

Zoom Courses

APRIL-JUNE 2021

IMPORTANT

Registration is a **TWO** Step Process

1. Register for each course using the link below
2. Use the registration link in your confirmation email to complete the Zoom registration

You will immediately be directed to the course Zoom information page, including the link to access the course. SAVE this information. You can also add the event information to your calendar from this page.

<https://forms.washingtonea.org/Forms/pdonline>

WEA's Inclusionary Practices Project (IPP) and Special Education Support Center (SESC) is providing professional development via Zoom. Register for each course, using the link listed for each course. When you register, if you are one of the first 500 participants. You will receive a confirmation email with the Zoom pre-registration link. Once registration is full, the course will no longer be available in the drop down menu. We do not maintain a wait list.

Courses are available to all. Courses are free. Free clock hours will be provided within 5-10 business days.

Universal Design for Learning 101 (6 Hours)

Monday, April 5, 2021 & Wednesday, April 7, 2021

4:30PM - 7:30PM

Participants will learn about Universal Design for Learning, a framework for inclusive education that aims to reduce barriers to learning and optimize each individual student's opportunity to learn in the general education setting. The course will be organized into 4 core areas: equity and inclusionary practices, UDL principles, overcoming barriers to implementation, and practical tips for implementing UDL principles in the classroom. Course will include connections to Washington State Learning Standards and UDL lesson planning.

Register: <https://forms.washingtonea.org/Forms/pdonline>

Foundations for Equitable Inclusive Education (6 Hours)

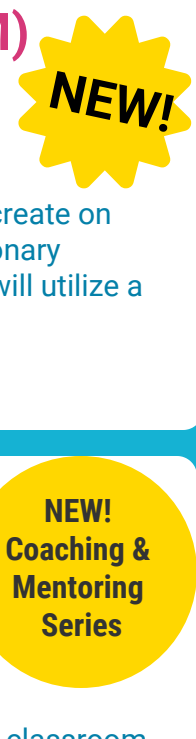
Tuesday, April 6, 2021 & Thursday, April 8, 2021

4:30PM - 7:30PM

This course focuses on the intersectionality of special education and equity in schools. Examining beliefs and bias is necessary for system-wide change for overcoming barriers to educational access, participation, learning processes and outcomes, and to ensure that all learners are valued and engaged equally.

Register: <https://forms.washingtonea.org/Forms/pdonline>

Facilitating Explicit Instruction for Coaches and Mentors (6 Hours)



Monday, April 12, 2021 & Tuesday, April 13, 2021

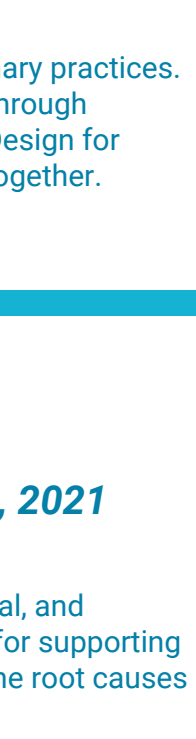
4:30PM - 7:30PM

NOTE: This course is designed for coaches, mentors, and teacher leaders that are collaborating with classroom educators, providing job-embedded professional development.

Participants will be guided through the principles of Explicit Instruction and will learn how to support teachers who are incorporating these principles into their practice. Coaches will understand the importance of helping teachers identify and unpack standards to lighten the cognitive load placed on students while maintaining expectations of the standards. Participants will understand the explicit instruction lesson building process, the connections between Explicit Instruction and UDL principles, and will learn to use checklists provided to guide teachers in their building of lessons using Explicit Instruction methods.

Register: <https://forms.washingtonea.org/Forms/pdonline>

Multi-Tiered System of Supports (MTSS): Foundations and Tier I (6 hours)



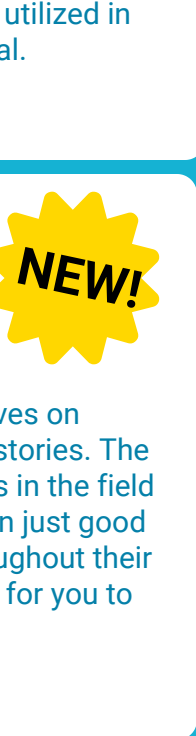
Tuesday, April 13, 2021 & Wednesday, April 14, 2021

4:30PM - 7:30PM

Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention are delivered to students in varying intensities (multiple tiers) based on student need. "Need-driven" decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of all students to achieve and/or exceed proficiency. In this course, the foundations and Tier I of MTSS will be covered.

Register: <https://forms.washingtonea.org/Forms/pdonline>

Universal Design for Learning in Science (3 hours - STEM)



Friday, April 16, 2021

4:30PM - 7:30PM

This course is designed to model and highlight how UDL and inclusionary practices can be used to create on ramps for learning in a science classroom. We will be diving into a model that uses UDL and inclusionary practices for participants to experience these in the science practices. As an example, participants will utilize a model lesson throughout the course.

Register: <https://forms.washingtonea.org/Forms/pdonline>

Coaching and Mentoring for Equitable Educational Outcomes (6 Hours)



Monday, April 19, 2021 & Thursday, April 22, 2021

4:30PM - 7:30PM

NOTE: This course is designed for coaches, mentors, and teacher leaders that are collaborating with classroom educators, providing job-embedded professional development.

This course focuses on principles and techniques for coaching educators as they navigate the intersectionality of special education and equity in schools. Critically examining beliefs and bias is necessary for system-wide change for overcoming barriers to educational access, participation, learning processes and outcomes, and to ensure that all learners are valued and engaged equally. This course will guide participants in exploring their own beliefs and biases and provide tools for coaching other educators in self-reflection on these concepts.

Register: <https://forms.washingtonea.org/Forms/pdonline>

Effective Co-teaching Strategies for Inclusion (6 hours)

Tuesday, April 20, 2021 & Wednesday, April 21, 2021

4:30PM - 7:30PM

This course focuses on implementation of co-teaching as a component of high leverage inclusionary practices. Participants will learn and develop high quality co-teaching practices from foundational aspects through implementation, including an understanding of how the six models of co-teaching and Universal Design for Learning can benefit students and educators alike. Co-teachers are highly encouraged to attend together.

Register: <https://forms.washingtonea.org/Forms/pdonline>

Behavior Intervention Strategies to Support Students through Inclusive Practices (9 hours)

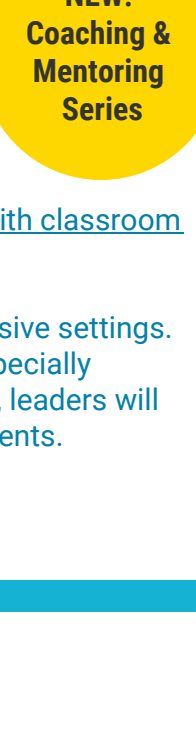
Monday, April 26, 2021 & Wednesday, April 28, 2021 & Thursday, April 29, 2021

4:30PM - 7:30PM

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.

Register: <https://forms.washingtonea.org/Forms/pdonline>

Paraeducators and Technology (1 hour)



Tuesday, April 27, 2021

5:30PM - 6:30PM

This course is a part of a series of courses designed for paraeducators. In this course, participants will learn essential elements of technology, such as: email, file sharing, and computing platforms that can be utilized in the educational setting. They will also be advised on technology tips and tricks that can be beneficial.

Register: <https://forms.washingtonea.org/Forms/pdonline>

Why Inclusion? The Parents' Perspective (4 Hours)



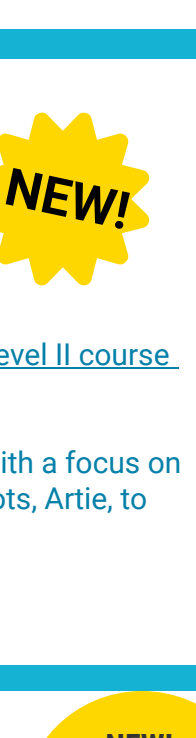
Wednesday, April 28, 2021 & Thursday, April 29, 2021

5:30PM - 7:30PM

This course is designed to help give educators and colleagues purposeful and meaningful perspectives on inclusion from the caregiver's point of view as well as practical applications using parents' success stories. The course is led by a team of parents of students with disabilities, including some that are professionals in the field of education. The course is designed to help you understand that inclusive classrooms are more than just good practice, but that the concepts and ideas of inclusivity have a large impact on the whole person throughout their lifespan and are part of the evolution of social justice for marginalized populations. It is an invitation for you to become allies in this process of social change.

Register: <https://forms.washingtonea.org/Forms/pdonline>

Facilitating Co-Teaching: Supporting Mentors and Coaches with Inclusive Practices (6 Hours)



Monday, May 3, 2021 & Wednesday, May 5, 2021

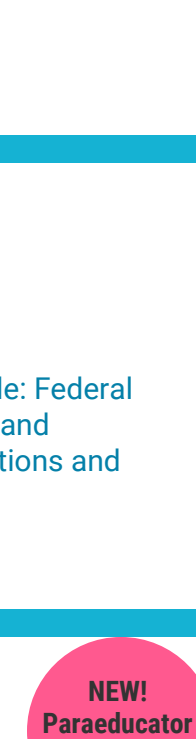
4:30PM - 7:30PM

NOTE: This course is designed for coaches, mentors, and teacher leaders that are collaborating with classroom educators, providing job-embedded professional development.

Course is designed for coaches and mentors with a wide range of experience in co-teaching. Participants will explore and apply their knowledge of the models, roles and responsibilities, co-planning, and data collection as related to co-teaching. Coaches and mentors will practice and increase their skills and knowledge of facilitating the development of strong co-teaching teams. Participants will gain a deeper understanding of co-teaching and acquire resources and tools to further support co-teachers. Coaches and mentors will gain knowledge and skills for immediate implementation in their current roles of supporting co-teaching teams.

Register: <https://forms.washingtonea.org/Forms/pdonline>

Coaching and Mentoring of Inclusionary Behavioral Strategies (6 Hours)



Tuesday, May 4, 2021 & Thursday, May 6, 2021

4:30PM - 7:30PM

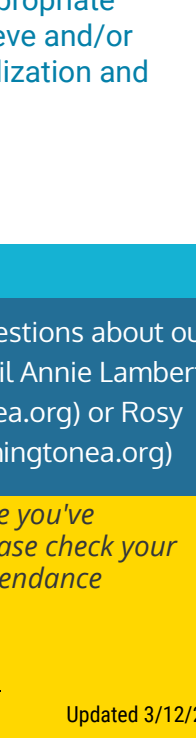
NOTE: This course is designed for coaches, mentors, and teacher leaders that are collaborating with classroom educators, providing job-embedded professional development.

Educational Leaders will evaluate the lenses of themselves and their colleagues that limit student behavioral change as well as reinforce systemic and historically exclusionary practices. They will identify frameworks that will help to cultivate alternative lenses from which to view behavioral approaches. They will look at ways to coach teachers for lasting and equitable change by applying high leverage practices and other research-based methodology.

This course is for those who already have a basic understanding of: growth mindset, implicit bias, ACEs, restorative practices, PBIS, and functional analysis of behavior. We recommend you take the foundational course before the coaching and mentoring version where time is spent introducing these concepts.

Register: <https://forms.washingtonea.org/Forms/pdonline>

Paraeducators and Relationships (3 hours)



Monday, May 10, 2021

4:30PM - 7:30PM

In this course, paraeducators will identify the stages of the escalation cycle and how it can be impacted by student basic needs and trauma. They will analyze the concepts of building a professional relationship with students and colleagues and grasp impacts to professional relationships through application. Lastly, the paraeducator will identify appropriate strategies of conflict resolution, para contribution to school culture, school climate, and collaboration.

Register: <https://forms.washingtonea.org/Forms/pdonline>

Multi-Tiered System of Supports (MTSS): Tier II (6 hours)

Wednesday, May 12, 2021 & Thursday, May 13, 2021

4:30PM - 7:30PM

NOTE: It is highly recommended that participants take the "Multi-Tiered System of Supports (MTSS): Foundations and Tier I" course before taking this course.

Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention are delivered to students in varying intensities (multiple tiers) based on student need. "Need-driven" decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of all students to achieve and/or exceed proficiency. In this course, Tier II of MTSS will be covered, including progress monitoring and data-based decision making.

Register: <https://forms.washingtonea.org/Forms/pdonline>

Coaching and Mentoring High Leverage Practices (6 Hours)

Monday, May 17, 2021 & Wednesday, May 19, 2021

4:30PM - 7:30PM

NOTE: This course is designed for coaches, mentors, and teacher leaders that are collaborating with classroom educators, providing job-embedded professional development.

High Leverage Practices consist of four pillars (collaboration, assessment, social/emotional/behavioral, and instructional practices), when implemented, accelerate learning for all students. HLPs have significant potential for improving academic and behavior outcomes especially for those students that struggle in an inclusive setting. School leaders will learn how to support educators to identify their abilities and address areas of growth. We will discuss barriers with distance learning and how HLPs can support overcoming them. Universal Design for Learning is the framework of the presentation and the course foundation.

Register: <https://forms.washingtonea.org/Forms/pdonline>

Successful Inclusion of Students with Significant Disabilities (6 hours)

Tuesday, May 18, 2021 & Thursday, May 20, 2021

4:30PM - 7:30PM

Participants will learn why and how to include students with significant disabilities. Participants will examine research around the benefits of including students with significant disabilities in the general education classroom and learn implementation strategies for evidenced based inclusive practices. Participants will be given tools and examples and are highly encouraged to bring their general curriculum or general education unit plans, school schedules, and student schedules to plan for current or future students whom they want to or are currently including, though bringing these items are not required. This course is most beneficial for special education teachers, general education teachers, administrators, ESPs (paraeducators) and ESAs (counselors, SLPs, OTs). Participants are highly encouraged to come with their Multi-Disciplinary teams, if possible.

Register: <https://forms.washingtonea.org/Forms/pdonline>

Coaching and Mentoring for Specially Designed Instruction and Inclusive Classrooms (6 Hours)

Monday, May 24, 2021 & Thursday, May 27, 2021

4:30PM - 7:30PM

NOTE: This course is designed for coaches, mentors, and teacher leaders that are collaborating with classroom educators, providing job-embedded professional development.

This course is designed for coaches, mentors and teacher leaders who support educators in inclusive settings. These leaders will learn how to guide educators through the process to develop and implement Specially Designed Instruction (SDI). Through the use of High Leverage Practices (HLP) and other methods, leaders will be able to support educators through courageous conversations to ensure the success of all students.

Register: <https://forms.washingtonea.org/Forms/pdonline>

Computer Science for Special Populations (6 hours - STEM)

Tuesday, May 25, 2021 & Wednesday, May 26, 2021

4:30PM - 7:30PM

This course is designed to teach computer science and computational thinking using both unplugged and plugged activities targeting our special education population for the purpose of increasing student achievement. The Universal Design for Learning framework will be modeled. The modeled lessons will be designed to cross content areas and participants will be designing a lesson that can be used in their classroom.

Register: <https://forms.washingtonea.org/Forms/pdonline>

Inclusionary Practices: Universal Design for Learning with Katie Novak, Ed.D. (3 hours)

Tuesday, June 1, 2021 & Tuesday, June 8, 2021

4:00PM - 5:30PM

This introductory course is provided, in partnership, with Dr. Katie Novak, UDL expert, author, and consultant: <https://www.novakeducation.com/>. The course covers Universal Design for Learning topics, such as - equitable services, the Opportunity Myth, and MTSS.

Katie Novak, Ed.D., is an internationally renowned education consultant, author, professor at UPenn, and a former Assistant Superintendent of Schools in Massachusetts. With 19 years of experience in teaching and administration, an earned doctorate in curriculum and teaching, and eight published books, Katie designs and presents workshops both nationally and internationally focusing on the implementation of inclusive practices, Universal Design for Learning (UDL), multi-tiered systems of support, and universally designed leadership. Novak's work has impacted educators worldwide as her contributions and collaborations have built upon the foundation for an educational framework that is critical for student success.

Register: <https://forms.washingtonea.org/Forms/pdonline>

Note: This webinar has capacity for 3,000 registrants.

Why Inclusion? - The Parents' Perspective (4 Hours)

Wednesday, June 2, 2021 & Thursday, June 3, 2021

5:30PM - 7:30PM

This course is designed to help give educators and colleagues purposeful and meaningful perspectives on inclusion from the caregiver's point of view as well as practical applications using parents' success stories. The course is led by a team of parents of students with disabilities, including some that are professionals in the field of education. The course is designed to help you understand that inclusive classrooms are more than just good practice, but that the concepts and ideas of inclusivity have a large impact on the whole person throughout their lifespan and are part of the evolution of social justice for marginalized populations. It is an invitation for you to become allies in this process of social change.

Register: <https://forms.washingtonea.org/Forms/pdonline>

Computer Science in Special Populations: Level II (3 hours - STEM)

Friday, June 4, 2021

4:30PM - 7:30PM

NOTE: Participating in our course, Computer Science for Special Populations before taking this Level II course is recommended but not required.

Participants will be designing and modeling CS integration into their current roles as educators with a focus on careers and we will be taking a deeper dive into CS programs, such as Scratch, MakeCode, Ozobots, Artie, to name a few.

Register: <https://forms.washingtonea.org/Forms/pdonline>

Universal Design for Learning for Coaches and Mentors (6 Hours)

Monday, June 7, 2021 & Wednesday, June 9, 2021

4:30PM - 7:30PM

NOTE: This course is designed for coaches, mentors, and teacher leaders that are collaborating with classroom educators, providing job-embedded professional development.

Universal Design for Learning coaches and mentors provide in-depth understanding of the UDL principles. Participants will explore strategies to support their teachers/mentees with designing UDL lessons that include goals, assessments, methods, and materials. We will explore a mindset shift while addressing variability and reducing barriers in next generation students that are provided inclusive opportunities for all. Participants will leave with an experience of UDL lesson planning and resources to use in a coaching cycle.

Register: <https://forms.washingtonea.org/Forms/pdonline>

Accommodations and Modifications: Strategies for Educators (2 hours)

Thursday, June 10, 2021

4:30PM - 6:30PM

This course provides participants with practical strategies to use in the classroom to support all students, including those with disabilities. The course covers a variety of possible accommodations, categorized by presentation, setting, response, and timing/scheduling. Modifications to curriculum will be discussed and examples will be provided. Additionally, a small portion of the course will address how staff can advocate for student accommodations and modifications during an IEP.

Register: <https://forms.washingtonea.org/Forms/pdonline>

Section 504 (6 hours)

Monday, June 14, 2021 & Wednesday, June 16, 2021

4:30PM - 7:30PM

This course will highlight the key elements of Section 504 Rehabilitation Act (1973). Topics include: Federal statute of Section 504 Rehabilitation Act of 1973, eligibility for 504 plans, 504's role in FAPE, roles and responsibilities of providing accommodations, development of planning appropriate accommodations and distinguishing the difference between effective instruction and accommodations.

Register: <https://forms.washingtonea.org/Forms/pdonline>

Paraeducators in the Classroom (3 hours)

Monday, June 21, 2021

4:30PM - 7:30PM

In this course, the paraeducator will develop an understanding of the importance of meeting basic needs, identifying stages of the escalation cycle and the impact of trauma. Participants will address paraeducator responsibilities, analyze the provisions of special education, the paraeducator role in curriculum delivery, and the use of materials and techniques within the classroom environment.

Register: <https://forms.washingtonea.org/Forms/pdonline>

Coaching and Mentoring for Successful Inclusion of Students with Significant Disabilities (6 Hours)

Tuesday, June 15, 2021 & Thursday, June 17, 2021

4:30PM - 7:30PM

NOTE: This course is designed for coaches, mentors, and teacher leaders that are collaborating with classroom educators, providing job-embedded professional development.

This course is designed for coaches and mentors who support teachers and other staff members working with students that have significant disabilities. Coaches and mentors will examine the steps to system change around inclusion, and gain access to tools and strategies to increase inclusionary practices for all students using effective coaching techniques.

Register: <https://forms.washingtonea.org/Forms/pdonline>

Multi-Tiered System of Supports (MTSS): Tier III (6 hours)

Wednesday, June 23, 2021 & Thursday, June 24, 2021

4:30PM - 7:30PM

NOTE: It is highly recommended that participants take both "Multi-Tiered System of Supports (MTSS): Foundations and Tier I" and "Multi-Tiered System of Supports (MTSS): Tier II" courses before taking this course.

Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention are delivered to students in varying intensities (multiple tiers) based on student need. "Need-driven" decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of all students to achieve and/or exceed proficiency. In this course, Tier III of MTSS will be covered, including data-based individualization and special education eligibility.

Register: