### Professional Education Required Courses

**Embedded Assignments**

**Initial Programs**

<table>
<thead>
<tr>
<th>Course</th>
<th>Assignment</th>
<th>Outcomes Measured</th>
<th>Fall 2009 M Grade</th>
<th>Winter 2010 M Grade</th>
<th>Spring 2010 M Grade</th>
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<tr>
<td>EDUC 201</td>
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</table>

**EDUC 201:** Introduction to Education  
**EDUC 303:** Foundations of Assessment  
**EDUC 304:** Introduction to Elementary Reading  
**EDUC 310:** Reading Methods, Management and Assessment in the Elementary School  
**EDUC 338:** Language Arts Methods, Management and Assessment in the Elementary School  
**EDUC 399:** Social Studies and Science Methods, Management and Assessment in the Elementary School  
**EDUC 341:** Secondary Strategies, Management and Assessment  
**EDUC 413:** Content Area Reading, Management and Assessment  
**EDUC 418:** Foundations of Elementary Classroom Management (now EDUC 308)  
**EDUC 419:** Foundations of Secondary Classroom Management (now EDUC 309)
Content Knowledge Outcomes:

A. EDUC 200: ADMISSION TO TEACHER EDUCATION

- An introductory knowledge of the Department of Education Mission and Vision, National Council for Teacher Accreditation of Teacher Education (NCATE) and Stat of Washington Knowledge and Skills.

B. EDUC 201: INTRODUCTION TO TEACHER EDUCATION

- The development of education in public and private schools in the United States.
- The political, economic, social, religious and philosophical forces that have shaped American education.
- The general structure of the P12 educational system.
- The Professional Code of Ethics.
- Issues related to closing the achievement gap including exceptionality, diversity, gender and socioeconomic issues.

C. EDUC 303: FOUNDATIONS OF ASSESSMENT

- Plan for the assessment of learning, taking into account a wide array of student diversity and abilities.
- Develop detailed lesson plans including EALRs, outcomes, pedagogy format, assessment, grading plan, and know how and be able to explain assessment goals and results to student, parents, and other community members.
- Develop different kinds of assessment instruments and assess learning outcomes based on state and discipline standards in his or her content area(s).
- Assessment areas may include but are not limited to: objective test with key, rubric hard and observational checklist, assessment conference, metacognitive reflection paper, a rubric organizer and an assessment portfolio.

D. EDUC 304: INTRODUCTION TO ELEMENTARY READING

- Describe three models of reading: basal approach, Reader’s Workshop and a literature based approach and explain how these models incorporate a student centered environment, diversity and technology.

E. EDUC 308: FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT (EDUC 418 until Fall 2010)

- Conceptualize and articulate a classroom management perspective that includes managing a democratic learning environment which supports equitable collaboration and interaction by effectively using materials and technology, modeling interactions, providing clear direction and expectations.
- Describe classroom environment that meet the learning, physical and social/emotional needs of diverse learners.
• Describe instructional strategies of management that incorporate cultural responsiveness.
• Develop knowledge of legal rights and responsibilities of teachers and schools.
• Describe procedures for reporting and providing assistance to victims of child abuse.

F. EDUC 309: FOUNDATIONS OF SECONDARY CLASSROOM MANAGEMENT (EDUC 419 until Fall 2010)
• Conceptualize and articulate a classroom management perspective that includes managing a democratic learning environment which supports equitable collaboration and interaction by effectively using materials and technology, modeling interactions, providing clear direction and expectations.
• Describe classroom environment that meet the learning, physical and social/emotional needs of diverse learners.
• Describe instructional strategies of management that incorporate cultural responsiveness.
• Develop knowledge of legal rights and responsibilities of teachers and schools.
• Describe procedures for reporting and providing assistance to victims of child abuse.

G. EDUC 310: READING METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY CLASSROOM
• Literacy lesson development, classroom management, assessment, e.g., running records, miscues, analysis, retellings and portfolios.
• How to clearly state measurable objectives, use of technology for instruction, assessment aligned with instruction, Washington State EALRs, management plan addressing collaborative interactions, grouping, classroom procedures and transition, opportunities for student voice, and communication with parents.

H. EDUC 338: LANGUAGE ARTS METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL
• Write or orally describe best practices of instruction in Language Arts components of listening, speaking, writing, reading, and spelling to include research and history.
• Describe a variety of Language Arts instructional and assessment strategies for all students that incorporate EALRs and GLEs.
• Design and write lesson plans which include outcomes, instructional strategies, assessment, technology, and classroom management.

I. EDUC 339: SOCIAL STUDIES AND SCIENCE METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL
• Develop projects describing nature of inquiry in Science and Social Studies integrating concepts and principles of physical, life, and earth sciences, history, geography, civics and economics.
• Design two lesson plans; one is Social Studies and one in Science, which include outcomes, assessment, content and process skills, problem solving steps, data gathering, a classroom
management plan, i.e., collaboration, classroom procedures, opportunities for student voice/choice, communication with parents, and use of technology to support instruction.

J. EDUC 341: SECONDARY STRATEGIES, MANAGEMENT AND ASSESSMENT

- Design lesson plans which include student learning outcomes, procedures, assessment, classroom management procedures and teaching strategies, i.e., group and collaborative learning, discussion inquiry/discovery, direct teaching, self-directed learning, and technology.
- Develop lesson plans which incorporate Washington state knowledge and skills, EALRs and GLEs.
- Design assessment strategies that measure and promote all students’ learning, including but not limited to: objective test with key and rubric, t-chart observational checklist, assessment conference, metacognitive reflective paper, graphic organizer, and assessment portfolio.

K. EDUC 413: CONTENT AREA READING, MANAGEMENT AND ASSESSMENT

- Demonstrate use of comprehension strategies of content area materials before, after, and during the instruction.
- Design lesson plans including EALRs, GLEs, outcomes, procedures, assessment, classroom management, integration or reading/writing/communication with subject matter, the use of technology for instruction, pre-reading, assistive reading and reflective reading.
- Use a variety of assessment tools which may include but are not limited to objective test with key and rubric, final exams, observational checklists, assessment conferences, metacognitive reflective papers, graphic organizers and assessment portfolios.

L. EDUC 420: ADMISSION TO PROFESSIONAL CANDIDACY

- Legal issues affecting public school teachers
- WAC/NCATE/Department of Education standards through the completion of the Evidentiary Portfolio.