

Newburgh Teacher Center
In-service Course Proposal
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Title:	Special Education in the 21 st Century (Formerly Titled: Intro. To Sp. Ed.)		
Curriculum Area:	All		
Learning Standards:	All		
Presenter(s):	Agatha Bucci	Email:	lbucci@hvc.rr.com
Dates:	Thursdays: Sept. 17, 24, Oct., 1, 8, 15, 22, 29, Nov. 5, 12, 19, Dec. 3, 10		
Time:	4:15 – 7:00 PM		
Location:	Temple Hill Academy		
Credit(s):	2		
Hours:	30		
Target Audience:	Teachers and Teaching Assistants		
Course Description:	This course will focus on the educational, social and legal concepts of Special Education. The course will include the characteristics of students who fall within the full range of disabilities, learning processes, categorical definitions both federal and state, the continuum of services, pre-referral and referral processes, assistive technology, modifications and adaptations to instructional material. Wednesdays		
Course Requirements:	Attendance at all classes Participation in class activities		
Maximum Enrollment:	25		

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Name of In-service Proposal: Special Education in the 21st Century

Name of Instructor(s): Agatha Bucci

Desired Results

Goal(s): To provide teachers/Teacher Assistants with basic knowledge of the major components of federal and state Special Education law in order to provide appropriate instruction for students with or suspected to have a disability. To familiarize teachers and TAs with a functional understanding of the “Pre-Referral Process” and the “Referral to CSE” process, including typical assessments, reading reports, interpreting scores and implications for instruction. To Provide Teachers and TAs with basic modification and adaptations techniques to enhance IEP implementation and instruction for students with disabilities, in accordance with the standards.

Understanding(s):

- Components of IDEA and Part 200
- 13 classifications, characteristics of each and classification criteria of each
- Pre-Referral and Referral Process
- Assessments, scores, reports and interpretations and Implications for instruction
- Protections in IDEA and Part 200
- Collaborative nature of Sp. Ed.
- Modifications and adaptations of materials and instruction
- Assitive Technology

Essential Question(s):

What laws govern Special Education? How do federal and state law differ? What protections are built into IDEA and Part 200? What components of these laws are pertinent to teachers? E.g. Participation in IST, CSE, Sub-CSE and other student centered meetings.
What is “Pre-Referral “ (IST) process and is requires?
What is the Referral to the CSE process?
What constitutes an evaluation? What must be done? What may be done?
What tests/assessments are typically used?
How do you read, interpret apply the information in a psychological report?
What is an IEP. What are the mandated components? Who is responsible for implementing the IEP? How do you amend/modify and IEP?
How do you modify or adapt materials or instruction? What is Assitive Technology?

Knowledge/Skills: Skills for effective participation in IST, CSE, Sub-CSE and other meetings – Skills to enhance the understanding and use of psychological evaluation reports - Skills to understand, evaluate and implement an IEP and be an active participant in constructing an IEP – Skills to understand the 13 classifications, classification criteria for each and services available via the continuum of services – Skills to begin to modify and adapt materials and instruction and use assitive technology.

Assessment Evidence

Direct Evidence: The skills described above will be assessed in class via, small group activities, class discussion and simulations designed to allow participants to apply and work with skill components. It is hoped that participants will take the skills to their schools and classroom and apply them when the need arises.

Learning Plan

Learning Activities: Class presentation of material via lecture
Appropriate handouts and model documents
Class and Small group discussion
Demonstration and trials with evaluation materials
Videos
Simulations