

HTH 101 D: Introduction to Engaging Students with Diverse Needs in Learning
(IEPs, 504s, Complex Thinkers)
Odyssey Pre-service

Instructor:	Dr. Robert Parker
Contact Info:	rparker@hightechhigh.org
Class Meetings:	Augus, New Teacher Odyssey (2 classes)
Location:	HTH Media Arts Building
Course Credit:	1 credit (16 hours of instruction)

Course Description

Pre-service course HTH 101 D introduces Interns to an overview of the assessment process used by Educational Specialists. Interns understand which professionals and key members comprise the assessment team. They become familiar with and know the various ways a student is identified as having a disability under IDEA and the different components of the complete assessment process. Interns learn the federal mandates and best practices for the development and monitoring of the IEP/IFSP process and begin to learn how to effectively facilitate IEP meetings.

Course Objectives

Upon completion of course, Interns:

- 1) *Learn about, state and federal mandates, legal requirements for assessment, Individualized Family Service Program (IFSP), Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities.*
- 2) *Understand how to provide instruction for effectively communicating, collaborating and consulting effectively with (1) individuals with disabilities and their parents, and primary caregivers, (2) general/special education teachers, and co-teachers, related service personnel, and administrators, (3) trans-disciplinary teams including but not limited to multi-tiered intervention, Section 504, IEP/IFSP/ITP.*
- 3) *Understand how to assess students in a comprehensive manner within the breadth of the credential authorization. Each candidate understands and uses multiple sources of information in order to participate in progress monitoring and in decision-making regarding eligibility and services.*
- 4) *Understand how formal and informal assessments are used to evaluate students' needs and demonstrates knowledge of statewide assessments.*
- 5) *Become familiar with transitional life experiences for students with disabilities across the life span.*
- 6) *Describe the role of the Education Specialist as team member and/or case manager for the*

IFSP/IEP/transition planning process, from pre-referral interventions and requisite assessment processes, through planning specially-designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/transition planning goals based on standards and following all legal requirements of the IFSP/IEP/transition planning process.

- 7) *Understand the state and federal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners.*
- 8) *Are familiar with the legal responsibilities of teachers related to student health and safety on learning.*
- 9) *Demonstrate satisfactory performance based on the Teaching Performance Expectations (TPE's).*
- 10) *Demonstrates knowledge and skills using a variety of individualized assessment and evaluation approaches appropriate for student with mild/moderate disabilities.*

Course Textbooks and Resources

HTH New Teacher's Handbook

HTH Intern Handbook

HTH Student Handbook

Norlin, J. (2009). *What Do I Do When...The Answer Book on Special Education Law. (5th Edition).* LRP Publications.

Pierangelo, R. & Giuliani, G. (2009). *Assessment In Special Education: A Practical Approach.* Merrill.

Tentative Course Schedule for HTH 101 D: Intro to M/M Special Ed, Law and Assessment

Session #1 Overview & Course Requirements	DUE TODAY!
<p>Overview of Assessment</p> <ul style="list-style-type: none"> ○ Student Study Team (SST) Process ○ Who is Involved in this Meeting? ○ Recommendations and “Who” is Responsible? ○ Interventions <p>Referral Process</p> <ol style="list-style-type: none"> a) Purpose of Assessment b) Identification of Suspected Disabilities c) Assessment Plan d) Different Models: Severe Discrepancy & Response to Intervention e) Evaluation Timelines f) Procedural Safeguards g) Eligibility h) Who comprises the Assessment Team? (Individuals on the Team, Parents Role) <p>What is a Comprehensive Assessment?</p> <ul style="list-style-type: none"> ○ Coordination of the Process (Case Managers Responsibilities) ○ Key Components <ul style="list-style-type: none"> ▪ Psychological ▪ Previous Educational History ▪ Health, Social and Cultural History (from Parents/guardians) ▪ Transition Information (ITP process beginning at age 14) ▪ Observations & Related Services ▪ Parents ▪ Private Assessments ○ Other Agencies (not inclusive list): California Children's Services (CCS), Regional Center, Pre-School Programs, Private or Non-public Settings or Schools, Home Hospital Programs ○ Present example of comprehensive assessment case study--What kinds of assessments can be administered...and by whom? <ul style="list-style-type: none"> ▪ Second Language, Cultural Bias, EL <p><u>Assign:</u> Put it to Practice #1: <i>Student Assessment</i> Put it to Practice #2: <i>Assessment to IEP</i></p>	<p><u>Readings</u></p> <ul style="list-style-type: none"> ❖ Pierangelo, Chapters 1 & 7 <p><u>Reflection Prompts</u></p> <ul style="list-style-type: none"> ➤ Explain the role of the special education teacher in the assessment process and at least one specific purpose of conducting an assessment. ➤ How does this process impact students and their families? ➤ What factors can impact a student being assessed for suspected disability? ➤ Does it matter that we as a society are “labeling” a student so that they can get help and support for their learning? Why or why not?

Session #2 Overview & Course Requirements	DUE TODAY!
<p>What is a 504 Plan?</p> <ul style="list-style-type: none"> ○ How does this differ from an IEP? ○ How do students qualify for 504's? ○ Whose responsibility is it to implement? <p>What is an IEP/IFSP/ITP?</p> <ul style="list-style-type: none"> ○ Walk through an example of good IEP/IFSP/ITP's ○ On-line IEP's ○ Legal Requirements for IEP's: Paperwork- Legal Notifications, Timelines <ul style="list-style-type: none"> ▪ Assessments ▪ Annual reviews ▪ Tri-annual evaluations ▪ Due Dates by Month ▪ Who is included in the process? 	<p><u>Readings</u></p> <ul style="list-style-type: none"> ❖ Pierangelo, Chapter 20 (sections I, II, III, IV, V) ❖ Handout--Comparing Section 504, IDEA and ADA -(reproduced from North Dakota) <p><u>Reflection Prompts</u></p> <ul style="list-style-type: none"> ➤ Does the current assessment process treat all students equally? ➤ What is a CA credentialed Education Specialist legally mandated to report? ➤ Why are credentialed teachers mandatory reporters? ➤ When is a teacher personally liable for student safety?
<p><i>GUEST SPEAKER:</i> <i>Chris Reising, San Diego County Office of Education, Human Resources</i> <i>Teacher Legal Mandates, Mandatory Reporter (What are specific reporting requirements and to whom), Health and Safety Issues/Universal Precautions</i></p>	<p><u>Assignment/Projects</u></p> <ul style="list-style-type: none"> ● Referral process quiz ● Put It To Practice #1: Student Assessment and IEP/IFSP and Tri-Annual List ● Put It To Practice #2: Assessment to IEP ● Course evaluation

Course Requirements	Due	100 Points Possible
Attendance and Participation Attendance is required for all classes. Intern classes are designed for active participation. Missing class more than once results in having to repeat the class.	Session 1-2	20
Reflections It is important both to think about the “how” of practice and the “why.” Reflections are a combination of classroom observations, in class discussions, and thought provoking teaching practices. Two reflective writings per course are submitted in the Intern’s portfolio.	Session 1-2	15
Put It To Practice #1 Student Assessment and IEP /IFSP and Tri-annual List	Session 2	15
Put It To Practice #2 Conduct an assessment from the initial identification all the way through the development of an IEP. Document through SST notes, paperwork, meeting notes, and IEP. Write a summary describing the entire process from the initial identification. Include a description of the student and how the information gathered was used to develop the assessment plan and the IEP. This assignment carries over and is completed into HTH ES 109 A.	Session 1-2	40
Referral Process Quiz	Session 2	10
Grading Criteria Interns are graded at the completion of this course in accordance with the following criteria:		
Exceeds Standards Outstanding knowledge of course content demonstrated; attendance at every class session; all assignments turned in on time; professionalism, effort and application above and beyond course requirements reflected in class participation and outside written work.	90-100%	
Meets Standards Good knowledge of course content demonstrated; attendance at every class session or not more than one class session missed and made up by completing an additional assignment approved by the instructor; professionalism reflected in class participation and outside written work.	80-89%	
Needs Development Below average knowledge of course content demonstrated assignments missing; or class participation and/or outside written work were below average. A grade of “Needs Development” must be made up and converted into a “Meets Standards” grade within three weeks.	70-79%	
Below Standards Failure. Any “Needs Development” grade that is not made up within four weeks automatically converts to a “Below Standards” grade. Interns receiving a “Below Standards” grade may be dropped from the program.	69% or below	