SPECIAL EDUCATION ORIENTATION
WELCOME

• We are so glad you are here!

• Let’s introduce ourselves
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 socio-economic status, ethnic diversity and especially children with disabilities.
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 the Disability Access Center 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

- Summer Leonard, Program Coordinator
  - Overrides and registration
  - Plans of study
  - Materials check-out
  - Major declaration cards
- Susan Cahill, Academic Services Manager
  - Appointments with the chair
  - Clearance difficulties
  - Miscellaneous items that require special handling
  - Any of Summer Leonard’s responsibilities if Summer is not available
SPED REGISTRATION

A little different that what you are used to . . . .

• You must have an override to register in SPED classes.
  •Overrides are given based on your Plan of Study. Changes must be approved by your advisor.
  •Overrides are only given to students with the proper clearance, valid throughout the quarter that they are registering for.

• Non-SPED courses in your major can be problematic to get into.
  • You may be emailed by Staff as to what section you want, and/or what classes are on your plan. Reply to these emails as soon as possible.
  • Register for non-SPED classes as soon as your registration time opens. Report waitlists or other registration problems to Staff.
  • Your pre-requisites must be completed before registration in order to get into MATH 381, SCED 480 and SPED 479. Plan ahead!
VOCABULARY ASSESSMENTS

- Are given in the 5th quarter every quarter you are in a Special Education major, except summer. Are timed at 10 minutes.
- Usually you will take the Vocabulary Assessment in a SPED class. But you may be contacted via email to take the test in the Special Education office. You must make time to take this test!
- Every test is different but all the questions are pulled from a large database of common special education terms.
- Results are used for program improvement, tracking your progress, research, program accreditation, etc.
- **Test scores are not used for your grade.**
- At first you may not know many words or terms, but you should notice a marked improvement over time.
SPECIAL EDUCATION HOMEPAGE

• 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
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 inform one of the staff immediately.

• Students MUST meet with their advisor each quarter!
SUMMER COURSES

• Limited offering of SPED courses during the summer

• Other major courses outside SPED (e.g., Math, Art, Music, IT 443) are sometimes offered in the summer. (No 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 check with the WWU Registrar to make sure they will transfer.
THE PROGRAM IS DESIGNED TO BUILD UPON PRIOR LEARNING

FOR EXAMPLE: 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
Ershig – Assistive Technology Resource Center (EATRC)
Miller Hall 001A

Natalie Newman
Director
PROGRAM REQUIREMENTS: GRADES & GPA

• GPA
  • Teacher preparation majors require a 2.75 or higher, GPA every quarter.

• Grades
  • Teacher preparation majors require all degree and endorsement coursework to be completed with a C or better.
  • Exceptionality & Disability; and the Early Childhood BAE majors require degree coursework to be completed with a C- or better.

• If you drop below the GPA requirement and/or receive a C-, please schedule an appointment with your advisor. You should also receive an email from staff notifying you the steps you need to take to stay in the major.
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
Attending A Professional Development Activity Is Required Each Quarter

**Examples**

- Darkness to Light Workshop via Brigid Collins House (required)
- Guest speakers – watch your email for announcements
- WWU Speakers & workshops
- Community or K-12 School workshops / research
- Guided research in the EATRC
- WWU Career Services - consultations and workshops

The department will provide you with some opportunities via email. We provide timely information when we can, but sometimes we do not have the information in advance. Opportunities will also be posted on the bulletin board outside MH 201A.
What is SPED 441?

• Course for special projects, research, other opportunities.

• Course that has a particular professional focus with goals created by you and your advisor.

• Course where you can earn credit for Professional Development.

• Course that is available, if additional quarter credits are needed.

• Variable credits 1-5, repeatable for up to 10 credits. Register for 1 credit, unless specifically told otherwise.

Registration Process

• New admits must request a course override from Summer Leonard. If you sign-up for SPED 441 your first quarter the requirements are established: submit two reflections on professional developments of your choice to your advisor.

• Each subsequent quarter to enroll in SPED 441 you must make arrangements ahead of time with your advisor and fill out a Learning Activities Agreement.
FIELD WORK

• Field work includes practicum, student teaching internships and 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 field work.
  • 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 and 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

- Electronic 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 include 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
  • Keep it private. Don’t post it if you wouldn’t want future employers or kid’s parents to see it.

• 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.
PROFESSIONAL DISPOSITIONS

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

• Assignment Submission
  • Assignments with multiple errors are unprofessional, including work documents that you submit for your education or related field services (e.g., IEPs, Applications).
  • All your work should be proofread prior to submission and saved with a file name that includes your last name and assignment title, e.g. CoulterReflection1.pdf
  • Plan ahead so that you submit assignments in a timely manner.
PROFESSIONAL DISPOSITION

• Phone Use
  • Do not pull your phone out in the WWU classroom or in the field classroom unless it is an emergency.

• 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.
MODEL PROFESSIONALISM!

- 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, Instagram, YouTube, etc.)
SET PRIORITIES:

• Focus on the course 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 the 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
DEPARTMENT CHAIR

- Please see the Department Chair, 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
  - Make an appointment by contacting Susan Cahill, MH 201D
STATE ASSESSMENTS FOR LICENSURE

• WEST-B or ACT or SAT, required for entry to Teacher Certification Programs

• WEST- E and NES are Endorsement Content Tests (Special Education, ELED (2 sub-tests), or other content endorsements, as applicable. **To be taken before internship(s)**)

• EdTPA (All Certification Candidates – End of Program in your 1st internship)
TODAY’S TASKS

• 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.
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 (Maybe buy a container for each quarter)

• Eat healthy, drink lots of water, sleep, take care of yourself.

• 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 and staff are always available to you, please 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 SPED homepage in case you need to refer to it.