



Teaching Academy **September 6, 2024**

Course Description: Our Teaching Academy program is a dynamic and immersive experience designed to inspire and prepare the next generation of educators. Through classroom learning, onsite observations, and internship experiences, students will develop the skills required to work one-on-one with students, create engaging learning environments and stand strong in their own identity as a leader. Students will be able to take the ParaPro certification exam in the Spring. This certification allows students to work as a paraeducator in public schools when they graduate earning a living wage. Whether you aspire to become a paraeducator, elementary, middle, or high school teacher, or wish to effectively lead groups of people, the Teaching Academy equips you with the knowledge and expertise needed to excel.

Culture of Learning: We work to build a culture of belonging in our classroom. The learning experiences provided in this classroom will be interactive and community-focused so attendance is absolutely essential. We utilize differentiation to ensure all students are able to access the curriculum and master the skills and standards covered in this course. Materials will be posted in our Google classroom and grades will be updated regularly. In addition, Teaching Academy has a practicum component. Students will be visiting classrooms at all grade levels and at multiple schools throughout the year. Students will have opportunities to work with real students in real environments so professionalism, communication and timeliness will be essential. Please feel free to contact instructors in English and Spanish at any time for more information.

This class re-enforces PSSC's school wide agreements: Be Present, Be Respectful, Be Engaged and Be Professional. Each PSSC Classroom is responsible for re-enforcing the School Wide Agreements as well as developing Classroom Behavior Agreements. These agreements will be upheld through a positive, progressive support system including individual check-ins with students, positive reinforcement strategies, contact with families, interventions from Dean/Counselor, etc.

Student Learning Outcomes:

Teaching Skills Mastered:

- Supporting a Classroom Teacher
- Working One-on-One with Students
- Collaborating with Classroom Teachers and Paraeducators
- Creating Positive Relationships in the Classroom
- Developing Class Routines
- Delivering Instructions and Behavior Expectations
- Implementing Culturally Responsive Teaching
- Planning Read-Alouds
- Writing Lesson Plans
- Using GLAD strategies for supporting ML students
- Engaging with Positive Behavior Intervention Strategies
- Differentiating Curriculum to Support All Learners
- Engaging Multiple Intelligences
- Facilitating SEL Activities
- Leading Class Meetings

Standards Assessed:

- 1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- 1.B.4 View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes
- 2.C.2 Analyze and evaluate major alternative points of view
- 2.C.4 Interpret information and draw conclusions based on the best analysis
- 3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- 3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams
- 3.B.2 Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- 3.B.3 Assume shared responsibility for collaborative work, and value the individual contributions made by each team member
- 7.B.3 Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments
- 8.C.4 Reflect critically on past experiences in order to inform future progress
- 9.B.1 Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- 9.B.2 Respond open-mindedly to different ideas and values
- 9.B.3 Leverage social and cultural differences to create new ideas and increase both innovation and quality of work
- 10.A.1 Set and meet goals, even in the face of obstacles and competing pressures
- 10.A.2 Prioritize, plan and manage work to achieve the intended result
- 11.A.1 Use interpersonal and problem-solving skills to influence and guide others toward a goal
- 11.A.2 Leverages the strengths of others to accomplish a common goal
- 11.B.1 Act responsibly with the interests of the larger community in mind

Instructor Contact Information:

Katelyn Asare (she/her)
katelyn.asare@highlineschools.org
786-363-3840 (call or text)

Maribel Malagon Arriaga (she/her)
maribel.malagonarriaga@highlineschools.org
206-631-7324 (call)
Habla español.

Credits Offered:

Credits per Semester: 1.5 high school credits per semester

Equivalency Credits: 0.5 English, 1.0 English

College Credits: Central Washington University - EFC 250: Introduction to Education - 4 credits

Industry-Recognized Certifications: ParaPro certification offered in the Spring

Grading Policies: We use Standards-Based Grading to assess student learning as per Highline Public Schools.

The grade scale is as follows:

4 (A; 3.2 - 4.0): EXCEEDING STANDARD

3 (B; 2.4 - 3.19): MEETING STANDARD

2 (C; 1.6 - 2.39): APPROACHING STANDARD

1 (D; 1.2 - 1.59): BEGINNING

NC (NC; 0 - 1.19): NO EVIDENCE/NO CREDIT

The grade scale for CWU credit is different from the above and included below.

Reassessment Opportunities:

Reassessment opportunities will be clearly published and determined by the instructor. Not all assignments and assessments are eligible for reassessment. The instructor will clearly communicate what is and is not reassessible. Reassessment opportunities will be within the unit. After a unit has closed, reassessment will not be available.

Professional Attire & Uniform Requirements: Students must wear a lanyard with their student ID and PSSC provided attire and/or program-specific uniform as required by the instructor. Dress should be professional. Teaching Academy students should dress like a teacher!

Course Technology: This course utilizes Google classroom.

AM Course Code: 2ypm764

PM Course Code: 24sjcb6

Work-Based Learning (WBL): WBL is an instructional strategy that provides students with career exploration opportunities and hands-on learning where knowledge gained in CTE courses can be applied to real-life work experiences. The goal of every work-based learning program is to prepare students for the next generation of the workforce. PSSC students will participate in Work Based Learning through their CTE program and may earn elective credits.

Common WBL opportunities

- Job placement in career pathway
- Internships
- Clinicals
- Externships

All PSSC students will participate in Work Based Learning.

Leadership: Leadership is a key component of Teaching Academy where your student can be a member of Educators Rising. The purpose of Educators Rising is to encourage the development of vocational understanding, leadership qualities, social awareness, and a sense of responsibility to school and community. It is each student's choice as to how active they will become in Educators Rising.

List of opportunities:

- Educators Rising conferences and competitions
- Community Service
- PSSC Program Leadership

Cell Phone Policy: Cell phones should be used for educational purposes only as directed by the instructor.

Attendance Policy: The seat time mandate for CTE courses in Washington ensures students receive sufficient instructional hours and hands-on training time to master necessary technical skills. Prescribed minimum seat time safeguards the quality of CTE programs by allowing for in-depth classroom learning, adequate lab practice on equipment, and fulfillment of certification requirements. Upholding seat time standards is crucial for preparing a workforce with job-ready expertise meeting industry needs.

Therefore, it is critical that students are present. Whether excused or unexcused, missed time is missed time.

1. If a student is tardy, they must complete the QR code in their classroom. It is their responsibility as a student to complete the QR code so their absence can be corrected to a tardy. If they do not complete the QR code, the student will be marked absent.
2. As a professional courtesy, please contact the course instructor via email, Google voice text or phone call.
3. Absences may be excused by any of the following methods within 48 hours of the absence:
 - a. Phone call to PSSC Attendance Specialist, Kelsey Gomez (206-631-7353)
 - b. Email to PSSC Attendance Specialist, Kelsey Gomez (kelsey.gomez@highlineschools.org)
 - c. Hand-written note turned into PSSC Attendance Specialist Kelsey Gomez
4. Please include the following information in the note, call or email:
 - a. Student Name
 - b. Parent Name
 - c. Date of the absence
 - d. Reason for the absence
5. Prearranged absence forms are in the office. The form must be completed with all required signatures before departure date. This form will be shared with your home school as well.
6. Reassessments opportunities will be clearly published and determined by the instructor. Not all assignments and assessments are eligible for reassessment.

Student Handbook: [CLICK HERE TO VIEW](#)

Year 2 Eligibility: All Year 1 PSSC students will have quarterly check-ins with their PSSC teachers, student success dean, counselor, and families to assess performance in their program, needed supports, and progress towards mastery of content and skills necessary for Year 2 programming. All information will be shared with the home school support staff.

Central Washington University Policies & Procedures for Credit:

CWU Credit Process: Students and families are responsible for completing the registration process to earn CWU credit for the PSSC Teaching Academy course. There are strict deadlines to register for college credit as well as strict deadlines to drop or withdraw from the course. PSSC instructors will help students and families complete all steps necessary.

CWU EFC 250 Course Description: Introduction to teaching as a career, foundations and overview of American public education, effective teachers, responsibilities of schools in democratic society, essential professional competences, preparation, and certification. Culturally anchored, and offers a framework of equity pedagogy.

Course Student Outcomes:

- Apply knowledge of how schools are governed at federal, state, local, school and classroom levels to identify possible avenues of action to address a current issue in education.
- Describe the beliefs of the major schools of educational philosophy and psychology.
- Identify emerging personal ideology of education, including the influence of historical foundations, the purpose of schools, the role of teachers, the diversity of students, the dynamics of learning, and ways of knowing.
- Identify personal characteristics in terms of the characteristics of effective teachers, and apply them to teaching and learning scenarios.
- Develop and identify elements of and strategies to promote a culturally responsive and productive learning community using research, theory, observations and practice.

- Apply theories of culture, learning and development to better understand their own identity and that of peers, professionals, family members and future students.
- Identify bias and discrimination, and practice critical reflection to address biases or assumptions that interfere with learning or teaching.
- Apply concepts related to learner differences and development to understand and identify strategies to holistically support students.

Required Assessments: All assignments in our PSSC Teaching Academy course contribute to students grades for CWU college credit. There are two required assessments to earn credit from CWU: Personal Philosophy Statement and Course Final Reflection.

CWU Grade Scale:

A A-	4.0 3.7	Excellent	Meets all objectives of the course and fulfills all requirements; performs at a level that reflects excellence
B+ B B-	3.3 3.0 2.7	Good	Meets all objectives of the course and fulfills all requirements; performs at a high level
C+ C C-	2.3 2.0 1.7	Satisfactory	Meets all objectives of the course and fulfills all requirements; performs at a satisfactory level
D+ D D-	1.3 1.0 0.7	Marginal Pass	Makes progress toward meeting the course objectives; fulfills course requirements at a substandard level
F	0	Failure	Fails to meet the course objectives; does not fulfill course requirements