Special Education Orientation
Welcome

- We are so glad you are here!
- Take a minute to introduce yourself
Mission

- Construct, transform, and convey knowledge by integrating research, theory, and practice;

- Cultivate student growth through extensive community and school engagement in collaboration with exemplary practicing professionals;

- Act with respect for individual differences, including taking a strengths-based view;

- Develop collaborative partnerships that promote the learning and well-being of individuals, families, and the community; and

- Evaluate processes and outcomes to ensure continual program improvements.
The vision of Woodring College of Education frames our future.

Woodring College of Education fosters community relationships and a culture of learning that advance knowledge, honor diversities, and promote social justice.
Education is Social Justice

- The Department of Special Education and Education Leadership are deeply involved in issues of social justice.

- An important aspect of social justice is education for each child, especially a child with disabilities, to fulfill potential and take a rightful place in society.

- Our specific purpose is to prepare educators and support professionals with the dispositions, knowledge, and skills to positively impact the future of all children, including children from low SES, ethnic diversity, and especially children with disabilities.
Disability Rights

- We welcome students in our programs with disabilities. You have the right to reasonable accommodations. If you have a disability follow the process outlined in your handbook.
  - Contact Disability Rights Services to schedule an appointment
  - Identify your instructors. For your benefit, be aware that many courses are co-taught and all instructors for block courses should be identified.
  - Send out letter with requested accommodations
  - Set up an appointment with EACH instructor at the very beginning of the quarter to review list of accommodations
  - If your schedule includes a practicum, then advise the chair of the department by the second week of the quarter prior to the practicum.
  - Accommodations for practica are NOT the same for coursework
**Staff Introductions**

- **Ms. Gramm**
  - Overrides
  - Plans of study
  - Materials check-out
  - Major declaration cards

- **Ms. Cahill**
  - Registration problems
  - Appointments with the chair
  - Clearance difficulties
  - Miscellaneous items that require special handling
  - Any of Ms. Gramm’s responsibilities if she is not available
This Week’s Tasks and Paperwork

- Get your picture taken
- Read and sign the professionalism document (two copies: one sign and turn in, the other to keep)
- Read and sign photo release
- Sign up for Listserv – Directions in Student Handbook and in your packet
- Set an appointment with your advisor
  - Some advisors have available times to sign-up for an appointment outside their office doors some use an electronic system.
Special Education Homepage

- [https://wce.wwu.edu/sped/special-education](https://wce.wwu.edu/sped/special-education)

- Handbook

- Admitted Students (>New Students – >Current Students)
  - General information
  - Documents
    - Plans of study
    - Additional Program Requirements Document
    - Disposition Document and rubric
    - E-ATRC Directions and Rubric
Plan of Study

- Each program has its own Plan of Study.
  - SPED + Elementary
  - SPED + Content
  - Exceptionality and Disability, BAE
  - Early Childhood Special Education + Early Childhood Education

- All follow a modified cohort model.
Course Scheduling

- Course sequence is set up for most efficient time to degree and SPED courses build upon each other as much as possible. Follow your Plan of Study.

- Take your pre-requisites: Linguistics 201, Math 112, Science Ed. 201 and all other Science GURs.

- It is ultimately the responsibility of the student to ensure that courses fit their schedule and are taken at the appropriate time.

- We have limited control over the scheduling of courses originating from other departments. If you cannot get in a class. See Ms. Cahill immediately.

- Students MUST meet with their advisors each quarter!
Summer Courses

- Limited offering of SPED courses during the summer

- Other courses outside SPED (e.g., Math, Art, Music, IT 443) do sometimes offer summer courses. (This is not a guarantee)

- If you decide to take a summer course, check with Financial Aid first. Some students can get financial aid for summer, and some do not qualify for it.

- If you need GURS, you might be able to take some at a community college during the summer. Please make sure they will transfer.
The program is designed to build upon prior learning, e.g. SPED 360

SPED 360 Overview

- SPED 474 Complex Needs
- SPED 469 Professional Collaboration
- SPED 452 Behavior Assessments and Interventions
- SPED 464 SPED Law and IEP
- SPED 460 Interventions for Classroom Management
Program Requirements: Grades

- **GPA**
  - Teacher Preparation majors require a 2.75 or higher, GPA every quarter.
  - Exceptionality & Disability or SPED Early Childhood non-teacher education majors require a 2.50 or higher, GPA every quarter.
  - All degree coursework must be completed with a C or better. On occasion, students need to retake a course.
Additional Program Requirements
(In your Packet)

- Variety of field placements
- Commitment to lifelong learning – professional development opportunities. (Some are required)
- Assistive Technology Electronic Portfolio (AT Portfolio)
- Pathway to Equity and Inclusion (Readings)
- Successful Completion of All Program Assessments
Professional Development is Required Each Quarter

Overview:

- If you want to earn a credit, SPED 441 is an option. You must meet with your advisor to sign-up.
- If you sign-up for SPED 441 first quarter, requirements are established: two reflections on professional developments of your choice.
- Subsequent quarters, you must meet with your advisor.

Examples

- Darkness to Light Workshop through Brigid Collins
- Guest speakers
- Workshops offered outside the department
- The department offers opportunities and provide you with information on listserv. We provide **TIMELY** info when we can, but sometimes we do not have the info in advance
- Opportunities will also be posted on the bulletin board in our department
What is SPED 441?

- Course for special projects, research, other opportunities
- Course that has a particular professional focus – guest speakers from the community (Some professional opportunities are required)
- Course that is available if one is needed for additional credits for financial aid AND/OR Professional Development opportunities
- Repeatable for up to 10 credits (1 to 5)

Registering for this class your first quarter is HIGHLY RECOMMENDED. You will need to talk with your advisor each subsequent quarter.
SPED 441 Process

- New admits must request a course override from Ms. Gramm. She will give you a form to fill out and return to her.

- Each subsequent quarter to enroll in SPED 441 you must arrange it ahead of time with your advisor.

- Register for 1 – credit, unless specifically told otherwise.

- Special Education Program – Learning Activities Agreement.

- You will be notified of options of departmental approved professional development activities via the SPED listserv. If you would like to do something different, you will need your advisor’s approval.
Field Work

» Field work includes practicum, internships, service learning

» Most majors have some kind of field experience each quarter. You will need to plan your life activities around field work. The more experience you have the better teacher or service provider you will be.

» Number of hours for field work per credit is determined by the university – 3 credit course is approximately 90 hours of instruction, preparation, writing papers, and student teaching.

» The time for field work does not include driving time.
Field Work

- SPED 310 – Middle School (Quarter 1) Service Learning
- SPED 440 – General Education, Inclusion (Quarter 2)
- SPED 474/476 – Continuum of Placement (Quarter 4)
- SPED 480 – Reading Practicum (Quarter 5)
- SPED 452 – ABA Project (Quarter 6)
- SPED 478 – Complex Needs II; SCED 490 – Science (Quarter 7)
- SPED 489 – Final Block (Quarter 8)
Internships

- SPED 498, 494, and 495 – Internships (1 – 15 credits, depending upon program)

- Degree is earned when all relevant internships have been completed.

- Special Education internships must be in Whatcom or Skagit counties.

- Elementary internships (SPED 494) may be completed in other areas and even overseas via a petition basis.
Field Experience Logs

- Logs are required and attached to specific courses. They verify time in placements and types of activities engaged in during field work.
- App for logging hours can be uploaded to your phone.
- Through the Office of Field Experience—they will discuss requirements.
- See video for support.
Field Based

- All programs are field based and provide multiple opportunities for learning as you apply skills and knowledge in context
- Many courses that do not have SPED prefixes also require field experiences
- School or Institutional Clearances must remain valid throughout your program. Students in a Teacher Preparation major will not be given overrides to register until the necessary clearances are valid throughout the quarter of registration.
Professional Training Program

- Different expectations from other types of university programs and courses
- Content and practical experiences are governed by state and national accreditation bodies
- Certain standards have to be met, and these standards are assessed through multiple measures
- Your professional organization is Council for Exceptional Children (CEC)
Professional Dispositions

- Social Media

- E-Mail
  - Emails and other correspondence with WWU faculty and staff, as well as service learning site or practicum coordinators. Emails should include the appropriate salutation (e.g., Professor, Dr.) and the name of the individual to whom you are writing.
  - Do not begin emails with “Hey.”
Professional Dispositions

Phone Use

Do not pull your phone out in the WWU classroom or in the field classroom unless it is an emergency. Doing so tells your peers and your supervisors or faculty/staff that the current context is not important to you.
Professional Dispositions

- Positivity
  - Disposition in the classroom and in the field (e.g., service learning or practicum). Your disposition should be positive.
Professional Disposition

- Assignment Submission
  - Assignments with multiple errors are unprofessional, as are work documents that you submit for your education or related services field (e.g., IEP).
  - It is expected that all work is proofread prior to submission and that you save the file with your last name and assignment title, e.g. CoulterReflection1
  - Submit assignments in a timely manner. Plan ahead.
Professional Disposition

- Computer use in class
  - The standard across the program is that computers and the internet are not to be accessed during class time unless directed by the faculty. Check with individual faculty as to whether you may have computers available in class.
Be Professional!

- Stay organized
- Be proactive and prepared
- Plan ahead—good use of time management
- Show up for class/practicum on time
- Find out the instructors policy for use of electronics in classes
- Dress and act like a teacher
- Approach all others with respect and positivity
- Consider your virtual footprint (Facebook, YouTube, etc.)
Set Priorities:
You’re now in a teacher preparation program

- Focus on content
- Remain open-minded—expectations are established for a reason
- Establish routines that will support your success
- Gain experience and learn from mistakes—now is the time to get feedback
- Conduct yourself as if you are a teacher—interpersonal skills, communication skills, collaboration are all part of being successful as a teacher
- We believe behaviors observed on campus and in field experiences are a reflection of your conduct as a teacher. Our job is to prepare you for success; therefore, we will address behaviors that may interfere.
- Display independence and self-determination—seek support when needed, yet do your research first: read materials provided by instructors and department
Advisors

- See your advisor to discuss future plans and possibilities
- See your advisor if you are having difficulty in a course and need help
- See your advisor if you have a life event that is hindering your progress through the program
- Meet with your advisor once per quarter at minimum
- Follow your plan of study! But if you can’t, see your advisor
Please see the department chairperson (Dr. Lambert):

- When you cannot reach your advisor
- If and when you have difficulty in a class after you have spoken with course instructor
- To problem solve
- To share good news and victories
State Assessments for Licensure

- WEST-B (or ACT/SAT, required for entry to Teacher Certification Programs)
- WEST- E and NES are Endorsement Content Tests (Special Education, ELED (2 sub-tests), Other content endorsements, as applicable) **To be taken before internships**
- EdTPA (All **Certification** Candidates – End of Program in your 1st internship)
Program Assessments

- Incorporated into your coursework
- Required for Council for Exceptional Children National Program Recognition (CEC)
Vocabulary Signature Assessment

Name: __________________________ Date: _______________

W#: __________________________ # Number Correct: __________

Think about how many quarters you have been in your program, including this quarter? (Circle the number below. Do not count summer quarters)

# Number Attempted: __________

I have been in my program for ________ quarters. 1 2 3 4 5 6 7 8

In which course (e.g., SPED 483; SPED 474) are you taking this test? ________

Directions:

There are ten pages with 100 items. There are ten definitions and ten terms that match those definitions on each page. You are NOT expected to complete all items. Work as quickly as possible. If you don’t know the answer, take a guess or skip it. Try to get as many items completed as possible. If you get stuck on one page, move on to another page. You have ten minutes to complete as many items as you can. Begin when the instructor starts timing.
What You Should Do

- Check out University catalog for policies and services (e.g., Students with Special Needs, Sexual Harassment, Counseling Services, Health and Wellness Services, LGBTQ+, etc.)

- **Keep course materials, books, assignments, syllabi** (Container for each quarter)

- Eat, drink lots of water, sleep, take care of yourself.

- Sign up for listserv immediately. (See the Handout)

- Have a GREAT time in your program, with kids, out in the field, with your colleagues!
Thank you for your attention

Your advisors and the department chair are always available to you, and encourage you to come by and visit.

We wish you the very best in your course of study and your goal of being the best teacher and/or professional you can possibly be!

This Power Point will be available on the homepage in case you need to refer to it.

Take time to read and sign professionalism document and photo release. Turn in on your way out.