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

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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
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Alissa Jolly, ESD-U Program Specialist
ESD-U Candidate Support & Recruitment
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Michele Davis, Elementary Education Department Leader
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Dr. Heather Heap, Special Education Department Leader
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Sharyn Hoffert, Reading Department Leader
Email: sharyn.hoffert@esd112.org

CAN DO IT.

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
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Janice Broten
Teacher, OSPI ELA Fellow, Release
Mentor
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Ravinder Sandhu
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Sandra Yager
Superintendent
Cornerstone Christian Academy
Private School Representative
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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

ESD-U

Jul-24

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

Aug-24

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

Sep-24

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

Oct-24

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

Nov-24

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

Dec-24

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

Jan-25

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

Feb-25

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

Mar-25

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

Apr-25

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

May-25

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

Jun-25

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

Legend:

- 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**

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- 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

Culturally Responsive Teaching, Part 2
Leading Paraeducators
Transition to Teaching, Part 2

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 byrole

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.

DISTRICT HIRING DECISIONS

Districts often make hiring decisions regarding employment contracts for teaching upon candidates' completion of the certification program. ESD-U is not involved in hiring decisions for districts. In addition, districts make the decision regarding how they will accommodate student teaching; ESD-U is not responsible for those arrangements.

ESD-U PROGRAM TUITION AND FEES

Tuition for the ESD-U program is purposefully set as low as possible to provide access to the program for as many candidates as possible. Textbook rental is included in the tuition for the program. Candidates may choose from three payment plans:

1. 100% of the tuition on or before July 1, 2024
2. 50% of the tuition on or before July 1, 2024 and the remaining 50% on or before January 31, 2025
3. Monthly payments
   - Payments will be thirteen equal payments starting July 1, 2024 and ending July 31, 2025
   - The monthly payment plan includes a $250 fee, due to the additional time required for processing

Automatic recurring payments via credit card or bank account is the default method of payment; if a candidate requires alternative payment methods, they can discuss options with program staff. Payment instructions are sent to admitted candidates prior to courses starting as part of the admission materials.

Textbooks are provided for candidates on the in-person day of the Essential Foundations course, and must be returned to ESD-U on the day of final presentations. Candidates who would like to purchase any or all of their textbooks may contact the Program Secretary to make arrangements. Failure to return the textbooks to ESD-U will result in additional charges, equivalent to the cost of replacing the text(s).

All tuition must be paid and textbooks returned in order for the candidate to be recommended for certification or endorsement. If a candidate withdraws from the program before completion, the candidate may discuss tuition repayment options with ESD-U staff.

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Program Withdrawals and Refunds

The cost of clock hours for Essential Foundations and Seminars is built into the program tuition cost. Candidates who choose not to continue the program during or subsequent to a course or seminar 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.

Candidates who withdraw from the ESD-U program after the first course will be charged or refunded (dependent upon payment status) on a prorated basis for the percentage of the program completed at the time of withdrawal.

TEACHER CERTIFICATION PROGRAM FEES

ITEM	AMOUNT
Tuition: Residency teacher certificate with stand-alone endorsement *Elem Ed or SPED only*	$9,250
Tuition: Residency teacher certificate with dual endorsements *ELL & ELEM* ***SPED & ELEM*	$12,250
Residency teacher certificate fee	*$93
Fingerprinting	*$85

All fees marked with an asterisk (*) are paid directly to their respective agencies and are subject to change without notice.
***These programs are available only by special request; contact the program specialist for more information.*

RETOOLING ENDORSEMENT PROGRAM FEES

ITEM	AMOUNT
Tuition: Retooling/Endorsement only *Elem Ed* *ELL* *SPED* *Reading*	$5,500
Endorsement fee	*$81
WEST-E test fee test (only SPED & ELL)	*$96

NES Elem Ed Subtest I&II fee	*$165
NES Reading test fee	*$119

All fees marked with an asterisk (*) are paid directly to their respective agencies and are subject to change without notice.

PARAEDUCATOR & EXPLORER PROGRAM FEES

ITEM	AMOUNT
Cost of Paraeducator & Explorer Program	$300

SCHOLARSHIPS AND GRANTS

ESD-U and partnering districts may use grant monies from the Beginning Educator Support Team (BEST) grant to support candidates with anticipated and identified learning as they are enrolled in ESD-U.

Because ESD-U is not a degree-granting institution, candidates will not be able to apply for federal financial aid; however, there may be scholarship opportunities available to candidates:

- **Route 2, Route 3, Route 4 Scholarship for Teacher Certificate Candidates:** For the 2024-2025 cohort, 30 scholarships for up to $5000 may be available for Route 2, Route 3, and Route 4 candidates through the ESD-U Program grant awarded by PESB, pending grant award decisions. These scholarships would be awarded to candidates based on district needs and all information needed for scholarship award decisions is included as part of the regular ESD-U application. More information about these scholarships will be provided when available, which may be after admission decisions occur, courses begin, and after the first tuition payment is needed.

- **Retooling Scholarship:** Retooling candidates who hold a current Washington state teaching certification and meet other scholarship criteria may be eligible for a scholarship through the Washington Student Achievement Council. The ESD-U program is not involved in the scholarship selection process. For more information, visit the WASAC website: https://wsac.wa.gov/teachers

- Additional scholarship information can be found on the TeachWA.org webpage: https://teachwa.org/becomeateacher/pay-for-your-education/

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If candidates have been granted a scholarship, they may be subject to repayment if they withdraw from the program prior to completion.

After receiving their endorsement, candidates may also qualify for teacher loan forgiveness programs while teaching in schools that serve low-income families or while working as a special education teacher.

ACADEMIC POLICIES, PROCEDURES, AND STANDARDS

Attendance and Class Participation

Candidates are expected to arrive on time and prepared for every course session. Attendance and active participation in all course sessions is required to successfully complete the program. In cases of emergency or unavoidable conflict with a class date, alternative arrangements may be made by completing the **Something Happened to Impact Participation (SHIP) Form** to notify the ESD-U staff *before the class session begins.* The program staff will notify the instructor. The instructor and the program staff will determine how the absence is to be made up and will work with the candidate to ensure completion.

If the candidate is absent for one or more hours of class, the candidate must complete a make-up assignment as confirmation of reviewing the course materials missed, including slides, videos, resources, etc. Instructors may, at their discretion, assign additional make-up work. Make-up assignments must be completed within one week of the absence.

If a candidate is absent for two or more full class dates, they will not be able to complete the course and will need to retake the course in its entirety in the following year. Thus, the candidate will be unable to complete the program and will not be recommended for certification/endorsement until the course is completed the following year.

If there are extenuating circumstances that warrant an exception to the attendance policy, an alternative plan for completion may be considered if there is agreement between the instructor, program personnel, candidate, and district personnel. In such cases, an Incomplete Contract will be used to document the terms of course completion.

In addition to being present in class, candidates are expected to participate in all learning activities in every class. As part of the accelerated alternative design and multiple-measures based approach of the program, competencies are evaluated in many ways throughout the curriculum, and active engagement in all class activities is required. *Failure to participate in course activities can result in failing the course.*

Full participation in class is characterized by:

1. **Active video and audio** throughout the class session unless there are pre-approved extenuating circumstances. (The use of a virtual background is encouraged, especially when the candidate is in an environment where focus may be an issue.) Candidates who participate without video for an unapproved period of time, or who do not demonstrate that they have access to required course materials, will be considered absent, and will be required to do additional work in order to complete the requirements for the course.

2. Full participation in **breakout groups and in-class activities**.

3. Demonstrated **access to all required course resources**, including textbooks, articles, supplies, etc.

4. Sufficient **internet access and a reliable device** to ensure a stable connection to class. (If you have concerns about having adequate internet access and/or a reliable device for some or all of the classes, please contact the program staff to discuss options for resolving these issues.)

Any extenuating circumstances that will preclude full participation in a course should be communicated to the program staff in advance of class through the **SHIP Form**.

A note about breaks: Instructors have the freedom to schedule class breaks, including lunch breaks, in the way that best suits the flow of their classes. Most often, a lunch break of 30-60 minutes is provided. However, in light of the accelerated nature of the program, and in order to minimize time requirements outside of class days, occasional "working lunches" may be required.

Grading Policy

Each course is graded as "Pass" or "No Pass". This is determined by the score received on each competency being assessed in the course. Competencies are scored on a scale of 1 [not meeting] to 4 [exceeding]. Competencies may be assessed through formal assignments, in class participation, class discussions, or other activities as determined by the instructor. Each competency must receive a score of 3 or higher in order for the candidate to earn a "Pass" in the course.

Candidates who withdraw from the program before completion of the first course will be dropped from the program and no program activity will be recorded on the transcript. Withdrawals after the first course will result in a grade of "W."

Late Assignments

The instructor has the authority to accept late assignments based on extenuating circumstances if the request is submitted prior to the assignment due date. Requests for submission of late assignments made after the assignment due date will be evaluated by the course instructor and the ESD-U program director and will be granted only due to extenuating circumstances beyond the control of the candidate.

Incomplete Policy

Due to the accelerated nature of the ESD-U program, Incomplete grades are generally not allowed. Instructors may, at their discretion, occasionally allow for submission of late assignments provided the request for extension was made before the assignment due date and the assignment is completed no later than one week following the due date. Extensions beyond that time are allowed only in the case of extenuating circumstances and must be accompanied by a written agreement (Incomplete Contract) between the instructor and the candidate which stipulates (a) the reason the extension is being requested, (b) the specific assignments that remain to be completed, and (c) the date the assignments will be due. Failure to complete the assignments by the agreed-upon date will result in failure of the course and the course must be re-taken at the tuition rate in effect at the time the course is retaken.

Candidates may not have more than two active Incomplete Contracts at a time. Candidates are advised that failure to complete a course in the scheduled sequence may prevent subsequent enrollment, and thus may extend the time to completion of the program.

Academic Integrity

Scholastic honesty in candidates requires the pursuit of scholarly activity that is free from fraud, deception, and unauthorized collaboration with other individuals. As education professionals, ESD-U candidates are expected to demonstrate honesty and integrity in all their academic and professional work. You are responsible for understanding ESD-U's policy on scholastic honesty and adhering to its standards in meeting all course requirements. Participating in forbidden activities (examples below, though this list is not exhaustive) may result in expulsion from the program.

1. *Plagiarism* - Candidates' work must be their own. Submission of another person's ideas, data, or any other work product or information without proper citation is considered plagiarism and is a violation of the academic integrity policy.

2. *Cheating* - This includes the use, or attempted use, of unauthorized materials or study aids when completing an assessment or assignment where outside sources are explicitly forbidden.

3. *Fabrication/falsification* - This is the purposeful creation of false information or intentional altering of information, for example, recording hours on the field experience log that are not reflective of actual work completed. This also includes providing system login information to allow someone other than the candidate to submit work or present attendance on behalf of the candidate.

4. *Duplicate submission* - This includes the submission of work for multiple purposes without receiving advance permission to do so, and/or working with another candidate and both candidates submitting the same work to fulfill an assignment. Partner work is encouraged, but candidates must submit their own work.

5. *Assisting in dishonesty* - This includes helping another candidate commit an act of academic dishonesty by providing confidential test information, editing their work without permission, etc.

Candidates who participate in academic dishonesty will be asked to meet with the program representative (instructor or program staff) to discuss the violation.

Consequences for the violation, based on the circumstances, may result in:
1. Oral reprimand and clarification of policy
2. Resubmission of the work
3. Failing grade for the course
4. Suspension
5. Expulsion

The Use of Artificial Intelligence

As a program committed to the transformative power of education, ESD-U leaders embrace the possibilities afforded to us by the ongoing development of artificial intelligence (AI). AI offers substantial opportunities for insights and time-saving for teachers, and should be embraced as a valuable tool. At the same time, AI is not emotionally intelligent, does not exercise discretion, and does not engage others with empathy. As a result, teachers and teacher candidates should keep appropriate boundaries around the use of AI in their professional practice. It is a tool to prompt thinking and inform practice; it is not a substitute for a teacher's professional expertise.

ESD-U candidates are expected to submit original work in all of their course submissions. The use of AI to help a candidate generate ideas or identify frameworks is appropriate, in much the same way that a candidate would use a text or notes from a class. Candidates who use AI in their submitted work for ESD-U must cite the use of the resource as they would any other resource used in a paper or assignment, as well as indicate how the AI prompted their thinking,

led to revision, or otherwise impacted the assignment. Assignments that are submitted demonstrating a "cut and paste" from AI-generated material, or that rely heavily on an AI resource without proper citation, will not be accepted. Candidates who repeatedly submit work that does not exhibit their original thought and/or does not appropriately cite other sources may be subject to dismissal.

Academic Writing

As future teachers, ESD-U candidates are expected to submit assignments characterized by error-free or substantially error-free writing reflecting standard English conventions and a logical flow of organization to address topics clearly, completely, and concisely. ESD-U requires the use of APA style, based on the most recent edition of the *Publication Manual of the American Psychological Association*, currently in its seventh edition. Candidates may find free assistance with APA formatting through the Purdue Online Writing Lab (OWL): https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introductio n.html

Additionally, ESD-U has created an APA References & Writing Resources list, that includes a variety of online, text, and in-person resources for academic writing.

Classroom Behavior Expectations

As future teachers, candidates in ESD-U classrooms are expected to exhibit the personal qualities, practices, and dispositions appropriate for a classroom teacher.

These practices include, but are not limited to:
- Punctuality
- Attentiveness
- Timely submission of assignments
- Appropriate boundaries
- Respectful conversation

Candidates are asked to refrain from the use of electronic devices for purposes other than those directly related to the course content, as they can serve as a distraction to other candidates. Violations of professional standards of classroom behavior, especially as that behavior interferes with the achievement of the course goals, or obstructs another person's ability to achieve course goals, will not be tolerated. Candidates may be asked to exit the classroom, and if the disruptive or inappropriate behavior continues, it may prevent successful completion of the course.

Satisfactory Academic Progress

The goal of the ESD-U program is to prepare teachers to fill high-need areas in Washington schools. The program is accelerated and intense in order to provide the quickest possible transition from candidate to teacher. Because it is a certification program, program completers must demonstrate competency in all required areas for certification, and achievement of the competencies is measured and reported throughout the coursework. As a result, ongoing successful completion of each course and each competency within each course is critically important.

Candidates who are unable to successfully complete one or more competencies in a course will not receive a passing grade in the course and will need to repeat the course in order to demonstrate that competency. Thus, failure in a course will delay the time-to-completion for the candidate and will likely increase the cost of the program. Candidates who fail more than two classes in the program must discontinue their enrollment and seek admission in a subsequent year.

Candidates whose failure to complete a competency is due to unusual or extenuating circumstances (e.g., a serious illness, death in the family, etc.) may apply for an "Incomplete" in the course and negotiate with the instructor or department leader to demonstrate mastery of the course content at a later time. (See the Incomplete Policy for details.)

Candidates must "meet" or "exceed" all assessed competencies for all ESD-U courses in order to complete the program.

Time Limit for Completion

The ESD-U program is designed to be completed within a calendar year. Occasionally extenuating circumstances require an extension in the time to completion. In such cases, candidates may complete the program in the following calendar year. In no case will candidates be allowed to extend completion beyond the end of the third calendar year of enrollment.

Candidates who have not completed the program and have not submitted any academic work for more than one calendar year will be considered inactive and must request readmission to the program in order to complete. Candidates granted readmission will be subject to the requirements and policies in place at the time of readmission.

Appeals Process

Candidates have the right to appeal any policy decision due to extenuating circumstances. To appeal a policy decision, submit your request for review within six weeks of the incident or policy decision. The appeal must include: Candidate's name, route and endorsement program, course in which the incident occurred, the policy for which an exception is requested, and the reason for the request. Note that exceptions to policy will typically only be granted for unanticipated and unavoidable extenuating circumstances. Appeals should be submitted to the ESD-U program specialist, who will consult with the instructor, department leader, and program director. A decision on the appeal will be made within two weeks of submission, and the candidate will be notified within 12 business days of the appeal submission.

Should the candidate feel that the response to the appeal is insufficient, the decision may be escalated to the Executive Director of Student and School Success within three business days. The Executive Director will make a decision on the appeal within two weeks and will communicate the decision to the candidate within 12 business days. Decisions of the Executive Director are final.

Developmental Process

Since the goal of ESD-U is to provide training and development for candidates who will then serve in high-need areas in Washington schools, the development and success of ESD-U candidates is of critical importance. Candidates must demonstrate competency in all required areas for certification. Candidates who are not able to achieve one or more competency areas may reach out to ESD-U leaders (department leader and program director) to discuss an individual development plan, which may incur additional charges. Though program leaders will make every effort to assist candidates in achieving competency, recommendation for certification is not guaranteed.

Tuition and Payment Policy

Tuition must be paid in full before a candidate may be recommended for certification. Annual tuition may be paid in three ways: (a) in one lump sum at the beginning of the program, (b) in two installments, one at the beginning of the year and one at the midpoint, (c) in monthly installments over the length of the enrollment period. The monthly payment plan will carry an additional fee of $250 for administrative costs. Candidates who sign up for the two-installment program and fail to submit the mid-year payment by the due date will be automatically transferred to the monthly plan and will be required to pay full tuition. Candidates on a monthly payment plan who miss a payment will have their remaining balance

recalculated, resulting in a higher monthly payment for subsequent months. Candidates who miss three consecutive months of payments will be administratively withdrawn from the program and may need to reimburse the program for scholarship funds.

Tuition Refund Policy

Candidates who, due to unforeseen extenuating circumstances (e.g., illness, family emergency, loss of employment, etc.), must discontinue a course that has already begun may be entitled to a partial refund of the course tuition. Refunds will be prorated, based on the number of course sessions already attended. After the candidate has attended three course sessions, no refund will be granted.

Waiving Requirements

As a competency-based program, ESD-U occasionally allows candidates with evidence of experience and competency to waive courses. Such flexibility of training experiences mean that some candidates may complete the program early, but not less than halfway through the school year. Course waiver applications are due no later than four weeks prior to the first date of the course the candidate wishes to waive. A committee including the course instructor, program director, and program specialist reviews the application. A candidate can waive no more than three courses in the program.

Information regarding the waiver process will be provided to candidates who have been admitted to the ESD-U program 6-8 weeks prior to classes starting. The waiver process will include written responses to prompts and evidence of previous learning, which may include course syllabi, transcripts, and clock hours. Lesson plan examples may be requested. Waiver requests will be reviewed and scored according to a specific rubric. Successfully completed course waivers will excuse candidates from the attendance of that specific course, and the candidate will not receive clock hours for that course.

Candidates who have participated in program seminars as part of the Paraeducator and Explorer Program will not be required to attend the seminar again while enrolled in the program, provided the candidate has participated in the seminar less than three years prior to the seminar offering in the program.

Technology Requirements

It is a requirement that candidates become familiar with the technology and software applications utilized throughout ESD-U, including:
- [Zoom](#) video conferencing system

- [Canvas](#) learning management system
- [Google suite](#)
- Other applications and tools demonstrated during instruction

Because ESD-U courses occur virtually, it is important for candidates to have access to a reliable device and stable WIFI connection to attend courses via Zoom and access course materials via Canvas. Additionally, it is important for candidates to keep their devices updated, and to regularly check Zoom for updates, to help ensure they are able to fully participate and engage in class sessions.

When accessing class via Zoom, it is recommended that candidates have at least one (1) reliable device that is logged in to Zoom, plus a method for taking notes, either with a second device or hard-copy materials.

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 enthusiastically invite candidates who reflect the broad diversity represented in ESD112 districts to enroll. 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*.

COURSE DESCRIPTIONS

ELEMENTARY EDUCATION COURSES

ELEM ED 101 – Teaching as a Profession: Foundations for Elementary Education Instruction, Elementary Education Systems & Political Issues

Candidates will gain a broad overview of present issues in elementary education, including fundamentals of instructional design, the teaching and learning cycle, state and federal education policy, issues of equity and access, and state learning standards. Emphasis will be placed on core knowledge and skills

relevant across content areas and grade levels. Candidates will gain understanding of the teaching and learning cycle that will form the foundation for subsequent content-area methods courses.

Competencies

Assessed: 2.2-4,4.1-2

Addressed: 2.2-4, 4.1-5.7

ELEM ED 202 – Child Growth & Development, Safe & Positive Learning Environments

This course will provide practical, research-based background about child development in order to establish meaningful context for application of the teaching and learning cycle. Candidates will understand major concepts, theories, and research related to typical and atypical development including cognitive, social, emotional, linguistic, creative and physical development. Drawing upon this understanding of child development, candidates will understand strategies and structures for establishing and maintaining positive and productive classroom learning environments. Candidates will also understand how a child's learning is influenced by family, home, and community factors, including socioeconomic status (SES), family value of education, cultural background, ethnicity, gender, language development, and exceptional abilities.

Competencies

Assessed: 2.1-2, 3.1-5.7

Addressed: 2.1, 3.1-8

ELEM ED 303 – PE/Health Methods & Art/Music Methods

This course will provide an introduction to the application of the teaching and learning cycle to physical education, health, art and music in the elementary classroom. Candidates will understand how learning in and through these disciplines supports 21st Century Skills such as creativity, communication, collaboration, critical thinking, and habits of mind such as persistence, observation, reflection, and how these skills support success in and out of school. Candidates will also understand how learning in and through these disciplines supports academic and social/emotional learning for all students. The course will also provide an overview of Washington state standards as they relate to physical education, health, art and music.

Competencies

Addressed: 1.1, 1.3, 4.1-5.7

Assessed: 1.1.10, 1.3

ELEM ED 405 – Math/STEM Methods #1

This course is an introduction to the methods and materials used in the teaching of mathematics in grades K-8. Emphasis will be on instructional planning, concept development and the use of the Washington State Learning Standards to anchor instructional decisions. In this course, candidates will develop skills and identify resources to plan and teach effective, standards-based math lessons as they move through the teaching and learning cycle. Candidates will learn how to establish equitable learning environments that are accessible while maintaining high expectations for all students.

Competencies

Addressed: 1.4, 4.1-3

Assessed: 1.4.1-6, 1.4.11-12, 4.1-3

ELEM ED 406 – Math/STEM Methods #2

This course is an introduction to approaches for gathering and evaluating assessment information to guide instructional decisions in the mathematics classroom as critical steps in the teaching and learning cycle. Candidates will make connections with the Washington State Learning Standards and explore how students make sense of mathematics as they examine student work and conduct interview assessments. Candidates will explore how to use this information as the basis for planning equitable and accessible classroom instruction.

Competencies

Addressed: 1.4.7-10, 1.4.12,4.3-5.7

Assessed: 1.4.7-10, 1.4.12, 4.4-5.7

ELEM ED 505 – Multimodal Literacy Practices

This course will focus on multimodal literacies and assessment. Candidates will investigate how learning in and through the arts simultaneously supports academic learning, social/emotional growth, 21st century skills and the Habits of Mind that promote a learner's agency and achievement. Candidates will analyze and apply a wide range of research-based assessment strategies and tools.

Competencies

Addressed: 1.1, 4.1-5.7

Assessed: 1.1

ELEM ED 606 – Science/STEM Methods

Candidates will be introduced to Washington State Learning Standards for science and examine the developmental and social foundations of science learning. Candidates will explore how to implement a hands-on approach anchored by scientific phenomena relevant to the foundational concepts. The significance of cross-cutting concepts as connective themes in student learning will be explored. This course will describe best practices for creating a physically, emotionally and academically safe learning environment for all students that acknowledges and appreciates students' unique experiences and makes content accessible to learners who come from diverse racial, ethnic, cultural, and socioeconomic backgrounds.

Competencies

Addressed: 1.5.1, 1.5.3-8, 4.1-5.7

Assessed: 1.5.1, 1.5.4-8

ELEM ED 607 – STEM Methods

This course will provide an introduction to curricular and instructional practices that can be used to integrate science into the elementary classroom through the lens of a multidisciplinary STEM-based approach. Candidates will utilize the Washington State Learning Standards and examine the role of mathematical modeling while practicing how to plan for and assess these standards using inquiry-based and student-centered pedagogical approaches. Candidates will learn how to create relevant instructional materials by making connections to real-world STEM-related problems in their community. Candidates will focus on integrating best practices that acknowledge and appreciate students' unique experiences and make content accessible to learners who come from diverse racial, ethnic, cultural, and socioeconomic backgrounds.

Competencies

Addressed: 1.4.11, 1.5.2-5, 4.1-5.7

Assessed: 1.4.11, 1.5.2-3

ELEM ED 707 – Social Studies Methods

Candidates will be introduced to the Washington State Learning Standards and the progression of learning that students follow during their school experience. Candidates will explore the role of critical literacy in operationalizing thoughtful, participatory civic engagement. Considerations of multiple perspectives and divergent narratives in the teaching and learning of history will be a focal point of this course. Connections to geography and economics as influential factors that shape culture and history will be drawn. Candidates will examine how to plan and teach using an interdisciplinary, inquiry-based approach in order to create equitable and meaningful learning experiences for all students.

Competencies

Addressed: 1.2.4-5, 1.5.9-1.6.5, 4.1-5.7

Assessed: 1.2.4-5, 1.6.1-5

ELEM ED 909/910 – ELA Reading and Writing Methods

This course will focus on the knowledge and understanding of the processes, purposes and practical aspects of teaching reading and writing. Candidates will understand semantics, syntax, morphology and phonology as it relates to Standard American English. Upon completion of this course, candidates will understand and construct meaning from a wide variety of culturally relevant literary and expository text. This learning will include a range of strategies used to comprehend, analyze, interpret and evaluate text. This course will support candidates in understanding the variability in reading levels among children and how to utilize varied assessment tools to inform instruction. Candidates will learn the recursive, interactive and collaborative nature of the writing process and how the diverse life experiences of the writer shape the writing. This course will address finding a clear purpose, audience, and perspective for writing and how students can utilize various formats and technologies. Candidates will have opportunities to learn culturally responsive teaching practices, participate in reflective activities to examine their own experiences.

Competencies

Addressed: 1.2.1-3, 4.1-5.7

Assessed: 1.2.1-3, 5.1-5.5

NES Elementary Education Test Preparation Session:

This session will provide current candidates and prospective applicants with information regarding the NES Elementary Education endorsement test. The focus will be on the structure of the test, what content is covered on the test, and how to prepare for the test. Candidates will learn study methods and test-taking strategies, as well as what resources and preparation tools are available.

ENGLISH LANGUAGE LEARNERS COURSES

ELL 101 – Teaching English Learners

An introductory course to the joys and challenges of teaching students learning English. Course to include what one needs to know the first day, week, and month of teaching – how to create productive learning environments, pedagogical and content knowledge, and knowledge of learners and learning. Course includes efficient organizational systems to complete timelines, schedule students and staff, as well as effective communication in supervision of paras and collaborating with other team members. Course explores theories and principles of language instruction for English learners (ELs).

Competencies

Addressed: 1.1-6, 3.1-3, 3.6

Assessed: 1.1-2, 3.1-3

ELL 202 – Teaching Content

Reading, writing, and math to include support for Multilingual Learners of all English language proficiencies. literacy will include support for all domains of language. Math will include number sense to algebra strategies. Course will include content knowledge and pedagogical content knowledge with an emphasis on how to create a culture of learning through culturally responsive practices. This includes how to assess current knowledge, design engaging lessons, engage families, and continually assess and differentiate to maximize learning.

Competencies

Addressed: 1.3, 4.1-4.10

Assessed: 1.3, 4.1, 4.3-4

ELL 303 – Lesson Planning for English Language Learners

Course includes writing lessons from start to finish including reflection on lessons. Course explores standards-based content and language objectives, aligning English Language Proficiency Standards to lesson objectives and assessments, planning instructional activities to meet all levels of language acquisition with effective EL strategies, and innovative and authentic assessment practices.

Competencies

Addressed: 1.6, 3.7-4.15

Assessed: 1.6, 3.7, 4.7-8, 4.11

ELL 404 – Assessments and Data Use in ESOL Instruction

Course includes instruction in summative and formative assessments, particularly how to systematically use the assessment data to drive instruction. This includes understanding scores and how to explain scores to others. Course examines appropriateness of assessment measures, and culturally appropriate testing situations of English Learners, formal and informal assessment, exiting, and monitoring of student progress for students in grades K-12. Emphasis on culturally responsive practices in assessment in order to meet the needs of and effectively assess culturally and linguistically diverse students.

Competencies

Addressed: 2.2-3, 2.5, 4.10-15

Assessed: 4.10, 4.12-15

ELL 606 – Lesson Planning for Productive Student Behaviors, Classroom Management and Student Engagement

Course to include how to plan and write engaging lessons and how to manage unproductive behaviors should they arise while teaching. Course includes practical and effective motivational strategies for adults and students. Motivational and classroom management strategies to include all student levels. Focus is on creating restorative and relational learning environments that maximize student engagement and thus reduce unproductive behaviors. To include strategies for management of self, students, and staff with focus on how to remediate unproductive behaviors when they occur.

Competencies

Addressed: 2.1-8, 3.8-10, 4.4-9, 4.11

Assessed: 2.2, 4.7-8

ELL 707 – Lesson Planning for Inclusion and Differentiation

Course includes elements of an effective lesson plan with target objectives, language objectives, structure, discourse, and activities that allow for differentiated instruction and access to the content for all multilingual learners. Also to include assessment to adjust instruction, measure growth or to address concerns.

Competencies

Addressed: 3.4-5, 4.1, 4.3-12

Assessed: 3.4-5, 4.5-6, 4.9

ELL 808 – Methods for Integration of Language Instruction

Course to include how to integrate language proficiency standards to lessons. Includes effective EL strategies, meaningful activities, methods, materials and assessments to measure progress in each of the four language domains.

Competencies

Addressed: 1.3-5, 3.6, 4.1-11

Assessed: 1.4-5, 3.6, 4.2

ELL 909/910 – Teaching Elementary and Secondary English Learners

Course explores the relationships between culture, diversity, and language learning processes as well as their ramifications on learning for students in grades K-12. Emphasis on culturally responsive practices in language development and content area teaching and learning in order to meet the needs of culturally and linguistically diverse students. This is the integrative course for the ELL endorsement area.

Competencies

Addressed: 2.1-8, 4.4-5

Assessed: 2.1, 2.3-6

WEST-E English Language Learner Test Preparation Session:

This session will provide current candidates and prospective applicants with information regarding the WEST-E English Language Learner test. The focus will be on the structure of the test, what content is covered on the test, and how to prepare for the test. Candidates will learn study methods and test-taking strategies, as well as what resources and preparation tools are available.

READING COURSES

RDG 101 – Teaching Readers

An introductory course to teaching the essential components of reading to learners. Course includes culture and oral language development and reading acquisition for various stages of development.

Competencies

Addressed: 1.1-6, 3.1-6, 4.3-4

Assessed: 1.1, 3.6, 4.3-4

RDG 105/110 – Teaching Elementary and Secondary Reading

Each candidate to choose one focus class based on his/her grade level. Course will include literacy one and literacy two components as well as teaching comprehension.

Competencies

Addressed: 1.1-6, 3.1, 4.5-6.4

Assessed: 1.3, 3.1, 4.5, 5.2, 6.1

RDG 202 – Reading Instruction Methods

Reading will include the five domains. Course includes content knowledge and pedagogical content knowledge with an emphasis on how to create a culture of learning. This culture includes how to assess current knowledge, design engaging lessons, and continually assess and differentiate to maximize learning.

Competencies

Addressed: 1.1-6, 3.4-5, 4.5-9

Assessed: 1.2, 3.4-5, 4.6

RDG 303 – Lesson Planning for Readers

Course includes writing lessons from start to finish to include reflection on lessons.

Competencies

Addressed: 2.1-3, 3.3, 4.5-9, 6.2-4

Assessed: 3.3, 4.7, 6.3-4

RDG 404 – Assessments and Data Use in Reading Instruction

Course includes instruction in Summative (standardized) and Formative tests (criterion, CBMs), particularly how to systematically use data to drive instruction. To include understanding scores and how to explain scores to others.

Competencies

Addressed: 2.1-3, 6.2-4

Assessed: 2.1-3, 6.2

RDG 707 – Lesson Planning for Inclusion and Differentiation

Course includes elements of an effective lesson plan with target objectives, an activity, and an assessment that creates a differentiated tier of involvement for all language proficiency levels from entering to bridging. Also to include intervention and accommodations particular to dually-served students.

Competencies

Addressed: 4.1-5.3

Assessed: 4.1-2, 4.8-9, 5.3

RDG 808 – Methods of Reading Instruction

Course to include how to integrate reading standards to lesson materials. Includes effective methods for selecting materials, creating meaningful activities, and designing assessments to measure progress in each of the reading domains. Course examines curriculum materials to ensure focus on comprehension and meaning especially for developmental, cultural, and linguistically diverse learners.

Competencies

Addressed: 1.1-6, 3.2, 5.1-3

Assessed: 1.4-6, 3.2, 5.1

NES Essential Components of Elementary Reading Instruction Test Preparation Session:

This session will provide current candidates and prospective applicants with information regarding the NES Essential Components of Elementary Reading Instruction endorsement test. The focus will be on the structure of the test, what content is covered on the test, and how to prepare for the test. Candidates will learn study methods and test-taking strategies, as well as what resources and preparation tools are available.

SPECIAL EDUCATION COURSES

SPED 101 –Teaching Multicultural Students with Disabilities in K-12

An introductory course to the joys and challenges of teaching students with disabilities to include practical strategies as well as theory. Course to include what one needs to know the first day, week, and month of teaching – how to create productive learning environments, pedagogical and content knowledge, and knowledge of learners and learning. Course includes efficient organizational systems to complete timelines, schedule students and staff, as well as effective communication in supervision of paras and collaborating with other team members.

Competencies

Addressed: 1.1-8, 4.10-11, 6.1-6

Assessed: 1.6-8, 4.10-11, 6.1

SPED 202 – Teaching Content

Reading, writing, and math to include all levels from high needs to consult. Reading will include the five domains. Writing will include fine motor strategies. Math will include number sense to algebra strategies. Course will include content knowledge and pedagogical content knowledge with an emphasis on how to create a culture of learning. This culture includes how to assess current knowledge, design engaging lessons, and continually assess and differentiate to maximize learning.

Competencies

Addressed: 4.4-7, 6.2, 6.4-5

Assessed: 4.4-7, 6.4

SPED 303 – Writing Compliant IEPs

Within this course, candidates will develop and demonstrate skills in completing all aspects of a legally compliant, equitable, strengths-based, student-focused IEP. Candidates will demonstrate an understanding of disproportionality, the influence of being culturally responsive in special education

practices, roles/responsibilities within IEP meetings, collaboration with team members, and how to facilitate meetings that emphasize family and student participation.

Competencies

Addressed: 3.1-6, 4.1-14, 6.3-4

Assessed: 4.1-2, 4.8, 4.12-14

SPED 404 – Assessments & Data Use in Special Education

Within this course, candidates will determine appropriate data collection methods, assessments (classroom-based, districtwide, and statewide) based upon student need, and understand how to systematically use data to drive instruction and IEP goals.

Competencies

Addressed: 3.1-6, 6.3

Assessed: 3.1-4, 3.6, 6.3

SPED 606 – Lesson Planning for Productive Student Behaviors, Classroom Management and Student Engagement

This course will address how to plan and write engaging lessons and how to manage unproductive behaviors should they arise while teaching. This course includes practical and effective motivational strategies for adults and students. Motivational and classroom management strategies to include all student levels. The focus is on creating restorative and relational learning environments that maximize student engagement and thus reduce unproductive behaviors including strategies for management of self, students, and staff with focus on how to remediate unproductive behaviors when they occur.

Competencies

Addressed: 2.1-6, 4.3-8, 5.1-5, 6.4-5

Assessed: 5.1-2, 5.4-5, 6.5

SPED 707 – Lesson Planning for Inclusion and Differentiation

Course includes elements of an effective lesson plan with target objectives, an activity, and an assessment that creates a differentiated tier of involvement for all student levels from high needs to consult. Also to include learning theories as well as modifications and accommodations particular to the group with which one is teaching and learning. This course builds on initial content and pedagogical content learning in SPED 202 and on motivational concepts in SPED 606.

Competencies

Addressed: 2.1-6, 3.5, 4.3-8, 5.1-5, 6.4-5

Assessed: 2.2-3,2.6, 3.5, 4.3, 5.3

SPED 808 – Legal Issues in Special Education:

Legal Issues in Special Education: Course to include not only IDEA, ADA, and WAC, but also up-to-date case law guiding special education. To include legal "hot spots" and how to comply with all laws and procedures efficiently

Competencies

Addressed: 1.1-8, 3.1-6, 6.1, 6.3. 6.6

Assessed: 1.1-7

SPED 909/910 – Teaching Elementary and Secondary Students with Disabilities

Each candidate will choose one focus class based on her/his grade level. Course will include an introduction to developmental theories as well as application of theory for structuring lessons, student assessment, identification and instructional practices. This course addresses collaboration with staff specifically applicable to elementary or secondary environments. Course includes acquisition of knowledge for how people learn, specific disabilities, and roles and responsibilities of educators.

Competencies

Addressed: 2.1-6, 4.1, 4.9, 6.1-6

Assessed: 2.1, 2.4-5, 4.9, 6.2, 6.6

WEST-E Special Education Test Preparation Session:

This session will provide current candidates and prospective applicants with information regarding the WEST-E Special Education endorsement test. The focus will be on the structure of the test, what content is covered on the test, and how to prepare for the test. Candidates will learn study methods and test-taking strategies, as well as what resources and preparation tools are available.

SEMINARS

Behavior Management

This seminar will focus on the current learning and challenges in behavior management, including the impact of trauma on student behavior. Focus will be on the basic functions and strategies of behavior management as well as the escalation and de-escalation crisis cycle. Candidates will learn the functions of behavior, as well as strategies and techniques for working with students exhibiting challenging behaviors.

Building Capacity in Tier 1: Co-Teaching While Supporting English Language Development

This seminar models effective professional collaboration and strategies for making content comprehensible while supporting students developing English language skills.

Classroom Management

This seminar explores why good classroom management can be challenging and will focus on basic behavior principles and positive behavior interventions. Candidates will learn classroom management

strategies and techniques, including the CHAMPS model of positive behavior supports from Safe and Civil Schools as well as the STOIC framework and how it applies to classroom and behavior management. Candidates will develop their own classroom management plan.

Creating an Inclusive Classroom

Candidates will develop an understanding of diffusion of innovation and systems change.   Candidates will consider the stages of implementation science and where their school/district teams are in implementing inclusive practices. Identifying system drivers will help candidates understand how they, as educational leaders, can champion change in meaningful ways.

Culturally Responsive Teaching Part 1 & Part 2

This seminar is divided into two parts – Part 1 takes place in the summer before candidates start their field experience and begin working with students, and Part 2 takes place in the middle of the school year while candidates are working with students as part of their field experience.

This seminar will help teacher candidates be more reflective of the ways that their identities shape their perspectives as they interact with and perceive their students and school systems. Candidates will reflect on the ways that schooling can be an unwelcoming space for students who have been marginalized due to their race, gender, class, ability, sexual orientation, gender identity, etc. The seminar will encourage candidates to reflect on their privileges and biases and to challenge the assumptions that they may have about marginalized students. Finally, candidates will create an action plan where they are critically analyzing the ways that their classroom behaviors, instruction, and curriculum can be transformed to create a more inclusive space for students who hold different identities.

ELL Deep Dive: Using Content Data to Support EL Students

This seminar is required for ELL candidates.

This seminar includes instruction in Summative (standardized) and Formative tests (criterion, CBMs), particularly how to systematically use data to drive instruction for English learners. Candidates will learn how to understand and interpret scores and how to explain the scores to others.

Intro to Working with EL Students

This seminar is required for candidates in endorsement areas other than ELL.

This seminar will provide an overview of the fundamental knowledge and skills required for all teachers to recognize and support students who are learning English. A key focus will be understanding the challenges faced by students who are learning English and identifying instructional strategies to support English language development and content mastery. The seminar will describe many ways ELL professionals provide support and developmental encouragement for language learners, as well as strategies for teachers in other specializations to work with ELL colleagues to support and encourage students.

Intro to Working with Students with Disabilities

This seminar is required for candidates in endorsement areas other than SPED.

This seminar will focus on the fundamental knowledge and skills required for all teachers to recognize and support students with disabilities and other learning challenges. Focus will be on understanding the impact disabilities have on student learning and the ways special education professionals provide support and developmental encouragement. The seminar will explore specially designed instruction in general education settings, as well as supports, instructional approaches, collaboration with other professionals, and processes related to classification and documentation for supportive education.

Issues of Abuse (Asynchronous)

This required, asynchronous course is a self-paced exploration of critical issues for aspiring educators to help ensure the safety and welfare of students. Topics include understanding child abuse and neglect, mandatory reporting standards, confidentiality guidelines, suicide awareness and prevention, bullying, and bullying prevention. Candidates must complete this course prior to completing field education requirements, no later than September 1.

Leading Paraeducators

This seminar explores how paraeducators can be amazing assets and partners in the classroom for new teachers. Focus will be on understanding the role and responsibilities of paraeducators and how they are different from the role and responsibilities of a teacher. Candidates will learn about the paraeducator standards of practice, as well as methods and strategies for supervising and leading paraeducators.

Since Time Immemorial

This seminar will explore the history and experiences of indigenous people groups, as well as the realities that continue to shape the lives of indigenous people. Candidates will also be exposed to the Since Time Immemorial curriculum and instructional materials to enable them to promote learning and understanding of systemic issues impacting indigenous people in their own classrooms.

Social Emotional Learning for the Inclusive Classroom

Candidates will understand the promise of effective social emotional learning (SEL) practices. Candidates will learn about the importance of teacher agency, as it relates to SEL instruction. Understanding the roadblocks in SEL will help candidates understand how they can proactively plan to overcome barriers and support other educators with change at the building level. This seminar will provide candidates with an understanding of these concepts, and opportunities to collaborate with each other.

SPED Deep Dive: IEPs

This seminar is required for SPED candidates. This seminar is focused on understanding and writing successful IEPs.

Transition to Teaching Part 1 & 2

This seminar is divided into two parts – Part 1 takes place in the summer before candidates start the transition to teaching through their field experience and Part 2 takes place at the end of the school year when candidates have started the transition process.

This seminar explores what the transition to teaching will be like for candidates who are transitioning from the roles of paraeducators, career changers, substitutes, and teachers of record. Candidates will

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/