University of Pittsburgh

School of Education

Department of Instruction and Learning

**Course Syllabus**

**IL 2575 Transition Processes & Special Education Procedures**

**Summer 2019**

**Instructor:** Dr. Amy Srsic

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**Office Hours**: By Appointment

**Class Meeting:** Monday/Wednesday (1:00 – 4:15 pm) Room 5405 WWPH

**Course Description**

This course focuses on what is special about special education in terms of special education procedures with particular emphasis on the Individualized Education Program and planning and delivery of specialized instruction and support. We will also make connections between the course content and current legislation, as well as the literature and research base that inform special education practices today.

This course provides a wide range of basic information and skills that serve as a foundation for teacher preparation in special education. The Special Education Teacher Preparation program at the University of Pittsburgh has been organized around six core principles that make special education “special”. These include individualization, assessment, collaboration, family and community partnerships, evidence-based practices, and professionalism. Elements of each core principle will be addressed in this course.

Course organization is also based on the *Framework for Teaching*, developed by Charlotte Danielson (1996). This framework assigns the teacher’s responsibilities to four major domains: planning and preparation, the classroom environment, instruction, and professionalism. The framework is meant to help you navigate through the many complexities inherent in teaching and the teaching profession. Additionally, two key assessment milestones are based on Danielson’s work: 1) the culminating evaluation of your student teaching in special education and 2) your demonstration of knowledge and skills in the principles of learning and teaching (Pennsylvania Department of Education Form PDE-430).

This course will also provide students a background in career development and transition planning for students with disabilities from middle school through high school and beyond. Emphasis is place on the development, implementation, and monitoring of the transition IEP and covers areas of secondary transition including student-focused planning, student development, interagency collaboration, program structure, and family involvement.

**MOSAIC Evidence-Based Practices**

One goal of the MOSAIC program is to increase your knowledge of various evidence-based practices (EBPs) to ensure that you are well prepared to be an effective teacher upon graduation. The EBPs listed below will be covered in this class. The date each is covered is indicated in course schedule. To learn more about each practice and to learn about additional resources for each, please see the MOSAIC Evidence-Based Practice manual *(# corresponds with the manual)*.

EBPs covered in this course:

* Universal Design for Learning (#1)
* Least-Restrictive Environment (#2)
* Self-Determination (#17)
* Assistive Technology (#19)
* Instructional Technology (#20)
* Use of Praise (#24)
* Cover, Copy, Compare (#38)

**Course Objectives**

1. The student will identify current referral, identification, eligibility, and IEP practices/processes in special education and the corresponding federal and state legislation and regulations.
2. The student will analyze IEP’s to determine both their completeness (if the required components include the appropriate procedural, student-specific, and content elements) and their quality.
3. The student will write in clear, objective, behavioral terms for use in instructional lesson objectives and IEP goals, objectives, and benchmarks.
4. The students will align PA Core Standards and Assessment Anchors to IEP goals and lesson objectives.
5. The student will develop a written lesson plan for specific objectives and content.
6. The student will differentiate adaptations by type and identify appropriate adaptations to facilitate individual learning.
7. The student will develop a written lesson plan for teaching effective learning strategies, study skills, or drill and practice.
8. The student will list and describe effective study skills in the areas of personal development, process skills, and expression skills.
9. The student will develop a repertoire of beginning teaching behaviors that represent effective research-based instructional strategies appropriate for diverse learners.
10. Apply the knowledge of transition-related legislation in fields of special and vocational education, rehabilitation, labor, and civil rights.
11. Identify the evidence-based research on student outcomes and effective transition practices.
12. Evaluate a transition plan that integrates functional, academic, and vocational data aligned to identify post school outcomes.
13. Consider way to collaborate with students and families to identify and plan post-school outcomes (vocational, social, and employment needs) based on student’s functional, academic and vocational needs.
14. Describe post school services available to specific populations of individuals with IEP’s.
15. Evaluate formal and informal career and vocational assessment approaches that can be used to determine a student’s interests and preferences related to post school goals and educational experiences.
16. Consider a variety of experimental outcomes and instructional options specific to the community for post-school outcomes.
17. Evaluate students’ educational plan with respect to measurable post-school goals and alignment of those goals with instructional activities.
18. Describe the roles of interagency bodies in order to develop appropriate post school outcomes for specific students.
19. Describe activities to develop self-determination and self-advocacy competencies in students with disabilities, including students with low incidence disabilities.

**Course Materials Provided in Class *(Materials may change and will be posted on CourseWeb.)***

Pennsylvania Individualized Education Program (IEP) Format – Annotated (May, 2017)

Pennsylvania Individualized Education Program (IEP) Format – Blank (April, 2014)

Pennsylvania Department of Education, Bureau of Special Education. (2015). Pennsylvania Parent Guide to Special Education for School-Age Children. Harrisburg, PA: Pennsylvania Training and Assistance Network.

Lowman, J. & Darr, K. (2016). The Right to Education in Pennsylvania: A Guide for Parents and Advocates. Philadelphia: The Education Law Center-PA.

Field, Sharon; Sarver M., S. S. (2003). Self-Determination: A Key to Success in Postsecondary Education for Students with Learning Disabilities. Remedial and Special Education, 24(6), 339–349.

Age Appropriate Transition Assessment - DCDT Fast Fact and Field, Sharon, Hoffman, Alan, Posch, M. (1997). Self-Determination during Adolescence. Special Education, 18(5), 285–293.

DeFur, S. (2012). Parents as Collaborators: Building partnerships with school-and community-based providers. *Teaching Exceptional Children*, *44*(3), 58–67.

**Course Requirements**

***Required Readings***

Students are required to complete required readings that will be provided in class or posted on CourseWeb. If, after completion of required readings, students have questions about the material, they are encouraged to ask their questions in the weekly class sessions.

***IEP/Special Education Procedures Pre/Post-Test***

A pre- and post-test will be taken at the start and finish of the course. Additional details will be provided in class.

***IEP Case Study Analysis***

This task will be completed in class and will serve to ensure that students have an understanding of the parts of an IEP in addition to the proper completion of each section.

***IRIS Module***

[***Secondary Transition Helping Students with Disabilities Plan for Post-High School Settings***](http://iris.peabody.vanderbilt.edu/module/tran/) - Students will review the module and complete the assessment questions.

***Micro-Teach Lesson***

Students will develop a lesson plan utilizing the lesson plan format specified by the program. This plan will be demonstrated in class as part of a small group, micro-teaching experience.

***Teaching Strategies Resource Development***

The purpose of this task is to engage students in thinking about the linkage between evidence-based practices and their use with students with certain exceptionalities. Topics will be assigned to small groups of students and each group will develop a resource to be shared with others. Students will collaborate within their groups on the development of a presentation to share findings. Each resource will be posted on CourseWeb for all students to access and save for future use.

***Goodwill Visit/Reflection***

Students will visit the Goodwill in order to gain greater insight into transition processes and outcomes. Following the visit, students will complete a reflection on the experience.

**Course Session Outline**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **DATE** | **TOPICS** | **COURSE REQUIREMENT** |
| 1 | Monday  6/24 | Introductions/Personal Info  Course Objectives/Syllabus  Special Education Overview  Principles of Instruction  IEP/Special Ed. Procedures Pre-Test | IEP/Special Ed. Procedures Pre-Test |
| 2 | Wednesday  6/26 | Review of Special Education Law |  |
| 3 | Monday  7/1 | Overview of IEP Process  Review of IEP Forms | IEP Case Study Analysis |
| 4 | Wednesday  7/3 | Transition Assessment and Self-Determination | IRIS module – See link under Course Requirements |
| 5 | Monday  7/8 | Universal Design for Learning  Assistive Technology  (Guest Speaker: Kendra Bittner) |  |
| 6 | Wednesday  7/10 | Common Core  PA’s Standard Aligned System (SAS) |  |
| 7 | Monday  7/15 | Writing Performance Objectives  Lesson Planning | Micro-Teach Lesson Plan Development |
| 8 | Wednesday  7/17 | Teaching Strategies in Special Education | Teaching Strategies Resource Development |
| 9 | Monday  7/22 | Managing Surface Behaviors | Micro-Teach Lesson Presentation |
| 10 | Wednesday  7/24 | Visit to Goodwill | Reflection on visit to Goodwill |
| 11 | Monday  7/29 | Postsecondary Education Outcomes/Differences/Preparation  Postsecondary Employment, Community Participation and Culturally Responsive Processes |  |
| 12 | Wednesday  7/31 | Teaching Strategies Resource Presentations  IEP/Special Ed. Procedures/Transition Post-Test | Teaching Strategies Resource Presentations  IEP/Special Ed. Procedures Post-Test |

**Grading and Grading Policies**

Course grades will be determined by scores on all required course assignments and activities as follows:

IEP/Special Education Pre-Test 25

IEP Case Study Analysis 45

IRIS module 20

Teaching Strategies Resource Development/Presentation 50

Micro-Teaching Lesson 50\*

Goodwill Visit/Reflection 25

IEP/Special Education Post-Test 75

Attendance/Participation (10 points per class) 120

\*25 points for preparing and presenting your lesson/25 points for participating in discussion and offering constructive feedback

**Assignment Submission Format**

* CourseWeb will be used for assignment submission. Please, upload assignments as Word documents.

Letter Grades will be assigned as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| *Percentage of Points Earned* | *Letter Grade* | *Level of Attainment* | *Grade Points* |
| 94-100 | A | Superior | 4.00 |
| 90-93 | A- |  | 3.75 |
| 88-89 | B+ | Adequate | 3.25 |
| 83-87 | B |  | 3.00 |
| 80-82 | B- |  | 2.75 |
| 78-79 | C+ | Minimal | 2.25 |
| 73-77 | C |  | 2.00 |
| 70-72 | C- |  | 1.75 |
| <70 | F | Failure | 0.00 |

**General Class and University Policies**

***Participation***

Students are expected to actively participate in all discussions and class activities as well as small group work. All contributions to discussions and other class activities should be done in a respectful and professional manner. This means making contributions as well as accepting the contributions of others and sharing the various roles of the group. In addition, students are required to use “person-first” language.

***Confidentiality***

You are responsible for maintaining the confidentiality of all students you work with (or have worked with) in field placements related to your coursework at the University of Pittsburgh.  When writing or completing assignments for courses or speaking to others about your field experience and the students you work with, use pseudonyms (not initials) for students’, teachers’ and schools’ names.  In public, it is your responsibility to keep written assignments and any other materials bearing the names of students, teachers, or staff secure from the view of others.

***Academic Integrity***

Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

***Disabilities***

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services, 140 William Pitt Union, (412) 648-7890 or (412) 383-7355 (TTY), as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

***Course Recordings***

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

***Important Course Registration Information for UNDERGRADUATE and NON-DEGREE STUDENTS Taking Courses Toward Certification or a Graduate Degree***

If you are currently a) taking this course at the 1000 level, b) are not yet admitted but intend to be a student in one of our graduate programs, and c) will need this course to complete the Professional Year program or earn the MAT or M.Ed. degree (that is, the course in NOT a pre-requisite to admission), please be aware that 1000 level courses will not be counted toward your total credit hour requirement for the graduate degree or certificate. It is advised that you change the course number to the 2000 level during the drop-add period. It is also important to note that, if you are still an undergraduate student, this 2000 level course needs to be taken in the last term before graduation and may not be counted toward your total credits (typically 120 undergraduate credits) for your undergraduate degree.

***Links to University Policies***

Nondiscrimination, Equal Opportunity and Affirmative Action

<http://www.cfo.pitt.edu/policies/policy/07/07-01-03.html>

Sexual Harassment

<http://www.cfo.pitt.edu/policies/policy/07/07-06-04.html>

Grading System

<http://www.pitt.edu/~graduate/reggrades.html>

<http://www.cfo.pitt.edu/policies/policy/09/09-01-03.html>

Academic Integrity

<http://www.provost.pitt.edu/info/acguidelinespdf.pdf>

Plagiarism Resources and Information

<http://www.english.pitt.edu/undergraduate/understand-and-avoid-plagiarism>

Disability Policies

<http://www.studentaffairs.pitt.edu/drsdocumentationguidelines>

**Pennsylvania Department of Education (PDE) Competencies**

***IL 2575 – Transition Processes & Special Education Procedures***

*This table outlines the competencies that are addressed in this course and indicates how each one will be assessed.*

|  |  |  |
| --- | --- | --- |
| **Competency** | **Competency Indicators** | **Instruction/Assessment**  L = Lecture  CA/D = Class Activity/Discussion  READ = Readings  IEP-A = IEP Analysis  MT = Micro-Teach Lessons  TR = Teaching Resource  IRIS = IRIS Module  POP = Postsecondary Outcome Presentation  PT = Post-Test |
| I. Special Education System in the United States | I A 3, 4, 7, 8, 9  I C 1, 2, 4 | L, CA/D, READ IEP-A, MT, TR |
| II. Cognition and Development of Students with Disabilities | II C 1a, b | L, CA/D, IEP-A, MT |
| III. Assessment | III L, M, Q | L, CA/D, READ, PT |
| IV. Pedagogy – Specially Designed Instruction | IV A 18  IV B 8 | L, CA/D, READ, MT, TR, IRIS, POP |
| V. Inclusion in the LRE | V B 11  V C 1a, b, c | L, CA/D, IEP-A, MT, TR |
| VIII. Secondary Transition | VIII A, B, C, E, F, G, H, J | L, CA/D, READ, IEP-A2, IRIS, POP |