (EDUC 412)

Gradual Release of Responsibility:

- Weeks 1-3: The candidate is assuming the lead role for approximately 50% of the planning and instruction and sharing assessment responsibilities.
- Weeks 4-6: This marks the middle of the student teaching term, and the candidate should take the lead role in planning and teaching lessons under the guidance of the mentor teacher. The mentor teacher may play a support role. The student teacher should be solo or autonomous teaching 75% of the time they are in their student teaching placement
- Weeks 7-10: By week 7, the candidate is assuming 90-100% of the lead in planning, instruction, and assessment and assuming almost all the related teaching responsibilities.

Student Teaching III SPRING (EDUC 413)

Autonomous Teaching:

LCC recommends 10 weeks of autonomous teaching during student teaching. The timing, length and structure of the autonomous period is negotiated as a triad (mentor, site supervisor and candidate) and determined around midterm of quarter 5.

Autonomous-Teaching Experience:

- The candidate will be responsible for the entire class during the autonomous teaching phase, they will work as the sole teacher in the classroom for the entire time they are present. The mentor teacher is not usually an active participant.
- When the mentor teacher feels comfortable leaving the candidate in charge of the class, the autonomous teaching experience will begin.
- The goal of the autonomous teaching period is for the candidate to demonstrate readiness to lead a classroom.
- After the autonomous teaching period, the mentor teacher will take over responsibility for the class or classes. The role of the candidate will revert to that of a partner in the classroom.
- The candidate may use this time to observe other classrooms.

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 are required to adhere to the school district policies related to permissions from the parents/guardians for photographs, videotapes, audiotapes. Verification of approved permission is to be filed in the candidates file during the duration of the program and for an additional seven years after successful program completion.

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.

Clinical Practice Expectations and Evaluation

The practicum/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.

Confidentiality

Candidates will have access to student academic records (including potentially one's family records), therefore 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.

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 instances of severe violations of safety, professionalism, or program policies.

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 education 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 building staff. In developing this trust and rapport, appropriate dress and professional demeanor in the school buildings is 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. Hair color outside of the range of naturally occurring, 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 or perfume. 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, patients, 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.

Candidate Dispositions

The program endeavors to prepare candidates who 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, belief that every student deserves a high-quality education, 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.

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 with respect. 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.

Effective 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 wide 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, as well as written assignments, must demonstrate a strong commitment to the achievement of all learners and a desire to collaborate with administrators and colleagues.

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 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 Washington State Teacher Performance Assessment (edTPA).

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

Candidate Assessment Requirements

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.*

Clinical Practice Preservice Teacher: Knowledge and Skills

The Teacher Education specific course, clinical practice placement objectives are implemented and assess the demonstration of competencies. The program's intention is to be direct and specific to 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 and practicum. 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 the integration of subject matter across the content areas of reading, mathematical, scientific, and aesthetic reasoning.
3. Using standards-based assessment that is systematically analyzed using multiple formative, summative, and self-assessment strategies to monitor and improve instruction.
4. Implementing classroom/school-centered instruction, including sheltered instruction that is connected to communities within the classroom and the school, and includes knowledge and skills for working with others.
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 curricula that are standards-driven so students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology.
8. Preparing students to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.
9. Planning and/or adapting learner centered curricula that engage students in a variety of 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.

Professional Development

1. Developing reflective, collaborative, professional growth-centered practices through regularly evaluating the effects of his/her teaching through feedback and reflection.
2. Approved preparation programs for teachers shall require candidates for a residency certificate to demonstrate knowledge of teacher evaluation research and Washington's evaluation requirements. At a minimum, teacher preparation programs must address the following knowledge and skills related to evaluations:
 - A. Examination of Washington's evaluation requirements, criteria, four-tiered performance rating system, and the preferred instructional frameworks used to describe the evaluation criteria;
 - B. Self-assessment, goal setting, and reflective practices;
 - C. Evidence gathering over time;
 - D. Use of student growth data and multiple measures of performance;
 - E. Evaluation conferencing; and
 - F. Use of an online tool to review observation notes and submit materials to be included in evaluation.

Teaching as a Profession

1. Participating collaboratively and professionally in school activities and using appropriate and respectful verbal and written communication.
2. Demonstrating knowledge of professional, legal, and ethical responsibilities and policies.

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 of [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.

The BAS-TE program uses assistive technology Portfolium and Canvas to collect, manage and analyze assessment data.

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 the program or to continue in the program, the candidates must be able to perform all essential functional abilities either 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 he or she has 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, he or she will be asked to provide documentation of the disability for the purpose of determining appropriate accommodations. Documentation requirements will be explained to the candidate at the appointment and can be 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 nature or requirements of the program or to provide auxiliary aids that present an undue burden to LCC. If a candidate is denied his/her 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 the Entry center or call 360-442-2340.

Essential Functional Abilities for Teacher Candidates

The Federal American with Disabilities Act (ADA) bans discrimination of 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.

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

Communication Skills

- Effectively communicate with colleagues, parents, and students
- Listen attentively to others
- Collaborate with others (children, families, colleagues)

Interpersonal Skills

- Establish rapport with individuals, children, families, peers
- Respect/value differences in others
- Demonstrate problem solving and conflict resolution skills

Analytical Thinking

- Process information from multiple sources
- Evaluate outcomes
- Interpret oral and written instructions (lesson plans, etc.)

Critical Thinking

- Implement activities for others
- Sequence information
- Make decisions independently
- Adapt decisions based on new information

Gross Motor Skills

- Have mobility to move with ease and speed if necessary
- Bend/twist/stoop/kneel/climb stairs

Fine Motor Skills

- Pick up objects with hands
- Maintain balance in multiple positions

- Cut effectively using scissors

Physical Endurance

- Ability to sit or stand for long periods of time (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)

Hearing

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

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)

Environment

- Tolerate exposure to allergens (latex gloves, chemicals)
- Tolerate exposure to dyes and cleaning agents
- Tolerate noisy environment (children playing)

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 task
- Multitask as needed

Academic Abilities

- Reading
 - Read and comprehend college level test
 - Demonstrate fluency (read to children)
- Writing
 - Effectively use the steps of the writing process
 - Must have legible handwriting (neat printing)
- Math
 - Add, subtract, multiply, 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 not a “light duty” option. Accommodations must be approved through the Disability Support Services, located in the Admissions Building room 143, 360- 442-2340.

If a candidate is in the last trimester of pregnancy or has recently given birth (within six weeks), a release from the health care 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.

Incident Reporting

All incidents resulting in candidate, staff, or student harm are to 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 not available, please report the incident to the teacher education program manager within 24 hours. Safety issues are forwarded to the LCC Safety Committee. All incidents will be reviewed by the Teacher Education Program with the intent of determining the cause and contributing factors, preventing future occurrences, facilitating candidate learning, and promoting program improvement. Please see the **Incident Report Form** in the last section of the handbook.

Liability Insurance

All candidates pay the required liability insurance, upon initial enrollment into the program and again in the second year of the program, by course fees.

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.

Professionalism

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, patients, 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.

Courtesy and Language

Courtesy and appropriate language is 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.

Re-Entry Policies for Teacher Education Program

Re-entry to the Teacher Education Program is not guaranteed and, if granted, is on a space-available basis. **A candidate may be accepted for re-entry into the program only once.** The request for re-entry will be reviewed by the teacher education faculty at a scheduled teacher education program meeting and the candidate will be informed of the results by the teacher education program manager. Faculty approve or deny the request based on discussion and documentation of the candidate’s performance and the candidate’s written statement. The written statement is to include the following, per the

Re-entry Request Form:

- Reason for withdrawal or failure and the candidate’s accountability in this.
- Candidate’s academic success in previous education and support courses.
- Candidate’s written statement to demonstrate that he/she has the potential ability to benefit from re-entrance and has identified specific strategies for success.

If the candidate has been approved for re-entry and is not able to re-enter within one calendar year, a re-entry request must be re-submitted and reconsidered by the teacher education faculty. Based on the circumstances of the case, the candidate may be required to restart the program to ensure the candidate has the current curricular content, knowledge, and skills.

Student Teaching courses must be taken concurrently. A candidate who is readmitted to the teacher education program is required to audit or retake for a grade the required concurrent teacher education course even if this course has been previously completed successfully. If a candidate chooses to retake a required teacher education course for a grade rather than for an audit, to progress in the program the candidate must achieve a minimum of “C”, despite having previously earned a passing grade in the course. For example: if a candidate is readmitted to EDUC 312 (clinical), this candidate will also enroll for EDUC 302 (theory) as an “audit” or a grade, as concurrent enrollment is required. If retaking the course for a grade, a “C” minimum must be earned 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.

A candidate who **withdraws after the 10th day** or **earns below a “C”** in a teacher education course and wishes to re-enter must submit this in writing per the **Re-entry Request form**. **Re-entry requests will not be considered before final exam week if the candidate is currently enrolled in an education course.**

Re-entry requests must be submitted within one calendar year of last attendance in the education program. If more than one year has elapsed, the candidate is not eligible for re-entry and is encouraged to meet with the Teacher Education Program manager to discuss options, including re-applying to the teacher education program. If more than one year since the last successful teacher education course has elapsed, despite when the re-entry request was submitted, the candidate may be required to repeat prior courses or re-start the program, depending on the circumstances, to ensure current knowledge and skills.

A candidate who successfully completes a teacher education course who decides not to progress to the next course, may, after consultation with the teacher education program director, re-enter on a **space available basis** with priority over academic re-entries, for up to one calendar year from the last education course completed. If the candidate does not re-enter within one calendar year, a re-entry request must be submitted for faculty review. Based on the circumstances of the case, the candidate may be required to restart the program to ensure current education knowledge and skills. The program re-entrance after a voluntary delay of progression (candidate is academically in good standing in the program) will not count toward the “one re-entry per program” policy.

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 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 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.

Student Success Plan

The purpose of the Student Success Plan is 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 with the intent of providing clear expectations, documenting the area of concern, and identifying strategies for success. Depending on the severity of the behavior, immediate dismissal from class or clinical may result whether a success plan has been initiated. For example, behaviors that jeopardize safety or cause harm to self or others may require immediate dismissal from the setting.

Candidate Information and Rights and Responsibilities

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. Example: a teacher education program course may have multiple sections but be combined on campus or Canvas.

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 Teacher Education Manager or the Teacher Education/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 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

To protect privacy, electronic communications will be through candidates designated LCC email address or Canvas (not a personal email address). It is requested that email to faculty/staff be sent from a designated LCC email address or Canvas. If an email is sent from a personal address, it may be unanswered. Please see Administrative Policy 490 at <http://lcc.ctc.edu/info/webresources2/internal/Policy/ADMINISTRATIVE%20POLICIES%20Section%20400.pdf> which designates student email as official communication.

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 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 will be sent an invitation by email to join the Canvas Teacher Education Community group. This invitation may be accepted or declined without consequence. If the invitation is accepted, the person will be added to the roster of this Canvas group. The roster is accessible by all members. Membership in this group is discontinued upon leaving the program. A candidate may opt-out of this group 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, passing score on the NES and senior standing.

Student Conduct

Please refer to the LCC Student Handbook Code of Student Conduct <https://lowercolumbia.edu/publications/student-handbook/code-of-student-conduct.php>. Additionally, please see the clinical practice course requirements in this handbook regarding expectations for candidate conduct 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.

Teacher Education Assessment System

Portfolium

Portfolium is used to collect and manage student and course-level assessments and field experiences for the purpose of accreditation and assessment planning, learning outcomes measurement, and ePortfolios and student assessment. The overall purpose of Via is to provide data to LCC for continuous improvement, and to candidates for their own use in building an ePortfolio (a.k.a. "Showcase").

Canvas by Instructure

Canvas is LCC's official Learning Management System (LMS). Candidates will be required to use Canvas Dashboard to access BAS-TE course information and the following course elements:

- Course announcements and notifications
- Syllabus and course schedule
- Course calendar and due dates
- Assignments and quizzes (all assignments and quizzes include stated due dates and instructions for submitting BAS-TE coursework)
- Weekly discussion boards (if required by faculty)
- Groups for collaboration for projects and shared files (if required by faculty)

Canvas how-to documents are available through the e-Learning Department at LCC. To access resources to learn more about using Canvas or to search for answers to your questions, see the Canvas [Getting Started Guide for Students](#).

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 ascribe to the practice of a coherent, comprehensive, and consistent scope and sequence that result 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.

Program Evaluation

The program adheres to the standards for teacher preparation established and monitored by the PESB. Responding to the PESB also includes annual submission of data tables which track candidates, jobs, mentor teachers, faculty, school placements, etc. The PESB 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

Professional Growth Plan Requirement

The PESB requires the development of an initial, or draft, professional growth plan 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](#).

For information on Student Rights and Responsibilities, please see the LCC Student Handbook ([link to LCC Student Handbook](#)).

Program Completion Requirements

Candidate Program Completion Requirements

