



MODULE 98

NWED RETOOLING PROGRAM INFORMATION



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Educational Development

www.nwed.org

MODULE PURPOSE

This module is designed to give retooling candidates the information needed to successfully complete the NWED endorsement program.

At the end of this module, you will understand the required elements, costs, and processes of earning your endorsement.

You will also be provided information about the support personnel who will assist you through your retooling journey.

NWED offers the Elementary, Early Childhood Education and Special Education endorsements.

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PROGRAM OVERVIEW

This program is approved by the State of Washington Professional Educators Standards Board

www.pesb.wa.gov

To receive your new endorsement, you need to complete the following pieces:

Complete the assigned NWED modules which include:

- Reading through the module slides
- Reading/exploring/reviewing module embedded links
- Completing the module assessments with 80% or better
- Completing and submitting the module assignment
- See the list of courses for your endorsement at the end of this module

Be observed working with students (Field Observations)

Write and submit five field reflections

Pass required endorsement test/s.

Pay for the endorsement

PROGRAM COSTS

Single Endorsement

Total Cost: \$3,500

Dual Endorsements

Elementary, Special Education or ECE (Two endorsements)

Total Cost: \$5,000

For candidate needing a short-term placement for observations, there is an additional fee of \$1500. Most candidates will be in their own classrooms, long-term substitute positions or will volunteer in a classroom. For these candidates, there is no \$1500 placement fee.

Your account must be paid in full before you are recommended to OSPI for the endorsement.

Payment Plan

NWED offers a plan where you pay \$350 every month for 10 months. (for the single endorsement or \$500 a month for the dual endorsement. Contact Jim Mickel for more information: jim@nwed.org

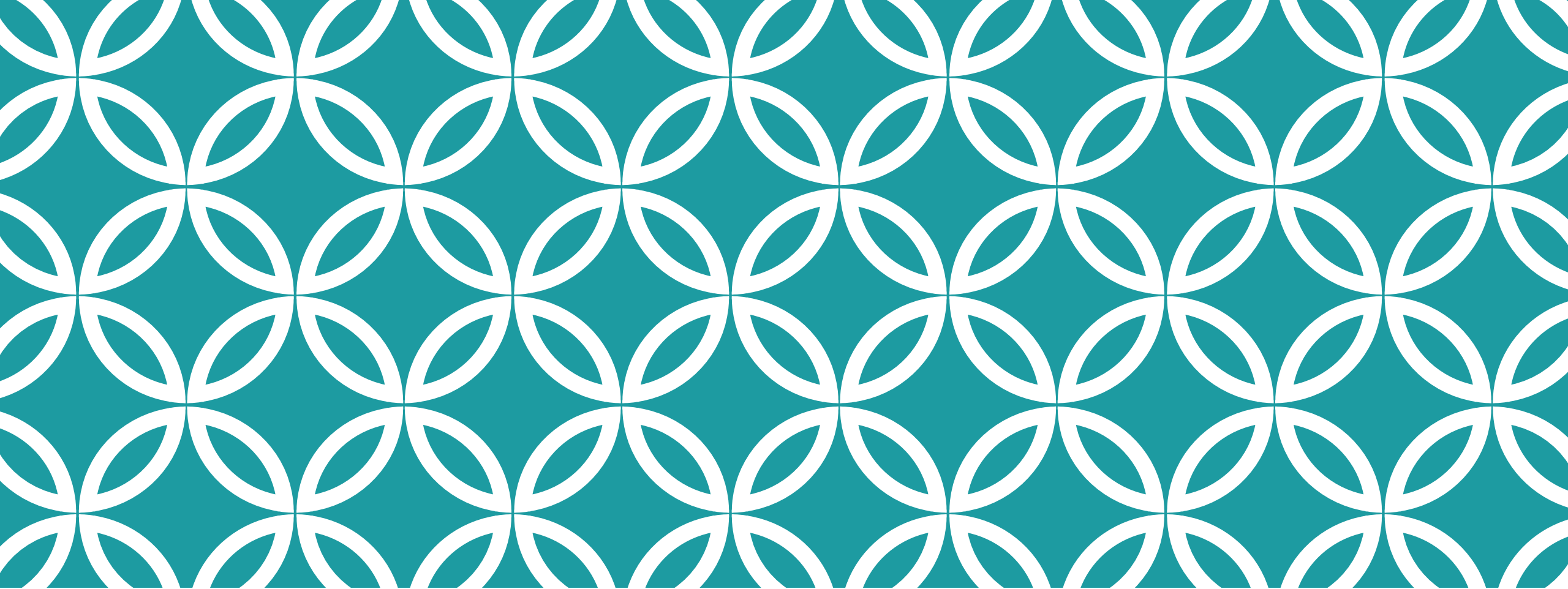
The WSAC Retooling scholarship might be available at

<https://wsac.wa.gov/teachers>

Payment Options

NWED accepts personal checks, Visa, or MasterCard and Discover.

*Costs do not cover the cost of texts, State required tests, fingerprinting, OSPI fees, etc.



GETTING STARTED



REQUIRED TESTS FOR RETOOLING CANDIDATES

Test scores: You will need to take your NES or WEST-E depending on your endorsement. The WEST-E tests are currently being replaced with the NES; therefore, you will want to check the Pearson website for the most accurate information on which test is used for which endorsement. The test is required prior to endorsement recommendation by NWED. **It is NOT required prior to entering the program or starting your courses.**

The Elementary Endorsement tests are 102 and 103.

Early Childhood Education is 101.

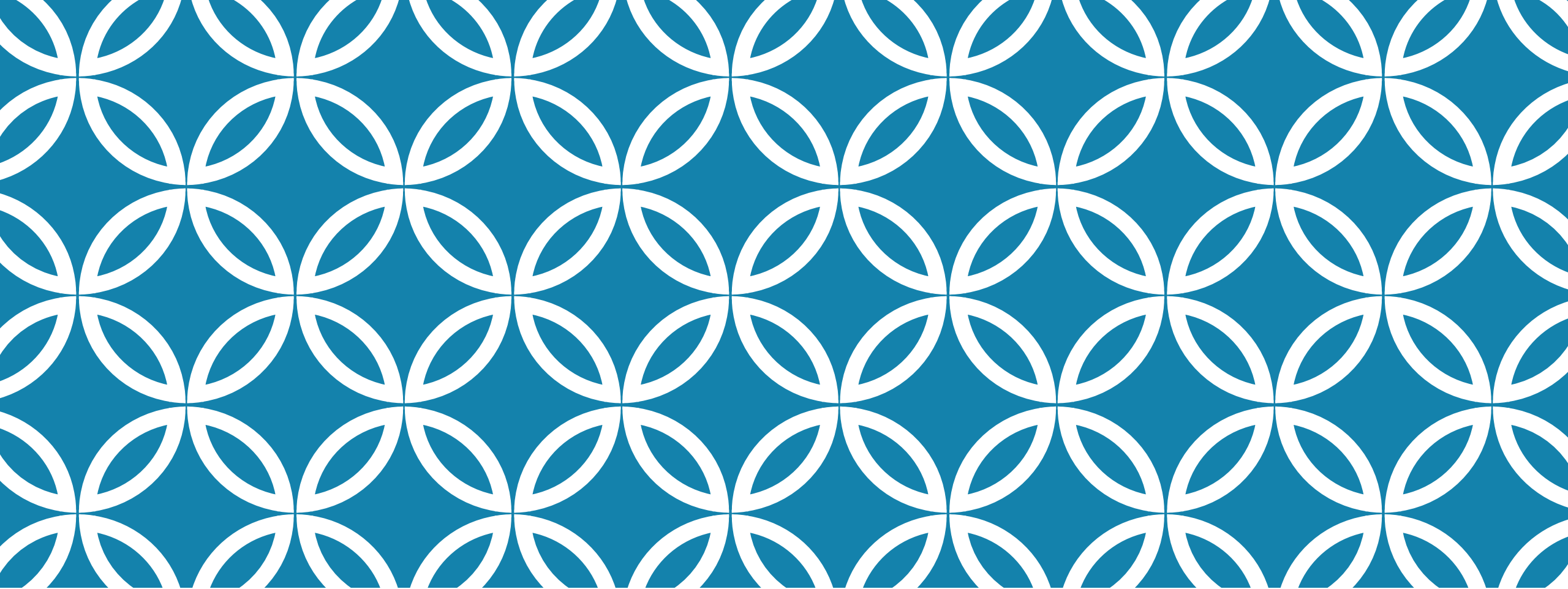
Special Education is WEST B 070.

Pearson NES test site:

<https://home.pearsonvue.com/nest>

All tests take 2-4 weeks to process and report to NWED and OSPI. You should receive an official test score report from Pearsons via email. This will signal that NWED and OSPI have also received your test scores.

It is a good idea to schedule your testing as soon as possible as testing sites and times often fill up quickly.



MAKING PROGRESS

Modules Work and Reflections

TRACKING SHEET

You have been assigned a tracking sheet that lists your information and the elements of the program.

To access your specific learning modules, click through the link on line 24 next to your endorsement descriptor.

This is where you will pay for your program. If you do not wish to pay for the entire program at this time, email Jim at jim@nwed.org to arrange a payment plan.


Once your program is paid for, or you have signed up for a payment plan, then your courses will be ready to access. A pdf version will be available for your convenience, however, only the paid version will provide the required assessment.

YOUR TRACKING SHEET

Every NWED candidate has a unique tracking sheet listing the required elements of the endorsement and their progress. You have been given the link to your tracking sheet upon entrance to the program.

The top part of the tracking sheet shows basic information, such as your name, date of entry, the endorsement you are seeking, and school information.

The screenshot displays the Northwest Educational Development tracking sheet. At the top left is the logo for Northwest Educational Development, featuring a stylized mountain range. To the right of the logo, the text reads "Official Transcript www.nwed.org" and "Teacher Certification Program A Washington State PESB Approved Program". Below the logo, the text "Northwest Educational Development" is prominently displayed. The main content area is divided into two columns. The left column contains fields for "Candidate Name" (with an empty input box), "Program" (Retooling Certificate), "Endorsement" (Elementary), "Student ID #" (5222), and "Program Status" (In Progress). The right column contains fields for "Program Entry Date" (11/15/2022), "Program Exit Date" (empty), "NWED Supervisor/Coach" (empty), "Mentor Teacher" (empty), "Mentor Teacher Cert #" (empty), and "Field Evaluation" (empty). A table on the right side of the form lists "School District" and "School" information, with "Name" and "OSPI #" columns. The "OSPI #" field contains the value "3500". At the bottom of the form, a blue bar contains the text "Program Details".

		Official Transcript www.nwed.org	
Northwest Educational Development		Teacher Certification Program A Washington State PESB Approved Program	
Candidate Name	<input type="text"/>	Program Entry Date	11/15/2022
Program	Retooling Certificate	Program Exit Date	
Endorsement	Elementary	NWED Supervisor/Coach	
Student ID #	5222	Mentor Teacher	
Program Status	In Progress	Mentor Teacher Cert #	
		Field Evaluation	
		School District	<input type="text"/>
		School	<input type="text"/>
		Name	
		OSPI #	3500
		Dispositional Evaluation	<input type="text"/>

Program Details

TRACKING SHEET

The bottom half of your tracking sheet shows the progress you are making throughout the program.

This section is updated within 48 hours of when you submit an assignment, reflection, and complete your field observations.

There are also links to your courses from this tracking sheet.

(The example to the right is of a candidate that has completed two module assignments, but not yet started their reflections or observations.)



Program Details					
Program Requirements					
Not Yet Started	▼ NES/WEST E Test	Endorsement Test			
Not Yet Started	▼ Field Placement	Observations			
In Progress	▼ Course Completion	Completion of Course, assignment and quiz			
Not Yet Started	▼ Field Reflections	See Below			
Not Yet Started	▼ Reflective Practitioner				
Course Links and Assignment Tracking					
Course #	Course Name	Link to Course	Field Placement Reflections	Status	
98	Introduction to NWED Retooling Program	https://nwed.isp.ringmarket.com/organization/1/view/4990-c01zAmNAsn-CpQT1	Reflection 1	Not Yet Started	▼
701	Retooling Elementary Courses	https://nwed.isp.ringmarket.com/cart/add/e9484b9e-7589-11ed-8f41-8eab4b3b89ba?auth_popup=1	Reflection 2	Not Yet Started	▼
	Retooling Culminating Assignments		Reflection 3	Not Yet Started	▼
			Reflection 4	Not Yet Started	▼
98	Introduction to NWED Retooling Program		Reflection 5	Not Yet Started	▼
103	Elementary Assessments			Passed	▼
202	Elementary Literacy			Passed	▼
209	Elementary Math			Not Yet Started	▼
212	Elementary Science			Not Yet Started	▼
215	Elementary Social Studies			Not Yet Started	▼
300	Elementary Classroom Management			Not Yet Started	▼



MODULE WORK

The program consists of between 4 and 10 course modules. The number is based on the endorsement you are seeking and your prior coursework and professional development. During the admittance process, we review this prior work and assign courses based on that review.

Each module consists of 3 basic pieces that must be completed the module is complete (passed):

The learning module slides – which provides educational content

The assessment – which verifies you understand the content

The assignment – which shows you can apply the information to your practice

In the Retooling program, assignments can be done at any time. For candidate in the initial certification program, the program requires certain assignments to be done during the field experience. This does not apply to the Retooling program.

Only complete the module assignments that match the specific modules listed on your tracking sheet.

At the end of each module, you will find a link to submit your module assignment. You will also find a link on the module assignment sheet (found in your learning portal.)

The assignment is located at the end of each course module.

Links to your assigned courses are on your tracking sheet. A link to this will be sent upon entrance to the program. See the course list at the end of this document.

BROKEN LINKS

The NWED program curriculum is written by teachers, for new teachers. Every year modules are reviewed and updated per the newest pedagogical information. All modules have links to outside sources for you to read, watch, and/or examine.

The nature of live, current, outside links, is that often they are broken as their URL addresses are changed or the source is removed from the internet.

If you encounter a broken link in a module, first try to google the link to find the source.

If that doesn't work, try using a different browser.

If the link is still broken, report the link to NWED administrators who will follow up with authors to either update the link or replace the source.

Finally, move on in the module.

The NWED team is constantly monitoring module content, but we also understand that the internet information is continuously changing, and broken links are a reality.

FIELD REFLECTIONS

In addition to the module work you will also complete five (5) field reflection pieces that you will write and submit. Your reflection questions can be found in your learning portal.

These field reflections allow you to provide information and reflection regarding your teaching, your students, and your experiences in the classroom.

You can submit field reflections via any assignment link found at the end of any module, or by using the link on the Field Reflections Questions sheet.

The Field Reflection prompts are in you learning portal.

FIELD OBSERVATIONS

During the program, you will be observed by a NWED supervisor in a classroom that matches your endorsement. A minimum of three observations are required. Your evaluator will be looking for classroom management skills, transitions, student engagement, and rapport with your students. You will be given observation notes and feedback directly after the completion of each observation.

All retooling visits are now conducted virtually, either via videotaped lessons or by inviting the NWED supervisor into your classroom virtually.

Observations are not designed to be punitive or negative critiques of your teaching, but rather a reinforcement of the skills you have developed as an educator.

When you are ready to be observed, contact Kathlyn Mickel at mickelkathlyn@gmail.com for specific directions.

FIELD PLACEMENTS

Most retooling candidates are in their own classroom (in a public or private school) and will complete their field experience with their current group of students.

However, if you are not in your own classroom, you can:

1. Find a host classroom where you can be observed through personal educational contacts
2. Volunteer in a summer school classroom where you can be observed
3. Elect to have NWED staff secure a classroom for you to be observed. This option will cost \$1500 (to pay for administrative and cooperating teacher costs.) It also includes an additional paperwork process. Placements can take 4-12 weeks to secure, therefore, if you choose this option, payment and notification must take place at the point of entrance to the program or soon thereafter.

FIELD ASSESSMENTS

Your field observations will be documented using two types of assessments.

Field Assessment: Assess your knowledge of teaching pedagogy including planning, implementation of lessons, assessments, classroom management, connection with families, accommodations for special needs, and other teaching elements.

Dispositional Assessment: Assess your “teacher disposition” including working well with others, kindness towards children, embracement of diversity, professionalism and other dispositional elements.

Field assessments are strictly the work of your NWED field observer, not you nor anyone in your building.



FINISHING UP

Adding the Endorsement



EDTPA

The good news for retooling candidates is that they are ***NOT*** required to take the edTPA.

SUMMARY OF COMPLETION REQUIREMENTS

APPLY NOW

You are ready to exit the program when you have completed the following pieces:

4-10 modules, including assessments and assignments

5 reflection pieces

NES/WEST E Endorsement Tests Passed

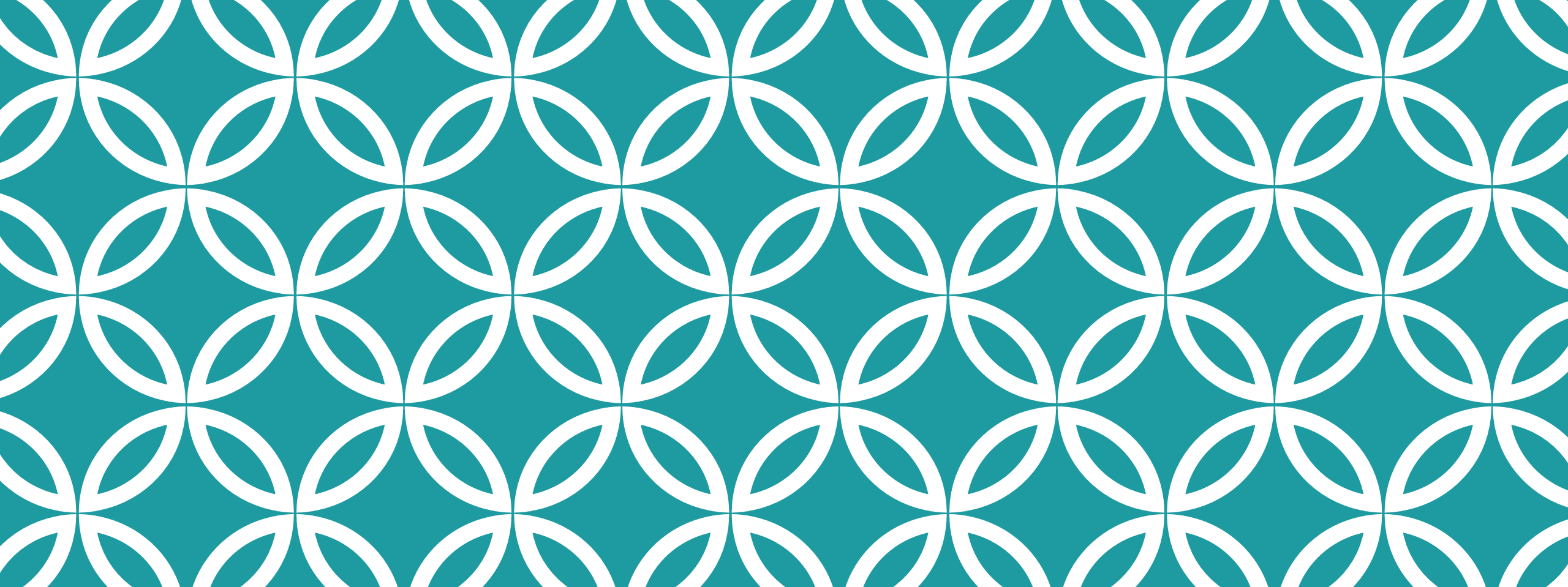
Supervisor observations in the classroom

Proven competency in all areas listed on the field & dispositional assessments

Completed all payments to NWED

Candidates that successfully complete all requirements will be recommended for the endorsement by Northwest Educational Development. Once we have submitted the recommendation, you will log into your eCert profile and apply for your endorsement.

NOTE: Upon completion of the program, NWED will initiate the application to add the endorsement. Please do not start the application with OSPI, this will delay the process. We will let you know when the application is ready for your part of the process.



PROGRAM PERSONNEL

Who can answer that question?



PROGRAM PERSONNEL

Executive Director: Jim Mickel

Certification Officer: Bree Van Horn

Director of Personnel and Curriculum: Kathlyn Mickel

Field Supervisors/Coaches:

Kathlyn Mickel

Jack Fallat

Kristen Orlando

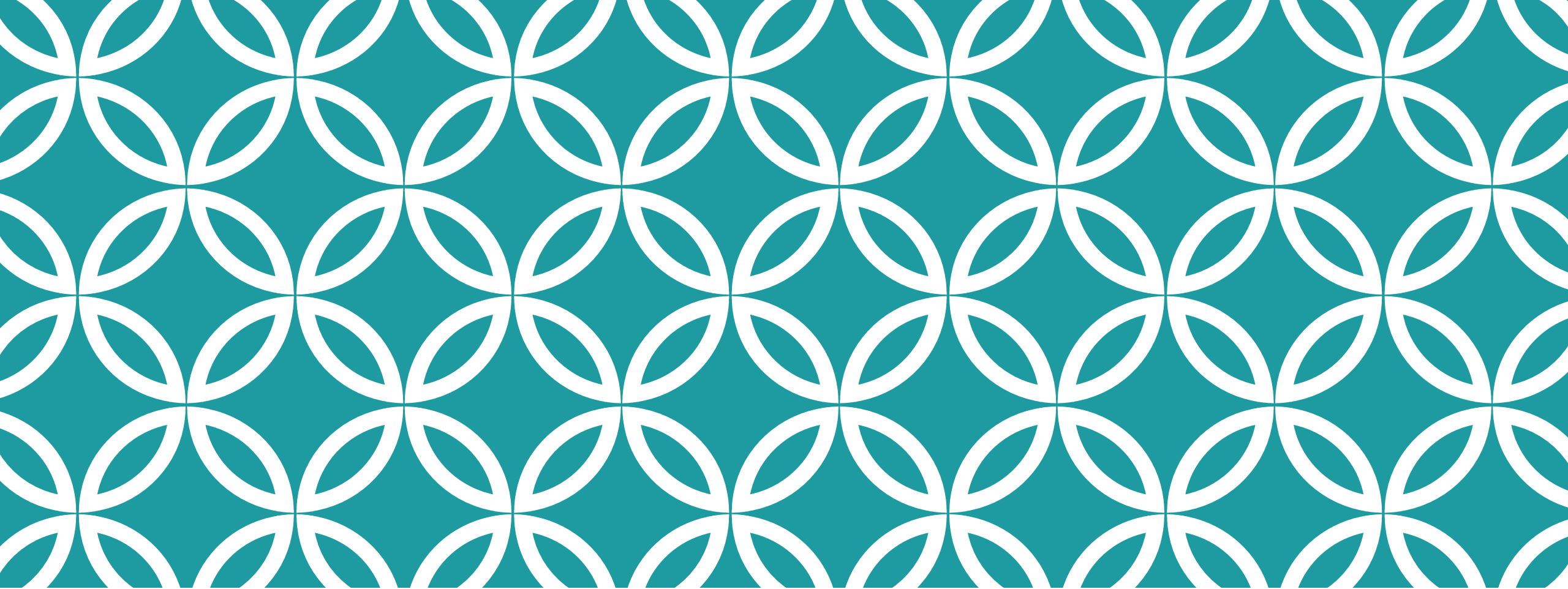
Eric Sellereit

ROLES OF PROGRAM PERSONNEL: ADMINISTRATION

Executive Director: Oversees the Retooling program implementation and candidate success. Responsible for maintaining all financial aspects of the program, technology, and ensuring adherence to program policies.

Director of Personnel & Curriculum: Oversees module content, assignments, and field assessments. Assists candidates through the program by guiding them through NWED modules, content, assignments, and field observations.

Certification Officer: Submits endorsement recommendation to OSPI.



ADDITIONAL RESOURCES



CONTACT INFORMATION

Retooling/Technical/Financial

Jim Mickel, Executive Director

jim@nwed.org

360-840-1698

Modules/Field Observations

Kathlyn Mickel, Director of Personnel
and Curriculum

mickelkathlyn@gmail.com

HELPFUL LINKS

[Fingerprinting Procedures, Fees and Policies](#)

[eCert Login](#)

[Testing Information](#)

[Apply Now](#)

IMPORTANT POINTS TO REMEMBER

If you need help - ASK! It's our job to help you and we want to hear from you. We may not know if you're struggling if you don't reach out.

Communication! Questions aren't the only thing you should contact us for. You are in charge of your progress and program completion, we are here to help. If your plan changes, let us know. Effective communication will make a huge difference in your experience.

Hold yourself accountable! Our program is designed for candidates that want to set their own timelines and path towards certification. However, that also means NWED personnel will not remind you of missing work or set deadlines. Design a system that works for you and adhere to it. Don't procrastinate.

Next Section-Courses by Endorsement

SPECIAL EDUCATION ENDORSEMENT COURSE LIST

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601 Special Education Foundations **Topics covered:** History and law of special education, 504 law, IEP, Americans with Disability Act, IDEA, special education Terminology, multi-tiered supports, collaboration, inclusion, differentiated instruction, ESSA, isolation and restraint, current trends and issues. Aligns with InTASC standards 2h, 9j, 9h

602 Characteristics of a Learner **Topics covered:** Human growth/development, using assessment data, eligibility for sped services, definitions of disabilities, 13 eligibility areas, instructional strategies, working with the medically fragile, collaboration with parents/families, effective communication skills, person first language, impact of disabilities on the family. Aligns with InTASC standards 1d, 1e, 1f, 1g, 9i, 8j

603 Special Educational Methodology **Topics covered:** FAPE, the learning environment, providing appropriate instruction, specifically designed instruction, modified methodology and delivery, accommodations, learning profiles, resources, principles of instruction, teaching in an inclusive classroom, differentiation. Aligns with InTASC standards 2g, 2h, 4j, 4k, 4l, 4m, 4n, 5i, 5j, 5k, 5m, 5n, 5o, 5p, 6m, 6m, 6p, 8k, 8l

SPECIAL EDUCATION ENDORSEMENT COURSE LIST

604 Assessments and RTI **Topics covered:** Overview of the evaluation process, scope, the evaluation team, terminology, legal provisions, and ethical principles, Child Find screenings, The pre-referral process, RTI and general interventions, the referral process, 6 principles of IDEA, parent and student rights, eligibility procedures, extended school year procedures, transition procedures, appropriate evaluation tools, designing, accommodating, modifications, technology, and other alternatives. Aligns with InTASC standards 2g, 2h, 6j, 6k, 6l, 6m, 6n, 6o, 6p, 7l

605 Emotional and Behavior Disorders **Topics covered:** Types of reinforcement, laws, policies, regulations, increasing acceptance of students with disabilities, social skills, creating a therapeutic environment, conceptual models, the connection between family and school, culture, types of disordered behaviors, assessments, functional behavior assessment, behavior intervention plans, manifestation destination, aversive therapy, emergency response protocol, crisis prevention, de-escalation, safety. Aligns with InTASC standards 2g, 2h, 9j

606 Sped Compliance **Topics covered:** Required IEP documents, Child Find and the sped process, FAPE, Least Restrictive Environment, pre-referral, RTI, multi-tiered system of support, processes and procedures, IEP components, development, implementation and review, continuum of services, the placement continuum, early childhood and special education, career, transitional, and vocational services and programs, post-secondary IEP components, transition components, case studies of accommodations, Universal Design for learning, recognizing effective teaching methods, research based methods for increasing positive impact on student learning, developing behavior support in the IEP, roles and responsibilities, facilitating the IEP, parent participation, data collection, coordination of student learning. Aligns with InTASC standards 9j, 9h, 7m

EARLY CHILDHOOD EDUCATION (ECE) ENDORSEMENT COURSES LIST

[APPLY NOW](#)

222 ECE Classroom Environment. Methodology, Implementation, and Assessment **Topics covered:** Classroom environment, routines and procedures, building classroom community, social emotional learning, learning through play, developmentally appropriate practices, differentiation, role of academics, family engagement, supporting cultural and linguistic diversity, authentic assessments, active learning, themes, learning centers: building, dramatic play, art, toys and games, literacy centers, science discovery, sensory, technology, music and movement, instructional planning and resources. Aligns with InTASC standards 3i, 3j, 3k, 3l

223 ECE Foundations **Topics covered:** History of ECE and preschool, ECEAP and Headstart, the Montessori method, the High Scope method, the Reggio Emilio method, the importance of play, play and development, characteristics of children, stages of cognitive development, Piaget, social-emotional development, language development, developmental delays, Red Flag referral guidelines, assessments, special populations, ELL students, highly capable, 504 plans, referrals, referral laws/rules, IEPs, Individual Family Service Plans, special education and related services, family engagement and resources. Aligns with InTASC standards 6j, 6k, 6l, 9h, 7m, 8j

224 ECE Literacy and Social Studies **Topics covered:** Literacy competencies/standards/components/CCSS, oral language as the foundation for literacy, social vs academic, phonemic awareness and phonics, ELL and low language students, development and comprehension, listening, read-alouds, shared reading, independent reading, learning to read and the reading process, progress monitoring and assessment, learning to write, shared and interactive writing, early writing behaviors, the reading and writing connection, teaching letters, sounds, words, writing assessments, fine motor skills, literacy assessments, technology and literacy, social studies definitions/competencies/standards/components/CCSS, rationale for teaching social studies in the ECE classroom, inquiry based learning, cognitive complexity, Bloom's taxonomy, scope and sequence, strategies, connection to real-life experiences, arts, technology, resources.

EARLY CHILDHOOD EDUCATION ENDORSEMENT (ECE) COURSES LIST

225 ECE Science and Math

Topics covered: How young children learn, conceptual and cognitive guided instruction, NCTM & NAEYC recommendations, creating a math focused math classroom, materials, instructional models, best practices, typical preschool math content, CCSS, depths of knowledge, mathematical practices, the rationale for science teaching, how science teaching helps students, NSTA and ECE principles, NGSS standards, performance expectations, scientific practices. Aligns with InTASC standards 4j, 4k, 4l, 4m, 4n, 5i, 5j, 5k, 5m, 5n, 5o, 5p, 7g, 7h, 7k, 8k

226 ECE Pedagogy

Topics covered: Characteristics of the preschool/early elementary children, sped identification, accommodations, ELL students, diversity/equity/inclusion, the ece classroom, age-appropriate practices, multi-modal practices, teaching reading, phonics, fluency, vocabulary, comprehension, daily reading, handwriting, assessments, teaching math, learning through play, teaching art, music, movement, brain breaks, transitions, games, exercise, technology, hygiene and self-care, classroom management, centers, social-emotional learning, lesson planning, themes, communicating with parents, other professionals in the ECE classroom. Aligns with InTASC standards 4j, 4k, 4l, 4m, 4n, 5i, 5j, 5k, 5m, 5n, 5o, 5p, 7g, 7h, 7k, 8k

ELEMENTARY EDUCATION ENDORSEMENT COURSE

LIST APPLY NOW

103 Assessments, Feedback to Students Topics covered: The purpose of assessments, formal, informal, summative, formative assessments, pre-assessments, differentiated assessments, assessment analysis, feedback to students, questioning skills, assessment tools, standardized assessments, rubrics, connection to RTI. Aligned to InTASC standards 6j, 6k, 6l, 6m, 6n, 6o, 6p, 7l

202 Elementary Literacy Topics Covered: Explicit instruction and practice, phonemic awareness, Dibels, phonics, fluency, vocabulary, word walls, scaffolding devices, graphic organizers, Cognitive Content Dictionaries, comprehension, depth of knowledge, Bloom's Taxonomy, cognitive demand, daily reading strategies: read alouds/guided/paired/independent/close reading, text complexity, assessments, data and assessment pyramid, literacy classroom environment, setting high expectations, differentiated instruction, Response to Intervention, student growth goals. Aligns with InTASC standards 1g, 2i, 4j, 4k, 4l, 4m, 4n, 5i, 5j, 5k, 5m, 5n, 5o, 5p, 7g, 7h, 7k, 8k, 8m

ELEMENTARY EDUCATION ENDORSEMENT COURSE LIST

209 Elementary Mathematics Topics covered: Conceptual, cognitive, and procedural math instruction, assessments, data collection and use, nationally normed assessments, math focused classroom strategies, materials, best practices, manipulatives, number talks, daily math review, number corner, think-pair-share, Common Core State Standards, grade level standards, rigor, vertical alignment, cognitive complexity, Webb's Depth of Knowledge, Bloom's Taxonomy, differentiation, gifted students, struggling students, ELL, additional resources. Aligns with InTASC standards 4j, 4k, 4l, 4m, 4n, 5i, 5j, 5k, 5m, 5n, 5o, 5p, 7g, 7h, 7k, 8k

212 Elementary Science Topics covered: Next Generation Science Standards, science needs for elementary students, creating experiments, safety, organization, student engagement, science objectives, questioning strategies, whole brain learning, vocabulary, reading strategies, science misconceptions, formative assessment probe, assessments, student work samples, analysis. Aligns with InTASC standards 4j, 4k, 4l, 4m, 4n, 5i, 5j, 5k, 5m, 5n, 5o, 5p, 7g, 7h, 7k, 8k

ELEMENTARY EDUCATION ENDORSEMENT COURSE LIST

215 Elementary Social Studies Topics covered: Rationale for strengthening social studies in the classroom, standards, C3 Framework, cognitive complexity, depth of knowledge, scope and sequence of standards, Since Time Immemorial, National History Day, classroom-based assessments, data, teaching strategies, experiences, field trips, arts integration, literacy integration, technology integration, differentiation, multiple intelligences, learning styles, ELL students, resources. Aligns with InTASC standards 4j, 4k, 4l, 4m, 4n, 5i, 5j, 5k, 5m, 5n, 5o, 5p, 7g, 7h, 7k, 8k

300 Classroom Management, Questioning Skills Elementary/Secondary

Topics covered: Create an atmosphere of rapport and respect, morning meetings, positive feedback, modeling, independent work time, creating choice, learning centers, displaying work, setting high expectations, classroom procedures and transitions, schedules, routines, working with paraprofessionals, managing volunteers, managing student behavior, rules and expectations, progressive discipline, restorative approach, behavior intervention, communicating with parents, organizing physical spaces, effective questioning skills, higher order questioning. Aligned to InTASC standards 3i, 3j, 3k, 3l