



Teacher Academy

2026-2027

Instructor	Jason Pasimio	Phone	360 - 848 - 0706
Email	jpasimio@nwtech.k12.wa.us	Course Schedule	11:30 am - 2:00 pm on MVSD school days
Location	Mount Vernon Campus, room 226	Website	https://www.nwtech.k12.wa.us
CIP Code / Framework	130101, Careers in Education		

CTE DUAL CREDIT / ARTICULATION INFORMATION

This class is a CTE Dual Credit class. Students seeking to earn college credit must follow the CTE Dual Credit application and enrollment processes using this site for guidance: [Apply for Dual Credit](https://www.skagit.edu/academics/high-school-programs/cte-dual-credit/apply.html) (<https://www.skagit.edu/academics/high-school-programs/cte-dual-credit/apply.html>). Students must apply and enroll at SVC within the specified deadlines to earn dual credit (below). Students cannot obtain credit retroactively.

Earning dual credit is free and there is no cost for the student or family.

The following steps will be done in class with assistance from NCTA instructors:

YEARLONG COURSE CTE DUAL CREDIT TASKS & DEADLINES

On or before October 30, 2026	Apply to SVC via CTCLink
On or before January 7, 2027	Enroll in Dual Credit Class(es)

NCTA COURSE DESCRIPTION

The Teacher Academy program prepares students for careers in education by providing foundational coursework, hands-on experiences, and professional training aligned with Washington State Paraeducator standards and the Master Teacher Paraeducator Certification. Students explore theories of learning and development, classroom management, lesson planning, and instructional strategies. The course also integrates professionalism, ethics, and educational technology to equip future educators with the skills needed for success in K–12 environments.

[If your class has more than one articulation, reproduce the below as needed. You must cover ALL college outcomes.]

SVC COURSE DESCRIPTION(S) & LEARNING OUTCOMES

The following are also introduced or assessed in this course:

College Course Title	Course Number	Credits
Paraeducator Basics	EDUC 101	3

Course Description

Introduction to roles and responsibilities of the Paraeducator in the K-12 educational system. Explore techniques supporting instruction, professional and ethical practices, positive and safe learning environments, effective communication, and teamwork. Student will work or volunteer 2 hours each week in a K-12 setting.

Course Learning Outcomes

Compare the distinct roles and responsibilities of the paraeducator with those of the certificated staff.
 Identify the signs of a safe, positive, and culturally inclusive learning environment.
 Demonstrate effective communication techniques and strategies with students, family members, and staff.
 Identify positions of power, privilege, and inequity.
 Utilize the Washington State Paraeducator Standards to develop a professional development plan.
 Utilize assessments and record data to monitor student growth and development.

College Course Title	Course Number	Credits
Child Development	EDUC 115	5

Course Description

Build foundation for explaining how children develop in all domains, conception through early adolescence. Explore various developmental theories, methods for documenting growth, and impact of brain development. Topics addressed: stress, trauma, culture, race, gender identity, socioeconomic status, family status, language, and health issues.

Course Learning Outcomes

Discuss prominent child development research and theories guiding parenting and care giver's practices.
 Describe the developmental sequence from conception through early adolescence in all domains.
 Analyze critical stages of brain development as influencers of child development.
 Examine techniques to conduct and document observations of children as a means to assess and communicate growth and development.
 Explain individual differences in development.
 Identify how family, caregivers, teachers, community, culture, and trauma influence development.
 Outline community resources to support children's and families' development.
PROGRAM OUTCOME: Analyze children's perspectives, behavior, and development using knowledge of key child development theories and current research.

College Course Title	Course Number	Credits
Intro to Education	EDUC 202	5

Course Description

Introduction to the history, philosophy, principles, learning theories, issues, and trends of education. Includes observations of educational models and exploration of career paths.

Course Learning Outcomes

Outline milestones in the history, philosophy and principles of education.
 Compare the educational philosophies and models of influential figures in the development of education.
 Describe the professional role of the educator in the program setting and the relationship of the educator to the child, family and community.
 Identify factors that influence children's ability to learn.
 Demonstrate a familiarity with the laws, standards and policies regarding education locally, statewide and nationally.
 Articulate an understanding and appreciation for the diversity of learners and their cultural, social and community context.
 Discuss issues and trends that currently impact children, families, educators and educational programs.
 State his/her philosophy of education.

BOOKS, MATERIALS & COURSE RESOURCES

Resource / Material	Required?	Provided by	Notes / Link
Master Teacher Account	Required	[NCTA / Student]	During the second semester of the course, students will be given access to a Master Teacher Account to prepare for the Paraeducator certification. The account and exam will cost no more than \$70

Evaluation & Grading

NCTA courses use a grading system that measures technical skill development, employability habits, and academic learning. Grades are based on the work students complete, the skills they demonstrate, and the program's professional expectations.

Program Grading Categories

Occupational Education	English	Child Development
Skills	Summative Assessment	Summative Assessment
Employability	Assignments	Assignments

NCTA Course Grade Scale

A	93% or above	C	73-77.9%
A-	90-92.9%	C-	70-72.9%
B+	88-89.9%	D+	68-69.9%
B	83-87.9%	D	60-67.9%
B-	80-82.9%	NC	59.9% and below
C+	78-79.9%		

CTE Dual Credit Minimum Grade & GPA Conversion

Students must earn a B or higher to earn CTE Dual Credit. The partner-college templates lists this as the most common grading scale and percentage-to-GPA conversion:

Letter Grade	% of Points	GPA
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	65-66	1.0
F	0-64	0.0

MAJOR UNITS, ASSIGNMENTS & ASSESSMENTS

Unit	Assessment	Leadership	Other Information
Developmental Psychology	Summative Assessment Summative Projects - Age Appropriate Activity Design - Age Appropriate Toy Design	Skills applied and reflected upon in practicum	
Landmark Educational Legislation	Summative Assessment Summative Project Applying landmark rulings to modern situations		
Pedagogy	Summative Assessment Summative Project - Lesson Plan and Presentation 1 - Lesson Plan and Presentation 2		
Practicum	On site evaluation Personal Reflections		Hands on experience with students and staff at elementary schools

ATTENDANCE & PROFESSIONAL EXPECTATIONS

Attendance Policy

The Northwest Career & Technical Academy (NCTA) views attendance much like business and industry: students are considered professionals-in-training and are expected to attend each day fully to maximize learning and productivity. While occasional absences are inevitable, please prioritize regular attendance. Please see the student handbook. If a problem arises with health, food, transportation, housing, or any other barrier, please contact the school or district so that support can be provided.

Professional Expectations (Behavioral)

Students are expected to follow applicable laws and the behavior expectations of the school district, NCTA, and the specific program. NCTA students are professionals-in-training and are expected to demonstrate habits that prepare them for success in school and industry.

Communicative	Stay in touch, ask for help, and use professional language.
Motivated	Put in your best effort, participate, and meet deadlines.
Reliable	Attend regularly, be on time, and engage in all class activities.
Responsible	Keep spaces tidy, stay focused, and dress appropriately for the program.
Team Member	Work well with others, show a positive attitude, and follow procedures.
Trustworthy	Care for equipment, use technology appropriately, and act with integrity.
Feedback / Coachable	Receive feedback professionally and use it to improve performance.

Late Work Policy

Students may submit late work until the instructor's final deadline. Work submitted by that date will be graded for credit based on the assignment's quality and the program's standards. After the final deadline, assignments will not be accepted unless the instructor has approved an extension due to documented circumstances. Instructors will clearly communicate deadlines, including the final submission date. Students are responsible for checking timelines, staying on track, and reaching out for help when needed.

Industry/Course Specific Items

Safety / PPE Requirements	<i>Appropriate clothing must be worn at all times. Clothing, including shoes, must be suitable for working in a classroom as well as the playground.</i>
Field Trips / Clinical / Worksite Learning Expectations	<i>Regular trips to an elementary school are to be expected. Safe and professional behavior are expected on elementary sites.</i>
Communication / Office Hours / Help	<i>Mr. Pasimio can provide help 30 minutes before and after class, or by appointment.</i>

ACADEMIC INTEGRITY & GENERATIVE AI

Students are expected to submit only their own work and avoid cheating, plagiarism, fabrication, or other academic dishonesty. This includes submitting answers that are not your own on quizzes or exams, using unauthorized devices or materials, unauthorized communication during testing, or helping another person engage in academic dishonesty. Accidental or intentional use of another person's work, ideas, research, or writing without attribution may result in a failing grade on the assignment or, depending on the nature and extent of the violation, a failing grade in the course.

Generative AI tools (for example, ChatGPT, DALL-E, Gemini, or Claude) may be used to generate ideas and organize thoughts when permitted by the instructor, but they should not replace student work. Students are responsible for analyzing and fact-checking AI-generated results. AI use should be minimal, appropriate to the assignment, and cited when used. Using AI to replace student work, using it for the majority of an assignment without permission, or failing to cite AI use when required will be treated as plagiarism.

ACCESSIBILITY, SYLLABUS CHANGES & NONDISCRIMINATION

Students with an IEP or 504 Plan who wish to earn college credit in this class through SVC should note that approved high school accommodations and modifications may not always apply to a class that also offers college credit. While both high schools and colleges must ensure that students with disabilities have equal access to educational opportunities, they are governed by different disability laws. **Students using a modified curriculum are not eligible to receive college credit.**

Please reach out to the SVC Disability Access Services for more info.

[SVC Disability Access Services](#)

Changes to the Syllabus

I have attempted to make this syllabus as comprehensive and accurate as possible, and I may occasionally need to make small adjustments during the term. I will announce any changes in class or notify students in writing with an updated syllabus posted to the NCTA website.

Equal Opportunity and Title IX Nondiscrimination - SVC

Skagit Valley College does not discriminate based on, but not limited to, race, color, national origin, citizenship, ethnicity, language, culture, age, sex, gender identity or expression, sexual orientation, pregnancy or parental status, marital status, actual or perceived disability, use of service animal, economic status, military or veteran status, spirituality or religion, or genetic information in its programs, activities, or employment.