

# Online Workshops

October - December 2020

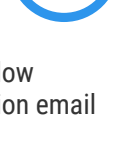
## Synchronous Courses (via Zoom)

### 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.



WEA's Inclusionary Practices Project and Special Education Support Center is providing professional development online, in real-time, live, via Zoom. Register for each course, using the link listed for each course. When you register, if you are one of the first 500 participants, 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. You do not have to be a WEA member to attend. Courses are free. Clock hours will be provided.

### Accommodations & Modification: Strategies for Educators (2 hours)

Monday, October 5, 2020 from 4:30 PM - 6:30 PM

This course provides participants with practical strategies to use in the classroom to support all students, including those with disabilities. The course covers a variety of possible accommodations, categorized by presentation, setting, response, and timing/scheduling. Modifications to curriculum will be discussed and examples will be provided. Additionally, a small portion of the course will address how staff can advocate for student accommodations and modifications during an IEP.

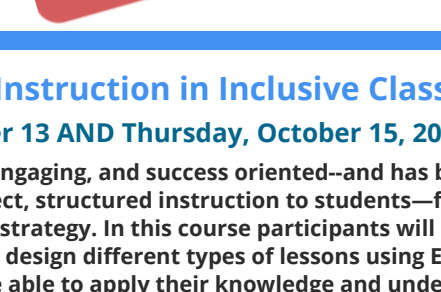
Registration: <https://forms.washingtonea.org/Forms/pdonline>

### Social Emotional Learning in a Virtual Space (1.5 hours)

Wednesday, October 7, 2020 from 4:00 PM - 5:30 PM

How can you create meaningful relationships with and between students in a safe virtual space? This webinar seeks to answer this question with \*already tried it\* practices. Learn real, different strategies, exercises, and activities that put SEL at the forefront in an intentional and transparent way.

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



### Explicit Instruction in Inclusive Classrooms (6 hours)

Tuesday, October 13 AND Thursday, October 15, 2020 from 4:30 PM - 7:30 PM

Explicit instruction is systematic, direct, engaging, and success oriented--and has been shown to promote achievement for all students. Explicit instruction is a way to deliver direct, structured instruction to students--from kindergartners to high-schoolers. It is a well-researched, highly effective instructional strategy. In this course participants will be introduced to the 16 elements of Explicit Instruction. Participants will learn how to design different types of lessons using Explicit Instruction and different strategies for delivering instruction. Participants will be able to apply their knowledge and understanding of the elements in designing a lesson plan that maximizes student engagement and learning.

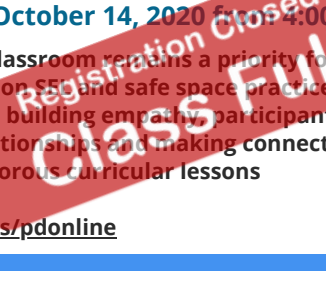
Registration: <https://forms.washingtonea.org/Forms/pdonline>

### Building Relationships at a Distance (1.5 hours)

Wednesday, October 14, 2020 from 4:00 PM - 5:30 PM

Student engagement in the traditional and virtual classroom is a priority for teachers. As they build and maintain virtual spaces, teachers will use this session to develop or improve on safe space practices at a distance. With an emphasis on communication, non-verbal gestures, and questions building empathy, participants will work to improve their EQ within themselves and within their instructional practice. Building relationships and making connections is critical in these unprecedented times, and by doing so we can increase student engagement in rigorous, particular lessons

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



### Successful Inclusion of Students with Significant Disabilities (6 hours)

Tuesday, October 20 AND Thursday, October 22, 2020 from 4:30 PM - 7:30 PM

Participants will learn why and how to include students with significant disabilities. Participants will examine research around the benefits of including students with significant disabilities in the general education classroom and learn implementation strategies for evidenced based inclusive practices. Participants will be given tools and examples and are highly encouraged to bring their general curriculum or general education unit plans, school schedules, and student schedules to plan for current or future students whom they want to or are currently including, though bringing these items are not required. This course is most beneficial for special education teachers, general education teachers, administrators, ESPs (paraeducators) and ESAs (counselors, SLPs, OTs). Participants are highly encouraged to come with their Multi-Disciplinary teams, if possible.

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

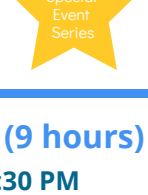
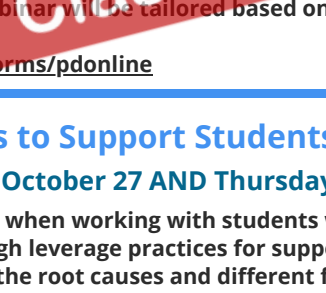
### Providing Accommodations and Scaffolds (1.5 hours)

Wednesday, October 21, 2020 from 4:00 PM - 5:30 PM

How do you support students with IEPs, language learners, and other students with developing literacy skills in a distance learning environment? Learn strategies for providing accommodations, scaffolds, SLP features, and elements of explicit instruction in an asynchronous setting that support all students.

This webinar will begin with a survey and the webinar will be tailored based on participants needs.

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



### Behavior Intervention Strategies to Support Students through Inclusive Practices (9 hours)

Monday, October 26, AND Tuesday, October 27 AND Thursday, October 29, 2020 from 4:30 PM - 7:30 PM

Participants will be cultivating a growth mindset when working with students with social, emotional, and behavioral needs. They will learn about the different lens of behavior and high leverage practices for supporting students with social, emotional, and behavioral needs in inclusive classrooms. They will identify the root causes and different functions of behavior.

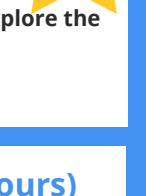
Registration: <https://forms.washingtonea.org/Forms/pdonline>

### Planning for a Week of Distance Learning (1.5 hours)

Wednesday, October 28, 2020 from 4:00 PM - 5:30 PM

Explore a few examples of what distance education might "look" like in K-12 classrooms from EdTech experts. We will also explore the transition thinking required that best supports student engagement and (hopefully) success.

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



### Autism 101 - Understanding: Diagnosis, Characteristics, & Classroom Strategies (6 hours)

Monday, November 2, AND Thursday, November 5, 2020 from 4:30 PM - 7:30 PM

An introductory course defining autism and characteristics of autism. This presentation also introduces teaching strategies, on an introductory level, that can be implemented in a General Education classroom as well as special education classroom.

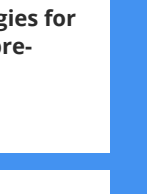
Registration: <https://forms.washingtonea.org/Forms/pdonline>

### Differentiating & Team Teaching: Distance Learning Edition (1.5 hours)

Wednesday, November 4, 2020 from 4:00 PM - 5:30 PM

Tools like Seesaw, Flipgrid and Google Classroom are beloved by educators across the nation, and can be utilized to serve our students with direct, targeted assignments via enrollment in multiple classes or with the use of Co-Teachers. Entire grade levels may benefit from a shared space, and special area teachers and support staff can be linked to their students more easily. Get some strategies for possibilities of maintaining multiple groups of students in classes, and including Co-Teachers - or getting yourself included in pre-existing ones!

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



### Foundations for Equitable Inclusive Education (6 hours)

Monday, November 16, AND Thursday, November 19, 2020 from 4:30 PM - 7:30 PM

This course focuses on the intersectionality of special education and equity in schools. Examining beliefs and bias is necessary for system-wide change for overcoming barriers to educational access, participation, learning processes and outcomes, and to ensure that all learners are valued and engaged equally.

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

### Building Routines for Student Success in a Virtual Space (1.5 hours)

Wednesday, November 18, 2020 from 4:00 PM - 5:30 PM

How can physical classroom routines (submitting work and getting help) be transformed for effective use in virtual spaces? This webinar will discuss how to teach students necessary skills to confidently navigate virtual learning communities and also help students transition to virtual/remote learning that seems familiar to face-to-face instruction.

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



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

Monday, November 9, AND Thursday, November 12, 2020 from 4:30 PM - 7:30 PM

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

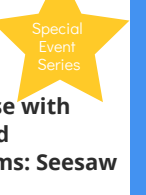
Registration: <https://forms.washingtonea.org/Forms/pdonline>

### Facilitating Quality Practice (1.5 hours)

Wednesday, December 2, 2020 from 4:00 PM - 5:30 PM

Quality practice looks, sounds and feels different virtually. Let's practice with tools that teachers and para-educators can use with students. We will learn about best practices for online learning, including instructor presence, learning objectives, real world applications, clear expectations, engaging students, prompt feedback, and netiquette. The session will focus on two platforms: Seesaw and Google Classroom.

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



For information: Annie Lamberto, [alamberto@washingtonea.org](mailto:alamberto@washingtonea.org),  
Rosy Wokabi, [rwokabi@washingtonea.org](mailto:rwokabi@washingtonea.org)

## Asynchronous Courses (via Canvas)

Additionally, WEA's Inclusionary Practices Project is providing asynchronous courses via the learning management system, Canvas. These courses are not live and can be taken at your own pace, independently. Register for each course, using the link listed for each course. Courses are free. Clock hours will be provided.

### Student Engagement and Management in Virtual Classrooms (12 hours)

This course provides participants background knowledge and ideas to engage students and improve learning in online and remote settings. Participants will create a plan of action to make a successful transition to online learning that includes digital literacy, communications, engagement strategies, management techniques, inclusionary practices, instructional strategies, and over 200 integrated resources for participants.

Registration: <https://forms.washingtonea.org/forms/pdncanvas?cevid=6078>

### High Leverage Practices for Inclusive Classrooms (15 hours)

The purpose of this course is to provide participants with a greater understanding and ability to utilize High Leverage Practices in their teaching. It is also our hope that each participant truly understands how to be a culturally responsive teacher and be able to develop rich, authentic, relationships with each student. Participants will understand the value of professional collaboration among educational support staff, educators, administrators, parents, and community members to utilize effective communication toward developing and implementing meaningful, inclusive educational programs. Participants will learn strategies to use assessment data to inform, guide, evaluate, and adjust instruction. Participants will develop skills to support social-emotional/behavioral student success by establishing a consistent, organized, and respectful learning environment, providing feedback to guide students' behavior; explicitly teaching appropriate social skills; conducting functional behavior assessments, and developing behavior intervention plans as needed. Participants will familiarize themselves with specific content and equitable pedagogical knowledge to: design, deliver, reflect, and evaluate their instructional bias and effectiveness.

Registration: <https://forms.washingtonea.org/forms/pdncanvas?cevid=6108>

### STEMisizing your Instruction (15 hours)

Participants will gain a deeper understanding of Science, Technology, Engineering and Math Standards as they learning how to STEMsize a classroom. Participants will create a personal resource bank of ideas, activities and materials and learn how to take an existing unit of instruction in any content area and STEMsize the unit to include STEM models and computational thinking.

Registration: <https://forms.washingtonea.org/forms/pdncanvas?cevid=6029>

### STEM Integration and Inclusionary Practices (15 hours)

The application of STEM in the classroom can transcend beyond learning science and math facts. STEM integration provides students the opportunities to learn 21st century skills such as questioning the world around them, processing what they learned, collaborating well with others, and communicating with peers and adults alike. Additionally, a focus on Inclusionary Practices, where all students are afforded the chance of a dynamic, important education, are intrinsically linked with STEM in the classroom.

Registration: <http://forms.washingtonea.org/forms/pdncanvas?cevid=6028>

### Standards Based Grading to Promote Inclusion and Equity (10 hours)

Have you ever thought about why we grade? Are we celebrating success and punishing failure? Are we communicating about learning with students, parents, and administrators? Are we training students that work hard leads to rewards? And do these grades mean the same thing as your colleague across the hall or across the state? Grades are a central part of teaching and learning in most classrooms. But we teachers rarely have time to reflect on why we grade or what our grades truly mean. This collection of resources will help you examine the purpose of grades in your classroom and transform your grading practices from points into passion for learning. In this 10-hour module, teachers will learn how standards-based grading can foster equitable learning environments that celebrate student growth and respond to student needs. With the support of research and classroom artifacts, teachers will articulate their own grading philosophy before creating a plan to integrate content-area standards into rubrics, learning targets, and gradebooks. Because standards-based grading is a significant shift for many teachers, students, and parents, teachers will also take time to draft a plan for communicating this shift with stakeholders impacted by their grading practices.

Registration: <https://forms.washingtonea.org/forms/pdncanvas?cevid=6085>

### Intelligent Lives: An Inclusionary Practices Journey (6 hours)

The documentary film, INTELLIGENT LIVES stars three pioneering young American adults with intellectual disabilities - Micah, Naiaer, and Naomie -who challenge perceptions of intelligence as they navigate high school, college, and the workforce, "People with intellectual disabilities are the most segregated of all Americans," filmmaker Dan Habib says. "Only 17 percent of students with intellectual disabilities are included in regular education. Just 40 percent will graduate from high school. And of the 6.5 million Americans with intellectual disability, barely 15 percent are employed." During this course, participants will watch the documentary in segments, participate in discussions and reflections, and explore connections to educational practices that support the inclusion of students with intellectual disabilities.

Registration: <https://forms.washingtonea.org/forms/pdncanvas?cevid=6109>



### Data Collection for Inclusive Classrooms (20 hours)

The main purpose of this course is to improve data collection methods in the general and special education settings. This course introduces the steps to the data collection process, provides an overview of preparing for gathering data, and discusses different strategies for collecting data in various scenarios. Participants will learn strategies to use technology to streamline data collection and create efficient practices. This course includes demonstrations and practice opportunities using common data collection methods and allows participants to analyze data into useful information for monitoring student progress. Participants will also learn how high leverage practices improve data collection strategies to demonstrate equity and inclusionary practices.

Registration: <https://forms.washingtonea.org/forms/pdncanvas?cevid=6190>

### De-escalation Strategies for Practicing Educators (4 hours)

Designed to empower para-educators and school staff to address student agitation and escalating behavior and to calm and refocus the behavior back to student learning and time on task. Teaches educators to understand that behavior is a form of communication and as a result, identify the aspects of escalating behavior, address the escalation, and select the correct response options. Provides practical strategies, ideas, resources, and tools to better engage with students during times of escalation. It is specifically designed for both education support personnel and certificated staff, basically anyone that works with students in a school setting.

Registration: <https://forms.washingtonea.org/forms/pdncanvas?cevid=6191>

### Screencasting: Loom, Screencastify, Google Meet (1.5 hours)

Many options to screenrecord are wonderful. This AS Online training will explore the benefits of Loom and other screencasting applications. Participants will learn about options for no downloading, no waiting, no fuss. Make a video with your webcam image or without, manage what content is shared and how, create the video and get a link to share without delay. Learn how to add to Chrome, use, and share. Then give it a go! A Library of Loom examples will be shared with members who are encouraged to make and link a Loom of their own.

Registration: <https://forms.washingtonea.org/forms/pdncanvas?cevid=6224>

For information: Canvas Support, [canvasupport@washingtonea.org](mailto:canvasupport@washingtonea.org)



### IMPORTANT

We will be adding courses between now and December. For the most up to date flyer, check our Google folder here: <https://bit.ly/3bfETDh>

Connect with us.



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