ESD-U
Candidate Handbook
2020-2021 Cohort

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

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESD-U OVERVIEW</td>
<td>1</td>
</tr>
<tr>
<td>PROGRAM SUMMARY</td>
<td>2</td>
</tr>
<tr>
<td>PROGRAM REQUIREMENTS</td>
<td>3</td>
</tr>
<tr>
<td>ESD-U PROGRAM – STEPS FOR CANDIDATES</td>
<td>4</td>
</tr>
<tr>
<td>ADMISSION PROCESS</td>
<td>5</td>
</tr>
<tr>
<td>PROGRAM PREREQUISITES</td>
<td>5</td>
</tr>
<tr>
<td>HOW TO APPLY</td>
<td>6</td>
</tr>
<tr>
<td>SELECTION PROCESS</td>
<td>7</td>
</tr>
<tr>
<td>PROGRAM FEES</td>
<td>9</td>
</tr>
<tr>
<td>TUITION PAYMENT</td>
<td>9</td>
</tr>
<tr>
<td>FINANCIAL AID</td>
<td>9</td>
</tr>
<tr>
<td>INITIAL LEARNING &amp; SUPPORT</td>
<td>10</td>
</tr>
<tr>
<td>SUMMER COURSES</td>
<td>10</td>
</tr>
<tr>
<td>SATURDAY COURSES</td>
<td>10</td>
</tr>
<tr>
<td>ONLINE COURSES (as needed based on remote location needs)</td>
<td>10</td>
</tr>
<tr>
<td>SEMINARS</td>
<td>11</td>
</tr>
<tr>
<td>CLOCK HOURS</td>
<td>11</td>
</tr>
<tr>
<td>EDTPA</td>
<td>11</td>
</tr>
<tr>
<td>INDIVIDUALIZED TEACHER DEVELOPMENT PLAN</td>
<td>12</td>
</tr>
<tr>
<td>WAIVING REQUIREMENTS</td>
<td>13</td>
</tr>
<tr>
<td>MOSAIC OF SUPPORT</td>
<td>14</td>
</tr>
<tr>
<td>ESD-U CANDIDATE SUPPORT STRUCTURE</td>
<td>15</td>
</tr>
<tr>
<td>ESD-U ROLES &amp; RESPONSIBILITIES CHART</td>
<td>16</td>
</tr>
<tr>
<td>FIELD EXPERIENCE &amp; OBSERVATIONS</td>
<td>18</td>
</tr>
<tr>
<td>RESIDENCY</td>
<td>18</td>
</tr>
<tr>
<td>PLACEMENT</td>
<td>18</td>
</tr>
<tr>
<td>PROFESSIONAL LEARNING COMMUNITIES</td>
<td>18</td>
</tr>
<tr>
<td>OBSERVATION &amp; EVALUATION</td>
<td>19</td>
</tr>
<tr>
<td>REVIEW OF ITD TO SUPPORT SATISFACTORY PROGRESS</td>
<td>19</td>
</tr>
<tr>
<td>FIELD SUPERVISOR FORMAL MID-YEAR REVIEW</td>
<td>19</td>
</tr>
<tr>
<td>TPEP 90-DAY REVIEW (Route 4 only)</td>
<td>19</td>
</tr>
</tbody>
</table>
EDTPA FIRST ATTEMPT (Routes 2, 3, & 4) ................................................................. 20
CERTIFICATION & RENEWAL .................................................................................. 20
COMPLETED REQUIREMENTS .................................................................................. 20
CERTIFICATION DECISION .................................................................................... 20
DISTRICT RENEWAL DECISION ............................................................................ 20
EXTENDED SUPPORT PLAN .................................................................................... 21
ESD-U CONTACTS .................................................................................................... 22
ESD-U PROFESSIONAL EDUCATOR ADVISORY BOARD (PEAB) ......................... 22
ESD-U PEAB MEMBERS 2020-2021 ....................................................................... 23
APPENDICES ............................................................................................................ 25
  APPENDIX A: KNOWLEDGE & SKILLS – ALL ENDORSEMENT AREAS .............. 25
  APPENDIX B: SPED ENDORSEMENT COMPETENCIES ...................................... 27
  APPENDIX C: ELL ENDORSEMENT COMPETENCIES ......................................... 31
  APPENDIX D: ELEMENTARY ED ENDORSEMENT COMPETENCIES .................. 34
  APPENDIX E: READING ENDORSEMENT COMPETENCIES ............................... 44
  APPENDIX F: STATE-FUNDED CONDITIONAL SCHOLARSHIP POLICY & PROCESS .... 48
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/
PROGRAM SUMMARY

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. The different routes can be defined as the following:

**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.

**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.

**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.

**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 shall be given to those currently employed in partnering districts.

ESD-U offers certification coursework in the following endorsement areas:
- English Language Learners* (K-12)
- Special Education* (K-12)
- Elementary Education (K-8)
- Reading (K-12)

* Please note that starting with the 2019-2020 cohort, residency teacher certificates with endorsements in SPED and ELL must be dually endorsed in a second endorsement area. Refer to PESB’s Dual Endorsement FAQ document for more details.

In future years, ESD-U may also offer coursework in additional endorsement areas based on district partner requests.
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. To support this commitment, ESD-U provides differentiated support to meet entry requirements.

**PROGRAM REQUIREMENTS**

- Coursework, to include Summer Institute and Saturday courses
- Seminars for extended application of coursework
- Online courses (if applicable)
- Formal & informal observations and evaluations
- Individualized Teacher Development (ITD) Plan and Online Portfolio
- Program Residency (Days listed below are based on a 6.5 hour workday.)
  - **Route 2 – 540 hours** (appx. 84 days) of partial-year residency
  - **Route 3 – 600 hours** (appx. 93 days) with a minimum of 150 hours (appx. 24 days) of full-time, continuous residency
  - **Route 4 – 1000 hours** (appx. 154 days) of full-year, mentored residency (residency in partnered districts verified by ESD-U)
  - **Retooling – up to 450 hours** (appx. 70 days) of partial-year residency

---

**Is ESD-U right for me?**

ESD-U candidates should possess the following:

**Knowledge**
- Knowledge of community culture
- Knowledge of child development

**Skills**
- Time management
- Personal organization
- Collaboration
- Effective communication

**Dispositions**
- Enjoy working with children
- Commitment
- Reflectiveness
- Cultural competency
- Capacity for learning and growth
- Self-awareness
- Coachability
ESD-U PROGRAM – STEPS FOR CANDIDATES

**Steps for Retooling Candidates**
*Adding an Endorsement*
- Complete all prerequisites
- Application and screening
- Selection for program
- Application for WASAC Conditional Scholarship

**Steps for Route 2, Route 3 & Route 4 Candidates**
*Getting Teaching Certificate*
- Complete all prerequisites, including taking basic skills and endorsement tests (WEST/NES)
- Application and interviews
- Selection for program
- District agrees to provide residency opportunities

**Admission Process**
*Jan - May*
- ESD-U competency-based application for waiving course requirements
- Create Individualized Teacher Development (ITD) Plan
- Summer courses

- Place for residency with district/field supervisor
- Teach in classroom during residency
- Continue ESD-U courses and seminars

**Initial Learning & Support**
*May - Aug*
- ESD-U competency-based application for waiving course requirements
- Create Individualized Teacher Development (ITD) Plan
- Summer courses

**Field Experience & Observation**
*Aug - Dec*
- Placement for residency with district, field supervisor, mentor
- District/building orientation
- Teach in classroom during residency
- Continue ESD-U courses and seminars

**Mid-Year Review**
*Dec - May*
- Formal evaluation with field supervisor
- TPEP 90-day review (Route 4 only)
- First attempt for edTPA
- Continue residency, ESD-U courses, and seminars

**Certification**
*May - Jul*
- All program requirements completed
- ESD-U teaching certificate recommendation decision
- District renewal decision

**Long Term Support**
*After program completion*
- Only applicable for candidates in their first and second year of being fully certified
- First year fully certified = support with access to ESD-U courses (BEST Y1)
- Second year fully certified = support with access to ESD-U courses (BEST Y2)
- Third year fully certified = support as needed, learning experiences at ESD and district
ADMISSION PROCESS

PROGRAM PREREQUISITES

All prerequisites for the ESD-U program are listed below. Additionally, refer to the ESD-U Program Prerequisites diagram located on page 8.

- **Bachelor’s degree or higher from a regionally accredited institution:**
  Proof provided by official transcripts to be submitted as part of the application process. Note: Retooling candidates may provide unofficial transcripts.

- **Meet the age, good moral character, and professional fitness requirements:** As outlined in WAC 181-86-013. Evidence can include supporting letters, background checks, transcripts, passage of the WEST-B and WEST-E/NES, and candidate interview.

- **(Routes 2, 3, & 4) Take Washington Educator Skills Test-Basic (WEST-B):** Or scores from an equivalent alternative to the WEST-B test. Proof of taking test must be confirmed prior to acceptance in program. **See additional notes below.

- **(Routes 2, 3, & 4) Take Washington Educator Skills Test-Endorsements (WEST-E) or National Evaluation Series (NES) Test:**
  Proof of taking test must be confirmed prior to acceptance in program. **See additional notes below.

**If candidate applies for program and has not yet taken the WEST-B or WEST-E/NES test, conditional acceptance may be given, pending the candidate’s completion and passing of the test by May 1, 2020. WEST-B and WEST-E/NES equivalent approved waiver from out-of-state candidates accepted if proof of passing is provided.

WEST-B information is provided to candidates at informational meetings. Pre-entry WEST-E preparation course may be available to applicants as recommended by sponsoring district, and additional support for WEST-B and WEST-E test preparation is available as needed.

For more information regarding WEST-B and WEST-E/NES testing, refer to the [WEST & NES Information & Resources document](#), and visit the WEST website: [www.west.nesinc.com](http://www.west.nesinc.com).
● (Route 2 only) District or building validation of qualification, including current employment with a partnering district and one year of successful interaction and leadership as a classified instructional employee: Demonstrated through support letters from building and/or district administration.

● (Route 3 only) External validation of qualifications, including experience working with students or children: Demonstrated through letters of support from previous employers and validation of qualifications verified during screening process.

● (Route 4 only) Currently employed as the teacher of record by a partnering district at time of application with conditional teaching certificate: Demonstrated through support letters from building and/or district administration and verification of certificate by ESD-U.

● (Retooling only) Currently hold a valid Washington State teaching certificate: Demonstrated through letters of support from building and/or district administration. Priority is given to certified teachers employed in partnering districts.

Prior to full admission into the program, a school district must agree to provide a candidate with appropriate access to instructional opportunities to complete the required residency hours for the program, as determined by route. ESD-U staff will communicate with school district human resources representatives and building principals to confirm this agreement.

HOW TO APPLY

● Review the ESD-U Application Checklist
● Complete program prerequisites
● Obtain letter of support from supervisor
● Prepare responses to Residency Teacher Certificate Essay Questions (Route 2, 3 & 4 only)
● Submit ESD-U application using the ESD 112 NEOGOV application system. Links to the applications below are located on the ESD-U website:
  ○ ESD-U Residency Teacher Certificate Application
  ○ ESD-U Retooling Application
● Apply for scholarships (if applicable)

Application items must be submitted by May 1, 2020.
Questions on applying? Contact: Alissa Jolly, ESD-U Program Specialist
alissa.jolly@esd112.org
360-952-3424
Educational Service District 112
2500 NE 65th Ave.
Vancouver, WA 98661

SELECTION PROCESS

- Reference checks performed by ESD-U (as needed)
- Interview with ESD-U administrator (Routes 2, 3 & 4 required, Retooling as needed)
- Interview with district representative (as needed)
- District agrees to provide appropriate access to instructional opportunities to complete the required residency hours for the program, as determined by candidate route
- Committee review and final selection
- District support structure identified
  - Mentor assigned to candidate by district; districts will be expected to identify release mentor support prior to candidate selection and placement
    - If districts are unable to provide mentors, ESD-U will support the identification of release mentors for candidates
  - Field supervisor assigned to candidate by ESD-U, with the support of the district
ESD-U Program Prerequisites

- Bachelor's Degree or higher
- Meet the age, good moral character and professional fitness requirements (per WAC-181-86-013)
- Take Washington Educator Skills Test-Basic (WEST-B) or equivalent alternative – Routes 2, 3 & 4
- Take Washington Educator Skills Test-Endorsement (WEST-E) or National Evaluation Series (NES) Test - Routes 2, 3 & 4

Retooling Prerequisites
- Currently hold valid WA state teaching certificate
- Letter of support from school district where employed
  
  Note: Priority will be given to certified teachers employed in partnering districts

Route 2 Prerequisites
- Currently employed with local partnering district
- 1 year experience as classified instructional employee in a local partnering district
- Letter of support from local partnering school district

Route 3 Prerequisites
- Experience working with students or children
- Reference letter verifying experience working with students or children
  
  Note: Will need agreement from local partnering school district for full admittance into program.

Route 4 Prerequisites
- Currently employed with local partnering district
- Employed as teacher of record with conditional teaching or emergency substitute certificate
- Letter of support from local partnering school district

Submit Application

- Complete ESD-U application on ESD 112 NEOGOV application system
- Submit letter of support, references & official transcripts

Selection Process

- Pass reference checks
- District agrees to provide candidate with instructional opportunities for residency requirements

Submit Application

- Complete ESD-U application on ESD 112 NEOGOV application system
- Submit letter of support, references & official transcripts
- Submit essay questions & test scores or proof of test attempts

Selection Process

- Pass reference checks
- Complete interview with district and ESD-U administrator
  
  District agrees to provide candidate with instructional opportunities for residency requirements, as determined by route
PROGRAM FEES

<table>
<thead>
<tr>
<th>Retooling Candidate Fees</th>
<th>Route 2, 3 &amp; 4 Candidate Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
<td>Amount</td>
</tr>
<tr>
<td>Tuition: Endorsement only</td>
<td>$3,500</td>
</tr>
<tr>
<td>Elem Ed</td>
<td></td>
</tr>
<tr>
<td>ELL</td>
<td></td>
</tr>
<tr>
<td>SPED</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Endorsement fee</td>
<td>*$54</td>
</tr>
<tr>
<td>WEST-E test fee test</td>
<td>*$155</td>
</tr>
<tr>
<td>(only SPED &amp; ELL)</td>
<td></td>
</tr>
<tr>
<td>NES test fee</td>
<td>*$95</td>
</tr>
<tr>
<td>(only Elem Ed &amp; Reading)</td>
<td></td>
</tr>
</tbody>
</table>

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

TUITION PAYMENT

Below are the current options for ESD-U tuition payment plans:

- 100% of the tuition on or before July 1, 2020
- 50% of the tuition on or before July 1, 2020 and the remaining 50% on or before December 1, 2020
- Monthly payments
  - Payments will be thirteen equal payments starting July 1, 2020 and ending July 1, 2021
  - Monthly payments may include an additional monthly processing fee

All tuition must be paid before program completion, and prior to being recommended for certification or endorsement. If a candidate withdraws from the program before its completion, the ESD-U administrator and the candidate may discuss tuition repayment options.

FINANCIAL AID

ESD-U and partnering districts will use grant monies from the Beginning Educator Support Team (BEST) grant to further support students during their residency year in terms of learning resources connected to professional learning to support anticipated and identified learning.
Because ESD-U is not a degree granting institution, candidates will not be able to apply for federal financial aid to complete their endorsement; however, there may be scholarship opportunities available to candidates:

- **Retooling Scholarship:** For retooling candidates only. Must hold a current Washington state teaching certification and meet other scholarship criteria. This scholarship is awarded through WASAC, the ESD-U program is not involved in the scholarship selection process.
  - For more information, visit the WASAC website: [https://wsac.wa.gov/teachers](https://wsac.wa.gov/teachers)

- **Route 2, Route 3, Route 4 Scholarship:** For the 2020-2021 cohort, 30 scholarships for up to $5000 will be available for Route 2, Route 3, and Route 4 candidates through the ESD-U Program grant awarded by PESB. These scholarships will be awarded to candidates based on district needs. More information about these scholarships will be provided at informational sessions, and throughout the application process.

If candidates have been provided a scholarship, they will be charged a non-completion repayment fee if they withdraw from the program before its completion. For more details, refer to Appendix G: State gift/grant aid repayment policy requirements.

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

**INITIAL LEARNING & SUPPORT**

 Refer to Year-at-a-Glance Calendar for specific dates.

**SUMMER COURSES**

Three to five weeks of summer classes (Monday-Friday) plus an additional one or two Saturdays during the summer, depending on the endorsement area. Summer classes are typically six hours long with an hour for lunch.

**SATURDAY COURSES**

Two to three Saturday classes per month throughout the school year, depending on endorsement area. Saturday classes are typically six hours long with an hour for lunch.

**ONLINE COURSES (as needed based on remote location needs)**

90 hours of online instruction time provided as needed throughout the school year via ESD-U approved online venues.
SEMINARS
Seminars will be required for Route2, Route 3 and Route 4 candidates, and are optional for Retooling candidates. Seminars will focus on the edTPA process 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 a residency or professional 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. More information regarding clock hours will be provided after being admitted to the ESD-U program, and prior to starting ESD-U courses.

EDTPA
edTPA (formerly known as the Teacher Performance Assessment) is a performance-based, subject-specific assessment used to measure the skills and knowledge that all teachers need from Day 1 in the classroom. It focuses on three tasks: planning, instruction, and assessment. edTPA requires aspiring teachers to prepare and submit a portfolio of materials during their student teaching clinical experience.

- For more information about edTPA, visit the website: http://www.edtpa.com/Home.aspx

ESD-U courses include planning, support, and preparation to pass edTPA. Monthly seminars during the school year may focus on preparation and support for the edTPA. Candidates must attempt the edTPA during the winter quarter (mid-year review). Candidates will be able to retake the edTPA during the spring quarter if needed.
INDIVIDUALIZED TEACHER DEVELOPMENT PLAN

Each candidate will develop an Individualized Teacher Development (ITD) Plan with his or her advisor, mentor, and district field supervisor or principal. The ITD plan specifies the alternative route coursework, training, and field experience required for each candidate and includes any waivers for past professional experience based on evidence from transcript review, portfolios, or other teaching experience.

ITD plan components include:

1. **Intensive mentorship**, starting with full-time mentoring and progressing to increasingly less intensive monitoring and assistance as the candidate demonstrates the skills necessary to take over the classroom with less intensive support.

2. **Tools to assess a candidate's performance:**
   - Competency Standard Framework (see APPENDIX A, B, C and D)
   - TPEP evaluations, with agreement of candidate, school district and ESD-U, to include field supervisor formal and informal observation data; field supervisor can be invited by candidate to participate in TPEP evaluations meetings
   - Course evaluations, to include student reflections
   - Teacher self-reflections on classroom instruction, behavior, and meetings with parents

3. **Standards framework** identifying performance indicators:
   - See APPENDIX A: Knowledge & Skills –ELL & SPED Endorsements
   - See APPENDIX B: SPED Endorsement Competencies
   - See APPENDIX C: ELL Endorsement Competencies

4. **Course work, performance tasks** for each KSA (Knowledge, Skills, Abilities), and assignments coinciding with each standard, including learner outcomes for course work.

5. **Field-based performance task indicators and assignments**, including outcomes for field-based performance.

6. **Benchmarks** indicating when the standard is met for all performance indicators.
The ITD plan acts as an iterative document outlining candidate strengths and needs, as well as a checklist that the candidate refers to as s/he demonstrates proficiency of competencies through both coursework and field experiences. In addition, the plan will remain flexible as candidate TPEP observations and coursework may indicate new areas for growth or simply areas of interest related to student needs in order to explore further. Included in the plan is a timeline created by districts and teacher candidates to complete competencies.

**WAIVING REQUIREMENTS**

As a competency-based program, ESD-U allows candidates with evidence of experience and competency to waive certain formalized learning opportunities. 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 comprised of the course instructor, credit analyzer, district representative, and an ESD-U administrator reviews the application. A candidate can waive no more than three courses.

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 syllabus, 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.
MOSAIC OF SUPPORT

ESD-U is committed to providing responsive and timely support for candidate success. While each role is important, the guiding principles of the program ensure candidates receive a comprehensive level of support.

Candidates will have no less than two, and no more than four, knowledgeable others providing feedback on their practice in the field.

Refer to the table below for a list of the roles involved in the process, as well as a brief description. For a complete list of the responsibilities for each role throughout the program duration, refer to the ESD-U Roles & Responsibilities Chart on pages 14-15 of this handbook.

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate</td>
<td>Enrolled in the ESD-U program to obtain a residency teaching certificate (Routes 2, 3 &amp; 4) OR to obtain an additional endorsement (Retooling)</td>
</tr>
<tr>
<td>Field Supervisor</td>
<td>Serves as an advocate of the candidate as well as a ‘gatekeeper’ between the candidate and the other roles involved, to prevent redundant demands on the candidate. Selected by ESD-U with support of district, generally provided by the district and trained by ESD-U on endorsement competencies. May be site-based and have varying roles within the district.</td>
</tr>
<tr>
<td>Mentor</td>
<td>Provides support and feedback to candidate throughout the duration of the program. Selected by district with support of ESD-U as a qualified mentor and has completed mentor training prior to Summer Institute.</td>
</tr>
<tr>
<td>ESD-U</td>
<td>Course instructors and program administration for the ESD-U program. Program administration is primarily comprised of individuals from ESD 112, including the ESD 112 Human Resources Certification Specialist.</td>
</tr>
<tr>
<td>Administrators</td>
<td>Building principals and vice principals in school districts who have partnered with the ESD-U program.</td>
</tr>
<tr>
<td>Human Resources</td>
<td>Human Resources staff in school districts who have partnered with the ESD-U program.</td>
</tr>
</tbody>
</table>
ESD-U CANDIDATE SUPPORT STRUCTURE

We at ESD-U firmly operate under the belief that the “mosaic of support” needs to be just right for each candidate. The image below is a guiding structure of support; however, we know that some candidates may need differentiated support from various roles.

KEY
Dotted line indicates that support will range from providing resources to direct support depending on candidate needs.
## ESD-U Roles & Responsibilities Chart

<table>
<thead>
<tr>
<th></th>
<th>Admission Process</th>
<th>Initial Learning &amp; Support</th>
<th>Field Experience &amp; Observation</th>
<th>Mid-Year Review</th>
<th>Certification</th>
<th>Long Term Support</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nov - May</td>
<td>Feb - Aug</td>
<td>Aug - Dec</td>
<td>Dec - May</td>
<td>May - Jun</td>
<td></td>
</tr>
<tr>
<td><strong>Candidate</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Complete prereq</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Obtain letter of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Support from district</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Apply for program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Interview for program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Commit to program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Summer institute</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3 weeks, Mon-Fri + 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturdays in August)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Participate in</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>district/building</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>orientations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Create ITD Plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Participate in</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>conversation of how</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>will be supported</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>throughout field</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ 1-2 hours per week with mentor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Teach in classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Continue ESD-U</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>coursework</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Sat-Sun and online)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Release time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Continue to teach in classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Prepare for 90-day review</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Submit edTPA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Complete edTPA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(initial residency</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>certificate candidates only)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Receive support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>through BEST for first and second year of certification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Field Supervisor** |                   |                             |                                |                 |              |                   |
| □ (ESD-U approves candidate) | | | | | | |
| □ (ESD-U designates field supervisor for each candidate) | | | | | | |
| □ Make contact with candidate | | | | | | |
| □ Facilitate summer institute | | | | | | |
| □ Connect with Administrator regarding alternate route support | | | | | | |
| □ Create ITD Plan | | | | | | |
| □ Facilitate conversation of how candidate will be supported throughout field experience | | | | | | |
| □ Monthly meetings | | | | | | |
| □ Seminars, as needed | | | | | | |
| □ Pre-90 day review with candidate | | | | | | |
| □ Post-90 day review with candidate | | | | | | |
| □ Check with candidate to see what level of support is needed | | | | | | |
| □ Summative decision regarding certification | | | | | | |
| □ Continue support as needed | | | | | | |

| **Mentor** |                   |                             |                                |                 |              |                   |
| Initial residency certificate candidates only | | | | | | |
| □ Is selected by HR and ESD-U as qualified mentor | | | | | | |
| (ESD-U approves candidate) | | | | | | |
| □ (ESD-U designates mentor for each candidate) | | | | | | |
| □ Attend Mentor Academy 101 Training (BEST) | | | | | | |
| □ Mentor training | | | | | | |
| □ Day of training with candidate during summer institute | | | | | | |
| □ Participate in conversation of how candidate will be supported throughout field experience | | | | | | |
| □ 1-2 hours per week with candidate | | | | | | |
| □ Attend BEST roundtable | | | | | | |
| □ Release time and facilitate peer observation and planning | | | | | | |
| □ Provide candidate with feedback to prepare for 90-day review | | | | | | |
| □ After 90 day review, set new goals and refine candidate learning plan with candidate | | | | | | |
| □ Facilitate goal setting and candidate learning plan for next year | | | | | | |
| □ Continue support through BEST for first and second year of certification | | | | | | |

| CPA-U CAN DO IT. | | | | | | |

16
<table>
<thead>
<tr>
<th>ESD-U Roles &amp; Responsibilities Chart Cont.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Admission Process</strong></td>
</tr>
<tr>
<td><strong>Nov - May</strong></td>
</tr>
<tr>
<td>Administrator</td>
</tr>
<tr>
<td>Initial residency certificate candidates only</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>District HR</td>
</tr>
<tr>
<td>Initial residency certificate candidates only</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
FIELD EXPERIENCE & OBSERVATIONS

RESIDENCY
The required number of residency hours for the different routes are indicated in the table below:

<table>
<thead>
<tr>
<th>Candidate</th>
<th># of Hours</th>
<th>Appx. # of Days</th>
<th>Type of Residency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Route 2</td>
<td>540 hours</td>
<td>Appx. 84 days</td>
<td>Partial-year residency</td>
</tr>
<tr>
<td>Route 3</td>
<td>600 hours</td>
<td>Appx. 93 days</td>
<td>Full-time, continuous residency</td>
</tr>
<tr>
<td></td>
<td>Includes minimum of</td>
<td>Includes appx. 24 days of full-time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>150 hours of full-time residency</td>
<td>residency</td>
<td></td>
</tr>
<tr>
<td>Route 4</td>
<td>1000 hours</td>
<td>Appx. 154 days</td>
<td>Full-year, mentored residency</td>
</tr>
<tr>
<td>Retooling</td>
<td>Up to 450 hours</td>
<td>Appx. 70 days</td>
<td>Partial-year residency</td>
</tr>
</tbody>
</table>

PLACEMENT
ESD-U will work closely with districts to consider 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) or ‘cohorts’ as supported by field supervisor, instructors, and mentors. Cohorts will engage in problems of practice before or after learning sessions and during seminars. Online learning conversations around problems of practice will be available for candidates as anticipated and identified needs arise.

Districts may provide access to building-level learning communities. Candidates are encouraged to participate in district-level collaboration at their building/district or with others in the region.
OBSERVATION & EVALUATION

ESD-U and district partners will provide extensive support services to candidates throughout the duration of the program, which includes field observations. In addition, candidates will spend one day every month (or every other month according to candidate need) visiting other classrooms and observing and reflecting on colleagues’ teaching.

The program uses a variety of recorded observations, faculty site visits, site supervisor evaluations, and reflection assignments to ensure teacher candidates are meeting the course outcomes.

ESD-U candidates will provide feedback from TPEP observations to their field supervisor as a support for connection to learning as associated with the district’s selected instructional framework.

REVIEW OF ITD TO SUPPORT SATISFACTORY PROGRESS

- Route 2, 3, & 4 candidates will meet with mentor and field supervisor to update and review the candidate’s learning plan in August, November, February and May.
- Review coordinated by field supervisor
- Connected to and referenced in TPEP 90-day review (Route 4 only)
- First attempt to submit edTPA (Routes 2, 3, & 4)

FIELD SUPERVISOR FORMAL MID-YEAR REVIEW

During the mid-year review process, the field supervisor (with input from TPEP evaluator for Route 4 candidates), will guide a reflective conversation around goal setting and then leading candidates to consider attending optional and available learning sessions for future supports.

TPEP 90-DAY REVIEW (Route 4 only)

Field supervisor participates in teacher prep and in partnership with principal for TPEP 90-day review. Review submitted by principal to district HR using district selected instructional framework and state criterion. Candidate will provide field supervisor with a copy of the 90-day review within one week of receiving feedback.

Entrance agreements will reflect this intentional partnership between the TPEP evaluation and field supervisor support. Field supervisors will support the engagement of the learner in understanding and reflecting on feedback as provided by TPEP process as it is connected to the district’s selected instructional framework and the eight state criteria.
EDTPA FIRST ATTEMPT (Routes 2, 3, & 4)

Monthly seminars during the school year may focus on preparation and support for the edTPA. Teacher candidates must attempt the edTPA during the winter quarter (mid-year review). Candidates will be able to retake the edTPA during the spring quarter if needed.

CERTIFICATION & RENEWAL

All program completion requirements for ESD-U are listed below. Additionally, refer to the ESD-U Program Requirements diagram located on page 19.

COMPLETED REQUIREMENTS

- Pass edTPA (Routes 2, 3, & 4)
- Pass content area testing WEST-E/NES for endorsement (Retooling)
- Successfully complete ITD plan and appropriate online portfolio
- Complete residency hours to include supervised planning, instruction, and reflection during residency year (number of hours dependent on route)
- Complete professional growth plan (Route 2, 3, & 4)

CERTIFICATION DECISION

ESD-U will recommend candidates for certification after successful completion of program requirements and final tuition payment. If a candidate is recommended for certification by ESD-U, they must submit certification application with OSPI.

DISTRICT RENEWAL DECISION

Districts will make renewal decisions regarding employment contracts for hiring upon candidates’ completion of the certification program
EXTENDED SUPPORT PLAN

TEACHER INDUCTION SUPPORT - BEGINNING EDUCATOR SUPPORT TEAM

Following the completion of the ESD-U program, ESD 112 will provide the newly certified teachers with a mentor and access to ongoing learning made available by ESD-U, ESD 112 New Teacher Induction Professional Learning, and district professional development tailored to anticipated and identified learning needs.

Year 1 - First Year of Teaching after Completing Certification Program

Ongoing Learning Support - Beginning Educator Support Team (BEST)
- Targeted mentoring support
- Targeted observations by a mentor
- Observations of peers with support from a mentor
- Professional learning accessed through ESD-U, ESD 112, and district offerings

Year 2 - Second Year of Teaching after Completing Certification Program

Ongoing Learning Support Responsive to Learner Needs:
- As needed: observations by district/ESD 112 mentor
- Observations of peers
- Professional learning accessed through ESD-U, ESD 112, and district offerings

Year 3 - Third Year of Teaching after Completing Certification Program

Ongoing Learning Support Responsive to Learner Needs - District Support
- Observations of peers with district support
- Professional learning accessed through ESD-U, ESD 112, and district offerings
ESD-U CONTACTS

Mike Esping, Director of Educator Effectiveness and Early Career Development
ESD 112
Phone: 360-952-3412
Email: mike.esping@esd112.org

Alissa Jolly, Early Career Development Program Specialist
ESD-U Program Development Support
ESD 112 Beginning Educator Support Team (BEST)
Phone: 360-952-3424
Email: alissa.jolly@esd112.org

Karen Solberg, Secretary II
ESD-U Program Development Support
ESD 112 Beginning Educator Support Team (BEST)
Phone: 360-952-3409
Email: karen.solberg@esd112.org

Amy Glenn, Secretary I
ESD-U Program Development Support
Phone: 360-949-1552
Email: amy.glenn@esd112.org

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

ESD-U PROFESSIONAL EDUCATOR ADVISORY BOARD (PEAB)

PEAB MISSION:
To prepare educators who demonstrate a positive impact on student learning, evidence shall be evaluated to determine whether 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.

**ESD-U PEAB MEMBERS 2020-2021**

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

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

Mark Gardner  
Teacher, CEA President, NBCT, Mentor  
Camas School District  
WEA Representative  
mark.gardner@camas.wednet.edu

Aaron Smith  
Principal  
Camas School District  
AWSP Representative  
aaronj.smith@camas.wednet.edu

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

LeAnne Strickler  
New Teacher Mentor, OSPI Mentor Faculty  
Evergreen School District  
WEA Representative  
leanne.strickler@evergreenps.org

Jared Miller  
Teacher  
King’s Way Christian  
WFIS Representative  
jaredmiller@kwcs.org

Carla Sutton  
SPED Teacher, New Teacher Mentor  
Battle Ground School District  
WEA Representative  
sutton.carla@battlegorundps.org

Bill Oman  
Executive Director of Secondary Education  
Evergreen Public Schools  
WASA Representative  
william.oman@evergreenps.org

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

Jami Phelps  
SPED Teacher, SPED New Teacher Mentor  
Vancouver Public Schools  
WEA Representative  
jami.phelps@vansd.org

Sara Kaviani  
SPED Teacher  
Battle Ground School District  
WEA Representative  
kaviani.sara@battlegorundps.org
RESOURCES LINKS

ESD-U Website: https://www.esd112.org/esd-u
WEST-B & WEST-E/ NES Website: https://www.west.inesnc.com/
ESD 112 BEST: https://www.esd112.org/best
edTPA Website: https://www.edtpa.com/
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: KNOWLEDGE & SKILLS – ALL ENDORSEMENT AREAS

STANDARD CRITERIA

(a) Effective Teaching:
(1) Using multiple instructional strategies, including the principles of second language acquisition, to address student academic language ability levels and cultural and linguistic backgrounds;
(2) Applying principles of differentiated instruction, including theories of language acquisition, stages of language, and academic language development, in the integration of subject matter across the content areas of reading, mathematical, scientific, and aesthetic reasoning;
(3) Using standards-based assessment that is systematically analyzed using multiple formative, summative, and self-assessment strategies to monitor and improve instruction;
(4) Implementing classroom/school centered instruction, including sheltered instruction that is connected to communities within the classroom and the school, and includes knowledge and skills for working with others;
(5) Planning and/or adapting standards-based curricula that are personalized to the diverse needs of each student;
(6) Aligning instruction to the learning standards and outcomes so all students know the learning targets and their progress toward meeting them;
(7) Planning and/or adapting curricula that are standards driven so students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology;
(8) Preparing students to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society;
(9) Planning and/or adapting learner centered curricula that engage students in a variety of culturally responsive, developmentally, and age appropriate strategies;
(10) Using technology that is effectively integrated to create technologically proficient learners; and
(11) Informing, involving, and collaborating with families/neighborhoods, and communities in each student’s educational process, including using information about student cultural identity, achievement and performance.

(b) Professional Development:

Utilizing feedback and reflection to improve teaching practice:
(1) Developing reflective, collaborative, professional growth-centered practices through regularly evaluating the effects of his/her teaching through feedback and reflection.

Teacher Evaluation:
(2) After August 31, 2013, an approved preparation program for teachers shall require candidates for a residency certificate to demonstrate knowledge of teacher evaluation research and Washington’s evaluation requirements. At a minimum, teacher preparation programs must address the following knowledge and skills related to evaluations:

A. Examination of Washington’s evaluation requirements, criteria, four-tiered performance rating system, and the preferred instructional frameworks used to describe the evaluation criteria;
B. Self-assessment, goal setting, and reflective practices;
C. Evidence gathering over time;
D. Use of student growth data and multiple measures of performance;
E. Evaluation conferencing; and
F. Use of an online tool to review observation notes and submit materials to be included in evaluation.

(c) Teaching as a Profession:
(1) Participating collaboratively and professionally in school activities and using appropriate and respectful verbal and written communication.
(2) Demonstrating knowledge of professional, legal, and ethical responsibilities and policies.

(d) Performance Assessment:
An approved preparation program for teachers shall require that each candidate engage in an assessment process approved by the professional educator standards board. The assessment will verify that the candidate for a residency teacher certificate can meet the teacher standards in (a), (b), and (c) of this subsection and understands teacher impact on student learning.
APPENDIX B: SPED ENDORSEMENT COMPETENCIES

1.0 KNOWLEDGE OF FOUNDATIONS OF SPECIAL EDUCATION
1.A Models, theories, philosophies, and regulatory history that form the basis for special education practice
1.B Issues in definition and identification of individuals with disabilities, including those from culturally and linguistically diverse backgrounds
1.C Issues, assurances, case law, and due process rights related to assessment, eligibility, and placement within a continuum of services
1.D Rights, responsibilities, and advocacy related to individuals with disabilities and their families
1.E The legal, judicial, and educational systems affecting individuals with disabilities
1.F Factors that influence the overrepresentation and underrepresentation of culturally/linguistically diverse students in programs for individuals with disabilities
1.G Federal and state legislation that affect children, families, and programs for individuals with disabilities
1.H Roles of families, school and community personnel, and individuals with disabilities in identifying, assessing, and providing services to individuals with disabilities

2.0 KNOWLEDGE OF CHARACTERISTICS OF LEARNERS
2.A Typical and atypical human growth and development
   ● Similarities and differences of individuals with and without disabilities
   ● Educational implications of the characteristics of various disabilities including social, emotional, academic, and behavioral implications
Effects a disability can have on an individual’s life as influenced by stress and trauma, protective factors and supportive relationships
2.B Unique needs of children who are severely involved or very young such as positioning, handling, nutrition, feeding, and toileting
2.C Etiologies and medical aspects of conditions affecting individuals with disabilities
2.D Family/community/education programs that provide information and resources concerning individuals with disabilities
2.E Impact of a disability on individuals, families, and society
2.F Strategies for collaborating with families of and service providers to individuals who are chronically or terminally ill.

3.0 KNOWLEDGE OF ASSESSMENT, DIAGNOSIS, AND EVALUATION
3.A Basic terminology used in assessment of individuals with disabilities
3.B Legal provisions and ethical principles regarding assessment of individuals
3.C Evaluation related to child-find screening, pre-referral, response to intervention (RTI), referral, eligibility procedures, extended school year, and transition procedures
3.D Appropriateness of various instruments and procedures for assessing individuals with disabilities including children who are culturally and linguistically diverse
3.E Accommodations, modifications, technology, and alternatives and when to apply each in classroom, district, and state testing
3.F Curriculum based assessment

4.0 KNOWLEDGE OF PLANNING, CONTENT, AND PRACTICE
4.A Individualized Education Plan components, development, implementation, and review process
4.B Characteristics and demands of the continuum of service options
4.C Accommodations, modifications, and alternatives and when to apply each in instruction
4.D Research-based methods for increasing positive impact on student learning in reading, mathematics, and writing
4.E Research-based methods for increasing student learning in adaptive, social, emotional, behavioral, communication, and independent living skills
4.F Research-based strategies for skill acquisition in academic content areas
4.G Evidence that instructional methods and curricular materials are research-based
4.H Prevention and intervention strategies across the tiers of response to intervention (RTI)
4.I Research-based best practices for structuring effective teaching and learning in individual, small group, and large group settings
4.J Roles and responsibilities of the special education teacher, paraeducator, and other team members
4.K Strategies for appropriate program and instructional supervision and training including management of paraeducators, classroom volunteers, and peer tutors
4.L Strategies for coordination of learning programs for general education and special education staff to meet students’ needs
4.M Research-based career, vocational, and transition programs for individuals with disabilities
4.N Universal precautions for health and safety

5.0 KNOWLEDGE OF MANAGING STUDENT BEHAVIOR AND SOCIAL INTERACTION SKILLS
5.A Laws, policies/regulations, and ethical principles regarding positive behavior management planning and implementation, discipline, and aversive therapy
5.B Responsibilities regarding procedures for Functional Behavioral Assessment, manifestation determination, and behavior intervention planning
5.C Strategies for increasing acceptance and inclusion of individuals with disabilities
5.D Social skills needed for education, community living, and other environments
5.E Strategies for crisis prevention and de-escalation of aggressive behavior

6.0 SKILLS AND INSTRUCTIONAL METHODOLOGY
6.A Foundations of Special Education
6.A.1 Articulate personal philosophy of special education
6.A.2 Know, use and comply with the Washington Administrative Code in the design and implementation of special education and related services
6.A.3 Identify similarities and differences of major provisions of Part B and Part C of IDEA
6.A.4 Apply theory and knowledge of family dynamics, roles, and relationships in interactions with families and communities
6.A.5 Collaborate with local, community, state, and federal personnel to provide services to individuals with disabilities
6.B Characteristics of Learners
6.B.1 Access information, support, and resources such as, health and safety, nutrition, behavior, and learning
6.B.2 Communicate with school personnel, families, and community members about the
characteristics and needs of individuals with disabilities
6.B.3 Observe and record the behaviors of individuals who are taking medications and share data/observations with family and other professionals when appropriate
6.B.4 Use current information from assessments and evaluations to inform instructional practice
6.B.5 Recognize characteristics common to disability categories as identified in WACs
6.B.6 Select, adapt, and use instructional strategies and materials according to characteristics of the learner including social, emotional, adaptive, cognitive, academic and behavioral
6.B.7 Develop and select learning experiences and strategies that affirm and respect, family, cultural, and societal diversity, including language differences

6.C Assessment Diagnosis and Evaluation
6.C.1 Collaborate with families, related service personnel and others in assessment of individuals with disabilities
6.C.2 Maintain confidential communication and documentation about individuals with disabilities
6.C.3 Use comprehensive assessment procedures
   • Include families and service providers to gather relevant background information
   • Develop and administer objective informal assessments and observations
   • Administer appropriate formal assessments
   • Interpret information from formal and informal assessments including psychometric properties such as reliability and validity
6.C.4 Utilize ongoing evaluation/assessment data to determine the effectiveness of specially designed instruction and related services
6.C.5 Use performance data and information from all team members to inform and evaluate the effectiveness of interventions in learning environments
6.C.6 Select, adapt and modify individualized assessment strategies including accommodations, technology, and alternative assessment
6.C.7 Use technology to implement progress monitoring and use of data to develop and modify instructional plans
6.C.8 Use assessment results to develop and monitor transition plans
6.C.9 Use documentation of response to intervention (RTI) to inform eligibility determination decisions and specially designed instruction
6.C.10 Communicate and integrate assessment results from others as an active team participant in eligibility decisions, the development and implementation of the Individual Educational Program (IEP), and the Individual Family Service Plan (IFSP)

6.D Planning, Content, and Practice
6.D.1 Create a safe, equitable, positive, and supportive learning environment for all students that encourages self-advocacy, self-determination, and increased independence
6.D.2 Develop and select instructional content, resources, and strategies that are aligned with IEP goals and respond to cultural, linguistic, and gender differences.
6.D.3 Develop, implement, and monitor IEPs in collaboration with team members, families, and as appropriate, students
6.D.4 Evaluate the need for assistive technologies and incorporate when appropriate
6.D.5 Develop, implement, and monitor IEPs, IFSPs, and lesson plans which align with general curriculum including state learning goals, EALRs, GLEs and early childhood learning benchmarks
6.D.6 Use and model research-based strategies and interventions to facilitate inclusion in the least restrictive environment including appropriate accommodations, curriculum modifications, and alternatives
6.D.7 Collaborate and communicate with school personnel, family and community members to include and accommodate individuals with disabilities into various settings
6.D.8 Use research-based methods to teach reading, mathematics, and writing
6.D.9 Use research-based methods to increase student learning in adaptive, social, emotional, behavioral, communication, and independent living skills
6.D.10 Use task analysis to prepare lesson plans based on unique educational needs that are directly connected to measurable components of the IEP
6.D.11 Plan for the integration of related services’ goals into the educational programs
6.D.12 Sequence, implement, and evaluate individual learning outcomes, including the appropriate use of the EALRs and GLEs
6.D.13 Use research-based strategies for facilitating maintenance and generalization of skills across learning environments
6.D.14 Use instructional time to positively impact student learning by designing and managing effective daily routines
6.D.15 Use strategies, including collaboration with families and other agencies to facilitate all transitions for individuals with disabilities, including:
   - early intervention to preschool
   - preschool to elementary
   - elementary to middle level
   - middle level to high school
   - high school to beyond
   - individualized alternative settings to school
   - extended school year
   - to and from general education
6.D.16 Direct, observe, and provide feedback to paraeducators, classroom volunteers and peer tutors
6.D.17 Prepare lesson plans, organize materials, and monitor implementation of specially designed instruction for self, paraeducators, and general educators
6.D.18 Design and/or provide instruction in a variety of educational settings including community based settings
6.E Managing Student Behavior and Social Interaction Skills
6.E.1 Use the least intrusive behavior management strategy consistent with the needs of the individual learner
6.E.2 Modify instructional approaches and the learning environment to manage behaviors
6.F Professionalism and Ethical Practice
6.F.1 Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with disabilities
6.F.2 Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession consistent with the Council for Exceptional Children Code of Ethics
6.F.3 Access professional organizations and publications (printed/electronic) that support individuals with disabilities, their families, and colleagues
6.F.4 Conduct professional activities in compliance with applicable special education laws and policies/regulations
APPENDIX C: ELL ENDORSEMENT COMPETENCIES

1.0 KNOWLEDGE AND SKILLS
1.A Candidates demonstrate knowledge and application of concepts, theories, and research from applied linguistics, second language acquisition, and literacy development.
1.B Candidates can explain how students’ first language proficiency in listening, speaking, reading, and writing transfers to and supports English language acquisition.
1.C Candidates demonstrate knowledge and pedagogical application of linguistic aspects of the English language including:
   ● Phonology (the sound system)
   ● Morphology (word formation)
   ● Syntax (phrase and sentence structure)
   ● Semantics (meaning)
   ● Pragmatics (context and function)
   ● Discourse within and across contexts.
1.D Candidates can explain interrelationships and features of social, school/instructional, and academic discourses and pedagogical implications.
1.E Candidates can explain the interrelationships between the language domains (i.e., listening, speaking, reading, writing, and viewing) and language modalities in ELP standards (i.e., receptive, productive and interactive).
1.F Candidates know, understand, and apply Washington State’s approved English Language Proficiency Standards.

2.0 CULTURE AND EQUITY
2.A Candidates are knowledgeable about the interrelationship between language and culture and its effects on teaching and learning.
2.B Candidates can demonstrate knowledge and application of strategies that incorporate cultural and linguistic diversity to ensure equity in teaching and learning.
2.C Candidates understand the diversity within the English language learner population (e.g., immigrant, migrant, refugee, and those born in the United States) and the impact of immigration status, socioeconomic status, race, religion, class, national origin, disability, and gender on student learning.
2.D Candidates can recognize and acknowledge the contributions of diverse cultural groups to our local, national, and global societies.
2.E Candidates recognize potential linguistic and cultural biases of pedagogies, curricula, and assessment instruments when determining classroom practices for the English language learner.
2.F Candidates can explain the complexities involved in cultural identity including the influences of:
   ● Assimilation
   ● Cultural pluralism
   ● Acculturation
   ● Enculturation
   ● Deculturation,
and the potential impact on student learning and identity development.
2.G Candidates are able to articulate the benefits of and need for an additive perspective of language and culture that supports bi/multicultural identity development.
2.H Candidates can explain how her/his own ethnicity, culture, and socioeconomic status influence teaching practices.

3.0 PROFESSIONAL LEADERSHIP AND ADVOCACY
3.A Candidates demonstrate knowledge of relevant historical and current legal and social issues concerning the education of English language learners in the State of Washington and the United States.

3.B Candidates know how to serve as effective resources (e.g., instructional strategies, policy and outreach) for working with English language learners and the importance of collaborating with other educational staff and community members.

3.C Candidates understand how to advocate for English language learners within the local school and community contexts by challenging: misconceptions, arbitrary requirements, inappropriate curricular and assessment assumptions, cultural misunderstandings, and other factors that may impede language learners’ development and access to opportunities.

3.D Candidates can distinguish between and communicate characteristics of typical language development (including consideration of cultural influences on learning behaviors), and potential special education needs by referencing appropriate research and resources.

3.E Candidates can recognize characteristics of English language learners who potentially qualify for highly capable programs, including consideration of cultural influences on learning behaviors.

3.F Candidates can explain the features, benefits, and challenges of various models including dual language (two-way and one-way), early and late exit bilingual programs, sheltered instruction, content-based instruction, push in, pull-out, and newcomer.

3.G Candidates can analyze how policies (e.g., discipline systems, ELL identification, programming, ELL placement, extracurricular eligibility) may impact the school experiences of ELLs.

3.H Candidates collaborate with stakeholders (e.g., teachers, administrators, other educational staff, families, and community partners) to support and facilitate English language development and overall academic success for English language learners.

3.I Candidates advocate for ELLs and their families in multiple contexts within the school and communities.

4.0 PLANNING, INSTRUCTION, AND ASSESSMENT

4.A Candidates construct and facilitate learning experiences that simultaneously develop English language proficiencies and discipline-specific knowledge.

4.B Candidates apply knowledge of linguistics (e.g., phonology, morphology, syntax, semantics, pragmatics, discourse across contexts) to support language development in all language domains (listening, speaking, reading, writing, viewing).

4.C Candidates differentiate instruction and assessment by applying concepts, theories, and research of educational linguistics, second language acquisition, and literacy development.

4.D Candidates consistently engage in culturally responsive practices that empower students intellectually, socially, emotionally, and politically to develop knowledge, skills, and attitudes. These practices may include:
  - Use resources and assets available in schools (e.g., parent advisory committees, adult reading programs) and English learners’ cultural communities (e.g., online, local, and regional resources).
  - Acknowledge that parenting practices and participation in the education of a child vary among cultures and accommodate for this variance by developing diverse opportunities for parental outreach and integrating families within the school community.
  - Validate and incorporate home languages and cultures as educational assets.
  - Facilitate/Bridge understanding of expectations and processes in the new culture to empower ELLs to excel socially and academically.
  - Use information, if available, of native language literacy and demonstrated knowledge of content to inform instructional choices.
  - Integrate students’ funds of knowledge to build bridges to content understanding.
Include multiple cultures and integrate culturally relevant texts in discipline-specific instruction.

4.E Candidates plan, differentiate, and use materials, for multiple language proficiency levels ensuring meaningful access to grade-level content for each student.

4.F Candidates plan and support English language learners’ authentic engagement and interaction in a variety of learning environments (e.g., whole group, cooperative groups, independent learning, and individualized instruction).

4.G Candidates apply a range of teaching strategies, structures, and methods to support the development of higher level thinking skills at all levels of language proficiency.

4.H Candidates apply a range of teaching strategies, structures, and methods to elicit student voice (e.g., including reflection related to learning targets, metacognition strategies, and effective use of resources) and engagement at all levels of language proficiency.

4.I Candidates employ a variety of materials for language learning including books, visual aids, props, realia, software, internet resources, native language resources and technological resources to enhance language and content-area knowledge.

4.J Candidates develop instructional plans and assessments to support ELLs' language development across language domains and within disciplines.

4.K Candidates consistently reflect upon and analyze the classroom, school, and community experiences of ELLs and how such experiences influence the education of culturally and linguistically diverse populations.

4.L Candidates identify and describe principles, instruments, and methods of reliable and valid assessment related to the education of English language learners.

4.M Candidates recognize linguistic and cultural biases within assessment instruments (e.g., formative, summative, and standardized) and, when possible, implements appropriate modifications and accommodations.

4.N Candidates apply a variety of assessment tools and methods (e.g., formative, summative, and standardized) appropriate for English language learners to inform instruction, facilitate appropriate placement, and monitor language development and academic progress.

4.O Candidates appropriately use data from a variety of language proficiency instruments and discipline-specific assessments (e.g., formative, summative, and standardized) to inform instruction.
APPENDIX D: ELEMENTARY ED ENDORSEMENT COMPETENCIES

1.0 KNOWLEDGE OF ACADEMIC CONTENT
Candidates understand and apply knowledge of the arts, English language arts, health-fitness, mathematics, science, and social studies.

1.A The Arts (dance, music, theater, visual arts)
1.A.1 Understand that dance, music, theatre, and visual arts shape and reflect culture and history.
1.A.2 Understand the value of and apply basic arts knowledge, elements, and skills used in dance, music, theatre, and visual arts, such as rhythm, beat, expression, character, energy, color, balance, and harmony.
1.A.3 Recognize a broad variety of visual and performing arts styles that differ across various artists, cultures, and times.
1.A.4 Understand and apply/demonstrate thinking skills using the artistic processes of creating, performing, and responding.
1.A.5 Understand that dance, music, theatre, and visual arts are used to communicate ideas and feelings for a variety of purposes and audiences.
1.A.6 Understand that aesthetic diversity is reflected in dance, music, theatre, and visual arts.
1.A.7 Understand that the arts (dance, music, theatre, and visual arts) make connections within and across the arts, to other disciplines, life, cultures, and work.
1.A.8 Understand the value of seeking and accessing dance, music, theatre, and visual arts specialists in the school, district, community, or region.
1.A.9 Understand how learning in and through the arts supports the development of 21st Century Skills such as creativity, communication, collaboration, critical thinking, and Habits of Mind such as persistence, observation, and reflection, and how these capacities support success in and out of school.
1.A.10 Understand how learning in and through the arts supports academic and social/emotional learning for all students, by providing multiple pathways to learning concepts and demonstrating understanding across all subject areas, and by helping students to make deeper and more personally meaningful connections to learning.

1.B English Language Arts
1.B.1 Knowledge and Understanding of the English Language, language development, and its diversity. Candidates know and understand the English Language. They are able to read, write, speak, listen, and visually represent.
1.B.1.A Understand how to integrate reading, writing, speaking, listening, viewing, and thinking
1.B.1.B Understand the grammar of Standard American English including semantics, syntax, morphology, and phonology
1.B.1.C Understanding the fundamentals of first and second language acquisition and development, and that the linguistic/rhetorical patterns of other languages affect the written and oral expression of diverse learners
1.B.1.D Understand diversity in language use, e.g., grammar, patterns, and dialects across cultures, ethnic groups, geographic regions, gender, and social roles, and how that can affect student learning
1.B.2 Knowledge and Understanding of Reading processes. Candidates know and understand the processes, purposes, and practical aspects of teaching reading.
1.B.2.A Demonstrate knowledge that reading and writing are developmental processes
1.B.2.B Demonstrate knowledge of the interrelationships and the role of meta-cognition of reading and writing, and listening and speaking
1.B.2.C Demonstrate knowledge of the essential components of reading (phonics, word recognition, fluency, vocabulary, comprehension)
1.B.2.D Know the instructional progression of concepts of print [e.g., holding a book, understanding that print carries meaning, directionality, tracking of print, letter representation, word, and sentence]
1.B.2.E Demonstrate knowledge of phonemic awareness [e.g., segmentation, blending, substitution]; phonics [e.g., sound symbol correspondence, blending, and word families]; fluency [e.g., rate, accuracy, prosody]; indirect and direct vocabulary instruction [e.g., specific word instruction and word-learning strategies, using resources, word parts, and context clues]; comprehension skills and strategies [e.g., monitoring, summarizing, generating and answering questions]
1.B.2.F Explain how additional components of literacy are inextricably linked to the reading process (oral language, spelling and writing)
1.B.2.G Demonstrate knowledge of the interrelationship between first and second language and literacy acquisition
1.B.2.H Understand and construct meaning from wide variety of culturally relevant literary and expository text including fiction, non-fiction, poetry, and drama.
1.B.2.I Understand and articulate a wide range of strategies used to comprehend, analyze, interpret, and evaluate a wide variety of literary and expository texts (e.g. demonstrate an understanding of how elements such as tone, bias, and point of view influence the meaning of text)
1.B.2.J Demonstrate knowledge of selecting reading assessment tools to match the instructional purpose
1.B.2.K Demonstrate how to use a wide range of reading assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies, including technology-based assessment tools
1.B.2.L Demonstrate understanding of the reasons for using a wide range of assessment tools and practices [e.g., individual and group standardized tests, individual and group informal classroom assessments, and technology-based tools]
1.B.2.M Demonstrate understanding of interpreting assessment results to inform instruction based on assessment data, identify students’ proficiencies and difficulties
1.B.2.N Demonstrate understanding of the variability in reading levels among children in the same grade and within a child across the essential components of reading
1.B.2.O Demonstrate understanding of instructional interventions for individuals and flexible groups
1.B.2.P Understand how to interpret assessment data to plan and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds

1.B.3 Knowledge and Understanding of Writing processes. Candidates know and understand the processes, purposes, and practical aspects of teaching writing.
1.B.3.A Understand the writing process, its components (prewriting, drafting, revising, editing, publishing), and its recursive, interactive, and collaborative nature
1.B.3.B Understand the traits of effective writing (e.g. development of ideas, organization, voice, word choice, sentence structure, and conventions)
1.B.3.C Understand how purpose, audience, and perspective shape writing
1.B.3.D Understand how mode (expository, persuasive, and narrative) and form (such as research paper, editorial, memoir) shape writing
1.B.3.E Understand strategies for writing including finding, selecting, and refining topics for research projects; locating, working with, and documenting reliable sources for research projects; paraphrasing, summarizing, quoting sources, citing, and acknowledging sources in a text; using various technologies, including the internet

1.B.4 Knowledge and Understanding of Literature form. Candidates know and understand an extensive range of literary forms.
1.B.4.A Read and understand a broad range of texts (nonfiction and fiction, historical and contemporary), including works representing and authored by a range of cultures and
ethnicities globally and within the United States; works written specifically for children and young adult readers; and works providing both male and female representation and
1.B.4.B Understand the elements of literature (e.g. character, plot, setting)
1.B.4.C Understand the need to include historical context in the teaching of literature
1.B.4.D Understand that elements of genre influence comprehension of text
1.B.5 Knowledge and understanding of Communication. Candidates know and understand the processes, purposes, and practical aspects of teaching communication.
1.B.5.A Analyze the influence of media on culture and on people’s actions and communication
1.B.5.B Understand the characteristics and components of effective speaking and strategies for communicating effectively in large and small groups.
1.B.5.C Understand individual, social, and cultural factors that influence interpersonal communication, such as internal and external noise and perceptions of self and others

1.C Health and Fitness
1.C.1 Demonstrate general understanding of how learners grow and develop kinesthetically.
1.C.1.A Understand basic motor learning development and progressions.
1.C.2 Demonstrate general understanding of basic motor skills, rhythms, physical activities, and physical fitness.
1.C.2.A Demonstrate general knowledge of the relationship of motor activity to neurological development.
1.C.2.B Demonstrate basic awareness of sensory needs, appropriate integration, and modifications as needed.
1.C.2.C Apply appropriate instructional cues, prompts, and feedback to facilitate the development of basic motor skills, rhythms, physical activities, and physical fitness.
1.C.3 Understand the effects of health and fitness choices and habits on quality of life.
1.C.3.A Demonstrate basic understanding of the relationship of nutrition to cognitive, physical, and emotional well-being.
1.C.3.B Demonstrate general knowledge of the prevention and management of common illnesses, diseases, and injuries.
1.C.4 Demonstrate basic understanding of safety, legal issues, and risk management related to instructional practice in health and fitness.
1.C.4.A Prepare a safe environment to enhance physical and emotional health in the physical education setting.
1.C.5 Demonstrate understanding of cultural competence in a comprehensive health and fitness education program.
1.C.6 Demonstrate general understanding of the implications for movement, health and fitness instruction, and development of healthy habits of physical, cognitive, and perceptual exceptionalities.
1.C.6.A Demonstrate ability to access resources for adapting curriculum to individual student needs such as addressing various developmentally appropriate motor skills.
1.C.6.B Demonstrate ability to access resources for adapting instruction to the setting such as classroom, gymnasium, and playground.
1.C.7 Demonstrate basic knowledge of current trends in technology in the classroom setting (e.g., pedometers, heart-rate monitors, apps, and active gaming trends).
1.C.8 Demonstrate a basic understanding of the Washington Health and Fitness State Learning Standards.
1.C.8.A Understand strategies to connect Common Core State Standards into health and fitness.
1.C.8.B Understand assessments and resources available on the OSPI health and fitness web site.


1.D Mathematics
Candidates possess a deep understanding of development and mathematical and spatial learning from early childhood through adolescence.

1.D.1 Understand the developmental progression of mathematical learning including, spatial perception, recognition of shapes, visual matching, counting, knowledge of numbers, visual recognition of numbers, ordering, sorting, and classifying, creation of two- and three-dimensional objects, creating and expanding patterns, spatial rotation and number sense.

1.D.2 Understand and apply the fundamental principles, concepts, and procedures related to mathematical problem solving, exploration, and reasoning, including processes and skills related to using mathematical language to communicate relationships and concepts, adaptive reasoning, strategic competence, procedural fluency, and productive disposition.


1.D.3.C Construct viable arguments and critique the reasoning of others.
1.D.3.H Look for and express regularity in repeated reasoning.

1.D.4 Counting and Cardinality / Number and Operations in Base Ten & Fractions: Demonstrate a conceptual understanding of and procedural facility and application of operations, number systems, and properties.

1.D.4.A Demonstrate understanding of the progression of learning that begins with the base-ten number system, place value, and operations thereof, builds into understanding of and operations with fractions and rational numbers, and extends to understanding of and operations with real numbers.


1.D.5 Number and Quantity: Understand the progression of learning that begins with the base-ten number system and operations thereof, builds into understanding of and operations with fractions and rational numbers, and extends to understanding of and operations with real numbers.

1.D.5.A Understand the characteristics of and relationships between different number systems including whole numbers, integers, rational, real, and complex numbers.
1.D.5.B Understand arithmetic operations of different number systems and their properties (integers, rational, and irrational numbers).

1.D.6 Operations and Algebraic Thinking / Algebra and Functions: Demonstrate a conceptual understanding of and procedural facility with algebra concepts emphasizing functions.

1.D.6.C Understand the connections between proportional relationships, lines, and linear equations and use them to solve real world and mathematical problems.
1.D.6.D Use functional notation and interpret expressions for functions as they arise in terms of the situation they model (e.g., linear, quadratic, simple rational, and exponential).
1.D.6.E Understand operations on algebraic expressions and functions (e.g., polynomials, rationales, and roots).
1.D.6.F Apply arithmetic properties to algebraic expressions and equations.
1.D.6.H Explain the interrelationship between the various representations of a function (e.g., graphs, tables, algebraic expressions, concrete models, and contexts).
1.D.7 Measurement and Data: Understand measurement systems and units, concepts related to geometric measurement, and tools and techniques used to solve measurement problems.
1.D.7.A Apply standard units of measurement and estimation.
1.D.7.B Understand processes and skills related to collecting, interpreting, and representing data.
1.D.8 Geometry: Demonstrate a conceptual understanding of geometric properties and relationships as they apply to congruence, similarity, geometric figures, and the Cartesian Coordinate System.
1.D.8.E Understand the Pythagorean Theorem and apply it to problem solving situations.
1.D.8.G Classify, visualize, and describe two-dimensional figures and three-dimensional objects as well as the relationship among them.
1.D.9.A Use appropriate measures of central tendency and distributions to summarize, represent, and interpret categorical and quantitative data.
1.D.9.B Understand and evaluate random processes underlying statistical experiments and use random sampling to make inferences about whole populations.
1.D.9.C Understand and use the rules of probability to make predictions, evaluate decisions, and solve problems.
1.D.10 Ratios and Proportional Relationships: Demonstrate conceptual understanding and procedural fluency in analyzing proportional relationships and solving real world mathematical problems.
1.D.10.A Describe and determine additive versus multiplicative perspectives.
1.D.10.B Reason and compute with ratios and the constant of proportionality (unit rate) to solve real world and mathematical problems.
1.D.10.C Recognize, describe, and represent equivalent ratios, rates, and proportional relationships.
1.D.10.D Represent and analyze proportional relationships using tables, graphs, equations, diagrams, concrete and mathematical models, and verbal descriptions of proportional relationships.
1.D.10.E Compute the constant of proportionality (unit rate) associated with rational numbers.
1.D.10.F Recognize and connect proportional relationships to geometry, measurement, statistics, probability, and function.
1.D.10.G Use ratio reasoning to convert measurement units.
1.D.11 Modeling and Technology: Connect mathematics with real life problems through the use of mathematical modeling and technology.
1.D.11.A Construct mathematical models in the content strands (e.g., look at a real life situation and transpose it into a mathematical problem, solve the problem, and interpret the
solution in real life.)

1.D.11.B Use the appropriate technology available to explore conjectures, visualize, and analyze the mathematics, develop concepts and apply them to a context, and use technology to model in the real world.

1.D.12 Mathematics Instructional Methodology: Candidates possess a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning.

1.D.12.A Select, use, and determine suitability of the available mathematics curricula, teaching materials, and other resources including manipulatives for the learning of mathematics for all students.

1.D.12.B Demonstrate ability to present mathematical concepts using multiple representations (e.g., numerical, graphical, analytical, and contextual).

1.D.12.C Demonstrate the ability to guide student discourse in mathematical problem solving, argumentation (creation and critiquing), literacy, and in-depth conceptual understanding.

1.D.12.D Demonstrate knowledge of learning progressions, including conceptual and procedural milestones and common misconceptions, within each content domain and connections to instruction. 1.D.12.D.1 Demonstrate knowledge of major, supporting, and additional clusters for each grade level. 1.D.12.D.2 Demonstrate an understanding of the concept of mathematical rigor including conceptual understanding, procedural skill and fluency, and application. 1.D.12.D.3 Demonstrate an understanding of coherent connections within clusters at a grade level and the progression from grade level to grade level that builds on previous learning.

1.D.12.E Engage in developmentally and culturally responsive teaching of mathematics that minimizes power and status issues, nurtures a positive mathematics disposition, and utilizes students’ cultural funds of knowledge and experiences as resources for lessons.

1.E Science

The candidate works with their students to build the interrelationships among science, technology, engineering, mathematics (STEM), and society; by applying fundamental concepts related to Disciplinary Core Ideas (earth and space science, the life sciences, physical sciences, and engineering design); and promotes the scientific abilities of all children (Appendix D, All Standards, All Students (PDF)) as they acquire new knowledge through the use of Crosscutting Concepts and Science and Engineering Practices in the Next Generation Science Standards (NGSS).

1.E.1 Applies the developmental and social foundations of learning (K-8), specifically as they relate to science and engineering practices, mathematical thinking, and language.

1.E.2 Engage in instruction that integrates Disciplinary Core Ideas in Appendix E (PDF) with Crosscutting Concepts in Appendix G and Science and Engineering Practices in Appendix F (PDF) in the NGSS.

1.E.3 Know foundational science concepts and principles at a level that allows for the design and implementation of instruction that integrates Disciplinary Core Ideas with Crosscutting Concepts and Science and Engineering Practices.


1.E.4 Uses the Crosscutting Concepts as an organizational framework for connecting core ideas across the earth and space sciences, the life sciences, physical sciences, and engineering design.
1.E.5.A Asking questions (for science) and defining problems (for engineering).
1.E.5.C Planning and carrying out investigations.
1.E.5.D Analyzing and interpreting data.
1.E.5.F Constructing explanations (for science) and designing solutions (for engineering).
1.E.5.G Engaging in argument from evidence.
1.E.6 Understands and integrates the use of appropriate tools, including technological tools e.g., e-tools and interactive science notebooks.
1.E.7 Develops knowledge of and applies safety precautions and procedures relative to science investigations e.g., student eye protection, safe storage of chemicals, and equipment care and maintenance. Demonstrates responsible use and disposal of live organisms according to Washington State law.
1.E.8 Develops an understanding of how science, technology, engineering, and mathematics (STEM) disciplines are interrelated to each other, society, the workplace, and the environment in Appendix J, Science, Technology, Society and the Environment (PDF); and how they promote equitable learning opportunities for all students in Appendix D, All Standards, All Students in the NGSS.
1.E.9 Knows and understands the interactions between culture and science, and the contributions of diverse individuals to the development of science and technology, and how science and technology have affected individuals, cultures, and societies throughout human history e.g., analysis of local, regional, national, and/or global environmental and resource issues in Appendix D, All Standards, All Students (PDF) and Appendix H, Nature of Science (PDF) in the NGSS.
1.F Social Studies
1.F.1 Civics: Establish a framework for thoughtful participatory citizenship and civic decision-making by an understanding of government, law, and politics, including:
1.F.1.A key ideals and principles of the United States, including those in the Declaration of Independence, Constitution, and Bill of Rights
1.F.1.B the purposes, functions, and organization of governments and laws, such as local government (mayors, city councils, school boards) and how and why state, tribal, and federal governments make, interpret, and enforce rules and laws
1.F.1.C the rights and responsibilities of thoughtful participatory citizenship and civic involvement
1.F.1.D the nature, functions, and organization of neighborhoods and communities
1.F.2 Economics: Comprehend economic concepts and systems and the interactions among economy and individuals, households, businesses, governments, and societies, by understanding:
1.F.2.A the need to make choices among wants and needs and evaluate the outcomes of those choices, as embodied in concepts such as scarcity, decision-making, opportunity costs, factors, productive resource, values and beliefs,
1.F.2.B supply and demand, prices, profits, incentives, specialization and trade and globalization,
1.F.2.C how the government affects the economy through taxation,
1.F.2.D the economic issues and problems that all societies face, such sustainability and the distribution of wealth.
1.F.3 Geography: Comprehend how geographic features and human cultures shape and impact environments, including an understanding of:
1.F.3.A the physical characteristics, cultural characteristics and location of places and regions, including patterns of human settlements
1.F.3.B the use of maps/geographic tools, including Geographic Information Systems
1.F.4 History: Evaluate the role of historical events and themes and how they shape the present and future in the history of the Northwest, the United States, the world, and tribal, indigenous, and diverse cultures, including the ability to:
1.F.4.A understand historical chronology, with the capability to understand and create timelines to show how historical events are organized into time periods and eras,
1.F.4.B analyze events in American, northwest, tribal/indigenous, and world history in terms of conflict and cooperation among individuals and groups; power, authority, and governance; the movements of people and encounters/mutual influence among cultures; the relationship between people and their environment; the influence of ideas, values and technology on historical events; the everyday experience of ordinary people; turning points; and cause and effect,
1.F.4.C understand that there are multiple interpretations and perspectives about historical events,
1.F.4.D use history to understand the present and plan for the future
1.F.5 Pedagogy to Operationalize the Social Studies and Promote Civic Behaviors: Exhibit necessary social studies-specific pedagogical skills, including the ability to:
1.F.5.A Demonstrate the skills to analyze social studies concepts for the developmental level of elementary students (e.g. making abstract concepts concrete, examples, use of students’ funds of knowledge)
1.F.5.B Facilitate a variety of classroom discussion formats
1.F.5.D Employ decision-making processes used in a democratic society by: 1.F.5.D.1 Modeling, teaching, and leading student reflection on democratic decision-making processes, 1.F.5.D.2 Teaching the variety of decision-making strategies used in governments and businesses, 1.F.5.D.3 Engaging students in governance activities in the classroom and school
1.F.5.E Invite students into the process of civic engagement by: 1.F.5.E.1 Demonstrating a variety of community involvement skills to enhance social studies instruction, 1.F.5.E.2 Involving students as active citizens in community; 1.F.5.E.3 Involving the community in civic engagement with students; 1.F.5.E.4 Integrating the resources of the community
1.F.5.F Access and develop classroom-based assessments including OSPI-developed CBAs to monitor and assess social studies content knowledge and civic behaviors
1.F.5.G Engage students in activities on global issues (e.g. sustainability, climate, conflict, economic patterns, global health, cause and effect, etc.)
2.0 UNDERSTANDING OF LEARNERS AND THEIR COMMUNITIES
Candidates possess a deep understanding of the development and learning of children and young adolescents and how teachers can connect learning to students’ communities.

2.A Understand major concepts, theories, and research related to typical and atypical development of the whole child and young adolescent to include cognitive, social, emotional, linguistic, creative and physical development.

2.B Understand exceptionalities and special learning needs of students in order to:

2.B.1 Gain knowledge of the laws and terms governing students with special needs, and the implications for the classroom teacher.

2.B.2 Collaboratively work with the student support team to assess and analyze student performance, design and implement the intervention, and report results of interventions.

2.B.3 Utilize appropriate resources to investigate students’ special learning needs and identify appropriate instructional strategies.

2.C Understand how home environment and community factors: cultural backgrounds, ethnicity, language development, socioeconomic status (SES), values about education, gender, and disabilities influence the learning of students.

2.D Understand the needs of high-poverty and at-risk children and adolescents.

3.0 LEARNING COMMUNITY
Candidates establish classroom communities that foster student engagement, learning and positive relationships.

3.A Establish rapport with individual students that supports a personalized learning environment through respect and caring.

3.B Create learning climate that encourages trust and mutual support among students.

3.C Build student capacity for self-confidence, self-advocacy, self-directed learning and decision-making.

3.D Support full participation and engagement by all learners, including marginalized students.

3.E Establish classroom norms and expectations with students that support a safe, positive learning climate for all.

3.F Manage student behavior fairly and equitably.

3.G Establish effective and orderly classroom procedures, including use of classroom materials, transitions, and behavioral interventions.

3.H Involve students’ families in the learning community by establishing effective two-way communication and designing appropriate and culturally responsive learning environments.

4.0 INSTRUCTION
Candidates use inquiry to effectively design and execute instructional plans and strategies that support diverse student learning within and across academic content areas.

4.A Design and implement learning activities that utilize research based practice and on-going reflection on instruction.

4.B Establish and communicate learning targets that:

4.B.1 are explicitly aligned with state and district standards.

4.B.2 represent meaningful learning, including fostering of student critical thinking and problem solving.

4.B.3 are suitable for all students in the class and are adapted to the needs of individual students in order to ensure learner motivation and progress.

4.B.4 are grounded in transformative multicultural knowledge, reasoning, performance skills, products, and dispositions.

4.C Structure learning activities that enable students to achieve accurate and meaningful understanding of academic content and development of academic skills including:
4.C.1 acquiring information through reading, writing, listening, speaking and viewing.
4.C.2 locating, acquiring, and evaluating information from a variety of sources
4.C.3 conducting research, and deliberating, forming, and evaluating positions through the processes of reading, writing, speaking, viewing, and listening
4.C.4 constructing deeper and more meaningful understanding through the appropriate use of primary sources
4.C.5 developing in-depth conceptual understanding including the ability to develop/test generalizations and solve problems
4.D Structure learning activities that support the acquisition of state and district standards including:
4.D.1 Use of instructional grouping options (e.g., individual, small group, whole class, differentiated, peer tutoring) as appropriate for instruction
4.D.2 Use of a wide range of curriculum materials and teaching strategies to ensure effective instruction for learners at different stages of development and from different cultural and linguistic backgrounds.
4.E Models and supports inquiry and critical thinking through the skillful use of questioning
4.F Effectively use technology to build understanding and skill and increase student capacity to use technology
4.H Pace instruction through the use of scaffolding and gradual release of responsibility
4.I Support the development of discussion skills by emphasizing and modeling the importance of evidence, multiple perspectives, active listening, and mutual respect.

5.0 ASSESSMENT
Candidates individually and/or collaboratively design and implement a wide range of assessment strategies to inform instruction and support student learning within and across academic content areas.
5.A Align assessment strategies with learning targets
5.B Use a variety of formative and summative assessments that measure student performance relative to learning targets
5.C Effectively use state, district, and/or classroom assessments
5.D Use assessments, including rubrics (teacher, student, or institution generated), to promote student understanding of quality work and to improve self-reflection, peer feedback, and goal setting
5.E Build student capacity to use assessment to evaluate progress toward learning targets, reflect on learning, and make appropriate learning decisions
5.F Analyze assessment results to determine impact on student learning and to adjust instruction to improve teaching and learning (positive impact)
5.F.1 Understand student cognition in order to perform accurate error analysis and alleviate student misunderstanding
5.G Modify assessment practices so that students with exceptional needs can demonstrate mastery of concepts in alternative ways
APPENDIX E: READING ENDORSEMENT COMPETENCIES

1.0 FOUNDATIONAL KNOWLEDGE

Candidates have knowledge of the literacy processes and know how to apply the results of evidence-based literacy research (qualitative and quantitative) to instructional practices. Literacy is defined as:

- The integration of listening, speaking, reading, writing and critical thinking across all media types
- The knowledge to recognize and use language appropriate to a situation
- The ability to think, create, question, solve problems and reflect

1.A Demonstrate knowledge of the major theories of first and additional language acquisition and development and learning in the teaching of reading, writing, oral language, critical thinking, comprehension, and habits of mind.

1.A.1 Demonstrate knowledge that reading and writing are developmental processes.

1.A.2 Demonstrate knowledge of the foundations of phonology, morphology, semantics, syntax, pragmatics, and orthography.

1.A.3 Demonstrate knowledge of qualitative and quantitative reading research, the history of the teaching of reading, and best practices of reading instruction.

1.A.4 Demonstrate knowledge of the interrelationships of reading and writing, and listening and speaking.

1.A.5 Demonstrate knowledge of the role of meta-cognition in reading and writing, and listening and speaking.

1.B Demonstrate knowledge of the essential components of reading (phonics, word recognition, fluency, vocabulary, comprehension). Phonological awareness, print concepts, and academic language.

1.B.1 Know the instructional progression of concepts of print [e.g., holding a book, understanding that print carries meaning, directionality, tracking of print, letter representation, word, and sentence].

1.B.2 Demonstrate knowledge of phonemic awareness [e.g., segmentation, blending, substitution].

1.B.3 Demonstrate knowledge of phonics [e.g., sound symbol correspondence, blending, and word families].

1.B.4 Demonstrate knowledge of fluency [e.g., rate, accuracy, prosody].

1.B.5 Demonstrate knowledge of indirect and direct vocabulary instruction [e.g., specific word instruction and word-learning strategies, using resources, word parts, and context clues].

1.B.6 Demonstrate knowledge of comprehension skills and strategies [e.g., monitoring, summarizing, generating and answering questions].

1.B.7 Explain how additional components of literacy are inextricably linked to the reading process (oral language, spelling and writing).

1.B.8 Demonstrate knowledge of literary terminology and concepts [e.g., identify main idea, genre, text features, inference, foreshadowing, author’s purpose, fact v. opinion].

1.C Demonstrate knowledge of various factors that affect language development and reading acquisition [e.g., cultural, environmental, linguistic, physical, social].

1.C.1 Demonstrate knowledge of the interrelationship between first and second language and literacy acquisition.

1.C.2 Demonstrate knowledge of how culture, language, dialect, and ethnic diversity among learners can positively influence literacy development.

1.C.3 Demonstrate knowledge of the importance of including families as partners in the literacy development of their children.

1.D Know how to use the Common Core State Standards to guide instruction.

1.E Demonstrate and model speech in a variety of contexts and communicative tasks,
showing command of standard English when indicated or appropriate.

1.F Demonstrate knowledge of determining level of text complexity.

2.0 ASSESSMENT, DIAGNOSIS, AND EVALUATION
Candidates demonstrate knowledge of the assessment/instruction cycle (data analysis, universal screening, diagnostic, progress monitoring, formative, summative), and how to use a variety of assessment tools and practices to plan and evaluate evidence-based literacy instruction.

2.A Demonstrate knowledge of selecting assessment tools to match the instructional purpose.
2.B Demonstrate knowledge of interpreting assessment results to inform instruction, prevention, and intervention.
2.C Demonstrate knowledge of providing students with the opportunity to self-evaluate, set goals for improvement, and monitor own progress.

3.0 INSTRUCTIONAL STRATEGIES AND RESOURCES
Candidates have knowledge of a wide range of instructional practices, approaches, methods, and curriculum materials to support literacy instruction.

3.A Demonstrate knowledge of a wide-range of instructional strategies.
3.A.1 Demonstrate knowledge of a wide range of research-based instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.
3.A.2 Demonstrate knowledge of a wide range of strategies used to comprehend, analyze, interpret, and evaluate a variety of literary and expository texts [e.g., demonstrate an understanding of how elements such as tone, bias, and point of view influence the meaning of text].
3.A.3 Demonstrate knowledge of instructional grouping options [e.g., individual, small group, whole class, differentiated, peer tutoring, computer based] as appropriate for reading instruction.
3.A.4 Demonstrate knowledge of the contextual factors in schools that influence student learning and reading [e.g., grouping procedures, school programs, and assessment].
3.B Demonstrate knowledge of how to select and use a wide-range of curricular materials, and strategically implement effective literacy instruction for all learners.
3.B.1 Demonstrate knowledge of a wide range of curriculum materials to ensure effective reading instruction, focused on comprehension and meaning, for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.
3.B.2 Explain how to select and adapt classroom-based literacy instructional materials, including technology-based materials.
3.B.3 Demonstrate knowledge that material selection criteria should be informed by research and must accommodate the developmental, cultural, and linguistic differences of learners.
3.B.4 Demonstrate knowledge of the range of genre in classic and contemporary children’s and young adult literature.
3.B.5 Demonstrate knowledge of the purpose and use of various text types [e.g., decodable, predictable, easy reader].
3.B.6 Explain independent, instructional, and frustrational levels of reading.
3.B.7 Demonstrate knowledge of scaffolding comprehension strategies for managing increasingly complex texts.
3.B.8 Select print, non-print, and technology-based information representing multiple levels, broad interests, and cultural and linguistic backgrounds.
3.C Demonstrate knowledge of how to plan systematic, explicit instruction for the foundational, comprehension, and composition components of reading and writing. This includes knowledge and use of appropriate materials and explicit, personalized instruction
based upon the assessed needs of each student.

3.D Demonstrate how to model and explicitly teach students to use word identification, word meaning, and context clues to read for meaning.

3.E Demonstrate how to plan systematic instruction to support students in developing key ideas and details, craft and structure, integration of knowledge and ideas.

3.F Demonstrate ability to give and receive appropriate and timely feedback to students to shape instruction.

3.F.1 Feedback should be goal referenced, tangible, transparent, actionable, user-friendly, ongoing, and consistent.

4.0 CREATING A LITERATE ENVIRONMENT
Candidates foster literacy development by using instructional practices, curriculum materials and the appropriate use of assessments to create a literate environment.

4.A Demonstrate knowledge that students’ interests, literacy skills, and funds of knowledge are always considered and integrated.

4.B Demonstrate understanding that creating a literate environment includes literary and informational texts that foster interest and growth in all aspects of literacy including student choice in selection of reading materials.

4.C Demonstrate understanding of the evidence that grounds practice in creating a literate environment.

4.D Demonstrate knowledge of the need for a variety of instructional materials and reference sources [e.g. large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.] 4.E Demonstrate knowledge of selecting and adapting a variety of print, non-print, and classroom-based instructional materials for literacy, including those that are technology-based and are appropriate to the developmental needs of the student.

4.F Demonstrate knowledge of the various ways to use text forms and features to teach reading [e.g., conventions of written English, text structure and genres, figurative language, and textual links].

4.G Demonstrate and accurately explain Gradual Release of Responsibility (GRR) to develop independent literate learners.

4.H Demonstrate ability to engage and collaborate with caregivers regarding students’ literacy development.

4.I Model literacy to encourage students to be lifelong literate citizens.

5.0 PROFESSIONAL DEVELOPMENT
Candidates view professional development as a career-long effort and responsibility.

5.A Understand the importance of respecting socio-economic, cultural, linguistic, and ethnic diversity in the teaching process.

5.B Understand the importance of keeping current in the knowledge of the field of literacy [e.g., reading professional journals and publications, data analysis and assessment, participating in professional organizations, conferences, professional book studies, apply research (qualitative and quantitative) to instructional practices].

5.C Exhibit collaborative and collegial practices that focus on improvement of student learning through observation and discussion.

6.0 INSTRUCTIONAL METHODOLOGY
Candidates demonstrate a deep understanding of the pedagogical knowledge and practice specific to the teaching of literacy.

6.A Demonstrate how to apply the results of evidence-based literacy research (qualitative and quantitative) to instructional practices

6.B Use a wide range of assessment tools and practices that range from individual and group standardized tests to individual and group informal classroom assessment strategies,
including technology-based assessment tools appropriate to the students.

**6.C** Select appropriate materials and demonstrate the ability to plan and implement effective literacy instruction for all learners based on the Common Core State Standards and the needs of the students.

**6.D** Provide students with ample opportunity to become independent learners and to self-advocate.
Overview of Policy and Eligibility
Candidates accepted into the ESD-U program are eligible for access to State Conditional Scholarship funds made available by the Professional Educator Standards Board (PESB). Scholarships are made available through the application by ESD-U with partnerships of districts to the Alternative Block Grant (ARBG). Scholarship slots will be distributed to districts based on request and qualifications of candidates nominated and then selected to enter the program. Scholarship awards will not be available to candidates until they have been accepted by ESD-U. There will be equitable access to districts to identified eligible candidates given size of district and rural and remote location. In collaboration with ESD-U, with collaborating districts, will distribute slots to candidates.

Candidates must meet rigorous entrance requirements and must have commitment of support from a local school district. See image below and references in ESD-U Participant Handbook available online at: https://www.esd112.org/esd-u.
Selection Preferences
ESD-U shall select individuals to receive conditional scholarships. In selecting recipients, preference shall be given to eligible veterans or national guard members. In awarding conditional scholarships to support additional bilingual education or English language learner endorsements, ESD-U shall also give preference to teachers assigned to schools required under state or federal accountability measures to implement a plan for improvement, and to teachers assigned to schools whose enrollment of English language learner students has increased an average of more than five percent per year over the previous three years.

Funds Distribution to Candidates
Funds made available to candidates for tuition scholarships will be distributed to student-centric accounts hosted by ESD-U and supported by ESD 112 Business Services office. Funds will be distributed twice per year at the beginning of each term. Funds will be distributed to candidates making satisfactory progress supported by ITD plans that show a clear path to completion in two years from initial start date.

Distribution dates:
- Summer/Fall Term July 1st
- Winter/Spring Term December 1st

ESD 112 Business Services, Business & Financial Management department will support the accounting of awarded scholarship funds. Tuition for classes will cover the cost of the course work. Candidates may be required to purchase books outside the scholarship funds.

Satisfactory Progress
Candidates must make adequate progress as per expectations for program completion. Progress checks for completion with ESD-U will happen quarterly with the candidate, field supervisor and ESD-U administrator approving the adequate progress. Candidates must receive a passing grade in each required course. Competency based grading will be used to support identification of students either demonstrating or not demonstrating competencies in each course. Candidates receiving a passing grade must demonstrate competencies in required courses evaluated by assigned competencies.

Reviews will happen on or by the following calendar dates and ITD plan will be reviewed and adjusted to support the candidates completion of the program. Where deficits are identified, ITD plans will be adjusted as needed to support continuous enrollment and to expand the completion up to two years from start date. Additional online learning may be assigned where courses may have been missed.
State Funded Conditional Scholarship Policy and Processes

ITD Plan Satisfactory Progress Review completed on or by the following dates:
- August 15th
- November 15th
- February 15th
- May 15th

Changes to support the candidate to complete the program in a two-year window will be monitored during each review window. Adjustments to the ITD plan will support completion of the program in two years. When the ITD plan can no longer be adjusted to meet a two-year completion plan, the candidate’s progress will be identified as unsatisfactory.

After being identified as making unsatisfactory progress, prior to which all options to correct the progress have been exhausted, the candidate will be not able to access continued learning opportunities and program supports. The candidate will be dismissed from the program. The ESD-U Professional Educator Advisory Board will review appeals made within 30 days of this decision. The repayment policy will be reviewed to identify what tuition funds will need to be repaid.

Repayment Policy

A student will be required to repay the Alternative Routes Conditional Loan Scholarship if they do not meet the conditions of award listed on the promissory note. Additionally, students who have not met the Satisfactory Academic Progress (SAP) stipulations will be required to repay the award. As outlined in the promissory note, students who do not complete the program, who leave the program, or do not obtain a teaching position as outlined will be required to begin repayment based on the conditions of the promissory note.

A student is not meeting the conditions of award and must begin immediate repayment when they:
- Do not complete the intended educational program within the stated period (e.g. two years)
- Do not obtain a qualified teaching position before the end of the grace period
- Do not fulfill the teaching component for the award
- Do not meet the requirements under the ITD plan as outlined in the Satisfactory Progress section
- Are not in a deferment status