



# Professional Development Course Offerings



SPRING 2024



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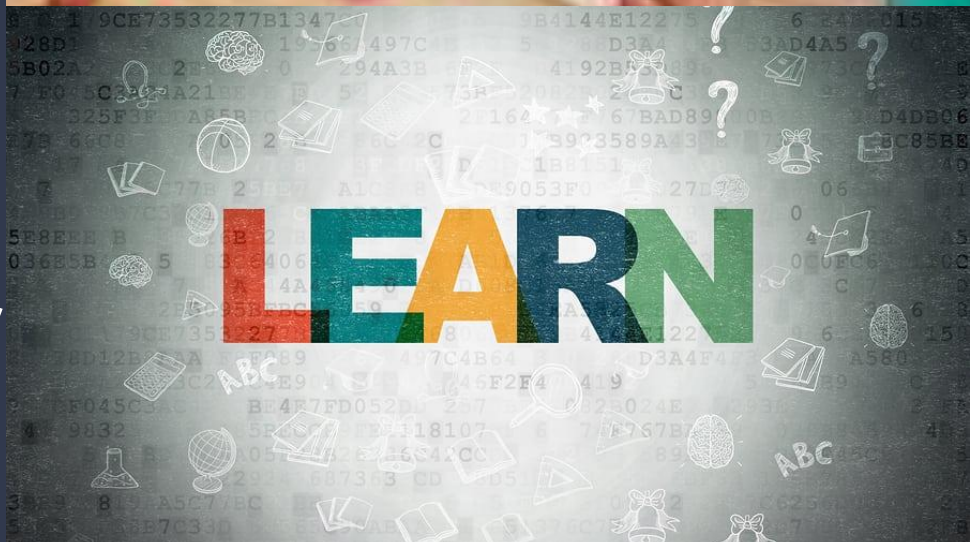
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**NEW!**

...and more to come!



***The WEA Clock Hour Committee reviews all clock-hour bearing courses and instructors to ensure the highest quality professional development. The Clock Hours are provided at no cost to members by the WEA, as a benefit of membership.***

Courses not bearing clock hours are not reviewed by the committee.

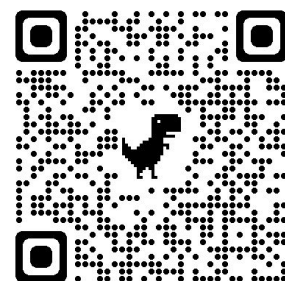
Courses funded by certain outside funding sources and grants are available to all educators, regardless of WEA membership. These are noted by the course title and description.



# WEA's Teacher Residency Program

Applications for the 2023-24 WEA Teacher Residency program are now closed. Please complete this [inquiry form](#) to stay in touch on possible future opportunities.

Click [HERE](#) or scan the QR code for more information.



## neaToday



## Teaching the Teachers

WEA-led residency program aims to reduce barriers for aspiring educators.





# TPEP

## Teacher/Principal Evaluation Program

## Developing TPEP Student Growth Goals with the New Rubrics

- Tues., Apr. 16, 2024. 4:30-7:30.  
[Register.](#)
- Thurs., May 30, 2024. 4:30-7:30.  
[Register.](#)

Meaningful teacher evaluation involves an accurate appraisal of effective teaching, strengths and areas for development, followed by feedback, conversations, coaching, support and opportunities for professional learning. The WEA continues to work to ensure the statewide teacher and principal evaluation program (TPEP) reflects this perspective.



Click [HERE](#) or scan the QR code for more information.

For inquiries on registration and clock hours, contact [Sheila Beaver](#).

For inquiries on TPEP policy and practice, contact [Maren Johnson](#).

## Developing TPEP Student Growth Goals with the New Rubrics

### Zoom. 3 Clock Hours

Learn about the changes to TPEP Student Growth Goals. Examine the shifts, including an increased focus on educator reflection, and using students' assets in developing goals. Learn more about the role that student growth plays in a TPEP evaluation. You will have the opportunity to explore tools and resources for your own student growth goal-setting process. In 2023-24, both the previous and the new student growth goal rubrics are available. Consult with your local association and district to determine which you will be using. Beginning 2024-25, all teachers in Washington state will be using the new rubrics.



# Early Career Educator Support

These workshops are on topics of particular interest for Early Career Educators, however ALL members are invited and welcome to attend. **Clock hours are NOT available for these sessions.**

## Membership Deals and Discounts

Come learn about how to save money, manage your finances, and live your best life by using your NEA Member Benefit programs. Planning your next vacation, saving money on your everyday purchases, insuring your most valuable things, and taking charge of your financial life are all made easier through your membership. Get started at [www.neamb.com/start](http://www.neamb.com/start) before the session and bring your questions. We will make sure you all have access to the website and all the valuable programs and services before we wrap-up. 45 minutes that will certainly be fun and might change your life!

February 21<sup>st</sup> Wednesday, 4:30pm [REGISTER](#)



## Navigating Student Loan Forgiveness

Many of you are likely eligible for forgiveness of your federal student loans through one or more of the federal programs currently available. There have been many updates and changes made to these programs and the information you need to know is often times hard to find. NEA MB has gathered the latest information as it applies to our members and will share that information with you during this workshop. IN addition, we have a FREE online tool that will help you navigate your way to forgiveness. Come learn about the latest federal programs and how to access the NEA Student Debt Navigation Tool. Get a head start by logging in to [www.neamb.com/start](http://www.neamb.com/start) and creating your account.

January 30<sup>th</sup> Tuesday, 4:30pm [REGISTER](#)

May 22<sup>nd</sup> Wednesday, 4:30pm [REGISTER](#)





# Early Career Educator Support, continued

These workshops are on topics of particular interest for Early Career Educators, however ALL members are invited and welcome to attend. **Clock hours are NOT available for these sessions.**

## Life Stage Investing

Learning how to invest vs save money will have a significant impact on your financial future. Join us to explore the concept of long-term investing while addressing retirement income sources, gaps, and the potential impact of healthcare in retirement. We realize that for many of you, retirement seems a long way away, but the sooner you learn about the basic concepts of financial security the better off you will be in making decisions between now and then. And, what you learn here is not just applicable to retirement planning but to all your savings and investing goals between now and then as well.



March 14th Thursday, 4:30pm [REGISTER](#)

## Taking Care of Aging Parents

This seminar explores several aspects of caring for aging parents and identifies issues that can impact their well-being as well as your own. One of the hardest topics almost all of us will face at some time in our lives. Like many of our financial workshops, the sooner you begin the process and the more often you talk about it and plan for it, before you need to, the better it will go. Please note, this is a very personal and not-so-fun topic, but the workshop is very engaging and thought provoking and you will leave feeling empowered. Please join us and plan to share experiences you may have had already or ask questions of others who have already been through this stage of life.

April 23<sup>rd</sup>, Tuesday, 4:30pm [REGISTER](#)







# Certification

WEA provides professional learning to support educators in navigating their certification options, requirements, and next steps. Training available to members only. [Join WEA.](#)



Scan to register or go to: [bit.ly/3LvQNNI](https://bit.ly/3LvQNNI)

## Navigate your Certification Pathway

- > For inquiries on registration and clock hours, contact [Sheila Beaver](#).
- > For inquiries on certification policy & practice, contact [Maren Johnson](#).
- > For questions on your individual certificate, please contact the [OSPI Certification Office](#) at 360-725-6400 or [cert@k12.wa.us](mailto:cert@k12.wa.us).

### Teacher Certification 101

#### Zoom. 2 Clock Hours. [Register.](#)

Learn about the latest teacher and CTE teacher certificate renewal requirements! Become familiar with recent certification changes. Find out more about the new equity-based school practices requirement, STEM requirement, and the next steps you need to take. Learn how to add an endorsement and explore the basics of National Board Certification. You will consider completing a Professional Growth Plan (PGP), and review OSPI's eCertification.

**Audience:** Teachers and CTE Teachers

### Educational Staff Associate (ESA) Certification 101

#### Zoom. 2 Clock Hours. [Register.](#)

Learn about the latest Educational Staff Associate (ESA) certificate renewal requirements! Become familiar with recent changes. Find out more about the suicide prevention certificate requirement, what is required for a professional certificate, and the next steps you need to take. You will consider completing a Professional Growth Plan (PGP), and review OSPI's eCertification platform.

**Audience:** All school ESA roles: behavior analysts, counselors, nurses, occupational therapists, orientation and mobility specialists, physical therapists, psychologists, social workers, speech language pathologists and audiologists

# Certification

Wed., April 17, 2024, 4:30-6:30 pm

Wed., May 8, 2024, 4:30-6:30 pm

Wed., May 29, 2024, 4:30-6:30 pm





More than 200 NEA  
Micro-credentials are now  
available to WEA members!  
WEA support for  
micro-credentials available  
to members only. [Join WEA.](#)



Scan to register or go to: [bit.ly/3POhTSI](https://bit.ly/3POhTSI)

# Micro-Credentials

Complete WEA Micro-credential Orientation.  
Learn about the process and select a  
micro-credential.

Monday, April 15, 4:30-6 pm. Micro-credential  
Orientation. 1.5 clock hours. [Register.](#)

Complete WEA Micro-credential Workshop.  
Monday, April 22, 4:30-6 pm. Micro-credential  
Workshop. 1.5 clock hours. [Register.](#)

- For inquiries on registration and clock  
hours, contact [Sheila Beaver](#)
- For inquiries on micro-credentials, contact  
[Maren Johnson](#)

## What is a micro-credential?

A micro-credential is a short, competency-based recognition  
allowing educators to demonstrate specific knowledge or skill.  
NEA micro-credentials are grounded in research and best  
practice and created by educators for educators.

- **Flexible.** You can study when it's convenient for you.
- **Performance-based.** Unlike "sit-and-get" professional  
learning, NEA micro-credentials are awarded based on  
demonstrated competence, not just for showing up.
- **Clock hours.** A way to earn Washington state clock hours,  
and with certain micro-credentials, meet the Washington  
state STEM or equity certification requirements.

## What do I need to do?

1. Complete WEA Micro-credential Orientation. Learn  
about the process and select a micro-credential.  
Complete orientation ONCE.
  - Monday, April 15, 4:30-6 pm. Micro-credential  
Orientation. 1.5 clock hours. [Register.](#)
2. Register for an **NEA micro-credential** AND **register  
for WEA clock hours** for the specific NEA  
micro-credential you selected.
3. Complete the WEA Micro-credential Workshop. You  
need to complete the workshop every time you  
complete a micro-credential.
  - Monday, April 22, 4:30-6 pm. Micro-credential  
Workshop. 1.5 clock hours. [Register.](#)

## Micro-credential submission deadlines for the 2023-24 school year

- Last date for participants to submit micro-credentials  
to the NEA: Friday, April 26, 2024
- Last date for participants to submit any  
micro-credential revisions to the NEA: Friday, May  
24, 2024





# Inclusionary Practices Technical Network

WEA's Inclusionary Practices Technical Assistance Network (IPTN) combines the Inclusionary Practices Project and Special Education Program to provide professional development online via Zoom.

## Beyond Intrinsic Motivation: Building Reward Systems (Equity)

This course looks beyond self-motivation and the innate desire to succeed. It examines the emphasis on positive behavior interventions. By creating inclusive reward systems and promoting an awareness of the diverse needs and cultural backgrounds of students, learners will contribute to a more equitable and inclusive learning environment.

The participants will compare adult and student perspectives to understand the underlying principles that drive motivation and increase mindset. Given these perspectives (with discussion and self-reflection), participants will obtain ideas and resources to effectively create, track, and facilitate a reward system within a variety of academic settings.

Wednesday, April 3, and Thursday 4, 2024 from 4:30 to 7:30 PM [REGISTER](#)



## Teaching Behavior Expectations/Rules in an Inclusive Early Childhood Setting (Equity)

This course shares Evidence-Based Practices (EBPs) for creating, planning, writing, implementing, and teaching behavioral expectations and rules to students in inclusive early childhood settings. This course uses strategies from The Pyramid Model, a positive behavior intervention model for Early Childhood, in combination with individualized strategies, to support all students' acquisition of behavioral expectations and rules in an inclusive early childhood classroom.

Participants will...

- Discuss inclusion in an Early Childhood Setting.
- Differentiate between expectations and rules.
- Determine and create 3-5 classroom expectations.
- Create a rule matrix for one or more areas of a classroom
- Know 3+ Evidence-Based Practices for teaching expectations/rules in inclusive settings.
- Identify Universal Design for Learning (UDL) strategies for teaching behavioral expectations and rules.

Monday, April 8th, and Wednesday, April 10th, 2024, from 4:30 to 7:30 PM [REGISTER](#)

## Data Collection for Progress Monitoring

This course will provide an in-depth look at data-driven instruction incorporating the Data-Based Instruction cycle from the coaching and mentoring lens. Coaches and mentors will learn how to support teachers through all steps of Data-Based Instruction in a data collection cycle, from goal setting and writing to analysis and making instructional decisions based on the data collected.

Participants will explore different ways to collect academic and behavioral data in action and have a chance to practice and discuss the different methods.

Tuesday, April 9, and Thursday April 11 4:30 pm -7:30 pm [REGISTER](#)





WEA's Inclusionary Practices Technical Assistance Network (IPTN) combines the Inclusionary Practices Project and Special Education Program to provide professional development online via Zoom.

## Foundations of Equitable Inclusive Education

Understanding the Federal and State laws for providing special education programs in our public schools is imperative to ensure the compliant delivery of services to qualified students.

This course provides an overview of the rules and regulations required for providing special education services

Monday, April 15 and Tuesday, April 16

4:30 pm -7:30 pm [REGISTER](#)



## Universal Design for Learning 101

Participants will learn about Universal Design for Learning, a framework for inclusive education that aims to reduce barriers to learning and optimize each individual student's opportunity to learn in the general education setting. The course will be organized into 4 core areas: equity and inclusionary practices, UDL Principles, overcoming barriers to implementation, and practical tips for implementing UDL principles in the classroom.

Monday April 22, and Tuesday April 23

4:30 pm - 7:30 pm [REGISTER](#)

## ESAs Supporting MTSS: What Does It Look Like and Why?

Participants will work within the MTSS framework and learn how to apply it to Educational Staff Associate roles. They will learn strategies for ESAs in each Tier and how to collaborate with teams to gather data, collect information, and support students and staff.

Service dynamics, frameworks for evaluations, and provision of equity based services are also explored. Dynamic conversations around concepts of intersectionality, implicit bias, principles of inclusion, and social barriers will also be supported.

Wednesday, April 17, and Thursday, April 18

4:30 pm - 7:30 pm [REGISTER](#)

## Sensory Strategies in the Inclusive Classroom (Equity)

Participants will be guided through sensory processing concepts and will learn how to apply and incorporate these principles immediately into practice in the inclusive classroom. They will understand the importance of sensory support and the physiological needs of students to attain an optimal learning state. Participants will learn about basic neurological processes around children's sensory processing and how to identify and apply strategies immediately to produce lasting results.

Wednesday April 24 and Thursday April 25

4:30 to 7:30 PM [REGISTER](#)





WEA's Inclusionary Practices Technical Assistance Network (IPTN) combines the Inclusionary Practices Project and Special Education Program to provide professional development online via Zoom.

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

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.

### Learning Objectives

View behavior through different lens. I.E. Implicit/Explicit bias, Ladder of Inference, ACE's, Disproportionality and Relationships  
Cultivate a growth mindset to improve student academic and behavior success.

Learn, apply and increase high leverage social and emotional practices to address the needs of all students learning  
Develop an understanding of behavior, functions and their importance.

Monday, April 29, Tuesday April 30, and Wednesday May 1  
4:30 to 7:30 PM [REGISTER](#)

## Developing Transition IEPs

With post-secondary success in mind, this course provides participants the knowledge they need to develop meaningful, collaborative and compliant transition IEPs aimed at assisting the qualifying student with disabilities in achieving successful educational/ employment/ independent living skills beyond high school.

Monday May 13 and Tuesday May 14 4:30 pm- 7:30 pm  
[REGISTER](#)

## Foundations of Special Education Law for All Educators

This course provides a foundational understanding of federal and Washington State special education law. Participants will gain an understanding of the process from eligibility to implementation of special education services, ensuring student access to Free Appropriate Public Education (FAPE). This course is appropriate for all educators, including administrators, general education teachers, support staff, paraprofessionals, and families.

Monday May 6 and Tuesday May 7 4:30 to 7:30 PM  
[REGISTER](#)

## Accommodations & Modifications

This course provides participants with clarification around the definition of IEP and 504 Plan accommodations, IEP modifications, and specially designed instruction as well as practical strategies to use in the classroom to support all students.

The course covers accommodation and modification options, how to select and define using data based decision making, and how to ensure compliance through implementation of the IEP or 504 Plan.

Thursday May 16 4:30 to 7:30 PM [REGISTER](#)





WEA's Inclusionary Practices Technical Assistance Network (IPTN) combines the Inclusionary Practices Project and Special Education Program to provide professional development online via Zoom.

## Assistive Technology in the Inclusive Classroom

This course is designed to give an overview of Assistive Technology and how it can be used in the inclusive classroom as well as in the greater community. We will cover the definition of Assistive Technology along with myths about AT. We will also give examples of accommodations and modifications as they relate to AT in a Multi-Tiered System of Supports (MTSS).

Topics include:

- Assistive Technology and how it differs from Augmentative & Alternative Communications (AAC)
- AT myths
- ways to collaborate with teams to use AT
- Assistive Technology curriculum ideas and strategies

Monday May 20 and Tuesday May 21

4:30 pm - 7:30 pm [REGISTER](#)

## Empowering Educators – Using Explicit Instruction in the Inclusive Classroom

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.

Wednesday May 29 and Thursday May 30

4:30 to 7:30 PM [REGISTER](#)

## Effective Co-Teaching for Inclusion

This course focuses on implementation of co-teaching as a component of high leverage inclusionary practices.

Participants will learn and develop high quality co-teaching practices from foundational aspects through implementation, including an understanding of how the six models of co-teaching and Universal Design for Learning can benefit students and educators alike. Co-teachers are highly encouraged to attend together.

Monday May 27 and Tuesday May 28 4:30 pm - 7:30 pm

[REGISTER](#)

## Collaborative and Inclusive Specially Designed Instruction (Equity)

This course examines the what, why, who, where, and how of specially designed instruction in a variety of educational settings. Participants will understand the components of SDI and gain resources to assist in the collaborative development of SDI in inclusive educational settings.

This course is intended for special education teachers, general education teachers, administrators and paraeducators working with students with disabilities attending general education inclusive classrooms. Teaching teams are encouraged to take this course together.

Wednesday May 22 and Thursday May 23

4:30 to 7:30 PM [REGISTER](#)





**Inclusionary Practices  
Technical Network**  
Washington Education Association

**continued**

WEA's Inclusionary Practices Technical Assistance Network (IPTN) combines the Inclusionary Practices Project and Special Education Program to provide professional development online via Zoom.

## **Successful Inclusion of Students with Significant Disabilities (Equity)**

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.

Wednesday June 5 and Thursday June 6

4:30 to 7:30 PM [REGISTER](#)



For additional IPTN courses please click here: [IPTN COURSES REGISTER HERE](#)

For IPTN STEM courses please click here: [STEM COURSES REGISTER HERE](#)



# Education Support Professionals Fundamental Course of Study FCS – 4 clock hours

## FCS01–Intro to Cultural Identity and Diversity

Participants will gain an awareness and deeper understanding of ways to engage, build relationships and communicate with the diverse backgrounds of their students. This course is designed to help ensure that students experience a positive, consistent, safe, unbiased and equitable classroom.

Saturday April 20, 2024 [Register](#)  
Saturday May 4, 2024 [Register](#)



## FCS02–Educational and Instructional Support

Participants will learn classroom and building based instructional strategies and supports to assist classroom teachers in various learning environments and with diverse learning styles.

Saturday April 20, 2024 [Register](#)  
Saturday May 4, 2024 [Register](#)



## FCS06–Equity

Participants will gain an awareness of the legalities, policies, procedure and practices surrounding discrimination and how to respond to such violations. This course is designed to help foster a learning environment that is unbiased, safe and promotes the academic success of all students.

Saturday April 27, 2024 [Register](#)  
Saturday May 11, 2024 [Register](#)



<https://wea.mobi/ESPCourses>



# Fundamental Course of Study Behavior Intervention – 4 clock hours

## FCS 11/12 – Communication Basics/Challenges – 4 clock hours

Participants will gain an understanding of essential communication strategies, conflict management, conflict resolution and how to effectively work in a team environment. This course is designed to help enhance collaboration and communication between paraeducators and other applicable stakeholders that will enhance student success and achievement.

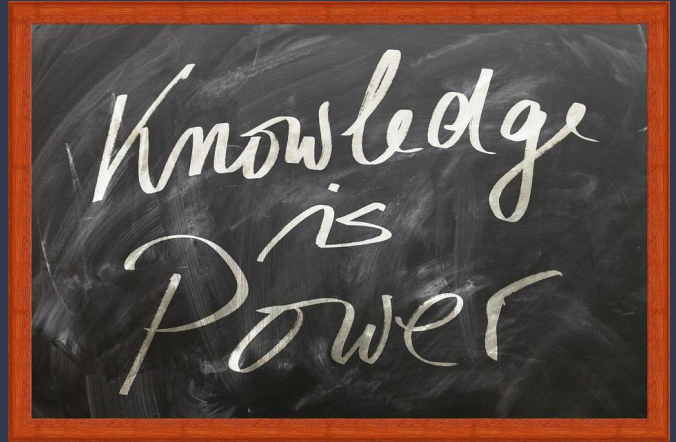
Saturday April 27, 2024 [Register](#)  
Saturday May 11, 2024 [Register](#)



## Tier 2 – Behavior Intervention Differentiated for Students Part B – 4 clock hours

Participants will learn guiding principles of TIER 2 interventions in a culturally responsive approach and how to implement them at their building. They will also learn how to change interactions with students positively through courageous conversations so that students feel included, valued and respected.

Saturday April 27, 2024 [Register](#)  
Saturday May 11, 2024 [Register](#)



## Tier 1 – Behavior Intervention Differentiated for Students Part A – 4 clock hours

This class is for ALL ESPs that work with students. The course is focused on how to work with students who are demonstrating unsuccessful behaviors. Participants will learn why student expectations for behavior should be high and how to redefine discipline as a growth and teaching opportunity rather than punishment. Participants will learn Tier 1 redirection and intervention learn skills (Symbolic, Physical, Verbal and Non-Verbal) that will support positive relationships with all students, and how to be culturally and socially responsive to issues.

Saturday April 20, 2024 [Register](#)  
Saturday May 4, 2024 [Register](#)





# Students and Homelessness – 2 clock hours

## Triggers in Classrooms – 2 clock hours

### What ESPs can do for Students Experiencing Homelessness – 2 clock hours

Today we have 1.5 million homeless children and youth attending public schools. That is a 34% increase in the last ten years. ESPs can be a powerful source in helping these students feel safe, important, and stable.

In this class we will be using research from the National Association for the Education of Homeless Children and Youth and the National Center for Homeless Education.

Participants will learn about the McKinney Vento Law, resources and strategies to help form relationships.

How to set up their learning environment for success and advocate for learning tools and foster a sense of safety and security.

Saturday April 27, 2024 [Register](#)

Saturday May 11, 2024 [Register](#)



### Here a Trigger, There a Trigger, Everywhere a Student Trigger – 2 clock hours

As schools begin to put in place trauma informed practices, one of the most important preventative measures is to identify student triggers. Once we can identify triggers, we can create prevention strategies to reduce student triggers and the resulting negative behavior that often is associated.

Student triggers can be transitions, individuals, sensory disorders, directives, word or even colors that cause an automatic emotional or behavioral response. And once a student is triggered, as adults we sometimes use intense responses to minimize recurrences.

Saturday April 27, 2024 [Register](#)





# Educator Wellbeing – 2 clock hours

## Communicating Effectively with Diverse Students and Families – 4 clock hours

### Educator Wellbeing – 2 clock hours

This course helps educators understand compassion fatigue and working to support students in a challenging time. This course will help educators recognize symptoms commonly associated with compassion fatigue and its impacts. This course will help educators to promote the calm, relaxed, but enlivened classroom environment that children need to learn. This training will also help educators to be more effective at reducing internal stress, conflict and developing more positive ways of relating in the classroom, which can contribute to higher levels of job satisfaction.

Saturday June 1, 2024 [Register](#)



### Communicating Effectively with Diverse Students and Families – 4 clock hours (for clerical services)

Participants will gain an awareness and deeper understanding of ways to engage, build relationships and communicate with the diverse backgrounds of students and families. This course is designed to help ensure that students experience a positive, consistent, safe, unbiased, and equitable space wherever they are in school.

Saturday June 1, 2024 [Register](#)





# Behavior Intervention Part A & B – 7 clock hours

## FCS02/11/12 – 7 clock hours

### Behavior Interventions Differentiated for Students Parts A and B – 7 clock hours

This class is for ALL ESPs that work with students. The course is focused on how to work with students who are demonstrating unsuccessful behaviors. Participants will learn why student expectations for behavior should be high and how to redefine discipline as a growth and teaching opportunity rather than punishment.

#### Objectives:

- Identify the various communication styles that are represented in the classroom to develop ways to be responsive and respectful of students' communication needs
- Understand the value and impact of implementing student focus groups
- Understand the guiding principles for developing a Tier 1 culturally responsive behavior approach through a relational lens

Saturday June 1, 2024 [Register](#)



### FCS02/11/12 – Education and Instruction Support/Communication Basics/Challenges – 7 clock hours

Participants will learn classroom and building based instructional strategies and supports to assist classroom teachers in various learning environments and with diverse learning styles. This training will also focus on essential communication strategies, conflict management, conflict resolution and how to effectively work in a team environment in order to increase student achievement.

Saturday June 1, 2024 [Register](#)



# FCS01/06 – Intro to Cultural Identity – 7 clock hours

## Assets, and Resilience of Immigrant Students – 3 clock hours

### FCS01/06 – Intro to Cultural Identity and Diversity/Equity – 7 clock hours

Participants will gain an awareness and deeper understanding of ways to engage, build relationships and communicate with the diverse backgrounds of their students. There will also be a focus on the legalities, policies, procedure and practices surrounding discrimination and how to respond to such violations. This course is designed for paraeducators to help ensure that students experience a positive, consistent, safe, unbiased and equitable classroom which will enhance educational opportunities and student achievement.

Saturday June 1, 2024 [Register](#)



### Assets, and Resilience of Immigrant Students – 3 hours

Course objectives:

1. What is an immigrant?
2. Why do people migrate to the US and what are the different kinds of immigrations?
3. What are the emotional and mental effects of immigration on families and specifically on kids?
4. How can the education system support families and students of immigrants feel included and help them integrate so that these children succeed?
5. How can we help our educators look at the immigrants' families and students as assets rather than a burden?

Saturday June 1, 2024 [Register](#)





# Data Does Matter 2 clock hours

## Building Winning Teams 4 clock hours

### ESP DEEPER DIVE Session 1– Data Does Matter; The Power of Observation – 2 clock hours

Course Objective: Participants will learn why and how to use observational data to build student relationships, and improve behavioral and academic success.

Participants will learn educational observational data is:  
most commonly used method for behavioral science, a scientific tool to collect data –a systematically planned and subject to check and controls on validity and reliability, and a process of recording the behavior patterns of people and occurrences without questioning or communicating.  
Participants will be able to:  
define the various methods of observation,  
learn about the characteristics of an observation.

Course fulfills WA State Para general certificate clock hours

Saturday May 4, 2024 [Register](#)



### WEA Building Winning Teams for Paras – Effective Communication, Collaboration, and Instruction – 4 clock hours

Participants will learn about their personality types and how those characteristics impact their roles as team members. The characteristics of highly effective teams will be examined, and attendees will participate in a variety of activities to build strong, cohesive teams.

Participants will also apply what they learn about themselves and how that relates directly to their current classroom. Participants in this course learn tools and resources to better support students and increase student achievement. This class meets General Para Cert Requirements

Saturday May 4, 2024 [Register](#)



# Building Winning Teams II

## Embracing Diversity with True Colors

### - 4 clock hours

BWT II-A deeper dive to focus on collab discourse/scenario-based immersion - 4 clock hours

Participants will take a deeper dive into the paraeducator- teacher relationship/partnership and work effectively together to have a positive impact on student learning through scenarios, role-playing and discussion.

#### Course Objectives:

- Participants will learn to define and delineate roles and responsibilities for the para and teacher
- Communicating strategies and creating a system for transparency
- How to manage and resolve conflict using the 7-step problem-solving method
- Self-awareness and your personal effect on the team
- Practice the 5 "knows" of collaborative teaming

Saturday May 11, 2024 [Register](#)



#### Embracing Diversity with True Colors

##### - 4 clock hours

In this training, participants use the True Colors system to focus on embracing diversity in the classroom and in the larger school community to improve learning opportunities for all students and enhance communication between student, teacher, staff and parents. The True Colors system identifies intrinsic values, motivations, self-esteem, sources of dignity and worthiness, causes of stress, communication styles, listening styles, non-verbal responses, language patterns, social skills, learning styles, environmental motivators, cultural appeal, negative mental states, relationship orientation, and ethical behaviors.

Saturday April 27, 2024 [Register](#)  
Saturday May 11, 2024 [Register](#)



# Classroom Meeting Strategies

## 2.5 clock hours

### Using Restorative Justice in your Classroom

## 6 clock hours over 3 days

CRCM – Classroom Meeting Strategies  
– 2.5 clock hours

This training helps educators learn how to conduct social problem-solving meetings as a strategy for creating safe, equitable, and inclusive classrooms. Participants will engage in discussions to better understand how classroom meetings build relationships, increase students' sense of belonging, and support students in developing social-emotional skills. Participants will learn how to set up the foundation for conducting classroom meetings, as well as a framework for implementation.

Thursday, May 30, 2024 [Register](#)



Using Restorative Justice in your  
Classroom – 6 clock hours

This course is to create a space where educators can learn to understand the positive impact that restorative justice can play in building relationships and developing community with students daily. Educators will learn how restorative justice implementation can repair harms and restore relationships that could be jeopardized between students, peers, or other educators by participating in small group activities.

Mon. April 15, Th. April 25, and Mon. April 29,  
2024 [Register](#)



<https://wea.mobi/ESPCourses>



# Asynchronous Courses



Inclusionary Practices  
Technical Network  
Washington Education Association

WEA's Inclusionary Practices Technical Network (IPTN) is providing 18 professional development courses with up to 254 clock hours possible including 60 hours of STEM! **The courses are free, provide clock hours, and available to all!** For more information including descriptions and registration links, please visit the [Asynchronous Courses page on the WEA website](#).

## Important Deadlines

- Monday, May 27, 2024: Last day to register for a course
- Monday, June 3rd, 2024: Last day to complete course and submit assignments

## Inclusionary Practices Courses

- Behavior Intervention Strategies to Support Students through Inclusive Practices (AS Online) (20hr)\*
- Coaching and Mentoring for Specially Designed Instruction in Inclusive Classrooms (AS Online) (12hr)\*
- Coaching and Mentoring of Inclusionary Behavioral Strategies (15 hours)
- Coaching and Mentoring Universal Design for Learning (AS Online) (15hr)\*
- Data Collection in the Inclusive Classroom (20 hours)
- De-Escalation and Behavior Modifications (4 hours)
- Effective Co-teaching Strategies for Inclusion (15 hours)
- Empowering Educators - Using Explicit Instruction in the Inclusive Classroom (15 hours)
- Facilitating Co-Teaching: Supporting Mentors and Coaches w/Inclusive Practices (AS Online) (12hr)\*
- Foundations for Equitable Inclusive Education (15 hours)
- High Leverage Practices for Inclusive Classrooms (15 hours)
- Intelligent Lives: An Inclusionary Practices Journey (6 hours)
- STEM for Primary (K-6) Educators (15 STEM hours)
- STEM for Secondary (6-12) Educators (15 STEM hours)
- STEM Integration and Inclusionary Practices (15 STEM hours)
- STEMizing your Instruction (15 STEM hours)
- Successful Inclusion of Students with Significant Disabilities (AS Online) (15hr)\*
- Universal Design for Learning (15 hours)

\*Just added on 4/8/24!

## TPEP Courses (For WEA Members)

- Developing TPEP Student Growth Goals (3 Hours)
- TPEP 101 (4 Hours)
- TPEP Evidence and Artifacts (8 Hours)

Questions? Contact WEA Canvas Administrator Kendru Dimalanta ([kdimalanta@washingtonea.org](mailto:kdimalanta@washingtonea.org))





# National Board for Professional Teaching Standards

## Candidate Support Opportunities



Washington State has the 3rd highest number of NBCTs in the nation, in part due to the support offered by OSPI and WEA. Offerings listed below are state-wide. Please check with your local and council for additional support opportunities. Course offerings are open to WEA Members only.

Click [HERE](#) or scan the QR code for more information.

### National Board Certification — Overview:

#### Session 1. Zoom. 2 Clock Hours.

This introductory session on National Board Certification provides an overview of the National Board for Professional Teaching Standards (NBPTS), basics of the certification process, and why educators consider board certification. This course is offered FREE to WEA members only.

Tuesday, April 9, 4:30-6:30 p.m. [Register here!](#)

### National Board Certification — Standards & Process: Session 2. Zoom. 2 Clock Hours.

This second session on National Board Certification focuses on a deeper exploration of the NBPTS certificate area standards and the four required components. The session also shares basics about candidate support options. This course is offered FREE to WEA members only.

Tuesday, April 16, 4:30-6:30 p.m. [Register here!](#)

### National Board Certification — Support & Next Steps: Session 3. Zoom. 2 Clock Hours.

This third session in the WEA National Board Certification information series helps educators decide possible next steps and timelines with the certification process. Educators explore various support options available, and finalize a personal checklist to guide their National Board journey. This course is offered FREE to WEA members only.

Tuesday, April 23, 4:30-6:30 p.m. [Register here!](#)

### WEA National Board Jump Start

WEA's National Board Jump Start is a comprehensive, multi-day seminar designed to provide National Board candidates with important information about the certification process, time to examine component and Assessment Center requirements, the opportunity to plan how to meet requirements, and time to collaborate, gather resources and information needed to pursue certification. All this happens in a supportive, constructive and collegial environment.

**Registration fee is \$75** and open to WEA members only.

Foundations I is a required entry course. Select as many of the remaining 5 modules (C1, C2, C3, C4, Foundations II) as you like for the flat \$75 Registration fee. Up to 30 WEA Clock Hours can be earned for attending all 6 modules.

**June 24-June 28, 2024** [Register for this session here](#) (Choosing this week allows you to take Modules in June and August)

**July 29-August 2, 2024** [Register for this session here](#)

Visit our [Website](#) for updates.

### WEA National Board Home Stretch

WEA's National Board Home Stretch takes place just before the National Board portfolio is due, when candidates are getting ready to focus their attention on final revisions.

At Home Stretch, small like-certificate groups meet with one NBCT Facilitator to read and provide standards-based feedback on the written commentary for Components 2, 3, or 4 using a specially designed protocol. We do our best to have NBCTs in the same certificate area as candidates; however, that's not always possible based on registration numbers and facilitator availability. Course fee is \$25.

**\*\*Check back for our Spring 2025 Home Stretch Date! Visit our [Website](#) for updates.**



# National Board for Professional Teaching Standards MOC



Candidate Support Opportunities for **Maintenance of Certification**

## WEA National Board Maintenance of Certificate (MOC) Training Series

WEA offers three modules to help you pursue your National Board MOC. Each module offers a different focus to guide you through this process. You may participate in all three modules. You may find that you just need the overview which is offered in Module One. If you plan to engage in all three modules, we ask that you take them in sequence so that you are prepared. Each module is interactive with breakout rooms and time for questions. MOC Training is available for all WEA Members. Our Certification Trainings are conducted online through Zoom. You will receive a follow-up email a few days prior to the event with Zoom link information. Course fee is \$25 per module.

**Module One**-Check back for our Fall 2024 Courses

### Module One

Overview of the MOC process and introduction of Professional Growth Experiences (PGEs). The homework is to draft PGEs and share them in Module Two. This module is 4 clock hours.

**Module Two**-Check back for our Fall 2024 Courses

### Module Two

Details of the MOC process. Participants will share possible PGEs and dive into the prompts for Components One and Two. This module is 4 clock hours.

**Module Three** - Saturday, April 20: 9 am-12:30 pm

### Module Three

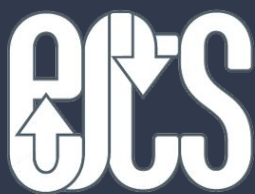
Feedback and Support for your MOC work. Participants will share a draft of one PGE and give and receive feedback on their work. This module is 3 hours.



Visit our [Website](#) for updates.

Want to know more about the MOC modules? [Click here to watch a video that describes the MOC modules.](#)





# Emergency Substitute Teacher Support



Statewide, the **Emergency Substitute Teacher Support Project** provides professional development, [community](#), and [career coaching](#) to emergency substitutes (EST) and substitutes - and is led, designed, and delivered by current practitioners and leaders from around the state. The project is funded through a partnership grant with OSPI.

Click [HERE](#) or scan the QR code for more information.

## Analyzing Challenges of Subbing for ESTs & Substitutes

This course is designed for substitutes to thrive in their educational settings. Participants will delve into the world of educational acronyms and gain a comprehensive understanding of the terminology commonly used in the educational environment. By navigating behavior, power struggles, and the development of analytical skills, participants will identify and address various challenges that may arise while teaching. Through the use of real-world scenarios, strategies for overcoming obstacles will be explored to equip participants with practical tools for effective problem-solving and positive response strategies that foster constructive relationships. The course will explore diverse routes available for career advancement, providing participants with a roadmap to make informed decisions about their professional development.

April 16 / 4:30-7:30 p.m. 3 clock hours. Zoom. [Register](#)

## Instructional Strategies for Elementary Teaching Spaces

This course will help substitute educators improve the effectiveness of their working and teaching in elementary schools. Participants will explore general developmental characteristics of elementary-aged students, review sample schedules and lesson plans, and expand their understanding and application of various teaching methods.

April 22 / 4:30-7:30 p.m. 3 clock hours. Zoom. [Register](#)

## Universal Design for Learning 101

This course is designed to provide educators with a introductory knowledge of UDL (Universal Design Learning). Participants will be introduced to what UDL is, the origin and importance of it and will personally experience UDL principles by actively using them. Participants will learn ways they can use UDL activities in educational settings to help foster an equitable learning environment.

May 16 / 4:30-7:30 p.m. 3 clock hours. Zoom. [Register](#)

## Classroom Management for ESTs and Subs with Mursion Simulation

This course will delve into the art of classroom interactions, emphasizing the significance of real-life examples to comprehend the impact these practices can have on student learning outcomes. Participants will understand the nuances of classroom management by distinguishing between effective and ineffective practices. Through simulated exercises, participants will recognize common pitfalls and mitigate challenges that can hinder a positive learning environment. Using a variety of management strategies, they will learn how to implement these strategies effectively to facilitate a dynamic and participatory learning experience. By the end of the course, participants will not only have a comprehensive understanding of effective classroom management but also possess the practical skills necessary to cultivate a positive and thriving educational setting.

Please note this class is a two-part course and you will need to plan to attend May 23 and June 18.

May 23 & June 18 / 4:30-6:00 pm. 3 clock hours. Zoom. [Register](#)

## Building Educational Agreements with Mursion Simulation

The course will delve into the importance of community agreements in fostering a thriving educational climate. In this course, participants will be focusing on how to set boundaries with students and learn practical strategies for communication, creating a positive atmosphere, and managing expectations to ensure a collaborative space for both educators and students. Through interactive simulations, participants will actively engage in setting community agreements. The course will provide opportunities for self-reflection, allowing educators to analyze and learn from their experiences to refine their skills in facilitating meaningful community agreements.

Please note this class is a two-part course and you will need to plan to attend May 28 and June 6.

May 28 & June 6 / 4:30-6:00 pm. 3 clock hours. Zoom. [Register](#)

*These professional development opportunities and clock hours are free to all educators, regardless of membership status.*





# Emergency Substitute Teacher Support



## ESTS Project Mission Statement

**The Emergency Substitute Teacher Support Project's mission is to change the culture of how emergency substitute educators and the greater substitute community are supported, trained, and valued within public education.**

### Technology in the Classroom for ESTs and Substitutes

This course is designed to provide participants with a comprehensive understanding of the historical implications and the critical importance of technology integration into the classroom setting. Through a combination of theoretical exploration, hands-on experiences, and reflective practices, participants will gain insights into the transformative role of technology in education. By evaluating the benefits and limitations of different software tools for teaching and learning, participants will engage in practical, hands-on activities to experience the application of the software and develop skills in navigating and utilizing the tools effectively. By the end of this course, participants will be well-equipped to leverage technology as a powerful tool in education that ultimately enhances the overall educational experience for all stakeholders.

June 4 / 4:30-7:30 p.m. 3 clock hours. Zoom. [Register](#)

### SubAcademy

Emergency substitutes and substitutes are invited to attend a full day of professional learning designed specifically for substitutes. Agenda and course selection are sent to all registrants approximately two weeks prior to each academy. Up to 6 clock hours are available. In-person academies include breakfast, lunch, and free parking.

May 4 / Spokane / Double Tree by Hilton / 9:00-5:00pm

May 18 / Federal Way / WEA Headquarters / 9:00-5:00pm

June 1 / Virtual / Zoom / 8:00-3:15pm

[Register](#)

### SubSchool Asynchronous Professional Development Courses

SubSchool offers a dynamic and modern virtual learning platform for Emergency Substitutes to access self-paced courses. We still have 114 FREE memberships available through the end of the 2023-24 school year.

#### Welcome to Substitute Teaching - 2 Clock Hours

This is the introductory course. Learners will focus on understanding the role of a substitute teacher. [Register](#)

#### Classroom Management Series - 5 Clock Hours

This series is made up of 4 courses focusing on managing classroom culture and routines. The courses include: Introduction to Classroom Management, Proactive Classroom Management, Responsive Classroom Management, and You as the Classroom Manager. [Register](#)

#### Facilitating Instruction Series - 5 Clock Hours

This series is made up of 4 courses focusing on facilitating instruction. The courses include: Introduction to Facilitating Instruction, Teaching a Lesson, Adding the "How," and When You Need a "What." [Register](#)

#### Trauma-Informed Teaching - 2 Clock Hours

This course focuses on being a trauma-informed teacher in the context of managing the classroom and your role as a substitute. [Register](#)

#### Supporting Students with Disabilities - 2.5 Clock Hours

This course reviews the what, why, and how of supporting students with disabilities (SWD). Subs will get tools for creating inclusive and nurturing learning environments via rich, in-depth, and engaging videos and interactive tools. [Register](#)