



Advance to IEP Pro
EDUO 9417 2 Semester Credits/Units
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Public Syllabus – For a full syllabus please contact the course instructor

Course Overview

Learn how to carefully read, interpret and contribute meaningfully to an IEP to ensure accommodations and modifications based on student needs are in place. Understand that IEPs differ slightly from district to district and that all IEPs have in place Federal IEP Guidelines mandating student needs be met. Designed for general education teachers, related service personnel, and paraprofessionals who support learners with disabilities, all course participants will engage in activities that stress fully reading and interpreting an IEP, knowing the general educator's role in the development and implementation of the IEP and the difference between accommodations and modifications.

Required readings: All readings will be provided to participants by the instructor.

Course Objectives: Course participants will have opportunity to:

- Gain knowledge of and apply effective instructional strategies to assist teaching and learning in a variety of settings.
- Demonstrate an understanding of legal issues as well as mandates and legislations regarding the education of students with exceptionalities
- Begin to preliminarily select the continuum of placement options and service delivery models for students with exceptionalities, especially in relation to general education
- Initiate procedures to accommodate exceptional students in the classroom
- Develop a personal and professional philosophy that includes the concept of teacher responsibility for all children

Course Relation to CCS or other Professional Standards:

Global Framework of Professional Teaching Standards (2019):

Domain 2, Standard 5: An appropriate range of teaching activities that reflect and align with both the nature of the subject content being taught, and the learning, support, and development needs of the students

Domain 2, Standard 6: Organization and facilitation of students' activities so that students are able to participate constructively, in a safe and cooperative manner.

Council for Exceptional Children Standards for Initial Teacher Preparation (2015)

CEC: 1. Learner Development and Individual Learning Differences. Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

CEC: 2. Learning Environment: Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well being, positive social interactions, and self-determination.

CEC: 5. Instructional Planning and Strategies: Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

CEC 7. Collaboration: 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 exceptionalities across a range of learning experiences.

Course Assignments:

Assignment #3 - IEP Review

Participants will review an IEP of a current student in the professional educational environment; the student can be either in your class, grade level, or school. (if you do not have access to an IEP, contact me and I will provide one.) There are articles and links available for support in determining the validity of this IEP. Participants will compare the school document to the Federal IEP document provided and will note the following in a written submission, outline format to Moodle Dropbox and email notification to Dr. Watters:

- a) Any differences between the 2 documents (there may be none, or numerous, depends on the district)
- b) Does the student *Profile* accurately define the student? If so, how? If not, why? Should the IEP be revised?
- c) Is the *Future Planning* section appropriate and does it include parental input?
- d) How many *Academic Goals* are included? Are the *Objectives* for each goal appropriate and realistic? Is this an appropriate number of goals/objectives or too many? If an inappropriate number, what goals would you eliminate or what new goals would you include?
- e) How many *Related Services* (Speech-language; Occupational therapy, Physical therapy; adapted PE, e tc..) goals are included?
- f) Who is responsible for assessing and monitoring progress? Reporting to parents/guardians?
- g) Are *all* the *Goals* written as **SMART** goals? If not, please rewrite the goals as SMART goals.
- h) What is the general education teacher's role in goal achievement for academic and for related services goals? What should the general education teacher's role be for this student regarding IEP goal attainment?
- i) What modifications should be made to the student's learning environment (e.g. amplification, seating, peer support, etc..)?

- j) What accommodations should the student receive regarding learning outcomes (e.g. additional time, reduction in assignment, visual support, word bank, choice of 2, etc..)
- k) Compare the IEP document with the *IEP Present Levels of Academic Achievement Assignment 3* checklist. Summarize findings.

Objectives:

- 1) Apply of a variety of intellectual skills: concise exposition, succinct analysis of the inclusive classroom environment while maximizing individual participation and growth.
- 2) Reflect on professional behaviors and a classroom environment that impact student learning and IEP goal progress.

Assignment #4 – Intervention Assistance Team Interview

Participants will refer to Assignment #1 to develop a list of 12 open ended interview questions on Special Education essentials in the P-12 Classroom through the development of an Interview Protocol.

Participants will then select a member of the Intervention Assistance Team (Child Study Team, Student Support Team – e.g. Speech Language Pathologist, Occupational Therapist, School Psychologist, Teacher, Physical Therapist, etc...) colleague to interview. The colleague can work within the same school, the same district, grade level and content area are left to the discretion of the participant. Select someone who can positively impact one’s practice and professional growth. Please include the following questions in the protocol: 1) How does a teacher make a referral to the committee? 2) What changes to the process might be helpful? 3) How are interventions determined and how is success defined? The interview is to be a minimum of 90 minutes and audio recorded. (Format: Submit Interview Protocol AND Form for Interviewee’s Signature including the documented time length of interview - 2 files.)

Objectives:

- 1) Apply of a variety of intellectual skills: concise exposition, succinct analysis of the inclusive classroom environment while maximizing paraprofessionals.
- 2) Develop professional inquiry based on qualitative research.
- 3) Expand one’s knowledge of professional behaviors and classroom environment that impact student learning and IEP goal progress.

Assignment #6 – General Education Teacher Rights.

Participants will review *General Education Teacher Rights* and consider the following questions: 1) The right to seek assistance for a student in the classroom; at what point is this necessary? How is this ‘point’ determined? 2) The right to participate in the development of an IEP; how do you currently participate in the IEP process? Is this level of participation adequate? Have you ever felt ‘left out’ of the process and unsure of how to best educate the student? 3) The right to be treated as a professional; how are you treated as a professional in serving students with disabilities. If the participant is a Special Education teacher or related services provider, please respond by considering the general education teachers’ viewpoint in your experiences. (Format: The submission plan format will be selected by the course participant - a written plan, a video description, a slide or Prezi presentation; any modality that the participant deems most valuable.)

Popular FREE video formats to consider:

<https://animoto.com/education/classroom>

<https://www.powtoon.com/>

Popular Presentation tools: PowerPoints, Google Slides or Prezi.

Objectives:

- 1) Evaluate the effects of professional choices and actions on others (students, parents, other professionals).
- 2) Reflect on practices while continuing to build on and refine professional skills, and dispositions about play, teaching strategies, curriculum development, and collaboration.
- 3) Expand one’s knowledge of professional behaviors and classroom environment that impact student learning and IEP goal progress.

Course Assessment Rubric:

<p>EXCELLENT Meets or Exceeds Course Objectives: A to A-</p>	<p>ACCEPTABLE Majority of Work Meets Course Objectives; B+ to B-</p>	<p>NOT ACCEPTABLE Needs Considerable Improvement: Resubmit Work Suggested: C or below</p>
<p>All work submitted reflects in-depth understanding of course objectives.</p>	<p>Most work submitted reflects in-depth understanding of course objectives.</p>	<p>Work shows little or no in-depth understanding of course objectives.</p>
<p>ALL Assignments (#1-#6) responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.</p>	<p>4 of the 6 assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.</p>	<p>Less than 3 Assignment responses show little to no evidence of new knowledge as evidenced by lack of thoughtful, detailed and accurate assignment responses.</p>
<p>Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.</p>	<p>4 of the 6 assignments submitted were organized and clearly articulated. The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.</p>	<p>Less than 3 of the assignment responses submitted were not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.</p>
<p>ALL Assignment content and required projects were original.</p>	<p>ALL Assignment content and required projects were original.</p>	<p>Evidence that not all assignment content and required projects were original.</p>
<p>Work is free of spelling and/or grammatical errors.</p>	<p>Work has few spelling and/or grammatical errors.</p>	<p>Work has numerous spelling and/or grammatical errors.</p>

Resources:

<https://www.iepanswers.com/>

<https://www.naset.org/index.php?id=3321>

<https://www2.ed.gov/parents/needs/speced/iepguide/index.html>

<https://www2.ed.gov/about/offices/list/osers/osep/index.html>

<http://www.nea.org>

<https://www.parentcenterhub.org/paras/>

<https://inclusiveschools.org/category/resources/>

<https://www.cec.sped.org/>

<https://www.edutopia.org/blogs/tag/special-education>