

# Zoom Courses

## September-December 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) are providing professional development via Zoom. Register for each course, using the link listed for each course. Select the course you want to register for in the drop down menu. After registering, 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. Clock hours will be provided within 5-10 business days.

### Behavioral Health Impacts of COVID-19 for Educators & The Back to Classroom THINK Toolbox

(1.5 hours)

Tuesday, September 21, 2021

4:00PM - 5:30PM



Dr. Kira Mauseth, from the Washington DOH Behavioral Health Strike Team, will share current youth behavioral health symptoms and how those correspond with the phases of disaster, as well as, the newly released COVID-19 Back-to-Classroom THINK Toolbox.

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

### Special Education Law (6 hours)

Wednesday, September 22, 2021 & Thursday, September 23, 2021

4:30PM - 7:30PM

This popular and intensive course is designed to provide an overview of the rules and regulations required for providing special education services. Based on WAC 392-172A and specific court cases, this course provides the tools stakeholders need to provide compliant services to students with disabilities. Topics include: Free Appropriate Public Education (FAPE), appropriate student evaluation, individualized education program, least restrictive environment, parent and student participation in decisions and procedural due process.

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

### Computer Science for Special Populations (6 hours) - STEM

Monday, September 27, 2021 & Tuesday, September 28, 2021

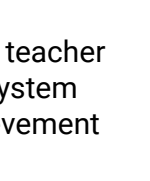
4:30PM - 7:30PM

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.

This training meets the professional and continuing elementary and secondary certificate renewal requirements for STEM (RCW 28A.10.2212).

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

### Student-Centered Learning: Providing Opportunities for Voice and Choice (1.5 hours)



Thursday, September 30, 2021

6:00PM - 7:30PM

Create and present student-centered lessons and empower students through voice and choice as the teacher co-designs the instructions with them. As every student learns differently, they become educational system stakeholders, developing a larger buy-in to their own education and contributing to their student achievement and success.

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

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

Monday, October 4, 2021

4:30PM - 7:30PM

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.

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

This training meets the professional and continuing elementary and secondary certificate renewal requirements for STEM (RCW 28A.10.2212).

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

### Autism 201- Evidence-Based Practices for Learners on the Autism Spectrum (6 hours)

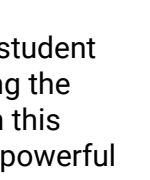
Tuesday, October 5, 2021 & Wednesday, October 6, 2021

4:30PM - 7:30PM

This course is designed to look at defining and implementing Evidence Based Practices for students with Autism Spectrum Disorder (ASD) across multiple settings. It will include some review of how ASD is defined and diagnosed. The course will cover the following evidence-based practices and strategies: Visual Supports, Antecedent-based Interventions, Discrete Trial Teaching, Prompting, Social stories, and Self-Management

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

### UDL as an Instrument for Change w/Mirko Chardin (1.5 hours)



Thursday, October 7, 2021

4:00PM - 5:30PM

If we truly want to be inclusive in our districts, schools, and classrooms, we must proactively plan for student variability and diversity which requires transforming "tried and true" practices to ensure we are meeting the needs of all learners and providing them with opportunities to reach rigorous grade-level standards. In this session, we will explore how we can use the best practices of Universal Design for Learning to create powerful change that inspires, educates and drives students into action.

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

### STEM in Sports: Using Sports for STEM Learning in the Classroom (15 Hours) - STEM

Part I: Friday, October 8, 2021 4:00PM-6:00PM

Part II: Monday, October 11, 2021 4:00PM-6:00PM

Part III: Friday, October 15, 2021 4:00PM-6:00PM

Part IV: Monday, October 18, 2021 4:00PM-6:00PM

Part V: Friday, October 22, 2021 4:00PM-6:00PM

This course includes 10 hours of synchronous training via Zoom and 5 hours of independent, asynchronous training (homework)

This course is designed to help you to take the practice of a sport (any sport) and show and enhance STEM through the lens of sports. The course will shine a light on students who are motivated by sports and show how STEM can be incorporated into sports activities.

This course includes inclusionary practices so that all kids can learn. Universal Design for Learning will also be a part of this course.

This course includes a brief overview of STEM Standards, a few examples then asks participants to address their own standards:

1. NGSS (Science and Engineering)
2. CCSS (Math)
3. Computer Science
4. Technology

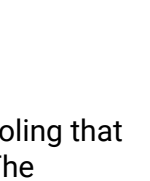
Objectives:

- Participants will learn how to build a unit in their content area that features Sports and STEM
- Participants will learn how to incorporate inclusionary practices into their content area
- Participants will learn how to incorporate Computer Science and science into their content areas
- Participants will learn how to incorporate student voice and UDL practices

This training meets the professional and continuing elementary and secondary certificate renewal requirements for STEM (RCW 28A.10.2212).

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

### Culturally Responsive Instruction with Music & Movement (1.5 hours)



Thursday, October 14, 2021

4:00PM - 5:30PM

What does the future hold for our nation's youth? What do educators envision for students emerging from schools? We should see our students not only as readers, writers, authors, scientists, and mathematicians, but also as artists, athletes, and musicians! In this session, participants will explore developmentally appropriate practices across multiple curricular areas, all through a culturally responsive lens.

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

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

Monday, October 18, 2021 & Tuesday, October 19, 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, Tier II of MTSS will be covered, including progress monitoring and data-based decision making.

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

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

### Self-Care: How to Address and Survive the Daily Life Stressors (1.5 hours)



Thursday, October 21, 2021

4:00PM - 5:30PM

Self-care is often the first thing that gets ignored when life becomes stressful. Taking care of yourself will help you to better care for those you teach. This webinar will help you define and better understand the importance of self-care and become a self-care advocate for yourself and others.

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

### Why Inclusion? The Parents' Perspective (6 hours)

Tuesday, October 26, 2021 & Wednesday, October 27, 2021

4:30PM - 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>

### Sensory Strategies in the Inclusive Classroom (6 hours)



Tuesday, November 2, 2021 & Wednesday, November 3, 2021

4:30PM - 7:30PM

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.

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

### Section 504 (6 hours)

Monday, November 8, 2021 & Tuesday, November 9, 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>

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

Monday, November 15, 2021 & Tuesday, November 16, 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, Tier III of MTSS will be covered, including data-based individualization and special education eligibility.

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.

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

### Laying the Groundwork for Social Justice in Our Classrooms and Learning Communities w/Mirko Chardin (1.5 hours)



Thursday, November 18, 2021

4:00PM - 5:30PM

Every student deserves the opportunity to be successful regardless of their zip code, the color of their skin, the language they speak, their sexual and/or gender identity, their religion, and whether or not they have a disability. This requires us to examine our own power and privilege, drop our egos, commit to removing barriers for all learners, and treat our learners with the unequivocal respect and dignity they deserve. This session will support educators called to this task to provide conditions of nurture, challenge each other with radical candor, and be open to the voices of our learners as we listen and celebrate their stories of self.

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

### Special Education Law 201 (6 hours)



Monday, November 29, 2021 & Tuesday, November 30, 2021

4:30PM - 7:30PM

This course is an extension of the original Special Education Law course and previous participation is recommended, but not required. The course is intended for participants who want to further examine case law and citizen complaints that influence special education practices. Through an in-depth analysis of potential violations and outcomes of real cases and complaints, participants will generalize and apply procedural justice to inform practices.

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

### Accommodations & Modifications (3 hours)

Wednesday, December 4, 2021

4:30PM - 7:30PM

This course provides participants with clarification around the definition of IEP and 504 Plan accommodations, IEP modifications, and specially designed instruction as well as practical strategies to use in the classroom to support all students. The course covers accommodation and modification options, how to select and define using data based decision making, and how to ensure compliance through implementation of the IEP or 504 Plan.

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

### The UDL Design Cycle; Through a PLC Perspective (6 hours)



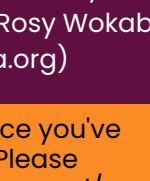
Tuesday, December 7, 2021 & Wednesday, December 8, 2021

4:30PM - 7:30PM

This course is intended for learners who have a general understanding of the Universal Design for Learning (UDL) framework. Participants will focus on the application of the UDL framework in lesson planning, through the support structure of a collaborative professional learning community (PLC). Learners will examine their mindsets to become more equitable, inclusive, responsive educators, who creates better outcomes for all students.

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

### Identity, Mirrors and Funds of Knowledge w/Mirko Chardin (1.5 hours)



Thursday, December 9, 2021

4:00PM - 5:30PM

Being culturally sustaining means our learners must be able to see themselves in their work. To honor the identities and experiences of our learners, we must harness Funds of Knowledge and create learning experiences that are authentic, meaningful, and linguistically appropriate. In this session, we will explore how we can use the best practices of Universal Design for Learning alongside culturally responsive and sustaining teaching techniques so that our learners feel like their educational experiences were designed for them.

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

Check for the most updated flyer(s) here: <https://bit.ly/WEA-IPP>

Check back frequently, we will be adding courses! Asynchronous Canvas courses will be available soon!

For questions, registration assistance, or clock hour assistance, email Thera Grady ([tgrady@washingtonea.org](mailto:tgrady@washingtonea.org)) or Rosy Wokabi ([rwokabi@washingtonea.org](mailto:rwokabi@washingtonea.org))