

Washington Education Association Course Descriptions

ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2697	2023 CRCM/FCS Training of Trainer (Equity) (20hr)	Closing Achievement and Opportunity Gaps	Yes	20	0	0
COURSE DESCRIPTION						
<p>CRCM/FCS/ESP program trainers will spend three days learning about new (CCDEI) equity research and adult instructional methods that will be incorporated into member led training for the 2023-24 school year. Three primary areas of learning will be:</p> <p>Learn and Review Identity Slurs Training/Crucial Classroom Conversations Update and Review Culturally Responsive Classroom Management Modules 1-3, 4 and 5 Adult Learning Theory Strategies</p> <p>This course is for Training of Trainers to implement professional development training for school district staff and WEA members. The training will be facilitated in collaboration with Consultant, Yelena Patish, University of Washington Education Professor and leader in classroom instruction and equity.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Apply the updated CRCM framework of awareness, knowledge, skills, and advocacy. Through the lens of cultural competency and cultural humility is the only effective means of implementing the CRCM skills of equity. Focus of research will be centered on: • Building and Maintaining Social Relationships • Communicating in Culturally Responsive ways • Cultivating a Safe and Inclusive Environment for ALL students • Culturally Responsive Behavior Interventions that increase community and resiliency for our students • Understand and apply a culturally responsive lens to build meaningful, caring adult relationships with students. The purpose of the relationship between teacher and student is to increase student hope and resiliency across differences, the greatest factor towards graduation and academic success. • Learning to incorporate equity strategies into adult learning theory to improve participant engagement • Ensure that all trainings meet WEA equity standards in design, implementation, and instruction 						

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2992	2024 ACT ESP Conf: Ed Sup PROF Lead from the Front...Unstoppable (Equity) (6hr)	Closing Achievement and Opportunity Gaps	Yes	6	0	0
COURSE DESCRIPTION						
<p>Participants will engage in a range of training aimed at success in the classroom and their profession. At the conclusion of the symposium, participants emerge with new skills and information to apply at work and in their careers. Sessions include: Triggers here, Triggers there, Triggers everywhere (clock hour approved) Assets, Strengths and Resiliency of Immigrant Students (clock hour approved) Students Experiencing Homelessness (clock hour approved) Difficult Conversations with Parents and Students (clock hour approved) Communicating Effectively with Diverse Students and Families for Clerical Staff (clock hour approved) New Discipline Rules-Moving Away from Exclusionary Practice (clock hour approved)</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Participants will be introduced to the CCDEI Standards and will understand why the state, union, and districts must embed these expectations for educators so that students feel safe and ready to learn. • Participants will understand the connections between CCDEI standards and the proposed conference trainings. They will be able to demonstrate and speak to the CCDEI standards and how to implement ideas/strategies, and concepts into their daily work with students. • Participants, taught by their peers, will be able to identify their own biases and fear, based on culture, history etc. so that they can choose the appropriate resources, equity leaders/mentors, and learning strategies for personal and professional growth in an area that they see needs to be bolstered for student success. 						

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ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2997	2024 Teaching Equity Conference (Equity) (6hr)	Closing Achievement and Opportunity Gaps	Yes	6	0	0
COURSE DESCRIPTION						
<p>The 2024 Teaching Equity Conference is dedicated to eliminating opportunity gaps for all students while creating classroom cultures that increase both academic and social emotional student outcomes. As professional educators, participants will cultivate effective classroom cultures based on Washington State's Equity-Based School Practices: Cultural Competency, Diversity, Equity and Inclusion for the purpose of improving student engagement and learning for all students. This will be done through the lens of creating classroom, school and district narratives based on the power of "Asset-Based Story Telling". Asset-based narratives create school cultures that center student to educator relationships and student to student relationships. Effective and authentic relational classroom system have a direct impact on social emotional growth and academic achievement.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Apply the power of asset-based storytelling to drive the classroom narrative and culture to strengthen student sense of belonging, and engagement. • Apply relational systems in the classroom to establish educator to student and student to student relational systems in the first 4-6 weeks. • Apply the WEA Equity-based CCDEI Practices Rubric to the conference for the purpose of applying the strategies to the participant's school communities. • Identify resources and trainings to return to the participant's school communities. <p>Breakout sessions include:</p> <ul style="list-style-type: none"> • Conflicts & School Cultures (Ben Ibale) • API (Filma Fontanilla) • WA State Discipline (Sally) • Restorative Justice (Manuel & Manasi) • African American Studies (Patricia McDonald, Highline Cadre) • Ethnic Studies (Patricia McDonald, Highline Cadre) • Gender Studies (Patricia McDonald, Highline Cadre) • Power of Story Telling (Luis Ortega) 						

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ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2988	Courageous Conversations: Student Social and Cultural Conflicts (Equity) (3hr)	Closing Achievement and Opportunity Gaps	Yes	3	0	0
COURSE DESCRIPTION						
<p>This course introduces a courageous conversations protocol for student social and cultural conflicts. It addresses the harm that occurs to the impacted student(s), the student(s) that did the impacting, and the culture or climate in which it occurred. It is our responsibility as educators to create the classroom culture and expectations, and it is also our responsibility to heal the harm in our classroom cultures.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Apply Washington's Equity-based School Practices: Understanding Self and Others, Student, Family and Community Engagement, Leading for Educational Equity • Identify a process for responding to social and cultural conflicts among students, specifically when harmful language is used. • Demonstrate and understanding for how to apply the protocol for Courageous Conversations for the Classroom for responding to harmful language or identity slurs between students. • Learn how to facilitate classroom meetings and restorative conferences to address student to student conflict. 						

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ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2479	CRCM 1a and 1b: Classroom Communities (Equity) (5hr)	Closing Achievement and Opportunity Gaps	Yes	5	0	0
COURSE DESCRIPTION						
<p>This online training helps educators by providing a lens of relational equity and cultural competency for the purpose of improving student engagement through effective classroom management that focuses on student-to-educator relationships and student to student relationships. The purpose of educator relationships is to increase student hope and resiliency as the greatest factor towards graduation and individual success.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Apply the cultural competency framework of awareness(see), understanding(hear), skills(know) and advocacy(champion) to increase relational and instructional effectiveness with students from diverse populations including, but not limited to socioeconomic, language, ethnicity, race, sexual orientation, gender, religion, age and ability. • Apply the unique research traits of student resiliency as a primary factor in closing the opportunity/achievement gap to build relational strategies that focus on asset-based instruction and that develop student hope and resiliency. • Apply the culturally responsive strategies of educator to student and student to student relationships as a tier one intervention to build and sustain relationships in the classroom as the basis for culturally responsive classroom management. • Demonstrate the Culture of Courageous Conversations in school-based relationships. <ul style="list-style-type: none"> ○ Educator to the whole class ○ Educator to student ○ Student to Student ○ Educator to Family ○ Educator to Educator • Complete one hour of homework by reflecting on the participant's culturally responsive practices in their buildings, classrooms, and programs. Identify and apply culturally responsive strategies to the five types of school-based relationships. Identify the 21% of students that fall into the low hope and resiliency category and provide a tier 2 or 3 intervention. 						

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ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2483	CRCM 2a and 2b: Classroom Relationships (Equity) (5hr)	Closing Achievement and Opportunity Gaps	Yes	5	0	0
COURSE DESCRIPTION						
<p>This online or face-to-face training helps educators develop culturally responsive classroom management practices to ensure that students experience a positive, consistent, safe, and equitable classroom. Participants learn strategies to appreciate and appropriately integrate their students' culture and family backgrounds into the classroom culture as a tier-one strategy that cultivates connections before applying appropriate classroom management strategies. We will also identify this as and all Mod 1-5 as meeting the CCDEI Requirements.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Understand core practices for developing culturally responsive classroom management. • Learn how to begin building social relationships, communicating in culturally responsive ways, cultivating a safe and inclusive environment, and engaging with families and communities. • Discuss cultural assumptions, views, and beliefs to help reflect on how their own cultural histories and biases may affect their work with students from culturally, linguistically, and socio-economically diverse backgrounds. • Receive resources and materials to support their culturally responsive classroom. • Homework: Assess and Implement educator to whole-class strategies from the CRCM Mod 2 participant packet • Demonstrate an understanding of how to apply the protocol for Courageous Conversations for the Classroom or Program 						

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ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2285	Culturally Responsive Teaching and the Brain (Equity) (12hr)	Closing Achievement and Opportunity Gaps	Yes	12	0	0
COURSE DESCRIPTION						
<p>Creating classrooms that are culturally responsive is essential for ensuring that all students are successful. Participants will read the book, Culturally Responsive Teaching and the Brain by Zaretta Hammond, and develop plans for implementing culturally responsive teaching strategies. We will meet five times in a Zoom format; each session will focus on two chapters. There will also be assignments between sessions.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Participants will demonstrate an understanding of the connection between how the brain works and student behavior and learning in the classroom. • Participants will develop strategies for developing relationships with students, including in a remote learning environment. • Participants will explore strategies for increasing intellectual capacity in all students, allowing students to become independent learners. 						

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ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2701	WEA - HCR 2023 Teaching Equity Conference (Equity) (6hr)	Closing Achievement and Opportunity Gaps	Yes	6	0	0
COURSE DESCRIPTION						
<p>The 2023 Teaching Equity Conference is dedicated to eliminating disproportionality in discipline, closing the achievement and opportunity gaps for all students and increasing their academic achievement and social emotional success in school. In order for this to be successful, all educators must cultivate, and foster classroom cultures based on inclusion, trust, and a sense of belonging for all students through Tier 1 strategies.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Participants will create effective classroom cultures and strategies that are grounded in the Washington State's CCDEI Standards of cultural competency, diversity, equity, and inclusion for the purpose of improving student engagement and learning for all students, including those from diverse backgrounds, social groups and cultures. 						

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ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2264	Beyond Intrinsic Motivations: Building Reward Systems (Equity) (6hr)	Special Education	Yes	6	0	0
COURSE DESCRIPTION						
<p>This course looks beyond self-motivation and the innate desire to succeed. It examines the difference between rewards and bribes while taking into consideration the need for all student to feel successful. The participants will compare adult and student perspectives to understand the underlying principles that drive motivation. Using positive behavior supports and these perspectives, the participant will obtain ideas and resources to effectively create, track, and facilitate a reward system within a variety of academic settings to include distance learning.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • The learner will identify different motivations and the importance of how moving beyond intrinsic motivation can be rewarding. • The learner will understand the component of PBIS and identify the Tier prevention • The learner will compare student/adult perspectives • The learner will understand the definition of a reward and the difference between a reward and a bribe • The learner will recognize the use of rewards • The learner will utilize the building components to create a mock reward system to include rewards during distance learning 						

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ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2985	Collaborative and Inclusive Specially Designed Instruction (Equity) (6hr)	Special Education	Yes	6	0	0
COURSE DESCRIPTION						
<p>Course Description: This course examines the what, why, who, where, and how of specially designed instruction in a variety of educational settings. Participants will understand the components of SDI and gain resources to assist in the collaborative development of SDI in inclusive educational settings. This course is intended for special education teachers, general education teachers, administrators and paraeducators working with students with disabilities attending general education inclusive classrooms. Teaching teams are encouraged to take this course together.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Learn the history of specially designed instruction as it pertains to special education. • Understand the difference between Specially Designed Instruction (SDI), accommodations, and modifications • Identify who can deliver SDI and in which LRE (Least Restrictive Environment) settings while respecting each team member's perspective. Learn a variety of strategies to support SDI across various content areas and LRE settings • Learn how co-teaching and co-planning can support SDI in inclusive settings • Practice connecting SDI strategies to Universal Design for Learning (UDL) • Understand crucial collaboration between Special Education, General Education, students, caregivers and the educational community is to all students being successful. 						

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ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2201	De-Escalation Strategies for Educators (Equity) (3hr)	Special Education	Yes	3	0	0
COURSE DESCRIPTION						
<p>Participants learn to recognize signs of a potential behavioral crisis and remediate before the event. In addition to exploring how their own behavior can effect the escalation cycle, participants discover and practice de-escalation techniques that recognize the importance of maintaining student dignity during behavior crises. Note: The 6 hour version of this course, Team Pre-Crisis De-Escalation (ID #1985) goes into significant depth regarding implicit bias, human rights and dignity and how it impacts the crisis cycle.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Determine individual student behavior triggers • Understand and describe the escalation cycle • Recognize the signs of a potential behavioral crisis and remediate before the event 						

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ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2728	Envir Design, Sched and Routines in Inc Early Childhood Setting (Equity) (6hr)	Special Education	Yes	6	0	0
COURSE DESCRIPTION						
<p>This course teaches strategies that are highly conducive to children’s learning and development in inclusive Early Childhood settings. The first part of this course provides strategies for designing an effective, high-quality environment. The second part teaches evidence-based strategies for developing and implementing effective schedules and routines. This course meets the requirements for cultural competency, diversity, equity and inclusion clock hours.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Participants should be able to Identify at least two elements of Environmental Design for the Early Childhood setting • Identify at least three elements of an effective Early Childhood Schedule • Identify at least three elements of effective Early Childhood Routines • Identify at least 5 ways in which this presentation aligns with the definitions of cultural competency, diversity, equity and inclusion 						

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ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2968	ESAs Supporting MTSS: What does this look like and why (Equity) (6hr)	Special Education	Yes	6	0	0
COURSE DESCRIPTION						
<p>Participants will work within the MTSS framework and learn how to apply it to Educational Staff Associate roles. They will learn strategies for ESAs in each Tier and how to collaborate with teams to gather data, collect information, and support students and staff. Service dynamics, frameworks for evaluations, and provision of equity based services are also explored. Dynamic conversations around concepts of intersectionality, implicit bias, principles of inclusion, and social barriers will also be supported.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Understand the role of ESAs within the MTSS framework • Demonstrate understanding of MTSS as a supportive approach to all learners • Demonstrate strategies for ESA collaboration with school teams including families • Provide strategies to address diverse student needs equitably in a variety of settings within each Tier of support 						

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ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2229	Programming for Specially Designed Instruction in Inclusive Clsrm (Equity) (6hr)	Special Education	Yes	6	0	0
COURSE DESCRIPTION						
<p>Participants will learn the history of special education as it relates to specially designed instruction for students with disabilities. Attendees will learn what specially designed instruction is, and how our current IEP process supports collaborative opportunities for implementing SDI. Participants will have the opportunity to work with curriculum materials to outline SDI opportunities in an inclusive classroom.</p> <p>This course is intended for special education teachers, general education teachers, administrators and paraeducators working with students with disabilities attending general education inclusive classrooms.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Gain knowledge of the historical and legal background that led us to Specially Designed Instruction. • Gain specifics on what SDI is, who provides SDI, and how to ensure students are receiving SDI. • Examine a variety of models for delivering SDI in inclusive classrooms. • Gain a deeper understanding of the collaboration process and how it improves the success of students who require SDI in an inclusive setting. 						

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2756	Acknowledging and Honoring Resilience of AI/An Education (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
<p>Native Education: Acknowledging and Honoring Resilience of AI/AN Education. Educators will demonstrate an understanding of how U.S. Federal Indian Policy has contributed to educational and institutional inequities and mistreatment of American Indian and Alaskan Native (AI/AN) communities and how they have shown resistance and resilience throughout history. Types of Evidence Required: Research of AI/AN communities, AI/AN education timeline, presentation.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Educators will develop a timeline that includes notable events that are relevant to AI/AN peoples, federal Indian policy decisions on education, and typical events taught in U.S. history courses. 						

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2757	Activating Community Resources to Support Student Learning (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
Using Your Voice to Advocate for Student Success: Activating Community Resources to Support Student Learning. Educator works with other professionals and colleagues to build connections to community resources to support student learning. Types of Evidence Required: List of Resources, Event Flyer and Photo Essay (Collage).						
Objectives:						
<ul style="list-style-type: none"> • Educators assess the community resources being offered at a school or district level. • The educator expands and/or enriches community relationships and resources to provide necessary supports for students and families. • The educator then develops a plan for dissemination of the resources to students and families in need. 						

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ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2774	Awareness of Current Institutional Inequities (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
<p>Diversity, Equity and Cultural Competence: Awareness of Current Institutional Inequities. Educators will identify and analyze institutional inequities that impact student outcomes and develop action steps that can interrupt the status quo. Types of Evidence Required: Infographic, design professional learning, and create an action plan.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Educators will identify and develop a plan to dismantle current institutional inequities, which are the result of historic racism and present-day structural racism and are found in schools and classrooms. Educators will also develop an awareness of institutional inequities using resources, discipline policies, accessibility to rigorous programs, and opportunities. 						

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ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2282	Behavior Inter Strategies to Support Students through Inc Prac (Equity) (9hr)	Teaching and Learning	Yes	9	0	0
COURSE DESCRIPTION						
<p>Participants will be cultivating a growth mindset when working with students with social, emotional, and behavioral needs. They will learn about the different lens of behavior and high leverage practices for supporting students with social, emotional, and behavioral needs in inclusive classrooms. They will identify the root causes and different functions of behavior. 9 hour class</p> <p>Objectives:</p> <ul style="list-style-type: none"> • View behavior through different lens. I.E. Implicit/Explicit bias, Ladder of Inference, ACE's, Disproportionality and Relationships • Cultivate a growth mindset to improve student academic and behavior success. • Learn, apply and increase high leverage social and emotional practices to address the needs of all students learning • Develop an understanding of behavior, functions and their importance. 						

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ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2966	Beyond the Unknown: Understanding Behavior for ESTs and Subs (Equity) (2hr)	Teaching and Learning	Yes	2	0	0
COURSE DESCRIPTION						
<p>This course for substitutes explores how diversity and individual experiences influence interactions in a learning environment. Using collaboration and reflection, educators will understand how moving beyond the unknown solidifies the importance of ACEs, appropriate responses, and fact finding. Participants will also examine how positive interactions can impact the growing behavioral struggles within the school community.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Participants will assess the two perspectives of behavior • Cultivate an understanding of expected and unexpected behaviors • Learn to differentiate between react vs. respond and assumptions vs. fact finding • Explore the ladder of inference • Examine the Importance of Aces and how trauma impacts learning 						

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ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2775	Building a Culturally Res and Inclusive Clsrm for AI/AN Students (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
<p>Native Education: Building a Culturally Responsive and Inclusive Classroom for AI/AN Students. Educator understands how to provide a safe, respectful, and inclusive classroom environment that honors the diversity of American Indian, Alaska Native, and Native Hawaiian (AI/AN) students, families, and communities. Types of Evidence Required: Pre-interview plan, interview reflection, action plan.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Educator creates a safe and diverse classroom environment by incorporating and integrating a presence of culturally relevant and responsible AI/AN items/visuals as well as AI/AN-centered workspaces within their classroom setting 						

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ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2717	Coaching and Mentoring Residency Institute (CAMRI) (Equity) Part 2 (24hr)	Teaching and Learning	Yes	24	0	0
COURSE DESCRIPTION						
<p>The Coaching and Mentoring Residency Institute (CAMRI) Part 2 is designed for program staff of WEA's Teacher Residency. The Summer Institute includes in-person, synchronous, and asynchronous content providing professional development to prepare program staff to support teacher residents in their buildings and classrooms. The Summer Institute addresses mentoring (utilizing the BEST program standards/content), instructional coaching, coaching for universal design for learning, cultural competency, diversity, equity, and inclusion. Additionally, participants will learn new technology, such as simulated practice scenarios (Mursion), and video coaching platforms.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Understand how to create a psychologically safe learning environment. • Facilitate discussions about a growth mindset to support pre-service teachers. • Demonstrate how to provide mastery-oriented feedback. • Explore learning-focused relationships with mentees/teacher residents. • Practice modeling reflective practice and meta-cognitive strategies. • Learn the connection between observations, standards, and pre-service teacher practices. 						

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ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2716	Coaching and Mentoring Residency Institute (CAMRI) (Equity) Part 3	Teaching and Learning	Yes	24	0	0
COURSE DESCRIPTION						
<p>The Coaching and Mentoring Residency Institute (CAMRI) Part 3 is designed for program staff of WEA's Teacher Residency. The Summer Institute includes in-person, synchronous, and asynchronous content providing professional development to prepare program staff to support teacher residents in their buildings and classrooms. The Summer Institute addresses mentoring (utilizing the BEST program standards/content), instructional coaching, coaching for universal design for learning, cultural competency, diversity, equity, and inclusion. Additionally, participants will learn new technology, such as simulated practice scenarios (Mursion), and video coaching platforms.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Understand how to create a psychologically safe learning environment • Facilitate discussions about a growth mindset to support pre-service teachers • Demonstrate how to provide mastery-oriented feedback • Explore learning-focused relationships with mentees/teacher residents • Practice modeling reflective practice and meta-cognitive strategies • Learn the connection between observations, standards, and pre-service teacher practices 						

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2787	Communicating with Stakeholders (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
Classroom Practice (In Tasc) – Professional Responsibility: Communicating with Stakeholders. Educator delivers an effective message to learners, families, and colleagues. Types of Evidence Required: 3 communication plans (written artifacts), 3 annotated artifacts (pictures and written annotations).						
Objectives:						
<ul style="list-style-type: none"> • The educator uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues. 						

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ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2792	Community Partnerships for Learning and Family Well-Being (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
<p>Family Engagement: Community Partnerships for Learning and Family Well-Being. Educator fosters a positive relationship among families, schools and communities to enhance Family Engagement within their school, district and/or community, resulting in the optimum well-being of the students and families. Types of Evidence Required: Needs assessment, community map and analysis, action plan.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Educator collaborates with a community partner to design and implement a family-focused event, service, or program 						

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2802	Creating a Safe and Equitable Learning Environment (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
<p>Diversity, Equity and Cultural Competence: Creating a Safe and Equitable Learning Environment. Educators will identify and implement key policy, and culturally competent practices that lead to safe and equitable learning environments for students. Types of Evidence Required: School climate survey, analysis, and action plan.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Educators will create and implement a plan to use in their school or classroom that promotes a safe and equitable learning environment. 						

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2805	Cultivating Socially Just Environments (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
Educator deepens understanding of cultivating socially just educational environments. Types of Evidence Required: Written artifact, audio or video AND written documentation, Written artifact OR video						
Objectives:						
<ul style="list-style-type: none"> • The educator uses the Learn-Design-Do-Reflect cycle to deepen their understanding of socially just educational environments in relation to diversity, equity, and cultural competency. • The educator also engages diverse groups to promote and propose changes in policies for the creation of socially just environments in education. 						

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2806	Cultural Competence Standard: Cultural Self-Awareness (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
<p>Education Support Professionals - Professional Growth Continuum: Cultural Competence Standard: Cultural Self-Awareness. The ESP demonstrates awareness of how their own culture (e.g., race, socioeconomic status, gender identity, sexual orientation, disability, age, beliefs, and other differences) shapes their preferences and perspective, and understands how to become conscious of previously unconscious biases going forward. Types of Evidence Required: Written or audio or video learning artifact; activity sheet written or audio or video artifact, audio or video interview artifact; written or audio or video reflection artifact.</p> <p>Objectives:</p> <ul style="list-style-type: none"> The ESP demonstrates how cultural self-awareness shapes their experiences and effectiveness at work 						

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2807	Cultural Competence Standard: Valuing Diversity (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
<p>Education Support Professionals - Professional Growth Continuum: Cultural Competence Standard: Valuing Diversity. The ESP values diversity with regard to culture (e.g., race, socioeconomic status, gender identity, sexual orientation, disability, age, beliefs, and other differences.) Types of Evidence Required: Written or audio or video learning artifact; activity sheet, audio or video interview artifact; written or audio or video reflection artifact.</p> <p>Objectives:</p> <ul style="list-style-type: none"> The ESP demonstrates how cultural self-awareness shapes their experiences and effectiveness at work 						

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ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2808	Culturally and Linguistically Responsive Pedagogy for AI/AN Inst (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
Native Education: Culturally and Linguistically Responsive Pedagogy for AI/AN Instruction. Educators will plan and teach AIAN inclusive, culturally, and linguistically responsive lessons. Types of Evidence Required: Self-assessment & reflection, lesson plan, Lesson artifact.						
Objectives:						
<ul style="list-style-type: none"> Key Method Educators will develop a lesson plan that incorporates AIAN content and cultural approaches to pedagogy 						

Washington Education Association Course Descriptions

ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2809	Culturally Relevant Pedagogy with Primary Sources (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
<p>Teaching with Primary Sources: Culturally Relevant Pedagogy with Primary Sources. Educator uses primary sources and inquiry strategies to craft culturally relevant instruction. Key Method: Educator develops and analyzes a lesson that incorporates the three tenets of culturally relevant pedagogy with primary sources.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Educator develops and analyzes a lesson that incorporates the three tenets of culturally relevant pedagogy with primary sources 						

Washington Education Association Course Descriptions

ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2810	Culturally Responsive Art Instruction (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
Arts Integration: Culturally Responsive Art Instruction. Educator honors the presence of student diversity by incorporating culturally responsive arts instruction and/or integration. Types of Evidence Required: Document, PDF.						
Objectives:						
<ul style="list-style-type: none"> The educator creates a connection between student and community cultures when integrating art into lessons 						

Washington Education Association Course Descriptions

ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2967	Culturally Responsive Education for ESTs and Substitutes (Equity) (2hr)	Teaching and Learning	Yes	2	0	0
COURSE DESCRIPTION						
<p>Course Description: In this course, participants will examine the three levels of culture that influence culturally responsive educational practices. Participants will also learn about the benefits of implementing culturally responsive themes. These themes will assist the educator to enhance student engagement, cultural identity, relationship building, vulnerability, and assets. Participants will understand how educational rigor and cultural competence can help to improve their growth mindset and bring about a cultural awareness in the educational setting.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Explore the three levels of culture • Learn the benefits of culturally responsive education • Examine the six culturally responsive education themes • Use competencies to formulate a robust culturally responsive environment. 						

Washington Education Association Course Descriptions

ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2811	Culturally Responsive ELA Inst for and about AI/AN Students (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
<p>Native Education: Culturally Responsive ELA Instruction For and About AI/AN Students. Educators utilize AIAN texts, storytelling, and cultural pedagogy to provide culturally responsive instruction that embeds both cultural and academic standards in English Language Arts (ELA). Types of Evidence Required: AI/AN text analysis, AI/AN literacy lesson plan, student artifacts.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Educators develop and implement a standards-aligned and culturally responsive ELA lesson that utilizes AIAN texts 						

Washington Education Association Course Descriptions

ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2812	Culture and Engagement: Activating Learning for AI/An Students (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
<p>Native Education: Culture Engagement: Activating Learning for AI/AN Students. Educator demonstrates an understanding of the relationship between brain development and cultural engagement in the classroom to foster a more effective learning experience for American Indian and Alaska Native (AIAN) students. Types of Evidence Required: Social identity wheel, lesson artifact, journal reflection.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Educators consider the cultural identities of self and students to implement and reflect upon lessons/strategies that engage students culturally. 						

Washington Education Association Course Descriptions

ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2820	Diversity, Equity and Cultural Competence in Classroom Inst (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
<p>Diversity, Equity and Cultural Competence: Diversity, Equity and Cultural Competence in Classroom Instruction. Educators will develop and implement strategies to create a more culturally responsive, inclusive and equitable learning community for all students. Types of Evidence Required: Infographic, self-assessment, plan or resource, classroom vision, analysis.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Educators will reflect on teaching strategies and plans to enhance diversity, equity and cultural humility in their classrooms • They will envision what their classroom is like with these structures in place 						

Washington Education Association Course Descriptions

ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2822	Educator Ethics and the Law (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
Elevating the Profession Through Educator Ethics: Educator Ethics and the Law. Educator uses their knowledge of laws and policies in their day-to-day decision-making to model and promote ethical behavior. Types of Evidence Required: One pagers, presentation, analysis, examples.						
Objectives:						
<ul style="list-style-type: none"> • The educator investigates FERPA, HIPAA, FOIA, and the First Amendment to analyze how they relate to their current district position 						

Washington Education Association Course Descriptions

ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2828	Equity Literacy (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
<p>Cooperating Teacher: Equity Literacy. The cooperating teacher demonstrates an understanding of how to create and sustain a bias-free and equitable learning environment for teacher candidates through increased equity literacy. Types of Evidence Required: written artifacts, video OR narrative OR audio file OR brochure OR PowerPoint, written summary.</p> <p>Objectives:</p> <ul style="list-style-type: none"> The cooperating teacher recognizes, responds to, and redresses biases and inequities by assessing their personal areas of strength and growth, creating a full action plan, and implementing one aspect of the action plan that will increase their understanding of how to create and sustain a bias-free and equitable learning environment for teacher candidates. 						

Washington Education Association Course Descriptions

ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2957	Equity, Misconceptions and Classroom Strategies for ESTs and Subs (Equity) (2hr)	Teaching and Learning	Yes	2	0	0
COURSE DESCRIPTION						
<p>This course is designed to provide educators with a comprehensive understanding of equity, dispel misconceptions, and equip them with effective strategies for promoting equity in the classroom. Participants will explore the definition of equity, its historical origins, and recognize its roots in the social justice movements. Participants will examine what equity is not and learn to use effective strategies and tools necessary to foster an inclusive and equitable learning environment.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Participants will understand the definition of equity and its historical origins • Delve into the concept of equity, misconceptions, and its relationship to equality • Explore a range of instructional methods and classroom management approaches that promote equitable learning experiences for all students 						

Washington Education Association Course Descriptions

ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2829	Establishing, Maint, and Support Relations with Parents and Comm (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
<p>Using Your Voice to Advocate for Student Success: Establishing, Maintaining, and Supporting Relations with Parents and Community. Educator creates a coalition of stakeholders to work collaboratively with, to advocate for fully funded public schools and/or support the needs of students. Types of Evidence Required: Data Collection Tool, Process, Infographic or Flyer, Contact Log & List, Agenda, Minutes and Analysis.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Educator develops an action cycle that includes gathering data, hosting a recurring event/meeting and reflecting on the progress of shared goals with parents and community members. 						

Washington Education Association Course Descriptions

ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2833	Explore and Challenge Inequity (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
<p>Teacher Leadership: Diversity, Equity, and Cultural Competence Pathways: Explore and Challenge Inequity. Educator understands and participates in situations challenging inequity and promotes equity, diversity, and cultural competency in education. Types of Evidence Required: Written artifact, audio or video AND written documentation, Written artifact OR video.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Educator uses the Learn-Design-Do-Reflect cycle to engage in activities that allow for a deeper understanding of inequity from one's own perspective and the perspective of others • The educator engages in activities that promote equitable policies and practices in education 						

Washington Education Association Course Descriptions

ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2834	Exploring and Unpacking Bias (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
<p>Diversity, Equity and Cultural Competence: Exploring and Unpacking Bias. Educators will be able to define and describe implicit and explicit bias and identify how bias influences decisions, actions, and behaviors with students and families. Educators will also identify specific actions they can take to disrupt bias in their classrooms, schools, and districts. Types of Evidence Required: Infographic, and design professional learning.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Educators will explore their personal biases • They will then create an infographic and a presentation that illustrates various types of bias in education, the impact these biases have on students, and what can be done to disrupt bias in classrooms, schools, and districts. 						

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ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2835	Exploring and Unpacking Historical Inequities in Public Educ (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
<p>Diversity, Equity and Cultural Competence: Exploring and Unpacking Historical Inequities. Educators will explore and understand historical and present-day inequities in education. They will also identify how they impact schools and systems of public education as well as students and families. Types of Evidence Required: Brochure, infographic, daily routine, accurate resources and create a lesson plan.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Educator will use their understanding of bias and systemic racism to create a shareable infographic and an action plan to disrupt inequities in public education. 						

Washington Education Association Course Descriptions

ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2840	Families as Co-Creators (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
<p>Family Engagement: Families as Co-Creators. Educator collaborates with families to co-create practices, policies and opportunities that promote positive experiences and engagement in the classroom, school and/or community. Types of Evidence Required: Plan for family activity, implement family activity, evidence of family activity.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Educator involves students and families in the identification, design, and implementation of a project that positively addresses a problem in the school community 						

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ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2841	Families in Society and Cultural Contexts (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
<p>Family Engagement: Families in Society and Cultural Contexts. Educator understands, values, respects, and honors the unique variations that exist among families and the ways families support and advocate for their child(ren). Types of Evidence Required: Information Gathering, Description of changes made with analysis and results.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Educator creates a communication plan and identifies barriers to overcoming and ensuring equal access and opportunity for all students, families, and communities. 						

Washington Education Association Course Descriptions

ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2842	Family Engagement as Access and Opportunities for All (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
<p>Family Engagement: Family Engagement as Access and Opportunities for All. Educator uses knowledge of families and communities to tailor engagement opportunities that reach all families regardless of their race, ethnicity, national origin, language, geographic location, religion, sexual orientation, gender identity, age, physical ability, size, occupation, and marital/parental or economic status. Types of Evidence Required: Survey, Data analysis, Action Plan, Evidence of implementation.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Educator creates a communication plan and identifies barriers to overcoming and ensuring equal access and opportunity for all students, families, and communities. 						

Washington Education Association Course Descriptions

ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2843	Family Engagement Systems (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
Family Engagement: Family Engagement Systems. Educator recognizes and addresses the systems that impact how families engage within the school and community. Types of Evidence Required: Needs analysis, Resource guide, Promotion plan.						
Objective:						
<ul style="list-style-type: none"> • Educator identifies family needs and creates a resources guide that can help to address these needs 						

Washington Education Association Course Descriptions

ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2864	Know Your Students (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
Five Core Propositions: Know Your Students. Teachers know about the students they instruct in order to respond to individual student learning differences and provide every student with a high-quality educational setting. Types of Evidence Required: two written artifacts using given templates.						
Objectives:						
<ul style="list-style-type: none"> • Educators build relationships with students and seek information from a variety of different resources – such as cumulative files, assessment data, colleagues, families, and the students themselves – to develop individualized learning goals. 						

Washington Education Association Course Descriptions

ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2867	Leading with Professional Ethics (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
Family Engagement: Leading with Professional Ethics. Educator leads with professional ethics to empower families to support and advocate for students and schools. Types of Evidence Required: Survey, learning plan, flyer, slide deck, handouts, facilitate a workshop, collect feedback.						
Objectives:						
<ul style="list-style-type: none"> • Educator empowers families by collaborating with families to identify a need, then plan and facilitate a workshop to address this need. 						

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ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2869	Linking Families and Communities to Schools for Student Success (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
<p>Classroom Practice (In Tasc) - Learner and Learning: Linking Families and Communities to Schools for Student Success. Educator demonstrates an understanding of the important role that families and communities play in students' academic and social success. Types of Evidence Required: Written artifact, Parent/Community Engagement plan, written artifact.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • The educator takes steps to learn and appreciate specific contributions from families and communities through asset-based approaches • The educator then builds reciprocal relationships based on the assets that community members and families have 						

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ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2870	Linking Family Engagement to Learning Outcomes (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
<p>Family Engagement: Linking Family Engagement to Learning Outcomes. Educator uses data to communicate and engage families in support of individual student academic success as well as social/emotional learning and college/career readiness. Types of Evidence Required: Data collection, goal setting, recording/video, data report.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Educator shares data with families to link learning in the academics (as well as social/emotional learning and college/career readiness) and prove the data is accessible, understandable, and actionable for the family. 						

Washington Education Association Course Descriptions

ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2991	Parent Perspective-Teamwork: Caregivers and Edu Working Together (Equity) (6hr)	Teaching and Learning	Yes	6	0	0
COURSE DESCRIPTION						
<p>This course is designed to help educators learn essential skills for collaboration and team building in the special education process from the caregiver’s point of view. Participants will see practical applications for IEP and Evaluation review meetings using parent stories and evidence-based resources. The course includes strategies to develop cohesive teamwork together, identify and support families with hidden and overt cultural and societal barriers to participation. Strategies to build communication and manage conflict are also presented to help engage families and welcome them in the IEP process.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Recognize ways to foster a teamwork mindset and build trust with families. (Standard 2: Student, Family and Community Engagement) • Use practical strategies to recognize and navigate obstacles and hidden barriers in the IEP process, (Standard 4, Leading for Educational Equity) • Work cohesively to strengthen communication and support to improve family engagement in the IEP process. (Standard 2: Student, Family and Community Engagement) • Understand family, cultural, and logistical perspectives of families working with the IEP team (Standard 4, Leading for Educational Equity) 						

Washington Education Association Course Descriptions

ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2880	Part 1. Take a Stand: Creating Safe Schools for LGBTQ Plus Stud (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
<p>Restorative Practices: Part 1. Take a Stand: Creating Safe Schools for LGBTQ+ Students. Educators will learn about LGBTQ+ people and how to create safe spaces for LGBTQ+ students. Types of Evidence Required: expand awareness about school safety issues for LGBTQ+ students, analyze the factors that affect their safety, and develop an action plan.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Educators will learn and expand their awareness about school safety issues for LGBTQ+ students, analyze the factors that affect their safety, and develop an action plan to create safe spaces for this student population in learning communities 						

Washington Education Association Course Descriptions

ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2881	Part 2. Walk the Talk: Strat to Address LGBTQ Plus Bias in Clrms (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
<p>Restorative Practices: Part 2. Walking the Talk: Strategies to Address LGBTQ+ Bias in the Classroom. Educators will learn about LGBTQ+ student bias and approaches to address it. Educators will also reflect on how factors that contribute to this bias can influence their daily behaviors. Types of Evidence Required: identify their unconscious bias, explore strategies to address anti-LGBTQ+ bias, and develop action plans.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Educators will identify their unconscious biases, explore strategies to address anti-LGBTQ+ bias, and develop action plans to ensure their curriculum, instructional materials, and approaches are inclusive of all students. 						

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ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2882	Part 3. Making the Case: Communication Strategies (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
<p>Restorative Practices: Part 3. Making the Case: Communication Strategies. Educators will learn strategies they can use to communicate about LGBTQ+ students and LGBTQ+ issues, including how to prepare persuasive and informative message. Types of Evidence Required: research and identify common objections to LGBTQ+ inclusive policies and curriculum.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Educators will identify common objections to LGBTQ+ inclusive policies and curriculum to better communicate and advocate with stakeholders. 						

Washington Education Association Course Descriptions

ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2883	Part 4. The Inters of Race, Gen, Gen identity, and Sexual Orient (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
<p>Restorative Practices: Part 4. The Intersections of Race, Gender, Gender Identity, & Sexual Orientation. Educators understand the intersections of race, gender, and sexual orientation and how they connect with classroom culture, pedagogy, and student and staff relationships. Types of Evidence Required: analyze key concepts of race, gender, and sexual orientation, determine roles in examining oppression at the individual, institutional, and societal levels, and create an action plan for addressing this oppression within the classroom.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Educators analyze critical concepts of race, gender, and sexual orientation to determine roles in examining oppression • They will create an actionable plan to address this oppression within the classroom 						

Washington Education Association Course Descriptions

ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2884	Part 5. Safe and Supp Working Enviro: A Right for LGBTQ Plus Edu (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
<p>Restorative Practices: Part 5. Safe and Supportive Working Environments: A Right for LGBTQ+ Educators. Educators will gain deeper insight into the barriers LGBTQ+ employees face while recognizing ways to support LGBTQ+ educators right now. Types of Evidence Required: learn policies and laws related to the rights of LGBTQ+ employees, identify barriers employees of the LGBTQ+ community face, explain why the “coming out” process is difficult, and recognize policies to make a more inclusive environment.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Educators will learn policies and laws related to the rights of LGBTQ+ employees, identify barriers employees of the LGBTQ+ community face, explain why the “coming out” process is difficult, and recognize policies to make a more inclusive environment. 						

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ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2890	Poverty Based Trauma (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
<p>Trauma Informed Pedagogy: Poverty Based Trauma. Educators identify the causes and implications of trauma that's linked to poverty and design a healing-centered learning environment to support affected students. Educators also promote empathy and the healthy development of social emotional skills among all students. Types of Evidence Required: Infographic, and Listicle, classroom plan.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Educators discover student needs, curate resources, and create a plan to address barriers to learning caused by poverty and trauma 						

Washington Education Association Course Descriptions

ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2895	Purposeful Collaboration (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
<p>Teacher Leadership: Diversity, Equity, and Cultural Competence Pathways: Purposeful Collaboration. Educator leads or facilitates diverse groups in situations which challenge inequity and promote equity, diversity, and cultural competency in education. Types of Evidence Required: Video OR Audio AND/OR written artifact, Written artifact OR audio or video.</p> <p>Objectives:</p> <ul style="list-style-type: none"> The educator uses the Learn-Design-Do-Reflect inquiry cycle to lead or facilitate diverse groups to promote and propose changes in policies for the support of equity, diversity, and cultural competency in education 						

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ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2896	Race Based Trauma (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
<p>Trauma Informed Pedagogy: Race Based Trauma. Educators will use their knowledge of how individual and institutional racism, racial bias, discrimination, and microaggressions can cause traumatic reactions in students of color, to create a safe and brave environment that can help students cope with race-based trauma. Types of Evidence Required: Research, plan and analysis.</p> <p>Objectives:</p> <ul style="list-style-type: none"> The educator learns about the history and impact of systemic racism on students and designs a healing-centered environment to support students 						

Washington Education Association Course Descriptions

ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2897	Reflective Practice (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
<p>Teacher Leadership: Overarching Competencies: Reflective Practice. Educator thinks deeply and carefully about who they are and how they lead. Types of Evidence Required: video OR audio, written artifact.</p> <p>Objectives:</p> <ul style="list-style-type: none"> The educator uses the Learn-Design-Do-Reflect cycle to deepen their understanding of socially just educational environments in relation to diversity, equity, and cultural competency The educator also engages diverse groups to promote and propose changes in policies for the creation of socially just environments in education 						

Washington Education Association Course Descriptions

ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2902	Respectful and Resp Representation of AI/AN Nat in Curriculum (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
<p>Native Education: Respectful and Responsible Representation of AI/AN Nations in Curriculum. Educators analyze and use American Indian, Alaska Native, Native Hawaiian (AI/AN) inclusive resources to support learning for all students. Types of Evidence Required: Lesson analysis, Revisions to lesson, student artifacts.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Using an Indigenous lens, educators will analyze and assess teaching materials for truth telling, deconstruct curriculum, and rework as indigenized and decolonized lesson plans. 						

Washington Education Association Course Descriptions

ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2912	Self-Awareness (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
<p>Adult Social Emotional Learning: Self-Awareness. The educator will explore their understanding of their identity, thoughts, and feelings through personal reflection and self-assessment, and will reflect on how these factors influence their daily behaviors. Types of Evidence Required: The educator will develop and strengthen self-awareness and create a self-awareness action plan that will include self-reflection, self-assessment, goal setting, and small action steps, to build self-confidence and purpose.</p> <p>Objectives:</p> <ul style="list-style-type: none"> The educator will develop and strengthen self-awareness and create a self-awareness action plan that will include self-reflection, self-assessment, goal setting, and small action steps 						

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ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2465	Sensory Strategies in the Inclusive Classroom (Equity) (6hr)	Teaching and Learning	Yes	6	0	0
COURSE DESCRIPTION						
<p>Participants will be guided through sensory processing concepts and will learn how to apply and incorporate these principles immediately into practice in the inclusive classroom. They will understand the importance of sensory support and physiological needs of students to attain an optimal learning state. Participants will learn about basic neurological processes around children’s sensory processing and how to identify and apply strategies immediately to produce lasting results.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Identify sensory and physiological needs of students to attain an optimal learning state across all educational settings • Support students and yourself to identify their own sensory preferences and self-regulation patterns (empathy practice) • Understand basic neurological processes around children’s sensory processing • Identify and apply strategies for use in a variety of inclusive settings to support students 						

Washington Education Association Course Descriptions

ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2916	Social Awareness (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
<p>Adult Social Emotional Learning: Social Awareness. The educator will demonstrate the ability to understand the perspective of and empathize with others including those from diverse backgrounds, cultures, and contexts. Types of Evidence Required: The educator will develop and strengthen their social awareness and create a social awareness action plan that will include self-reflection, self-assessment, goal setting, and small action steps.</p> <p>Objectives:</p> <ul style="list-style-type: none"> The educator will develop and strengthen self-management and create a self-management action plan that will include self-assessment, goal setting, small action steps, and self-reflection to build motivation and agency to accomplish personal goals and aspirations 						

Washington Education Association Course Descriptions

ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2919	Teaching Global Competence (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
Classroom Practice (In Tasc) – Understanding Content: Educator facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues. Types of Evidence Required: written artifact, 3 samples of annotated student work x2 (pre-& post).						
Objectives:						
<ul style="list-style-type: none"> • The educator develops lessons that integrate diverse social and cultural perspectives in order to support students in the development of attitudes, knowledge, and skills needed to live and work in today's interconnected world. 						

Washington Education Association Course Descriptions

ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2928	Trauma-Informed Pedagogy (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
<p>Classroom Management: Trauma-Informed Pedagogy. Educator demonstrates an understanding of how trauma can affect student behaviors and responses within the school context and promotes students' abilities to self-monitor and maintain positive engagement in all aspects of learning and interactions. Types of Evidence Required: written artifacts, pamphlet OR brochure.</p> <p>Objectives:</p> <ul style="list-style-type: none"> The educator will understand student behaviors from a trauma-informed lens and respond in a way that will help their students self-monitor and maintain positive engagement in all aspects of learning and interactions with others. 						

Washington Education Association Course Descriptions

ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2930	Truth-Telling in Social Studies Instruction: A Native Lens (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
<p>Native Education: Truth-Telling in Social Studies Instruction: A Native Lens. Educators will critically deconstruct, and challenge commonly held misconceptions and mistruths in social studies curriculum and instruction. They will also be able to teach accuracy and truth using AIAN-authored and vetted resources. Types of Evidence Required: Unit review, unit revision, reflection.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Educators will evaluate an existing social studies unit with an Indigenous perspective, revise a unit using AIAN-authored resources, and demonstrate a culturally responsive understanding of historical events, geography, culture and society, civics and government, economics, as well as current and ongoing implications of colonization by creating a professional development workshop to present to peers 						

Washington Education Association Course Descriptions

ID	COURSE TITLE	AREA OF INTEREST	CLOCK HRS	MAX HRS	STEM HRS	TPEP HRS
2942	Using a Healing-Centered Approach to Support Refugee Students (Equity) (15hr)	Teaching and Learning	Yes	15	0	0
COURSE DESCRIPTION						
<p>Trauma Informed Pedagogy: Using a Healing-Centered Approach to Support Refugee Students. Educators identify the causes and implications of refugee trauma on students. They design a healing-centered learning environment to support students who have experienced refugee trauma. Types of Evidence Required: List of services, referral process, and action plan.</p> <p>Objectives:</p> <ul style="list-style-type: none"> Educators design and implement a healing-centered learning environment based on best practices to address refugee trauma 						