



Applied Baccalaureate Degree Program
In Teacher Education – Teacher
Certification and ECE/K-8 Endorsements
Program Proposal

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FORM C

**COVER SHEET
NEW DEGREE PROGRAM PROPOSAL**

Program Information

Institution
Name: Yakima Valley College

Degree Name: Bachelor of Applied Science in Teacher Education with Teacher Certification and ECE/K-8 Endorsements (BASTE) CIP Code: _____

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

Degree:	<u>AAS-Early Child Education</u>	CIP Code:	<u>402</u>	Year Began:	<u>2002</u>
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Degree:	<u>AAS-Para-Educator</u>	CIP Code:	<u>839G</u>	Year Began:	<u>2007</u>
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Degree:	<u>AAS-ECE Preschool Sped Option</u>	CIP Code:	<u>839D</u>	Year Began:	<u>2015</u>
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Planned Implementation Date (i.e. Fall 2014): Fall 2018

Proposal Criteria: *Please respond to all eight (8) areas listed in proposal criteria FORM D. Page Limit 30 pages*

Contact Information

Name: Tomas Ybarra

Title: Vice President of Instruction and Student Services

Address: PO Box 22520, Yakima, WA 98907-2520

Telephone: 509.574.4640

Fax: 509.574.4632

Email: tybarra@yvcc.edu

Chief Academic Officer

Date

Introduction

Yakima Valley College (YVC) proposes to develop a Bachelor of Applied Science in Teacher Education (BASTE) with teacher Certification and Early Childhood (P-3) and Elementary (K-8) endorsements. This proposal is informed by active consultation and collaboration between YVC, Educational Service District 105 (ESD 105), and local School Districts, in response to the teacher and substitute teacher shortages in YVC's service district. The proposed Bachelor of Applied Science in Teacher Education degree program is designed to target place-bound working adults and responds to the specific needs of the school districts located within the boundaries of the YVC's service district. Yakima Valley College is also working with the Professional Educators Standards Board (PESB) to become an approved teacher certification program in Washington State.

Potential elementary education teachers who would be served by this program are currently employed by the school districts in other capacities. Consequently, the traditional teacher certification programs offered by other 4-year institutions are not easily accessible to these working adults. In addition, many of these place-bound working adults already hold an associate of applied science degree. The proposed Bachelor of Applied Science in Teacher Education (BASTE) degree will create a pathway for these AAS degree holders to attain the education and certification required to become an elementary education certificated teacher without the burden of having to disrupt their families and current employment.

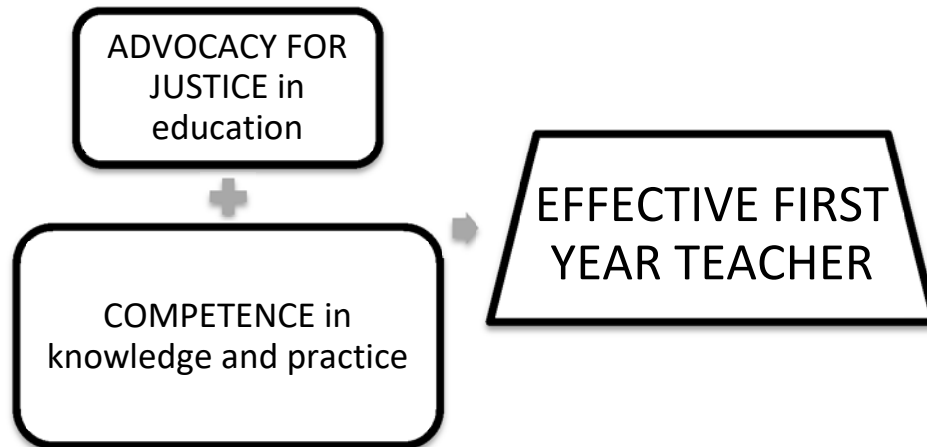
Yakima Valley College intentionally chose to create a blended program that combines outcomes for early childhood general education (ECE) and K-8 education to prepare graduates to work with children from birth to eighth grade. Each course will prepare graduates to work with children and families who are culturally, linguistically, and ability diverse. The courses allow for the blending of outcomes to support both the ECE and K-8 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 Yakima County.

The proposed BASTE degree will prepare graduates to work across the spectrum of early childhood education from birth through eighth 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 educational achievement of children in our community. According to the Office for the Superintendent of Public Instruction, "Based on an analysis completed by OSPI in January 2016, the estimated annual shortfall in needed teachers is expected to be approximately 3,500 teachers annually if current trends continue."¹ 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.

¹ <http://www.k12.wa.us/LegisGov/TeacherShortage.aspx>

Criteria 1: Curriculum Demonstrates Baccalaureate Level Rigor

The Conceptual Framework and Program Design for the Bachelor of Applied Science degree in Teacher Education – Teacher Certification and ECE/K-8 Endorsements reflects the College’s desire to graduate teachers who are both competent in knowledge and practice and able to advocate for justice in education for learners of the community.



The need for qualified certificated teachers and substitute teachers in YVC’s service area is at a critical point. YVC is committed to address this need and has designed the proposed BASTE program to attract as many students as possible by providing stand-alone competency based 300/400 level course work. During a recent Webinar offered by the White House Initiative on Educational Excellence for Hispanics titled “Improving Diverse and Inclusive Teacher Pipelines” (Webinar, July 27, 2016) Dr. Hamdan stated that “We are not short on candidates of color. There are qualified candidates of color everywhere. What we are short on are support and opportunities.” YVC is committed to address that need in its service area and remove as many entrance barriers as possible while maintaining a high-quality program.

Program learning outcomes

YVC BASTE achieves the point of rigor by intentionally and consistently aligning course content knowledge (see course outcomes identified in syllabi) with application standards that identify levels of application effectiveness (see competencies and range of rubrics). When candidates can clearly identify best practices and research and are then able to integrate that knowledge with systematic implementation which results in significant student gains, then maximum rigor has been achieved.

At the conclusion of the BASTE program, graduates will have demonstrated:

- Commitment to advocating for powerful teaching experiences so that all students have equal opportunities to learn;
- Advocating for learners and families for educational policies and actions that support the best learning opportunities for all learners;
- Mastery of all knowledge competencies which lead to teaching effectiveness and student success;
- Mastery of all Professional Dispositions as identified in the Professional Disposition Form;
- Knowledge of pathways of communication, faculty feedback, and school culture that enhance the learning environment for all constituents;

- Evidence of methods teacher use to be accountable for their practice as well as student outcomes in their classrooms;
- Commitment to on-going professional development to ensure research-based best practices, alignment with state and national standards and changing district-wide curriculum protocols.

Program evaluation criteria and process

The Bachelor of Applied Science in Teacher Education – Teacher Certification and ECE/K-8 Endorsements (BASTE) evaluation criteria and process aligns with existing program assessment practices at Yakima Valley College and is designed to respond to the following standards:

- The evaluation of program effectiveness focuses primarily on the success of graduates in demonstrating the abilities of highly effective first year teachers via the measures of a) pupil progress in their classrooms and b) their advocacy for educational justice. These data will be provided by principals of schools in which new teachers are assigned.
- Secondary evaluation components include a) course/faculty evaluation; b) faculty small group discussions and feedback about program operations and effectiveness; c) candidate mid-term responses to questions regarding program issues and needs; success of candidates on the EdTPA, WEST-E and/or NES endorsement assessments d) feedback and suggestions from school partners, principals and mentor teachers; and e) administrative observations of faculty.
- While all graduates will pass required WA state tests, YVC will not use pass rates of the WEST-B or WEST-E to determine program effectiveness as these measures have proved unreliable indicators of future teacher success, especially among English as a second language learners. Pass rates will be used for data collection and reporting to PESB.
- The program's Professional Education Advisory Board (PEAB), BASTE faculty, and candidates will provide feedback to the Administrators and faculty of the program three times per year. Requests and recommendations will be considered and incorporated into program revisions accordingly.
- Candidates will complete course evaluations at the end of each course. The data will be reviewed by program administrators for the purpose of baccalaureate level rigor and curriculum maintenance. Copies of student evaluations will be provided to the faculty members after grades are submitted.
- All BASTE faculty members will submit a professional self-evaluation to his/her Dean once in a 5-year cycle. The Performance Evaluation will include; Professional Development Activities: (Conference or workshop attendance and/or presentations, honors; scholarship, research or artistic creation; growth and enrichment from sabbatical leaves); College Activities (Department work with peers or activities with students; committee work or initiatives supporting the faculty member's unit; committees or activities important to the YVC community); and Professional Activities (A list of professional activities in the wider community).
- The program effectiveness and review will be conducted per the PESB's program evaluation indicators and program review timelines.
- The program will adhere to the standards for professional teacher preparation established and monitored by the Professional Education Standards Board (PESB). Responding to the PESB also includes annual submission of data tables which track candidates, jobs, mentor teachers, faculty, school placements, etc.

In addition, the program evaluation process involves program faculty and staff, the Vice President of Instruction and Student Services, the Dean of Workforce Education and the Office of Institutional Effectiveness (the institutional research office of the college). Program evaluation addresses program

philosophy, mission and goals, enrollment, staffing, student learning outcomes assessment, program outcomes and workforce demands of school districts.

Professional Education Advisory Board (PEAB)

Yakima Valley College has successfully assembled and put in place a Professional Education Advisory Board (PEAB). The Board has been actively involved in the development of the BASTE program and will continue to take an integral part in the program evaluation process.

Courses needed by students transferring with technical associate degrees

At a minimum, students must either have completed a technical associate degree or have more than 90 college level credits from a regionally accredited institution prior to applying for admission to the program.

Students will be required to meet the 60 credit General Education requirement as outlined in the SBCTC's *Minimum general education requirements for Applied Baccalaureate Degrees*² prior to graduation. These credits can be earned at either/both the associate degree and/or applied bachelor's degree level.

YVC expects students to come primarily with the following academic credentials:

- AAS-Early Childhood Education
- AAS-Early Childhood Education – Special Education Option
- AAS-Para-Educator
- AAS degrees in other fields
- 90+ college level courses

General education component (see Table I)

Students will need to complete 60 credits of general studies requirements prior to graduation from the BASTE program. Based on individual transcripts, students will have ample opportunities and flexibility to meet this requirement throughout the BASTE program. Program and faculty advisors will work with each student to determine the best academic schedule to meet this requirement.

² Washington State Board for Community and Technical Colleges' website. *Minimum general education requirements for Applied Baccalaureate Degrees [PDF]*. Viewed July 28, 2016. <http://www.sbctc.edu/colleges-staff/programs-services/applied-baccalaureates/bachelors-program-approval-application.aspx>

General Education requirements are as follows:

Table I

SBCTC General Education Requirements		
Distribution	GED	Credits
Communication skills	CM	10
Quantitative/Symbolic reasoning	QU	5
Humanities	HM	10
Social Sciences	SS	10
Natural Science with Lab (L)	NS (L)	5
Natural Science	NS	5
Additional General Education courses	GEN	15
Totals		60

Based on current recommended guidance for minimum general education requirements for applied baccalaureate programs, the general education courses may be from 100/200 or 300/400 level courses with the appropriate distribution.

Table II below lists General Education courses student applicants will be advised to take to meet the Gen Ed requirements listed on Table I.

Table II

BASTE General Education Courses			
Course No	Course Description	GED	Credits
Communication Skills			
ENGL& 101	ENGLISH COMPOSITION I	CM	5
CMST& 220	INTRO PUBLIC SPEAKING	CM	5
	Total Communication Skills credits		10
Quantitative/ Symbolic Reasoning Skills			
MATH& 107	MATH IN SOCIETY	QU	5
	Total Quantitative/Symbolic Skills credits		5
Humanities			
CMST& 210	INTERPERSONAL COMMUNICATIONS	HM	5
ENGL 203	THE RESEARCH PAPER	HM	5
	Total Humanities credits		10
Social Sciences			
SOC 250	MARRIAGE & FAMILY	SS	5
HIST& 116	WESTERN CIVILIZATION I +	SS	5
	Total Social Sciences credits		10
Natural Sciences			
BIOL 105	FUND BIOL W/LAB NON-MJRS	NS (L)	5
NUTR 101	NUTRITION	NS	5
	Total Natural Sciences credits		10
Additional General Education Courses (GEN ED's)			
PSYC& 100	GENERAL PSYCHOLOGY	GEN	5
SOC& 101	INTRO TO SOCIOLOGY	GEN	5
PHIL& 101	INTRODUCTION TO PHILOSOPHY	GEN	5
	Total Additional GEN ED's credits		15
	Total General Education Credits		60

The program design also incorporates the standards for professional teacher behavior as specified by the Professional Education Standards Board (PESB) of Washington State. Program courses and seminars will be delivered in a hybrid format (face-to-face and online); residency requirements will be completed within a single school; both content and residency performance will be evaluated through a demonstration of competency system. Candidates accepted into the program may request to be pre-evaluated or assessed on content knowledge competencies and application abilities thereby reducing their time in the program.

Required courses of YVC's BASTE program build developmentally on one another, for example, moving from initial competencies in teaching mathematics, to intermediate skills and competencies in math to advanced math skills and competencies. Target competencies in both content and practice are set for each course.

Faculty advisors will work with students to determine which of the course expectations have been met and design an academic plan to complete all course expectations.

Table III below illustrates an academic plan for an applicant student with an Associate degree in Early Childhood Education.

The first 105 credits include 65 credits of ECE concentration courses, 10 credits of electives and 30 credits of General Education courses.

The next 90 credits include 300/400 level course work needed at the Junior and Senior levels for a student to complete the BASTE program and it might include General Education courses to meet the 60 Gen Ed requirement outlined in Table I above.

Table III

AAS - Early Childhood Education Junior & Senior Years Course Work			
Course No	Course Description	GED	Credits
AAS - Early Childhood Education			
Education Courses			65
Other Courses			10
General Education Courses			
ENGL& 101	ENGLISH COMPOSITION I	CM	5
CMST& 210	INTERPERSONAL COMMUNICATIONS	HM	5
ENGL 203	THE RESEARCH PAPER	HM	5
SOC 250	MARRIAGE & FAMILY	SS	5
BIOL 105	FUND BIOL W/LAB NON-MIRS	NS (L)	5
PSYC& 100	GENERAL PSYCHOLOGY	GEN	5
Total Credits from AAS Degree			105
Junior Year Course Work			
Fall QTR			
BASED 306	CLASSROOM MANAGEMENT/TEACHER INTERACTIONS		4
BASED 301	TEACHER RESIDENCY 1		6
MATH& 107	MATH IN SOCIETY	QU	5
Total Fall QTR			15
Winter QTR			
BASED 302	INITIAL COMPETENCIES IN LITERACY		2
BASED 304	INITIAL COMPETENCIES IN MATHEMATICS		2
BASED 303	TEACHER RESIDENCY 2		6
SOC& 101	INTRO TO SOCIOLOGY	GEN	5
Total Winter QTR			15
Spring QTR			
BASED 310	INTERMEDIATE COMPETENCIES IN LITERACY K-8 or BASED 340 INTERMEDIATE COMPETENCIES IN LITERACY P-3		4
BASED 305	TEACHER RESIDENCY 3		6
NUTR 101	NUTRITION	NS	5
Total Spring QTR			15
Junior Year Total Credits			45
Senior Year Course Work			
Fall QTR			
BASED 312	INTERMEDIATE COMPETENCIES IN MATHEMATICS K-8 or BASED 350 INTERMEDIATE COMPETENCIES IN MATHEMATICS P-3		4
BASED 413	TEACHER RESIDENCY 4		6
HIST& 116	WESTERN CIVILIZATION I +	SS	5
Total Fall QTR			15
Winter QTR			
BASED 408	SCIENCE INSTRUCTIONAL METHODS K-8		4
BASED 415	TEACHER RESIDENCY 5		6
CMST& 220	INTRO PUBLIC SPEAKING	CM	5
Total Winter QTR			15
Spring QTR			
BASED 410	INTRODUCTION TO edTPA		4
BASED 417	TEACHER RESIDENCY 6		6
PHIL& 101	INTRODUCTION TO PHILOSOPHY	GEN	5
Total Spring QTR			15
Senior Year Total Credits			45
Junior and Senior Years Total Credits			90
Total Program Credits			195

DEVELOPMENTAL COURSEWORK IN EDUCATION

EVEN numbered courses represent lab, seminar or course and **ODD** numbered courses represent residency requirements. Please see **Appendix I** for course descriptions and learner outcomes.

FORMAT REQUIRED FOR ALL COURSES.

The instructor will assess the current competencies of students in the class, including knowledge of state common core or learning standards (OSPI) and standards of the Professional Educator Standards Board (PESB) for new teacher certification. Very specific on-line tasks will be assigned according to current competency level of the students. Some students may have as few as two tasks, others as many as 20.

INITIAL COMPETENCIES

Table IV

Course No.	Course Title	Credits
BASED 302	Initial Competencies in Literacy	2
BASED 304	Initial Competencies in Mathematics	2
BASED 306	Classroom Management/Teacher Interactions	4

INTERMEDIATE COMPETENCIES

Table V

Course No.	Course Title	Credits
BASED 310	Intermediate Competencies in Literacy K-8	4
BASED 312	Intermediate Competencies in Mathematics K-8	4
BASED 340	Intermediate Competencies in Literacy PreK-3	4
BASED 350	Intermediate Competencies in Mathematics PreK-3	4

PROFICIENCY IN TEACHING

Table VI

Course No.	Course Title	Credits
BASED 408	Science Instructional Methods K-8	4
BASED 410	Introduction to edTPA	4

RESIDENCY PLACEMENT WITH MENTOR TEACHER

Residency supervision is a collaborative agreement among YVC faculty, school principals, mentor teachers, and Field Supervisor.

Residency overview

The purpose of YVC's Bachelor of Applied Science in Teaching (BASTE) residency placement is to prepare candidates to be immediately effective first-year teachers who are able to ensure that each learner meets or exceeds grade-level expectations. The competencies identified for achievement align with the WA state standard competencies for teachers.

RESIDENCY COURSES

Table VII

Course No.	Course Title	Credits
BASED 301	Teacher Residency 1	6
BASED 303	Teacher Residency 2	6
BASED 305	Teacher Residency 3	6
BASED 413	Teacher Residency 4	6
BASED 415	Teacher Residency 5	6
BASED 417	Teacher Residency 6	6

Competencies by residency course

Shaded areas in the table below indicate, competencies are met in the listed courses.

Table VIII

COMPETENCIES	301/303/305	413	415/417
TASK ONE: PLANNING FOR INSTRUCTION AND ASSESSMENT			
Competency 1.0 - Planning			
1.1 Displays solid knowledge of WA state standards and concepts for focal learning area			
1.2 Presents a monthly instructional plan that includes required elements (see full text)			
1.3 Provides rationale that supports the inclusion of each instructional strategy			
1.4 Provides research which supports the selection of the instructional strategies			
1.5 Includes strategies that foster critical thinking and engagement			
1.6 Provides commentary on how lesson builds upon the former lesson and directs toward...			
1.7 Identifies the standard (s) and strategy with which the lesson's skills are aligned			

1.8 Requires pupils to voice the connection this lesson has with past lessons and future lessons			
1.9 Describes strategies that will move pupils from dependent to independent application			
1.10 Describes a clear connection between reading and writing			
1.11 Candidate demonstrates advocacy opportunities for at least 3 learners			
Competency 2.0 - Supporting Individual Learning Needs			
2.1 Describes characteristics of his/her classroom and school. Describes impact of socio-economic, language, cultural and educational variables on planning for students as a whole			
2.2 Identifies learners with unique and/or special needs and demonstrates that they have consulted specialists available to them			
2.3 In writing, describes the myths and assumptions about certain genders, races, ages, language (ELL), and disabilities of pupils			
2.4 Writes lesson plans that include supports aligned with objectives and the needs of the whole class			
2.5 Lesson plans include strategies that align with individual needs specified in IEP and 504 plans			
2.6 Groups learners for instruction			

(or individualized instruction) according to daily objectives and types of learning strategies appropriate for each learner			
2.7 Presents a list of strategy accommodations helpful to ELL learners, learners with emotional disabilities and developmental delays when served in the regular classroom			
Competency 3.0 – Knowledge of Students Informs Planning and Instruction			
3.1 Describes three (3) students with specific learning needs and the lessons prepared for these students for a three (3) week span. Include. (see full text)			
3.2 Describes prior learning sessions or experiences of the pupil to support strategy selection			
3.3 Includes in lesson plans resources found in the classroom, school, district and community			

Competency 4.0 – Supporting Language Needs			
4.1 Designs lessons that demonstrate knowledge of each student’s language needs			
4.2 Describes to learners the language to be used (and rationale); provides practice opportunities for students to build vocabulary based on specific lesson and language needs			
4.3 Writes plans that include a description of the language demands of the lesson (academic language elements of			

vocabulary, function, syntax, or discourse)			
4.4 Writes lesson plans that provide practice opportunities for students to build an understanding of the academic language needed for this specific lesson and the needs of...			
4.5 Describes conversations with learners about one or more of the following elements of academic language: vocabulary, language function, syntax, discourse			
4.6 Includes a variety (or multiple) of language supports necessary to meet the individual needs of students for this lesson			
Competency 5.0 – Assessing and Monitoring Student Learning			
5.1 Demonstrates knowledge of multiple forms of student assessment including both formative and summative strategies and instruments			
5.2 When no tool is found to monitor specific or targeted behavior or literacy strategy/skill, candidate can develop an appropriate assessment/monitoring tool for daily use			
5.3 Describes how use of multiple assessment strategies may provide a more accurate view of student skills			
5.4 Plans assessments that are clearly aligned with lesson in content and form			
5.5 Includes assessment strategies adapted for ELL learners and those with special needs (both academic and/or			

behavioral)			
5.6 Develops strategies for students who are able to self-assess			

TASK TWO: INSTRUCTING AND ENGAGING STUDENTS IN LEARNING			
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Competency 6.0 - Creating a Safe and Productive Learning Environment			
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6.1 Knows and speaks about the life of each student respectfully			
6.2 Interacts with students in a manner that fosters engagement in positive all interactions			
6.3 Explains to students the classroom management plan including the rationale			
6.4 Effectively organizes and manages elements of the classroom (materials, time, space)			
6.5 Creates a challenging learning environment that engages students in multiple...			
6.6 Creates a learning community that is respectful, encourages participation, and values...all			
6.7 Provides opportunities for students to take responsibility for establishing culture and...			

Competency 7.0 – Student Engagement			
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7.1 Designs and delivers lessons that result in students demonstrating knowledge of the complex relationships between lesson			
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elements...etc. (Student Voice)			
7.2 Adds additional instructional links when the existing sequence inhibits learning; Links new learning to prior learning and personal, cultural and community assets			
7.3 Requires learners to explain their understanding of the lesson targets			
7.4 Uses cultural experiences of the learner to enhance and engage students in lesson content			
Competency 8.0 – Enhancing Student Learning			
8.1 Assists learners in fully developing the skill and knowledge presented (How can it be used in other settings/content areas? How does it relate to other skills the student is learning?)			
8.2 Asks questions that delve deeply into the students’ understanding of the strategy and/or skills being taught in the lesson			
8.3 Assists learners in building teams that support each other and expand knowledge, and conclusions (strategies for group work)			
8.4 Creates opportunities for students to share their understanding of the skills and strategies and possible applications			
Competency 9.0 – Teaching Literacy			

9.1 Demonstrates knowledge of at least 5 research-based strategies for literacy and language arts			
9.2 Identifies literacy strategies most common at the grade level of his or her residency			
9.3 Designs literacy lessons, using a variety of literacy and language arts strategies that meet the needs of 3 students who have high needs and 3 who are not high needs			
9.4 Identifies literacy strategies that are most helpful for acquiring new knowledge (acquisition) and those most helpful for building fluency (proficiency).			
9.5 Has students tell how and when they can apply the strategy in literacy and language lessons and other subject areas			
9.6 Provides adequate opportunities for practicing the literacy and language arts strategies being taught (both guided and independent)			
9.7 Explicitly teaches and models the application of literacy strategies			
Competency 10.0 – Analyzing Lesson Effectiveness			
10.1 Establishes methods of lesson assessment, collects data and analyzes data			
10.2 Makes changes to lesson based on data			

10.3 Uses research and best practices to inform decisions leading to better instruction			
10.4 Proposes changes that address the needs of the group AND individual students			

TASK THREE: ASSESSING STUDENT LEARNING

Competency 11.0 – Analyzing Student Learning

11.1 Includes all forms of assessment in final analysis of student achievement (work samples, summative assessments etc.)			
11.2 Includes identification of patterns of understandings or misunderstandings among students			
11.3 Includes specific examples that validate conclusions in analysis			
11.4 Analysis includes both individual and class results			
11.5 Candidate gathers work samples that demonstrate connections between pupils quantitative scores and qualitative performance			

Competency 12.0 – Giving Feedback to Students That Directs Their Learning Path

12.1 Provides individualized feedback that is appropriate and addresses the specific needs of students			
12.2 Provides feedback that			

specifically addresses the strengths and weakness of student’s achievement towards the learning target			
12.3 Includes evidence of appropriate feedback for at least 3 students who are identified as special needs students			
12.4 Gives feedback that includes connections to prior learning or real life experiences that will further understanding			
Competency 13.0 – Opportunities to Use Feedback			
13.1 Describes the opportunities that will be given to students to demonstrate their new understanding of the strategy or skill			
13.2 Selects two (2) focus students to give feedback and to each other and tell how they will use this feedback to further their understanding			
13.3 Teaches students elements of useful feedback and how they can use feedback once received			

Competency 14.0 – Language Usage			
14.1 Description demonstrates knowledge of each student’s language usage			
14.2 Describes and/or explains how students understand the content of lessons more fully through the use of the language demands: vocabulary, function, syntax, discourse			

14.3 Explains and provides evidence of language use and how it relates to content learning for a variety of students			
Competency 15.0 – Next Steps			
15.1 Clearly provides students with specific next steps based on current performance			
15.2 Provides additional support to students who are unable to transition successfully to next step			
15.3 Provides students with the rationale (research-based and other) for strategies recommended			
15.4 Can support selection of next step strategies with data from research-based studies			
TOTAL ASSESSED COMPETENCIES PER QUARTER:	25	45	50

Criteria 2: Qualified Faculty

Yakima Valley College is committed to diversifying its faculty to better reflect the population of students served. YVC has made budgetary allocations to ensure the BASTE program is staffed with high quality faculty. Currently YVC has a full-time faculty who will be teaching in the BASTE program and has made initial contact with four additional adjunct faculty to teach in the BASTE program. Please see **Appendix III**.

In addition, and as part of the cooperative work between YVC and the school districts in the area, YVC has reached out to local school districts to secure part-time/adjunct instructors who are highly respected among the elementary school community and also highly qualified to teach in the BASTE program. These instructors meet the qualifications to teach at a bachelor's level.

The recommended general education courses are delivered by Arts and Sciences Division instructors. Depending on workload, course availability, and course scheduling instructors, teaching assignments will vary by year.

All current and future Yakima Valley College instructors in the BASTE program meet the Washington Administrative Code requirements regarding advanced degrees (Master's or higher). In addition, all of the instructors have field experience in the disciplines they will be teaching.

Criteria 3: Selective Admissions Policy

Admission

The College plans to admit new students into the BASTE program on a yearly basis. Once approval is granted by the SBCTC, PESB and the NWCCU, the first cohort is scheduled to start Fall QTR 2018.

The program Director, Coordinator, and Registrar will ensure that the admission process for the BASTE program meets and is in compliance with all college, state, and federal rules and regulations.

Student applicants will be screened through a process with clearly-defined minimum qualifications and prerequisites. Students will be expected to have completed an associate degree with a minimum 2.5 cumulative GPA in all ECE coursework and a minimum 2.0 cumulative GPA in all other course work, or a minimum of 90 college level credits with a minimum 2.5 cumulative GPA.

Students will complete the applications for admission to YVC and to the BASTE program.

As part of the admission packet, students must complete and submit the following:

- Criminal background check which includes fingerprint screening administered through the Office for the Superintendent of Public Instruction (OSPI)
- WEST-B scaled score of 240 or higher or have an appointment scheduled to take the West-B test or
- An equivalent score of 530 on the SAT or 22 on the ACT exams³, or have an appointment scheduled to take either one of these tests
- Three letters of reference
- Resume
- Completed Character and Fitness Supplement Form (OSPI website)
- Official transcripts

Student applicants will also be interviewed by a subcommittee of the program's Professional Educators Advisory Board and faculty prior to admission to the program.

Applications will be reviewed and scored by a team of faculty, staff, and school district partners. A draft application has been developed and criteria established by the Yakima Valley College's Early Childhood Education Department and the BASTE Professional Educators Advisory Board.

³ <http://www.k12.wa.us/Certification/pubdocs/SATandACT-WestB.pdf>

Students must attend orientations focused on YVC and the BASTE program which will provide a review of the BASTE Student Handbook that outlines procedures, expectations, requirements for continuation in good standing in the program. Additionally, the orientation will review the process for meeting the requirements for teacher certification.

Selection for Admission

YVC will admit students based on a prioritization system that takes into account relevant work experience, GPA as outlined in the Admissions section above, interview, and references. Priority consideration will be given to those students who submit a complete admission packet as listed in the Admission section above and have completed either the WEST-B test or its equivalent SAT or ACT exams. 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 admit additional students, a wait list will be formed for the remaining qualified applicants. If a current student decides to drop out of the program during the first year, a new student from the wait list will be contacted and might be given the opportunity to enter the program. The wait list will expire at the end of the first year and these students will have to apply for admission for the following year.

This process will be evaluated every year by the faculty and PEAB to insure student diversity, student retention, academic achievement, and the production of highly qualified teachers.

Explain efforts that will be used to assure that the program serves as diverse population as possible.

YVC has a diverse population of students. During the 2015-16 school year, 64.4% of YVC students were of color (includes Hispanic, Native American, Asian/Pacific Islander, African American, and other of color) and 62.8% of our student population were female. Marketing for BASTE prospective students targets this diverse student population and the college will continue to develop community outreach activities to market and promote the program.

Criteria 4: Appropriate Student Services Plan

The personnel listed below will be responsible for the day-to-day management of the program and will be the primary contact with BASTE students and manage all aspects of advising, selection, admission, registration, retention, student teaching placement, graduation, and record keeping as required by PESB Standard 2. In fulfillment of their responsibilities, these individuals will receive support from the Office of Institutional Effectiveness, the Dean of Workforce Education and the Vice President for Instruction and Student Services.

Yakima Valley College will hire the following personnel to manage and oversee the BASTE program:

- Director
- Program Coordinator
- Certification & Data Officer
- Program Assistant (1/4)
- Full-time Tenure-Track Faculty

Yakima Valley College began offering Bachelor of Applied Science degrees in 2014. As of Fall 2016, YVC is offering three Bachelor of Applied Science degree programs and has evaluated and upgraded student support services to meet the needs of all current and future baccalaureate degrees.

Academic Advising

The purpose of advising at Yakima Valley College is to assist students in making appropriate choices that will help them reach their academic and career goals.

In consideration of the unique program expectations and the specific requirements set forth by PESB, advising will be mandatory for BASTE students and it will include online advising. Students applying and admitted into the BASTE program will receive individualized and personalized academic advising services. YVC plans to hire a Program Director, Program Coordinator, and a Full-time Faculty member. These three new positions will comprise the Advising Team for the BASTE program. This team will be responsible for helping applicants navigate the entrance, registration, and course scheduling, residency, and graduation process.

Additionally, the Advising Team will monitor students' progression throughout the program, providing feedback to the student and the faculty about any areas of concern. The Advising Team will also work closely with the Practicum Supervisor and the pre-assigned school districts to implement residency program requirements.

The BASTE Advising Team will work closely and collaboratively with the Counseling and Advising Center to advise students who are in their freshman year and considering applying for admission to the BASTE program once they complete their associate degree.

At the associate's level, YVC has implemented Mandatory Advising for new students and those who have successfully completed less than 30 college level credits.

Certification Support

In Washington, educators must obtain a Washington certificate in order to serve in the public schools. YVC's Certification Officer will direct the operations of the certification process for BASTE students; will serve as liaison to the State Office of Superintendent of Public Instruction (OSPI) and Professional Educator Standards Board (PESB) regarding educator certification; will consult with appropriate departments and administrative units regarding certification and related curricular issues. Primary responsibilities are: advising teacher candidates on BASTE endorsement programs and academic preparation relative to BASTE endorsement program requirements, identifying and interpreting State regulations governing educator certification, and coordinating the development of annual and periodic reports to external agencies. Support will be provided for the ECE-P3 and the K-8 certifications.

In support of the Certification Officer responsibilities, the Advising Team will provide certification support for both interested and enrolled students. The Advising Team will guide candidates through the steps for Office of Superintendent of Public Instruction (OSPI) qualifications for a Teacher Residency certificate. These steps will include BASTE program completion verification, supporting documentation for successful completion of basic skills testing requirement and content knowledge area testing. The testing requirements must be successfully completed within one calendar year of issuance of the first residency teacher temporary permit for first-time candidates.

The Advising Team will support the candidate in initiating the background check process in the context of the BASTE application for admission. The Certification Officer will maintain the following documents: fingerprint background check completed and verified at one of the Washington Education Service District Offices, character and fitness disclosure, completion of required field experiences and clinical practice hours, and submission of the EdTPA.

The Certification Officer will maintain all documentation that verifies passed exams and will send results to the Professional Certification Office at Office of Superintendent of Public Instruction. Upon completion of the BASTE program, the Certification Officer will submit the Teacher Residency application to the online E-Certification system with all supporting documents.

All Washington educator preparation programs operating field experiences in Washington State shall establish and maintain field placement agreements with all school districts in which candidates are placed for field experiences leading to certification or endorsement per WAC 18178A-125. The BASTE Field Supervisor's role in the field experience is to serve as a liaison between the classroom and YVCC to supervise the teacher candidate, and to provide a final evaluation of the student teaching experience. Information gathered from the teacher candidate and mentor teacher will aid in accurately reporting in accordance with certification requirements. The Field Supervisor's primary roles are to conduct a minimum of four (4) Field Supervisor Evaluations of each candidate, maintain all Placement Agreements, complete and submit Student Disposition Assessments, and conduct site visits for Candidate Assessment with concurrent mentor, candidate, and Master Teacher post-observation meetings.

Counseling & Advising Center

The Counseling & Advising Center offers various resources designed to assist students to achieve academic success, acquire skills for employment, improve personal well-being, and develop effective skills for interacting in a diverse environment.

Counseling services are available at no cost to registered YVC students. Services available through the Counseling & Advising Center include:

- Short-term personal counseling
- Transfer information
- Decision-making regarding career and life goals
- Strategies for dealing with the fear of testing and new situations
- Academic counseling
- College survival and study skills
- Student advocacy
- Degree audit

The Advising Team will train and work collaboratively with the Counseling & Advising Center to ensure students interested in the BASTE program are referred to the Advising Team for further academic advising.

Disability Support Services (DSS)

YVC is committed to providing access for all students, to instructional and technological quality, and the support services which will ensure students success. YVC allocates budgetary support for these services annually. During annual mid-year budget review processes and in response to unanticipated increases in demand for services, YVC allocates additional funds as needed to fully meet this obligation.

As part of this commitment, DSS provides appropriate accommodations to individual students, access to adaptive technology, and barrier-free facilities. Available accommodations include, but are not limited to: Alternative exam format/time, taped texts/lectures, ASL interpreters, note takers, accessible parking, and registration assistance. DSS facilitators work with instructors, departments, and the students to ensure accommodation needs are met.

Financial Aid

The Financial Aid Office prepares and disburses federal, state, and institutional aid for all YVC students. Students can monitor the progress of their applications online. All students admitted to the BASTE program will be able to apply for financial aid in the same manner as all other students.

The Advising Team in collaboration with ESD 105 and the various area school district, and YVC's Financial Aid office will assist and support students to obtain as much financial aid as possible.

Veteran's Administration Programs

YVC's Veteran's Program provides outstanding veteran support services and encouragement to our student Veterans to ensure program completion. The Veterans Affairs Office assists all eligible veterans, reservists, dependents, and VA chapter 31 students. It is anticipated that the BASTE Degree will be eligible for VA-approved funds.

Tutoring

All YVC students qualify for free tutoring services for Accounting, American Sign Language, Anthropology, Biology, Chemistry, Economics, Mathematics, Physics, Spanish and other courses as indicated by need on a quarter-by-quarter basis.

eTutoring

YVC has partnered with the State Board of Community and Technical Colleges (SBCTC) and the Connecticut Distance Learning Consortium to provide online tutoring assistance to students through eTutoring.org. All YVC students have access to eTutoring's free online tutoring services in the following areas: Accounting, Anatomy & Physiology, Biology, Chemistry, Economics, Math, Medical Terminology, MS Office 2007, Outpatient Medical Coding, Pathophysiology and Pharmacology, Physics, Spanish, Statistics, Web Development, and Writing.

Math Center

Separate from the main tutoring center, YVC has a "drop-in" Mathematics Center that is open 07:30 AM - 09:00 PM Monday - Thursday and 07:30 AM - 03:00 PM on Friday. During these hours, a mathematics instructor is available to assist students with any questions. Students have access to large tables for group study, textbooks and student solution manuals and anything else a student taking a mathematics course might need.

Writing Center

The Writing Center is a resource for YVC students. Its primary purpose is to guide students to become better writers in a college setting. The Writing Center is open Mondays & Tuesdays from 08:00 AM - 07:00 PM, Wednesdays 08:00 AM - 03:00 PM, Thursdays 08:00 AM - 05:00 PM, and Fridays 08:00 AM - 03:00 PM. In addition to onsite support, staff from the writing center provides online feedback through their Online Consultation link.

eLearning Support for CANVAS

Students are introduced to the eLearning management system, CANVAS, through the New Student Orientation for bachelor program students. CANVAS technical support is provided on an ongoing basis. YVC faculty are equipped to answer basic questions regarding CANVAS. Additional support can be accessed through the eLearning Coordinator who is available by phone, email, or in person to support

student and faculty needs.

Computer Labs

YVC uses a “Best Practice” standard by placing the computer lab in its main campus library. The Raymond Library houses 32 workstations where students can go to use the internet, type assignments or fulfill any other school related computer needs. The 32 workstations are supported by a full-time technical support.

To handle the increased traffic and printing needs of students, at the computer lab located in the campus library, YVC has added two additional high speed printers and is currently working on making print jobs available to students at any printer in available in the library.

Deccio Higher Education Center also houses a 36 work station lab which offers proctored exams. Four other computer rooms connected to the “computer monitoring HUB” can be used as overflow for proctored exams on busy weeks such as mid-terms and finals.

Yakima Valley College provides additional computer workstations in two other locations on campus.

Internet Access

The college provides free Wi-Fi campus wide, which covers every building on campus as well as most outdoor spaces.

Library and Media Services

The mission statement for the Library and Media Services reads:

In carrying out the Mission of Yakima Valley College, the mission of the Library and Media Services is to meet the information needs of students and employees by providing access to information, retrieval services, and technology in a dynamic user-friendly environment.

To fulfill this mission, the Library and Media Services acquires and integrates resources in a variety of formats, to provide students broad access to information in support of the college curriculum.

The library provides multiple services for students, faculty, and staff, such as information literacy instruction, reference service, circulation services, course reserves, interlibrary loan, in-library student technology support, and copyright guidance. Library instruction, copyright information, reference service and collection development are conducted by professional faculty reference librarians. Reference service is available 24/7 through a state and national cooperative. Library services are designed to foster students’ ability to think critically about their information needs and successfully apply information tools and resources to meet these needs.

The collections consist of both print and online resources. The monograph collection includes over 45,000 titles, some of which are e-Books. With the help of a Title V Grant, the e-Book collection is expected to expand over the next few years. The library subscribes to several major full-text periodical databases with access to thousands of titles in information technology. Using the ProQuest database YVC subscribes to, students can search more than 750 business periodicals and newspapers with a trade or industry focus.

Media Services provides instructional equipment, physical resources, and virtual resources to support

teaching and enhance student learning. Media Services also manages a laptop computer loaner program where students can check-out a laptop computer for a period of time at no additional charge.

The Raymond Library is also capable of supporting video/recordings where BASTE students will be able to record their lessons and presentations.

To support current and future BAS programs, the library has added six databases to its inventory.

Criteria 5: Commitment to Build and Sustain a High-Quality Program

Yakima Valley College has the full support of ESD 105 and the various school districts it serves to provide a high quality BASTE program. This support will ensure that the BASTE program will effectively respond to the very urgent need for well-qualified certificated teachers in its service area.

Yakima Valley College is committed to building and sustaining a high-quality teacher education program. YVC has allocated funds from its current operating budget to cover all Start-Up Costs for the design, hiring, recruiting and initial launch of the BASTE program. Director and Program Coordinator’s start-up costs are calculated at half a year (See Table IX).

Table IX

Budgeted Start-Up Costs			
	2015-16	2016-17	2017-18
Director	\$ -	\$ -	\$ 31,577
Program Coordinator			22,716
Benefits	-	-	19,279
Curriculum/Program Development	11,250	33,750	-
External Review (2@ \$3,500)	-	7,000	-
Equipment	-	-	6,000
Marketing	-	-	5,000
Travel	-	3,000	3,000
Total	\$11,250	\$43,750	\$ 87,572

Upon approval, YVC will launch the BASTE program Fall 2018. Table X shows projected enrollment for the first five years of the program. For the 2018-19 academic year, YVC is projecting to enrolled 35 students (30 FTE’s). Enrollment projections starting 2019-20 academic year and subsequent years are 67 students (58 FTE’s).

Table X

Anticipated Enrollment	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23
Five-Year Projected Enrollment:					
Full Time (>15 credits)	21	40	40	40	40
Part Time (<15 credits)	14	27	27	27	27
Total Projected Enrollment	35	67	67	67	67
Total Projected FTE's	30	58	58	58	58

Professional Educators Standards Boards Standard 3 WAC 181-78A-261, requires that all teacher preparation programs demonstrate commitment to provide and support the necessary staff “...to assure that candidates meet state standards.” (b)

Yakima Valley College has budgeted to hire for the following positions:

- Program Director- To be hired during the 2017-18 academic year
- Program Coordinator- To be hired during the 2017-18 academic year
- Program Assistant (1/4) – Will start supporting BASTE program Fall 2018
- Certification and Data Officer- To be hired late 2017-18 academic year
- One full-time faculty- To be hired middle of 2017-18 academic year
- 4 to 5 part-time faculty- To be hired before the start of Fall 2018
- Practicum supervisors. - The ESD 105 and partnering local school districts will fund and provide well-qualified Practicum Supervisors.

To comply with Standard 3 WAC 181-78A-261(2) (a) “personnel workloads will be closely evaluated during the first three years of the program to ensure...program personnel [can] effectively perform their assigned responsibilities within the program.” The program Director will monitor personnel workloads.

Table XI, illustrates five-year projections of revenue and expenditures that will support faculty, staff salaries, equipment, marketing, goods and services, library, travel, and national accreditation(s) (Year 4).

Table XI

Anticipated Net Revenue after Expenses	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23
Operating Revenue:					
Full Time (>15 credits)	149,027	278,584	278,584	278,584	278,584
Part Time (<15 credits)	75,407	143,273	143,273	143,273	143,273
FTE Allocation	79,937	152,847	152,847	152,847	152,847
Total revenue	\$ 304,371	\$ 574,704	\$ 574,704	\$ 574,704	\$ 574,704
Expenditures:					
Salaries & benefits expense	\$ 333,238	\$ 367,533	\$ 370,008	\$ 372,527	\$ 375,092
Equipment	8,000	2,000	2,000	2,000	2,000
Marketing	5,000	5,000	5,000	5,000	5,000
Goods/Services	7,000	3,000	3,000	3,000	3,000
Library	1,000	1,000	1,000	1,000	1,000
Travel	4,000	3,000	3,000	3,000	3,000
National Accreditation	-	-	-	2,390	9,790
Total Expenditures	\$ 358,238	\$ 381,533	\$ 384,008	\$ 388,917	\$ 398,882
Net Balance	\$ (53,867)	\$ 193,172	\$ 190,696	\$ 185,787	\$ 175,822

The program will be supported by tuition fees and the college's District Enrollment Allocation Base (DEAB) FTE allocation. The College used the current 2016-2017 tuition rates for its Operating Revenue projections.

At this point the program does not expect to require additional fees, other than the normal college fees (i.e. activity fee, technology, eLearning, and combined service fees). However, these fees are not included in the Operating Revenue line item listed on table XI as these fees are allocated specifically to support the listed services.

Appendix IV provides a detail for expenditures listed on Table XI.

The College is projecting to purchase primarily computer and office equipment for new staff and faculty. The College's Community Relations department has estimated marketing dollars to be sufficient to promote the new BASTE program in the community using a combination of traditional media and social media.

The College expects its staff to participate in conferences, seminars and trainings related to the program and based on other similar teacher preparation programs the amount allocated should be sufficient to provide continued training for staff and faculty professional development required to meet job requirements and or PESB's expectations.

Appropriate facilities to be used and equipment, technology, and instructional resources needed for the program

The BASTE program will be housed in Palmer Martin Hall. Palmer Martin Hall, YVC's newest instructional facility, was inaugurated June 2, 2015 and was ready for occupancy Fall of 2015. This new instructional building is home to arts, communication studies, education, and modern languages instruction. Specifically, the building contains classrooms, art studios, digital art, language and speech labs, faculty offices, plus a seminar room and study spaces.

The new Palmer Martin Hall also has two dedicated video/recording rooms which are equipped with the latest video/recording equipment. Student teachers will be able to video/record their lessons and presentations as needed.

YVC offers three baccalaureate programs and has upgraded its technology, library, curricular, and electronic information resources to meet the demands of its current and future baccalaureate programs. It has a variety of resources to support the BASTE program: Math, Writing, Speech and Tutoring Centers, Library and Media Center. Technology support includes computer labs and printing capabilities. YVC also has a dedicated instructional designer and eLearning Coordinator to support faculty and staff, in addition to, a Help Desk.

Criteria 6: Program Specific Accreditation

YVC has been granted *accredited status* at the baccalaureate level by the Northwest Commission on Colleges and Universities (NWCCU). Accordingly, applied baccalaureate degrees offered by YVC are included under the accreditation of the college.

YVC is working concurrently to obtain accreditation from the Professional Educator Standards Board (PESB). Additionally, the BASTE program will apply for membership to the National Association for the Education of Young Children (NAEYC). NAEYC offers national recognition of early childhood baccalaureate programs whose program outcomes are aligned with the *2010 NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs*. NAEYC works with the Council for the Accreditation of Educator Preparation (CAEP) to review early childhood baccalaureate and graduate degree programs at colleges and universities. NAEYC accredited programs align with National ECE standards: applied knowledge of child development and learning, work with families and communities, use of assessment and documentation, the practice of teaching and learning, content area knowledge, and becoming an early childhood professional.

Currently, there are approximately 256 institutions with NAEYC recognized baccalaureate and graduate degree programs in 37 states/territories, and two internationally recognized programs. While program accreditation is not something that can be pursued in the start-up phase, all operations and curriculum for YVC BASTE program have been developed in alignment with NAEYC accreditation standards.

Criteria 7: Pathway Options Beyond Baccalaureate Degree

The BASTE program is designed to establish a balance between professional and academic credit requirements for the BASTE degree in order to prepare BASTE graduates for admission to graduate degree programs. This program proposal has incorporated program reviewers' recommendations to

enhance BASTE graduates' opportunities for admittance to graduate programs.

Central Washington University (CWU), Washington State University (WSU) and Eastern Washington University (EWU) offer on-line master's degree programs for educators, and accept an Applied BAS for admission. Additionally, regionally accredited institutions that offer online master's degree programs for educators include Western Governor's University, Walden University, and Grand Canyon University. Every graduate program has their specific criteria; however, the BASTE graduates from YVC will be well prepared to further their education if they desire.

YVC's Vice President of Instruction and Student Services has met with CWU's College of Education and Professional Studies representatives and they are interested to learn more about YVC's proposed BASTE program. CWU has expressed a desire to work with YVC to examine our respective recruitment and selection processes, to allay concerns about possible competition between our programs. Additionally, CWU has expressed a desire to work with YVC to identify other possible collaborations between our respective programs. YVC is pleased to work with CWU in these areas.

Criteria 8: External Expert Evaluation of Program

Yakima Valley College has retained the services of subject-matter experts to perform an expert external evaluation of this program proposal. Subject matter experts were asked to perform a program evaluation based on 10 criteria. These criteria covered the seven criteria discussed in this proposal. The overall results of this evaluation were favorable.

In addition, evaluators found this program providing BASTE graduates with a solid foundation to apply for admittance at graduate schools.

Please referred to Appendix III for external evaluators' short bios, program evaluation rubrics, and YVC's response to reviewer's comments.

Conclusion

The proposed Bachelor of Applied Science in Teacher Education degree program responds to documented need for certified K-8 and ECE instructors in Yakima County.

The proposed BASTE program responds to urgent requests from the superintendents of ESD 105 and Yakima Public Schools, the largest school district in Yakima County. Guidance in development of this proposed program is provided by a Professional Educator Advisory Committee, and the program philosophical framework and design are the product of Yakima Valley College working with a highly qualified external consultant who is the designer of successful teacher preparation programs.

The program is designed to prepare students to sit for certification exams and will also provide the necessary academic foundation to enable graduates to be admitted to master's degree programs for educators.

The Conceptual Framework and Program Design for the Bachelor of Applied Science degree in Teacher Education – Teacher Certification and ECE/K-8 Endorsements reflects the College's desire to graduate teachers who are both competent in knowledge and practice and able to advocate for justice in education for learners of the community.

Appendix I – BASTE Course Descriptions and Learner Outcomes

BASED 302: Initial competencies in literacy. 2 credits.

Course description

This course introduces the initial competencies of Washington State's literacy and language arts standards for PreK-3rd grade pupils. Candidates will be introduced to the use of data to set goals, individualize instruction and group pupils according to common literacy goals. Candidates will design lesson plans, deliver instruction, and assess pupils' progress at an initial level of competency. Candidates will be introduced to technologies which will support their instruction, management of individual pupils' documents and instructional records.

Learner outcomes

- Apply Washington State's English Language Arts (ELA) learning standards and guidelines for PreK-3rd grade in lesson planning.
- Investigate the connection between reading and writing development in pupils.
- Develop and apply various literacy approaches to design lessons at a beginning level.
- Assess pupil progress and lesson effectiveness at an initial level of competency.

BASED 304: Initial competencies in mathematics. 2 credits

Course description

This course will introduce the initial competencies in knowing and applying Washington State's Mathematics K–12 Learning Standards for PreK-3rd grade pupils. Candidates will be introduced to the use of data to set goals, individualize instruction and group pupils according to common math goals. Candidates will design lesson plans, deliver instruction, and assess pupils' progress at an initial level of competency. Candidates will be introduced to technologies which will support their instruction, management of individual pupils' documents and instructional records.

Learner outcomes

- Demonstrate initial competency in Washington State's mathematics learning standards and guidelines for PreK-3rd grade.
- Apply Washington State's mathematics standards for PreK-3rd grade mathematics. to effective teaching and monitoring of math instruction
- Integrate various math and cognitive approaches to design lessons at a beginning level.
- Assess pupil progress and lesson effectiveness at an initial level of competency.
- Describe professional organizations and how they can support math education.
- Apply best practices in PreK-3rd grade math education.

BASED 306: Classroom management and teacher interactions. 4 credits

Course description

This course introduces teacher candidates to elements of a productive environment that inspires learning. Basic elements of positive classroom environment, positive versus corrective communication, effective gifts of the teacher, and classroom relationships are covered. Primary focus on the importance of positive pupil-teacher interactions and development of a community of learners.

Learner outcomes

- Analyze the impact of positive and negative interactions between and among learners, between teacher and learner, and between teacher and parent.
- Recognize and apply best practices in research related to classroom culture, order, and management.
- Integrate reinforcement theories and practices including the Extinction Curve in interactions with pupils.
- Use basic applied behavior analysis related to events, target behaviors and the influence of consequences following the target behavior.
- Identify the classroom management philosophy that most closely aligns with their personal beliefs.
- Apply technologies, like the Classroom Assessment Scoring System (CLASS) tool, that will assist with the gathering and monitoring of classroom data related to classroom culture, teacher interactions and individual pupil behaviors.

BASED 310: Intermediate Competencies in Literacy K-8. 4 credits.

Course description

This course focuses on candidates learning and applying Washington State's literacy and language arts standards for 4th -8th grade pupils. Candidates will be introduced to the use of data to set goals, individualize instruction and group pupils according to common literacy goals. Candidates will design lesson plans, deliver instruction, and assess student progress at advanced level of competency. Candidates will be introduced to technologies which will support their instruction, management of individual pupil documents and instructional records.

Learner outcomes

- Produce evidence for the attainment of the edTPA Planning Competencies, Washington State's English Language Arts (ELA) learning standards, and guidelines for 4th-8th grade lesson planning.
- Use various literacy strategies to design lessons at an intermediate level.
- Evaluate pupil progress and lesson effectiveness at an intermediate level of competency.
- Set up technology supports to track learner progress.
- Interpret assessment data to group pupils to identify specific needs of the learner.
- Identify research related to the most effective teaching strategies and philosophies of reading and liberal arts instruction.

BASED 312: Intermediate Competencies in Mathematics K-8. 4 credits

Course description

This course introduces the Washington State's Mathematics K–12 Learning Standards for 3rd-5th grade pupils. Candidates will explore the use of data to set goals, individualize instruction and group pupils according to common math goals. Candidates will design lesson plans, deliver instruction, and assess pupil progress. Candidates will be introduced to technologies which will support their instruction, management of individual pupil documents and instructional records.

Learner outcomes

- Apply Washington State's Mathematics K–12 Learning Standards and guidelines for 3rd-5th grade lesson planning.
- Recognize Washington State's standards for 3rd-5th grade mathematics.
- Apply math standards to the effective teaching and monitoring of math instruction.
- Use various math and cognitive approaches to design lessons at a beginning level.
- Assess student progress and lesson effectiveness.
- Identify professional organizations that support math education.
- Define related to best practices in 3rd-5th grade math instruction.

BASED 340: Intermediate Competencies in Literacy PreK-3. 4 credits

Course description

This course focuses on applying Washington State's literacy and language arts standards for PreK-3rd grade pupils. Candidates will continue application of the use of data to set goals, individualize instruction and group pupils according to common literacy goals. Candidates will design lesson plans, deliver instruction, and assess pupil progress. Candidates will use technologies which will support their instruction, management of individual pupil documents and instructional records.

Learner outcomes

- Teach language arts and literacy skills using the Cycle for Effective Teaching.
- Use various PreK-3rd grade literacy strategies to design lessons at an intermediate level.
- Evaluate pupil progress and lesson effectiveness at an intermediate level of competency.
- Integrate technology supports to track learner progress.
- Interpret assessment data to group pupils and identify specific needs of the learner.
- Apply research related to the most effective PreK-3rd teaching strategies and philosophies of reading and liberal arts to classroom instruction.

BASED 350: Intermediate Competencies in Math PreK-3. 4 credits

Course description

This course focuses on competencies in mathematics for those seeking early childhood education (ECE) endorsement. Candidates will become competent in Washington State's math standards for PreK-3rd grade. Candidates will use pupil data to set goals, individualize instruction and group pupils according to K-3 Common Core State Standards for mathematics. Candidates will design lesson plans, deliver instruction, and assess pupil progress at an advanced of competency in ECE. Candidates will use technologies which will support their instruction, management of individual pupil documents and instructional records.

Learner outcomes

- Demonstrate a deep understanding of young children's development in: geometric properties and relationships, fundamental principles, concepts, and procedures related to mathematical problem solving, exploration, and reasoning.
- Analyze the developmental progression of mathematical learning from age four to eight and the pedagogical knowledge specific to mathematics teaching and learning.
- Evaluate pupil progress and lesson effectiveness at an intermediate level of competency.
- Engage in developmentally and culturally responsive teaching.
- Interpret assessment data to group pupils/identify specific needs of the learner.
- Apply the fundamental principles, concepts, and procedures related to mathematical problem solving, exploration, and reasoning.
- Demonstrate ability to embed Common Core State Standards in Mathematical Practices (CCS-M) in planning and instruction.

BASED 408: Science Instructional Methods K-8. 4 credits

Course description

This course enables BASTE teacher candidates to demonstrate knowledge of Washington State Next Generation Science Standards grades PreK-8th grade. Candidates will integrate knowledge and use of technologies which support scientific inquiry and exploration.

Learner outcomes

- Use advanced elements of assessment, planning, designing, delivering, and evaluating instruction from a mentor teacher which centers on math instruction.
- Incorporate the interactions between culture and science with contributions of diverse individuals with the development of science and technology.
- Analyze how science and technology have affected individuals, cultures, and societies throughout human history.
- Complete collection of evidence of competency achievement in science content and pedagogical competencies.
- Apply Washington State's Next Generation Science Standards and Disciplinary Core Ideas into lesson planning and instruction.

BASED 410: Introduction to edTPA. 4 credits

Course description

This course focuses on the final submission of the edTPA. Candidates of the teacher education program will learn the edTPA instrument requirements, the use of technology, writing requirements, logistics, and scoring. Candidates will cover specific academic language used for the submission of the edTPA.

Learner outcomes

- Analyze feedback from edTPA rubrics.
- Synthesize all collected evidence for final submission of the edTPA.
- Complete the following edTPA portfolios: Elementary Literacy, Student Voice, and if applicable, Early Childhood.
- Evaluate the specific requirements of the performance-based assessment for submission.

Residency Courses

BASED 301: Teacher Residency 1. 6 credits

Course description

This is the first of six courses promoting application of developmental, competency-based applied learning with content specific knowledge. This course covers initial skills and understanding based on content standards, including: language arts/literacy, mathematics, social studies, science, technology and art, music and physical education. The residency experience incorporates the standards for professional teacher behavior as specified by the Professional Education Standards Board (PESB). A primary focus is on mastering terminology pertaining to lesson planning related to Washington State K–12 Learning Standards and Guidelines.

Learner outcomes

- Demonstrate the ability to advocate for pupils.
- Incorporate initial elements and terminology of assessment and planning.
- Evaluate the application of teaching competencies of self.
- Produce evidence for the attainment of the EdTPA Planning Competencies.

BASED 303: Teacher Residency 2. 6 credits

Course description

This is the second of six courses promoting application of developmental, competency-based applied learning with content specific knowledge. This course covers initial skills and understanding based on content standards, including: language arts/literacy, mathematics, social studies, science, technology and art, music and physical education. The residency experience incorporates the standards for professional teacher behavior as specified by the Professional Education Standards Board (PESB). A primary focus is on mastering terminology pertaining to supporting individual learner needs related to Washington State K–12 Learning Standards and Guidelines.

Learner outcomes

- Demonstrate the ability to advocate for pupils.
- Assimilate initial terminology related with supporting individual learners' needs.
- Evaluate the application of teaching competencies of self.
- Demonstrate solid knowledge of Washington State's K-12 learning standards and guidelines for content areas.
- Produce evidence for the attainment of the EdTPA planning.

BASED 305: Teacher Residency 3. 6 credits

Course description

This is the third of six courses promoting application of developmental, competency-based applied learning with content specific knowledge. This course covers skills and understanding based on content standards, including: language arts/literacy, mathematics, social studies, science, technology and art, music and physical education. The residency experience incorporates the standards for professional teacher behavior as specified by the Professional Education Standards Board (PESB). A primary focus is on mastering terminology pertaining to creating a safe and productive learning environment related to Washington State K–12 Learning Standards and Guidelines.

Learner outcomes

- Integrate the ability to advocate for students with best instruction while serving in a classroom.
- Describe the rationale that supports the inclusion of each instructional strategy and the research which supports the selection of the instructional strategies.
- Create lesson commentary that includes a rationale for and research supporting modifications/adaptations made because of special needs of the students.
- Demonstrate knowledge of multiple forms of student assessment including both formative and summative strategies and instruments.
- Apply initial elements of assessment and planning.
- Collect evidence and produce evidence for the attainment of the EdTPA Planning Competencies.

BASED 413: Teacher Residency 4. 6 credits

Course description

This is the fourth of six courses promoting application of developmental, competency-based applied learning with content specific knowledge. This course focuses on understanding content standards in: language arts/literacy, mathematics, social studies, science, technology and art, music and physical education. The residency experience incorporates the standards for professional teacher behavior as specified by the Professional Education Standards Board (PESB). A primary focus is on analyzing pupils' language use and literacy learning related to Washington State K–12 Learning Standards and Guidelines.

Learner outcomes

- Collect evidence of competency achievement for the attainment of edTPA competencies.
- Produce lesson commentary that includes a rationale for and research supporting modifications/adaptations made because of special needs of the pupils.
- Describe elements of academic language: vocabulary, language function, syntax, and discourse
- Produce evidence for the attainment of the edTPA Planning Competencies.
- Analyze conversation with pupils for vocabulary, language function, syntax, and discourse development.

BASED 415: Teacher Residency 5. 6 credits

Course description

This course is the fifth residency experience in the BASTE program for teacher candidates. This course combines the skills and understanding based on content standards with preparation for Content Knowledge and Performance Assessments identified by the Professional Educator Standards Board.

Learner outcomes

- Integrate advanced elements of assessment, planning, designing, delivering and evaluating with classroom instruction.
- Assess application of teaching competencies to self and others.
- Complete collection of evidence of competency achievement required for edTPA submission.
- Synthesize edTPA aligned competencies specifically with lessons in social studies, science, art, music and physical education.

BASED 417: Teacher Residency 6. 6 credits

Course description

This course is the final residency experience in the BASTE program for PreK-3 and K-8 teacher candidates. This course combines the skills and understanding based on content standards with preparation for Content Knowledge and Performance Assessments identified by the Professional Educator Standards Board.

Learner outcomes

- Demonstrate full-authority of a classroom while teaching.
- Demonstrate a mastery of PreK-3 and/or K-8 Washington State Content Standards.
- Plan and execute instructional differentiation for all learners.
- Develop strategies for welcoming special needs students into the classroom environment.
- Demonstrate ability to independently lead lesson planning, instructional design, content delivery, and pupil assessments.
- Critique and reflect on areas of teaching which need additional support/development.
- Demonstrate effective communication skills with colleagues, mentors, parents, pupils, and school faculty and staff.
- Evaluate collection of evidence of competency achievement for advanced skills in edTPA competencies.

Appendix II – Education Courses Crosswalk to WEST-E and NES Content

Competency	WA State-Required and/or Key Assessments
<p>1.0 Knowledge of Academic Content. Candidates understand and apply knowledge of the arts, English language arts, health-fitness, mathematics, science, and social studies.</p>	<p>Candidates will receive standardized assessment scores through the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> EdTPA (literacy and mathematics) <input type="checkbox"/> WEST-E or NES content area test <input type="checkbox"/> General Education coursework <p>Candidates will be required to meet all performance competencies in Planning, Lesson Design and Delivery and Assessment.</p> <p>Key Assessments of Competencies:</p> <ul style="list-style-type: none"> • <u>BASED 304</u>: Advanced Language and Literacy Methods, lesson plans • <u>BASED 302</u>: Content specific lesson plan • <u>BASED 301, 303, 305, 413 and 415</u>: assessed during all Residency Courses: Field experience evaluation
<p>1.A The Arts (dance, music, theater, visual arts).</p> <p>1.A.1 Understand that dance, music, theatre, and visual arts shape and reflect culture and history.</p> <p>1.A.2 Understand the value of and apply basic arts knowledge, elements, and skills used in</p>	<p>Candidates will receive standardized assessment scores through the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> EdTPA (literacy and mathematics) <input type="checkbox"/> WEST-E or NES content area test <input type="checkbox"/> General Education coursework in the fine and performing arts

dance, music, theatre, and visual arts, such as rhythm, beat, expression, character, energy, color, balance, and harmony.

1.A.3 Recognize a broad variety of visual and performing arts styles that differ across various artists, cultures, and times.

1.A.4 Understand and apply/demonstrate thinking skills using the artistic processes of creating, performing, and responding.

1.A.5 Understand that dance, music, theatre, and visual arts are used to communicate ideas and feelings for a variety of purposes and audiences.

1.A.6 Understand that aesthetic diversity is reflected in dance, music, theatre, and visual arts.

1.A.7 Understand that the arts (dance, music, theatre, and visual arts) make connections within and across the arts, to other disciplines, life, cultures, and work.

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

1.A.9 Understand 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.

1.A.10 Understand 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

Key Assessments of Competencies:

- BASTE 310: Classroom Management and Culture: one lesson plan focused on the Arts (dance, music, theatre, and visual arts).
- Two (2) key assessment from the following among the following competencies: 1.A.1-1.A.10.
- BASED 301, 303, 305, 413 and 415: assessed during all Residency Courses: Field experience evaluation and related rubrics.

<p>areas, and by helping students to make deeper and more personally meaningful connections to learning.</p>	
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Appendix III - Faculty

Name	Credentials	Experience in Field	Status	BASED Courses
Dr. Melissa Matczak (ABD)	<ul style="list-style-type: none"> • Ed.D., Leadership and Management, St. Thomas University • MEd, Teaching: Elementary Education & Special Education, University of WA • BA, University of WA, Psychology • AAS, Olympic College 	<ul style="list-style-type: none"> • Primary School (grades K – 3rd) • Literacy Specialist (K-2) • Head Start/ECEAP (ages Birth-5) • Montessori Preschool (ages 3-5) 	Full-time, Faculty	BASED 306 BASED 340 BASED 350 BASED 301 BASED 303 BASED 305 BASED 413 BASED 415 BASED 417
Glenda Orgill	<ul style="list-style-type: none"> • M.A. in Professional Development in Educator, Heritage University • B.A. K-8 Early Childhood Education, Central Washington University 	<ul style="list-style-type: none"> • Primary Educator (4th grade – 8th grade) • Faculty, ECE and Education at YVC 	Full-time, Tenured Faculty	BASED 306 BASED 340 BASED 350
Dr. Corrine McGuigan	<ul style="list-style-type: none"> • Ph.D. in Special Education, • M.Ed. in Special Education, University of Washington • B.A. English, Seattle University, 1972 	<ul style="list-style-type: none"> • Primary School (grades K – 3rd). Special Education • Assistant Dean • Dean, School of Education • Faculty, Doctoral Studies in Leadership 	Adjunct	BASED 410 BASED 413 BASED 415
Mark D. Cheney	<ul style="list-style-type: none"> • MA Educational Technology, City University • Bachelor of Arts in Education, Central Washington University • Professional Teacher Certificate, Elementary Education (K-8) Instructional Technology (4-12) 	<ul style="list-style-type: none"> • Faculty, Heritage University Teacher Residency program (K-8) • Educational Service District 105- Science Coordinator • Yakima School District Instructional Coordinator of Math and Science 	Adjunct	BASED 408 BASED 413 BASED 415 BASED 417
Dr. Elese Washines	<ul style="list-style-type: none"> • Doctor of Philosophy Degree in Mathematics Education, Oregon State University • Master of Arts in Teaching Mathematics Major, Central Washington University • Bachelor of Arts in Mathematics, University of Washington • Associate of Arts with Science Option & Native American Studies Certificate, Yakima Valley College 	<ul style="list-style-type: none"> • Mathematics Teacher (K-8). Tribal School • Adjunct Professor: mathematics • Tribal Sovereignty Integration with Washington State social studies standards, CBAs, and tribal sovereignty education objectives 	Adjunct	BASED 408 BASED 312 BASED 304

<p>Sandra K. Jennings</p>	<ul style="list-style-type: none"> • M.A. in Ed. (Special Education), Central Washington University • B.A. in Ed. (Special Education), Central Washington University • A.A. Degree, Yakima Valley Community College 	<ul style="list-style-type: none"> • National Board Certified Teacher -Early and Middle Childhood; Reading and Language Arts, National Board for Professional Teaching Standards • Literacy Coordinator • Danielson Framework Specialist • 4th Grade- 6th grade Teacher, West Valley School • Resource Room Special Education Teacher • Primary Self-Contained Special Education Teacher 	<p>Adjunct</p>	<p>BASED 302 BASED 310</p>
<p>Netty Hull</p>	<ul style="list-style-type: none"> • Master's Degree: Master of Administration, Heritage University • Bachelor's Degree: Bachelor of Education — Major: K-12 Bilingual Education, Heritage University 	<ul style="list-style-type: none"> • Bilingual/ESL, Director of programs • Principal/Administrator • Bilingual/ESL Program Specialist • Literacy Coach K-5 • Teacher Heritage University • Instructor Migrant Bilingual Coordinator Para-educator 	<p>Adjunct</p>	<p>BASED 301 BASED 303 BASED 305</p>

Appendix IV – Itemized Projected Expenses

BASTE					
Five Year Projected Program Expenses					
	Year 1	Year 2	Year 3	Year 4	Year 5
	2018-19	2019-20	2020-21	2021-22	2022-23
Director	\$63,153	\$63,153	\$63,153	\$63,153	\$63,153
Program Coordinator	\$45,432	\$46,250	\$47,082	\$47,930	\$48,792
Certification Officer & Data	\$45,432	\$46,250	\$47,082	\$47,930	\$48,792
Program Assistant (1/4)	\$7,632	\$7,769	\$7,909	\$8,052	\$8,197
Practicum Supervisor	(In Kind)	(In Kind)	(In Kind)	(In Kind)	(In Kind)
FT Instructor(s)	\$60,119	\$60,119	\$60,119	\$60,119	\$60,119
PT Instructor(s)	\$23,275	\$46,550	\$46,550	\$46,550	\$46,550
Subtotal Salaries	\$245,043	\$270,091	\$271,896	\$273,733	\$275,603
Benefits	\$88,195	\$97,442	\$98,112	\$98,794	\$99,489
Subtotal Personnel	\$333,238	\$367,533	\$370,008	\$372,527	\$375,092
Equipment	\$8,000	\$2,000	\$2,000	\$2,000	\$2,000
Marketing	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Goods/Services	\$7,000	\$3,000	\$3,000	\$3,000	\$3,000
Library	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
Travel	\$4,000	\$3,000	\$3,000	\$3,000	\$3,000
National Accreditation	\$0	\$0	\$0	\$2,390	\$9,790
Total Expenditures	\$358,238	\$381,533	\$384,008	\$388,917	\$398,882

Appendix V – External Expert Evaluations and Short Bio’s

Dina Blum, Ed.D., joined the Raikes Foundation in 2016 to contribute to its national education strategy as Program Officer responsible for research and development efforts. Her career reflects a commitment to education as a vehicle for social justice and a passion for bridging theory and practice to leverage innovation and learning networks to better serve *all* students, particularly those most impacted by poverty and discrimination.

Prior to joining the foundation, Dina was an Associate Professor at Heritage University in Toppenish, WA where she served as Associate Dean of the College of Education, Chair of Educational Administration, and facilitator with HU’s Center for Intercultural Learning and Teaching. She began her career as a middle school teacher in Wilmington, DE and has served in a variety of public and private sector roles in PK-20 education including instructional coach, administrator, program director, and consultant. When she first moved to Washington in 2001, she provided technical and professional development support to schools that received reinvention grants from the Gates Foundation as part of the Small School Coaches Collaborative. Dina spent 8 years at the University of Washington’s Center for Educational Leadership, where she worked closely with school and district leaders to transform teaching and learning, produced high-quality videos of classroom practice for professional development purposes, and spearheaded the development of the 5 Dimensions of Teaching and Learning™, a comprehensive instructional framework for observing and analyzing classroom practice and assessing leaders’ instructional leadership expertise. As a further extension of this work for more equitable learning environments, Dina served as Associate Director of Program at Equal Opportunity Schools, a national nonprofit with the mission of closing participation gaps in advanced high school courses. For her doctoral dissertation, she harnessed the use of classroom video in an examination of Complex Instruction in secondary mathematics classrooms. In addition to a doctorate in Educational Leadership and Policy Studies from University of Washington, Dina earned a bachelor’s degree from Brown University and a master’s degree from Lesley University.

Dr. Peter Dallas Finch was raised in the Yakima Valley. He graduated as valedictorian from Wapato High School and *cum laude* from Harvard. He earned his Master's Degree in Education Administration from Central Washington University and his Doctor of Education Degree in Educational Leadership from Washington State University.

Dr. Finch was a teacher and coach for middle school and high school students. Then, he served as the principal of Granite Falls High School near Everett, Washington for eight years. The school received national recognition as a "National Leader School for Service-Learning" and Dr. Finch received recognition as the "Principal of the Year" by the North Cascades Conference.

Dr. Finch returned to the Yakima Valley where he has served as the Assistant Superintendent for the West Valley School District since 2001. He has received state recognition as a "Science Education Advocate" by Washington State LASER and "Administrator of the Year" by the Washington Music Educators Association. He has also received regional recognition with the "Award of Merit" and the "Leadership Award" by the South Central Region's Washington Association of School Administrators.

Dr. Finch has served on state appointed work groups including the Governor's Work Group for STEM Education, the OSPI Work Group for Ready and Successful Schools, and the Early Learning Advisory Council.

He serves as Chair of the Executive Committee for the ESD105 Science Education Cooperative, the Chair of the Professional Education Advisory Board for Heritage University's Educational Leadership program, a member of the Executive Committee for the Investing in Children Coalition – the regional coalition for early learning – and he serves as Board Member for the South Central Workforce Development Council.

During his time in West Valley, the District has been recognized as a "District of Distinction" by District Administration Magazine, an "AP Honor Roll District" by the College Board, a "Magna Award Honorable Mention" by the American School Board Journal, and an "Innovative District" by the International Center for Leadership in Education. In addition, all six of West Valley's elementary schools have been recognized by OSPI with "Washington Achievement Awards" for outstanding student achievement.