



## SPECIAL EDUCATION

**Instructor: Barb Kruthoff**

**Licensure Renewal Credit: 1 credit**

This course is offered by MISIC and is approved for licensure renewal credit only upon successful completion of all the components. The course is not approved as credit toward an endorsement or new teaching authority. Transcripts and credit will be issued by MISIC.

This course is presented in a self-paced format. Participants, whether individually or as learning team, are expected to make reasonable progress through the components. In order to accommodate the participant's work schedule and professional setting, no due dates are attached to the individual components with the exception of the final due date.

**Dates: July 1, 2019 – July 1, 2020**

### Course Description (Overview of Course)

Public schools have an obligation to meet the needs of all students; by law this is known as providing a free, appropriate public education (FAPE). Teachers of special education students have particular and specific requirements to ensure fulfilling this obligation and meeting students' needs. These requirements are described by law as specially designed instruction, which includes high quality goals for the student, transition planning for students sixteen and older to be prepared for learning and work beyond high school, and Individual Education Plan (IEP) meetings with the student's family to communicate the school's role and goals for meeting the student's needs and ensuring progress. This course will address these four critical components of effective special education services.

### School Improvement Rationale (School data that indicates a need for this course).

The most recent data from the [National Center for Education Statistics](#) states "In 2017–18, the number of students ages 3–21 who received special education services under the Individuals with Disabilities Education Act (IDEA) was 7.0 million, or 14 percent of all public school students. Among students receiving special education services, 34 percent had specific learning disabilities."

This significant number of students in a school's population, along with the specific legal requirements, indicates the need for this course.

### Expected Outcomes: The learner will be able to...

Those who complete all components of the course will be able to:

- Communicate in a parent-friendly way key elements of special education: Specially designed instruction, IEP goals, transition planning, and IEP meetings.
- Develop lesson plans that specifically address specially designed instruction.
- Write high-quality IEP goals.
- Develop a transition plan that fulfills requirements and meets student needs.
- Conduct an IEP meeting that not only meets requirements but also serves to develop collaborative relationships with families.

*Note: Success criteria for each component are identified for each micro-credential component below.*

Micro-Credential Component	Micro-Credential Description	Hours
Specially Designed Instruction	The delivery of specially designed instruction (SDI) is the core job responsibility of special education teachers. This micro-credential focuses on the “why” and the “what” of SDI, and requires the participant to specifically identify specially designed instruction within lesson plans.	5

**Success Criteria for this micro-credential:**

1. Communicate a parent-friendly definition and purpose of specially designed instruction.
2. Revise lesson plans to specifically include provisions of specially designed instruction to reach all students in the classroom.

Micro-Credential Component	Micro-Credential Description	Hours
Writing Quality IEP Goals	In education, goal setting is used to set expectations, realize growth, and evaluate progress to establish new goals. The process of goal setting when writing IEPs helps both the teacher and the student bring focus to the expected learning target. In this micro-credential, the participant will focus on the four components of quality IEP goals: time frame, conditions, behavior, criterion.	4

**Success Criteria for this micro-credential:**

1. Communicate a parent-friendly explanation of the purpose and value of high-quality IEP goals.
2. Develop personal goals as an experience in setting goals that meet the four components of high-quality goals.
3. Using current achievement data for multiple students and/or goal areas, write seven goals for IEP students, justifying how each goal fulfills the components of a high-quality and meaningful goal for the student.

Micro-Credential Component	Micro-Credential Description	Hours
Transition Planning	<p>By law, schools must include transition planning within an IEP no later than the student's 16<sup>th</sup> year.</p> <p>Appropriate measurable post-secondary goals are based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills. In this micro-credential, participants will learn about developing transition services to assist the student in reaching those post-secondary goals.</p>	3
<p><b>Success Criteria for this micro-credential:</b></p> <ol style="list-style-type: none"> <li>1. Communicate a parent-friendly explanation of the definition and purpose of transition planning.</li> <li>2. Revise a current transition plan to better reflect both the legal requirements of transition planning and meeting the needs of the student. Include rationale for the changes, indicating a deep understanding of transition planning.</li> </ol>		
Micro-Credential Component	Micro-Credential Description	Hours
Conducting an IEP Meeting	<p>IEP meetings are the culmination of a lengthy and worthwhile process for the benefit of students who qualify for special education services. The IEP meeting is an opportunity for schools to share with parents the plans, progress and future for a child with a qualifying disability. While it is important to know the legal requirements of the meeting, it is equally important to plan for and understand the ways that the meeting can serve as a means for developing and celebrating the adult relationships that foster the necessary environment both at school and at home for student growth and success.</p>	3
<p><b>Success Criteria for this micro-credential:</b></p> <ol style="list-style-type: none"> <li>1. Communicate a parent-friendly explanation of the purpose and goals of an IEP meeting.</li> <li>2. Write a detailed "lesson plan" for conducting the IEP meeting using high-leverage practices in order to develop result in quality home-school relationships.</li> <li>3. Develop a checklist that will be used during an IEP meeting that indicates the parts of the IEP as well as any vocabulary used in the meeting that can be confusing to parents.</li> </ol>		

## Iowa Teaching Standards

Check which number(s) of the Iowa Teaching Standards that connect to the work defined in this course:

- ✓ Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.
- Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position
- ✓ Standard 3: Demonstrates competence in planning and preparing for instruction.
- ✓ Standard 4: Uses strategies to deliver instruction that meets the multiple learning needs of students.
- Standard 5: Uses a variety of methods to monitor student learning.
- Standard 6: Demonstrates competence in classroom management.
- ✓ Standard 7: Engages in professional growth
- ✓ Standard 8: Fulfills professional responsibilities established by the school district.

## Iowa Leadership Standards

Check which number(s) of the Iowa Leadership Standards that connect to the work defined in this course:

- ✓ Standard 1: An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision)
- ✓ Standard 2: An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Culture of Learning)
- Standard 3: An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. (Management)
- ✓ Standard 4: An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. (Family and Community)
- Standard 5: An educational leader promotes the success of all students by acting with integrity, fairness and in an ethical manner. (Ethics)
- Standard 6: An educational leader promotes the success of all students by understanding the profile of the community and responding to, and influencing the larger political, social, economic, legal and cultural context. (Societal Context)

\*A micro-credential component can be completed as a stand-alone learning experience without the expectation of recertification credit or graduate credit. If the learner successfully completes all micro-credentials in this course, they will be eligible to be awarded recertification or graduate credit.