



The Learning Tree Professional Development Network, LLC
Course Syllabus

Course Title: The Special Education Teacher

Credits: 3 credits

Class Type: Accelerated Fully Online

Participants taking this course for PDPs are required to complete ONE discussion board post, ONE written response, and a modified (to a lesser degree) final assignment in order to earn a Massachusetts Department of Elementary and Secondary Education approved certificate.

Participants taking this course for CEUs are required to complete ONE discussion board post, ONE written response, and a written reflection on an educator's professional accomplishment and growth resulting from participation in the course.

CATALOG DESCRIPTION:

This course will prepare the special educator for the responsibilities of being a case manager and teacher and help to further their knowledge of Special Education. Participants will review the basic components and goals of being a Special Education teacher working with students with learning disabilities, including paperwork requirements, implementing a system of organization for tracking goals and monitoring progress, designing an appropriate classroom environment, meeting liaison expectations, conducting Special Education evaluations, writing testing reports, and developing skills to master attending and managing of IEP team meetings and obtaining support from as well as effectively communicating with families. The course will also cover increasing inclusionary practices in Special Education, managing behaviors and social/emotional issues, the essential elements of Special Education law including the referral and eligibility process, and resources for on-going professional development. Course Pre-Requisites: None

LEARNING OUTCOMES:

1. Outline, develop, and apply the professional responsibilities of a special education teacher.
2. Devise and implement an organized management system for the roles and responsibilities as liaison/case manager.
3. Synthesize and apply principles of special education during the development of an Individualized Education Program (IEP).
4. Identify and apply the criteria for the Special Education student eligibility process for an IEP.
5. Describe the basic and current issues in IEPs and evaluate situational evidence in light of special education laws.

6. Interpret and apply the Special Education (federal & state) student eligibility process for an IEP for students with varying abilities.
7. Create and implement an organized management system for student progress monitoring.
8. Develop techniques to increase inclusionary practices in special education.
9. Model appropriate management of team meetings.
10. Implement strategies for effective communication with families.

TEACHING/LEARNING ACTIVITIES:

Video clips, PowerPoints, readings, graphic organizers, teaching tools, sample lessons, classroom discussion, lecture, etc. will all be implemented to demonstrate concepts.

REQUIRED READINGS:

Bateman, D. F., & Cline, J. L. (2016). Special Education and the Laws That Affect It. In *A Teacher's Guide to Special Education*(pp. 8-27). Alexandria, VA: ASCD.

Giangreco, M.F.. (2017). Expanding opportunities for students with intellectual disability. *Educational Leadership*. 74. 52-57.

Willis, J. (2007). Chapter 1 success for all student in inclusion classes. *Brain-Friendly Strategies for the Inclusion Classroom*. ASCD.

EVALUATION METHODS:

1. **One Page Response Journals:** Participants should write a one page response to the required reading article. Participants should respond to the article, not summarize it. How does it affect you as an educator? How can you implement this in your own educational setting? Would you want to implement it? Journals should be a minimum of one page in length (12 point Times New Roman, double spaced).

One Page Response Journals Rubric (Online Response Journal Rubric)

Article Content has been incorporated: journal response is mindful of article's content (25 pts)

Reflection: journal response demonstrates participant's reaction to the article's content (25 pts)

Course Concepts have been integrated: journal response is reflective of course content (25 pts)

Journal Requirements have been met: journal response is a minimum of one page (25 pts)

2. **Philosophy of Teaching:** Participants will write one paragraph describing their philosophy of teaching. (see assignment description and examples in week one)

Philosophy of Teaching Assignment Rubric:

A clearly written statement of your beliefs about teaching (50 pts)

One paragraph requirement (50 pts)

3. **Online Discussions:** Participants are asked to discuss assignments. These discussions can include **meaningful** questions, stories, examples, concerns, ideas, etc. To get full credit for these discussions, a participant must post a response, question, story, etc. at least once during the assigned week and include a minimum of 150 words.

Online Discussions Rubric (Discussion Board Rubric)

Discussion Content: discussion post is reflective of assignment week's topic AND discussion post contributes meaningfully to the discussion and participant learning (50 pts)

Discussion Requirements: discussion post is a response, question, story, or reflection to assigned week's topic AND participant posted at least one post to assigned week's discussion board (50 pts)

4. **Final Assignment:** For the final assignment, participants will create a one-hour professional development workshop presentation to be used to train educators on the roles and responsibilities of being a Special Education teacher. Participants' workshops should demonstrate an understanding of information gained from course content, materials, and discussion. The final assignment is due at the end of Week Six.

Final Assignment Required Elements:

- Workshop agenda stating workshop goals, topics to be presented, and time segments (10 points)
- PowerPoint presentation on the roles and responsibilities of being a Special Education teacher to be presented as part of your workshop. The PowerPoint shall be a minimum of 15 slides, not counting the title, closing, and/or reference slides of the presentation. Sources can be cited directly on corresponding slides or on a reference slide at the end of the presentation. (30 points)
- Handout to be used for the presentation (e.g., fact sheet, brochure, FAQ, etc.) The handout should be no more than one page of print (i.e. one side or two sides of one piece of paper = one page of print) (20 points)
- Creation of one workshop audience activity designed to teach a topic of the workshop (30 points)
- Inclusion of course content. Sources can be cited directly on corresponding slides or on a reference slide at the end of the presentation (10 points)

TESTING AND GRADING:

- 10% Philosophy of Teaching
- 40% Written assignments (one page response journals)
- 10% Online discussions
- 40% Final project

Grading Scale-Graduate

A 94-100 (4.0); A- 90-93 (3.7); B+ 87-89 (3.3); B 84-86 (3.0); B- 80-83 (2.7); C+ 77-79 (2.3); C 74-76 (2.0); C- 70-73 (1.7); F 69 or below (0.0)

ADA Policy

If you as a student qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to register with the Accessibilities Services Office (ASO), which is located in the Diane M. Halle Library (room 209) and online at <http://www.endicott.edu/academicresources>.

As a student registered with the Accessibilities Services Office, it is your responsibility to present your accommodation letter to your instructor at the beginning of each semester.

Academic Integrity Statement

Students are required to abide by the *Academic Integrity Policy* of Endicott College.

By taking this course, students agree that all required assignments may be subject to submission for "similarity review" to Turnitin.com, a tool intended to not just detect instances of plagiarism, but to prevent it as well. The tool is intended to help students identify passages that are unoriginal, incorrectly cited, or lacking appropriate source information. Submitted assignments may also be archived in the Turnitin.com database for the purpose of checking for possible future instances of plagiarism, additional similarity searches, and other educational

purposes at the discretion of the instructor. For more information, please review the Privacy and Security guide at Turnitin.com.

Course Credit Guidelines

For a graduate three credit course, students are expected to receive a minimum of 135 hours of instruction and work outside of the class by the conclusion of the course.

6 Week online course - This course is a 3-credit course, which means that students are expected to do at least 22.5 hours of course-related work each week of the 6-week term. This includes work done completing assigned readings, studying for test and examinations, preparing written assignments, and other course-related tasks.

Students must review the Academic Calendar published by the Registrar's Office online at:
<http://www.endicott.edu/Undergrad/Academic-Calendar.aspx>

Class attendance is expected of all students up to and including the last day of scheduled classes in the semester. Students must plan accordingly.

TOPICAL TIMELINE:

Week One

- Review Syllabus
- Topics:
 - Overview of roles and responsibilities of being a Special Education teacher
 - Philosophy and mission of being a Special Education teacher
 - Interviewing for the role of a Special Education teacher
 - Special Education teacher portfolios

Required Readings

Willis, J. (2007). Chapter 1 success for all student in inclusion classes. Brain-Friendly Strategies for the Inclusion Classroom. ASCD.

Other Assignments

One page written response.

Write a one paragraph summary of your philosophy of teaching.

Week Two

- Topics:
 - Starting the school year as a Special Education teacher
 - Progress monitoring
 - Organizing IEPs
 - Scheduling

Assignments

Discussion Board.

Week Three

- Topics:
 - Special Education evaluations (testing students)
 - Writing Special Education progress reports

Assignments

Discussion Board.

Week Four

- Topics:
 - Special Education law overview
 - Special Education referrals and eligibility

Required Readings

Bateman, D. F., & Cline, J. L. (2016). Special Education and the Laws That Affect It. In *A Teacher's Guide to Special Education*(pp. 8-27). Alexandria, VA: ASCD.

Assignments

One page written response.

Week Five

- Topics:
 - IEP meetings

Required Readings

Giangreco, M.F.. (2017). Expanding opportunities for students with intellectual disability. *Educational Leadership*. 74. 52-57.

Assignments

One page written response.

Week Six

- Topics:
 - Special Education family partnerships
 - Sharing assessments
 - Homework
 - Family involvement

Assignments

Discussion Board

Final Assignment

TOPICAL OUTLINE

Instructional Activity	Description of Activity	Time Spent
<u>Week One</u> <ul style="list-style-type: none">● Review Syllabus● Topics:<ul style="list-style-type: none">○ Overview of roles and responsibilities of being a Special Education teacher○ Philosophy and mission of being a Special Education teacher○ Interviewing for the role of a Special Education teacher○ Special Education teacher portfolios	Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*	22.5

<p>Required Readings Willis, J. (2007). Chapter 1 success for all student in inclusion classes. Brain-Friendly Strategies for the Inclusion Classroom. ASCD.</p> <p>Other Assignments One page written response. Write a one paragraph summary of your philosophy of teaching.</p>		
<p>Week Two</p> <ul style="list-style-type: none"> ● Topics: <ul style="list-style-type: none"> ○ Starting the school year as a Special Education teacher <ul style="list-style-type: none"> ▪ Progress monitoring ▪ Organizing IEPs ▪ Scheduling <p>Assignments Discussion Board.</p>	<p>Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*</p>	<p>22.5</p>
<p>Week Three</p> <ul style="list-style-type: none"> ● Topics: <ul style="list-style-type: none"> ○ Special Education evaluations (testing students) <ul style="list-style-type: none"> ▪ Writing Special Education progress reports <p>Assignments Discussion Board.</p>	<p>Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*</p>	<p>22.5</p>
<p>Week Four</p> <ul style="list-style-type: none"> ● Topics: <ul style="list-style-type: none"> ○ Special Education law overview ○ Special Education referrals and eligibility <p>Required Readings Bateman, D. F., & Cline, J. L. (2016). Special Education and the Laws That Affect It. In <i>A Teacher's Guide to Special Education</i>(pp. 8-27). Alexandria, VA: ASCD.</p> <p>Assignments One page written response.</p>	<p>Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*</p>	<p>22.5</p>
<p>Week Five</p> <ul style="list-style-type: none"> ● Topics: <ul style="list-style-type: none"> ○ IEP meetings <p>Required Readings</p>	<p>Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*</p>	<p>22.5</p>

<p>Giangreco, M.F.. (2017). Expanding opportunities for students with intellectual disability. Educational Leadership. 74. 52-57.</p> <p>Assignments One page written response.</p>		
<p>Week Six</p> <ul style="list-style-type: none"> ● Topics: <ul style="list-style-type: none"> ○ Special Education family partnerships <ul style="list-style-type: none"> ▪ Sharing assessments ▪ Homework ▪ Family involvement <p>Assignments Discussion Board Final Assignment</p>	<p>Posted Lecture Notes (1 hr), Articles (8 hrs), PowerPoint (3 hrs), and Websites (3 hrs), Discussion Board (4 hrs), Written Response (3 hrs)*</p>	<p>22.5</p>
	<p>*hrs are estimates</p>	<p>Total 135 hours</p>

* Syllabus is subject to change.