Teaching Academy Year 1 Syllabus 2026-27

Session Information

1st Session: 7:55am – 10:25am 2nd Session: 11:15am – 1:45pm * Monday – Friday

* Students from Tahoma and Federal Way are dismissed at 1:25pm and must complete the day's exit ticket to account for the missed time.

Class Location: Puget Sound Skills Center
Room# 306

Teacher Information

Name: Katelyn Asare **Phone**: 206-631-7324
Email: katelyn.asare@highlineschools.org
Office Hours: 7:25am – 2:15pm

Culture of Learning

This class reinforces PSSC's school-wide Behavioral Agreements:

Be Present, Be Respectful, Be Engaged and Be Professional.

Students and teachers will create their own classroom version of these agreements in their class charter, through thoughtful discussion from the perspective of their industry's expectations. These agreements will be upheld through a positive, progressive support system including regular check-ins with individual students, quarterly self-assessments, positive reinforcement strategies, contact with sending schools, dialog with families, and interventions from our Student Success Dean and Counselor as needed.

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 Teams 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.

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.

Student Learning Outcomes

Teaching Skills Mastered:

- Creating positive relationships in the classroom
- Developing class routines (warm ups, attendance, returning work, etc.)
- Delivering instructions and behavior expectations
- Culturally Responsive Teaching
- Read-Aloud's
- Lesson Planning
- GLAD/Literacy Strategies (word wall, cognitive content dictionary, funnel strategy, choral reading, audiobook)
- Clear instructions and behavior expectations
- Positive behavior intervention strategies (choice language, positive behavior narration, Culturally Responsive Teaching resources, etc.)
- Designing Instruction
- Differentiation to support all learners
- Interpreting special education documentation

EFC250 Course Outcomes:

- Understand Education Foundations: Describe the beliefs of the major schools of educational philosophy and psychology.
- Establish Healthy Learning Communities: Identify and describe strategies to create and maintain culturally responsive and productive learning environments that support academic and social/emotional development in order to establish healthy learning communities.
- Foster Cultural Competency: Identify and describe key cultural, learning, and development theories to build inclusive relationships and address biases in educational settings to foster cultural competency.
- Unpacking Educational Equity: Describe how historical, social, economic, and/or cultural developments have affected communities and their relationship with government structures, in order to analyze policies and practices that promote educational equity and diversity.
- Foster Equity Pedagogy: Examine standards, curriculum, instructional strategies, assessment, and classroom management that contribute to effective student-centered pedagogy for diverse learners, including multilingual learners and students with exceptionalities.
- Demonstrate Professionalism: Explain elements of professional and ethical practice, including knowledge, skills, and disposition that represent the roles and responsibilities of educators.
- Explore Education Careers: Investigate education-related career pathways within schools, businesses, and communities in order to identify required preparation and performance expectations.
- Engage in Reflective Practice: Utilize reflective practices to guide personal and professional growth.

Essential Standards

21st Century Skills Standards Assessed:

- 1.A.3 Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts
- 1.B.1 Develop, implement and communicate new ideas to others effectively
- 2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs
- 2.C.5 Reflect critically on learning experiences and processes
- 7.A.1 Adapt to varied roles, job responsibilities, schedules and contexts
- 7.A.2 Work effectively in a climate of ambiguity and changing priorities
- 9.A.2 Conduct themselves in a respectable, professional manner

ELA Standards Assessed:

- ELA.L.11-12.02 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- ELA.RI.RL.11-12.01 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

- ELA.RI.RL.11-12.02 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- ELA.RI.11-12.05 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging
- ELA.RI.11-12.07 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- ELA.SL.11-12.04 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- ELA.W.11-12.01 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- ELA.W.11-12.02 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Scope and Sequence

- Unit 1: Building a Healthy Learning Community
- Unit 2: Culture & Identity
- Unit 3: Equity & Opportunity
- Unit 4: Professionalism as Educators
- Unit 5: Supporting All Learners

Professional Attire & Uniform Requirements

Students must wear a lanyard with their PSSC Student ID daily, and PSSC-provided attire and/or program-specific uniform as directed. For example, it is mandatory to wear your PSSC-provided t-shirts when we lead school tours.

Required Materials and Program Costs

There are no classroom fees, and uniforms will be provided. If you want your uniform customized, then that will need to be paid for by you.

Course Technology

This course utilizes Microsoft Teams for Education, and access information will be shared with students and available for parents/guardians as needed.

3.0 Credits Offered Per Year

High School Equivalency Credits
Students will be enrolled in multiple gradebooks that reflect the equivalency credits available. **Some course equivalencies may not be taught and assessed until later in the school year. Students may not have a progress grade recorded for these equivalencies until that time.** Please reach out if you have any questions or concerns.
Equivalency Credit: 1.0 English

College Dual Credits
PSSC dual credit programs give students the opportunity to earn high school and college credit at the same time. Most programs have “Dual Credit Articulations” with specific colleges, and others are College in the High School (CiHS) courses such as those with Central Washington University. These credits may only be earned by successfully completing the course and all of the requirements set forth by the colleges. Most dual credit articulations require students earn a C or better for every semester in the program, though some require a B. CiHS programs will have additional information listed on their syllabus.

College in the High School Central Washington University – EFC250 – Introduction to Education (4 credits)

There are two required summative assessments to earn CWU college credit: End of Course Reflection and Personal Philosophy Statement.

Standards-Based Grading

Grades are a reflection of learning. Student work is scored on rubrics for the grade-level standards we are learning. Students demonstrate learning through assignments, activities and assessments.

- Formative Assessments: Measures understanding during a learning experience
- Summative Assessments: Measures understanding after a learning experience is complete
- Reassessments: Measures understanding after more learning (see below)

Learn more about standards-based grading: highlineschools.org/grading

[Here are some examples of how teachers can communicate the importance of students completing formative assessments:

- Formative assessments are required because they help you practice skills and give you feedback on your learning before the summative assessment.
- The most recent scores of formative or summative assessments are generally used to calculate your grade. Formative assessments you complete early in the semester provide you with feedback on your learning and guide you on how to improve your grade.]

[Whenever possible, assessments should cover the entire standard. However, we recognize many standards take more than three to four weeks to teach. Read more about this in the Standards Based Grading Handbook.

Assessment Methods

- Summative unit wrap ups
- Peer and self-assessment on writing assignments
- Research projects and presentations
- Student-planned and student-led lessons/activities
- Internship engagement
- Internship case study

End of Course Exams

At the end of the year, students will take an End-of-Course exam that will include a written exam, and a practical (hands-on) exam. These exams are designed to measure student mastery of program competencies, ensure alignment with industry expectations, and support student readiness for workforce or advanced program placement

Student Expectations and Support Needs

Students are expected to fully engage in our learning community and complete all assignments as part of individual and collective learning. Please contact me if you need additional time to complete work or need support to engage in our learning community. If you struggle to complete work and engage in our learning community, I will schedule a meeting with your family to discuss concerns and identify ways to support your learning.

Our goal is to maximize each student's opportunity for success in life and work, but some students may need supports beyond what PSSC is able to provide. We will work with the staff at sending schools and families to make reasonable efforts in accommodation. However, industry-mandated safety standards and expectations are non-negotiable items.

PSSC classes are 2 ½ hour blocks, and CTE preparatory courses. The ability to be self-motivated and work without direct oversight and redirection is crucial to success. Teamwork and working independently are both necessary skills in life and expectations in the workplace. These 21st Century Skills standards are as important as the technical skills students can master. In situations where these standards cannot be met with accommodations provided, we will work with the necessary parties to ensure a more suitable placement.

Expectations for Independent Work

PSSC students are expected to work successfully in teams and independently toward skills mastery, as they would in industry. Independent work within the program (student projects) must align with the program's curriculum and framework. Students working on their Capstone Showcase or Community Impact Project should choose something

that demonstrates their advanced levels of mastery in their program content. Students will complete a project training plan that details the skills, standards and assessment criteria which will be used to determine the project's grade.

Reassessment Policy

Continued learning is necessary and always encouraged when you do not yet show proficiency in a standard. I will share reassessment opportunities for you to improve your grade.

Reassessment Opportunities

Reassessment opportunities will be determined by the instructor and clearly published, including how reassessment is earned, and how long it may be available. Not all assignments and evaluations are eligible for reassessment, especially those done in a lab setting. Reassessment will close for each unit on a date clearly posted prior to the end of the unit.

Grades

There will be two gradebooks in this course: English and Careers.

In StudentVUE and ParentVUE, the most recent scores for essential standards are averaged and generate a letter grade:

The English gradebook will be assessed using the Highline Public Schools grading scale as follows:

- **A: 4.0-3.2 -** Student is meeting most standards and exceeding on some.
- **B: 3.19-2.4** - Student is meeting most standards and may be approaching or exceeding on some.
- **C: 2.39-1.6** - Student is approaching on most standards and may be beginning or meeting on some.
- **D: 1.59-1.2** - Student is beginning on most standards and may be approaching on some.
- **NC: 1.19-0.00** - Student has not yet demonstrated learning on most standards and may be beginning in some. In high school, the NC does not earn credit for a course.

*These are general descriptions and there may be exceptions.

The Careers gradebook will be assessed using the CWU grading scale as follows:

A (3.72 - 4.0)
A- (3.60 - 3.71)
B+ (3.48 - 3.59)
B (3.32 - 3.47)
B- (3.20 - 3.31)
C+ (3.08 - 3.19)
C (2.92 - 3.07)
C- (2.80 - 2.91)
D+ (2.68 - 2.79)
D (2.52 - 2.67)
D- (2.40 - 2.51)
F (2.39 - 0.0)

Recommended Academic Skills

Students in all programs will be working toward several Industry Recognized Certifications (IRCs), including ones focused on their career field, and ones that are useful in any job setting. Many programs are also "College in the High School" courses taught and graded to that college's standards. Because these IRCs and college-level courses require advanced academic ability, students will have the greatest success in earning these certifications and/or college credit with the following skills:

Reading Level: 12th grade
Math Level: 10th grade

Industry-Recognized Certifications (IRCs)

Industry-Recognized Certifications (IRCs) are an important component of every program at PSSC. Some of these certifications will be specific to the industry you are training for and are a requirement for entering the workforce. Some of them will be beneficial no matter what career field you enter. It is projected that more than 75% of jobs in Washington state will require credentials, certifications and/or education beyond a high school diploma, so our students are getting a head start. Every student will complete at least one IRC.

- Vector Trainings required of all Highline teaching staff
  - Civil Rights
  - Life Threatening Conditions
  - Making Schools Safe & Inclusive for Transgender Students
  - Responding to Bullying
  - Sexual Harassment
  - Understanding Boundaries
- ParaPro Exam
  - Allows students who have successfully graduated from high school to immediately work in schools as an education support professional.
- ACTFL Oral Language Testing
  - Multilingual students will have the opportunity to test their language skills through an oral exam. Students must earn an Intermediate High or better to qualify as a bilingual paraeducator with the Highline School District.

PSSC Capstone Project

To successfully complete your Career and Technical Education (CTE) program at PSSC, you must complete a Capstone Project and present it. This is mandatory for earning credit during 2nd semester and could impact your ability to earn the CTE graduation pathway. This project demonstrates the skills and knowledge you've gained throughout your time in the program, the IRCs you have earned, and readiness to enter your chosen career field or continue your education. It will also include a showcase of your best work. It is a graduation requirement that cannot be waived. You will be given a checklist with the requirements.

Along with your main project, all students must complete the essential professional documents including:

- a resume
- a cover letter
- a thank you email
- an reference request email
- a reference list
- a showcase of exemplar work to be presented
- and a written reflection essay summarizing the year's learning and your plan for the future
- performance evaluations (student monthly or quarterly self-reflections & teacher feedback)

Capstone Project Showcase for 1st Year Students:

- Complete a presentation of your capstone and your best work to industry professionals, family, and/or friends, as required by your program.

Community Impact Project for 2nd Year Students:

- Research and complete an individual or group project that showcases multiple industry skills mastered and meets a need in the community. 2nd year students will have already completed the minimum professional documents requirements during the previous year, though their resume should be updated regularly.

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 WBL through their program, and some may earn elective credits.

All PSSC students will participate in some form of Work-Based Learning, and fill out a contract at the beginning of the year to start the process.

Common WBL opportunities

- Job placement in career pathway
- Internships
- Clinicals
- Externships
- Field Trips to Industry Sites

- College Visits

Leadership

Leadership is a key component of Teaching Academy. The purpose of leadership in our classroom 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 leadership in our classroom.

Partial list of leadership opportunities:

- perform a community service project
- be a student leader or class officer in your program
- serve as an ASB representative
- lead campus tours
- volunteer for career days at elementary and middle schools

STUDENT PERSONAL SMART DEVICES POLICY (CELL PHONE, TABLETS, HEADPHONES/EAR PODS)

Purpose: The guiding language from Governor Ferguson is "Away for the Day" - To keep phones from disrupting learning, increased safety, productivity and well-being.

When Phones Must Be Put Away

- During class: Phones off or on Do Not Disturb, stored in backpack or designated classroom location
- Classroom breaks: No phone use while moving between spaces
- Restroom passes: Leave phone in classroom when using the restroom

When Phones Are Allowed

- Before school: Anytime before the bell rings
- After school: Anytime after your session's final bell

Emergency Communication

- Parents: Call the main office directly in emergencies at (206) 631-7300
- Students: Get a pass to use the office phone for urgent calls

Classroom Use & Exceptions

- No instructional use unless pre-approved by an administrator
- Computers available at all school sites for academic work
- Accommodations honored: Students with 504, IEP, MV, or Health Plans may use devices as documented

Consequences (Progressive)

1. First: Verbal reminder to store phone properly from the classroom instructor – documented in Synergy
2. Second: Phone confiscated by classroom instructor for the period; possible admin referral – documented in Synergy
3. Third: Admin referral and parent/guardian contact and phone to be held by the Dean of Student Success – documented in Synergy

Immediate referral if the disruption is significant or dangerous – documented in Synergy

Goal: These steps are instructive, not punitive, to maintain a respectful and safe learning environment.

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. To align with our 4 PSSC Agreements, all students will complete an attendance contract at the beginning of the year, signed by themselves and their parent/guardian.

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

1. Upon entering the classroom, each student will scan the QR code to check in for the day, and put their smart devices in the designated area in the classroom. It is their responsibility as a student to complete the QR code so their presence is documented for the day. 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, voice text or phone call.
3. Absences may be excused **by a parent/guardian** by the following methods within 48 hours of the absence:
   a. Phone call to PSSC Attendance Specialist, Kelsey Gomez (206) 631-7353
   b. Email to Ms. Kelsey (kelsey.gomez@highlineschools.org)
   c. Text message to Ms. Kelsey through Google Voice at (425) 298-7345
   d. Hand-written note turned into PSSC Attendance Specialist Kesley Gomez
4. Please include the following information in the note, call or email:
   a. Student Name
   b. Parent/Guardian Name
   c. Program Name
   d. Date of the absence
   e. Reason for the absence
5. Students who are 18 years of age may excuse their own absence **in writing only** for the following reasons: school-related absence, medical appointment, or personal illness.
6. 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 sending school as well.
7. Reassessment opportunities will be determined and clearly published by the instructor. Not all assignments and evaluations are eligible for reassessment, especially those done in a lab setting.

Student Handbook: Click Here

Eligibility to Return as a 2nd Year Advanced Student

All PSSC students will have quarterly performance evaluations with their PSSC teachers to assess success in their program, and communication will take place with the student success dean, counselor, sending school and families when additional supports are needed.

In order to return as a 2nd Year Advanced Student, they must demonstrate mastery of content and skills considered necessary by their industry-trained teacher(s), and pass the End-of-Course exam. Students must also successfully earn the schoolwide and program specific required IRCs.

Students who are unable to complete the required skills, and unable to pass the End-of-Course exam, and IRCs in one year may be eligible to return to PSSC for another year and additional time to complete those items, but would not have earned the advanced status to be considered a 2nd Year Advanced Student.

Students who return to PSSC and enroll in a different program will also be considered a 1st year student, as it is their first year in that program.

Students may attend the same program at PSSC for a maximum of two school years. However, this does not count summer school which is open to students who have finished the 8th grade until the summer before their senior year.

In order to advance as a second-year student in Teaching Academy, students must master the following at a high level:

- Unit Summatives
- End of Course exams
- Internship
- Capstone Presentation

Commented [TP1]: Update this language with whatever ends up in the handbooks.

@Trish Mcguire @Tony Poplin

Academic Honesty

We take academic honesty seriously. You are expected to maintain the highest levels of integrity. It is important that we can assess what you know and can do independently so that we can accurately support your learning. Here are guidelines that ensure that you are upholding academic honesty:

- Do your own work: Do not copy or plagiarize someone else's work, including text, images or ideas. Strive to produce original work that represents your own thoughts and ideas.
- Give credit: If you use a source such as a book, article, website or generative Artificial Intelligence, you must give appropriate credit. Include a citation that clearly identifies the source of your information.

Failure to uphold academic honesty will be addressed and corrected, including but not limited to re-doing the assignment and family conferences. Academic honesty ensures you are learning and growing in the most effective way possible.

Artificial Intelligence (AI) and Academic Integrity

AI tools may be used to support work in this class when specifically allowed by the teacher — but not to replace student thinking or voice. Students are expected to follow assignment-specific guidance and identify when AI is used in submitted work. Submitting AI-generated work as one's own without permission or explanation is not acceptable and considered academic dishonesty.

Language Support

If you need language support to understand this document, contact your school office at 206-631-7300.
Si necesita ayuda con el idioma para comprender este documento, por favor comuníquese con la oficina de su escuela al 206-631-7300.
Nếu quí vị cần hỗ trợ về ngộn ngữ để hiểu tài liệu này, xin liên lạc với văn phòng trường học của con em quí vị số 206-631-7300.
Haddii aad u baahan tahay taageerada luqadda si aad u fahamto dukumeentigan, kala xidhiidh xafiiska dugsigaaga 206-631-7300.
ਜੇਕਰ ਤੁਹਾਨੂੰ ਆਪਣੀ ਭਾਸ਼ਾ ਵਿੱਚ ਗੱਲਬਾਤ ਕਰਨ ਲਈ ਮਦਦ ਚਾਹੀਦੀ ਹੈ ਤਾਂ ਕਿਰਪਾ ਕਰਕੇ ਆਪਣੇ ਸਕੂਲ ਦੇ ਦਫ਼ਤਰ ਵਿੱਚ ਸੰਪਰਕ ਕਰੋ। 206-631-7300.
اگر برای دانش‌آموز این سند به خدمات ترجمه نیاز دارید، لطفاً با شماره 2066317300 با تیم تماس گرفته حل مطلب نمایید.