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Introduction to Special Education

APPEL Pedagogical Competency

Course Date:

2023-2024 School Year

Course Description:

This course will provide APPEL Candidates and new teachers with the opportunity to learn about identifying and meeting the needs of students with disabilities in their classrooms. They will learn about the policies and procedures involved with special education students within a general education classroom.

Instructors:

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Credit: .5 USBE Credits

Expected Learning Outcomes

By the end of this course teachers will have the knowledge and skills designed to assist in the identification of students with disabilities and to meet their needs in the general classroom. These include:

- Knowledge of the IDEA and Section 504 of the Rehabilitation Act
- Knowledge of the role of non-special-education educators in the education of students with disabilities
- Knowledge and skills in implementing least restrictive behavior interventions
- Skills in implementing and assessing the results of interventions
- Skills in the implementation of an educational program with accommodations, modifications, services, and supports established by an IEP or a 504 plan for students with disabilities in the general education classroom.

Learning Materials:

Bateman, D. F., & Cline, J. L. (2016). A teacher's guide to special education. Alexandria, VA, VA: ASCD.

Course Schedule

| Date/Time | Hours | Topic | Reading | Assignment |
|---|-------|---|---|--|
| 2023-2024 School Year Asynchronous in Canvas | 2+ | Intro to Special Education and Laws | A Teacher's Guide to Special Education <ul style="list-style-type: none">IntroductionChapter 1 | <ul style="list-style-type: none">Module 1 Learning WorkbookIntroduction and Chapter 1 Reading Reflection and Implementation AssignmentCoach/Mentor Meeting #1 |
| 2023-2024 School Year Asynchronous in Canvas | 2+ | Pre-Referral and Referral Processes | A Teacher's Guide to Special Education <ul style="list-style-type: none">Chapter 2Chapter 3 | <ul style="list-style-type: none">Module 2 Learning WorkbookChapter 2 & 3 Reading Reflection and ImplementationCoach/Mentor Meeting #2 |
| 2023-2024 School Year Asynchronous in Canvas | 2+ | IEPs and 504s | A Teacher's Guide to Special Education <ul style="list-style-type: none">Chapter 4Chapter 5 | <ul style="list-style-type: none">Module 3 Learning WorkbookChapter 4 & 5 Reading Reflection and Implementation AssignmentCoach/Mentor Meeting #3 |
| 2023-2024 School Year Asynchronous in Canvas | 2+ | Services, Accommodations, Modifications, and Supports | A Teacher's Guide to Special Education <ul style="list-style-type: none">Chapter 8Chapter 10 | <ul style="list-style-type: none">Module 4 Learning WorkbookChapter 8 & 10 Reading Reflection and Implementation AssignmentCoach/Mentor Meeting #4 |

Assignment Descriptions

Module Readings

- The readings are intended to support the building of knowledge and skills necessary to work with students in special education. The readings will guide and provide learning for all work and assignments completed within the module. The module readings will support mastery of the module competencies and learning outcomes and be embedded throughout the coursework.

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Learning Workbooks

- For each reading, there is a Nearpod learning workbook. The Nearpod Learning Workbooks include Nearpod interactive activities intended to lead participants through the readings while focusing on key points and important take-aways. The purpose of the learning workbook is to guide your module reading.

Reading Reflection and Implementation

- This course includes readings that support the building of the knowledge and skills necessary to work with students in special education. Each reading includes a Reading Reflection Assignment. The reading reflection assignments are intended to allow participants to share their thoughts, ideas, and key take-aways from the reading. The implementation portion of the assignment allows teachers to implement a portion of their learning from the module into their classrooms.

Coach/Mentor Meeting

- After each module, teachers will meet with their assigned coach/mentor to discuss their learning and implementation of knowledge and skills into their classroom.

Utah Professional Learning Standards Alignment

- Learning Communities
 - Teachers participating in this course will have the opportunity to read and comment on other's ideas and thoughts through Nearpod discussion boards.
- Skillful Leaders
 - Teachers participating in this course will be encouraged to share their learning with other teacher peers throughout the modules. Mentors/coaches will also encourage sharing of ideas through PLCs and school-wide professional learning.
 - This course has been approved by the LEA leadership to support our new teachers and APPEL candidates.
 - The LEA has provided mentors/coaches for each of our new teachers in order to support them in this course as well as throughout their first years of teaching.
- Resources
 - The asynchronous nature of the course provides flexibility for completion. Reading materials will be purchased for participants to use throughout the course and to look back at throughout their teaching careers.
 - Coaches/mentors will be readily available to meet after each module to discuss implementation of learning and to support even after the course is completed.
- Outcomes
 - New teachers at Davinci require professional learning on how to appropriately identify and meet the needs of students with disabilities within their own classrooms.
 - This learning will assist teachers in ensuring the success of these specific students at Davinci Academy.
- Learning Designs
 - This course is an asynchronous course that includes 4 modules that will take approximately 2 hours each to complete. The modules include readings, assignments and reflections .
 - Each module also includes an implementation assignment and meeting with a

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mentor/coach to apply the learning and reflect on the practices learned . These implementation assignments and meetings are expected to total 2 hours to finish.

- Implementation
 - Teachers will work closely with their assigned mentor/coach in order to receive feedback and guidance while implementing and following through with what they learn through this course.
- Data
 - Assignments and reflections on course content will be graded through Canvas. Meetings with a mentor/coach after the completion of each module and implementation assignment will provide insight into the impact of this course.
 - Teachers will complete a survey upon the completion of this course to measure the impact of information on their teaching and classroom environment.
- Technology
 - This course is designed to be mostly asynchronous, so content, assignments, and reflections will be accessible, submitted, and graded through a Canvas course. Other technology such as Nearpod will enhance the course material.
 - Technology that could aid teachers in working with students in special education will be discussed and implemented into classrooms.

Utah Effective Educator Standards Supported:

Standard 1: Learner Development

The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.

1.a Creates developmentally appropriate and challenging learning experiences based on individual student's strengths, interests, and needs.

1.b Collaborates with families, colleagues, and other professionals to promote student growth and development.

Standard 2: Learning Differences

The teacher understands individual learner differences and cultural and linguistic diversity.

2.a Understands individual learner differences and holds high expectations of students.

2.b Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs.

2.c Allows students different ways to demonstrate learning sensitive to multiple experiences and diversity.

2.d Creates a learning culture that encourages individual learners to persevere and advance.

Standard 5: Assessment

The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

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5.c Adjusts assessment methods and makes appropriate accommodations for English language learners, students with disabilities, advance students, and students who are not meeting learning goals.

Standard 6: Instructional Planning

The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.

6.c Differentiates instruction for individuals and groups of students by choosing appropriate strategies, accommodations, resources, materials, sequencing, technical tools, and demonstrations of learning.

Standard 7: Instructional Strategies

The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.

7. a Understands and practices a range of developmentally culturally, and linguistically appropriate instructional strategies.

7.b Uses appropriate strategies and resources to adapt instruction and vary his or her role to meet the needs of individuals and groups of learners.