

# BACHELOR OF APPLIED SCIENCE- TEACHING (BAS-T)

*PROGRAM PROPOSAL*

*NOVEMBER 2015*

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**PIERCE  
COLLEGE** 

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*possibilities.* **realized.**

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COVER SHEET  
NEW DEGREE PROGRAM PROPOSAL

Program Information

Institution

Name: Pierce College

Degree Name: Bachelor of Applied Science in Education 13.1210(ECE)  
CIP Code: 13.1015(ECSE)

Name(s) of existing technical associate degree(s) that will serve as the foundation for this program:

Degree:	CIP Code:	Year Began:
<u>AAS in ECE</u>	<u>13.1210</u>	<u>1969</u>
<u>AAS-T in ECE</u>	<u>13.1210</u>	<u>2014</u>

Proposed Start Implementation Date ( i.e. Fall 2014): Winter 2017

**Proposal Criteria:** *Please respond to all eight (8) areas listed in proposal criteria FORM D.*

*Page Limit: 30 pages*

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## FORM D

### Introduction

Pierce College proposes to develop a Bachelor of Applied Science in Teaching (BAS-T) with preparation for teacher certification and endorsements in early childhood education (ECE) and early childhood special education (ECSE). The importance of quality early childhood education continues to be in the national spotlight. The proposed degree gives Pierce College and other Pierce County graduates with AAS degrees in early childhood education a seamless pathway to a baccalaureate degree in their community with the potential for teacher certification. It also provides an option for those with ATA degrees in early childhood education to obtain a BAS-T with a few additional general education requirements. The first full-time cohort would enroll in Winter 2017 with a part-time cohort to follow in Summer 2017.

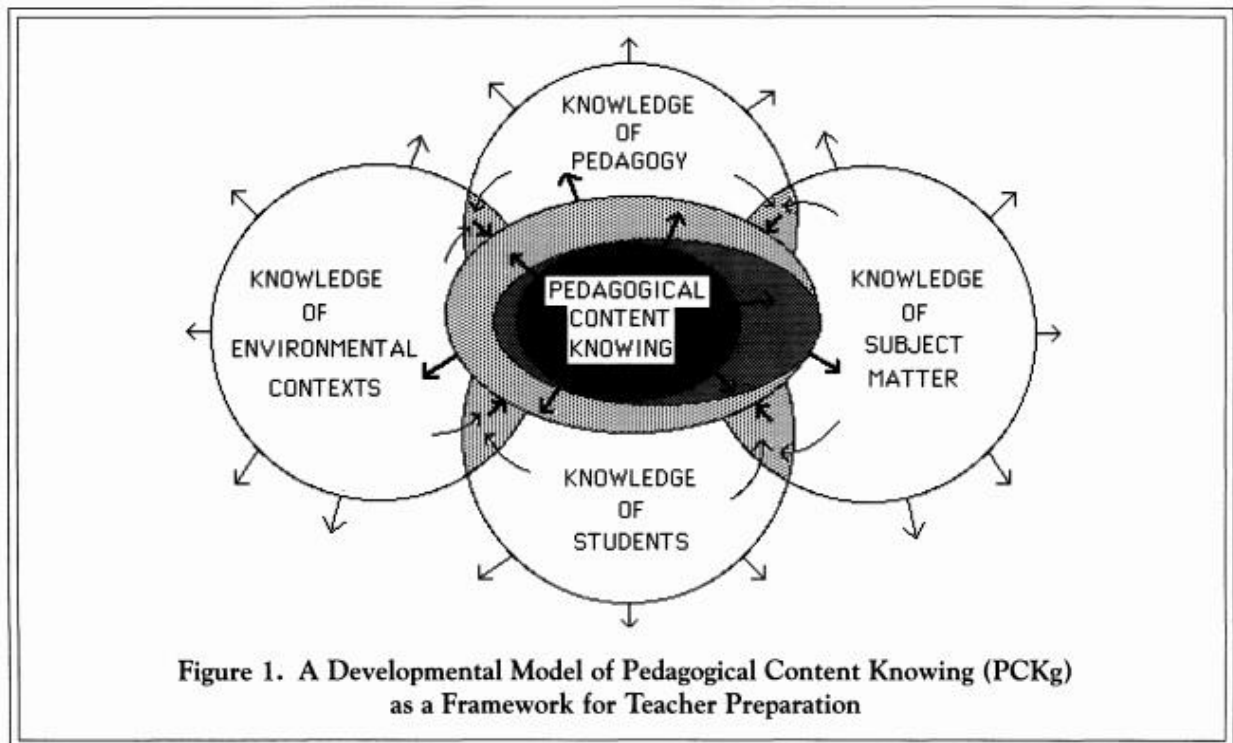
The Statement of Need submitted to the State Board for Community and Technical Colleges (SBCTC) originally titles this degree as a Bachelor of Applied Science in Teacher Education (BAS-TE) consistent with the proposals put forward by Centralia College and Grays Harbor College. Pierce College was approved by the Professional Educators Standards Board (PESB) as an approved teacher certification program in the state on January 21. The Professional Educators Advisory Board (PEAB) for the BAS-T at Pierce College met for the first time in October. They recommended dropping “teacher” from the degree title because it has the potential to confuse students since this degree is not preparing graduates to teach teachers, the normal interpretation of the phrase teacher education. Both BAS-Education and BAS-Teaching were considered. The PEAB preferred BAS-E. They noted that teacher preparation programs most often award degrees in education so the program title of BAS-T brings this new program into alignment with the field in general. Their final thought on the matter was how appropriate it was to capitalize on the acronym, BAS-T, since early childhood education is the base or foundation for a child’s later success in school and life. The Council of Presidents had concerns that an education titled degree was too similar to their programs. Thus, Pierce College decided to name the degree a Bachelor of Applied Science in Teaching (BAS-T).

Pierce College intentionally chose to create a blended program that combines outcomes for early childhood general education and early childhood special education to ensure that graduates are prepared to work with each and every child from birth to third grade. Each course will prepare graduates to work with children and families who are culturally, linguistically, and ability diverse. The courses were all given a general ECED prefix to allow for the blending of

outcomes to support both the ECE and ECSE endorsement competencies required for teacher certification. 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 Pierce County.

The proposed BAS-T degree will prepare graduates to work across the spectrum of early childhood education from birth through third grade in a variety of special education and general education programs such as early intervention, Head Start, the Early Childhood Education and Assistance Program (ECEAP), and primary schools. The proposed program is desperately needed to enhance the education achievement of children in our community. The Office for the Superintendent of Public Instruction is projecting a gap of almost 8000 K-3 teachers between the current production and anticipated demand in the next three years. Head Start and ECEAP are expanding so that by 2018, no age and income eligible child is turned away. Additionally, the National Association for the Education of Young Children (NAEYC) has increased requirements for bachelor degree prepared lead teachers in child care programs seeking accreditation.

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



School districts are excited to partner with Pierce College. They see this program as a way to grow their own teachers from within the local community which will create a more diverse workforce and decrease teacher turnover. So far, Clover Park School District, Sumner School District, and Puyallup School District have provided letters of support for this program. Additionally, it will provide teachers endorsed in local shortage areas. The collaboration between the college and school district during the residency ensures that graduates are prepared to work in the district post-graduation. There is a clear pathway from high school careers in education programs to the early childhood AAS which provides the opportunity for high school students to earn dual credit. Then, AAS graduates can enter the BAS program right after completing their associate degree or after taking a break from school to spend some time in the workforce as a paraeducator or in entry level early learning jobs. The BAS program will provide a pathway for paraeducators working in early childhood special education settings and general education settings in school districts and in the community to obtain a bachelor's degree with teacher certification. Graduates of the program will be able to move the P-3 alignment agenda further along because they will be qualified for jobs at all levels of the P-3 workforce and could even loop within a district, teaching ECEAP one year and kindergarten the next. They will also be able to help with the movement towards inclusion of children who are ability diverse in general education settings since they will be prepared to work on both sides of the partnership required for successful inclusion as either the general education teacher or the special education teacher.

### Baccalaureate Level Rigor

The proposed degree requires a breadth of classes in communications, natural sciences, humanities, and social sciences to ensure graduates are prepared to teach across all disciplines. It also requires depth in the 300 and 400 level courses that build off the foundation of the professional-technical associate degrees earned prior to entry into the BAS-T program. The courses at the junior and senior level will require a higher level of reflection and the demonstration of more advanced skills than what is required at the freshman and sophomore level.

During the spring of 2015, a gap analysis was completed in conjunction with interested early childhood education faculty across the state. The common courses which make up the first year of the AAS-T were cross-walked with the endorsement competencies required by PESB for both ECE and ECSE. The ECSE endorsement requires students to demonstrate 96 competencies

broken into six broad areas. The ECE endorsement has 243 required competencies within nine categories. Next, Pierce College ECE faculty added the second year AAS-T courses to the cross-walk. Finally, the remaining competencies were grouped into the proposed courses for the BAS-T.

### Program Learning Outcomes

The proposed learning outcomes were vetted by Pierce's Professional Educator Advisory Board and by early childhood education faculty from across the state. The outcomes were based on standards from several organizations: the Interstate Teacher Assessment and Support Consortium (**InTASC**) Model Core Teaching Standards, the Washington Teacher Standards-based Benchmarks from the Professional Educator Standards Board (PESB), the National Association for the Education of Young Children (NAEYC) Professional Preparation Standards, and the Council for Exceptional Children (CEC)-Division of Early Childhood (DEC) Initial Preparation Standards. As the course outcomes are being developed additional cross-walks will be completed with the NAEYC and CEC-DEC standards to ensure that the skills and knowledge recommended by these professional organizations are being developed at the course level as well as reflected in the broader program outcomes.

### Program Outcomes

It is assumed all outcomes consider children and families who are culturally, linguistically, and ability diverse, and that children refers to those who are birth through third grade.

#### 1. Inclusive Practices

The candidate creates a welcoming, supportive, challenging environment for each and every child and his/her family and advocates for services and supports to be received in the least restrictive environment or within natural leaning environments.

#### 2. Culturally Responsive Practices

The candidate examines their own cultural values, beliefs, and biases; articulates and applies an understanding of how people differ in their perspectives and approaches; and creates learning opportunities that are culturally responsive for children and their families.

#### 3. Pedagogical Skills

The candidate incorporates a variety of evidence-based instructional strategies that are individually, culturally, and developmentally appropriate into his/her teaching practices, within and across disciplines.

#### 4. Child Development

The candidate applies child development theory, including an awareness of typical and atypical development, to plan and implement lessons that support each and every child's growth across all developmental domains.



**5. Relationships & Collaboration**

The candidate articulates the importance of relationships with children, families, colleagues, and community agencies and is able to create and maintain those relationships to support children’s learning and development.

**6. Assessment & Planning**

The candidate utilizes a variety of assessment, diagnosis, and evaluation practices in collaboration with colleagues and families to guide the learning and holistic development of each and every child.

**7. Data-Based Decision Making**

The candidate analyzes data from a variety of sources to inform decisions about instruction, services, programs, interventions, and practices.

**8. Content Knowledge**

The candidate recognizes and applies the central concepts of the arts, English language arts, health and fitness, mathematics, science, and social studies, and can identify resources to support personal and children’s growth across disciplines.

**9. Professionalism**

The candidate demonstrates professionalism by accessing professional organizations and publications and ensuring that practices are consistent with the NAEYC and CDC/DEC Code of Ethics and applicable laws, policies, and regulations.

**10. Reflective Teaching**

The candidate, in collaboration with colleagues, regularly analyzes, evaluates, and synthesizes his/her teaching practice to make appropriate changes that more fully serve each and every infant and/or young child and their family.

**11. Guidance Strategies**

The candidate analyzes children’s behavior and effectively chooses strategies to maximize each child’s success in the learning community.

**12. Organization & Compliance**

The candidate develops, implements, and monitors Individual Educational Programs (IEPs) and Individual Family Service Plans (IFSPs) 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 children who are ability diverse.

In addition to these program specific outcomes, all degrees at Pierce College support skill development across five Core Abilities and five Fundamental Areas of Knowledge. These two sets of general education learning outcomes ensure that students are holistically prepared and support the breadth of a liberal arts degree.

The Core Abilities are

**Critical, Creative, and Reflective Thinking:**

Graduates will evaluate, analyze, and synthesize information and ideas in order to construct informed, meaningful, and justifiable conclusions.

**Responsibility:**

Graduates will be able to critically examine the relationship between self, community, and/or environments, and to evaluate and articulate potential impacts and consequences of choices, actions, and contributions for the creation of sustainable systems.

**Information Competency:**

Graduates will be able to seek, find, evaluate and use information and employ information technology to engage in lifelong learning.

**Effective Communication:**

Graduates will be able to exchange messages in a variety of contexts using multiple methods.

**Multiculturalism:**

Graduates will demonstrate knowledge of diverse ideas, cultures, and experiences, and develop the ability to examine their own attitudes and assumptions in order to understand and work with others who differ from themselves.

The Fundamental Areas of Knowledge are

**Communication**

Graduates identify, analyze, and evaluate rhetorical strategies in one's own and other's writing in order to communicate effectively.

**Humanities**

Graduates acquire skills to critically interpret, analyze and evaluate forms of human expression, and create and perform as an expression of the human experience.

**Social Sciences**

Graduates use social science research methods and/or theory in order to analyze and interpret social phenomena.

**Natural Sciences**

Graduates use the scientific method to analyze natural phenomena and acquire skills to evaluate authenticity of data/information relative to the natural world.

**Quantitative & Symbolic Reasoning**

Graduates utilize mathematical, symbolic, logical, graphical, geometric, or statistical analysis for the interpretation and solution of problems in the natural world and human society.

## Program Evaluation Criteria and Process

In the state of Washington, all programs that prepare students for teacher certification must be approved by the Professional Educators Standards Board (PESB) using a five year review cycle. Each program must have a Professional Educator Advisory Board (PEAB) in place. The Pierce College PEAB currently consists of two school district early learning program administrators, one speech-language pathologist, two elementary school principals, six public school teachers, one private school teacher, one educational consultant, and three college representatives. The purpose of the PEAB is to help assess the program using the standards from PESB and make recommendations for improvement. The PEAB must meet at least three times per year and each recommendation must be addressed in writing by the program. Additionally,

approved programs are required to share their data on each of the five standards and seek input from various stakeholders for program improvement. An on-site review will be conducted by PESB every five years which will evaluate the program’s annual self-studies and confirm that each program approval standard is being met. There are currently five program approval standards:

- Standard 1-Professional Education Advisory Board (PEAB)
- Standard 2-Accountability and Program Improvement
- Standard 3-Program Resources and Governance
- Standard 4-Program Design
- Standard 5-Knowledge and Skills (Residency Teacher)

Furthermore, as a regionally accredited institution, Pierce College also ensures that each program conducts a self-study as part of its review process through the Northwest Commission of Colleges and Universities (NWCCU).

### Program Design

The program consists of three elements: foundational course preparation in the first and second years, specialized and in-depth coursework in the third and fourth years, and a supervised residency as a capstone experience. All students admitted to the BAS-T program must have earned an AAS-T in ECE or an equivalent degree from an approved professional technical program such as para-education. Students who have earned the AAS-T degree at Pierce College will have completed the following courses comprising 96 credits in their first and second years:

#### *Year One and Year Two Courses*

<b>Requirements</b>	<b>AAS-T</b>	<b>Credits</b>
<b>Communications</b>	<b>ENGL&amp; 101 Comp I</b>	<b>5</b>
<b>Quantitative</b>	<b>MATH&amp; 131 Math for Elem Teachers</b>	<b>5</b>
<b>Humanities</b>	<b>CMST&amp; 220 Public Speaking</b>	<b>5</b>
	<b>ART 215 Art for Teachers</b>	<b>5</b>
	<b>MUS 205 Music for Teachers</b>	<b>5</b>
<b>Natural Sciences</b>	<b>Lab</b>	<b>5</b>
<b>Social Sciences</b>	<b>ECED&amp; 105 Intro to ECE</b>	<b>5</b>
	<b>EDUC&amp; 115 Child Development</b>	<b>5</b>
	<b>Multicultural elective</b>	<b>5</b>
ECED/EDUC	ECED& 107 Health/Safety/Nutrition	5
	EDUC& 130 Guiding Behavior	3
	EDUC& 150 Child/Family/Community	3
	ECED& 160 Curriculum Development	5
	ECED& 170 Environments	3
	ECED& 180 Language/Literacy Methods	3
	ECED 225 Math/Science for Children	5
	ECED 200 Intro to ECSE	5
Field experience	ECED& 120 Focus on Relationships	2

	ECED& 190 Observation/Assessment	3
	ECED 223 Focus on Special Ed	2
	ECED 270/275 Student Teaching	8
Other	COLLG 110 College Success	3
<b>Total Years 1/2</b>		<b>96</b>
<b>Total General Education (in bold above) Credits Years 1/2</b>		<b>45</b>

Students with AAS or ATA degrees in ECE or approved related field who wish to enter must have completed college level math and college level English. These students must have a total of 60 general education credits by the time they graduate with a BAS-T which may mean some additional general education courses must be taken prior to or while enrolled in the BAS-T program. A total of 90 credits are required to fulfill the specialized learning required in year three and year four of the program:

*Year Three and Year Four Courses*

<b>Requirements</b>	<b>BAS-T</b>	<b>Credits</b>
<b>Communications</b>	<b>ENGL&amp; 102 Comp II (APA)</b>	<b>5</b>
<b>Quantitative</b>		<b>0</b>
<b>Humanities</b>		<b>0</b>
<b>Natural Sciences</b>	<b>NSCI 300 Inquiry Based Science for Teachers (lab)</b>	<b>5</b>
<b>Social Sciences</b>	<b>INTS 300 Social Studies for Teachers</b>	<b>5</b>
	<b>ECED&amp; 355 Social/Political context/ABE</b>	<b>3</b>
	<b>ECED 335 Law &amp; Ethics</b>	<b>3</b>
ECED	ECED 307 Health & Fitness	2
	ECED 325 Advanced Math Methods	3
	ECED 340 Assessment & Evaluation	5
	ECED 365 Observation, Documentation, & Monitoring	3
	ECED 370 Adaptations, Modifications, & Planning	5
	ECED 385 Advanced Language & Literacy Methods	3
	ECED 395 Collaboration & Supervision	3
Field experience	ECED 479 Fall Residency (Guidance/Relationships)	15
	ECED 489 Winter Residency (Pedagogy)	15
	ECED 499 Spring Residency (Data/Improvement)	15
Other		0
<b>Total Years 3/4</b>		<b>90</b>
<b>Total General Education (in bold above) Credits Years 3/4</b>		<b>21</b>
<b>Total Credits for Years 1/2/3/4</b>		<b>186</b>
<b>Total General Education Credits Years 1/2/3/4</b>		<b>66</b>

*Course Overviews:*

The course description are provided in the body of this document. Appendix J contains the course outcomes.

**ENGL& 102 Composition II: Argumentation and Research (5 credits)**

Writing and analyzing argumentation essays that logically support and develop a claim (thesis) writing a research paper using the APA style of documentation researching data using the latest research tools available, including electronic data bases and the Internet becoming information competent.

**NSCI 300 Inquiry Based Science for Teachers (5 credits)**

An overview of the main concepts in natural science for early childhood teachers including topics in earth science, life science, and physical science. Lab included.

**INTS 300 Social Studies for Teachers (5 credits)**

An overview of the main concepts in social studies for early childhood teachers including topic in history, civics, geography, economics, and global issues.

**ECED& 355 Anti-bias Education/Social & Political Context of Early Childhood Education (3 credits)**

Students will deconstruct their own biases and reflect on biases present in the communities of practice and the system in which our children live. Students will apply the principles of anti-bias education to their instruction, and receive peer and instructor coaching to improve their responsiveness to cultural, linguistic and ability diversity. Students will discuss how embedded bias can impact identity development. **\*Common Course with Seattle BAS in ECE program**

**ECED 335 Law & Ethics (3 credits)**

An overview of current laws concerning special education in particular, and education in general. Professional ethics and advocacy will also be addressed as it relates to early learning programs and working with children birth to third grade who are culturally, linguistically, and ability diverse and their families.

**ECED 307 Health & Fitness (2 credits)**

Plan for comprehensive health and fitness education in early learning programs serving children birth to third grade who are culturally, linguistically, and ability diverse and their families, including the dimension of wellness such as physical, emotional, and social well-being.

**ECED 325 Advanced Math Methods (3 credits)**

Develop a deep understanding of development of spatial and mathematical learning across all strands: number & operations, algebra, geometry, measurement, and data analysis & probability. There will be an emphasis on the content included in the state early learning guidelines and standards for children birth to third grade who are culturally, linguistically, and ability diverse and their families.

**ECED 340 Assessment & Evaluation (5 credits)**

Select, administer, score, and interpret formal and informal assessment tools. Evaluate students for eligibility for special education services and supports. Develop IEPs and IFSPs for children birth to third grade who are culturally, linguistically, and ability diverse and their families.

**ECED 365 Observation, Documentation, & Monitoring (3 credits)**

Refine skills and strategies for observing, documenting, and monitoring children birth to third grade who are culturally, linguistically, and ability diverse and their families as they progress towards meeting IFSP outcomes and IEP goals or 504 plans.

**ECED 370 Adaptations, Modifications, & Planning (5 credits)**

Use evidence based strategies to adapt and modify curriculum and environments for individual children birth to third grade who are culturally, linguistically, and ability diverse and their families. Universal Design for Learning (UDL) principles and practices will be used to create home visiting or lesson plans for children and their families based on their IFSP outcomes and children based on their IEP goals or 504 plans.

**ECED 385 Advanced Language & Literacy Methods (3 credits)**

Refine teaching strategies for language acquisition and literacy skill development for children who are culturally, linguistically, and ability diverse at each developmental stage (birth-third grade) through the four interrelated areas of speaking, listening, writing, and reading. There will be an emphasis on strategies for teaching reading and how to support each stage of literacy development across genres and purposes. Strategies for supporting families as they assist their children in learning language and literacy will also be addressed.

**ECED 395 Collaboration & Supervision (3 credits)**

Develop skills needed to effectively collaborate with others including other school personnel, community agency personnel, and families to support children birth to third grade who are culturally, linguistically, and ability diverse and their families. Supervision of assistants and paraprofessionals will also be addressed.

**ECED 479 Fall Residency (15 credits)**

Experience working in an education setting with children who are culturally, linguistically, and ability diverse and their families under the supervision of a certificated teacher with an emphasis on building relationships and guiding behavior.

**ECED 489 Winter Residency (15 credits)**

Experience working in an education setting with children who are culturally, linguistically, and ability diverse and their families under the supervision of a certificated teacher with an emphasis on pedagogy.

**ECED 499 Spring Residency (15 credits)**

Experience working in an education setting with children who are culturally, linguistically, and ability diverse and their families under the supervision of a certificated teacher with an emphasis on using data to improve practices.

*Residency*

The capstone experience for this degree is a year-long residency in an early learning setting that provides students the opportunity to demonstrate that they meet all the endorsement competencies. Students will be placed in groups of three or four in mini-professional learning communities (PLCs) along with an early childhood education teacher and an early childhood special education teacher. They will rotate between the teachers, offering opportunities to watch

both the master teachers and peers in action. There will be time to debrief their observations and experiences in their PLCs and within their larger cohort. This model gives them sufficient time and support to develop their skills, as well as to reflect on their teaching and learning. It also minimizes the risk of reduced learning outcomes for the children as the new teachers are honing their craft, since they will be co-teaching with their supervising teachers who have been identified as highly skilled by their districts. This residency model is influenced by the ideas surrounding professional development schools, the literature supporting learning to teach while teaching, and the recommendations for teacher preparation reform. Cooperating teachers will be recommended by their building principals. Once selected, they will receive training on mentoring and will attend an orientation for cooperating teachers at Pierce College. Additional support will be provided by the field experience supervisor, a professor who is assigned to each cohort and will conduct on site observations. Finally, all students in residency will participate in a weekly seminar led by another member of the Pierce College faculty.

*Cohort Schedules*

Two different cohort schedules were created to best address the needs of the population being served and the results of the workforce survey conducted. Students will have the option of a full-time cohort which begins in the winter to enable them to complete the program more quickly. This route will most likely be taken by those who are not yet working or who work part-time. For those who are working full-time, a part-time cohort will begin in the summer. The proposed cohort schedules are illustrated in the following tables:

**BAS Full-time cohort**

<b>Winter</b>	<b>Spring</b>	<b>Summer</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
ENGL& 102 ECED& 355 ECED 335 INST 300	NSCI 300 ECED 385 ECED 365 ECED 340	ECED 370 ECED 325 ECED 395 ECED 307	ECED 479	ECED 489	ECED 499
16 credits	16 credits	13 credits	15 credits	15 credits	15 credits

**BAS Part-time cohort**

<b>Summer</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	<b>Summer</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
ENGL& 102 ECED& 355 ECED 307	INST 300 ECED 335	ECED 340 ECED 365	NSCI 300 ECED 385	ECED 370 ECED 325 ECED 395	ECED 479	ECED 489	ECED 499
10 credits	8 credits	8 credits	8 credits	11 credits	15 credits	15 credits	15 credits

## Qualified Faculty

The Early Childhood Program at Pierce College is currently staffed by three tenured or tenure-track professors. One has a Doctorate in Education; one has a Master's in Child Development; the third has a Master's in Child Development and will complete her PhD in Human Development prior to the start of the BAS-T. In addition, there are nine adjunct professors. One adjunct professor has a PhD in Special Education. Six have master's degrees in a variety of subjects relevant to early childhood education; two have bachelor's degrees, one in music, and the other in elementary education. Both of these adjunct professors teach a niche course in the AAS program that they are ideal for because of their experience in the field. The academic faculty in the early childhood education department represent approximately 5.3 full-time equivalent faculty for the 2015-2016 year.

Additionally, as an applied degree program, all our faculty have significant experience working in a variety of programs with children birth-third grade. This combination of formal education and workforce skills ensures that program graduates come away with a solid understanding of child development and educational theory, as well as the practical teaching strategies and methods they need to implement in their classrooms and programs. Furthermore, all professors share a willingness to teach within a cohesive philosophy that is constructivist at its core and based on applied child development theories. The philosophy has been in place since the program was founded. Regular conversations during staff meetings over the years have led to revisions and refining of the faculty's shared understandings. This philosophy is interwoven within the AAS-T program and will extend into the BAS program as well.

All full-time professors and adjuncts who teach two-thirds or more of a full-time load meet the certification requirements for professional-technical instructors in the Washington Administrative Code.

Many of these same professors may teach in the proposed BAS-T. In order to teach any of the proposed 300 and 400 level courses, at least a master's degree in a relevant field will be required, and a doctorate degree preferred. Pierce College is currently seeking an Assistant Professor of Early Childhood Education, Special Education Focus. The position is scheduled to close on February 2.

Pierce College is committed to diversifying its faculty to better reflect the population of students served. Progress has been made and as part of the Achieving the Dream Equity



Committee, the Human Resources department has made changes in the recruiting, screening, and hiring protocols to help ensure a quality and diverse applicate pool.

## Admission

Students will go through an application process with clearly-defined minimum qualifications and prerequisites. Students will be expected to have completed an AAS, ATA, or an AAS-T degree with a minimum 2.5 cumulative GPA in all education coursework. These professional-technical program graduates tend to be more diverse than AA-DTA graduates who intend to transfer into teacher preparation programs as outlined in the Statement of Need. Students must complete a criminal background check which include running their fingerprints through the Office for the Superintended of Public Instruction (OSPI). Also required in the application process: A scaled score of 240 or higher on the West-B or an equivalent score on the SAT or ACT exams, Teacher Insight Interview, the Pre-Residency Clearance Application through OSPI, three professional references, and official transcripts. Students with practical experience working in early learning programs with children and their families will be given priority for admission in the application review process. The applications will be reviewed and scored by a team of faculty, staff, and school district partners. A draft application has been developed and criteria have been set by the Pierce College Early Childhood Education Department and its PEAB. Cohorts are expected to have 20-24 students with two start dates each year: a full-time cohort that begins winter quarter and a part-time cohort beginning summer quarter. Enrollment in the Pierce College ECE program is strong. Regionally, there are an average of 66 graduate of ECE programs each year and enrollment is growing. There are many graduates of the program in the community awaiting an opportunity to earn their bachelor's degree which will help fill the first cohorts. The Seattle College BAS in ECE program launched winter 2016 with an initial cohort of 25. The students will attend an orientation which will explain the Student Handbook that outlines procedures, expectations, requirements for continuation in good standing in the program, and the process for meeting the requirements for teacher certification.

In the event that there are more applicants who meet all of the qualifications than there are slots available and it is not feasible to set up additional classes, the college will admit students based on a prioritization system that takes into account relevant work experience, GPA, Teacher Insight Interview, and references. A wait list will be formed for the remaining qualified candidates. This process will be evaluated every year by Pierce College faculty and PEAB. Key

factors relevant to evaluating the process include student diversity, student retention, academic achievement, retention/evaluation of new teachers by school district employers.

## Student Services

Pierce College offers a wide variety of support services for enrolled students. In 2014, Pierce College was named an Achieving the Dream Leader College. This status not only signifies its commitment to student success, but its ability to increase retention and graduation rates through wide scale, data-based interventions.

## Admissions, Registration, and Records

BAS-T students will apply for admission into the BAS-T program. Following acceptance, the Early Childhood Education program helps streamline and ensure accurate the registration for BAS-T students by providing advising, class scheduling, and registration access codes. The Registration and Records Offices offer online and in-person registration services. A dedicated credentials evaluator is assigned to the Early Childhood Education Department to streamline the official degree evaluation. Additionally, staff members assist students with enrollment verification and official transcript requests. In the event that there are more qualified applicants than spots available, a committee made up of ECE faculty, the certification officer, and a school district representative will determine who will get in to the current cohort and who will be offered a spot the next cohort. The Director of Education Programs will call this committee together when needed and will ensure that applicants are notified of decisions.

## Academic Support

Pierce College will begin student support services from the initial interest in the BAS-T program. Students must pass the Washington Educator Skills Test-Basic (WEST-B) to be admitted into a teacher preparation program in the state of Washington. The WEST-B is a series of three exams that assess students' skills in reading, writing, and math. Regular study sessions will be scheduled with the Tutoring Center to give potential students refreshers prior to taking the tests. This will be especially important for those who have completed their associate degrees more than a year or two prior to seeking entry into the BAS-T program.

There are several extra hurdles that go with earning teacher certification that students will have to navigate. Prior to residency, each student must take the Washington Educator Skills Test-Endorsement (WEST-E) in Early Childhood Special Education and the National Evaluation Series (NES) test in Early Childhood Education. These tests must be passed in order to obtain certification. The Tutoring Center will also be enlisted for study sessions for these important

exams. These sessions will be facilitated by a tutor who will focus on study skills while the students support each other with the education content. During residency, students must pass the EdTPA which is “a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom” according to the edTPA website. Student will have the option of completing the edTPA in either special education or early childhood education. The Pierce College Writer’s Studio and Tutoring Center will also be prepared to support students through this process.

### Access and Disability Services (ADS)

ADS staff members are committed to ensuring that Pierce College, its services, programs and activities are accessible to individuals with disabilities. ADS is the primary focus of efforts by Pierce College to assure nondiscrimination on the basis of disability. Through ADS, qualified persons with disabilities can address their concerns regarding attitudinal or procedural barriers encountered, as well as any need for academic accommodations to ensure equal access. ADS also serves as a resource to the campus community in striving to make Pierce College both an accessible and welcoming place for persons with disabilities to enjoy full and equal participation. The Early Childhood Education faculty and staff consult with ADS staff or refer students to ADS staff whenever accommodations are needed

### Advising Support

One of our full-time professors will be assigned to advise and guide potential students and our college certification officer will help them navigate the steps to admission. The Pierce College website will provide access to video tutorials for each step in the admissions process.

Each cohort will be assigned one faculty advisor who will support them from admission through graduation. Navigating coursework from quarter to quarter will be simplified due to the cohort model. Students will proceed through the program together, taking the same classes each quarter. A certification officer will provide case management for each student to ensure all the requirements for certification are met. The certification officer will also be cross-trained with the academic coaches in the Tutoring Center to support the development of study skills. A field placement officer will work with each student to place them with a local school for residency. At this point, the faculty advisor assumes the role of mentor.

The faculty advisor, certification officer, and field experience placement officer will work as a team to support students through the process of earning their baccalaureate degree and

qualifying for teacher certification. They will make individualized referrals as needed to the other support services available.

### Career Services

Pierce College has a Job and Career Connections (JCC) office at each college to provide career services. They deliver resources and strategies for making positive career choices that include choosing a college major and developing career plans, creating job search materials, finding internships and full-time jobs and making successful career transitions. Resources include a computer lab, an extensive library of books and videos, and one-on-one appointments with career and employment specialists. Services are free and open to students, former students and the general public. The JCC office has agreed to work with our BAS-T graduates on interview skills and career transition in addition to the career and role exploration embedded in the BAS-T curriculum. The JCC office is available during normal working hours and upon request, they will extend hours of service to meet the program's needs. Additionally, Worker Retraining, WorkFirst, Basic Food, Employment, & Training (BFET), and PierceWORKs! can be accessed right on campus.

### Computer Services

Pierce College has computer labs on each campus. The labs at Fort Steilacoom are open from 7:30 am until 10:00 pm Monday through Thursday and Fridays until 8:00 pm. They are also open 9:00 am until 5:00 pm on Saturdays and 12:00 pm until 5:00 pm on Sundays. The Puyallup labs have slightly shorter hours throughout the week and are closed on weekends. The labs are staffed by computer lab techs who can provide technical assistance to students as needed.

There are multimedia centers housed within the library on each college campus as well. The computers in these labs have additional software and hardware to support digital projects, such as web development, graphics and animation, digital audio and video, and multimedia authoring. A student multimedia facilitator is available to answer questions and provide one-on-one and group training. Students will be able to access help in the media center for video compression and uploading documents into edTPA and other online platforms required in the program.

### Counseling

Pierce College has two full-time Faculty Counselors to support students' personal, emotional, and academic needs. Faculty Counselors at the Fort Steilacoom and Puyallup campuses are licensed mental health counselors for the State of Washington. They are trained to

provide consultation with faculty, staff, and students; to provide short-term personal counseling; and to make appropriate referrals to community agencies. Faculty Counselors provide a wide range of services, including crisis intervention and outreach presentations on issues common to college environment, such as time/stress management, eating disorders, alcohol/substance use/abuse, and relationship issues. Counseling services are free to enrolled students.

### Financial Support

Students have access to a wide range of financial aid options. Once students complete the Free Application for Federal Student Aid (FAFSA), the financial aid department will assess their eligibility for federal and state grants including:

- Federal PELL Grants which are income dependent
- Federal TEACH Grants which requires a commitment to teach for four years in a high-need field in a low income school
- Washington State Need Grants which are income dependent
- Washington Scholars which are grants for students working in programs participating in Early Achievers, our state's quality, rating, and improvement system for early learning program such as child care and the Early Childhood Education and Assistance Program (ECEAP).

If students must take out student loans to complete their baccalaureate degrees, they may qualify for teacher loan forgiveness programs while teaching in schools that serve low-income families or while working as a special education teacher.

Pierce College is exploring additional financial aid options tailored for the BAS-T program. An application for the Alternative Routes to Teaching Block Grant will be submitted this winter which would provide scholarships to paraeducators returning to school to obtain certification. Once the BAS-T is approved, Pierce College will explore the state AmeriCorps grants that will be available Spring 2016 to determine if this program could support students during their residency year. AmeriCorp stipends could be used to pay for living expenses since students will have to reduce their work hours or take a leave of absence to complete the residency. The Clover Park School District and Sumner School District who are Pierce College's partners on the Alternative Routes to Teaching Block Grant are exploring how to leverage work study to further support students during their residency year. This option may enable students to be paid for the work done at the schools during their residency.

## Library

Pierce College operates an award-winning library which will provide support for the BAS-T program. The mission of the Pierce College Library is to be a dynamic, high quality teaching library through active and effective participation in the instructional curriculum of the college and by providing online and print access to research materials that support the overall college curriculum as well as education related fields. Group study rooms are available for reservation on both campuses as well as dozens of computers dedicated for student use. Library faculty offer a variety of instruction sessions embedded within courses that are tailored to specific assignments and academic disciplines because Pierce College values information competency as a core ability for all graduates.

The library is open until 9 pm Monday through Thursday, 4 pm on Fridays, and 3 pm on Saturdays. Students can chat with a librarian online 24/7 via the Ask WA consortium. The library collection consists of 72,831 items that can circulate and 13,821 items in the reference collection. Of these, 3,077 volumes are related to education and 3,462 are children's books in the ECE collection. The library subscribes to 11 databases that support education and 11 education related print periodicals. The current library budget for items focusing solely on education is just under \$6000. Pierce College recognizes that there will be a need to expand its collection to support 300 and 400 level courses, as well as increase its special education holdings. The proposed budget requests funding to support additional staffing and collection development.

## Multicultural Services

Pierce College is committed to diversity and equity as evidenced in its Achieving the Dream goals to eliminate achievement gaps for all populations. Pierce College promotes the recruitment, retention and successful completion of educational programs for students of color through its Retention Team. The team works to facilitate and implement success strategies for students of color to include: promoting access and student success; providing academic advising, educational planning, career exploration and student programs that support students of color; assisting with financial aid and scholarships; sponsoring leadership development activities; and attending the annual Students of Color Conference. On the Fort Steilacoom campus, the Multicultural Leadership Institute (MLI) offers students a free 18-hour diversity training workshop track called Educating Myself for Better Racial Awareness and Cultural Enrichment (EMBRACE). The workshops provide community service and service-learning opportunities. The Puyallup campus offers an Identity, Culture, and Inclusion Leadership Certificate (ICI) program which empowers students to development multicultural leadership skills through

engagement with up-to-date social student concepts and community. Students earn 25 hours of diversity training through interactive workshops, group dialogue and personal reflection.

### Safety

The mission of the Campus Safety Department is to provide for the safety and security of the Pierce College District, while maintaining a positive and diverse environment that promotes excellence, accountability and respect. While every member of the college community shares responsibility for campus safety and security, the Campus Safety Department takes the lead in this area. All Campus Security Officers have received First Aid, CPR and AED training and additional instruction in emergency response. Officers patrol both main campuses (Pierce College Puyallup and Pierce College Fort Steilacoom) on foot and by vehicle, enforce the laws and regulations that govern conduct on campus. They coordinate with local law enforcement and other emergency responders in the event of an incident on campus. Officers are available to escort students to their vehicles after evening classes.

### Student Life

Pierce College has an active student life program with many opportunities for students to participate in student government, plan/attend campus events, and participate in clubs and organizations. Student Life enables students to connect to the college and play an integral part in student retention and student success. There are multiple ways to develop leadership skills. The programs and activities available through student life provide opportunities for students to develop skills that will help them success in college, the workplace, and in society.

### Veteran's Services

Pierce College has consistently been recognized as a military friendly college. The Fort Steilacoom campus houses the Center of Excellence for Veteran Student Success. The Center for Excellence provides a single point of contact to coordinate veteran student support services, increases awareness of support services, and advocates for veteran students. The space dedicated to this mission provides an opportunity for veteran students to connect with and support each other. The center has a textbook lending library, computers for student use, study areas, and resources to assist veterans with transitioning to civilian life.

### Financial Plan

The BAS-T program will be funded as a state supported program. Instructional budgets support faculty and staff salaries as well as instructional materials, professional development, and repair of equipment. Tuition revenue received from upper division courses will be utilized to

cover the additional expenditures required to meet the standards required for teacher certification programs in Washington.

### Projected Enrollments

<b>BAS-TCE Degree Projected Enrollments</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b># of BAS Students coded to program</b>	24	48	96	96	96
ECE 300 & 400 level annual credits	27	119	175	175	175

### Projected Revenue from Tuition

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
<b>Per Student Revenue Projection--f/t cohort--year one</b>	\$3,803	\$3,803	\$3,803	\$3,803	\$3,803
<b>Revenue projection f/t cohort yr 2</b>		\$7,607	\$7,607	\$7,607	\$7,607
<b>Per student revenue--p/t cohort yr. 1</b>		\$5,922	\$5,922	\$5,922	\$5,922
<b>Per student revenue--p/t cohort yr 2</b>			\$7,607	\$7,607	\$7,607
<b>Total</b>	\$3,803	\$17,332	\$24,939	\$24,939	\$24,939
<b>Total Revenue Projection--24 students</b>	<b>\$91,284</b>	<b>\$415,980</b>	<b>\$598,547</b>	<b>\$598,547</b>	<b>\$598,547</b>

### Projected Expenses

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
Program Coordinator--ECE f/t, add administrative assistant duties	\$19,800	\$19,800	\$21,000	\$21,000	\$21,000
Benefits--35%	\$6,930	\$6,930	\$7,350	\$7,350	\$7,350
EC Special Education tenure track faculty	\$49,000	\$49,000	\$49,000	\$52,000	\$52,000
Benefits--35%	\$17,150	\$17,150	\$17,150	\$18,200	\$18,200
EC Special Education tenure track faculty			\$49,000	\$49,000	\$49,000
Benefits--35%			\$17,150	\$17,150	\$17,150
Adjunct faculty	\$8,772	\$49,708	\$31,433	\$31,433	\$31,433
Benefits-18%	\$1,579	\$8,947	\$5,658	\$5,658	\$5,658
Cooperating Teacher Stipends		\$21,600	\$43,200	\$43,200	\$43,200



Benefits 9%		\$1,944	\$3,888	\$3,888	\$3,888
Residency Supervisor Stipends		\$36,000	\$72,000	\$72,000	\$72,000
Benefits 9%		\$3,240	\$6,480	\$6,480	\$6,480
Curriculum Development Stipends	\$22,500	\$22,500			
New Position- Field Experience Placement Officer/Certification Officer		\$41,000	\$41,000	\$41,000	\$41,000
Benefits 35%		\$14,350	\$14,350	\$14,350	\$14,350
Equipment & Supplies		\$2,000	\$2,000	\$2,000	\$2,000
Goods and Services	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Library—.33 librarian & collection development	\$27,791	\$27,791	\$28,181	\$28,181	\$28,181
Tutoring Center	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
.5 Institutional Research Analyst	\$20,500	\$20,500	\$20,500	\$20,500	\$20,500
Benefits 35%	\$7,175	\$7,175	\$7,175	\$7,175	\$7,175
Prof. Development & Travel	\$3,000	\$6,000	\$6,000	\$6,000	\$6,000
Program Marketing/Promotion	\$10,000	\$10,000	\$5,000	\$5,000	\$5,000
National Accreditation				\$2,390	\$9,790
<b>Total Estimated Program Expenses</b>	<b>\$200,603</b>	<b>\$372,635</b>	<b>\$454,515</b>	<b>\$460,955</b>	<b>\$468,355</b>
	<b>\$109,847</b>	<b>\$43,344</b>	<b>\$144,032</b>	<b>\$164,592</b>	<b>\$130,192</b>

The projected revenue from student tuition takes into account the 15% tuition reduction for the 2015-2016 academic year, plus an additional 10% reduction for the 2016-2017 academic year. There is no line item for state FTE revenue since Pierce College will use that to cover indirect costs of the program.

Pierce College currently has a 3/5 position devoted to the ECE program. The other 2/5 is shared with transitional education. The line item for program coordinator moves the remaining 2/5 of this position into the ECE department. It is required to pay the cooperating teachers a stipend when they are assigned teacher candidates. This is above and beyond their contracted work with the school districts. The residency supervisor is paid a stipend to conduct observations

and evaluations of teacher candidates in the field. The professional development and travel line item is partly to support reimbursement of mileage to the residency sites. The rate of pay for both the cooperating teacher and the residency supervisor were determined using a comparison of pay from other area institutions. These rates will be subject to negotiating with the Pierce College Federation of Teachers. They are part-time positions and will be benefits eligible. Pierce College has two full-time institutional researchers and one full-time research analyst. The salary listed on the chart reflects the current analysts pay on the classified staff scale. Due to the extensive data reporting and analyzing requirements for teacher preparation at the state and federal level, it was recommended that a .5 position be established within the Institutional Research department for the BAS-T. It is expected that this .5 position will be combined with needs in other programs to create a full-time position to support the Pierce College BAS programs within the institutional research department. The tutoring center receives funding from student fees charged at registration to support tutoring. However, due to the extensive testing requirements for teacher certification, some additional money was set aside in the budget to provide support for students who want to enroll in the program, but need help passing the WEST-B. There are no software costs associated with teaching preparation.

### **Appropriate Facilities, Equipment and Technology**

The Pierce College Early Childhood Education Department is housed in the south part of the Olympic building on the Fort Steilacoom campus. There are two dedicated ECE college classrooms, seven office spaces, a laboratory preschool classroom including an outdoor learning environment, an observation room, a seminar room, and three storage rooms. Pierce College intends to utilize these existing facilities for the BAS-T since the program will be offered during off-peak times. Coursework will be completed using a variety of modalities including face to face, hybrid, and online. Partnerships are being developed with local school districts for the residency portion of the program which takes students off-campus for their senior year. These strategies allow the program to increase capacity. We are converting two spaces in the ECE department to create additional offices and art working with the art department to share a classroom that can be used for art classes during the day and ECE classes in the evenings to accommodate anticipated growth.

### **Program Specific Accreditation**

One of the first tasks for the PEAB is to develop a path to achieving program accreditation from the Council for the Accreditation of Educator Preparation (CAEP). Due to the

proposed endorsements, CAEP will utilize two other Specialized Professional Organizations (SPAs) for the accreditation progress: the National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood (DEC), which is the division responsible for programs working with young children through the Council for Exceptional Children (CEC). These three organizations work in partnership to ensure quality early childhood baccalaureate and graduate degree programs at colleges and universities. There is a process through NAEYC for blended early childhood general education and special education to submit a blended report that addresses both NAEYC and CEC standards. Peer reviewers, who are faculty in early childhood programs, determine whether programs meet the standards. If a program meets the standards and receives National Recognition, and if the institution is subsequently accredited by CAEP, the program receives a nationally known mark of quality. Currently, there are approximately 256 institutions with NAEYC recognized baccalaureate and graduate degree programs in 37 states/territories, and two international recognized programs. While program accreditation is not something that can be pursued in the start-up phase, all operations and curriculum will be developed in alignment with CAEP/NAEYC/CEC/DEC accreditation standards. The NAEYC program standards and the CEC standards were used to develop the BAS program outcomes and the curriculum scope and sequence, with program accreditation in mind. Once the BAS-T program has achieved a “steady-state” of operations, typically in Year 3, and the initial curriculum development process is completed, the program can begin the initial review process in preparation for program accreditation.

Pierce College is currently authorized through the Northwest Commission on Colleges and Universities (NWCCU) to offer a BAS in Dental Hygiene. Once the BAS-T program is approved by the SBCTC, the PESB, and the Pierce College Board of Trustees, a substantive change will be submitted to NWCCU for their approval of this degree.

### [Pathways to Master’s Degree Programs](#)

There are several options for graduates from the Pierce College BAS-T program who want to pursue a master’s degree while remaining in Pierce County. Pierce College reached out to contacts at the Evergreen State College, the University of Washington Tacoma, City University, and Pacific Lutheran University. Representatives from all four institutes responded that should Pierce College’s BAS-T be approved by the SBCTC, PESB, and NWCCU, graduates

would be eligible to apply to their graduate programs. Graduates would be able to continue their studies in a variety of graduate programs including:

Master's of Education for Practicing Educators (UWT)

Educational Administrator Certification (UWT)

Master's in Public Administration (Evergreen)

Master's of Education in Curriculum and Instruction (City U)

Master's of Education in Leadership (City U)

Master's in Instructional Leadership (PLU)

There are also a wide variety of online options students could choose from to continue their formal education including those at Western Governor's University, Walden University, Erikson Institute, and Pacific Oaks College.

### External Expert Evaluation

#### External Review 1

Pierce College contracted with Dr. Susan Maude for an external review due to her extensive knowledge of early childhood special education and her experience creating and managing blended early childhood education programs at several universities. Her feedback focused on three main areas: the range of ages the program prepares students to work with; ensuring a cohesive program philosophy across the department; alignment of course outcomes to CEC-DEC standards, knowledge, and skillset; and rewording program outcomes and course descriptions to better reflect current practices and terminology.

It is hoped that the proposed program can adequately prepare graduates for the entire scope of jobs working with children who are typically and atypically developing from birth through third grade. The BAS model gives Pierce College four years to accomplish this broad scope which is an advantage over many university models who are trying to accomplish this in two years. Ultimately, once students graduate and enter the workforce, internal program review which will include graduate and employer surveys will determine whether the program has met its objectives or needs to narrow its scope. This document has been revised to address Dr. Maude's recommendations which required a combination of better explaining the program and process that is being proposed as well as making some changes to the proposed outcomes and courses to better reflect the current vocabulary and practices in special education. The suggestions for the program outcomes will be taken to the PEAB for their approval. The course descriptions and course outcomes will reflect Dr. Maude's suggestions.

## External Review 2

Pierce College contracted with Dr. Frank Kline for an external review due to his familiarity with the local workforce and his extensive background in teacher preparation. He had two recommendations for program improvement. He suggested changing some of the program outcomes to call out psychology, human development, and learning theory more explicitly. At the next PEAB meeting, his changes will be discussed and the advisory board will decide how these recommendations might be incorporated into the program outcomes. His second suggestion was increasing the budget allocated to institution research to ensure that data reporting requirements of the PESB and US Department of Education can be met. The budget in this proposal includes an allocation for a full-time analyst in the institutional research department to support the BAS-T program. This will ensure that all of the reporting and data collection required for a teacher certification program at the state and federal levels can be accomplished.

## Conclusion

The proposed BAS-T program will provide critical and excellent service to the Pierce County community. It opens up education pathways to diverse professional technical graduates. It will supply a skilled early childhood education workforce that better reflects the population of children in local classrooms. It will prepare graduates for a wide array of jobs at the higher end of the early childhood salary scale. It will enable local school districts to reduce class sizes to comply with the McCleary decision and staff full-day kindergarten programs. It will ensure children who are ability diverse have access to highly skilled teachers who can develop interventions that support their continued growth and development. It will create a pool of teachers for Head Start and ECEAP expansion as well as NAEYC accredited child care programs. Not only does the BAS-T help Pierce College to fulfill its mission of creating quality education opportunities for a diverse community of learners to thrive in an evolving world, it helps Pierce College to achieve its vision of possibilities realized: innovative and engaged learners enriching our local and global communities.

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## Appendix A: Advisory Committee/Board Members

### AAS-T Advisory Committee

Name	Title	Program/Agency
Ann Radcliffe	Licensing Analyst	Dept. of Early Learning
Anne Artman	Program Manager	Multicultural Child and Family Hope Center
Ben McCracken	Ass't Director Support Services	Bethel Public Schools
Cheri Sullivan	Owner	Cheri's Learning & Childcare
Daisy Mendoza	Teacher	Tacoma Public Schools
Edith Diaz-Sierra	Home Visitor	PSESD - Bethel School District
John Naegele	Retired	NAEYC Board Member
Kay Lancaster	School Readiness Director	PSESD
Marty Kelly	Director	Sunset Christian Preschool
Michael Koetje	District Director	Pierce College CDCs
Michelle Roberts	Training Coordinator	Child Care Aware
Pat Fournier	Early Intervention Specialist	Hope Sparks
Veronika Moffett-Davis	Director	Tender Moments Daycare & Preschool

### BAS Professional Educators Advisory Board

Name	Title	Program/Agency	Appointed By
Allison Drago	Exec. Director of Primary Education	University Place School District	WASA
Sara Woodward	Birth-3 Coordinator	Tacoma School District	WASA
Linda Taggert-Ross	Speech-Language Pathologist	Steilacoom School District	WSLHA
Jane Al-Tamimi	Principal	Clover Park School District	AWSP
Kay Gallo	Principal	Sumner School District	AWSP
Rachael Banta	Preschool Teacher	Concordia Lutheran Schools	WFIS
Sara Ketelsen	Special Educator Teacher	Tacoma Public Schools	WEA
Beth Toledo	First Grade Teacher	Tacoma Public Schools	WEA
Becky Deckert	ECEAP Teacher	Bethel School District	Pierce
Julie Prater	Special Education Preschool Teacher	Puyallup School District	Pierce
Melissa Kaasa	Kindergarten Teacher	Clover Park School District	Pierce
Lisa Elliot	First Grade Teacher	Puyallup School District	Pierce
Holli Hanson	Educational Consultant	Abeo School Change	Pierce

WASA-Washington Association of School Administrators

WSLHA-Washington Speech-Language-Hearing Association

AWSP-Association of Washington School Principals

WFIS-Washington Federation of Independent Schools

WEA-Washington Education Association

## Appendix B: Faculty Credentials

Name	Credentials	Experience in Field	Status
Krissy Kim	<ul style="list-style-type: none"> <li>• Ed.D., Higher Education Administration, Northeastern University</li> <li>• MS, Instruction: Elementary Education &amp; Teaching English to Speakers of Other Languages, Drexel University</li> <li>• BA, Human Development: Early Childhood Education, Pacific Oaks College</li> <li>• ATA, Early Childhood Education, Olympic College</li> </ul>	<ul style="list-style-type: none"> <li>• Child Care (ages 2-8)</li> <li>• Head Start/ECEAP (ages 3-5)</li> <li>• Family Literacy (ages 0-5)</li> <li>• Primary School (grades K &amp; 3)</li> <li>• Co-op Preschool (ages 3-5)</li> </ul>	Full-time, Tenured
Leesa Thomas	<ul style="list-style-type: none"> <li>• MS, Early Childhood Education, Specialization in English as a Second Language, Erikson Institute</li> <li>• BA, Education: Elementary Education, Western Washington University</li> <li>• AA, General Studies, Olympic College</li> </ul>	<ul style="list-style-type: none"> <li>• Child Care (ages 2-8)</li> <li>• Head Start/ECEAP (ages 3-5)</li> <li>• Primary School (grade K)</li> </ul>	Full-time, Tenure-track
Angela Merritt	<ul style="list-style-type: none"> <li>• Ph.D, Human Development, University of California, Davis (ABD)</li> <li>• MS, Child Development, University of California, Davis</li> <li>• BA, Child Psychology, University of Minnesota</li> <li>• AAS, Psychology, University of Wisconsin, Barron County</li> </ul>	<ul style="list-style-type: none"> <li>• Child Care (ages 0-5)</li> <li>• Before &amp; After School Care (grades K-5)</li> <li>• Preschool (ages 3-5)</li> <li>• Primary School (grades K &amp; 3)</li> </ul>	Full-time, Tenure-track
Roberta Agar-Jacobsen	<ul style="list-style-type: none"> <li>• Ph.D. Curriculum &amp; Instruction, Capella University</li> <li>• MA, Special Education, Lewis &amp; Clark College</li> <li>• BA, US Studies, University of Washington</li> <li>• ATA, Interpreter for the Deaf and Hard of Hearing, , South Puget Sound Community College</li> </ul>	<ul style="list-style-type: none"> <li>• Elementary School (grades K-5)</li> <li>• Middle School (grades 6-8)</li> <li>• High School (grades 9-12)</li> </ul>	Part-time
Ana Arana	<ul style="list-style-type: none"> <li>• MS, Early Childhood Studies: Management, Leadership and Administration, Walden University</li> <li>• BA, Human Development: Early Childhood Education, Washington State University</li> </ul>	<ul style="list-style-type: none"> <li>• Child care (ages 2-10)</li> <li>• Head Start/ECEAP (ages 3-5)</li> </ul>	Part-time
Greg Brazell	<ul style="list-style-type: none"> <li>• MA, Early Childhood Education Curriculum &amp; Design, Leslie University</li> <li>• BA, Education: Elementary and Early Childhood Education, Central Washington University</li> <li>• AAS, Early Childhood Education, Pierce College</li> </ul>	<ul style="list-style-type: none"> <li>• Child Care (ages 0-12)</li> <li>• Head Start/ECEAP (ages 3-5)</li> <li>• Elementary School (grades 3 &amp; 4)</li> <li>• Co-op Preschool (ages 3-5)</li> </ul>	Part-time Formerly, tenured
Ruth Burks	<ul style="list-style-type: none"> <li>• BA Music. Vocal Performance, Western Washington University</li> </ul>	<ul style="list-style-type: none"> <li>• Preschool (ages 2-6)</li> <li>• Private music classes (ages 1-6)</li> </ul>	Part-time



Kelly Foster	<ul style="list-style-type: none"> <li>• Masters in Teaching, The Evergreen State College</li> <li>• BA English &amp; History, The Evergreen State College</li> </ul>	<ul style="list-style-type: none"> <li>• Child care (ages 1-12)</li> <li>• Elementary School (grades K-5)</li> <li>• Middle School (grade 7)</li> </ul>	Part-time
Rae Kent	<ul style="list-style-type: none"> <li>• BA, Education: Elementary and Early Childhood Education, Central Washington University</li> <li>• AAS, Early Childhood Education, Pierce College</li> </ul>	<ul style="list-style-type: none"> <li>• Child Care (ages 2-10)</li> <li>• Head Start (ages 3-5)</li> <li>• Primary School (grades 2 &amp; 3)</li> <li>• Co-op Preschool (ages 3-5)</li> </ul>	Part-time
Sharene Leek	<ul style="list-style-type: none"> <li>• MS, Early Childhood Education w/ Teaching Adults, Walden</li> <li>• BA, Early Childhood Education w/ Administration, City University</li> <li>• AAS, Early Childhood Education, Green Rivers Community College</li> <li>• CDA, Green River Community College</li> </ul>	<ul style="list-style-type: none"> <li>• Child Care (ages 1-5)</li> <li>• Head Start (ages 3-5)</li> <li>• Family Child Care (0-12)</li> <li>• Early Head Start (ages 0-3)</li> <li>• WAVA (grades K-2)</li> </ul>	Part-time
David Sharpe-Haygood	<ul style="list-style-type: none"> <li>• M.Ed. Special Education and Early Childhood Education, Ashford University</li> <li>• BS, Business and Marketing, Grand Canyon University</li> </ul>	<ul style="list-style-type: none"> <li>• Child Care (ages 1-4)</li> </ul>	Part-time
Olga Webstad	<ul style="list-style-type: none"> <li>• MA, Early Childhood Education, Ashford University</li> <li>• BA, Early Childhood Education Administration, Ashford University</li> <li>• AAS, Early Childhood Education, Pierce College</li> </ul>	<ul style="list-style-type: none"> <li>• Child Care (0-5)</li> <li>• ECEAP (3-5)</li> <li>• Early Head Start (0-3)</li> <li>• Preschool (3-5)</li> </ul>	Part-time



## BACHELOR OF APPLIED SCIENCE IN TEACHING APPLICATION FORM

**Important:**

- Please type or print legibly with black or blue ink
- Enclose documentation (stamped invoice or other receipt) indicating payment of \$40 application fee (do not mail cash or checks).

**Section 1- Personal Information**

First Name	Middle Initial	Last Name	
Address, including apartment number	City	State	Zip Code
Day Phone	Cell	Evening Phone	
Date of Birth (mm/dd/yyyy)	Gender  <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Other		
Email Address	Previous Names  1.  2.		
Do you have a Social Security Number (SSN)? If yes, list here:  -   -	Note: Your social security number is confidential and, under a federal law called the Family Educational Rights & Privacy Act, the college will protect it from unauthorized use and/or disclosure. In compliance with state/federal requirements, disclosure may be required for the purposes of state and federal financial aid,		

	<p>Hope/Lifetime Learning tax credits, academic transcripts, assessment or accountability research.</p> <p>Are you an international student (here on student visa)</p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No      Visa Type: _____</p> <p>Have you been granted Deferred Action for Childhood Arrivals (DACA)? <input type="checkbox"/> Yes      <input type="checkbox"/> No</p>
<p>Student Identification Number</p> <p>- -</p>	<p>If you do not already have an SID number, go to <a href="https://www.pierce.ctc.edu/dist/admissions/getstarted/">https://www.pierce.ctc.edu/dist/admissions/getstarted/</a> and apply online. Once you finish the online application, you will be given an SID number.</p>

**SECTION 2- COLLEGE ENROLLMENT HISTORY, COURSE PLANS, WORK EXPERIENCE**

<p>Year and Quarter you plan to start</p> <p>QUARTER:                      Year:</p>	<p>Are you the first generation in your family to attend college?</p>		
<p>College, vocational, or technical school attended</p>	<p>City, State, Country</p>	<p>Years attended (YY)</p> <p>From:      To:</p>	<p>Did you graduate/or will you graduate?</p> <p><input type="checkbox"/> Yes, Year _____</p> <p>Degree/Certificate: _____</p> <p><input type="checkbox"/> No</p>

College, vocational, or technical school attended	City, State, Country	Years attended (YY)  From:      To:	Did you graduate/or will you graduate?  <input type="checkbox"/> Yes, Year _____  Degree/Certificate: _____  <input type="checkbox"/> No
College, vocational, or technical school attended	City, State, Country	Years attended (YY)  From:      To:	Did you graduate/or will you graduate?  <input type="checkbox"/> Yes, Year _____  Degree/Certificate: _____  <input type="checkbox"/> No

**List any additional colleges and vocational/technical schools on a separate sheet of paper and attach. Please have official transcripts sent to Pierce College as directed in the application checklist.**

<p><b>Employment History:</b></p> <p><b>List all employment and volunteer experience working with children birth through third grade.</b></p> <p><b>List any additional positions on a separate sheet of paper and attach.</b></p>
--

Position	Age Group(s)	Dates of employment	Place of employment

**We have two different cohort models. Students who begin winter quarter will go full-time throughout the program. Students who begin summer quarter will attend part-time until their residency year.**

Tentative BAS Full-time cohort schedule:

Winter	Spring	Summer	Fall	Winter	Spring
ENGL& 102 ECED& 355 ECED 335 INST 300	NSCI 300 ECED 385 ECED 365 ECED 340	ECED 370 ECED 325 ECED 395 ECED 307	ECED 479	ECED 489	ECED 499
16 credits	16 credits	13 credits	15 credits	15 credits	15 credits

Tentative BAS Part-time cohort schedule:

Summer	Fall	Winter	Spring	Summer	Fall	Winter	Spring
ENGL& 102 ECED& 355 ECED 307	INST 300 ECED 335	ECED 340 ECED 365	NSCI 300 ECED 385	ECED 370 ECED 325 ECED 395	ECED 479	ECED 489	ECED 499
10 credits	8 credits	8 credits	8 credits	11 credits	15 credits	15 credits	15 credits

**Which cohort are you applying for?**

- I would like to start Winter of \_\_\_\_\_.  I would like to start Summer of \_\_\_\_\_.
- I would prefer afternoon classes  I would prefer evening classes

**SECTION 3 – RESIDENCY INFORMATION**

Effective July 1, 2003, Washington State law changed the definition of "resident student." The law makes certain students, who are not permanent residents or citizens of the United States, eligible for resident student status - and eligible to pay resident tuition rates - when they attend public colleges and universities in this state. The law does not make these students eligible to receive need-based state or federal financial aid. To qualify for resident tuition, students must complete an affidavit/declaration/certification if they are not currently a permanent resident or citizen of the United States but intend to apply and have met one of the following conditions:

**Condition One:** (a.) Resided in Washington State for three years immediately prior to receiving a high school diploma, and (b.) Completed the full senior year at a Washington high school, and (c.) Continuously resided in the state since earning the high school diploma.

**Condition Two:** (a.) Completed the equivalent of a high school diploma, and (b.) Resided in Washington State for the three years immediately before receiving the equivalent of the diploma, and (c.) Continuously resided in the State since earning the equivalent of a high school diploma.

**NOTE:** If you meet one of the above conditions and would like to pay resident tuition rates, contact Cashiering at (253)964-6700 and request a copy of the HB 1079 residency affidavit. Or access this form at [http://www.pierce.ctc.edu/dist/tuition/ref/files/Residency\\_Affidavit\\_2014-15.pdf](http://www.pierce.ctc.edu/dist/tuition/ref/files/Residency_Affidavit_2014-15.pdf)

Residency Questions for Tuition Purposes:

1. Have you lived continuously in the State of Washington for the past 12 months?

Yes  No

No If no, how long have you lived continuously in the state of Washington? \_\_\_\_\_ months

2. Were you claimed for federal income tax purposes by your mother, father, or your legal guardian in the current calendar year? o Yes o No In the past calendar year?

Yes  No

If YES, has your parent or legal guardian lived continuously in the Washington State for the past 12 months?

Yes  No

<p>3. Will a public or private non-federal agency/institution outside the state of Washington provide you with financial assistance to attend college?</p> <p>(answer yes only if your eligibility for this assistance is based on being a resident of that state)</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>4. Are you active duty military stationed in Washington or an active member of the Washington National Guard?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Are you the spouse or dependent of either (a) an active duty military person stationed in Washington, or (b) an active member of the Washington National Guard?</p> <p><input type="checkbox"/> Yes (<b>COPY OF ORDERS TO WASHINGTON &amp; MILITARY ID REQUIRED</b>)</p> <p><input type="checkbox"/> No</p>

**SECTION 4 – RACE AND ETHNICITY INFORMATION**

Providing this information is voluntary

<p>1. Which race or ethnicity or ethnicity do you consider yourself to be? Check all that apply:</p> <p><input type="checkbox"/> African American</p> <p><input type="checkbox"/> American Indian</p> <p><input type="checkbox"/> Chinese</p> <p><input type="checkbox"/> Japanese</p> <p><input type="checkbox"/> White</p> <p><input type="checkbox"/> Other Asian</p> <p><input type="checkbox"/> Alaska Native</p> <p><input type="checkbox"/> Filipino</p> <p><input type="checkbox"/> Vietnamese</p> <p><input type="checkbox"/> Other Pacific Islander</p> <p><input type="checkbox"/> Other Race _____</p>	<p>2. Are you of Spanish/Hispanic/Latino ethnicity?</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes, Mexican, Mexican American, Chicano</p> <p><input type="checkbox"/> Yes, Puerto Rican</p> <p><input type="checkbox"/> Yes, Cuban</p> <p><input type="checkbox"/> Yes, other Spanish, Hispanic, or Latino (please specify)</p> <p>_____</p>
--	---

**SECTION 5 – OTHER**

Check all that apply

<p>1. How did you hear about the Bachelor of Applied Science in Teaching at Pierce College?</p>
---

<input type="checkbox"/> Employer: _____ <input type="checkbox"/> Family/Friend: _____ <input type="checkbox"/> Radio <input type="checkbox"/> College Schedule
<input type="checkbox"/> Social Media <input type="checkbox"/> College Advisor <input type="checkbox"/> Instructor: _____ <input type="checkbox"/> Pierce College Website
<input type="checkbox"/> Internet Search <input type="checkbox"/> Bus Advertisements <input type="checkbox"/> Billboard <input type="checkbox"/> Other: _____

**SECTION 6 – Application Checklist**

- WEST-B (or equivalent SAT or ACT scores) submitted to Pierce College
- Teacher Insight Interview completed (<https://gx.gallup.com/teacherinsight.gx>)
- Pre-Residency Clearance Application (<https://eds.ospi.k12.wa.us/Login.aspx?ReturnUrl=%2f>)
- Three (3) Professional and/or Academic References Submitted
- Official Transcripts from all college and universities previously attended
- FAFSA completed (<https://fafsa.ed.gov/>)

I certify to the best of my knowledge that all statements on this form are true.

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

All application materials must be addressed to:  
 Pierce College, Attn: Bachelors of Applied Science in Education,  
 9401 Farwest Drive SW, Lakewood WA 98498



## Appendix D: Program Accreditation Standards-CAEP

### CAEP Standards

#### Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

#### Standard 2: CLINICAL PARTNERSHIPS AND PRACTICE

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

#### Standard 3: CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

#### Standard 4: PROGRAM IMPACT

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

#### Standard 5: PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

## Appendix E: Program Accreditation Standards-NAEYC

### NAEYC Standards

#### STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of a) young children's characteristics and needs, and b) multiple interacting influences on children's development and learning, to c) create environments that are healthy, respectful, supportive, and challenging for each child.

#### STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They a) know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to b) create respectful, reciprocal relationships that support and empower families, and c) to involve all families in their children's development and learning.

#### STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They a) know about and understand the goals, benefits, and uses of assessment. They b) know about and use systematic observations, documentation, and other effective assessment strategies c) in a responsible way, d) in partnership with families and other professionals, to positively influence the development of every child.

#### STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They a) understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates b, c) know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and d) positively influence each child's development and learning.

#### STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

Candidates prepared in early childhood degree programs a) use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They b) know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates c) use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

#### STANDARD 6. BECOMING A PROFESSIONAL

Candidates prepared in early childhood degree programs a) identify and conduct themselves as members of the early childhood profession. They b) know and use ethical guidelines and other professional standards related to early childhood practice. They c) are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that d) integrate knowledge from a variety of sources. They are e) informed advocates for sound educational practices and policies.

#### STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

Candidates have field experiences and clinical practice in a) at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in b) the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

## Appendix F: Program Accreditation Standards-CEC

### CEC Standards:

- 1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
- 2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
- 3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
- 4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions
- 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
- 6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
- 7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

## Appendix G: ECE Endorsement Competencies- Grades P-3

**1.0 Understanding young children.** The candidate understands and applies the concepts of how individuals grow, develop and learn, and provides learning opportunities that support the cognitive, social, emotional, linguistic, creative, and physical development of all children from birth through grade three (age eight).

- 1.A Demonstrates understanding of the theoretical and research foundations of how infants and children develop and learn.
- 1.B Demonstrates understanding and provides theoretical interpretations of how infants and young children differ in their development and approaches to learning.
- 1.C Demonstrates understanding of the role of attachment and relationships in child development and learning.
- 1.D Demonstrates understanding of brain development and how brain growth is affected by children's early experiences.
- 1.E Demonstrates understanding of conditions that affect children's development and learning, including risk factors, developmental variations, and developmental patterns of specific disabilities.
- 1.F Demonstrates understanding of the signs of emotional distress, child abuse, and neglect in young children and knowledge of appropriate responses.
- 1.G Demonstrates understanding of cultural and linguistic diversity and the significance of sociocultural and political contexts for development and learning.

**2.0 Promoting child development and learning.** The candidate promotes children's cognitive, social, emotional, linguistic, creative and physical development by organizing and orchestrating the environment in ways that best facilitate the development and learning of the whole child.

- 2.A Demonstrates understanding of the multiple functions of play in early learning for building foundational skills in motor development, cognition, language/communication, interpersonal/intrapersonal knowledge, motivation and curiosity to learn, and regulation of emotions.
- 2.B Demonstrates understanding of how to plan and engage young children in enriching activities that build upon their prior knowledge and experience to promote cognitive development.
- 2.C Demonstrates understanding of the stages of language development and second language acquisition, and how to provide learning experiences that promote the acquisition of language skills in young children, including providing a language and literacy rich environment.
- 2.D Demonstrates understanding of how to establish an environment that promotes social development and supports emotional needs and well-being in young children.
- 2.E Demonstrates understanding of how to create learning experiences that meet the individual physical needs of young children for movement, rest, play, fine and gross motor development, health, and fitness.
- 2.F Demonstrates understanding of how to facilitate positive dispositions and approaches toward learning by introducing children to a wide range of resources and opportunities for learning.
- 2.G Establishes and maintains a physically and psychologically safe, supportive, and healthy learning environment, encouraging good basic health practices, good nutrition, and safety in the context of culturally responsive practice.
- 2.H Establishes positive, supportive relationships with all children.

**3.0 Observing, documenting, and assessing.** The candidate uses a variety of assessment practices in collaboration with colleagues and families to guide the learning and holistic development of young children.

- 3.A Demonstrates understanding of how to use developmentally and culturally appropriate practices to observe, record, and assess young children's development and learning.
- 3.B Demonstrates understanding of progress monitoring, informal and formal assessment strategies for the purpose of setting goals and planning appropriate programs, environments, and interactions, and adapting for individual differences.
- 3.C Demonstrates understanding of how to evaluate and use standardized assessment tools, and integrate standardized data with other assessment data.
- 3.D Demonstrates understanding of how to engage children in developmentally appropriate self-assessment and goal setting.
- 3.E Demonstrates understanding of how to involve families in the assessment process and communicate assessment information with families.

3.F Demonstrates understanding of how to integrate assessment results from student support team as an active participant in the development and implementation of Individual Education Plan (IEP) and Individual Family Service Plan (IFSP) goals for children with special developmental and learning needs.

**4.0 Equity fairness diversity and cultural competence.** The candidate understands how children and families differ in their perspectives and approaches to learning and creates access and opportunities that are culturally responsive for children from birth through grade three.

4.A Demonstrates understanding that children are best understood in the contexts of family, culture, and society.

4.B Demonstrates understanding of the interrelationships among culture, home language, and thought in helping young children develop and learn.

4.C Creates positive, equitable learning environments and experiences that reflect and respect culturally and linguistically diverse children and support home language preservation.

4.D Understands the strengths, accomplishments, and values of children's families and neighborhoods and the history and values that form the context in which their children grow by seeking out people, experiences, research and other resources including culturally relevant literature.

4.E Understands differences in family structures and sociocultural background.

4.F Understands how family structure, culture, social, emotional, and political contexts may impact children's participation in the educational setting.

4.G Views student diversity, including the cognitive, social, emotional, linguistic, creative, and physical variability of children as an opportunity for a richer social and learning environment, not as barriers to overcome.

**5.0 Meaningful and integrated curriculum and instruction.** The candidate designs and implements developmentally appropriate learning experiences that integrate within and across the discipline, and uses effective instructional strategies.

5.A Demonstrates understanding of how to develop and implement meaningful, integrated learning experiences that focus on the whole child.

5.B Demonstrates understanding of how to create, select, and evaluate developmentally appropriate materials, equipment, and environments aligned with state standards, as well as, state and national early learning guidelines.

5.C Demonstrates understanding of how to evaluate, modify, and adapt instructional materials, strategies, and environments to meet the specific needs of all children, including those with disabilities, developmental delays, or special abilities.

5.D Demonstrates understanding of the rationale for implementing developmentally appropriate methods (e.g., play, project-based learning, hands-on experiences, a variety of grouping strategies, open-ended questioning, group discussion, problem solving, cooperative learning, inquiry experiences, and direct instruction) to help young children develop intellectual curiosity, solve problems, and make decisions.

5.E Selects, develops and evaluates topics of study that respect the learner's intellectual integrity and emerging interests and builds a broad base of background knowledge.

5.F Uses developmentally appropriate and effective classroom management practices, individual, group guidance, schedules, routines, transitions and problem-solving techniques to build classroom community and encourage positive social interaction among children, promote positive strategies of conflict resolution and techniques to develop personal self-control, self-motivation, and self-esteem.

5.G Incorporates strategies from multiple disciplines (for example, health, social services) into the design of intervention strategies and integrates goals from IEPs and IFSPs into daily activities and routines.

5.H Provides opportunities that support the physical, social, emotional, language, cognitive, and creative development of all young children.

5.I Uses a variety of approaches to differentiate instruction and support the development of learning in individual children.

5.J Creates and modifies environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, and special abilities.

**6.0 Building family and community relationships and partnerships.** The candidate knows and understands the importance of relationships with family and community and is able to create and maintain those relationships to support children's learning and development.

- 6.A Demonstrates understanding of the central role of families of infants and young children in child development and learning.
- 6.B Demonstrates understanding of how to establish mutual nurturing relationships with infants and young children and their families.
- 6.C Demonstrates understanding of how to establish and maintain respectful and collaborative relationships with families.
- 6.D Demonstrates understanding of strategies for partnering effectively with families to inform and enhance support for children's learning by listening to, observing, and learning from family members, including conferencing, consulting, and home visits.
- 6.E Demonstrates understanding of how to work effectively with diverse families and community volunteers in learning experiences.
- 6.F Demonstrates understanding of how to assist families in supporting children's learning and development at home.
- 6.G Demonstrates understanding of how to work effectively with families in decision-making roles and on policy issues.
- 6.H Demonstrates understanding of how to assist families in obtaining support and services to help their children.

**7.0 Professionalism.** The candidate knows and understands the relationship of professionalism with practice, and demonstrates professionalism.

- 7.A Demonstrates understanding of characteristics of children, families, professionals and environments; current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession.
- 7.B Demonstrates understanding of early childhood education, and its historical, philosophical, and social foundations to inform teaching practice.
- 7.C Knows and understands the professional code of ethical conduct, including FERPA and HIPPA.
- 7.D Seeks out opportunities to grow professionally through the use of appropriate professional literature, organizations, resources, and experiences to inform and improve practice.
- 7.E Demonstrates understanding of how to establish and maintain positive, collaborative relationships with colleagues, other professionals, and families, and work effectively as a member of a professional team.
- 7.F Demonstrates understanding of how to advocate on behalf of young children and their families, improve quality of programs and services for young children, and enhance professional status and working conditions for early childhood educators.
- 7.G Demonstrates understanding of basic principles of administration, organization, and operation of early childhood programs, including supervision of staff and volunteers and program evaluation.
- 7.H Demonstrate understanding of the laws and terms governing infants and young children with special needs, and the implications for the teacher.
- 7.I Demonstrates understanding of how to collaboratively work with the student/family support team to assess children's progress, design and implement the intervention, and report results.
- 7.J Demonstrates understanding of appropriate resources to learn about exceptionalities in infants, young children, and families, as well as special family/learning needs and appropriate instructional strategies.
- 7.K Demonstrates understanding of the role of the teacher in assessing and referring children and families to appropriate school based, community health or social service agencies when necessary.
- 7.L Demonstrates understanding of the mandatory requirements for teachers in reporting suspected cases of child abuse or neglect to the appropriate authorities and understand reporting protocols in the workplace.

**8.0 Reflective practice.** The candidate, in collaboration with colleagues, regularly analyzes, evaluates, and synthesizes his/her teaching practice to make appropriate changes that more fully serve infants and young children.

- 8.A Reflects on practice and continually self-assesses and evaluates the effects of the teacher's choices and action on young children, parents, and other professionals as a basis for program planning and modification, and continuing professional development.
- 8.B Considers theory, research, assessment information, and perspectives of others to make informed decisions about instructional strategies and program content.

8.C Demonstrates understanding of one's own personal, social, and cultural contexts, and reflects on how these contexts affect teaching practice.

**9.0 Knowing essential concepts of content areas** Candidates understand and apply knowledge of the arts, English language arts, health and fitness, mathematics, science, and social studies.

**9.A The Arts (Dance, Music, Theatre, and Visual Arts).** The candidate understands the basic content and function and the value of dance, music, theatre, and visual arts as primary media for communication, inquiry, and insight. The candidate promotes the abilities of children from birth through grade three as they learn to express themselves through the arts.

9.A.1. Understands the developmental foundation of learning (birth through eight) in the arts, such as fine motor skills, eye-hand coordination, large motor skills, balance, musical discrimination (rhythm, pitch, and volume), and sensory systems.

9.A.2. Understands the ways that the arts impact and interact with learning and development.

9.A.3. Supports young children in the use of dance, music, theatre, and visual arts to reflect culture, family, community, and history.

9.A.4. Understands the value of and applies basic arts knowledge, elements, and skills used in dance, music, theatre, and visual arts, such as rhythm, beat, expression, character, energy, color, balance, and harmony.

9.A.5. Understands how young children develop and demonstrate thinking skills using artistic processes.

9.A.6. Understands how young children develop and use dance, music, theatre, and visual arts to communicate ideas and feelings for a variety of purposes and audiences.

9.A.7. Understands how young children use the arts (dance, music, theatre, and visual arts) to make connections within and across the arts, to other disciplines and developmental domains.

9.A.8. Understands the value of seeking and accessing dance, music, theatre, and visual arts specialists in the school, district, community, or region.

9.A.9. Understands how learning in and through the arts supports the development of 21st Century Skills such as creativity, communication, collaboration, critical thinking, and Habits of Mind such as persistence, observation, and reflection, and how these capacities support success in and out of school.

9.A.10. Understands how learning in and through the arts supports academic and social/emotional learning for all students, by providing multiple pathways to learning concepts and demonstrating understanding across all subject areas, and by helping students to make deeper and more personally meaningful connections to learning.

**9.B Language and Literacy.** The candidate demonstrates proficiency in the use of oral and written English and understands and communicates ideas, information, and perspectives in reading, writing, speaking, and listening. The teacher promotes the abilities and interests of young children as they develop literacy skills in different genres and for different purposes.

9.B.1 Understands the developmental foundations of language and literacy (birth through eight), such as acquisition of speech, receptive/expressive language, and symbolic and non-symbolic communication, progression in grammar and syntax, use of language for a variety of purposes, acquisition of reading and writing skills.

9.B.2 Understands the ways that language and literacy impact and interact with learning and development.

9.B.3 Understanding of language and language development.

9.B.3.A Understands early language development, such as receptive language (response to familiar sounds and voices, directions, and requests) and expressive language (vocalizations, babbling, single words), use of language, acquisition of vocabulary, and early grammar.

9.B.3.B Understands how to integrate reading, writing, speaking, listening, viewing, and thinking.

9.B.3.C Understands the grammar of Standard American English including semantics, syntax, morphology, and phonology.

9.B.3.D Understands communication theory, language development, and the role of language in learning.

9.B.3.E Understands how the linguistic/rhetorical patterns of other languages affect the development and expression of written and oral language.



- 9.B.3.F Understands diversity in language use, e.g., grammar, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
- 9.B.3.G Understands the benefits of bilingualism and the special needs of young English language learners, building on the home language systems that children have already developed.
- 9.B.4 Understanding of oral, pictorial, gestural, and aural communication.
  - 9.B.4.A Understands that gesture, speaking and listening are developmental processes.
  - 9.B.4.B Understands how infants and young children develop the multiple modes of communication necessary for successful social interaction, including gestural, speaking and listening skills.
  - 9.B.4.C Understands the interrelationship between gesture, speaking and listening.
  - 9.B.4.D Understands the role of metacognition in use of gesture, listening and speaking, and peripheral participation in communication.
- 9.B.5 Understanding of reading processes.
  - 9.B.5.A Understands the development as precursors of reading, such as imitation of vocalizations and sounds, vocalization of familiar words when read to, and language play (rhyming games and songs).
  - 9.B.5.B Understands the interrelationships of reading and writing.
  - 9.B.5.C Understands the role of metacognition in reading and writing.
  - 9.B.5.D Understands the essential components of reading (phonics, word recognition, fluency, vocabulary, comprehension).
  - 9.B.5.E Understands the instructional progression of concepts of print (e.g., holding a book, understanding that print carries meaning, directionality, tracking of print, letter representation, word, and sentence).
  - 9.B.5.F Demonstrate knowledge of phonemic awareness (e.g., segmentation, blending, substitution); phonics (e.g., sound symbol correspondence, blending, and word families); fluency (e.g., rate, accuracy, prosody); indirect and direct vocabulary instruction (e.g., specific word instruction and word-learning strategies, using resources, word parts, and context clues); comprehension skills and strategies (e.g., monitoring, summarizing, generating and answering questions).
  - 9.B.5.G Demonstrate understanding of the variability in reading levels among children in the same grade and within a child across the essential components of reading.
  - 9.B.5.H Understand the reasons for using, and how to use, a wide range of assessment tools and practices (e.g., individual and group standardized tests, individual and group informal classroom assessments, and technology-based tools).
  - 9.B.5.I Demonstrate understanding of instructional interventions for individuals and flexible groups.
  - 9.B.5.J Understand how to interpret assessment data to plan and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds.
- 9.B.6 Knowledge and understanding writing processes.
  - 9.B.6.A Understands how young children develop as writers (e.g., marking, scribbling, imitating letters, use of symbols, dictation, use of motor practice, etc.).
  - 9.B.6.B Understands the writing process, its components (prewriting, drafting, revising, editing, publishing), and its recursive, interactive, and collaborative nature.
  - 9.B.6.C Understands the traits of effective writing (e.g., development of ideas, organization, voice, word choice, sentence structure, and conventions).
  - 9.B.6.D Understands that young children write for different purposes and to different audiences.
- 9.B.7 Knowledge and understanding of children's literature.

9.B.7.A Reads and understands a broad range of literature (nonfiction and fiction, historical and contemporary), including works representing and authored by a range of cultures and ethnicities globally and within the United States; works written specifically for children and young adult readers; and works providing both male and female representation and authorship).

9.B.7.B Understands how to select and use literature based on the developmental, cultural, and linguistic needs and interests of young children.

9.B.7.C Understands the genres of literature.

9.B.8 Knowledge of media and technology.

9.B.8.A Understands how media and technology influence culture and young children's actions and communication.

9.B.8.B Understands how to integrate the use of technological tools to facilitate literacy development.

**9.C Health and Fitness.** The candidate understands comprehensive health and fitness education of children from birth through grade three which include the dimensions of wellness, such as physical, emotional, and social well-being contributing to a healthy lifestyle.

9.C.1 Demonstrate general understanding of how learners grow and develop kinesthetically birth through age eight.

9.C.1.A Understand basic motor learning development and progressions through age eight.

9.C.2 Demonstrate general understanding of basic motor skills, rhythms, physical activities, and physical fitness.

9.C.2.A Demonstrate general knowledge of the relationship of motor activity to neurological development.

9.C.2.B Demonstrate basic awareness of sensory needs, appropriate integration, and modifications as needed.

9.C.2.C Apply appropriate instructional cues, prompts, and feedback to facilitate the development of basic motor skills, rhythms, physical activities, and physical fitness.

9.C.3 Understand the effects of health and fitness choices and habits on quality of life.

9.C.3.A Demonstrate basic understanding of the relationship of nutrition to cognitive, physical, and emotional well-being.

9.C.3.B Demonstrate general knowledge of the prevention and management of common illnesses, diseases, and injuries.

9.C.4 Demonstrate basic understanding of safety, legal issues, and risk management related to instructional practice in health and fitness.

9.C.4.A Prepare a safe environment to enhance physical and emotional health in physical activity.

9.C.5 Demonstrate understanding of cultural competence in a comprehensive health and fitness education program.

9.C.6 Demonstrate general understanding of the implications for movement, health and fitness instruction, and development of healthy habits of physical, cognitive, and perceptual exceptionalities.

9.C.6.A Demonstrate ability to access resources for adapting curriculum to individual student needs such as developmentally appropriate motor skills.

9.C.6.B Demonstrate ability to access resources for adapting instruction to the setting such as classroom, gymnasium, and playground.

9.C.7 Demonstrate basic knowledge of current trends in technology in the classroom setting (e.g., pedometers, apps, and active gaming trends).

9.C.8 Demonstrate a basic understanding of the Washington Health and Fitness State Learning Standards.

9.C.8.A Recognize strategies to connect Common Core State Standards into health and fitness.

9.C.8.B Identify resources available on the OSPI health and fitness web site.

**9.D Mathematics.** Candidates possess a deep understanding of children's development and mathematical and spatial learning.

9.D.1 Understand the developmental progression of mathematical learning from birth to eight with the infancy skills of number sense and spatial perception to early childhood

skills of pre-numeracy, such as recognition of shapes, visual matching, counting, knowledge of numbers, visual recognition of numbers, ordering, sorting, classifying, sequencing, creation of two- and three-dimensional objects, creating and expanding repeated reasoning, and spatial rotation.

9.D.2 Understand and apply the fundamental principles, concepts, and procedures related to mathematical problem solving, exploration, and reasoning, including processes and skills related to using mathematical language to communicate relationships and concepts, adaptive reasoning, strategic competence, procedural fluency, and productive disposition.

9.D.3 Standards for Mathematical Practices: Demonstrate ability to embed CCSS-M Mathematical Practices in the instructional process to deepen conceptual understanding.

9.D.3.A Make sense of problems and persevere in solving them.

9.D.3.B Reason abstractly and quantitatively.

9.D.3.C Construct viable arguments and critique the reasoning of others.

9.D.3.D Model with mathematics.

9.D.3.E Use appropriate tools strategically.

9.D.3.F Attend to precision.

9.D.3.G Look for and make use of structure.

9.D.3.H Look for and express regularity in repeated reasoning.

9.D.4 Counting and Cardinality / Number and Operations in Base Ten & Fractions: Demonstrate a conceptual understanding of and procedural facility and application of operations, number systems, and properties.

9.D.4.A Demonstrates understanding of the progression of learning that begins with the base-ten number system, place value, and operations thereof, builds into understanding of and operations with fractions and rational numbers, and extends to understanding of and operations with real numbers.

9.D.4.B Understand and apply ratios, proportional thinking, and other methods for representing and solving mathematical and real world problems.

9.D.5 Operations and Algebraic Thinking: Demonstrate a conceptual understanding of and procedural facility with arithmetic properties and their application to algebra concepts.

9.D.5.A Understand and apply properties of mathematical operations, strategies for computing and estimating solutions, and methods for modeling mathematical operations.

9.D.5.B Solve and graphically represent real life and mathematical problems using numerical and algebraic expressions, equations, inequalities, and systems of equations and inequalities.

9.D.5.C Understand the connections between proportional relationships, lines, and linear equations and use them to solve real world and mathematical problems.

9.D.6 Measurement and Data: Understand measurement systems and units, concepts related to geometric measurement, and tools and techniques used to solve measurement problems.

9.D.6.A Apply standard units of measurement and estimation.

9.D.6.B Understand processes and skills related to collecting, interpreting, and representing data.

9.D.7 Geometry: Demonstrate a conceptual understanding of geometric properties and relationships as they apply to congruence, similarity, and geometric figures.

9.D.7.A Solve real life and mathematical problems involving lines, area, surface area, and volume.

9.D.7.B Classify, visualize, and describe two-dimensional figures and three-dimensional objects as well as the relationship among them.

9.D.7.C Apply geometric concepts to model real world situations.

9.D.8 Modeling and Technology: Connect mathematics with real life problems through the use of mathematical modeling and technology.

9.D.8.A Construct mathematical models in the content strands (e.g., look at a real life situation and transpose it into a mathematical problem, solve the problem, and interpret the solution in real life.)

9.D.8.B Use the appropriate technology available to explore conjectures, visualize, and analyze the mathematics, develop concepts and apply them to a context, and use technology to model in the real world.

9.D.9 Mathematics Instructional Methodology: Candidates possess a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning.

9.D.9.A Select, use, and determine suitability of the available mathematics curricula, teaching materials, and other resources including manipulatives for the learning of mathematics for all students.

9.D.9.B Demonstrate ability to present mathematical concepts using multiple representations (e.g., numerical, graphical, analytical, and contextual).

9.D.9.C Demonstrate the ability to guide student discourse in mathematical problem solving, argumentation (creation and critiquing), literacy, and in-depth conceptual understanding.

9.D.9.D Demonstrate knowledge of learning progressions, including conceptual and procedural milestones and common misconceptions, within each content domain and connections to instruction.

9.D.9.D.1 Demonstrate knowledge of major, supporting, and additional clusters for each grade level.

9.D.9.D.2 Demonstrate an understanding of the concept of mathematical rigor including conceptual understanding, procedural skill and fluency, and application.

9.D.9.D.3 Demonstrate an understanding of coherent connections within clusters at a grade level and the progression from grade level to grade level that builds on previous learning.

9.D.9.E Engage in developmentally and culturally responsive teaching of mathematics that minimizes power and status issues, nurtures a positive mathematics disposition, and utilizes students' cultural funds of knowledge and experiences as resources for lessons.

**9.E Science.** The candidate works with their students to build the interrelationships among science, technology, engineering, mathematics (STEM), and society; by applying fundamental concepts related to Disciplinary Core Ideas (earth and space science, the life sciences, physical sciences, and engineering design); and promotes the scientific abilities of all children ([Appendix D, All Standards, All Students](#)) from birth through eight as they acquire new knowledge through the use of Crosscutting Concepts and Science and Engineering Practices in the Next Generation Science Standards (NGSS).

9.E.1 Applies the developmental and social foundations of learning (birth through eight), specifically as they relate to science and engineering practices, mathematical thinking, and language.

9.E.2 Uses the Crosscutting Concepts as an organizational framework for connecting core ideas across the earth and space sciences, the life sciences, physical sciences, and engineering design.

9.E.2.A Patterns.

9.E.2.B Cause and effect.

9.E.2.C Scale, proportion, and quantity.

9.E.2.D Systems and systems models.

9.E.2.E Energy and matter; flows, cycles, and conservation.

9.E.2.F Structure and function.

9.E.2.G Stability and change.

9.E.3 Demonstrates knowledge of and be able to model with grade-/age-appropriate, hands-on experiences the Science and Engineering Practices to help all students (see [Appendix D, All Standards, All Students](#)) understand the Crosscutting Concepts and Disciplinary Core Ideas of science and the relationship between engineering and science in [Appendix I, Engineering Design](#) in the NGSS.

9.E.4 Engages students in Science and Engineering Practices to facilitate learning the Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts.

9.E.4.A Asking questions (for science) and defining problems (for engineering).

9.E.4.B Developing and using models.

- 9.E.4.C Planning and carrying out investigations.
- 9.E.4.D Analyzing and interpreting data.
- 9.E.4.E Using mathematics and computational thinking.
- 9.E.4.F Constructing explanations (for science) and designing solutions (for engineering).
- 9.E.4.G Engaging in argument from evidence.
- 9.E.4.H Obtaining, evaluating, and communicating information.

9.E.5 Engages in instruction that integrates Disciplinary Core Ideas in [Appendix E](#) with Crosscutting Concepts in [Appendix G](#) and Science and Engineering Practices in [Appendix F](#) in the NGSS.

9.E.6 Designs instruction that targets grade level standards and reflects the learning progressions identified in the NGSS.

9.E.7 Understands and integrates the use of appropriate tools, including technological tools e.g., e-tools and interactive science notebooks.

9.E.8 Develops knowledge of and applies safety precautions and procedures relative to science investigations e.g., student eye protection, safe storage of chemicals, and equipment care and maintenance. Demonstrates responsible use and disposal of live organisms according to Washington State law.

9.E.9 Develops an understanding of how science, technology, engineering, and mathematics (STEM) disciplines are interrelated to each other, society, the workplace, and the environment in [Appendix J, Science, Technology, Society and the Environment](#) of the NGSS; and how they promote equitable learning opportunities for all students in [Appendix D, All Standards, All Students](#) in the NGSS.

9.E.10 Knows and understands the interactions between culture and science, and the contributions of diverse individuals to the development of science and technology, and how science and technology have affected individuals, cultures, and societies throughout human history in [Appendix H, Nature of Science](#) in the NGSS.

**9.F Social Studies.** The candidate understands the interrelationships among the social sciences; uses historical, geographical, economic, and political concepts and modes of inquiry; and promotes the abilities of children from birth through grade three as they begin to experience, think about, and make informed decisions as members of a culturally diverse democratic society and interdependent world.

9.F.1 Developmental Foundations: Understands the developmental foundations of social studies learning (birth through eight), including differentiation of past, present, and future, awareness of family characteristics and functions, interdependence of individuals, families, neighborhoods, and communities, awareness of their own and others' culture.

9.F.2 Social Studies and Development: Understands the ways that social studies impacts and interacts with learning and development.

9.F.3 Civics: Establishes a framework for thoughtful and reflective participatory citizenship and civic decision-making by an understanding of government, law, and politics.

9.F.3.A Key ideals and principles of the United States, including those in the Declaration of Independence, Constitution, and Bill of Rights.

9.F.3.B The purposes, functions, and organization of governments and laws, such as local government (mayors, city councils, school boards) and how and why state, tribal, and federal governments make, interpret, and enforce rules and laws.

9.F.3.C The rights and responsibilities of thoughtful participatory citizenship and civic involvement.

9.F.3.D The nature, functions, and organization of families, neighborhoods and communities.

9.F.4 Economics: Comprehends economic concepts and systems and the interactions among economy and individuals, households, businesses, governments, and societies.

9.F.4.A The need to make choices among wants and needs and evaluate the outcomes of those choices, as embodied in concepts such as scarcity, decision-making, opportunity costs, factors, productive resource, values and beliefs.

9.F.4.B Supply and demand, prices, profits, incentives, specialization and trade and globalization.

- 9.F.4.C How the government affects the economy through taxation.
- 9.F.4.D The economic issues and problems that all societies face, such as sustainability and the distribution of wealth.
- 9.F.5 Geography: Comprehends how geographic features and human cultures shape and impact environments.
  - 9.F.5.A The physical characteristics, cultural characteristics and location of places and regions, including patterns of human settlements.
  - 9.F.5.B The use of maps/geographic tools.
  - 9.F.5.C The interactions among humans, cultures, environments and global interdependence.
- 9.F.6 History: Comprehends how neighborhoods, communities, and societies have changed over time.
- 9.F.7 Pedagogy to Operationalize the Social Studies and Promote Civic Behaviors: Exhibit necessary social studies-specific pedagogical skills.
  - 9.F.7.A Demonstrate the skills to break down social studies concepts for the developmental level of elementary students (e.g., making abstract concepts concrete, examples, use of students' funds of knowledge).
  - 9.F.7.B Facilitate a variety of classroom discussion formats.
  - 9.F.7.C Model and create classroom environments where students practice skills of inquiry.
    - 9.F.7.C.1 Listening to multiple perspectives.
    - 9.F.7.C.2 Developing questions and planning investigations.
    - 9.F.7.C.3 Applying disciplinary concepts and tools.
    - 9.F.7.C.4 Evaluating sources and using evidence.
    - 9.F.7.C.5 Communicating conclusions (stating a position supported by evidence).
    - 9.F.7.C.6 Taking informed action (participating in and following a discussion).
  - 9.F.7.D Employ decision-making processes used in a democratic society.
    - 9.F.7.D.1 Modeling, teaching, and leading student reflection on democratic decision-making processes.
    - 9.F.7.D.2 Teaching the variety of decision-making strategies used in governments and businesses.
  - 9.F.7.E Invite students into the process of civic engagement.
    - 9.F.7.E.1 Demonstrating a variety of community involvement skills to enhance social studies instruction.
    - 9.F.7.E.2 Involving students as active citizens in community.
    - 9.F.7.E.3 Involving the community in civic engagement with students.
    - 9.F.7.E.4 Integrating the resources of the community.
  - 9.F.7.F Access and develop classroom-based assessments to monitor and assess social studies content knowledge and civic behaviors.
  - 9.F.7.G Engage students in activities on global issues (e.g., sustainability, climate, conflict, economic patterns, global health, cause and effect, etc.).

**1.0 Common Core: Knowledge of Foundations of Special Education**

- 1.1 Models, theories, philosophies, and regulatory history that form the basis for special education early childhood practice
- 1.2 Issues in definition and identification of infants and young children with disabilities, including those from culturally and linguistically diverse backgrounds
- 1.3 Issues, assurances, case law, and due process rights related to assessment, eligibility, and placement within a continuum of services
- 1.4 Rights, responsibilities, and advocacy related to infants and young children with disabilities and their families
- 1.5 Definitions and issues related to the identification of individuals with disabilities.
- 1.6 The legal, judicial, health, and educational systems to assist infants and young children with disabilities and their families.
- 1.7 Laws and policies related to provision of specialized health care in educational settings
- 1.8 Factors that influence the over-representation and under-representation of culturally/linguistically diverse students in programs for young children with disabilities
- 1.9 Federal and state legislation that affects children, families, and programs for young children with disabilities
- 1.10 Roles of families, school and community personnel, and individuals with disabilities in identifying, assessing, and providing services to individuals with disabilities

**2.0 Common Core: Knowledge of Characteristics Of Learners**

- 2.1 Typical and atypical early childhood growth and development
  - Similarities and differences of infants and young children with and without disabilities
  - Developmental and educational implications of characteristics of various disabilities including social, emotional, academic, and behavioral implications
  - Effects a disability (ies) can have on the development of infants and young children and their family
- 2.2 Unique needs of infants and young children who are severely involved or such as positioning, handling, nutrition, feeding, and toileting
- 2.3 Impact of a disability on infants and young children, families and society
- 2.4 Family/community education programs that provide information and resources concerning infants and young children with disabilities
- 2.5 Etiologies and medical aspects of conditions affecting infants and young children with disabilities
- 2.6 Strategies for collaborating with families of and service providers to infants and young children who are chronically or terminally ill
- 2.7 Types and transmission routes of infectious disease associated with disabilities during pregnancy and early childhood

**3.0 Common Core: Knowledge of Assessment, Diagnosis, and Evaluation**

- 3.1 Basic terminology used in assessment of infants and young children with disabilities and family needs and resources
- 3.2 Legal provisions and ethical principles regarding assessment of infants and young children and family needs and resources

- 3.3 Evaluation related to child-find screening, pre-referral, response to intervention (RTI), referral, eligibility procedures, extended school year and transition procedures
- 3.4 Appropriateness of various instruments and procedures for assessing infants and young children with disabilities including children who are culturally and linguistically diverse and family needs and resources
- 3.5 Impact of age and development on assessment procedures
- 3.6 Accommodations, modifications, technology and alternatives and when to apply each in classroom, district, and state testing
- 3.7 Curriculum based assessment
- 3.8 Knowledge of reliable assessment methods and developmentally appropriate responses of infants and young children

#### **4.0 Common Core: Knowledge of Planning, Content and Practice**

- 4.1 Individualized Education Plan (IEP) and (IFSP) Individual Family Service Plan components, development, implementation, and review process
- 4.2 Characteristics and demands of the continuum of service options and the least restrictive environment
- 4.3 Accommodations, modifications, and alternatives and when to apply each in instruction
- 4.4 Research-based methods for increasing positive impact on early literacy and early mathematics
- 4.5 Research-based methods for increasing early learning in adaptive, social, emotional, behavioral, cognitive, communication, and independent living skills
- 4.6 Pre-referral prevention and intervention strategies including all levels of response to intervention
- 4.7 Strategies for integrating learning opportunities in daily routines and planned activities
- 4.8 Research-based best practices for effective management of teaching and learning in individual, small group and large group settings
- 4.9 Theories and research that form the basis of early childhood special education curriculum and instruction
- 4.10 Roles and responsibilities, of the early childhood special education teacher, Para educator, and other team members
- 4.11 Strategies for appropriate program and instructional supervision and training including management of classroom volunteers, Para educators, and peer tutors
- 4.12 Strategies for coordination of learning programs for general education and special education staff to meet students' needs
- 4.13 Universal precautions for health and safety

#### **5.0 Common Core: Knowledge of Managing Student Behavior and Social Interaction Skills**

- 5.1 Laws, policies/regulations, and ethical principles regarding positive behavior management planning and implementation, discipline and aversive intervention for infants and young children
- 5.2 Responsibilities regarding and procedures for Functional Behavior Assessment, manifestation, determination, and behavior intervention planning for infants and young children
- 5.3 Strategies for increasing acceptance and inclusion of infants and young children with disabilities



**5.4** Social skills needed for early childhood/special education environments

**5.5** Strategies for crisis prevention and de-escalation of aggressive behavior for infants and young children

## **6.0 Common Core: Skills and Instructional Methodology**

### *Foundations of Special Education*

- 6.1.1 Articulate personal philosophy of early childhood special education
- 6.1.2 Know, use and comply with WACs in the design and implementation of early intervention, special education and related services
- 6.1.3 Identify similarities and differences of major provisions of Part B and Part C of IDEA
- 6.1.4 Apply theory and knowledge of family dynamics, roles, and relationships in interactions with families and communities
- 6.1.5 Collaborate with local, community, state and federal personnel to provide services to infants and young children with disabilities

### *Characteristics of Learners*

- 6.2.1 Access information, support, and resources on early development and disabilities such as health and safety, challenging behaviors, nutrition, and learning
- 6.2.2 Communicate with school personnel, families and community members about the characteristics and needs of infants and young children with disabilities
- 6.2.3 Observe and record the behaviors of infants and young children who are taking medications and share data/observations with family and other professionals when appropriate
- 6.2.4 Use current information on assessment, evaluation, and development of infants and young children to inform instructional practice
- 6.2.5 Recognize characteristics common to disability areas identified in WACs
- 6.2.6 Select, adapt and use instruction strategies and materials according to characteristics of infants and young children including social, emotional, adaptive, cognitive, academic and behavioral
- 6.2.7 Develop and select learning experiences and strategies that affirm and respect family, cultural, and societal diversity including language differences
- 6.2.8 Identify pre-, peri-, and postnatal development and factors such as biological conditions and environmental conditions that affect children's development and learning
- 6.2.9 Identify aspects of medical care for premature, low birth weight, and other medically fragile babies including methods used in the care of young children dependent upon technology and implications of medical conditions on child development and family resources, concerns, and priorities

### *Assessment Diagnosis and Evaluation*

- 6.3.1 Collaborate with families, related service personnel and others in assessment of infants and young children with disabilities
- 6.3.2 Maintain confidential communication and documentation about infants and young children with disabilities
- 6.3.3 Use comprehensive assessment procedures
  - Include families and service providers to gather relevant background information
  - Develop and administer objective informal assessments and observations

- Select and use a variety of formal assessments including functional behavioral assessment to make decisions about the infants and young children learning and development
- Interpret information from formal and informal assessments including psychometric properties such as reliability and validity

6.3.4 Utilize ongoing evaluation/assessment data to determine the effectiveness of specially designed instruction and related services for infants and young children and their family

6.3.5 Use performance data and information from all team members to inform and evaluate effectiveness of interventions in early learning environments

6.3.6 Select, adapt and modify individualized assessment strategies including accommodations, technology and alternative assessment for infants and young children

6.3.7 Use technology to implement progress monitoring and use of data to develop and modify instructional plans

6.3.8 Develop and implement transition services.

6.3.9 Use documentation of response to intervention (RTI) to inform eligibility determination decisions and specially designed instruction

6.3.10 Communicate and integrate assessment and ongoing evaluation results from others in eligibility decisions, the development and implementation of the Individual Educational Program (IEP) and Individual Family Service Plan (IFSP)

6.3.11 Collaborate in the assessment of infants and young children's cognitive, social-emotional, behavioral, sensory, motor, communication, and adaptive domains

6.3.12 Assist in identifying family resources, priorities, and concerns in relation to their child's development

#### *Planning, Content and Practice*

6.4.1 Create a safe, equitable, positive, and supportive learning environment for infants and young children

6.4.2 Develop and select instructional content, resources, and strategies that are aligned with the IEP or IFSP goals and respond to cultural, and linguistic differences

6.4.3 Develop, implement, and monitor comprehensive, IFSP/IEPs in collaboration with team members, families, and as appropriate, infants and young children

6.4.4 Evaluate the need for assistive technologies and incorporate when appropriate

6.4.5 Develop, implement, and monitor IEPs, IFSPs, and lesson plans which align with general curriculum including state learning goals, EALRs, GLEs and Early childhood learning benchmarks

6.4.6 Use and model research-based strategies and interventions to facilitate inclusion within a continuum of service including appropriate accommodations, curriculum modifications, and alternatives

6.4.7 Collaborate and communicate with school personnel, family and community members to include and accommodate infants and young children with disabilities into various settings

6.4.8 Use research-based strategies to develop early literacy and early mathematical skills.

- 6.4.9 Use research-based strategies for increasing early learning in adaptive, social, emotional, behavioral, cognitive, communication, and independent living skills
- 6.4.10 Use task analysis to prepare lesson plans based on educational needs that are directly connected to measurable components of the IFSP or IEP
- 6.4.11 Plan for the integration of related services' goals into early intervention educational program
- 6.4.12 Sequence, implement, and evaluate individual learning outcomes, including the appropriate use of the EALRs and GLEs
- 6.4.13 Use research-based strategies for facilitating maintenance and generalization of skills across early intervention and early childhood environments
- 6.4.14 Use instructional time to positively impact infants and young children's development and learning by designing and managing effective daily routines
- 6.4.15 Use strategies, including collaboration with families and other agencies to facilitate all transitions for infants and young children with disabilities.
- early intervention to preschool
  - preschool to elementary
  - individualized alternative settings to school
  - extended school year
  - to and from general education
- 6.4.16 Direct, observe, and provide feedback to Para educators, classroom volunteers and peer tutors
- 6.4.17 Prepare lesson plans, organize materials, and monitor implementation of early intervention services and specially designed instruction for self, Para educators, and general educators
- 6.4.18 Design and/or provide instruction in a variety of settings including school and community based
- 6.4.19 Integrate developmentally appropriate and individually appropriate instruction of skills
- 6.4.20 Support and facilitate family and child interactions for early learning and development
- 6.4.21 Monitor, summarize, and evaluate the acquisition of child and family outcomes as outlined on the IFSP
- Managing Student Behavior and Social Interaction Skills
- 6.5.1 Use the least intrusive behavior management strategy consistent with the needs of the young child
- 6.5.2 Modify instructional approaches and the learning environment to manage behaviors
- 6.5.3 Select and implement research-based strategies of behavioral support and management for infants and young children with disabilities
- Professionalism and Ethical Practice
- 6.6.1 Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession consistent with Council for Exceptional Children Code of Ethics
- 6.6.2 Access professional organizations and publications (printed/electronic) that support infants and young children with disabilities, their families, and colleagues
- 6.6.3 Conduct professional activities in compliance with applicable Early Childhood Special Education laws and policies/regulations



**NEW EDUCATOR RESIDENCY OR INITIAL PREPARATION PROGRAM  
PRE-PROPOSAL FORM 2**

**Program Information**

Program Name: Bachelor of Applied Science in Teacher Education

Institution or organization name: Pierce College

**Type of certificate program**

- Residency teacher certificate
- Residency principal
- Residency school counselor
- Initial teacher career and technical education business and industry route
- Initial superintendent
- Residency program administrator
- Residency school psychologist

**Nature of program**

- Certification with B.A.S.
- Certification with Master's degree or above
- Certification only
- Certification with Doctoral degree

**Endorsement(s)** for Teacher Preparation (All residency programs must offer at least one endorsement.)  
Identify all endorsements the program plans to bring for PESB approval within the first year of program approval.

**Early Childhood**

- Early Childhood (P-3)
- Early Childhood Special Education (Birth-3)

**Elementary & Middle Level**

- Elementary (K-8)
- Middle Level Humanities
- Middle Level Math
- Middle Level Science

**Secondary (5-12):**

- Earth & Space Science
- English Language Arts
- Social Studies
- Biology
- Mathematics
- Chemistry
- Physics
- History
- Science

**All-level (P-12):**

- Designated World Language
- English Language Learners
- Music (Instrumental)
- Special Education (Birth-12)
- Bilingual
- Reading
- Music (Choral)
- Visual Arts
- Dance
- Health/Fitness
- Music (General)
- Library Media
- Theatre Arts

**CTE (7-12)**

- Agriculture
- Family Consumer Sciences
- Business & Marketing Education
- Technology Education

- Traffic Safety

## Appendix J: Proposed Course Outcomes

### **ECED 307 Health and Fitness**

1. Explain the effect of health and fitness choices and habits on quality of life.
2. Adapt health and fitness curriculum to individual student needs such as developmentally appropriate motor skills.
3. Plan for health and fitness instruction in various settings such as classroom, gymnasium, and playground.
4. Utilize resources to plan health and fitness lessons in compliance with state learning standards.
5. Develop a comprehensive, culturally-relevant, health and fitness education program that incorporates the principles of safety, legal issues, and risk management.

### **ECED 325 Advanced Math Methods**

1. Critique classroom discourse and define the role of the teacher in facilitating that discourse through findings from research on student learning.
2. Utilize problem solving skills in the mathematical content areas of numbers and operations, geometry, algebra, data analysis and probability, and measurement appropriate for adaptation for children from birth through grade three.
3. Plan a problem-based mathematics lesson that includes elements of differentiation, assessment, and technology, and requires students to engage in sense making and mathematical communication while adhering to state and national standards.
4. Develop assessments that give a teacher insight into student thinking about mathematics content and create plans to implement adjustments from the results.
5. Research ideas for teaching mathematics in diverse classrooms to incorporate into lesson planning.
6. Develop knowledge, skills, and professional behaviors across early learning settings, examine the nature of mathematics, how mathematics should be taught, and how students learn mathematics.
7. Observe and analyze a range of approaches to mathematics teaching and learning focusing on tasks, discourse, environment, and assessment.

### **ECED 335 Law and Ethics**

1. Identify and explain the federal and state legislation that affects children, families, and programs for young children with disabilities.
2. Know, use and comply with the Washington Administrative Codes (WACs) as they apply to the design and implementation of early intervention, special education and related services
3. Explain the documentation, development, implementation, and monitoring of comprehensive Individual Family Service Plan (IFSP), Individualized Education Program (IEP), and 504 plans as they are constructed based on Federal Law in collaboration with team members and families.
4. Apply the laws, policies/regulations, and ethical principles regarding positive behavior management in the construction of disciplinary planning and aversive intervention for infants and young children.
5. Describe and differentiate the legal, judicial, health, and educational systems that assist families with infants and young children who are ability diverse, in order to advocate for, and refer children appropriately.
6. Discuss the advocacy provided through professional organizations and publications that support infants and young children with disabilities, their families, and colleagues

7. Define and discuss the characteristics that comprise high standards of competence and integrity in order to exercise sound judgment in practices consistent with the Council for Exceptional Children Code of Ethics.

### **ECED 340 Assessment and Evaluation**

1. Define and discuss various types of assessments and the legal and ethical principles that apply to the steps in the assessment process.
2. Identify and discuss reliable and valid assessment methods and developmentally appropriate responses of infants and young children.
3. Explain the evaluation related to child-find screening, pre-referral, response to intervention (RTI), referral, eligibility procedures, extended school year, and transition procedures.
4. Select and use a variety of formal assessments to inform decisions regarding appropriate placement and services to infants and young children with disabilities, and students from culturally and linguistically diverse backgrounds.
5. Explain concepts of measurement, reliability and validity.
6. Correctly administer, score and interpret data from formal assessments in order to collaboratively construct Individual Educational Programs (IEP) and Individual Family Service Plans (IFSP) for children with disabilities.
7. Communicate and integrate assessment and ongoing evaluation results from others in eligibility decisions and the development and implementation of the IEP and IFSP while implementing best practices.
8. Utilize ongoing evaluation/assessment data to determine the effectiveness of specially designed instruction and related services for infants and young children.

### **ECED& 355**

1. Deconstruct own biases and reflect on biases present in the communities of practice and the system in which we live and work.
2. Reflect on one's own personal, social, and cultural contexts, and identify on how these contexts affect teaching practice.
3. Explain how embedded bias can impact identity development.
4. Seek out people, experiences, research, and classroom resources to understand the strengths, accomplishments, and values of children's families and neighborhoods and the history and values that form the context in which their children grow.
5. Articulate how family structure, culture, social, emotional, and political contexts may impact children's and families' participation in the educational setting.
6. Identify how systemic power, privilege, and oppression impacts early childhood educational systems and the individuals within those systems.
7. Identify inequalities in early learning settings and develop strategies for addressing them.

### **ECED 365 Observation, Documentation, and Monitoring**

1. Identify and use various developmentally and culturally appropriate practices to observe, record, and assess young children's development and learning.
2. Evaluate various progress monitoring tools and formative and summative assessment strategies for the purpose of setting goals and planning appropriate programs, environments, and interactions, and adapting for individual differences.
3. Evaluate and use standardized assessment tools, and integrate standardized data with other assessment data in order to make informed decisions about adaptations and modifications to instruction.

4. Articulate strategies on how to engage children in developmentally appropriate self-assessment and goal setting.
5. Evaluate the processes of involving families in the assessment process and communicate assessment information with families.
6. Integrate assessment results from the student support team as an active participant in the development and implementation of Individual Education Plan (IEP) and Individual Family Service Plan (IFSP) goals for children with special developmental and learning needs.

### **ECED 370 Adaptations, Modifications, and Planning**

1. Select, adapt and modify individualized assessment strategies including accommodations, technology and alternative assessment for infants and young children.
2. Develop, implement, and monitor comprehensive, IFSP/IEPs, and 504 plans in collaboration with team members, families, and as appropriate, infants and young children.
3. Develop and select instructional content, resources, and strategies that are aligned with the IEP or IFSP goals and respond to cultural and linguistic differences.
4. Utilize and adapt instructional strategies and materials according to characteristics of infants and young children including social, emotional, adaptive, cognitive, academic and behavioral needs.
5. Prepare lesson plans, organize materials, and monitor implementation of early intervention services and specially designed instruction for self, Para educators, and general educators.
6. Use research-based strategies and interventions to facilitate inclusion within a continuum of service including appropriate accommodations, curriculum modifications, and alternatives.
7. Use technology to implement progress monitoring and use data to develop and modify instructional plans.
8. Evaluate the need for assistive technologies and incorporate when appropriate in order to ensure all students are included in the classroom community.

### **ECED 385 Advanced Language and Literacy Methods**

1. Describe the developmental progression of language, communication, and literacy skills in children from birth through grade three.
2. Analyze and apply various theories and techniques of language and literacy learning and instruction for young children, which encompass cross-cultural and individual needs.
3. Assess literacy curriculum and plan lessons to support the literacy development of children from birth through grade three who are culturally, linguistically, and ability diverse.
4. Assess early learning environments for the presence of materials and practices that support language and literacy development.
5. Identify or develop formative and summative assessments for children's language and literacy skills.
6. Articulate how media and technology influence young children's language and literacy development and choose developmentally appropriate technological tools for use when working with children.
7. Create activities that families can use at home to support their children's language and literacy development.

8. Incorporate the major components of reading and writing in creating lesson plans to support children who are culturally, linguistically, and ability diverse.
9. Identify achievement gaps in local schools, articulate factors that may contribute to them, and develop strategies to address them.

### **ECED 395 Collaboration and Supervision**

1. Plan collaborative strategies to use with local, community, state and federal personnel in order to provide support and services to infants and young children with disabilities.
2. Create and utilize a plan for communication with school personnel, families and community members regarding the characteristics and needs of infants and young children with disabilities and how to accommodate and include them.
3. Identify and define the roles and responsibilities of family members and school personnel as they collaborate to meet the needs and plan programming for the child with diverse abilities.
4. Collaborate in the assessment of infants and young children's cognitive, social-emotional, behavioral, sensory, motor, communication, and adaptive domains in order to create a safe, equitable, positive, and supportive learning environment for infants and young children.
5. Use collaborative strategies with families and other agencies to facilitate all transitions for infants and young children with disabilities:
  - \*early intervention to preschool;
  - \*preschool to elementary;
  - \*individualized alternative settings to school;
  - \*extended school year;
  - \*to and from general education
6. Describe and analyze strategies for appropriate program and instructional supervision and training including management of classroom volunteers, para educators, and peer tutors in order to meet student needs.

### **INST 300 Social Studies for Teachers**

1. Develop a framework for thoughtful and reflective participatory citizenship and civic decision-making by applying an understanding of local (mayors, city councils, school boards), state, and national government, law, and politics.
2. Outline economic concepts and systems and explain the interactions among economy and individuals, households, businesses, governments, and societies.
3. Explain how geographic features and human cultures shape and impact environments.
4. Analyze how neighborhoods, communities, and societies have changed over time.
5. Develop questions and plan social studies investigations using disciplinary concepts and tools.
6. Evaluate sources, integrate multiple perspectives, and use evidence to understand social phenomena.
7. Create a lesson plan for children birth through grade three using the content knowledge learned in this course and the state standards.

### **NSCI 300 Inquiry Based Science for Teachers**

1. Use the Crosscutting Concepts as an organizational framework for connecting core ideas across the earth and space sciences, the life sciences, physical sciences, and engineering design.
2. Demonstrate knowledge of basic concepts of life science, physical sciences, and Earth sciences needed to support the scientific exploration of children from birth through grade



three.

3. Apply knowledge of processes, skills, technologies, and resources to explore and understand science content and phenomena.
4. Conduct investigations to answer scientific questions or solve engineering problems using the scientific method in earth sciences, life sciences, physical science, and engineering.
5. Describe the relationship between engineering and science in order to plan and implement a comprehensive science curriculum.
6. Explain the interactions between culture and science, and identify the contributions of diverse individuals to the development of science and technology, and describe how science and technology have affected individuals, cultures, and societies throughout human history.
7. Create an inquiry based lesson plan for children birth through grade three using the content knowledge learned in this course and the state early learning guidelines or NGSS.

### **ECED 479 Fall Residency**

1. Apply the concepts of how individuals grow, develop, and learn to provide learning opportunities that support the cognitive, social, emotional, linguistic, creative, and physical development of all children from birth through grade three.
2. Create positive, equitable learning environments and experiences that reflect and respect culturally, linguistically, and ability diverse children and support home language preservation.
3. Build reciprocal relationships with families and community to support children's learning and development.
4. Develop nurturing relationships with children to support their development and learning.
5. Upholds the professional code of ethical conduct and applicable laws, including Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), Individuals with Disabilities Education Act (IDEA), and mandated reporting during residency.
6. Establish and maintain positive, collaborative relationships with colleagues, other professionals, and families, and work effectively as a member of a professional team.
7. Research the specific disabilities affecting children assigned to your mini-professional learning community (mini-PLC) to inform practice.
8. Select and implement behavioral support and management strategies that are research-based, individualized to the child's and/or group's needs, and least intrusive.
9. Teach children the social skills necessary for success in their immediate environments.

### **ECED 389 Winter Residency**

1. Promote children's cognitive, social, emotional, linguistic, creative and physical development by organizing and orchestrating the environment in ways that best facilitate the development and learning of the whole child.
2. Design and implements developmentally appropriate learning experiences that integrate within and across disciplines, and uses effective instructional strategies.
3. Utilize appropriate professional resources to learn about exceptionalities in infants, young children and families as well as special family/learning needs in order to implement appropriate instructional strategies.
4. Analyze, evaluate, and synthesize his/her teaching practice to make appropriate changes that more fully serve families and children birth through grade three.
5. Plan and implement lessons using research-based strategies and the essential concepts of content areas including English language arts, health and fitness, mathematics, science, social

studies, and the arts.

6. Create and employ individualized accommodations, modifications, and alternatives for children assigned to mini-professional learning community (mini-PLC).
7. Integrate learning opportunities in daily routines and planned activities.
8. Develop, implement, and monitor Individual Family Service Plans (IFSPs), Individualized Education Programs (IEPs), 504 plans, and lesson plans which align with general curriculum including state learning standards, Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and early childhood learning guidelines.
9. Prepare and submit all required documents and materials for the edTPA.

### **ECED 499 Spring Residency**

1. Use a variety of assessment practices in collaboration with colleagues and families to guide the learning and holistic development of young children.
2. Seek out opportunities to grow professionally through the use of appropriate professional literature, organizations, resources, and experiences to inform and improve practice.
3. Analyze, evaluate, and synthesize teaching practice to make appropriate changes that more fully serve children birth through grade three.
4. Determine appropriateness of various instruments and procedures for assessing infants and young children with disabilities including children who are culturally and linguistically diverse and make recommendations for implementation.
5. Utilize reliable assessment methods and developmentally appropriate responses of infants and young children to document progress and determine services and supports.
6. Screen, evaluate, and determine eligibility of children referred for special education services.
7. Use response to intervention (RTI) or multi-tiered systems of support (MTSS) with children assigned to the mini-professional learning community (mini-PLC).
8. Demonstrates skills needed to work collaboratively with the student/family support team to assess children's progress, design and implement the intervention, and report results.
9. Use the results of the TPEP to create a PGDP for the first year of teaching.

### Program Outcomes Grid

This grid shows which program outcomes and core abilities are assess in each BAS course.

	NSCI	INTS	307	325	335	340	355	365	370	385	395	479	489	499
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