

ESD-U Candidate Handbook 2024-2025 Cohort



PICTURED: ESD-U 2019-2020 COHORT

Educational Service District 112
2500 NE 65th Avenue
Vancouver, Washington 98661
Phone: 360-750-7500
<https://www.esd112.org/>



EDUCATIONAL SERVICE DISTRICT 112

Welcome to ESD-U! Congratulations on your choice to enter an important and rewarding career field. Teaching is one of the most exciting, meaningful, and noble professions in the world.

Education is a constantly changing and evolving field. The ESD-U Program is committed to providing you with a successful and rewarding experience as you develop your teaching skills, knowledge, and talent. The program was built by practicing teachers and administrators who are up-to-date on the needs of the classroom as well as the latest trends and requirements of the field. We take the profession of education very seriously and hold our students to high standards in order to ensure your success as a classroom teacher.

ESD-U provides a blend of meaningful coursework, reflective engagement with public school teachers and students, experienced and knowledgeable faculty and staff, and a commitment to fashioning teacher leaders who will make a difference in the world. The program is designed to build teacher candidates' professional competence, develop a global educational perspective, create cultural competence for classroom teaching in a diverse society, and foster a love of learning that last a lifetime.

ESD 112 has drawn on its longstanding reputation as a trusted partner with local school districts to design a teacher certification program that is unique to our region and state. ESD-U is designed to provide opportunities for classified staff who are currently working in our schools and already hold a baccalaureate degree as well as individuals who hold a baccalaureate degree who want to become teachers and are seeking certification. We believe the result of this initiative will help alleviate the teacher shortage many districts currently face. In addition, the program will help our teacher corps better reflect our region's demographics, values, and interests.

Everyone who is part of ESD-U is deeply committed to preparing future educators who will excel as teachers. I wish you much success as you complete your program for teacher certification and embark on this exciting career!

Sincerely,

Mike Nerland

Assistant Superintendent of Teaching & Learning
Educational Service District 112

COUNTIES

CLARK
COWLITZ
Klickitat
PACIFIC
SKAMANIA
WAHkiakum

BOARD OF DIRECTORS

SUSAN BARKER
LEANNE BREMER
KEVIN DAVIS
MARK HOTTOWE
NANCY MILLER
HEIDI ROSENBERG
DARLENE STICKEL

SUPERINTENDENT

TIM MERLINO

Table of Contents

ESD-U OVERVIEW	1
Who is ESD 112?	1
The ESD 112 Mission	1
ESD-U MISSION	2
ESD-U VISION	2
ESD-U VALUES	2
ESD-U CANDIDATE OUTCOMES	3
ESD-U CAMPUS AND PERSONNEL	4
ESD-U Program Staff, Administration, and Faculty	4
ESD-U FACULTY AND SEMINAR INSTRUCTORS	5
ESD-U PROFESSIONAL EDUCATOR ADVISORY BOARD (PEAB)	6
ESD-U PEAB MEMBERS	7
ESD-U PROGRAM HISTORY	8
ESD-U ROUTES	8
ENDORSEMENT AREAS OFFERED	9
ESD-U ACADEMIC CALENDAR 2024-25	11
COURSE SCHEDULE INFORMATION	11
SUMMER COURSES	11
SATURDAY COURSES	12
WEDNESDAY SESSIONS	12
SEMINARS	12
CLOCK HOURS	12
FINAL ENROLLMENT STEPS FOR APPLICANTS	13
ENDORSEMENT PROGRAMS OVERVIEW AND REQUIREMENTS	14
REQUIREMENTS: TEACHER CERTIFICATION PROGRAM	14
REQUIREMENTS: RETOOLING PROGRAM	14
REQUIREMENTS: PARAEDUCATOR AND EXPLORER PROGRAM	15
ENDORSEMENT AREA REQUIREMENTS	15
ELEMENTARY EDUCATION (ELEM)	16
ENGLISH LANGUAGE LEARNER (ELL)	17
READING (RDG)	17
SPECIAL EDUCATION (SPED)	18
ESSENTIAL FOUNDATIONS OF ESD-U	19
SEMINARS	19
CAPSTONE COURSE/PORTFOLIO	20
Portfolio Components	22
FIELD EXPERIENCE	24

Student Teaching	25
School and District Placements	26
Professional Learning Communities	26
Mentor	26
Field Supervisor	26
ENDORSEMENT TESTS AND CERTIFICATION	27
ESD-U PROGRAM TUITION AND FEES	28
Program Withdrawals and Refunds	29
TEACHER CERTIFICATION PROGRAM FEES	29
RETOOLING ENDORSEMENT PROGRAM FEES	29
PARAEDUCATOR & EXPLORER PROGRAM FEES	30
SCHOLARSHIPS AND GRANTS	30
ACADEMIC POLICIES, PROCEDURES, AND STANDARDS	31
Attendance and Class Participation	31
Grading Policy	32
Late Assignments	33
Incomplete Policy	33
Academic Integrity	33
Academic Writing	35
Classroom Behavior Expectations	35
Satisfactory Academic Progress	36
Time Limit for Completion	36
Appeals Process	37
Developmental Process	37
Tuition and Payment Policy	37
Tuition Refund Policy	38
Waiving Requirements	38
Technology Requirements	38
PARAEDUCATOR AND EXPLORER PROGRAM	39
COURSE DESCRIPTIONS	39
ELEMENTARY EDUCATION COURSES	39
ENGLISH LANGUAGE LEARNERS COURSES	43
READING COURSES	45
SPECIAL EDUCATION COURSES	47
SEMINARS	49
STANDARDS	52
RESOURCE LINKS	52
APPENDICES	53
APPENDIX A: HELPFUL PROGRAM ACRONYMS	53

APPENDIX B: SPED ENDORSEMENT COMPETENCIES	54
APPENDIX C: ELL ENDORSEMENT COMPETENCIES	54
APPENDIX D: ELEMENTARY ED ENDORSEMENT COMPETENCIES	54
APPENDIX E: READING ENDORSEMENT COMPETENCIES	54

ESD-U OVERVIEW

Since the Professional Educator Standards Board (PESB) was founded in 2002, it has worked to ensure that Washington State educators are well trained and ready for the modern classroom. The Educator Pathways program within PESB has made it a priority to provide Alternative Routes to Teacher Certification in an effort to end the teacher shortage and diversify the current teacher population. PESB has authorized Educational Service District 112 (ESD 112) to provide pathways to certification that support a “grow your own” focus in partnership with local districts.

Who is ESD 112?

*Student learning is at the core of everything we do.
Designed for students, from the youngest learners to adults, ESD 112’s 300+ programs and services promote lifelong learning and success.*

ESD 112 work reflects three focus areas: operations expertise, student success, and healthy communities. For the past four decades, ESD 112 has been a key educational partner in creating and delivering programs that benefit schools, children, and their communities in the six counties of Southwest Washington.

Our service region spans 30 school districts, two state schools, and numerous private schools. We also provide additional services to districts throughout the state in partnership with Washington’s eight other Educational Service Districts. Through the facilitation of partnerships, cooperatives, state and federal grants, and fee for service work, ESD 112 helps districts leverage resources to achieve program efficiency and cost savings.

The ESD 112 Mission

ESD 112 equalizes educational opportunities for learning communities through innovative partnerships, responsive leadership, and exceptional programs.

Our programs and services have been replicated throughout the country as innovative and productive. Our approach achieves the highest levels of effectiveness and efficiency.

For more information regarding ESD 112, see the [ESD 112 Agency Snapshot](#), located on the ESD 112 website: <https://www.esd112.org/>

ESD-U MISSION

ESD-U provides aspiring educators an efficient alternative pathway to teacher certification in order to serve the diverse needs of the students and districts in our service area, centering the values of diversity, equity and inclusion, and focusing on practical, hands-on experience in active classrooms.

ESD-U VISION

ESD-U strives to provide students in Washington with self-aware, culturally competent, diverse, talented and skilled teachers, to ensure their P-12 education is transformational and prepares them for full, active lives. We will do this by becoming the premier provider of non-traditional teacher certification and professional development in southwest Washington and beyond.

ESD-U VALUES

Our teacher preparation and professional development will be characterized by these values:

1. **A commitment to diversity, equity and inclusion in education.** All candidates who are recommended for certification will demonstrate an awareness of the harmful impact of structural racism, an understanding of the importance of equity and inclusion throughout the student life cycle, and a commitment to practicing in ways that consistently address systemic injustice.
2. **An awareness of self.** Teachers create the environment in which students either thrive or decline. A teacher with a healthy understanding of self and a commitment to continual self-improvement will be more able to create welcoming and affirming environments for all students. All candidates who are recommended for certification will have demonstrated an ability to critically reflect on their own practice, and to continuously improve based on reflection and feedback.
3. **A commitment to practical, lived experience.** There is no substitute for doing the work and learning from those with experience. All candidates who are recommended for certification will have directly served in classrooms, will have worked with mentors and advisors, and will have received observations and feedback from experienced educators.

4. **An orientation toward growth and leadership.** Teachers exist in ecosystems that require collaboration, teamwork, and leadership. ESD-U focuses on providing training in high-need endorsement areas, so candidates will naturally have opportunities to provide leadership in specific and important content areas. All candidates who are recommended for certification will have engaged leadership theory and practice and will have been required to incorporate personal leadership practices in their own lives.

ESD-U CANDIDATE OUTCOMES

Upon completion of the ESD-U alternative route to certification program, candidates will be able to:

1. Reflexively identify the impact their own racial and cultural identity has had on their development and will have on their teaching practice.
2. Articulate the impact that familial, social, political, religious, educational and other systems have on student development and their resulting varying degrees of ability, opportunity, or readiness to engage in the learning process and incorporate teaching strategies to address that impact.
3. Integrate cultural themes and practices that engage students in dialogue about difference and promote mutual understanding and acceptance.
4. Provide self-reflective, culturally aware and emotionally intelligent feedback and instruction that creates trusting relationships with students and their families.
5. Create learning environments and activities that reflect the diversity of the community and allow students to safely learn and demonstrate learning in different ways.
6. Promote a growth mindset that builds confidence and encourages perseverance and accomplishment.
7. Reflect upon active teaching and learning within the classroom to evaluate personal practice and implement successful strategies in their own practice.
8. Articulate a personal mission statement that reflects their perspective on leadership, identifies their growth opportunities, and articulates the ways they plan to lead in their professional lives.

ESD-U CAMPUS AND PERSONNEL

ESD-U classes are conducted predominantly online, using [Zoom](#) for synchronous sessions. Occasional face-to-face sessions are required and will be communicated in advance. In-person sessions will most often be held in the Conference Center at the ESD 112 main campus, located at 2500 NE 65th Avenue, Vancouver, WA 98661. The Conference Center is located at the northwest corner of the ESD112 building. ESD-U program staff offices are located in the southeast corner of the same building, in the area designated for "Student and School Success."

ESD-U Program Staff, Administration, and Faculty

Dr. Lori Jass, Director of ESD-U

ESD 112
Phone: 360-952-3412
Email: lori.jass@esd112.org

Alissa Jolly, ESD-U Program Specialist

ESD-U Candidate Support & Recruitment
Phone: 360-952-3424
Email: alissa.jolly@esd112.org

Amy Glenn, ESD-U Program Secretary

ESD-U Program Development Support
Phone: 360-949-1552
Email: amy.glenn@esd112.org

Chelsea Jacobson, HR Certification Specialist

ESD 112 Certification Specialist
Phone: 360-952-3322
Email: chelsea.jacobson@esd112.org

Michele Davis, Elementary Education Department Leader

Email: michele.davis@esd112.org

Dr. Heather Heap, Special Education Department Leader

Email: heather.heap@esd112.org

Sharyn Hoffert, Reading Department Leader

Email: sharyn.hoffert@esd112.org

Stephanie Welniak, ELL and Reading Department Leader

Email: stephanie.welniak@esd112.org

ESD-U FACULTY AND SEMINAR INSTRUCTORS

To contact faculty, use the Canvas Inbox message feature, which will automatically send the message to the preferred email address the faculty member has indicated for ESD-U use.

Elementary Education Faculty Members:

- Michele Davis, Faculty Lead
- Molly Daley
- Pat Jones
- Shannon McCombs

English Language Learner Faculty Members:

- Stephanie Welniak, Faculty Lead
- Amy Matsumoto
- Kelly Moses
- Jeanne-Marie Wright

Reading Faculty Members:

- Sharyn Hoffert, Faculty Lead
- Michele Davis
- Pat Jones
- Sherry Sanden

Special Education Faculty Members:

- Dr. Heather Heap, Faculty Lead
- Sherlunda Anderson Smith
- Adrian Cortes
- Rebecca Fry
- Dusty Low
- Dina Sawyer

Seminar Presenters:

- Gahlya Auel
- Sherlunda Anderson Smith
- Adrian Cortes
- Michele Davis
- Natalia Gai
- Dr. Heather Heap
- Sharyn Hoffert
- Alissa Jolly
- Pat Jones
- Sara Kaviani
- Annie Lamberto
- Heather Lopez
- Amy Matsumoto
- Kelly Moses
- Beau Sawyer
- Pranjali Upadhyay
- Stephanie Welniak
- Jeanne-Marie Wright
- Assorted ESD-U Alumni

ESD-U PROFESSIONAL EDUCATOR ADVISORY BOARD (PEAB)

Teacher preparation programs that are approved by the Professional Educator Standards Board (PESB) in the state of Washington are required to maintain a Professional Education Advisory Board (PEAB). The Board works closely with the

program on decisions related to the development, implementation, and revision of the program.

PEAB Mission:

To prepare educators who demonstrate a positive impact on student learning, evidence shall be evaluated to determine whether the ESD-U program complies with the program approval standards.

PEAB Purpose:

The purpose of the PEAB is to participate in and cooperate with ESD-U on decisions related to the development, implementation, and revision of the program.

PEAB Member Responsibilities:

- Selected to represent professional WA organizations.
- Review program and make recommendations based on data.
- Provide valuable insights from the field and help ESD-U grow and improve.

Continue to the next page for a list of current PEAB members.

ESD-U PEAB MEMBERS

Lara Alford
Instructional Coach, Elementary
Specialist
Evergreen Public Schools
WEA Representative
lara.alford@evergreenps.org

Janice Broten
Teacher, OSPI ELA Fellow, Release
Mentor
Hockinson School District
WEA Representative
janice.broten@hocksd.org

Victor Cato
Human Resources Director
Vancouver Public Schools
WASA, WSPA Representative
victor.cato@vansd.org

Tim Fox
Principal, Hockinson High School
Hockinson School District
tim.fox@hocksd.org

Matt Hoffman
Occupational Therapist
ESD 112 ESA
WOTA Representative
matthew.hoffman@esd112.org

Sara Kaviani
Teacher
Battle Ground School District
WEA Representative
kaviani.sara@battlegroundps.org

Ravinder Sandhu
Teacher/ML Lead, Ogden Elementary
Vancouver School District
WEA Representative
ravinder.sandhu@vansd.org

Jill Shelley
Teacher, NBCT, OSPI Math Fellow
White Salmon School District
WEA Representative
jill.shelley@whitesalmonschools.org

Victoria Wells
Teacher, OSPI Science Fellow
Kalama School District
WEA Representative
victoria.wells@kalamam.k12.wa.us

Sandra Yager
Superintendent
Cornerstone Christian Academy
Private School Representative
syager@ccak12.net

ESD-U PROGRAM HISTORY

In June 2017, ESD 112 submitted to PESB for approval to become an alternative route teacher certification program to offer pathways in Special Education, English Language Learner, and Reading endorsement areas. This process was initially started when districts in the region requested that ESD 112 provide support to districts in filling shortage area teacher positions, diversification of workforce efforts, and grow-your-own initiatives.

After receiving PESB's approval in July 2017, ESD 112 staff collaborated with the ESD-U PEAB to design and develop program curriculum. The first cohort of ESD-U started in July 2018, offering courses in Special Education and English Language Learner. Shortly after its launch, the dual endorsement requirement went into effect, which required new teaching certificates with endorsements in Special Education and English Language Learner to have a second endorsement on the certificate. Consequently ESD-U decided to add Elementary Education to the endorsement offerings.

In 2019-2020, ESD-U was approved for the additional endorsement and began offering dual endorsement pathways for Special Education and English Language Learner to be paired with Reading or Elementary Education. Elementary Education was also offered as a stand-alone pathway, with the intention of supporting niche positions in general education, including STEM, foreign languages, secondary level positions, and general education positions in remote regions.

After a program has been in operation for two years, PESB completes an initial review process to evaluate the program on the 25 teacher preparation program standards, as established in WAC 181-78A-220. ESD-U has successfully completed that review, and in November 2022 ESD-U was approved by PESB on all standards.

ESD-U ROUTES

ESD-U is a flexible, residency-based teaching certification program that offers Route 2, Route 3, and Route 4 alternative routes to teacher certification, as well as a 'retooling' route for currently certified teachers seeking to add an endorsement. ESD-U is operated by ESD 112 and has been approved by PESB.

Candidates are enrolled in different preparation routes, with fieldwork customized to their individual circumstances and developmental needs. The different routes are as follows:

Route 2: Individuals with baccalaureate degrees who are currently employed classified instructional staff who have been working with the district for at least one year and are seeking a residency teacher certificate with endorsements in a locally-determined shortage area. Examples: Paraeducators, security guards, graduation advisors, etc.

Route 3: Individuals with baccalaureate degrees who are not employed in a school district at the time of application or who are currently employed by a district but have been working with the district for less than one year at the time of application and are seeking a residency teacher certificate in a locally-determined shortage area. Examples: Career-changers, paraeducators working at the district for less than one year, paraeducator substitutes and emergency substitutes who work at multiple locations throughout the year (even if employed for more than one year), etc.

Route 4: Individuals with baccalaureate degrees for whom the district will secure a conditional or emergency substitute certificate and employ as teacher of record while seeking a residency teacher certificate in a locally-determined shortage area. Note: This route only applies to emergency substitutes if they are employed as the teacher of record or long-term substitute for a classroom.

Retooling: Individuals who currently hold a Washington state teaching certificate and are employed as a teacher in a Washington school district and are seeking an additional endorsement. Priority will be given to those currently employed in partnering districts.

ENDORSEMENT AREAS OFFERED

ESD-U offers certification coursework in the following endorsement areas:

- English Language Learners: PreK-12 (refer to the Dual Endorsement section)
- Special Education: PreK-12
- Elementary Education: K-8
- Reading: PreK-12

In future years, ESD-U may also offer coursework in additional endorsement areas based on district partner requests.

Available endorsement pathways are:

Teacher Certification:

- Special Education (SPED) - stand-alone endorsement
- Elementary Education (ELEM) - stand-alone endorsement
- English Language Learner (ELL) and Elementary Education (ELEM) - dual endorsement
- Special Education (SPED) and Elementary Education (ELEM) - dual endorsement, available only by special request by the district; contact the program specialist for more information

Retooling Endorsements:

- Special Education (SPED) - *cannot be paired with ELL*
- English Language Learner (ELL) - *cannot be paired with SPED*
- Elementary Education (ELEM)
- Reading (RDG)

Dual Endorsement Requirement

Starting with the 2019-2020 cohort, residency teacher certificates with endorsements in ELL must also be endorsed in a second endorsement area. Refer to [PESB's Dual Endorsement FAQ document](#) for more details. Effective with the 2023-24 cohort, dual enrollment is no longer required for the SPED endorsement. Effective with the 2023-24 cohort, the Reading endorsement is offered for Retooling candidates only.

Who You Can Teach

SPED, ELL and Reading endorsements prepare the candidate to teach students who are specifically identified as part of that endorsement area, grades PreK-12. Elementary Education prepares the candidate to teach general education, grades K-8. ESD-U can prepare individuals to teach at the high school level (grades 9-12) by pairing Elementary Education (K-8) with a 'test only' endorsement area to teach that content area in grades 9-12 (refer to information regarding the 'test only' endorsements below).

Test Only Endorsement Option

Candidates interested in teaching at the high school level or those who choose to pursue a second endorsement area different from those offered by ESD-U may do so with a 'test only' option. This would allow the candidate to earn the endorsement by passing the content area examination. For information on the 'test only' endorsement option, as well as a list of the available endorsement areas, review the ['Adding an Endorsement' information on the OSPI website](#).

Note that candidates who choose this route will need to secure study materials and other necessary information on their own. The ESD-U team will assist as they are able but will not have extensive information available on all endorsement options. Evidence of the successful completion of the second endorsement area content examination will be required before ESD-U can recommend the candidate for certification.

ESD-U ACADEMIC CALENDAR 2024-25

ESD-U spans 5 weeks of July and August, followed by 2-3 Saturdays each month and occasional Wednesday evenings for the remainder of the year. Instruction each year begins in July and many candidates complete their work by the end of May. Most courses are broken up into 3 day, 6-hour sessions, most often consecutive, either during the summer intensive or over 2-3 months during the year. One course per endorsement program includes Wednesday evening sessions, and rarely courses include more than three 6-hour sessions. A 'year at a glance' calendar of classes for specific endorsement areas/routes are available on the [ESD-U website](#) and are provided to admitted candidates via Canvas in the ESD-U Program course.

ESD-U is a 1-year program and does not operate on formal quarter or semester schedules, however for ease of reference, the calendar year is broken up into four terms: Summer (July 1 through September 30), Fall (October 1 through December 31), Winter (January 1 through March 31), Spring (April 1 through June 30).

COURSE SCHEDULE INFORMATION

ESD-U courses will be held using [Zoom](#), a remote online video conferencing system. There may be opportunities for in-person collaboration, as needed and as facilities are available.

Courses are synchronous (i.e. held in live, real-time) with some asynchronous activities and coursework (i.e. to be completed individually outside of regularly scheduled class time).

Information on how to access courses, what to expect from courses, and other course details will be provided after being admitted to the ESD-U program, and prior to starting ESD-U courses.

SUMMER COURSES

ESD-U includes three to six weeks of summer classes (Monday-Friday), depending on the endorsement area and route. Summer classes are typically six hours long with an hour for lunch.

SATURDAY COURSES

One to three Saturday classes per month throughout the school year, depending on endorsement area(s) and route. Saturday classes are typically six hours long with an hour for lunch.

WEDNESDAY SESSIONS

One course per endorsement will have occasional Wednesday evening sessions.

SEMINARS

One seminar per month occurs on Saturdays and is typically six hours long with an hour for lunch. Seminars are required for Route 2, Route 3 and Route 4 candidates, and are optional for Retooling candidates. Seminars will also be attended by prospective students who are interested in evaluating whether or not the teaching profession is right for them. Seminars will focus on skills and dispositions common to all endorsement areas, and also provide an opportunity to dive deeper into content that is covered throughout ESD-U courses.

CLOCK HOURS

Retooling candidates are eligible to receive clock hours for ESD-U courses as they currently hold an active teaching certificate. Route 2, 3, and 4 candidates are also eligible to receive clock hours for ESD-U courses to be used for potential future salary placement. Paraeducators enrolled in the Paraeducator & Explorer Program may receive clock hours for their professional development requirements. More information regarding clock hours will be provided after being enrolled in the ESD-U program, and prior to starting ESD-U courses.

Example 'Year at a Glance' Calendar:

Below is an example of a 'year at a glance' calendar for the SPED endorsement pathway. For all endorsement calendars, refer to the calendars included on the ESD-U Program Canvas course, and/or refer to your ESD-U Snapshot for your individualized schedule.



SPED 'Year at a Glance' Calendar 2024-2025 Teacher Certification Stand-Alone and Retooling

Jul-24							Aug-24							Sep-24							Oct-24						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6					1	2	3	1	2	3	4	5	6	7			1	2	3	4	5
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
28	29	30	31				25	26	27	28	29	30	31	29	30						27	28	29	30	31		

Nov-24							Dec-24							Jan-25							Feb-25						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2	1	2	3	4	5	6	7				1	2	3	4							1
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30	31	23	24	25	26	27	28		

Mar-25							Apr-25							May-25							Jun-25						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
						1			1	2	3	4	5					1	2	3	1	2	3	4	5	6	7
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	29	30					
30	31																										

- Essential Foundations of ESD-U Course (9:00am-4:00pm) - Required for all candidates
- Required: Essential Foundations of ESD-U Course (9:00am-4:00pm). **In-Person at the ESD 112, Vancouver WA**
- SPED Course (9:00am-4:00pm)
- Wednesday SPED Course (6:00pm-9:00pm)
- SPED Course (9:00am-4:00pm). **In-Person at the ESD 112, Vancouver WA**
- ESD-U Seminar Course (9:00am-4:00pm) - required for Teacher Certification, optional for Retooling

FINAL ENROLLMENT STEPS FOR APPLICANTS

Application and admission requirements are summarized on the [ESD-U website](#). All admission requirements must be completed prior to the start of coursework in July. Any application steps that are pending into the month of July must be completed by the designated deadlines noted below. Failure to submit all items by the stated deadline will result in an administrative withdrawal from the program, and the candidate will need to reapply to enter the program the following year. For information on testing requirements, including instructions regarding registration for the tests, refer to the [ESD-U website](#).

- Receipt of final, official transcript from baccalaureate degree: **08/19/24**
- Field experience agreement form, signed by district staff: **08/19/24**
- Submission of WEST-B test score (or equivalent): **08/19/24**
- Submission of WEST-E or NES Test: **08/19/24**

- If the student has taken but did not pass the examination, the candidate must retake the examination prior to program completion.
- For dual endorsement Route 2/3/4 applicants, only the primary endorsement test would need to be attempted as part of the application process, and the second endorsement test may be taken while enrolled. The second test must be taken prior to program completion.
- Retooling applicants do not need to attempt the endorsement test as part of the application process. Per WA state requirements, retooling candidates will need to pass the test prior to program completion in order to be recommended for the endorsement.

ENDORSEMENT PROGRAMS OVERVIEW AND REQUIREMENTS

REQUIREMENTS: TEACHER CERTIFICATION PROGRAM

Upon successful completion of all elements in the ESD-U Teacher Certification program, ESD-U will submit a recommendation to OSPI for a residency teacher certificate, with corresponding endorsements.

Required elements of the program include:

- **Coursework** and class participation for the desired endorsement.
- **Seminars** for extended synthesis and application of coursework.
- **Program field experience**, to occur in a school, district or learning institution that has agreed to provide appropriate field experience opportunities, in a paid or volunteer capacity, based on candidate route and role.
- **Observations and evaluations** by a program-assigned field supervisor during field experience.
- **Collaboration with a mentor**, assigned by the district, during field experience.
- **Capstone portfolio project**, to include reflections, exemplar coursework, a final presentation, an integrative essay, and a professional growth plan.
- **Pass endorsement assessment(s)**, per [WA state requirement](#).

REQUIREMENTS: RETOOLING PROGRAM

Upon successful completion of all elements in the ESD-U Retooling Program, ESD-U will submit a recommendation to OSPI for an endorsement.

Required elements of the program include:

- **Coursework** and class participation for the desired endorsement.
- **Program field experience**, to occur in a school, district or learning institution that has agreed to provide appropriate field experience opportunities, in a paid or volunteer capacity.
- **Observations and evaluations** by a program-assigned field supervisor during field experience.
- **Capstone portfolio project**, to include reflections, exemplar coursework, a final presentation, an integrative essay, and an optional professional growth plan.
- **Pass endorsement assessment(s)**, per [WA state requirement](#).
- **Seminars** are optional for Retooling candidates.

REQUIREMENTS: PARAEDUCATOR AND EXPLORER PROGRAM

ESD-U is a “grow your own” program that is committed to diversifying the teacher candidate pool, and as such, we actively recruit and interview diverse candidates competent in local culture for our rural and urban schools. Prospective candidates who are not yet certain that teacher certification is right for them are invited to participate in a year-long program that introduces them to general knowledge, dispositions, and skills required of certificated teachers. Candidates attend at least five Saturday seminars, along with ESD-U teacher candidates, and can earn 15-18 clock hours, which apply to the general professional development requirements for paraeducators.

Completion of the program requires participation in at least five seminars. Required seminars are *Culturally Responsive Teaching I and II* (6 hours), and *Classroom Management* (6 hours). Remaining seminars are chosen from the following: *Introduction to Working with Students with Disabilities, Introduction to Working with ELL Students, Creating an Inclusive Classroom, Social Emotional Learning, Behavior Management, and Since Time Immemorial.*

Refer to the [PEP website](#) and/or email ESD-U@esd112.org for application information and a calendar for the Paraeducator and Explorer Program.

ENDORSEMENT AREA REQUIREMENTS

An endorsement is the content area listed on a Washington teaching certificate. All teaching certificates must have at least one endorsement, and some endorsement areas cannot stand alone. Beginning on September 1, 2019, PESB requires that any teacher holding a special education, early childhood special education, bilingual

education, English language learner, or science endorsement must also hold a second endorsement in another area. In 2022, PESB changed the requirement to exempt Special Education from the dual endorsement requirement. Thus, at ESD-U, the only “stand-alone” endorsement areas are Elementary Education and Special Education. The Reading endorsement is intended for Retooling candidates only.

Candidates who wish to pursue a specialized content area endorsement (e.g., social studies, math, etc.) in order to teach at the secondary level should enroll in either the Elementary Education or Special Education endorsement programs (for foundational teaching instruction) and then plan to add a ‘test-only’ endorsement in the chosen area of specialization. Information on the test-only endorsement option is available on the PESB website:

<https://www.pesb.wa.gov/current-educators/assignment/endorsements/>

Note that the ESD-U program staff will happily assist candidates with information and counsel on this option, but ESD-U will not be able to provide test preparation materials or other support for the specialized endorsement area.

ELEMENTARY EDUCATION (ELEM)

The Elementary Education endorsement prepares candidates to teach general education, grades K-8. Enrollment in the Elementary Education program requires completion of ten courses, beginning in July and ending in June of the following year. Courses required in Elementary Education are:

- ELEM101: Teaching as a Profession: Foundations for Elementary Education Instruction, Systems and Political Issues
- ELEM202: Child Growth & Development, Safe & Positive Learning Environments
- ELEM303: PE/Health Methods & Art/Music Methods
- ELEM405: Math/STEM Methods #1
- ELEM406: Math/STEM Methods #2
- ELEM505: Multimodal Literacy Practices
- ELEM606: Science/STEM Methods
- ELEM607: STEM Methods
- ELEM707: Social Studies Methods
- ELEM909/910: ELA Reading and Writing Methods

Competencies for the English Language Learner endorsement area can be found on the PESB website:

<https://www.pesb.wa.gov/preparation-programs/standards/endorsement-competencies/elementary-education/>

ENGLISH LANGUAGE LEARNER (ELL)

The English Language Learner endorsement prepares candidates to apply concepts, theories and research from applied linguistics, second language acquisition, and literacy development to help students who are English language learners in grades PreK-12. This endorsement area cannot be a stand-alone endorsement for Route 2/3/4 candidates; however it can be a stand-alone endorsement for Retooling candidates. Enrollment in the ELL endorsement program requires completion of eight courses, beginning in July and ending in June of the following year. Courses required in the ELL endorsement are:

- ELL101: Teaching English Learners
- ELL202: Teaching Content
- ELL303: Lesson Planning for English Language Learners
- ELL404: Assessments and Data Use in ESOL Instruction
- ELL606: Lesson Planning for Productive Student Behaviors, Classroom Management, and Student Engagement
- ELL707: Lesson Planning for Inclusion and Differentiation
- ELL808: Methods for Integration of Language Instruction
- ELL909/910: Teaching Elementary and Secondary English Learners

Competencies for the English Language Learner endorsement area can be found on the PESB website:

<https://www.pesb.wa.gov/preparation-programs/standards/endorsement-competencies/ell/>

Note: There are several terms and acronyms to describe this topic - English Learner (EL), Multi-Language Learner (MLL), English Second Language (ESL), etc. ESD-U uses English Language Learner (ELL) to describe this endorsement pathway and its corresponding courses to match the current terminology of OSPI and the testing agencies. Terminology will be adjusted as necessary to match future state definitions.

READING (RDG)

The Reading endorsement prepares candidates to apply evidence-based literacy research into instructional practices to improve student literacy in grades PreK-12. This endorsement area is only available to Retooling candidates. Enrollment in the RDG endorsement program requires completion of eight courses, beginning in July

and ending in May of the following year. Courses required in the RDG endorsement are:

RDG101: Teaching Readers
RDG105/110: Teaching Elementary and Secondary Reading
RDG202: Reading Instruction Methods
RDG303: Lesson Planning for Readers
RDG404: Assessments and Data Use in Reading Instruction
RDG707: Lesson Planning for Inclusion and Differentiation
RDG808: Methods of Reading Instruction

Competencies for the Reading endorsement can be found on the PESB website:

<https://www.pesb.wa.gov/preparation-programs/standards/endorsement-competencies/reading/>

SPECIAL EDUCATION (SPED)

The Special Education endorsement introduces candidates to the models, theories, philosophies, and regulatory history that form the basis for special education, and prepares candidates to serve students with disabilities and others in need of additional support in grades PreK-12. Enrollment in the SPED endorsement program requires completion of eight courses, beginning in July and ending in June of the following year. Courses required in the SPED endorsement are:

SPED101: Teaching Multicultural Students with Disabilities in K-12
SPED202: Teaching Content
SPED303: Writing Compliant IEPs
SPED404: Assessments & Data Use in Special Education
SPED606: Lesson Planning for Productive Student Behaviors, Classroom Management, and Student Engagement
SPED707: Lesson Planning for Inclusion and Differentiation
SPED808: Legal Issues in Special Education
SPED909/910: Teaching Elementary and Secondary Students with Disabilities

Competencies for the Special Education endorsement can be found on the PESB website:

<https://www.pesb.wa.gov/preparation-programs/standards/endorsement-competencies/special-education/>

ESSENTIAL FOUNDATIONS OF ESD-U

This three-day summer course serves as an orientation to the ESD-U program and is required for all ESD-U candidates. The course provides an introduction to the vocabulary and educational foundations critical for engagement in the ESD-U endorsement pathways and seminars. Topics include the logistical and philosophical knowledge needed to manage ESD-U systems, an overview of the curriculum and learning as an adult, instruction in academic success and writing, exposure to learning theories, exploration of teaching standards and practices, and a look ahead to professional learning communities and future development. On Day 3 candidates have the opportunity to meet face-to-face with their instructors, program staff and peers, and pick up textbooks and other course materials at the ESD 112 Conference Center.

Candidates who decide not to continue to ESD-U program during or subsequent to the Essential Foundations course will have the choice to forfeit the clock hours for the course, or can choose to pay \$15 per clock hour completed to have those clock hours recorded on their record.

SEMINARS

Seminars are designed to explore content areas that are applicable to candidates in all endorsement programs, and thus are required of all candidates seeking certification (Routes 2/3/4). Seminars are optional for Retooling candidates. Seminars are held online, on Saturdays throughout the year. Because seminars are required for certification candidates in all content areas, higher enrollments in seminars is to be expected. Required seminars are:

- Issues of Abuse (asynchronous)
- Creating an Inclusive Classroom
- Transition to Teaching, Part 1
- Culturally Responsive Teaching, Part 1
- Social Emotional Learning
- Classroom Management
- Since Time Immemorial
- Intro to Working with Students with Disabilities (*not required for SPED candidates*)
- SPED Deep Dive: IEPs (*required only for SPED candidates*)
- Intro to Working with ELL Students (*not required for ELL candidates*)
- ELL Deep Dive: Using Content Data to Support Multilingual Students (*required only for ELL candidates*)
- Behavior Management
- Test Preparation for ELEM/ELL/RDG/SPED
- Building Capacity in Tier I: Co-Teaching Content While Supporting English Language Development

CAPSTONE COURSE/PORTFOLIO

An important component of the ESD-U program is completing a Capstone Course, which provides candidates with an opportunity to integrate course content over the full year of coursework, as well as to demonstrate their mastery of program competencies in preparation for certification. The Capstone requirement has two primary components:

1. *Completion of the **Capstone Course** for the endorsement area.* Each endorsement area will have a course designated as the capstone. The capstone course is scheduled over a longer period of time, thus inviting an opportunity for integration and synthesis of the content over time. Candidates must complete the Capstone Course for each endorsement area for which they are seeking certification. Capstone courses are designated as follows:
 - English Language Learners - ELL909/910
 - Elementary Education - ELEM 909/910
 - Special Education - SPED909/910
 - While there is no designated capstone course in the Reading endorsement, the final presentation and the other aspects of the capstone portfolio will be due during the final course in the program.

2. *Completion of the **Capstone Portfolio** for the endorsement area.* Every candidate will have access to a Canvas site designated for collection of the components of the Capstone Portfolio. The portfolio will include the following components:
 - a. A **key assignment from each course** in the endorsement pathway. Instructors will indicate which assignment in the course is to be included in the candidate portfolio. Upon completion of each course, the candidate must upload the completed assignment to the portfolio (in addition to uploading the assignment to the original course).
 - b. **Reflection notes from each course** in the endorsement pathway.
 - c. A **reflection essay from each seminar** attended in the program.
 - d. **Artifacts from field work**, including:
 - i. Context for Placement Reflection

- ii. Pre- and Post-Self Assessment
- iii. Materials gathered by the program, such as feedback reports from the candidate's mentor and observation reports from the candidate's field supervisor
- iv. Performance evaluations from the district/building's HR department and/or principal/superintendent (if applicable)
- e. Three (3) **exemplar lesson plans**, either pulled from assignments in courses, during field experience, or specifically developed for the portfolio.
- f. A **final presentation** integrating program learnings with professional practice
- g. An **integrative paper** reflecting upon the most important learnings from the program, demonstrating integration with ESD-U core values
- h. A **professional growth plan**, including participation in the BEST program (if applicable) as well as professional learning communities.

Upon completion of the portfolio, faculty from the endorsement department will review all components of the portfolio to gain a comprehensive view of the candidate's mastery of program competencies and will make a determination regarding the recommendation for certification, in consultation with the program staff. (Note that recommendation for certification is not automatic upon successful completion of the Capstone Course and Capstone Portfolio. Other components, such as successful completion of endorsement tests, completing tuition payments, etc. will also be required.)

A Note About Reflective Writing

Reflective writing is different from strictly academic writing in that it requires the writer to critically examine an experience, event, or learning activity to determine how it has impacted them, and to evaluate how they will respond to the new insights. Reflective writing is much more introspective and integrative into personal identity. When doing reflective writing, writers should ask themselves questions like, "How does this make me feel? What can I learn from these emotional responses? How will this learning impact and be impacted by my own identities (e.g., gender, race, ethnicity, age)? What preconceived notions does this learning challenge? How can I use this learning to grow as a person? As a professional?"

Portfolio Components

Each portion of the portfolio is an important opportunity for the candidate to reflect on their own development, and to integrate program learning with their teaching practice.

1. **Key Assignments.** Assignments uploaded to the portfolio will be consistent for all candidates, and will be clearly identified as a 'key assignment' in the Canvas course site. While a candidate may simply upload the assignment in the designated capstone course site, the candidate is also encouraged to provide comments or additional context for the portfolio reviewer. Candidates may comment on lessons learned through the coursework, how their perspectives may have changed since the assignment, or other comments that help demonstrate learning and growth throughout the year (reference the note on reflective writing, above). Candidates are encouraged to save these notes in the portfolio for use in the final paper.
2. **Reflection Essays.** Seminar content is very important to the work of an educator but does not allow for inclusion of exemplar assignments to demonstrate learning. After every seminar, the candidate is required to write and upload a 1-2 page reflective essay that:
 - a. Summarizes the most important learnings gained from the seminar content; (demonstrating content knowledge)
 - b. Reflects on how the seminar content informs or impacts learning in other endorsement area coursework (synthesis and integration)
 - c. Identifies 1-3 ways in which the seminar content is applicable to the teaching profession and how to incorporate that learning into practice (application)
3. **Artifacts from field work.** Candidates may simply upload the required items to the portfolio site. Candidates may work with program personnel to access artifacts and are encouraged to provide additional comment on lessons learned through the field work, areas where further growth and development is needed, and other issues for which the candidate seeks additional support.
4. **Exemplar Lesson Plans.** Candidates may upload lesson plans from any of their program coursework or field experience to demonstrate this competency. Candidates may also choose to upload their own created lesson plan as an option.

5. **Final Presentation.** Each candidate will, with a partner or partners, create and present a final presentation that integrates program learnings with professional practice. Presentations will take place near the end of the cohort year and will include candidates from all endorsement areas in a professional conference atmosphere. Specific requirements for the presentation will be articulated in the capstone course.

6. **Integrative Paper.** Each candidate will complete an integrative paper of 5-8 pages that synthesizes learning from all courses, seminars, and field experience in the program and reflects upon the ESD-U program outcomes as pertaining to the candidate's personal and professional formation. Part One of the paper (1-2 pages) should reflect upon their personal mastery of the program competencies, indicating areas of strength and continuing areas for development. These topics may be addressed in any order, provided it is an essay format and synthesis of course outcomes is clear. Part Two (4-7 pages) of the paper is to be a reflection on the ESD-U program outcomes and should address the following questions:
 - a. What role does the teacher have in advancing the values of equity and inclusion in the classroom? What factors will you take into account when planning your instruction? What disciplines will you incorporate in your teaching practice to ensure that you are contributing to equity? How will you promote a growth mindset in your classroom and the surrounding educational culture?
 - b. What is the role of reflection and self-awareness in creating an environment in which students can thrive? What disciplines will you incorporate in your personal and professional life to ensure that you are able to create welcoming and affirming environments for all learners?
 - c. What is the role of mentoring and peer feedback in professional growth? What have you learned from the feedback you have received in the ESD-U program? How will you continue to solicit and incorporate feedback into your teaching practice?
 - d. Collaboration, teamwork, and supervision are important parts of a teacher's practice. What disciplines will you incorporate into your personal and professional life to continue to develop your skills in communication, providing positive feedback, and supervising others?

7. **Professional Growth Plan (PGP).** Ongoing personal and professional development is critical in the life of the teacher; learning never stops! Thus, the final component of the capstone project is a PGP to identify areas of growth for the upcoming school year:

- a. A self-assessment to identify the areas of focus for personal growth
- b. Development of a professional growth goal
- c. Articulating how the goal will impact the professional practice

PESB PGP webpage to view PESB template:

<https://www.pesb.wa.gov/current-educators/certificate-renewal/pgp/>

8. **Letters of Support.** Submit at least three (3) letters from at least three (3) different roles listed below, endorsing your intention to become a teacher. At least one (1) letter should be from someone who has the decision-making authority to hire educators. These letters should be more recent than the letter submitted as part of the application process, however they can be from the same individual(s). (Optional for Retooling candidates.)

- Supervisor
- Mentor
- Colleagues/peer
- Student
- Parent
- Community member

FIELD EXPERIENCE

Field experience is a vital component of ESD-U program completion and is required for all candidates seeking certification, as well as retooling candidates. The number of hours required varies by Role/Route, as indicated in the table below:

ROLE/PLAN	ROUTE	TOTAL HOURS	APPX WEEKS	STUDENT TEACHING
Plan A: Para or Emergency Sub	Route 2, Route 3, Retooling	540 hours	17 weeks	120 hours
Plan B: Classified Staff (not Para)	Route 2, Route 3	540 hours	17 weeks	240 hours
Plan C: Not Employed by District	Route 3, Retooling	600 hours	19 weeks	240 hours
Plan D: Non-Certificated Teacher of Record	Route 4	1000 hours	30 weeks	Fulfilled by role
Plan E: Lead Certificated Teacher	Retooling	450 hours	14 weeks	Fulfilled by role
Plan F: Certificated Coordinator (or similar role)	Retooling	450 hours	14 weeks	Fulfilled by role

Prior to admission into the program, a school, district, or other learning institution must agree to provide an applicant with appropriate access to field experience opportunities to complete the required field experience requirements for the program, as determined by route. As part of the application process, applicants

should provide their district with the Field Experience Agreement Form, and ESD-U staff will follow-up with district HR staff and building supervisors to confirm this agreement.

ESD-U is designed to support a 'grow your own' model for districts, so that the majority of field experience requirements can be completed through work that candidates are already doing as part of their paid position with the district. To count paid work as field experience hours, it must include students within the endorsement area the candidate is enrolled in for the program and must be aligned to academic learning. For example: A paraeducator can log their regular hours working as a paraeducator in the classroom with SPED students as part of their SPED field experience hours.

If individuals are not currently employed with a school district, the goal is to ultimately gain employment with a school/district while completing ESD-U, so that relevant activities on the job can be counted as field experience hours. ESD-U is not involved in the hiring process for districts, and all hiring decisions are made independently by each district's HR department. If not hired, an individual can still be enrolled in ESD-U if a school/district agrees to provide access to field experience opportunities to them as an unpaid volunteer.

The field experience hours that can be logged for ESD-U involves three main categories:

1. Working with students
2. Case management activities
3. Leading adults

Examples of general field experience hours include (but are not limited to): working as a paraeducator, observing classrooms, attending PLC meetings, reviewing assessment data, collaborating with paraeducators/instructors/specialists, attending parent meetings, leading paraeducators, etc.

The following does not count towards general field experience hours: Professional development, grading, prep time, playground duty, coaching. Additional information regarding what counts as field experience hours is provided to enrolled candidates.

Student Teaching

Student teaching is defined as the candidate **creating lessons** and **leading instruction** for a **consistent group of students** over a **consecutive period of time**. Student teaching hours are counted towards the overall total number of field experience hours, and can be full, consecutive days OR a different format if that will

better serve the school/students. Note that arrangements for student teaching differ from district to district, and candidates who are not in a lead teacher role will likely need to take a leave of absence to complete student teaching requirements. Candidates are encouraged to clarify these arrangements with their school/district leaders before enrollment. Financial assistance for those who need to take a leave of absence may be available through the [Washington Student Achievement Council](#).

School and District Placements

ESD-U works closely with districts to ensure equitable placement of candidates. Final placement decisions are made by districts and coordinated by the district human resources department. Placement is typically determined during the summer, as districts become more aware of their hiring needs for the upcoming school year, however placement may occur earlier or later.

Professional Learning Communities

ESD-U candidates will participate in remote and in-person professional learning communities (PLCs), both within the program and at the district-level. A PLC is a group of educators that meets regularly, shares expertise and resources, and collaborates for improvement. PLCs may be supported by mentors, supervisors, field supervisors, and ESD-U faculty. Candidates are encouraged to participate in district-level collaboration at their building/district or with others in the region, as well as to form informal PLCs with their colleagues in the ESD-U program.

Mentor

All teacher certification candidates (Route 2/3/4) are provided a district-selected mentor who will meet with them regularly and provide them feedback throughout the duration of the program. Retooling candidates are not assigned mentors. Mentors must have had their teaching certificate for at least three (3) years, and are selected by the district based on current [Beginning Educator Support Team \(BEST\) mentor standards](#). Mentors are typically district staff, and often work in the same building where the candidate is placed for the majority of their field experience. Mentors are typically assigned after admission, and before the candidate begins their field experience.

More information about mentors can be located in the *Field Experience Handbook*, which will be provided to candidates after summer courses begin.

Field Supervisor

All enrolled ESD-U candidates (including retooling) are assigned a program-selected field supervisor who performs multiple observations throughout the candidate's field

experience. Based on the observations, the field supervisors provide real-time, applicable feedback to the candidate regarding performance relating to the [InTASC teacher role standards](#) and ESD-U program outcomes, and documents the evaluation for the program. The number of observations is based on the candidate's role and route.

More information about field supervisors is available in the *Field Experience Handbook* (which is provided to candidates after courses begin).

For a complete discussion of field experience, including forms and timelines, refer to the *Field Experience Handbook* (which is provided to candidates after courses begin).

ENDORSEMENT TESTS AND CERTIFICATION

Per Washington state requirements, all teacher candidates must successfully complete two testing requirements: basic skills (WEST-B or an approved alternative) and a content knowledge area (WEST E/NES or an approved alternative). More information is available on the Washington Office of the Superintendent of Public Instruction (OSPI) website:

<https://www.k12.wa.us/certification/teacher-certificate/out-state-applicants-teachers/teacher-assessments>

Candidates who, due to extenuating circumstances, are unable to pass the endorsement test after multiple attempts may be offered an alternative pathway to assessment of endorsement competency. Candidates who believe they have cause to request an alternative assessment should contact the Program Specialist for further information.

Upon completion of all program requirements, candidates will be evaluated and the program staff and faculty will make a determination regarding recommendation for certification. ESD-U will recommend candidates for certification after:

1. Successful completion of all program requirements, showing evidence of achievement of program competencies
2. Receipt of evidence of successful completion of required state tests
3. Satisfactory resolution of all financial obligations
4. Return of all materials borrowed from the ESD-U program.

After a candidate is recommended for certification by ESD-U, the candidate is responsible to take the appropriate steps to apply for certification with OSPI.

learn about the paraeducator standards and the InTASC teacher standards and will compare the responsibilities for these roles. Candidates will complete a self-assessment using the InTASC teacher standards and will reflect on areas of strength and areas of improvement, which will be incorporated into their field experience and Capstone Professional Growth Plan. Discussion will focus on common challenges of the transition to teaching, how relationships and interactions will change, and the resources available to support candidates through the time of transition.

During Part 1, candidates will review the program field experience requirements, what counts as field experience, and how to log hours towards field experience. Candidates will also learn more about the roles of program mentors and field supervisors, and how they will interact with the candidate throughout their field experience.

STANDARDS

ESD-U uses the following standards to maintain program quality and adhere to current educator preparation program requirements for Washington:

- [Interstate Teacher Assessment and Support Consortium \(InTASC\) Standards](#) (role standards for residency teachers)
- [Endorsement competencies](#) (dependent on endorsement area)
- [Cultural competency standards](#)
- [Instructional topic requirements](#)
- [ESD-U Program Outcomes](#)

RESOURCE LINKS

ESD-U Website:

<https://esd-u.esd112.org>

WEST-B & WEST-E/NES Website:

<https://www.west.nesinc.com/>

ESD 112 BEST:

<https://www.esd112.org/best>

OSPI Website:

<http://www.k12.wa.us/>

PESB Website:

<http://pathway.pesb.wa.gov/>

OSPI Testing Information:

<http://www.k12.wa.us/certification/Teacher/teachertesting.aspx>

OSPI Requirements for Adding Endorsement:
<http://www.k12.wa.us/certification/teacher/Endorsement.aspx>

APPENDICES

APPENDIX A: HELPFUL PROGRAM ACRONYMS

ESD 112	Educational Service District 112	Provides supports/programs to districts in SW WA, operates ESD-U
OSPI	Office of Superintendent of Public Instruction	Oversees and supports public K-12 education in WA, issues teacher certificates
PESB	Professional Educator Standards Board	Provides policy and oversight for WA educator systems
PEAB	Professional Education Advisory Board	Currently practicing educators/administrators advise ESD-U
SPED	Special Education	Endorsement content area
ELL	English Language Learner	Endorsement content area
ELEM / Elem Ed	Elementary Education	Endorsement content area
RDG	Reading	Endorsement content area
WEST	Washington Educator Skills Test	Required assessment for SPED and ELL WA teacher certification
NES	National Evaluation Series Test	Required assessment for ELEM and RDG WA teacher certification
Field Experience	aka 'Residency' aka 'Clinical Practice'	Hands on experience in an educational setting

APPENDIX B: SPED ENDORSEMENT COMPETENCIES

Refer to current Special Education endorsement competencies on the PESB website:

<https://www.pesb.wa.gov/preparation-programs/standards/endorsement-competencies/special-education/>

APPENDIX C: ELL ENDORSEMENT COMPETENCIES

Refer to current English Language Learner endorsement competencies on the PESB website:

<https://www.pesb.wa.gov/preparation-programs/standards/endorsement-competencies/ell/>

APPENDIX D: ELEMENTARY ED ENDORSEMENT COMPETENCIES

Refer to current Elementary Education endorsement competencies on the PESB website:

<https://www.pesb.wa.gov/preparation-programs/standards/endorsement-competencies/elementary-education/>

APPENDIX E: READING ENDORSEMENT COMPETENCIES

Refer to current Reading endorsement competencies on the PESB website:

<https://www.pesb.wa.gov/preparation-programs/standards/endorsement-competencies/reading/>