



**New!**

## **Special Education Endorsement Courses The Evergreen State College**

**Special Education Endorsement Series  
Summer 2012-Summer 2013**

### **Summer 2012: Introduction to Special Education and Special Education Law**

9a-1p Mon/Wed (Jul. 9 - Aug. 8), 4 quarter credits, Dr. Sherry Walton

This course is **open to all** and provides an overview of the history of special education, legislation affecting special needs students and their teachers, general considerations for working with students with disabilities, characteristics of disabilities, and responsibilities of educators. The class is intended for practicing teachers, pre-service teachers who wish to prepare for an endorsement in special education, and any individuals interested in learning more about people with disabilities, their needs, and their rights. **Teachers planning to take further courses** for the special education endorsement, or **students planning to apply to the Master in Teaching Program with a special education endorsement goal please contact** TESC certification officer Maggie Foran at [foranm@evergreen.edu](mailto:foranm@evergreen.edu) or 360.867.6559 **for an endorsement application form to be completed ASAP and before end of May.** **Current Teachers and Community members encouraged to register by May 29<sup>th</sup>, payment due June 29.**

### **Fall 2012:**

#### **Assessment of Special Needs and Development of IEPs - Saturdays**

This course will cover the central competencies in the area of special education assessment. It will provide a basic knowledge of the purposes, implementation and interpretation of formal and informal assessments. Participants will gain an understanding of how to administer, score/evaluate, interpret and report on formal and informal assessments and analyze the accessibility and appropriateness of assessments for students with disabilities. They will then use this knowledge to determine the effectiveness of an Individual Education Plan, as well as to make modifications and accommodations to the general curriculum. Students planning to be endorsed in special education will take the course for 6 credits, which includes a minimum of 36 hours of practicum activities; those not planning to be endorsed take the course for 4 credits. Introduction class prerequisite and Teacher Education Programs Director signature for registration required.

#### **Collaboration and Conflict Resolution - Saturdays**

This course is **open to all** and will cover the roles and responsibilities of the special education teacher in relationship to working effectively with parental guardians, paraeducators, classroom volunteers and

other team members and service providers. Effective skills in communicating, resolving conflict and collaborating with parents, paraeducators and professionals will be emphasized. Two credits.

### **Winter 2013:**

#### **Curriculum and Instruction I and IEPs: Literacy, Math, RTI and Differentiation - Saturdays**

This course will cover the advantages and limitations of instructional strategies and practices for teaching individuals with disabilities. Students will learn about modifications and accommodations to integrate exceptional learners into the general education curriculum, and how to design and implement special curricula based on IEP assessment results, and the state's learning goals, EALRs and benchmarks, especially in the core content areas of literacy and math. Response to Intervention and Differentiation models will be emphasized. Students planning to be endorsed in special education will take the course for 8 credits, which includes a minimum of 36 hours of practicum activities; those not planning to be endorsed take the course for 6 credits. Introduction, Assessment and collaboration class prerequisites and Teacher Education Programs Director signature for registration required.

### **Spring 2013:**

#### **Curriculum and Instruction II: Adaptive and Assistive Technologies in the Classroom - Saturdays**

This course will cover evaluating the need for assistive technologies and how to incorporate them when appropriate to implement progress monitoring; develop, implement and modify instructional plans; for use in classroom, district and state testing; and to increase PK-12 students' adaptive skills. Students planning to be endorsed in special education will take the course for 3 credits, which includes a minimum of 18 hours of practicum activities; those not planning to be endorsed take the course for 2 credits. Introduction, Assessment, Collaboration, Curriculum and Instruction I class prerequisites and Teacher Education Programs Director signature for registration required.

#### **Behavior and Classroom Management – Saturdays**

This course is **open to all** and will cover behavior and classroom management techniques for use with special education students. Participants will explore the types of diversity in the classroom and learn how to work effectively with diverse learners. They will discuss various classroom management models and identify best practices for effective teaching and learning in individual, small group and large group settings, including the use of Functional Behavioral Assessment. Assignments will include designing a learning environment that encourages participation and facilitates behavior management. Participants will also look at federal, state and local guidelines and laws regarding behavior management and discipline in the schools. They will learn to recognize students who are at-risk for violent behaviors and research behavioral techniques for decreasing undesirable behaviors and increasing positive behaviors. Social skills, self advocacy and self management for behavior disordered students will be covered. Students planning to be endorsed in special education will take the course for 5 credits, which includes a minimum of 18 hours of practicum activities, those not planning to be endorsed take it for 4 credits.

### **Summer 2013:**

#### **Professional Seminar in Special Education**

This course is six credits and **open to all** and covers essential competencies for the special education endorsement not previously addressed in the previous endorsement series courses. Topics include current special education research with an emphasis on best practices; early childhood special education trends and curriculum; planning the transition of special education students between the school setting and into a post-secondary environment; standards of ethical practice and resources for further professional development.

**For further information contact** Evergreen certification officer Maggie Foran at **[foranm@evergreen.edu](mailto:foranm@evergreen.edu)** or **360.867.6559**