



The Learning Tree Professional Development Network, LLC
Course Syllabus

Course No: CEU/PDP500

Course Title: Understanding Massachusetts' Updated IEP Form

Credits: 67.5 PDPs / 45 CEUs

Class Type: Accelerated Fully Online

Faculty: Rae Pritchett, M.Ed., CAGS & Dustin Pritchett, M.Ed.

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Office Hours: by appointment

Participants taking this course for PDPs are required to complete the 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 a written reflection on an educator's professional accomplishment and growth resulting from participation in the course.

COURSE DESCRIPTION:

Navigating Massachusetts' Updated IEP Form offers educators a comprehensive exploration of the recent changes to the Individualized Education Program (IEP). This course equips participants with essential knowledge and tools to effectively understand and implement the revised Massachusetts IEP form.

Gain a thorough understanding of key revisions, including changes in language, format, emphasis on least restrictive supports, and enhancements to the transition process. Learn to craft tailored IEPs that meet the diverse needs of students with disabilities while adhering to state guidelines.

Explore sample sections of the new IEP for practical insights into real-world scenarios. Access valuable resources and support materials to aid in the implementation of the updated IEP, ensuring educators are well-prepared to support their students effectively.

Deepen your understanding of the Massachusetts IEP form, access invaluable resources, and enhance your ability to create meaningful and impactful IEPs for students with disabilities. Join us to navigate the complexities of the updated IEP with confidence.

COURSE PREREQUISITES: None

LEARNING GOALS:

- Understand the recent revisions to the Massachusetts Individualized Education Program (IEP) form.
- Critically evaluate the changes in language, format, and emphasis on least restrictive supports within the updated IEP.
- Analyze the impact of the revisions on the process of creating and implementing IEPs for students with diverse learning needs.
- Demonstrate proficiency in navigating and completing each section of the updated IEP form.
- Apply knowledge of state guidelines to develop IEPs that are tailored to meet the individual needs of students with disabilities.
- Explore sample sections of the new IEP to gain practical insights into their application in real-world scenarios.
- Utilize resources and support materials provided in the course to effectively implement the updated IEP in the classroom.
- Enhance collaboration and communication skills with IEP team members to ensure comprehensive support for students with disabilities.
- Develop strategies for monitoring and evaluating the effectiveness of implemented IEPs in supporting student learning and progress.
- Reflect on personal growth and learning throughout the course to continually improve IEP development and implementation practices.

TEACHING/LEARNING ACTIVITIES:

Course texts, weblinks, teaching tools, sample lessons, lecture, etc. will all be implemented to demonstrate concepts.

REQUIRED READINGS:

Understanding Massachusetts' Updated IEP Form: An Essential User's Guide by The Learning Tree Professional Development Network, LLC, 2024.

EVALUATION METHODS:

PDP Final Assignment:

For the final assignment, you will demonstrate your understanding and application of the Massachusetts Department of Elementary and Secondary Education's (DESE) new Individualized Education Program (IEP) form by creating an IEP for a fictitious student of your choice. Using the knowledge you have gained from this course and Massachusetts' new IEP form, you will develop comprehensive goals, accommodations, and services tailored to meet the unique needs of your fictitious student.

Your task is to:

1. Select a fictitious student profile that aligns with your interests and professional goals. Consider factors such as age, grade level, disability category, academic strengths and challenges, social-emotional needs, and any other relevant considerations.
2. Utilize the DESE's new IEP form to structure and organize your IEP. Ensure that you adhere to the format and requirements outlined in the form, including sections for present levels of performance, measurable annual goals, special education services, related services, accommodations, and transition planning, among others. You are not required to complete sections that are not applicable to your fictitious student. For

example, you do not need to complete the transition planning sections if your fictitious student is in second grade. Additionally, not every student will require all of the PLAAFPs to be completed.

3. Develop clear and measurable goals that address the student's individual needs and align with state standards and benchmarks. Consider the student's current abilities, areas of growth, and long-term aspirations when setting goals.
4. Identify appropriate accommodations and modifications to support the student's access to the general education curriculum and participation in school activities. Ensure that accommodations are individualized and based on the student's specific needs and learning style.
5. Collaborate with relevant stakeholders, such as parents/guardians, general education teachers, special education staff, and related service providers, to gather input and ensure the IEP reflects a team-based approach to support the student's success.
6. Reflect on the implications of your IEP development process and decisions, considering best practices in special education and the importance of student-centered planning and collaboration.

Your final submission should include a completed IEP document for your fictitious student, along with a reflective analysis discussing your rationale for the goals, accommodations, and services outlined in the IEP. This assignment provides you with a practical opportunity to apply your knowledge of the new IEP form and demonstrate your ability to create meaningful and effective individualized education plans for students with diverse learning needs.

Rubric:

- Integration of Topics: Demonstrates thorough integration of course topics and materials into the development of the IEP.
- Completed IEP Form: Successfully completes all sections of the DESE's new IEP form that are applicable to the profile of the fictitious student.
- Alignment with Student Needs: Clearly identifies and addresses the individualized needs of the fictitious student, considering factors such as age, grade level, disability category, academic strengths and challenges, social-emotional needs, and long-term aspirations.
- Clarity and Measurability of Goals: Develops clear, specific, and measurable goals aligned with the fictitious student's present levels of performance and designed to support academic, functional, and/or behavioral growth.
- Appropriateness of Supports: Identifies appropriately aligned individualized accommodations and modifications that support the student's access to the general education curriculum and participation in school activities.
- Collaboration and Stakeholder Involvement: Demonstrates collaboration with relevant stakeholders, such as parents/guardians, general education teachers, special education staff, and related service providers, that fosters a team-based approach to support the student's success.

CEU Final Assignment:

For the final assignment, participants taking this course for CEUs will be required to complete a written reflection on an educator's professional accomplishment and growth resulting from participation in the course. Reflections should be a minimum of one page (double spaced, 12-point font Times New Roman). Participant papers should include the integration of course topics and materials. The final assignment is due at the end of week 6 / the close of the course.

Rubric:

- Written Reflection: Response includes educator's professional accomplishment resulting from participation in the course.
- Written Reflection: Response includes educator's growth resulting from participation in the course.
- Assignment Requirement: Reflection includes the integration of course topics and materials.
- Assignment Requirement: Minimum of one page (double spaced, 12-point font Times New Roman).

GRADING SCALE:

Pass/Fail

ADA POLICY

If you, as a student, believe that you 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, and the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to notify The Learning Tree Professional Development Network, LLC.

ACADEMIC INTEGRITY POLICY

Students are required to abide by the Academic Integrity Policy The Learning Tree Professional Development Network, LLC.

TOPICAL TIMELINE

- Topics Covered:
 - Guiding Principles
 - Student and Parent Concerns & Student and Team Vision
 - Student Profile
 - PLAAFP: Academics
 - PLAAFP: Behavioral/Social/Emotional
 - PLAAFP: Communication
 - PLAAFP: Additional Areas
 - Postsecondary Transition Planning
 - Accommodations and Modifications
 - State and/or Districtwide Assessment/Alternate Assessment
 - Measurable Annual Goals
 - Participation in the General Education Setting
 - Transportation Services Schedule Modification
 - Service delivery for Extended School Year Services
 - Additional Information & Response Section

Assignment(s)

Final Assignment.