

# UNIVERSITY of WASHINGTON | TACOMA EDUCATION PROGRAM

## Endorsement Program: Special Education (K-12)

Our program incorporates Direct Instruction as well as other research-based practices that produce positive academic and social outcomes for students in poverty and with high-incidence disabilities. Upon certification, program graduates are ready to provide systematic and explicit instruction in high-needs schools.

Upon successful completion of the Special Education Endorsement program (including a passing score on the Special Education WEST-E), teachers will be recommended to the Office of the Superintendent of Public Instruction for an Endorsement Special Education.

Program Overview				
Requirements	Courses	Credits	Quarter Offered	Course Title
<b>Special Education Required Methods Courses (24 credits)</b>	T EDUC 503*	3	SUMMER	Educational Measurement (must be taken with TEDUC 544)
	T EDUC 541	3	AUTUMN	Literacy Instruction for Diverse Students
	T EDUC 542	3	WINTER	Structuring the Classroom for Success
	T EDUC 543	3	SPRING	Mathematics Challenges for Diverse Students
	TEDUC 544*	3	SUMMER	Special Education Assessment and Evaluation (taken with 503)
	T EDUC 547	3	SUMMER	Special Education and the Law
	T EDUC 550	3	SUMMER	Principles and Practices I
	T EDUC 551	3	SUMMER	Principles and Practices II
<b>Practicum Fieldwork (12 Credits)</b>	<b>Spring Quarter: TEDSP 589</b> ~ Practicum & Reflective Seminar (alternative quarter may be requested) Note: Candidates having complete 24 credits of coursework may be eligible for a <a href="#">Pre-Endorsement Waiver</a> for temporary out-of-endorsement assignment in Special Education allowing completion fieldwork on the job.			
<b>Total Credits</b>	<b>36 Credits</b>			
<b>Endorsement Requirement</b>	Passing score on the <a href="#">Special Education WEST-E (070)</a>			

Note: If following the sample program plan below, endorsement candidates will be considered “full-time” students in summer and spring quarters. UWT tuition is the same price for 7-18 credits, which decreases the total cost of the program for these quarters.

Sample Program Plan									
Summer (1 <sup>st</sup> )	Cr.	Autumn	Cr.	Winter	Cr.	Spring	Cr.	Summer (2 <sup>nd</sup> )	Cr.
TEDSP 544	3	TEDSP 541	3	TEDUC 542	3	TEDSP 543	3	TEDSP 551	3
TEDSP 550	3					TEDSP 589	12		
TEDUC 547	3								
TEDUC 503	3								
Special Education WEST-E: We recommend that candidates plan to take the WEST-E in-between summer and autumn quarters. WEST provides some study materials online free of charge and the School of Education has study WEST study guides on reserve in the UWT Library for student use.									

**Note:** Because ELL is a [shortage area for Washington State](#), this endorsement program is eligible for the [Educator Retooling Conditional Scholarship Program](#).

# Special Education Endorsement Program: Course Descriptions

## **T EDUC 503 - Educational Measurement (3)** *(must be taken with TEDSP 544)*

Introduces elements of measurement essential to good teaching. Emphasizes critical thinking about assessment instruments, evaluation of assessment instruments, innovative curricula, and other instructional materials. Focuses on initial knowledge and skills in the evaluation of published research.

## **T EDSP 541 - Reading Methods and Interventions (3)**

Utilizes theory, research, and validated methods for designing literacy instruction. Focuses on effective teaching for beginning and struggling readers. Includes instructional design, assessment, and monitoring progress with additional attention to reading in special education contexts. Offered: jointly with TEDUC 541.

## **T EDSP 542 - Structuring The Classroom For Success (3)**

Focuses on how to create a well-managed classroom and school environment that supports students' personal growth and promotes academic success. For teachers of at-risk/mainstreamed students Addresses alternative delivery systems and strategies for meeting individual needs.

## **T EDSP 543 - Math Methods and Interventions (3)**

Utilizes theory, research, and validated methods for designing effective mathematics instruction for academic interventions and support for students struggling in mathematics. Includes instructional design, assessment, and monitoring progress with additional attention to math learning in special education contexts. Offered: jointly with T EDUC 543.

## **T EDSP 544 - Special Education Assessment and Evaluation (3)** *(Must be taken with TEDUC 503)*

Explores the main purposes for educational assessment of students with disabilities including the social, legal, and ethical considerations involved in educational assessments. Addresses the roles and responsibilities of each member of the assessment team. Discusses various measurements including standardized tests, norm, criterion referenced, and curriculum-based assessment.

## **TEDSP 547 - Special Education and the Law (3)**

A complex set of laws, regulations, and court cases have built up in recent years that govern the education of students with disabilities. This course provides a comprehensive introduction to the legal issues in special education, approached through the larger context of education law.

## **T EDSP 550 - Special Education Principles and Practices I (3)**

Provides in-depth exploration of disabling conditions with emphasis on the etiology of high incidence disabilities. Covers theoretical, conceptual and empirical bases to meet the needs of diverse students. Addresses legislation including the IDEiA, Section 504 of the Vocational Rehabilitation Act, and the Washington Administrative Code: Special Education Rules and Regulations.

## **T EDSP 551 - Special Education Principles and Practices II (3)**

Provides the knowledge and skills to design research-based program options for students with disabilities and to evaluate the efficacy of a continuum of service delivery options. Includes issues unique to special educators such as development and implementation of individual education and transition plans, scheduling, and working with paraprofessionals. *(Pre-Req T EDSP 550).*

## **T EDSP 589 - Special Education Reflective Seminar & Practicum (12)\***

Collaboration in the Education Community: Collaboration is essential in the education of students with disabilities. This seminar will explore several avenues to successful collaborative problem-solving approaches to meeting the needs of students with disabilities who are receiving their instruction in the general education classroom. Provides guided inquiry into the nature and social context of teaching and learning in the special education classroom, as contrasted with the more pragmatic content of other components of the Teacher Certification Program.

\*All Special Education coursework (except TEDSP 551) must be complete prior to enrolling in TEDSP 589.

Last Updated: 10/20/17