



ESD-U Course Descriptions

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Last updated 4/27/2021



Elementary Education Courses

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

Candidates will gain a broad overview of present issues in elementary education, including fundamentals of instructional design, the teaching and learning cycle, state and federal education policy, issues of equity and access, and state learning standards. Emphasis will be placed on core knowledge and skills relevant across content areas and grade levels. Candidates will gain understanding of the teaching and learning cycle that will form the foundation for subsequent content-area methods courses.

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

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

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

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

ELEM ED 405 – Math/STEM Methods #1

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

ELEM ED 406 – Math/STEM Methods #2



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

ELEM ED 505 – ELA Methods Overview

This course will include the foundations of language development and the interrelationships of reading, writing, speaking and listening, as well as the role of metacognition in the literacy process. Candidates will explore diversity in language use, language acquisition, dialects across cultures and how gender and social roles can affect student learning. There will be a focus on utilizing appropriate literacy assessment tools that keep the learner in mind while understanding and interpreting assessment results to inform instruction. This learning will also focus on the pedagogical practices that lead to differentiated supports in literacy, including whole group, flexible groupings and one-on-one supports. Additional topics will include the process, purposes and practical aspects of teaching communication.

ELEM ED 506 – ELA Reading Methods

This course will focus on the essential components of reading and the instructional progressions of concepts of print and the reading process. Candidates will understand semantics, syntax, morphology and phonology as it relates to Standard American English. Upon completion of this course, candidates will understand and construct meaning from a wide variety of culturally relevant literary and expository text. This learning will include a range of strategies used to comprehend, analyze, interpret and evaluate text. This course will support candidates in understanding the variability in reading levels among children and how to utilize varied assessment tools to inform instruction. Additional topics will include the elements of literature and using historical contexts to support how tone, bias, and point of view influence the meaning of text. Candidates will have opportunities to learn culturally responsive teaching practices, participate in reflective activities to examine their own experiences.

ELEM ED 507 – ELA Writing Methods

This course will focus on the knowledge and understanding of the processes, purposes and practical aspects of teaching writing. Candidates will learn the recursive, interactive and collaborative nature of the writing process and how the diverse life experiences of the writer shape the writing. This course will address finding a clear purpose, audience, and perspective for writing and how students can utilize various formats and technologies. Additional topics will include how to refine topics for research and document reliable sources.

ELEM ED 606 – Science/STEM Methods

Candidates will be introduced to Washington State Learning Standards for science and examine the developmental and social foundations of science learning. Candidates will explore how to implement a hands-on approach anchored by scientific phenomena relevant to the foundational concepts. The significance of cross-cutting concepts as connective themes in student learning will be explored. This course will describe best practices for creating a physically, emotionally and academically safe learning



environment for all students that acknowledges and appreciates students' unique experiences and makes content accessible to learners who come from diverse racial, ethnic, cultural, and socioeconomic backgrounds.

ELEM ED 607 – STEM Methods

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

ELEM ED 707 – Social Studies Methods

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

English Language Learner (ELL) Courses

ELL 101 – Teaching English Learners

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

ELL 105/110 – Teaching Elementary and Secondary English Learners

Each candidate to choose one focus class based on her/his grade level. Course will include second language learning processes and their relationship to learning in the content areas. Includes accessing and selecting appropriate materials for language and content area teaching and learning in order to meet the diverse needs of culturally and linguistically diverse students.

ELL 202 – Teaching Content

Reading, writing, and math to include all levels of ELs. Reading will include the five domains. Writing will include fine motor strategies. Math will include number sense to algebra strategies. Course will include



content knowledge and pedagogical content knowledge with an emphasis on how to create a culture of learning. This culture includes how to assess current knowledge, design engaging lessons, and continually assess and differentiate to maximize learning.

ELL 303 – Lesson Planning for English Language Learners

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

ELL 404 – Assessments and Data Use in ESOL Instruction

Course includes instruction in Summative (standardized) and Formative tests (criterion, CBMs), particularly how to systematically use data to drive instruction. To include understanding scores and how to explain scores to others. Course examines appropriateness of assessment measures, and culturally appropriate testing situations of language minority students, formal and informal assessment, exiting, and monitoring of student progress.

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

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

ELL 707 – Lesson Planning for Inclusion and Differentiation

Course includes elements of an effective lesson plan with target objectives, an activity, and an assessment that creates a differentiated tier of involvement for all student levels from high needs to consult. Also to include learning theories as well as modifications and accommodations particular to the group with which one is teaching and learning.

ELL 808 – Methods for Integration of Language Instruction

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

Reading Courses

RDG 101 – Teaching Readers

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



RDG 105/110 – Teaching Elementary and Secondary Reading

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

RDG 202 – Reading Instruction Methods

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

RDG 303 – Lesson Planning for Readers

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

RDG 404 – Assessments and Data Use in Reading Instruction

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

RDG 606 – Lesson Planning for Productive Student Behaviors

Course to include how to plan and write engaging lessons and how to manage unproductive behaviors should they arise. Course includes practical and effective motivational strategies for adults and students.

RDG 707 – Lesson Planning for Inclusion and Differentiation

Course includes elements of an effective lesson plan with target objectives, an activity, and an assessment that creates a differentiated tier of involvement for all student levels from high needs to consult. Also to include learning theories as well as modifications and accommodations particular to the group with which one is teaching and learning.

RDG 808 – Methods of Reading Instruction

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

Special Education (SPED) Courses

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

An introductory course to the joys and challenges of teaching students with disabilities to include practical strategies as well as theory. Course to include what one needs to know the first day, week, and month of teaching – how to create productive learning environments, pedagogical and content knowledge, and knowledge of learners and learning. Course includes efficient organizational systems to



complete timelines, schedule students and staff, as well as effective communication in supervision of paras and collaborating with other team members.

SPED 105/110 – Teaching Elementary and Secondary Students with disabilities

Each candidate to choose one focus class based on her/his grade level. Course will include developmental theories as well as structuring lessons and collaborating with staff specifically applicable to elementary or secondary environments. Course includes knowledge of ways people learn and knowledge of specific disabilities. While these courses will include introductory knowledge of evaluations, IEPs, FBAs, and BIPs, focus will be on what they need to know the first month.

SPED 202 – Teaching Content

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

SPED 303 – Writing Compliant IEPs

Course includes writing compliant IEPs from start to finish. To include instruction on every line of the IEP to meet state/federal guidelines as well as IEPOL training. Course also includes roles/responsibilities within IEP meetings and how to facilitate meetings that emphasize family and student participation.

SPED 404 – Assessments and Data Use in Special Education

Course includes instruction in Summative (standardized) and Formative tests (criterion, CBMs), particularly how to systematically use data to drive instruction and IEP goals. To include understanding scores and how to explain scores to parents in meetings, and instruction in frequently used standardized academic tests (Woodcock Johnson IV and/or WIAT III). In the spring, course will include how to effectively engage with state standardized assessments for students who have special accommodations or alternative testing (e.g. WA-AIM).

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

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

SPED 707 – Lesson Planning for Inclusion and Differentiation

Course includes elements of an effective lesson plan with target objectives, an activity, and an assessment that creates a differentiated tier of involvement for all student levels from high needs to consult. Also to include learning theories as well as modifications and accommodations particular to the



group with which one is teaching and learning. This course builds on initial content and pedagogical content learning in SPED 202 and on motivational concepts in SPED 606.

SPED 808 – Legal Issues in Special Education

Course to include not only IDEA, ADA, and WAC, but also up-to-date case law guiding special education. To include legal “hot spots” and how to comply with all laws and procedures efficiently.