

Certification Central

Training Educators and Behavior Technicians



North Dakota's 1st Alternative Educator Preparation Program
2025-2026 Catalog



Meet Marcus!

Marcus attends Four Winds High School, which is the home of the Indians! Marcus was the student manager for the C squad basketball team this school year, and he nailed it! Katherine had the privilege to attend the games with Marcus. He is a fan favorite!

Our Mission

The mission of Certification Central is to provide an alternative program for licensing educators, certifying special education technicians, and training behavior technicians using a competency-based model that is affordable and accessible.

Certification Central encourages learners to enroll at anytime and to move at their own pace, which supports those with life experiences to accelerate their program of study. Asynchronous online instruction makes this program borderless and attainable.

Certification Central is aligned with national teaching standards and the Behavior Analyst Certification Board. Learners will demonstrate competencies through authentic, performance-based assessments to make them career ready.



About Us

Katherine Terras
Co-Founder & Chief
Executive Officer



Mark Reinhart
Co-Founder & Chief
Operating Officer

Dr. Katherine Terras
kat@certcen.cc

Hello everyone! I have been an educator for 28 years. I practiced as a paraprofessional, public school teacher, and university professor. I believe in alternatives for training educators and behavior technicians in order to offer a variety of pathways for diverse learners. Mark and I were both raised in rural North Dakota, as well as have children attending a rural school. We understand the unique needs of training and retaining educators, in addition to meeting the community's behavioral health needs.

Mark Reinhart
mark@certcen.cc

Hello! I have had many life experiences from ranching to parenting, which have led me to this chapter with Certification Central. As a continuous learner, I am committed to creating training opportunities for those who learn differently and for those who have busy lives and are longing for a lane change in life. I have a desire to open opportunities for those living in rural and remote areas. Katherine and I want to help reduce the teacher shortage in these areas while making a career in teaching affordable by reducing the financial burden of school loans.

Special Education Licensure Program

Master Equivalent



Certification Central's program is approved by the North Dakota Education Standards and Practices Board. Upon completion, you will be eligible for full, initial licensure as a special education teacher. Disability-specific content (LD, ED, ID, ASD) is integrated into modules for an inclusive framework. CC is a practice-based program with a robust clinical practice requirement for an authentic, career-ready experience. CC offers a saving of 60-70% compared to other state programs as there are no separate charges for introductory & disability-specific content; everything is embedded using high-impact practices. Master Equivalent will be on your transcript, with completion of a scholarly capstone portfolio. There are 3 pathways for those seeking full licensure.



Admission Criteria

- Bachelor's degree in any field from an accredited institution
- Cumulative (or junior/senior year) GPA of 2.75
- FBI background check
- Three professional letters of recommendation
- Resume
- Two essays

Program of Study 1
Prior Degree in Early Childhood or Elementary Education Cost \$11,676
(excluding textbooks)

SPECIAL EDUCATION CORE (integrates LD, ED, ID, ASD content)

SPED Module 1 Learner Development & Individual Learning/Cultural Differences

3 Credit Equivalent - \$1251

SPED Module 2 Legal/Ethical Practices & Professional Learning

3 Credit Equivalent - \$1251

SPED Module 3 Curricular Content Knowledge & Individual Education Plans

3 Credit Equivalent - \$1251

SPED Module 4 Assessment & Measurement

3 Credit Equivalent - \$1251

SPED Module 5 Understanding & Managing Behavior

3 Credit Equivalent - \$1251

SPED Module 6 Instructional Planning, Strategies, & Transition

3 Credit Equivalent - \$1251

SPED Module 7 Collaboration, Consultation, & Supervision

3 Credit Equivalent - \$1251

SPED Module 8 Inclusive Learning Environments

3 Credit Equivalent - \$1251

SPED 550 Special Education Internship (on-the-job & traditional options are available)

2-7 Credit Equivalent - \$834-\$2919

SPED 900 Scholarly Capstone Portfolio

2-3 Credit Equivalent - \$834 to \$1251

Program of Study 2
Prior Degree in Middle or Secondary Education Cost \$14,178
(excluding textbooks)

SPECIAL EDUCATION CORE (integrates LD, ED, ID, ASD content)

SPED Module 1 Learner Development & Individual Learning/Cultural Differences

3 Credit Equivalent - \$1251

SPED Module 2 Legal/Ethical Practices & Professional Learning

3 Credit Equivalent - \$1251

SPED Module 3 Curricular Content Knowledge & Individual Education Plans

3 Credit Equivalent - \$1251

SPED Module 4 Assessment & Measurement

3 Credit Equivalent - \$1251

SPED Module 5 Understanding & Managing Behavior

3 Credit Equivalent - \$1251

SPED Module 6 Instructional Planning, Strategies, & Transition

3 Credit Equivalent - \$1251

SPED Module 7 Collaboration, Consultation, & Supervision

3 Credit Equivalent - \$1251

SPED Module 8 Inclusive Learning Environments

3 Credit Equivalent - \$1251

SPED 550 Special Education Internship (on-the-job & traditional options are available)

2-7 Credit Equivalent - \$834-\$2919

SPED 900 Scholarly Capstone Portfolio

2-3 Credit Equivalent - \$834 to \$1251

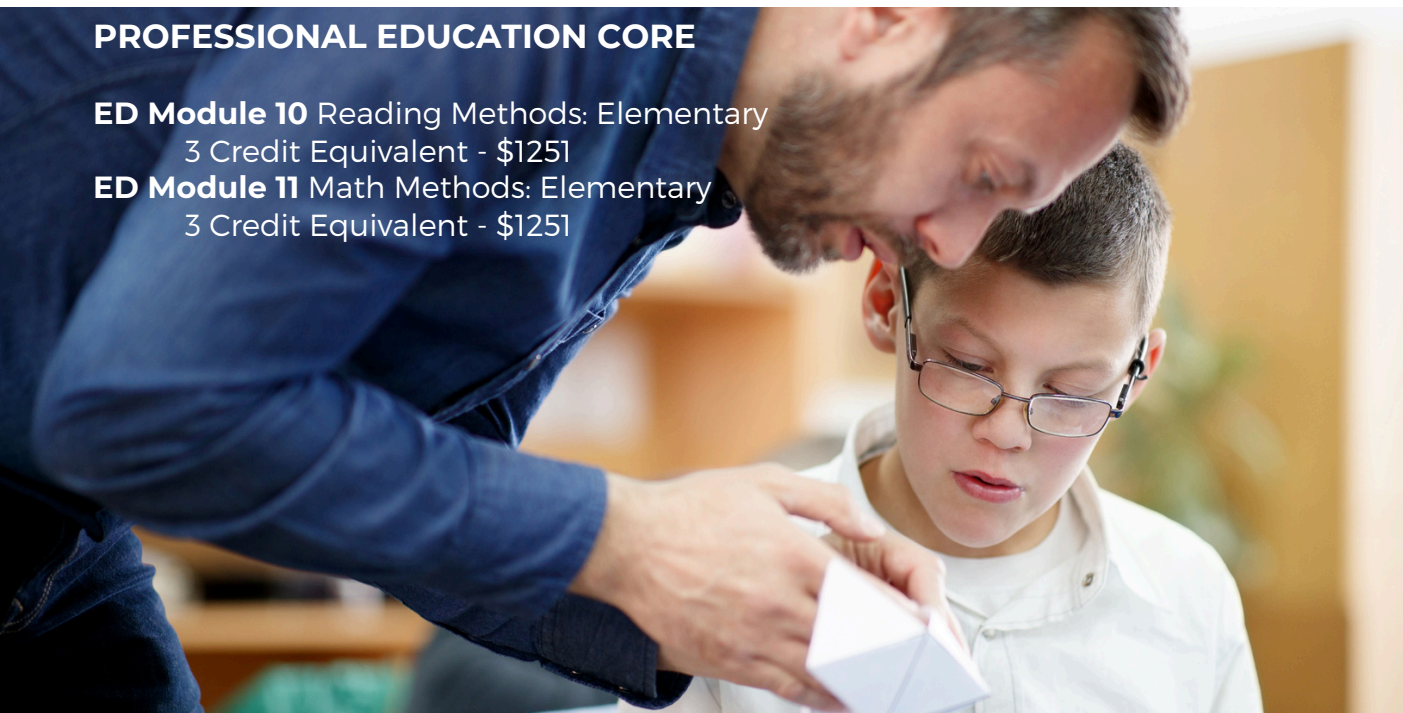
PROFESSIONAL EDUCATION CORE

ED Module 10 Reading Methods: Elementary

3 Credit Equivalent - \$1251

ED Module 11 Math Methods: Elementary

3 Credit Equivalent - \$1251



Program of Study 3
No Education Degree Cost \$11,300
(excluding textbooks)

SPECIAL EDUCATION CORE (integrates LD, ED, ID, ASD content)

SPED Module 1 Learner Development & Individual Learning/Cultural Differences

3 Credit Equivalent - \$1251

SPED Module 2 Legal/Ethical Practices & Professional Learning

3 Credit Equivalent - \$1251

SPED Module 3 Curricular Content Knowledge & Individual Education Plans

3 Credit Equivalent - \$1251

SPED Module 4 Assessment & Measurement

3 Credit Equivalent - \$1251

SPED Module 5 Understanding & Managing Behavior

3 Credit Equivalent - \$1251

SPED Module 6 Instructional Planning, Strategies, & Transition

3 Credit Equivalent - \$1251

SPED Module 7 Collaboration, Consultation, & Supervision

3 Credit Equivalent - \$1251

SPED Module 8 Inclusive Learning Environments

3 Credit Equivalent - \$1251

SPED 550 Special Education Internship (on-the-job & traditional options are available)

2-7 Credit Equivalent - \$834-2919

SPED 900 Scholarly Capstone Portfolio

2-3 Credit Equivalent - \$834 to \$1251

PROFESSIONAL EDUCATION CORE

ED Module 9 Pedagogy: Art and Science of Teaching

3 Credit Equivalent - \$1251

ED Module 10 Reading Methods: Elementary

3 Credit Equivalent - \$1251

ED Module 11 Math Methods: Elementary

3 Credit Equivalent - \$1251



What can a Special Education Technician do?

A special education technician works under the supervision of a licensed special education teacher. Because Technicians have formal training in special education, they may be responsible for the following: (a) conduct academic and behavioral screenings following specified screening protocols developed by the supervising special education teacher; (b) perform documented tasks developed by the supervising special education teacher; (c) document student progress toward meeting goals/objectives and report this information to the supervising special education teacher; (d) assist the supervising special education teacher with regulatory paperwork as directed; (e) participate in multidisciplinary team meetings with a special education teacher or a special education provider; (f) prepare materials, assist with scheduling, and maintain space or equipment; and/or (g) complete other duties as assigned by the supervising special education teacher in consultation with the local administrator. Technicians cannot be a teacher of record; consequently, they may not complete the following: (a) make independent decisions regarding changes to a student's individualized education program (IEP); (b) conduct and interpret evaluations consisting of standardized diagnostic test/formal assessments unless otherwise qualified to do so, and/or (c) disclose confidential information orally or in writing unless authorized by the supervising special education teacher.

Special Education Technician Requirements

To obtain a certificate of completion as a special education technician, the North Dakota Department of Public Instruction requires the following training:

- 40-semester hours of college education or an equivalent under Century Code 15.1-13-10 in the area of special education that aligns with the Council for Exceptional Children preparation standards for paraeducators, including: learner development and individual differences, legal/ethical practices, behavior management, curricular content knowledge, assessment, instructional planning and strategies, and collaboration; and
- A two-credit transcribable practicum minimum of one hundred clock-hours of fieldwork experience which is supervised by a licensed special education teacher.



**Use the QR Code to view the
NDDPI Sped Tech FAQ page**



SPED Technician

Program of Study

This program is comprised of a Special Education Core and a Special Education Technician Core. The Special Education Core is comprised of a 15-credit equivalent that provides learners the foundational knowledge of special education. The Special Education Technician Core is a 25-credit equivalent that equips students with the skills and dispositions to become a successful special education technician. Certification Central is a practice-based program that leverages on-the-job training by adding a lab to each module. This provides learners the opportunity to anchor their learning into an applied, educational setting, which can be completed while on-the-job in an educational setting. **Out of the 42 credits, 21 are earned on the job through lab and practicum credits**

Module	Title	Credit Equivalent
Special Education Core		
SPED Module 1	Learner Development & Individual Learning/Cultural Differences	3
SPED Module 1L	Learner Development & Individual Learning/Cultural Differences Lab	2
SPED Module 2	Legal/Ethical Practices & Professional Learning	3
SPED Module 2L	Legal/Ethical Practices & Professional Learning Lab	2
SPED Module 7	Collaboration, Consultation, & Supervision	3
SPED Module 7L	Collaboration, Consultation, & Supervision Lab	2
Special Education Technician Core		
SPED TECH 101	Individualized Education/Family Service Programs	3
SPED TECH 101L	Individualized Education/Family Service Programs Lab	2
SPED TECH 102	Behavior Management in Educational Settings	3
SPED TECH 102L	Behavior Management in Educational Settings Lab	2
SPED TECH 103	Curriculum Based Evaluations for Assessment	3
SPED TECH 103L	Curriculum Based Evaluations for Assessment Lab	2
SPED TECH 104	High Leverage Practices for High Incidence Disabilities	3
SPED TECH 104L	High Leverage Practices for High Incidence Disabilities Lab	2
SPED TECH 110	Special Education Technician Practicum	7
Total Credit Equivalent:		42

Cost of Program

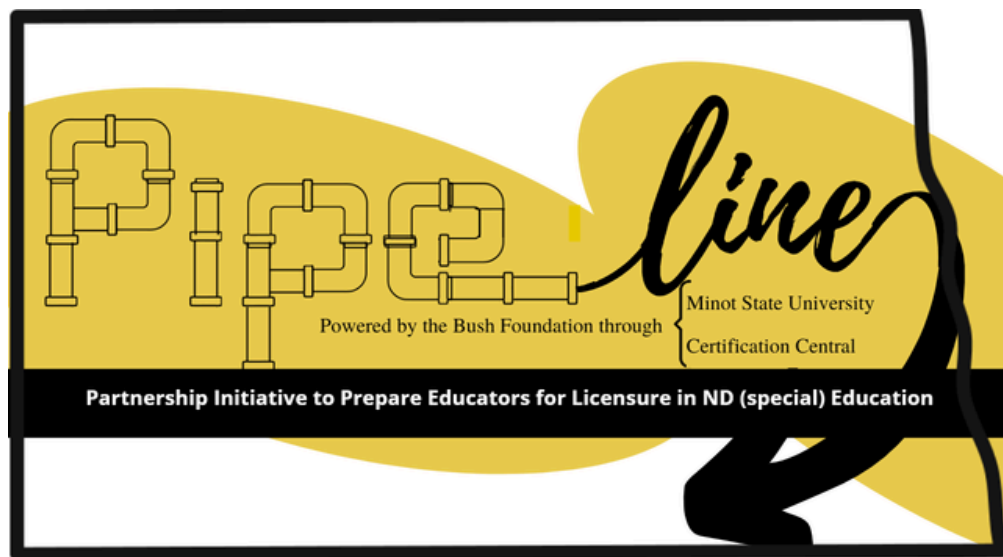
The total cost of this program is \$12,600.

Program Completion

Upon completion, you will be eligible to apply for a certificate of completion as a special education technician from the North Dakota Department of Public Instruction. You will be issued an official, postsecondary education transcript.

Certification Central (CC) is an alternative certification program leading to full certification as a Special Education Technician. CC is competency-based and aligned to national Council for Exceptional Children standards. Learners demonstrate competencies through authentic, performance-based assessments to make them career-ready.

Project PIPELINE



Certification Central and Minot State University's Course Crosswalk



MSU Courses Already Completed from CC SPED Technician Program

SPED 110 Introduction to Exceptional Children-3 cr
 SPED 141 Development of Young Children-2 cr
 SPED 201 Applied Behavior Analysis for Teachers-3 cr
 SPED 233 Experience In SPED-1 cr
 SPED 310 Intro to Intellectual Disability and ASD-3 cr
 SPED 410 Intro Learning & Emotion/Behavior Disab-3 cr
 SPED 420 Inclusive Practices-3 cr
 SPED 445 Collaboration in Special Education-3 cr
 ED 260 Educational Psychology-2 cr
 ED 260L Clinical I
 ED 282 Managing the Learning Environment-2 cr
 ED 282L Clinical II-0.5 cr
 ED 284 Teaching Diverse Learners-2 cr
 ED 322 Data Driven Integrated Instruction-2 cr
 ED 321L Clinical IV-0.5 cr
 ED 323L Clinical V-0.5 cr
 2 credits of SPED 494 Practicum in Special Education
 7 credits of ED 494 Student Teaching K-12



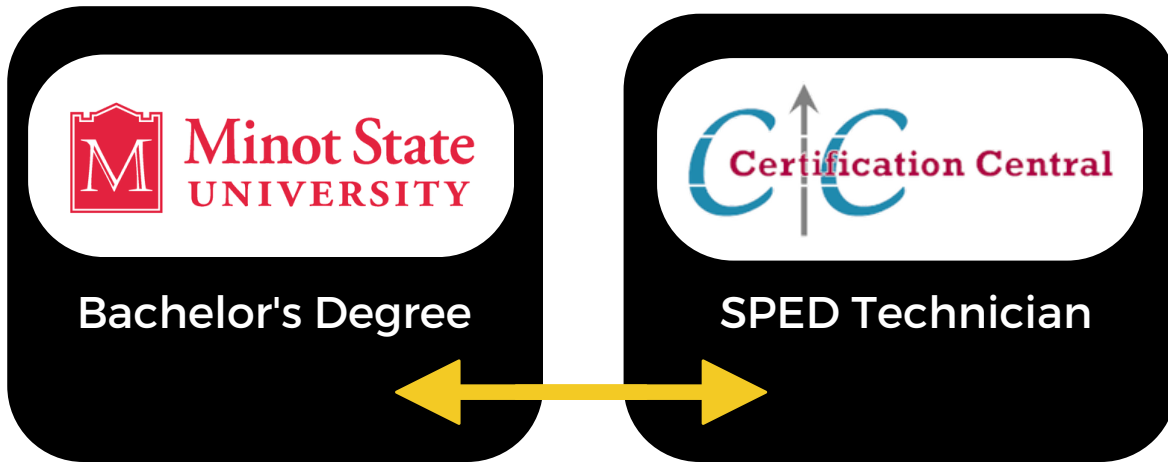
MSU Remaining Coursework for Completion of the Special Education Major

ED 320 Curriculum, Planning & Assessment-2 cr
 ED 380 Technology in Teaching-2 cr
 ELED 352 Foundations of Reading- 3 cr
 HIST 283 Diversity in America-3 cr
 SPED 202 Intro to Sensory Disabilities-3 cr
 SPED 302 Language and Communication Interventions-3 cr
 SPED 379 Leadership in SPED-3 cr with ED 284L
 Clinical III 0.5
 SPED 340 Assessment in SPED- 3 cr with Sped 494
 Practicum-1 cr
 SPED 441 Methods for High Incidence Disabilities-3 cr
 with Sped 494 Practicum-1 cr
 ELED 362 Applications of Literacy Instruction, Intervention,
 and Assessment-3 cr
 SPED 442 Methods for Low Incidence Disabilities-3 cr
 SPED 444 Transition to Adult Life-3 cr
 ED 324L Fall Experience-0 cr
 ED 484 Student Teaching Seminar: K12-2 cr
 ED 495 Student Teaching Spec. Areas-3 cr (12 weeks)
 General Education Credits: 36
 Elective Credits: 2

Note: The transfer credits from CC are approved as a whole package from MSU and not by individual courses.
 Scholarships are not transferable across programs.

Minot State University's Academic Catalog:
<https://catalog.minotstateu.edu/undergraduate/collegeofeducationandhealthsciences/departmentspecialeducation/special/#bachelorsinspecialeducationtext>





Contact Us for More Information

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Dr. Katherine Terras

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Check out our
ndspedpipeline.org
website!



Welcome to Project PARA!

Project PARA is a training program designed to advance the knowledge and skills of paraprofessionals.

The program is built by North Dakota educators, administrators, and specialists, spanning 53 lessons each based around the Council for Exceptional Children's core competencies.

Why Project PARA?

- ✓ *Lessons are available online, meaning you can learn whenever and wherever!*
- ✓ *Project PARA provides different pathways for different focuses, including preschool, elementary, high school, autism, intellectual disabilities, emotional disabilities, and special education DPI certification.*
- ✓ *Lessons can count toward the ND DPI Paraprofessional Certificate, Special Education Technician program, and even transfer to Minot State University!*



Project PARA



Sign me up!

Step 1: Visit projectpara.com using the QR code and select your district's K-12 enrollment level.

Step 2: Your district administrator will get login details to access lessons.

Step 3: Your district administrator will assign you lessons (or meet with the Project PARA team to get help in doing so)!

Step 4: Enjoy streamlined learning with Project PARA! For full progress tracking and reports, you may purchase a \$7/student upgrade!

Still have questions?

Contact Sheri Twist, Project Coordinator

✉ sheri@projectpara.com

🌐 projectpara.com

Behavior Intervention Specialist Endorsement



CERTIFICATION CENTRAL WILL OFFER COURSEWORK REQUIRED FOR THE SPECIAL EDUCATION BEHAVIOR INTERVENTION SPECIALIST ENDORSEMENT. THE REQUIREMENTS ARE AS FOLLOWS:

SPECIAL EDUCATION CORE

SPED MODULE 2: LEGAL/ETHICAL PRACTICES & PROFESSIONAL LEARNING - 3 CREDIT EQUIVALENT - \$1251

SPED MODULE 3: CURRICULAR CONTENT KNOWLEDGE & INDIVIDUAL EDUCATION PLANS - 3 CREDIT EQUIVALENT - \$1251

SPED MODULE 4: ASSESSMENT & MEASUREMENT
3 CREDIT EQUIVALENT - \$1251

SPED MODULE 5: UNDERSTANDING & MANAGING BEHAVIOR
3 CREDIT EQUIVALENT - \$1251

SPED MODULE 7: COLLABORATION, CONSULTATION, & SUPERVISION
3 CREDIT EQUIVALENT - \$1251



BEHAVIOR INTERVENTION SPECIALIST CORE

BEHAVIOR MODULE 1: BEHAVIOR ASSESSMENT & MEASUREMENT
INTEGRATES 20 HOURS OF CLINICAL FIELDWORK - 3 CREDIT EQUIVALENT - \$1251

BEHAVIOR MODULE 2: METHODS & APPLICATIONS FOR BEHAVIOR SUPPORT & PROGRAMMING
INTEGRATES 20 HOURS OF CLINICAL FIELDWORK - 3 CREDIT EQUIVALENT - \$1251

BEHAVIOR MODULE 3: BEHAVIOR ETHICS, SUPERVISION, & CONSULTATION
INTEGRATES 20 HOURS OF CLINICAL FIELDWORK - 3 CREDIT EQUIVALENT - \$1251

BEHAVIOR MODULE 4: BEHAVIOR RESEARCH & INQUIRY
INTEGRATES 20 HOURS OF CLINICAL FIELDWORK - 3 CREDIT EQUIVALENT - \$1251

BEHAVIOR 550: BEHAVIOR SPECIALIST INTERNSHIP
**THIS REQUIREMENT IS INTEGRATED ACROSS ALL 4 MODULES - 2 CREDIT EQUIVALENT - \$834

SPED 900 SCHOLARLY CAPSTONE PORTFOLIO (OPTIONAL)
**YOU CAN CHOOSE TO TAKE THE ENDORSEMENT PROGRAM AS A MASTER'S EQUIVALENT
THAT IS POSTED ON YOUR TRANSCRIPT - 2-3 CREDIT EQUIVALENT - \$834-\$1251

CC ASSIGNS YOU A MENTOR!

**Turn it into a
master's
equivalent**



HOW IT WORKS

CERTIFICATION CENTRAL IS A SELF-PACED, ENROLL ANYTIME PROGRAM. TO GET STARTED, SIMPLY COMPLETE THE APPLICATION. YOU WILL NEED TO UPLOAD UNOFFICIAL TRANSCRIPTS/CERTIFICATES FROM ALL INSTITUTIONS ATTENDED.

IF YOU DO NOT HAVE THE SPECIAL EDUCATION CORE COURSEWORK, YOU WILL BEGIN WITH SPED MODULE 2 LEGAL/ETHICAL PRACTICES & PROFESSIONAL LEARNING. IF YOU DO HAVE THIS CORE, YOU WILL BEGIN WITH BEHAVIOR MODULE 1 METHODS & APPLICATIONS FOR BEHAVIOR SUPPORT & PROGRAMMING. AFTER YOU HAVE DEMONSTRATED ALL COMPETENCIES WITH PROFICIENCY, YOU WILL ADVANCE TO THE NEXT MODULE. AS DENOTED ABOVE, THE PRACTICUM/INTERNSHIP REQUIREMENT IS INTEGRATED THROUGHOUT EACH MODULE IN ORDER TO CONNECT CONTENT TO AUTHENTIC, REAL-LIFE EXPERIENCES.

Registered Behavior Technician Training



This training is designed for paraprofessionals who want to become Registered Behavior Technicians or who simply want to understand more about managing behavior.

Training is based on the RBT Task List (2nd ed.) and is designed to meet the 40-hour training requirement for RBT certification. It is offered independent of the Behavior Analyst Certification Board.

The focus of this training is application of behavior analytic knowledge and skills to make you career ready as an effective RBT! Each module is interactive to illustrate behavioral principles and to apply skills in real-life settings.



MODULE 1

Behavior Basics

MODULE 2

Measurement

MODULE 3

Assessment

MODULE 4

Skill Acquisition

MODULE 5

Behavior Reduction

MODULE 6

Documentation and Reporting

MODULE 7

Professional Conduct and Scope of Practice

Training Time: 45 Hours

Pricing

\$175 per Individual

Group Rates Available

Special Education Apprenticeship Licensure Program

Certification Central (CC) was awarded the Registered Apprenticeship Grant by NDDPI. This grant provides scholarships that cover all expenses to candidates who are seeking licensure as a special education teacher. The candidate must be employed as a full-time paraprofessional and already have a bachelor's degree (any major) or be close to completing a bachelor's degree.

As a participant in the Apprenticeship Licensure Program at CC, **you will incur no costs.** The program will cover your tuition (there are no fees), textbooks, licensure testing, and licensure application. You may begin the apprenticeship licensure program at any time, but your program **must be completed no later than June 30, 2026 (cohorts 1 & 3) and June 30, 2029 (cohorts 4 & 5).**

Program of Study

CC has three pathways for those seeking licensure as a special education teacher in North Dakota.

1. For those who have a degree in education at the early childhood or elementary level, follow Program of Study 1.
2. For those who have a degree in education at the middle or secondary level, follow Program of Study 2
3. For those who do not have a degree in education, follow Program of Study 3

2025-2026

Program of Study 1: Degree in Early Childhood or Elementary Education

Special Education Core	Unit Equivalent
SPED Module 2 Legal/Ethical Practices & Professional Learning	3
SPED Module 3 Curricular Content Knowledge & Individual Education Plans	3
SPED Module 4 Assessment & Measurement	3
SPED Module 5 Understanding & Managing Behavior	3
SPED Module 6 Instructional Planning, Strategies, & Transition	3
SPED Module 8 Inclusive Learning Environments	3
SPED 555 Special Education Internship (1200 Hour Clinical Practice Requirement)	12
SPED 900 Scholarly Capstone Project (optional)	(2-3)
Total Credits	30 (32-33)

Program of Study 2: Degree in Middle/Secondary Education

Special Education Core	Unit Equivalent
SPED Module 2 Legal/Ethical Practices & Professional Learning	3
SPED Module 3 Curricular Content Knowledge & Individual Education Plans	3
SPED Module 4 Assessment & Measurement	3
SPED Module 5 Understanding & Managing Behavior	3
SPED Module 6 Instructional Planning, Strategies, & Transition	3
SPED Module 8 Inclusive Learning Environments	3
SPED 555 Special Education Internship (1200 Clinical Practice Requirement)	12
SPED 900 Scholarly Capstone Project (optional)	(2-3)
Professional Education Core	
ED Module 10 Reading Methods: Elementary	3
ED Module 11 Math Methods: Elementary	3
Total Credits	36 (38-40)

Program of Study 3: Degree Other Than Education

Special Education Core	Unit Equivalent
SPED Module 2 Legal/Ethical Practices & Professional Learning	3
SPED Module 3 Curricular Content Knowledge & Individual Education Plans	3
SPED Module 4 Assessment & Measurement	3
SPED Module 5 Understanding & Managing Behavior	3
SPED Module 6 Instructional Planning, Strategies, & Transition	3
SPED Module 8 Inclusive Learning Environments	3
SPED 555 Special Education Internship (1200 Clinical Practice Requirement)	12
SPED 900 Scholarly Capstone Project (optional)	(2-3)
Professional Education Core	
ED Module 10 Reading Methods: Elementary	3
ED Module 11 Math Methods: Elementary	3
Total Credits	36 (38-40)

Competencies

Certification Central is a competency-based program that is self-paced. You will focus on one module at a time and advance to the next module after you have finished all lessons and completed each competency assessment. If proficient is not achieved on the first submission, you have the option to revise and resubmit one time. After you complete a module, you will automatically be enrolled in the next module, so there is no hassle of enrolling each semester.

Clinical Practice Requirements

Certification Central is a practice-based program that embeds clinical experiences throughout (i.e., SPED 555 Special Education Internship). You will be required to complete a minimum of 1200 clinical hours during this program. These hours are completed on-the-job.

Mentoring

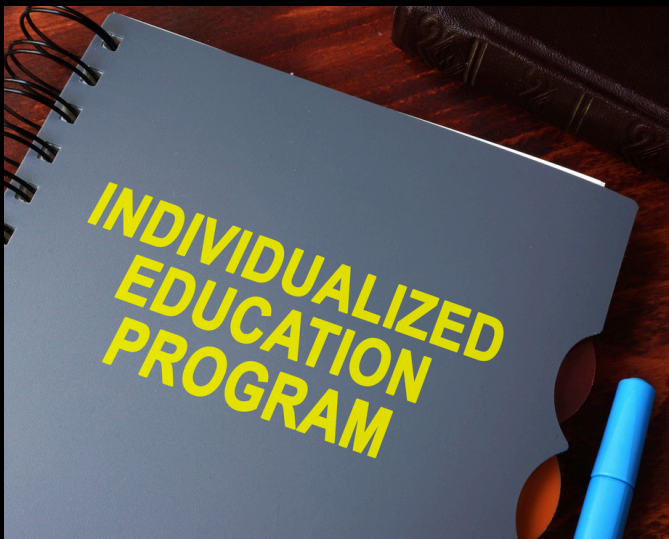
There are several layers of mentoring within the apprenticeship licensure program:

1. You will have a school mentor within close physical proximity to you who is licensed in special education and has a minimum of three years of experience. This mentor is selected collaboratively by the school/unit administration and the CC program director.
2. Your advisor at CC will serve as an additional coach/mentor. Coaching/mentoring group sessions will occur monthly. Individual coaching/mentoring sessions are available as needed.
3. Upon completion of your licensure program, you will have an additional two years of mentoring by the CC advisor/mentor.

Build Your Own Master's Equivalent

Each module is worth 3 credit equivalents

Certification Central offers a build your own Master's degree equivalent. You select modules/courses that best fit your career interests and goals. The only requirement is the SPED 900 Scholarly Capstone Portfolio (2 or 3 credit equivalent). To complete a Master's equivalent, you select 9 modules to build your personalized program of study. At the end of your program, you will complete SPED 900 Scholarly Capstone Portfolio.



SPED Module 1

Learner Development & Individual Learning/Cultural Differences

Beginning special education professionals understand how disabilities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with disabilities. Characteristics of students with learning disabilities, emotional disorders, developmental disabilities, and autism are provided.

SPED Module 2

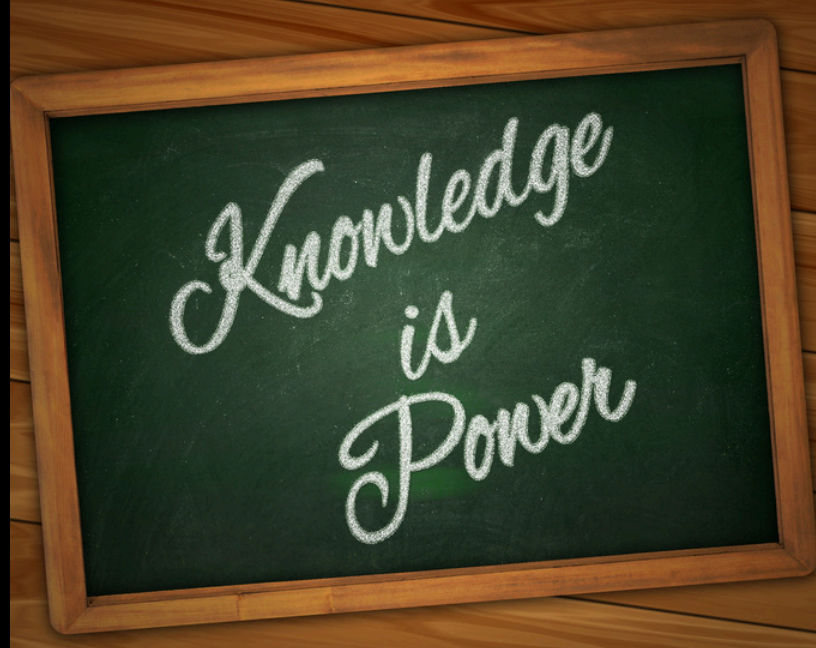
Legal/Ethical Practices & Professional Learning

Beginning special education professionals understand the Individuals with Disabilities Education Act (IDEA) as it relates to serving students with disabilities. Professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.



Curricular Content Knowledge & IEP

Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals through the development of Individualized Education Programs (IEPs).



Assessment & Measurement

Beginning special education professionals use multiple methods of assessment and data sources to understand academic strengths and needs for evaluation, programming, and monitoring purposes.



Understanding and Managing Behavior

Beginning special education professional understand the communicative intent of student behavior through the conducting of a practical and comprehensive functional behavior assessment. Professionals develop behavior intervention plans comprised of functionally-equivalent interventions anchored in preventing, teaching, and reinforcing.





SPED Module 6

Instructional Planning, Strategies, & Transition

Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with disabilities using specialized curricula and intensive interventions. Professionals plan for secondary students to successfully transition into adult life through assessments and a transition IEP.

SPED Module 7

Collaboration, Consultation, & Supervision

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with disabilities across a range of learning experiences. Professionals develop skills for supervising paraeducators and technicians.



SPED Module 8

Inclusive Learning Environments

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with disabilities become active and effective learners across environments.

ED Module 9

Pedagogy: Art and Science of Teaching

Beginning educators will learn the defining characteristics of effective teaching and learning based on models of teaching. Lesson plans will be designed, and assessment strategies implemented. Personalized learning, using differentiated instruction, will be understood for teaching the 21st Century learner.



ED Module 10

Reading Methods: Elementary

Beginning educators will learn to teach and assess the essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Typical and atypical reading development will be understood to identify reading difficulties in order to apply critical elements of strategy instruction to correct reading difficulties. Dyslexia will be studied relative to characteristics/screening, educational implications, and research-based best practices.

ED Module 11

Math Methods: Elementary

Beginning educators will learn to teach mathematical concepts using the National Council of Teachers of Mathematics' standards, principles, and expectations. Lesson plans will be constructed and implemented based on the following concepts: place value, computation, decimals, fractions, algebra, geometry, measurement, graphing, time, money, problem solving, and reasoning. Strategies and accommodations will be learned for remediating mathematics.





Behavior Module 1

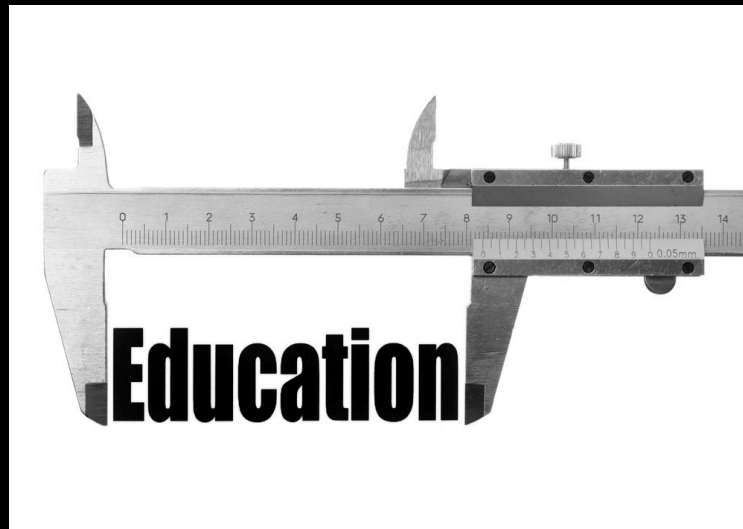
Methods & Applications for Behavior Support & Programming

This module addresses behavior-based strategies to establish, strengthen, and weaken target behaviors. Fundamental elements of behavior change are reviewed, with a focus on selecting evidence-based practices that utilize basic principles of behavior to write skill acquisition and behavior reduction plans.

Behavior Module 2

Behavior Assessment & Measurement

This module addresses the process of identifying behaviors targeted for change and the use of behavioral assessment techniques to identify, measure, and analyze behavior-environment relations for the purpose of developing functionally-based intervention strategies/plans. The assessments include screening tools, functional behavior assessment, functional analysis, ecological, social-emotional, adaptive behavior, and preference/reinforcers. A diagnostic report and behavior intervention plan are written.



Behavior Module 3

Behavior Ethics, Supervision, & Consultation



This module addresses strategies to assist in designing, implementing, and evaluating interventions to decrease challenging behaviors and increase appropriate behaviors. Candidates learn how to design and apply system approaches to support appropriate social behaviors, reduce the need for seclusion/restraint and other disciplinary practices, and integrate systems of care. Additionally, candidates will learn about ethic codes, scope of practice, and areas of competencies for behavioral practitioners in schools. Skills to be an effective supervisor and consultant are acquired to support school professionals.

Behavior Module 4

Behavior Research & Inquiry

This module focuses on how to evaluate evidence-based practices, how to access journals and databases for staying current on these practices, and how to conduct original research in educational settings using single-subject research designs. A brief experimental analysis is learned.



SPED 900

Scholarly Capstone Portfolio

The purpose of the Special Education Capstone Portfolio is for candidates to provide evidence of growth and impact in the special education discipline. The portfolio is a mechanism for self-appraisal and for critical analysis of a candidate's progress toward meeting teaching standards. The portfolio consists of narratives to answer specific questions supported with artifacts that represent understanding/application of content from the special education modules.

Customized Professional Development

Certification Central can customize professional development to meet the needs of your school, district, or unit. Onsite PD and/or online virtual PD can be arranged.

Graduate credit is available for licensure renewal.
Transcripts are issued.



Professional Services

Professional Mentorship

Mentorship is delivered by practicing professionals who are licensed special education teachers, behavior analysts/specialists, and educational diagnosticians. This comprehensive understanding of special education allows us to address the varying needs of staff. Through observation, discussion, and a professional learning community, we are responsive to the specific needs and requests of individual teachers. Mentorship is delivered in a format that is flexible and focused on teacher preferences.

Services include but are not limited to the following:

- Classroom observations
- Modeling of skills
- Individual/small group discussions
- Review of paperwork, reports, and instructional materials
- Resource providing
- Assistance with progress monitoring



Professional Mentorship can be augmented by including Behavioral Consulting and/or Educational Diagnostics!

Behavioral Consulting

- Individualized functional behavior assessments and positive behavior support plans
- Social/emotional assessments and individualized programming
- Adaptive behavior assessments
- Coaching to build team capacity for behavioral strategies and data collection
- Development and implementation of treatment fidelity



Educational Diagnostics

- Cognitive Assessment Measures
- Academic Achievement Measures
- Executive Function Measures
- Social/Emotional Measures and Screening
- Behavior Analytic Measures and Screening
- Autism Measures and Screening (including ADOS-2)

Onsite or remote options are available!

Professional Services

Retention Surveying

Retention surveying is a great way to gain a better understanding of the needs and current well-being of a district and special education unit. Results are presented in user-friendly reports containing visualized survey data and analysis of the survey's findings.

The survey could include the following categories of questions:

- working with building administration
- working with special education unit
- working with outside/community agencies
- working with parents/families/guardians
- working with students
- working with paraprofessionals
- workload/systems of support
- working environment

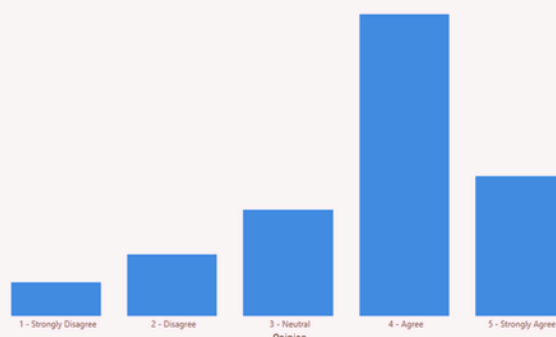
The survey data can be sorted and examined through multiple demographic categories, such as years of teaching experience and path to full licensure. Presenting results in this format makes it easy to pinpoint specific strengths and where exactly a unit is struggling the most, allowing for more efficient improvements to the unit's strength and the educators' quality of life.

Construct One: Working with Building Administration

Overall, special education providers feel supported by building administration. Of the 23 respondents, 13 believed building administration effectively manages disciplinary issues, 7 were neutral, and 3 disagreed. When polled on building administration's approachability to help solve problems, 17 respondents agreed, 4 were neutral, and 3 disagreed. Respondents perceived building administration to be supportive of students with disabilities; 20 respondents agreed. As for administration being responsive to the needs of special education providers, 16 respondents agreed, 3 were neutral, and 4 disagreed. Access to general education materials, curricula, and resources was rated slightly lower with 12 respondents in agreement, 5 neutral, and 5 in disagreement.

When disaggregating data by demographics, providers who had experience working as paraprofessionals found building administration to be slightly more effective, as did those who had been teaching for 10+ years. Finally, respondents whose pathways to licensure took them through a master's degree or residency program rated building administration as overall more effective.

Construct 1 - Working with Building Administration



Professional Development

TIENET: Less Stress, More Success **1 Credit Equivalent**



This course is designed to equip educators, case managers, and special education staff with the skills and knowledge to effectively navigate Tienet. Participants will gain a comprehensive understanding of the purpose and procedures for key forms and notices, including Notice of Meeting, Prior Written Notice, Consent for Evaluation, Excusal of Required IEP Team Members, and many others. The course emphasizes the alignment of these documents with Procedural Safeguards under IDEA, ensuring compliance with legal and ethical standards. Through this course, participants will also explore the critical connection between the documentation process and the IEP (Individualized Education Program) process, from the initial meeting to final implementation. Special focus will be placed on understanding IEP components, writing effective and compliant IEPs for students aged 3-21, and integrating paperwork into the broader framework of student support and transition planning.

By the end of this course, participants will have the skills to confidently manage special education documentation, write high-quality IEPs, and ensure all processes align with federal and state regulations.

Wechsler Individual Achievement Test®- Fourth Edition **(WIAT-4)** **1 Credit Equivalent**



Wechsler Individual Achievement Test® (WIAT-4) is an individually administered achievement test for use in a variety of clinical, educational, and research settings. The WIAT-4 Professional Development course is designed to teach educators how to utilize the WIAT-4 in an educational setting. Educators will gain an understanding of the features and subtests related to the WIAT-4, as well as how to administer, score (using Pearson's Q-Global), interpret results, and generate a diagnostic summary report. The lessons will focus on administering, scoring, and interpreting results for the Reading, Written Expression, and Mathematics Core Composites, and the Dyslexia Index Supplemental Composite. Subtests related to other Supplemental Composites will be introduced. Please note that you will need to obtain a WIAT-4 kit from your special education unit or district in order to take this PD.

Professional Development

Kaufman Test of Educational Achievement-Third Edition 1 Credit Equivalent

The Kaufman Test of Educational Achievement (KTEA-3) is an individually administered, norm-referenced assessment for children, adolescents, and young adults. The KTEA-3 Professional Development course is designed to teach educators how to utilize the KTEA-3 in an educational setting.



Educators will gain an understanding of the features and subtests related to the KTEA-3, as well as how to administer, score (using Pearson's Q-Global), interpret results, and generate a diagnostic summary report. The lessons will focus on administering, scoring, and interpreting results for the Reading, Written Language, and Mathematics Core Composites, and the Oral Language Supplemental Composite. Subtests related to other Supplemental Composites will be introduced.

Please note that you will need to obtain a KTEA-3 kit from your special education unit or district in order to take this PD. This course is taught using the KTEA-3 print (physical) version, not the digital version.

Trauma-Informed Practices 1 Credit Equivalent



Trauma-Informed Practices is designed to teach educators how adverse childhood experiences (ACEs) impact students' neurological, physical, and emotional development. Educators will learn how to respond to students' trauma-based characteristics by identifying their mental state and corresponding brain function. The 10 essential elements of a trauma-informed school system are presented, with a focus on Individualized Education Programs and assessments. Trauma-informed interventions will be taught following three primary principles:

- 1) empowering students by meeting physical needs,
- 2) connecting in the classroom by creating relationships that matter, and
- 3) correcting behavior by rethinking classroom management.

Professional Development

Supervising Paraeducators 2 Credit Equivalent



The purpose of this training is to equip you with the knowledge and skills to be an effective supervisor for the paraprofessionals whom you work with on a daily basis. This supervisory responsibility can be one of the hardest jobs as a special education teacher. This training offers practical methods interwoven across six lessons:

- Lesson 1 Supervising Paraeducators: Introduction
- Lesson 2 Supervising Paraeducators in the Classroom
- Lesson 3 Supervising Paraeducators: Training
- Lesson 4 Supervising Paraeducators: Role of the Supervisor
- Lesson 5 Supervising Paraeducators: Evaluation
- Lesson 6 Supervising Paraeducators: Professional and Ethical Issues



Request Credit for Conferences/Trainings

Certification Central (CC) offers one transcribable graduate credit (ED 600 Special Topics) for conferences and formal trainings, similar to credits provided through NDREAs' cafeteria plans.

To be eligible, participants must complete at least 15 hours of conferences or formal trainings; partial credit is not offered, and informal trainings or independent studies do not qualify. To receive credit, participants must submit an assignment within three months of attending. The assignment can be either materials or artifacts created to apply the content, or a one-page, single-spaced reflection on how they plan to use the new knowledge.

Once the request and assignment are submitted, participants will receive an email notification of approval or denial. If approved, a \$60 payment is required before the transcript is issued. After payment is received, the transcript will be sent via email within two weeks.

Credit requests
can be made
using this QR
code!



Professional Development Book Studies

Educational Documentary Bundle 1 Credit Equivalent

This documentary follows Trevor, who is a troubled high school student, struggling with being bullied and is targeted by his classmates. Throughout the documentary, Trevor is suspect for anything gone wrong, even though he did not necessarily do anything. One teacher is willing to give Trevor the benefit of the doubt, and casts him in a highly controversial play about school shootings. This is the story of his fight to break free and one teacher's willingness to give a student the benefit of the doubt.



ADHD is one of the most commonly diagnosed and widely misunderstood neurological conditions in the world today, affecting nearly 10% of kids and a rising number of adults. But what if having an ADHD brain is actually an asset? The Disruptors interview many people about their ADHD.

This documentary tells the lives of students with emotional/behavioral challenges, and shows innovative educational approaches that help these students to succeed – while improving the overall school culture and climate. Who Cares About Kelsey? will make viewers reconsider the “problem kids” in their own high schools and create new conversations about an education revolution that is about empowering-not overpowering-our most emotionally and behaviorally challenged youth.



Join a book study with Beth and Paige for 1 graduate credit equivalent! We currently have 10 book studies available.



Beth Suelzle
Professional Development



Paige Meyer
Professional Development

Cost: \$100

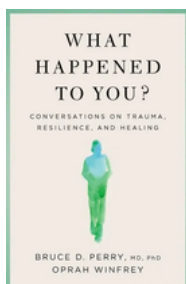
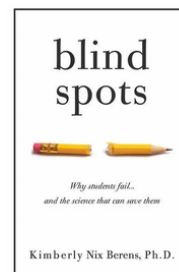
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Professional Development Book Studies

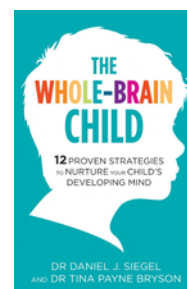
Why do students fail despite decades of reform, innovation, and funding in education? In *Blind Spots: Why Students Fail and the Science That Can Save Them*, Dr. Kimberly Nix Berens challenges the deeply held assumptions and unexamined practices that dominate American education. Drawing on her background in behavioral science and decades of hands-on experience, Berens exposes the systemic flaws—what she calls “blind spots”—that perpetuate academic failure, particularly among our most vulnerable learners.

1 Credit Equivalent

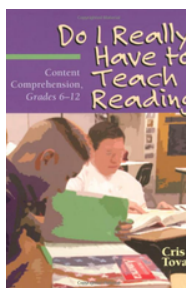


Through wide-ranging and often deeply personal conversation, Oprah Winfrey and Dr. Perry explore how what happens to us in early childhood – both good and bad – influences the people we become. They challenge us to shift from focusing on ‘What’s wrong with you?’ or ‘Why are you behaving that way?’ **1 Credit Equivalent**

Complete with age-appropriate strategies for dealing with day-to-day struggles and illustrations that will help you explain these concepts to your child, *The Whole-Brain Child* shows you how to cultivate healthy emotional and intellectual development so that your children can lead a balanced, meaningful, and connected life.. **1 Credit Equivalent**

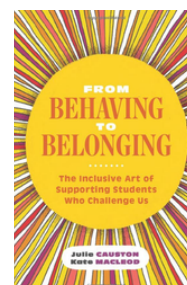


Bundle both book studies related to trauma (*What Happened to You?* and *The Whole-Brain Child*) for 2 credits at \$175!

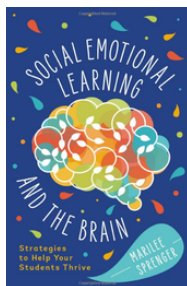


In *Do I Really Have to Teach Reading?: Content Comprehension, Grades 6-12*, author Cris Tovani takes on the challenge of helping students apply reading comprehension strategies in any subject. Tovani shows how teachers can expand on their content expertise to provide the instruction students need to understand specific technical and narrative texts. **1 Credit Equivalent**

Challenging behavior is one of the most significant issues educators face. Though it may seem radical to use words like love, compassion, and heart when we talk about behavior and discipline, the compassionate and heartfelt words, actions, and strategies teachers employ in the classroom directly shape who students are—and who they will become. But how can teaching from the heart translate into effective supports and practices for students who exhibit challenging behavior? **1 Credit Equivalent**

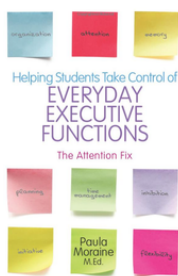
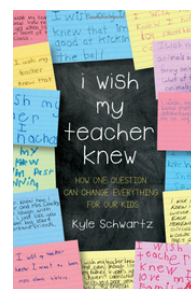


Professional Development Book Studies



Today's teachers face a daunting challenge: how to ensure a positive school experience for their students, many of whom carry the burden of adverse childhood experiences, such as abuse, poverty, divorce, abandonment, and numerous other serious social issues. Spurred by her personal experience and extensive exploration of brain-based learning, author Marilee Sprenger explains how brain science—what we know about how the brain works—can be applied to social-emotional learning. **1 Credit Equivalent**

I Wish My Teacher Knew: How One Question Can Change Everything for Our Kids will make you laugh and cry as it details the need discovered by third-grade teacher Kyle Schwartz when she asked her class to fill in the blank of "I wish my teacher knew ____." What ultimately became a worldwide phenomenon, Swartz shares a guide of how educators can create an open, safe & supportive learning environment for every student and their individual needs. **1 Credit Equivalent**

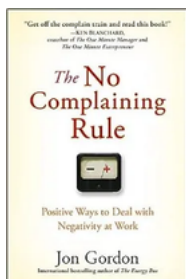


Helping Students Take Control of Everyday Executive Functions presents an innovative model and approach to supporting students in executive functioning skills of attention, memory, organization, planning, inhibition, initiative, and flexibility difficulties. Through a student-centered approach that calls for educators to explore 8 influential components of working with students, Paula Moraine provides a step-by-step explanation of how these components can be used in different ways and combinations to successfully address particular areas of difficulty displayed by students of all ages. **1 Credit Equivalent**

Average schools don't inspire greatness—and greatness is what our world needs if we are going to produce world-changing learners. In *Culturize*, author and education leader Jimmy Casas shares insights into what it takes to cultivate a community of learners who embody the innately human traits our world desperately needs, such as kindness, honesty, and compassion. In this book you'll learn how to reach those who seem unreachable, what to do when students disengage or drop out of school, how to ensure your learners feel cared for and empowered, and how to create an environment where all learners are challenged and inspired to be their best. This book reads like a good conversation. One that is also compelling, affirming, reflective, and challenging. **1 Credit Equivalent**



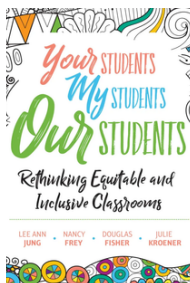
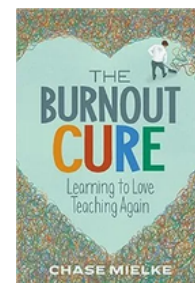
Professional Development Book Studies



Jon Gordon shares an inspiring and enlightening story that reveals a powerful way to tackle the biggest problem in business and life today... negativity. In his book, Gordon delivers an engaging story filled with innovative ideas and practical strategies to develop positive leaders, organizations and teams. For managers, team leaders or anyone looking to turn negative energy into positive solutions, The No Complaining Rule shares powerful principles and a plan to win the battle against individual and organizational negativity.

1 Credit Equivalent

Have you ever wondered how you can muster the energy to keep a positive attitude and to love teaching day after day? Are you looking for specific ways you can thrive as a teacher and still enjoy your job? Award-winning teacher Chase Mielke uses his own research, lesson plans, and experiences with burnout to help you change your outlook, strengthen your determination to be a terrific teacher, and reignite your core passion for teaching. **1 Credit Equivalent**



Your Students, My Students, Our Students delves into the difficult realities of special education and highlights critical changes needed to challenge the current system. This book, designed for all educators, tackles the challenges of education, offers solutions, and equips readers with tools and motivation for the journey ahead. Through real-life examples and success stories, it shows what can be accomplished when educators embrace the idea that every student is a shared responsibility, and all students deserve learning experiences that prepare them for fulfilling, rewarding lives.. **1 Credit Equivalent**

Caring for Kids from Hard Places dives into better equipping teachers, leaders, coaches, mentors, and/or parents to help children and teens with a traumatic past, or present. In Caring for Kids from Hard Places, Jayne and David Schooler discuss the why behind the what, detailing the reasons behind why children and teens in our programs sometimes engage in potentially disruptive behavior. Throughout this reading, strategies of training are discussed to equip and resource your staff and volunteers to provide a trauma-informed and responsive environment for children with behavioral challenges within your program, whether it be your home, school, church, or team. **1 Credit Equivalent**



Meet Our Professional Team



Dr. Lynne Chalmers
SPED Licensure
Program Director



Jenni Sateren
SPED Technician
Program Director



Cris Deaver
Behavior Endorsement
Program Director



Beth Suelzle
PD Director
Data Manager



Paige Meyer
Professional
Development



Maria Parks
Curriculum Specialist



Hunter Parks
Technology Consultant



Griffin Terras
Administrative Assistant

ACHIEVABLE

Leader

Mentorship

Licensure

Master's
Equivalent

Endorsements

Special
Education
Technician

Professional
Development

RBT
Training

Approved + Accelerated + Affordable + Accessible

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