



SPECIAL EDUCATION

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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, 2024 – June 30, 2025

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 addresses the critical components of effective special education services and provides choices for the participants to personalize their learning. **The first two micro-credentials (Specially Designed Instruction and Writing Quality IEP Goals) must be completed, then participants can choose TWO of the last four options (Transition Planning, Conducting an IEP Meeting, Visual Schedules, and Self-Regulation) to fulfill the requirements of this course.** Consider your experience and needs regarding special education and choose what is best for you.

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.
- Implement strategies to support student success; i.e., visual schedules or self-regulation, and transition activities.

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.

Complete **two of the following four micro-credentials to fulfill the requirements of this course.**

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 16th 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

Success Criteria for this micro-credential:

1. Communicate a parent-friendly explanation of the definition and purpose of transition planning.
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.

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

Success Criteria for this micro-credential:

1. Communicate a parent-friendly explanation of the purpose and goals of an IEP meeting.
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.
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.

Micro-Credential Component	Micro-Credential Description	Hours
Visual Schedules	<p>Visual schedules are graphic representations of scheduled activities and are regularly used to support students with disabilities. Students who are on the autism spectrum especially benefit from visual schedules. It is important to remember that ALL students are different, and each visual schedule must be created and personalized to fit the individual needs of your students and classroom. In this micro-credential you will be learning more about visual schedules in general, where and when to use them, and the types of visual schedules. You will practice using them in your classroom, and finally receive feedback related to implementing visual schedules.</p>	3
<p>Success Criteria for this micro-credential:</p> <ol style="list-style-type: none"> 1. Create a document that explains why you chose to develop and use visual schedules in your classroom. The document should provide background information about the students with whom you plan to use visual schedules, describe how visual schedules can benefit those specific students, identify how you will personally use visual schedules to enhance student success in your classroom using the research-based information you have studied, and explain the outcome(s) you wish to see when implementing these visual schedules. 2. Submit four visual schedules to use in your classroom and provide a paragraph for each of the four visual schedules, explaining how each will meet the needs of the intended students. 3. Submit short videos (3-5 minutes each) of you introducing two of the four visual schedules to students. The videos must include evidence of you using prompts to support students to complete the schedules independently and effectively. 		
Micro-Credential Component	Micro-Credential Description	Hours
Building Self-Regulation Understanding and Skills	<p>This micro credential gives a teacher the opportunity to explore how to best leverage student strengths by reading and viewing resources related to self-regulation and also looking closer at the student's strengths. The teacher then implements self-regulation strategies and evaluates the results of using the strategies. The goal is for a teacher to have a stronger repertoire of strategies that will assist students challenged by self-regulation and understand those same strategies will undoubtedly be worthwhile for other students as well.</p>	3

Success Criteria for this micro-credential:

1. Identify a student who is struggling with self-regulation and describe what has been implemented with this student.
2. After studying the research and resources, identify strategies that will assist the student in developing self-regulation. Include the rationale for your selection.
3. Choose one strategy to fully implement with the student; provide work samples or artifacts to illustrate what was implemented; reflect upon changes in the student's self-regulation.
4. Submit a student reflection about his/her changes in self-regulation.

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.