



SPED Course Competencies 2018-2019

Special Education (SPED) Courses – Program Description	Course Dates	Competencies Addressed	Competencies Assessed
<p>SPED 101 –Teaching Multicultural Students with Disabilities in K-12: An introductory course to the joys and challenges of teaching students with dis/abilities to include practical strategies as well as theory. Course to include what one needs to know the first day, the first week, and the first month of teaching: how to create productive learning environments, pedagogical and content knowledge, and knowledge of learners and learning. Course includes efficient organizational systems to complete timelines, schedule students and staff as well as effective communication in supervision of paras and collaboration with other team members.</p>	<p>7/16, 7/17, 8/8</p>	<p>1.0 4.J, 4.K 6.0 Overview -Overview of program models -Case management -Communication/ management of adults -Emphasize self-care -Long-term timing for para management -Basic calendaring & who needs to attend meetings</p>	<p>1.F 1.H 4.J 4.K 6.A</p>
<p>SPED 105 – Teaching Elementary Students with disabilities SPED 110—Teaching Secondary Students with disabilities Each candidate to choose one focus class based on his/her grade level. Course will include developmental theories as well as structuring lessons and collaborating with staff specifically applicable to elementary or secondary environments. Course includes knowledge of ways people learn and knowledge of specific dis/abilities. While these courses will include introductory knowledge of evaluations, IEPs, FBAs and BIPs, focus will be on what they need to know the first month.</p>	<p>8/18, 8/25, 4/13</p>	<p>2.0 4.A, 4.I 6.0 -Foundational development/sequence in order to address needs</p>	<p>2.A 2.D 2.E 4.I 6.A 6.F</p>
<p>PEDAGOGY 202 – Teaching Content: Reading, Writing, and Math to include all levels from high needs to consult. Reading will include the five domains. Writing will include fine motor strategies. Math will include number sense to algebra strategies. Courses will include content knowledge</p>	<p>8/6, 8/7, 10/6</p>	<p>4.D – 4.G 6.B, 6.D, 6.E -Adaptive skills</p>	<p>4.D 4.E 4.F 4.G 6.D</p>



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<p>and pedagogical content knowledge with an emphasis on how to create a culture of learning. This culture includes how to assess current knowledge, design engaging lessons, and continually assess and differentiate to maximize learning.</p>		<ul style="list-style-type: none"> -Revisit developmental sequence -Classrooms and levels of learners 	
<p>SPED 303 – Writing Compliant IEPs: Course includes writing compliant IEPs from start to finish. To include instruction on every line of the IEP to meet state/federal guidelines as well as IEPOL training. Course also include roles/responsibilities within IEP meetings and how to facilitate meetings that emphasize family and student participation.</p>	<p>7/20 (half-day), 7/23, 7/24, 3/9 (half-day)</p>	<p>3.0 4.0 6.C, 6.D</p> <ul style="list-style-type: none"> -Who’s who? Roles & responsibilities of team members -FBA/BIP -Calendar -Required team members -Difference between IEP/504 -Measurable goals 	<p>4.A 4.B 4.H 4.L 4.M 4.N</p>
<p>SPED 404 – Assessments and Data Use in Special Education: Course includes instruction in Summative (standardized) and Formative tests (criterion, CBMs), particularly how to use data to drive instruction and IEP goals. To include understanding scores and how to explain scores to parents in meetings. To include instruction in frequently used standardized academic tests (Woodcock Johnson IV and/or WIAT III). In the spring, course will include how to effectively engage with state standardized assessments for students who have special accommodations or alternative testing (e.g. WA-AIM).</p>	<p>7/26, 7/27, 1/12</p>	<p>3.0 6.C</p> <ul style="list-style-type: none"> -Data keeping -Eligibility...504 -FBAs/BIPs -Measurable goals -WA-AIM (guest speaker) w/real ex. 	<p>3.A 3.B 3.C 3.D 3.F 6.C</p>
<p>PEDAGOGY 606 – Lesson Planning for Productive Student Behaviors, Classroom Management and Student Engagement: Course to include how to plan and write engaging lessons and how to manage unproductive behaviors should they arise while teaching. Course includes practical and effective motivational strategies for adults and students. Motivational and classroom management</p>	<p>8/9, 8/10, 2/9</p>	<p>2.0 4.C – 4.G 5.0 6.D, 6.E</p> <ul style="list-style-type: none"> -Connections from 	<p>4.C 5.C 5.D 5.E 6.E</p>



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strategies to include all student levels. Focus is upon creating restorative and relational learning environments that maximize student engagement and thus reduce unproductive behaviors. To include strategies for management of self, students, and staff with focus on how to remediate unproductive behaviors when they occur.		classroom to worksite -FBAs/BIPs -Planning lessons to apply learning to real-life situations	
PEDAGOGY 707 – Lesson Planning for Inclusion and Differentiation: Course includes elements of an effective lesson plan with target objectives, an activity, and an assessment that creates a differentiated tier of involvement for all student levels from high needs to consult. Also to include learning theories as well as modifications and accommodations particular to the group with which one is teaching and learning. This course builds on initial content and pedagogical content learning in SPED 202 and on motivational concepts in SPED 606.	11/3, 12/8, 5/11	-Relationship between IEP and instruction -Co-teaching -Adaptive skills	2.B 2.C 2.F 3.E 5.A 5.B
SPED 808 – Legal Issues in Special Education: Course to include not only IDEA, ADA, and WAC, but also up-to-date case law guiding special education. To include legal “hot spots” and how to comply with all laws and procedures efficiently. This course builds on the practical knowledge gained throughout the year as well as writing compliant IEPs in SPED 303.	7/18, 7/19, 7/20 (half-day), 3/9 (half-day)	1.0 3.0 6.A, 6.C, 6.F	1.A 1.B 1.C 1.D 1.E 1.G

Program design details per candidate (Dependent on instructor availability):

Summer Institute: July 16 – 27

Week One: 8:30 AM to 3:00 PM (30 hours)
 Week Two: 8:30 AM to 3:00 PM (30 hours)
 Week Three: 8:30 AM to 3:00 PM (30 hours)
 Saturdays: August 18 (6 hours) and August 25 (6 hours)

Saturdays DURING school year

October 6th February 9th
 November 3rd March 9th
 December 8th April 13th
 January 12th May 11th



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SPED ENDORSEMENT COMPETENCIES

SPED Competencies	WA State-Required and/or Key Assessments
1.0 Knowledge of Foundations of Special Education	
1.A Models, theories, philosophies, and regulatory history that form the basis for special education practice	Case Study Course Exam
1.B Issues in definition and identification of individuals with disabilities, including those from culturally and linguistically diverse backgrounds	Case Study Course Exam
1.C Issues, assurances, case law, and due process rights related to assessment, eligibility, and placement within a continuum of services	Case Study Course Exam
1.D Rights, responsibilities, and advocacy related to individuals with disabilities and their families	Case Study Course Exam
1.E The legal, judicial, and educational systems affecting individuals with disabilities	Case Study Course Exam
1.F Factors that influence the over-representation and under representation of culturally/linguistically diverse students in programs for individuals with disabilities	Case Study Course Exam
1.G Federal and state legislation that affect children, families, and programs for individuals with disabilities	Case Study Course Exam
1.H Roles of families, school and community personnel, and individuals with disabilities in identifying, assessing, and providing services to individuals with disabilities	Case Study Course Exam
2.0 Knowledge Characteristics Of Learners	
2.A Typical and atypical human growth and development <ul style="list-style-type: none"> • Similarities and differences of individuals with and without disabilities • Educational implications of the characteristics of various disabilities including social, emotional, academic, and behavioral implications • Effects a disability can have on an individual’s life as influenced by stress and trauma, protective factors and supportive relationships 	Case Study Course Exam
2.B Unique needs of children who are severely involved or very young such as positioning, handling, nutrition, feeding, and toileting	Case Study Course Exam
2.C Etiologies and medical aspects of conditions affecting individuals with disabilities	Case Study Course Exam
2.D Family/community/education programs that provide information and	Local Resource Guide



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resources concerning individuals with disabilities	
2.E Impact of a disability on individuals, families, and society	Case Study
2.F Strategies for collaborating with families of and service providers to individuals who are chronically or terminally ill.	Case Study Course Exam
3.0 Knowledge of Assessment, Diagnosis, and Evaluation	
3.A Basic terminology used in assessment of individuals with disabilities	Case Study Course Exam
3.B Legal provisions and ethical principles regarding assessment of individuals	Case Study Course Exam
3.C Evaluation related to child-find screening, pre-referral, response to intervention (RTI), referral, eligibility procedures, extended school year, and transition procedures	Case Study Course Exam Evaluation
3.D Appropriateness of various instruments and procedures for assessing individuals with disabilities including children who are culturally and linguistically diverse	Case Study Course Exam Assessment Plan Progress Monitoring Plan
3.E Accommodations, modifications, technology, and alternatives and when to apply each in classroom, district, and state testing	Case Study Course Exam Assessment Plan Progress Monitoring Plan
3.F Curriculum based assessment	Case Study Course Exam Assessment Plan Progress Monitoring Plan
4.0 Knowledge of Planning, Content and Practice	
4.A Individualized Education Plan components, development, implementation, and review process	Course Exam IEP plan IEP meeting observation IEP meeting reflection
4.B Characteristics and demands of the continuum of service options	Course Exam
4.C Accommodations, modifications, and alternatives and when to apply each in instruction	Case Study Course Exam Lesson Plan Lesson Observation Lesson Reflection
4.D Researched-based methods for increasing positive impact on student learning in reading, mathematics, and writing	Case Study Course Exam Lesson Plan



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	Lesson Observation Lesson Reflection
4.E Research-based methods for increasing student learning in adaptive, social, emotional, behavioral, communication, and independent living skills	Case Study Course Exam Lesson Plan Lesson Observation Lesson Reflection
4.F Research-based strategies for skill acquisition in academic content areas	Case Study Course Exam
4.G Evidence that instructional methods and curricular materials are research-based	Lesson Plan Lesson Observation Lesson Reflection
4.H Prevention and intervention strategies across the tiers of response to intervention (RTI)	RTI team member observation RTI Case Study
4.I Research-based best practices for structuring effective teaching and learning in individual, small group, and large group settings	Case Study Course Exam Lesson Plan Lesson Observation Lesson Reflection
4.J Roles and responsibilities of the special education teacher, paraeducator, and other team members	Case Study
4.K Strategies for appropriate program and instructional supervision and training including management of paraeducators, classroom volunteers, and peer tutors	Case Study
4.L Strategies for coordination of learning programs for general education and special education staff to meet students' needs	Case Study
4.M Research-based career, vocational, and transition programs for individuals with disabilities	Case Study Course Exam Lesson Plan Lesson Observation Lesson Reflection
4.N Universal precautions for health and safety	Course Exam
5.0 Knowledge of Managing Student Behavior and Social Interaction Skills	
5.A Laws, policies/regulations, and ethical principles regarding positive behavior management planning and implementation, discipline, and aversive therapy	Case Study Course Exam
5.B Responsibilities regarding procedures for Functional Behavioral Assessment, manifestation determination, and behavior intervention planning	Case Study Course Exam



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	Functional Behavioral Assessment Behavior Intervention Plan Manifestation Determination
5.C Strategies for increasing acceptance and inclusion of individuals with disabilities	Case Study Course Exam
5.D Social skills needed for education, community living, and other environments	Case Study Course Exam
5.E Strategies for crisis prevention and de-escalation of aggressive behavior	Continuum of Intervention Plan Emergency Response Plan
6.0 Skills and Instructional Methodology	
6.A Foundations of Special Education 6.A.1 Articulate personal philosophy of special education 6.A.2 Know, use and comply with the Washington Administrative Code in the design and implementation of special education and related services 6.A.3 Identify similarities and differences of major provisions of Part B and Part C of IDEA 6.A.4 Apply theory and knowledge of family dynamics, roles, and relationships in interactions with families and communities 6.A.5 Collaborate with local, community, state, and federal personnel to provide services to individuals with disabilities	Personal Philosophy Paper Course Exam Observation of family meeting
6.B Characteristics of Learners 6.B.1 Access information, support, and resources such as, health and safety, nutrition, behavior, and learning 6.B.2 Communicate with school personnel, families, and community members about the characteristics and needs of individuals with disabilities 6.B.3 Observe and record the behaviors of individuals who are taking medications and share data/observations with family and other professionals when appropriate 6.B.4 Use current information from assessments and evaluations to inform instructional practice 6.B.5 Recognize characteristics common to disability categories as identified in WACs 6.B.6 Select, adapt, and use instructional strategies and materials according to characteristics of the learner including social, emotional, adaptive, cognitive,	Learners and Learning Paper Data monitoring and lesson plans Parent logs



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<p>academic and behavioral</p> <p>6.B.7 Develop and select learning experiences and strategies that affirm and respect, family, cultural, and societal diversity, including language differences</p>	
<p>6.C Assessment Diagnosis and Evaluation</p> <p>6.C.1 Collaborate with families, related service personnel and others in assessment of individuals with disabilities</p> <p>6.C.2 Maintain confidential communication and documentation about individuals with disabilities</p> <p>6.C.3 Use comprehensive assessment procedures</p> <ul style="list-style-type: none"> • Include families and service providers to gather relevant background information • Develop and administer objective informal assessments and observations • Administer appropriate formal assessments • Interpret information from formal and informal assessments including psychometric properties such as reliability and validity <p>6.C.4 Utilize ongoing evaluation/assessment data to determine the effectiveness of specially designed instruction and related services</p> <p>6.C.5 Use performance data and information from all team members to inform and evaluate the effectiveness of interventions in learning environments</p> <p>6.C.6 Select, adapt and modify individualized assessment strategies including accommodations, technology, and alternative assessment</p> <p>6.C.7 Use technology to implement progress monitoring and use of data to develop and modify instructional plans</p> <p>6.C.8 Use assessment results to develop and monitor transition plans</p> <p>6.C.9 Use documentation of response to intervention (RTI) to inform eligibility determination decisions and specially designed instruction</p> <p>6.C.10 Communicate and integrate assessment results from others as an active team participant in eligibility decisions, the development and implementation of the Individual Educational Program (IEP), and the Individual Family Service Plan (IFSP)</p>	<p>Comprehensive assessment report, to include response to intervention or student study team data</p> <p>Data monitoring</p> <p>Parent logs</p> <p>Observation of evaluation report and/or IEP meeting</p>
<p>6.D Planning, Content, and Practice</p> <p>6.D.1 Create a safe, equitable, positive, and supportive learning environment for all students that encourages self-advocacy, self-determination, and increased independence</p> <p>6.D.2 Develop and select instructional content, resources, and strategies that are aligned with IEP goals and respond to cultural, linguistic, and gender differences.</p> <p>6.D.3 Develop, implement, and monitor IEPs in collaboration with team</p>	<p>Observations</p> <p>Lesson plans</p> <p>IEPs</p> <p>Data monitoring</p>



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members, families, and as appropriate, students

6.D.4 Evaluate the need for assistive technologies and incorporate when appropriate

6.D.5 Develop, implement, and monitor IEPs, IFSPs, and lesson plans which align with general curriculum including state learning goals, EALRs, GLEs and early childhood learning benchmarks

6.D.6 Use and model research-based strategies and interventions to facilitate inclusion in the least restrictive environment including appropriate accommodations, curriculum modifications, and alternatives

6.D.7 Collaborate and communicate with school personnel, family and community members to include and accommodate individuals with disabilities into various settings

6.D.8 Use research-based methods to teach reading, mathematics, and writing

6.D.9 Use research-based methods to increase student learning in adaptive, social, emotional, behavioral, communication, and independent living skills

6.D.10 Use task analysis to prepare lesson plans based on unique educational needs that are directly connected to measurable components of the IEP

6.D.11 Plan for the integration of related services' goals into the educational programs

6.D.12 Sequence, implement, and evaluate individual learning outcomes, including the appropriate use of the EALRs and GLEs

6.D.13 Use research-based strategies for facilitating maintenance and generalization of skills across learning environments

6.D.14 Use instructional time to positively impact student learning by designing and managing effective daily routines

6.D.15 Use strategies, including collaboration with families and other agencies to facilitate all transitions for individuals with disabilities, including:

- early intervention to preschool
- preschool to elementary
- elementary to middle level
- middle level to high school
- high school to beyond
- individualized alternative settings to school
- extended school year
- to and from general education

6.D.16 Direct, observe, and provide feedback to paraeducators, classroom volunteers and peer tutors

6.D.17 Prepare lesson plans, organize materials, and monitor implementation of specially designed instruction for self, paraeducators, and general educators

6.D.18 Design and/or provide instruction in a variety of educational settings



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including community based settings	
<p>6.E Managing Student Behavior and Social Interaction Skills</p> <p>6.E.1 Use the least intrusive behavior management strategy consistent with the needs of the individual learner</p> <p>6.E.2 Modify instructional approaches and the learning environment to manage behaviors</p>	<p>Observations</p> <p>Functional Behavior Assessment</p> <p>Behavior Intervention Plan for Individual Classroom Continuum of Intervention</p>
<p>6.F Professionalism and Ethical Practice</p> <p>6.F.1 Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with disabilities</p> <p>6.F.2 Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession consistent with the Council for Exceptional Children Code of Ethics</p> <p>6.F.3 Access professional organizations and publications (printed/electronic) that support individuals with disabilities, their families, and colleagues</p> <p>6.F.4 Conduct professional activities in compliance with applicable special education laws and policies/regulations</p>	<p>Course exam</p> <p>Observations</p>