

Syllabus

Course Overview

In this first course in the Special Education Teaching specialization, you will focus on developing foundational understanding of many aspects of working with students with disabilities and their families. The course will begin with a review of the history of special education, including court cases, legal precedents, and emerging issues in the field. We will continue with an examination of the characteristics of a wide range of exceptionalities, with a specific focus on learning disabilities. You will consider how school districts deliver special education in P–12 settings along with the programming available in your local school.

A critical component of an appropriate education for students with disabilities is the partnership between parents and families and school personnel. In this course, you will learn how to foster those relationships and how to guide parents in advocating for their children.

Kaltura Media

As part of this course, you may make an optional audio recording for the Unit 3 assignment. You are also required to make a video recording in the Unit 9 assignment. For both, you can use Kaltura Media or similar software. Refer to [Using Kaltura \[PDF\]](#) for more information about this courseroom tool.

Note: If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact [Disability Services](#) to request accommodations.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Analyze the history of special education, legal policies, ethical standards, and emerging issues.
- 2 Evaluate how and why special education organizes its programs and services in relation to school systems.
- 3 Analyze the characteristics of exceptionalities, with a focus on learning disabilities.
- 4 Analyze how various aspects of culture impact students with disabilities.
- 5 Evaluate how individual strengths and limitations impact the practice of a special education professional.
- 6 Analyze the social construction of disability and its role in advocacy.

Course Prerequisites

There are no prerequisites for this course.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Hardware

Capella University requires learners to meet certain minimum [computer requirements](#). The following hardware may go beyond those minimums and is required to complete learning activities in this course. **Note:** If you already have the following hardware, you do not need to purchase it. Visit the [Course Materials](#) page on Campus for more information.

Hardware for Kaltura Activities

- External or built-in microphone
- External or built-in webcam
- Broadband Internet connection

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Algozzine, B., Schmid, R., & Conners, B. (2017). [Toward an acceptable definition of emotional disturbance: Waiting for the change](#). *Behavioral Disorders*, 42(3), 132–135.
- Barton, E. E., Harris, B., Leech, N., Stiff, L., Choi, G., & Joel, T. (2016). [An analysis of state autism educational assessment practices and requirements \[PDF\]](#). *Journal of Autism and Developmental Disorders*, 46(3), 737–748.
- Carson, C. (2015). [Rethinking special education's "least restrictive environment" requirement](#). *Michigan Law Review*, 113(8), 1397–1426.
- Cavendish, W. (2013). [Identification of learning disabilities: Implications of proposed DSM-5 criteria for school-based assessment](#). *Journal of Learning Disabilities*, 46(1), 52–57.
- Collins, L. W., Sweigart, C. A., Landrum, T. J., & Cook, B. G. (2017). [Navigating common challenges and pitfalls in the first years of special education](#). *Teaching Exceptional Children*, 49(4), 213–222.

- Ford, B. A., Stuart, D. H., & Vakil, S. (2014). Culturally responsive teaching in the 21st century inclusive classroom. *Journal of the International Association of Special Education*, 15(2), 56–62.
- Gage, N., Gersten, R., Sugai, G., Newman-Gonchar, R. (2013). Disproportionality of English language learners with emotional and/or behavioral disorders: A comparative meta-analysis with English learners with language disabilities. *Behavioral Disorders*, 38(3), 123–136.
- Gartland, D., & Strosnider, R. (2017). Learning disabilities and achieving high-quality education standards. *Learning Disability Quarterly*, 40(3), 152–154.
- Hornby, G. (2015). Inclusive special education: Development of a new theory for the education of children with special educational needs and disabilities. *British Journal of Special Education*, 42(3), 234–256.
- Leach, L. (2012). Optional self-assessment: Some tensions and dilemmas. *Assessment & Evaluation in Higher Education*, 37(2), 137–147.
- Lee, Y., Park, H. J., & Recchia, S. L. (2015). Embracing each other and growing together: Redefining the meaning of caregiving a child with disabilities [PDF]. *Journal of Child and Family Studies*, 24(12), 3662–3675.
- Liu, K. (2015). Critical reflection as a framework for transformative learning in teacher education. *Educational Review*, 67(2), 135–157.
- McNicholas, P. J., Floyd, R. G., Woods, I. L., Jr., Singh, L. J., Manguno, M. S., & Maki, K. E. (2017). State special education criteria for identifying intellectual disability: A review following revised diagnostic criteria and Rosa's law. *School Psychology Quarterly*, 1–11.
- Sawyer, M. (2015). BRIDGES: Connecting with families to facilitate and enhance involvement [PDF]. *Teaching Exceptional Children*, 47(3), 172–179.
- Stockall, N., & Dennis, L. R. (2015). Seven basic steps to solving ethical dilemmas in special education: A decision-making framework. *Education & Treatment of Children*, 38(3), 329–344.
- The future of equity and inclusion: Creating meaningful change. (2013). *ASHE Higher Education Report*, 39(5), 1–11.
- Wells, A. S., Fox, L., & Cordova-Cobo, D. (2016). How racially diverse schools and classrooms can benefit all students. *The Education Digest*, 82(1), 17–24.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Council for Exceptional Children. (n.d.). Ethical principles and professional practice standards for special educators. Retrieved from <https://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards>
- Crane, B. (2014). Bill's blog: Ten Supreme Court special education cases you need to know. Retrieved from <http://massadvocates.org/billsview/edpublicschools>. (Producer). (n.d.). Inclusive learning: Everyone's in – Overview [Video]. Retrieved from https://www.youtube.com/watch?list=PLvzOwE5lWqhSaZu7cpJA6X3yKs0_c-yo&v=aTXtT05782Y&index=4&app=desktop
- Eggert, D. B., & Minutelli, A. M. (2014). Cases that will change your life: An overview of recent decisions [PDF]. Retrieved from http://www.wadleighlaw.com/wp-content/uploads/dlm_uploads/2015/02/Special-Education-Case-Law-An-Overview-of-Recent-Decisions-July-2014.pdf
- Elias, M. J. (2014). SMART goal setting with your students [Blog Post]. Retrieved from <https://www.edutopia.org/blog/smart-goal-setting-with-students-maurice-elias>
- Kamenetz, A., & Turner, C. (2017). The Supreme Court rules in favor of a special education student. Retrieved from <http://www.npr.org/sections/ed/2017/03/22/521094752/the-supreme-court-rules-in-favor-of-a-special-education-student>
- Margolis, L. S. (2016). Parent advocacy: What you should do . . . and not do. Retrieved from <http://www.wrightslaw.com/info/advo.do.dont.margolis.htm>
- National Education Association. (n.d.). Why cultural competence?. Retrieved from <http://www.nea.org/home/39783.htm>
- Paradi, D. (n.d.). Best practices for effective PowerPoint presentations assessment. Retrieved from <http://www.thinkoutsidetheslide.com/best-practices-for-effective-powerpoint-presentations-assessment/>
- Reynolds, G. (n.d.). Top ten slide tips. Retrieved from <http://www.garreynolds.com/preso-tips/design/>
- Study.com. (Producer). (n.d.). IDEA: Individuals With Disabilities Education Act: History and summary [Video] | Transcript Retrieved from <https://www.youtube.com/watch?v=3XMndYNEGFA>
- Sugars, B. (n.d.). 9 steps to developing a plan for action. Retrieved from <http://www.actioncoach.com/9-Steps-to-Developing-a-Plan-for-Action?pressid=1121>
- University of Nottingham. (n.d.). Models (or frameworks) of reflection. Retrieved from http://www.nottingham.ac.uk/nmp/sonet/rls/placs/critical_reflection/models/index.html
- Wrightslaw. (n.d.). Special education advocacy. Retrieved from <http://www.wrightslaw.com/info/advo.index.htm>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- McKenna, L. (2017). [How a new Supreme Court ruling could affect special education](https://www.theatlantic.com/education/archive/2017/03/how-a-new-supreme-court-ruling-could-affect-special-education/520662/). Retrieved from <https://www.theatlantic.com/education/archive/2017/03/how-a-new-supreme-court-ruling-could-affect-special-education/520662/>
- U.S. Department of Education. (n.d.). [Family Educational Rights and Privacy Act \(FERPA\)](https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html) <https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- U.S. Department of Health & Human Services. (n.d.). [Summary of the HIPAA privacy rule](https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html) <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>

Unit 1 >> Special Education's Evolution

Introduction

Special education has its unique historical, theoretical, and philosophical foundations. These foundations provide insight into how special education emerged from the general education field.

The special education field is mandated and partly funded by the federal government. As a result, school districts and special educators need to be knowledgeable about compliance with federal mandates. In addition, the legal context regarding special education is constantly evolving. As a result, school districts and special educators must continue to monitor the legislative landscape to ensure their district is in compliance with federal, state, and local laws. In this way, special educators can take a leadership role within their district.

In this unit, we will investigate court cases that have impacted special education. We will also review the social, political, educational, and significant legislative events that have helped shape this field.

We will also investigate the Blooming Park: Meet the Class media piece, a simulated school district consisting of schools serving students of varying grade levels. You will meet several of these students, some of whom have disabilities. You will use this media piece to compile the second discussion in this unit.

In each unit, we will include a weekly planner at the end of the unit introduction. The weekly planner presents the work for each unit in the order in which you should complete it. This will help you organize your work and manage your course time well.

Unit 1 Weekly Planner

Following is the order in which you should complete the work in this unit:

1. Review the following media pieces:
 - Faces of Special Education.
 - The History of Special Education.
 - Historical Perspective on Learning Disabilities.
 - Special Education Laws Flash Cards.
2. Investigate the Blooming Park: Meet the Class media piece.
3. Read the assigned articles on special education's historical and legal background.
4. Review the Online ePortfolio Guidelines and set up your online ePortfolio.
5. Complete the two discussions. Your initial posts need to be completed by 11:59 p.m. CST Friday; your responses to others need to be completed by 11:59 p.m. CST Sunday.

Learning Activities

u01s1 - Studies

Readings

Use the Internet to complete the following:

- Crane, B. (2014). [Bill's blog: Ten Supreme Court special education cases you need to know](http://massadvocates.org/billsview/). Retrieved from <http://massadvocates.org/billsview/>

- Bill Crane is a lawyer who served for 15 years as a hearing officer at the Bureau of Special Education Appeals. He writes an informational blog on legal aspects of special education. This article will provide you with foundational special education knowledge.
- Kamenetz, A., & Turner, C. (2017). [The Supreme Court rules in favor of a special education student](http://www.npr.org/sections/ed/2017/03/22/521094752/the-supreme-court-rules-in-favor-of-a-special-education-student). Retrieved from <http://www.npr.org/sections/ed/2017/03/22/521094752/the-supreme-court-rules-in-favor-of-a-special-education-student>
- Eggert, D. B., & Minutelli, A. M. (2014). [Cases that will change your life: An overview of recent decisions \[PDF\]](http://www.wadleighlaw.com/wp-content/uploads/dlm_uploads/2015/02/Special-Education-Case-Law-An-Overview-of-Recent-Decisions-July-2014.pdf). Retrieved from http://www.wadleighlaw.com/wp-content/uploads/dlm_uploads/2015/02/Special-Education-Case-Law-An-Overview-of-Recent-Decisions-July-2014.pdf

Media

Review these media pieces:

- View the [Faces of Special Education](#) video.
- Click **The History of Special Education** to view the presentation.
- View the [Historical Perspective on Learning Disabilities](#) presentation.
- Click **Special Education Laws Flashcards** to view the presentation.

Investigate this media piece:

- Click **Blooming Park: Meet the Class** to view the presentation.
 - As part of your investigation, complete the following:
 - Select your school of choice (that is, elementary, middle, or secondary).
 - Review the superintendent interview, the information on the school you selected, and the kids associated with the school.
 - Familiarize yourself with the information under the *School Kids* tab. You will find details about a selected group of individual students and more information about additional students below that. Read these student profiles carefully as you will be using this information throughout the course.

Optional – Readings

You may find the following optional reading on the Endrew case useful:

- McKenna, L. (2017). [How a new Supreme Court ruling could affect special education](https://www.theatlantic.com/education/archive/2017/03/how-a-new-supreme-court-ruling-could-affect-special-education/520662/). Retrieved from <https://www.theatlantic.com/education/archive/2017/03/how-a-new-supreme-court-ruling-could-affect-special-education/520662/>

Course Resources

Blooming Park: Meet the Class

The History of Special Education

Special Education Laws Flashcards

u01s1 - Learning Components

- Describe social, political, and educational events that have helped shape special education.
- Identify significant laws that provide for special education services in educational settings.
- Describe legal policies' impact on special education programming and practice.
- Investigate court cases that have impacted special education.

u01s2 - Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Prepare for Your Capstone

The Special Education Teaching Specialization culminates in a capstone course. At that time, you will be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story, or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom to store your assignments for you as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the [Online ePortfolio Guidelines \[PDF\]](#) to ensure you set up your online portfolio correctly.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the [Family Education Rights and Privacy Act \(FERPA\)](#) and/or the [Health Insurance Portability and Accountability Act \(HIPAA\)](#) if you have specific questions or concerns about your choices.

u01d1 - Legal, Social, Political, and Educational Influences

In this unit, you have learned about influential people, court cases, historical events, and legal policies that have impacted special education. Think about your current educational setting and how these influences apply to it.

Your *first step* is to describe your educational setting:

- If you are employed in a school or other educational setting, describe it and identify your role (general education teacher, special education teacher, or something else).
- If you are not currently employed in a school or other educational setting, provide background on your local school.

You *next step* is to answer the following question:

- Which cases, laws, social, political, and educational events impact your day-to-day practice the most? Explain situations in which those influences specifically apply.

Your initial post is due by 11:59 p.m. CST Friday.

Response Guidelines

Respond to at least two colleagues. In your responses, compare and contrast the cases, laws, and social, political, and educational events they identified with the ones you did. What are the similarities? Differences? How do you account for the similarities or differences in what you and your colleagues identified?

Your responses to others are due by 11:59 p.m. CST Sunday.

Course Resources

Graduate Discussion Participation Scoring Guide

u01d1 - Learning Components

- Describe social, political, and educational events that have helped shape special education.
- Identify significant laws that provide for special education services in educational settings.
- Describe legal policies' impact on special education programming and practice.
- Investigate court cases that have impacted special education.

u01d2 - Special Education Programming and Practice

In this course, you will use the Blooming Park: Meet the Class media piece frequently. In the first study in this unit, you were asked to review this piece and select your school of choice you will be referring to throughout the course. Address the following in your post:

- Which school did you select? Why?
- What are the main impressions you have about the school and students? Based on your investigation, what do you know about the school and students?
- What challenges related to special education programming and practice would you expect to encounter, if you were the teacher for the classroom of students in the school you selected?

Your initial post is due by 11:59 p.m. CST Friday.

Response Guidelines

Respond to at least two colleagues—one who chose the same school as you did and one who chose a different school. Provide feedback on the programming challenges your colleagues identified. Offer potential solutions to the identified challenges.

Your responses to others are due by 11:59 p.m. CST Sunday.

Course Resources

Graduate Discussion Participation Scoring Guide

[Blooming Park: Meet the Class](#) | Transcript

u01d2 - Learning Components

- Identify significant laws that provide for special education services in educational settings.
- Describe legal policies' impact on special education programming and practice.

Unit 2 >> Ethical Practice Standards and Current Special Education Issues

Introduction

We begin our second week by studying ethical practice standards, advocated by the Council for Exceptional Children (CEC), for the provision of special education services. Special educators must follow the professional ethical principles set forth for our profession. We will also take a close look at current issues impacting teachers, parents, families, and students with disabilities. This will help us better understand expectations for special education teachers in their local educational settings.

Unit 2 Weekly Planner

Following is the order in which you should complete the work in this unit:

1. Read the assigned articles related to ethical standards for special educators and current issues that impact teachers, parents, and students with disabilities.
2. Complete the first discussion. Your initial post needs to be completed by 11:59 p.m. CST Friday; complete your responses to others by 11:59 p.m. CST Sunday.
3. Complete the second discussion. Read the instructions, then access the Blooming Park: Meet the Class media piece, and use it to craft your discussion. Your initial post needs to be completed by 11:59 p.m. CST Friday; your responses to others need to be completed by 11:59 p.m. CST Sunday.

4. Review the resources on creating presentations using PowerPoint, Prezi, and other types of tools. Also review the Using Kaltura guidelines. Completing these items will help you prepare for your Unit 3 assignment. Begin working on that assignment.

Learning Activities

u02s1 - Studies

Readings

Use the Capella University Library to read the following:

- Stockall, N., & Dennis, L. R. (2015). Seven basic steps to solving ethical dilemmas in special education: A decision-making framework. *Education & Treatment of Children*, 38(3), 329–344.
- The future of equity and inclusion: Creating meaningful change. (2013). *ASHE Higher Education Report*, 39(5), 1–11.

Use the Internet to review the following:

- **Ethical principles.**
 - Council for Exceptional Children. (n.d.). Ethical principles and professional practice standards for special educators. Retrieved from <https://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards>
- **Creating presentations.** Creating slideshows using tools such as PowerPoint, Prezi, and others is an important part of your work as a special educator. When you present to an academic or professional audience, you want to make the best impression possible. Part of that involves creating a visually effective slideshow. These resources will help you learn how to do that:
 - Reynolds, G. (n.d.). Top ten slide tips. Retrieved from <http://www.garreynolds.com/preso-tips/design/>
 - Paradi, D. (n.d.). Best practices for effective PowerPoint presentations assessment. Retrieved from <http://www.thinkoutsidetheslide.com/best-practices-for-effective-powerpoint-presentations-assessment/>
 - This best practices survey for creating slideshows will help you plan, design, create, and deliver your presentation.

u02s1 - Learning Components

- Analyze ethical practice standards advocated by the Council for Exceptional Children.
- Analyze expectations for special education teachers in local educational settings.

u02s2 - Discussion and Assignment Preparation

Complete the following to prepare for the second discussion in this unit and to prepare for your first assignment due in Unit 3:

- Review this unit's second discussion. Use the discussion instructions to help you review the *School Kids* tab for your selected school in the Blooming Park: Meet the Class media piece.
- Review the Unit 3 assignment instructions. Begin creating your PowerPoint presentation. Consult the unit readings for best practices in crafting PowerPoint presentations.
 - If you decide to narrate your slide presentation, familiarize yourself with the Using Kaltura [PDF] guidelines. You may use Kaltura or your own device to record your narration. Either way, you will still need to use Kaltura to upload your narration to the assignment area.

In addition, your Unit 9 assignment requires you to attend a parent group meeting for parents of students with disabilities. Alternately, you may interview the parents of a child with disabilities. Begin thinking about which parent group meeting you would like to attend or which parents you would like to interview. Be sure to take notes during the discussion to inform your work on the Unit 9 assignment. You will also need to create a video of a portion of the interview or parent group meeting. Once again, familiarizing yourself with the Using Kaltura guidelines will help you begin your preparation for this assignment due later in the quarter.

In preparation for using Kaltura Media:

- If you have not already done so, set up and test your microphone and webcam using the installation instructions provided by the manufacturer.
- Practice using the headset and webcam to ensure the audio quality is sufficient.

Note: If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact Disability Services to request accommodations.

Disability Services

Using Kaltura [PDF]

Blooming Park: Meet the Class | Transcript

u02s2 - Learning Components

- Analyze current issues impacting parents, families, and students with disabilities.
- Analyze expectations for special education teachers in local educational settings.
- Analyze current issues impacting teachers and school personnel in the provision of special education services.

u02d1 - Ethics in Special Education

Working in educational settings seems more and more challenging as the years go by. As a teacher, you may face ethical challenges and issues in your work relating to students with disabilities. Answer the following questions in your post:

- What is an example of an ethical issue relating to students with disabilities that you or a colleague has encountered?
- With which CEC standard for ethical practice does this issue align?
- How did you or your colleague address this issue? How was it resolved?
- What might you do differently next time an issue like this occurs?

Your initial post is due by 11:59 p.m. CST Friday.

Response Guidelines

Respond to at least two colleagues. In your responses, provide feedback on how your colleague addressed his or her ethical issue. Also provide feedback on your colleague's ideas for responding to the issue differently in the future.

Your responses to others are due by 11:59 p.m. CST Sunday.

Course Resources

Graduate Discussion Participation Scoring Guide

u02d1 - Learning Components

- Analyze current issues impacting parents, families, and students with disabilities.
- Analyze ethical practice standards advocated by the Council for Exceptional Children.
- Analyze expectations for special education teachers in local educational settings.
- Analyze current issues impacting teachers and school personnel in the provision of special education services.

u02d2 - Special Education Current Issues

For this discussion, focus on the *School Kids* tab in the Blooming Park: Meet the Class media piece for the school you chose.

Consider the students' needs and challenges. In your post, answer the following questions:

- What apparent current issues might impact how the school provides special education services to students?
- How might these issues affect students, parents, and families?
- What could *you* do to help colleagues, students, parents, and families address the identified issues, if you were teaching these students?

Your initial post is due by 11:59 p.m. CST Friday.

Response Guidelines

Respond to at least two learners. In your responses, offer at least two additional ways to support colleagues, students, parents, and families in addressing current issues impacting special education.

Your responses to others are due by 11:59 p.m. CST Sunday.

[Blooming Park: Meet the Class](#) | Transcript

u02d2 - Learning Components

- Analyze current issues impacting parents, families, and students with disabilities.
- Analyze expectations for special education teachers in local educational settings.
- Analyze current issues impacting teachers and school personnel in the provision of special education services.

Unit 3 >> Special Education Service Models

Introduction

Special education's place within general education has evolved over the past several decades. This evolution has impacted such factors as placement issues and the relationship between special and general education faculty and students.

While not all students with disabilities are served in the general education classroom, federal legislation mandates that schools provide services within the least restrictive environment (LRE). According to the Individuals With Disabilities Education Act (IDEA), every student is entitled to a free and appropriate education. IDEA does not firmly define the term appropriate. In fact, the definition has changed over time, and the Supreme Court continues to address cases involving the definition of free and appropriate education.

Today's educators use Response to Intervention (RtI) to help determine whether children qualify for special education services and the extent to which they can successfully be included in the general education classroom. Inclusion is a key factor in the evolution of the general and special education systems. It has become the mainstay of how school districts provide special education services at the local level. Rather than separating students with disabilities from their peers into a separate classroom, today's special educators are now required to find ways to provide services to their students within the general classroom setting to the maximum extent appropriate.

Unit 3 Weekly Planner

Following is the order in which you should complete the work in this unit:

1. Read the assigned articles and view the videos related to special education service models.
2. Complete the discussion. Your initial post needs to be completed by 11:59 p.m. CST Friday; complete your responses to others by 11:59 p.m. CST Sunday.
3. Complete the assignment. This assignment is due by 11:59 p.m. CST Sunday.
4. Visit the Capella Writing Center resources listed in the unit study. These resources will help you as you engage in writing the assignments for this course.

Learning Activities

u03s1 - Studies

Readings

Use the Capella library to read the following:

- Hornby, G. (2015). [Inclusive special education: Development of a new theory for the education of children with special educational needs and disabilities](#). *British Journal of Special Education*, 42(3), 234–256.
- Carson, C. (2015). [Rethinking special education's "least restrictive environment" requirement](#). *Michigan Law Review*, 113(8), 1397–1426.

Use the Internet to view the following:

- edpublicschools. (Producer). (n.d.). [Inclusive learning: Everyone's in – Overview \[Video\]](#). Retrieved from https://www.youtube.com/watch?list=PLvzOwE5IWqhSaZu7cpJAAt6X3yKs0_c-yo&v=aTXtT05782Y&index=4&app=desktop
- Study.com. (Producer). (n.d.). [IDEA: Individuals With Disabilities Education Act: History and summary \[Video\]](#) | Transcript. Retrieved from <https://www.youtube.com/watch?v=3XMndYNEGFA>

Capella Resources

Visit the [Capella Writing Center](#). Specifically, investigate the following links in the left navigation menu, which will be helpful as you engage in writing the assignments in this course:

- APA Style & Format.
- Writing Studio.
- Writing Support Help.

u03s1 - Learning Components

- Compare and contrast a variety of special education service models.
- Describe the structure of the placement continuum in local educational settings.

u03a1 - Special Education Foundations Presentation

Assignment Description

Teachers who work with students with disabilities need to understand how special education evolved into its current state. Reflecting on where the profession began and how it evolved will help you understand current special education practice and why programs and services are provided the way they are.

Suppose you have been asked to do a brief presentation for an undergraduate *Introduction to Special Education* class. Your friend, the instructor, has asked you to present a broad overview of:

- Special education's historical and legal background.
- Teachers' ethical obligations.
- Current and emerging issues.
- Programs and services provided to students with disabilities.

For this assignment, you will need to create a PowerPoint presentation. You will find information about best practices for creating and narrating PowerPoints in this unit's first study.

You may narrate your presentation *or* provide the notes of what you would say in your actual presentation. If you choose the *narration* option, do *not* simply read your PowerPoint slides. Instead, present your slides as if you had an actual group of special education undergraduates in the room with you. How would you present the information to them in a memorable way? Remember the more interactive you can make your presentation, the more engaged your audience will be.

You may use your own device or Kaltura Media to record your presentation. Either way, you will still need to use Kaltura to upload your narration to the assignment area. Consult the Using Kaltura guidelines for additional information.

Also follow these guidelines when creating your narration:

- Write an outline or a script of what you are going to say before you begin recording. Although you can pause or edit Kaltura audios, editing is limited, so to sound professional, you will want to prepare.
- Listen to your audio prior to posting to ensure it is loud enough.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

If you choose the *notes* option, you will be expected to provide about 150 words of notes per slide detailing what the special education undergraduates will actually hear as you show your PowerPoint slides.

Do *not* simply repeat what appears on your PowerPoint slides. For example, your *slide* might list four legal policies that have shaped special education as we know it today. Your *notes* might look something like this:

- Lead interactive question-and-answer session about four legal policies that have shaped special education. Commend students for what they already know. Add additional clarifying content to correct any misperceptions.
- Examples of questions include:
 - What do you think this policy is all about?
 - Which policies have you heard of?

Your notes should also detail what specific core concepts you want to make sure undergraduates know about each policy.

Assignment Instructions

Complete the following:

1. Create your PowerPoint presentation. In your presentation:
 - Describe special education's historical path in the United States. Be sure to cover the 5–7 main events that have shaped special education. Consider people, court cases, et cetera.
 - Explain at least four pieces of legislation that guide special education today. Your explanation needs to cover the Americans With Disabilities Act, 504, and IDEA's evolution.
 - Describe how this legislation has changed over time and how these changes impact current teacher practices.
 - Detail the ethical standards that special educators are expected to maintain. Confidentiality, FERPA, et cetera, are appropriate standards to cover.
 - Analyze current issues impacting teachers, school systems, parents, and students with disabilities.
 - Elaborate on how special education services may be provided in schools today. Be sure to cover the continuum of services and inclusion.
 - Describe how your local school provides special education services. Analyze this structure's appropriateness.
2. Create the narration for your PowerPoint presentation or create notes to accompany your presentation.

Review the Special Education Foundations Presentation Scoring Guide to understand the grading requirements.

Submit your PowerPoint presentation, along with your audio narration or your notes, to the assignment area. Be sure your presentation includes title and reference slides according to current APA format.

Your assignment is due by 11:59 p.m. CST Sunday.

Additional Requirements

Your assignment should meet the following requirements:

- **Slide format:** Observe the *7-by-7 rule*. This means each slide should have no more than seven lines of text and no more than seven words per line.
- **Length of presentation:** 12–15 slides. Be sure to include additional title and reference slides according to current APA format. Your reference slide needs to cite 2–3 references.
- **Visuals:** Use of color, visuals, and/or graphics will be greatly appreciated.
- **Written communication:** Provide a logical and well-reasoned presentation with correct spelling, grammar, punctuation, mechanics, and current APA style citations.

Note: Your instructor may use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio.

Course Resources

[Using Kaltura \[PDF\]](#)

[Online ePortfolio Guidelines \[PDF\]](#)

[Disability Services](#)

[Writing Feedback Tool](#)

[APA Style and Format](#)

[ePortfolio](#)

u03d1 - Special Education Service Models

Special education professionals provide services to students in many ways, depending on the school system's approach to special education and student needs. In your post, answer all the following questions:

- How does your school system provide special education services to students?
- Which model does your school system mainly use?
- What strengths and weaknesses do you see in your school's primary model for service provision?
- What evidence do you see of the continuum of placements?
- What changes might you make to how special education services are provided, if you were the decision maker?

Your initial post is due by 11:59 p.m. CST Friday.

Response Guidelines

Respond to at least one colleague. In your responses, compare and contrast the service provision model mainly used in your setting to the model mainly used in theirs. Offer at least one suggestion about how they might improve the way their school system provides special education services.

Your response to others is due by 11:59 p.m. CST Sunday.

Course Resources

Graduate Discussion Participation Scoring Guide

u03d1 - Learning Components

- Compare and contrast a variety of special education service models.
- Describe the structure of the placement continuum in local educational settings.

Unit 4 >> Characteristics of Disabilities

Introduction

Special educators need to be knowledgeable about *all* exceptionalities covered under the law. They need to be prepared to address the needs of students with high-incidence disabilities, such as learning disabilities. At the same time, they also need to be prepared to address the needs of students with low-incidence disabilities, such as autism spectrum disorders, sensory impairments, and physical and neurological disabilities, as they may encounter these children in their classroom. *All* children have the right under IDEA to receive services; *all* children are entitled to a free and appropriate education.

We will be identifying the characteristics of students with high- and low-incidence disabilities. Our goal is to be able to describe the academic, behavioral, and social-emotional traits that impact student learning.

Unit 4 Weekly Planner

Following is the order in which you should complete the work in this unit:

1. Read the assigned articles related to common characteristics of students with high-incidence and low-incidence disabilities.
2. Complete the first discussion. Complete your initial post by 11:59 p.m. CST Friday; complete your responses to others by 11:59 p.m. CST Sunday.
3. Complete the second discussion. Read the instructions, then access the Blooming Park: Meet the Class media piece, and use it to craft your discussion. Complete your initial post by 11:59 p.m. CST Friday; complete your responses to others by 11:59 p.m. CST Sunday.
4. Read the instructions for your next assignment, due in Unit 5, and begin working on it this week.

Learning Activities

u04s1 - Studies

Readings

Use the Capella library to read the following:

- Gartland, D., & Strosnider, R. (2017). Learning disabilities and achieving high-quality education standards. *Learning Disability Quarterly*, 40(3), 152–154.
- Cavendish, W. (2013). Identification of learning disabilities: Implications of proposed DSM-5 criteria for school-based assessment. *Journal of Learning Disabilities*, 46(1), 52–57.

- Algozzine, B., Schmid, R., & Conners, B. (2017). [Toward an acceptable definition of emotional disturbance: Waiting for the change](#). *Behavioral Disorders*, 42(3), 132–135.
- Barton, E. E., Harris, B., Leech, N., Stiff, L., Choi, G., & Joel, T. (2016). [An analysis of state autism educational assessment practices and requirements \[PDF\]](#). *Journal of Autism and Developmental Disorders*, 46(3), 737–748.
- McNicholas, P. J., Floyd, R. G., Woods, I. L., Jr., Singh, L. J., Manguno, M. S., & Maki, K. E. (2017). [State special education criteria for identifying intellectual disability: A review following revised diagnostic criteria and Rosa's law](#). *School Psychology Quarterly*, 1–11.

Media

Click **13 Disability Categories** to view the illustration.

Course Resources

13 Disability Categories

u04s1 - Learning Components

- Identify common characteristics of high-incidence disabilities (that is, learning disabilities, emotional/behavioral, intellectual, speech/language, autism/ASD).
- Identify common characteristics of low-incidence disabilities (that is, vision/hearing, other health impairments, traumatic brain injury).

u04s2 - Assignment Preparation

Your second assignment, Exceptionalities and Culture, is due in Unit 5. For this assignment, you will revisit the students in the Blooming Park: Meet the Class media piece and analyze a wide variety of the students and their learning needs. You will also consider how their unique characteristics affect their learning, behavior, engagement with peers, and class participation. You will also consider how these students' needs affect teachers' instructional decisions.

If you have not already done so:

- Familiarize yourself with the Unit 5 assignment instructions.
- Review the Exceptionalities and Culture Scoring Guide.
- Start writing your 4–6-page paper using the [Exceptionalities and Culture Template \[DOCX\]](#).
- Review the [Writing Feedback Tool](#) for helpful writing information.

u04s2 - Learning Components

- Describe academic, behavioral, social, and emotional traits impacting student learning.
- Identify common characteristics of high-incidence disabilities (that is, learning disabilities, emotional/behavioral, intellectual, speech/language, autism/ASD).
- Identify cultural characteristics of students in P–12 schools.
- Identify common characteristics of low-incidence disabilities (that is, vision/hearing, other health impairments, traumatic brain injury).
- Analyze students' cultural, linguistic, and social differences and their impact on students' interactions with teachers and peers.
- Explain how to determine whether students' learning difficulties are due to cultural/linguistic factors or a learning disability.

u04d1 - Comparison of Disability Characteristics

In this unit, you learned about characteristics of high-incidence and low-incidence disabilities. You are more likely to work with students with learning disabilities, as that is the most common disability category. You are less likely to work with students with low-incidence disabilities. As a well-rounded special educator, however, you need to have expertise in the characteristics of *all* disabilities.

For this discussion, complete the Comparing Disability Characteristics Template (given in the resources).

- List the characteristics of learning disabilities in the first column.
- Select another high-incidence disability and list its characteristics in the second column.
- Select a low-incidence disability and list its characteristics in the third column.
- Distinguish those characteristics that apply to all three types of disabilities.
- Distinguish those characteristics that apply to two of the disability types.

- Include a key that shows your classification system.

Post your document as a PDF in the discussion area. Now, list three big ideas you are taking away from this investigation into the three disabilities represented on your template. What are the implications of those three big ideas regarding student learning and your teaching?

Your initial post is due by 11:59 p.m. CST Friday.

Response Guidelines

Respond to at least two colleagues. In your responses, analyze your colleagues' big ideas and their implications. Offer at least one more big idea based on their template, and explain how that big idea fits into their listed implications.

Your responses to others are due by 11:59 p.m. CST Sunday.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[Comparing Disability Characteristics Template \[DOCX\]](#)

[13 Disability Categories](#) | [Transcript](#)

u04d1 - Learning Components

- Identify common characteristics of high-incidence disabilities (that is, learning disabilities, emotional/behavioral, intellectual, speech/language, autism/ASD).
- Identify common characteristics of low-incidence disabilities (that is, vision/hearing, other health impairments, traumatic brain injury).

u04d2 - Investigation of Disability Characteristics

Return to the *Blooming Park: Meet the Class* media piece. Select the *School Kids* tab. Choose a student who has a disability different from the ones you investigated in the first discussion in this unit. Address the following questions in your post:

- Which student did you select? What is his or her disability?
- What *common characteristics* might a teacher see in a student with this disability?
- What are the implications for *student learning*? In other words, how might the characteristics impact how the student learns in the classroom?
- What are the implications for *teaching*? How might your teaching be impacted as you try to meet the needs of a student with this disability?

Your initial post is due by 11:59 p.m. CST Friday.

Response Guidelines

Respond to at least two colleagues. In your responses, compare the implications for student learning and for teaching. What common challenges for students did you see? What are the common impacts on teaching? What do these commonalities or differences mean to you?

Your responses to others are due by 11:59 p.m. CST Sunday.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[13 Disability Categories](#) | [Transcript](#)

[Blooming Park: Meet the Class](#) | [Transcript](#)

u04d2 - Learning Components

- Describe academic, behavioral, social, and emotional traits impacting student learning.
- Identify common characteristics of low-incidence disabilities (that is, vision/hearing, other health impairments, traumatic brain injury).

- Identify common characteristics of high-incidence disabilities (that is, learning disabilities, emotional/behavioral, intellectual, speech/language, autism/ASD).

Unit 5 >> The Impact of Cultural, Linguistic, and Social Differences on Student Learning

Introduction

By 2020, according to the U.S. Census Bureau, more than 50 percent of the children in the United States will be part of a minority race or ethnic group. Special educators need to be prepared to respond to the needs of their 21st-century students.

Properly diagnosing a child with disabilities can be difficult. The task becomes increasingly challenging when the child speaks English as a second language or represents the non-majority culture. How do we determine, for example, if a student is experiencing academic difficulty as a result of a learning disability or cultural or linguistic factors?

The question becomes how do special educators continue to provide needed and appropriate services in the midst of an increasingly diverse student population? Likewise, how do they successfully address the needs of an increasingly diverse disabilities population? Finally, how do special educators determine the strategies required to respond to all of their students' unique needs?

We will analyze cultural, linguistic, and social differences in students and the impact these differences might have on student interactions with teachers and peers.

Unit 5 Weekly Planner

Following is the order in which you should complete the work in this unit:

1. Read the assigned articles related to students' culturally diverse characteristics and their impact on students with disabilities. Also, conduct independent research on these topics to enhance your knowledge base.
2. Complete the discussion. Read the instructions, then access the Blooming Park: Meet the Class media piece, and use it to craft your discussion. Complete your initial post by 11:59 p.m. CST Friday; complete your responses to others by 11:59 p.m. CST Sunday.
3. Complete the assignment. This assignment is due by 11:59 p.m. CST Sunday.
4. Plan ahead: In Unit 9, you will submit an assignment that requires you to interview a parent or attend a parent meeting. Read the Unit 9 assignment instructions and begin seeking out your interview or meeting opportunities.
 - If you are interviewing a parent, begin drafting your interview questions.
 - If you are observing a parent meeting, create a list of things to observe during the meeting.

Learning Activities

u05s1 - Studies

Readings

Use the Capella library to read the following:

- Wells, A. S., Fox, L., & Cordova-Cobo, D. (2016). How racially diverse schools and classrooms can benefit all students. *The Education Digest*, 82(1), 17–24.
- Ford, B. A., Stuart, D. H., & Vakil, S. (2014). Culturally responsive teaching in the 21st century inclusive classroom. *Journal of the International Association of Special Education*, 15(2), 56–62.
- Gage, N., Gersten, R., Sugai, G., Newman-Gonchar, R. (2013). Disproportionality of English language learners with emotional and/or behavioral disorders: A comparative meta-analysis with English learners with language disabilities. *Behavioral Disorders*, 38(3), 123–136.

Use the Internet to read the following:

- National Education Association. (n.d.). Why cultural competence?. Retrieved from <http://www.nea.org/home/39783.htm>

Article Search

Use the Capella library and relevant online resources to conduct independent research on the cultural characteristics of students in a variety of educational settings. You will need this information to complete the unit discussion. That discussion instructions ask you to apply what you have learned from your research to the school you selected in the Blooming Park: Meet the Class media piece and to your own special education teaching practice.

u05s1 - Learning Components

- Describe academic, behavioral, social, and emotional traits impacting student learning.
- Identify cultural characteristics of students in P–12 schools.
- Analyze students' cultural, linguistic, and social differences and their impact on students' interactions with teachers and peers.
- Explain how to determine whether students' learning difficulties are due to cultural/linguistic factors or a learning disability.

u05s2 - Assignment Preparation

As a reminder, you have an assignment due in Unit 9 that requires you to complete some prework. To learn more about the perspective of the parents of students with disabilities, you will need to attend a parent group meeting *or* interview the parents of a child with disabilities. Begin selecting the parent group meeting you would like to attend or the parents you would like to interview. Be sure to take notes during the discussion to inform your work on the Unit 9 assignment. You will also need to create a video of a portion of the interview or parent group meeting. Once again, familiarizing yourself with the Using Kaltura guidelines will help you begin your preparation for this assignment. You will also want to:

- Set up and test your microphone and webcam, using the installation instructions provided by the manufacturer, if you have not already done so.
- Practice using the headset and webcam to ensure the audio and video quality is sufficient.

Note: If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact Disability Services to request accommodations.

Course Resources

[Using Kaltura \[PDF\]](#)

[Disability Services](#)

u05d1 - Cultural Characteristics

In this unit, you have learned about students' cultural characteristics. Revisit your school in the *Blooming Park: Meet the Class* media piece.

Suppose the students listed there comprise your class. Referencing the research you conducted in this unit on students' cultural characteristics, address the following questions in your post:

- What diverse cultural characteristics do these students represent?
- How do these characteristics impact teaching *and* learning in educational settings?

Now select three students to examine more fully and answer the following questions:

- What cultural characteristics do these three students possess?
- How might these three students' attributes be considered diverse, considering the other students in the class?
- How would you determine whether the difficulty is the result of a learning disability or the result of cultural and/or linguistic differences, if one of the three students demonstrates learning difficulties?
- What *challenges* might these cultural attributes pose for the selected students as they interact with *teachers* in learning situations?
- What *challenges* might they pose as the students interact with *peers*?
- What *benefits or opportunities* might these diverse cultural attributes offer in an educational setting?

Your initial post is due by 11:59 p.m. CST Friday.

Response Guidelines

Respond to at least one colleague. In your response, compare the challenges and benefits you identified with those of your colleague. Offer at least one potential solution to a challenge your colleague identified.

Your response to others is due by 11:59 p.m. CST Sunday.

Course Resources

u05d1 - Learning Components

- Identify cultural characteristics of students in P–12 schools.
- Analyze students' cultural, linguistic, and social differences and their impact on students' interactions with teachers and peers.
- Explain how to determine whether students' learning difficulties are due to cultural/linguistic factors or a learning disability.

u05a1 - Exceptionalities and Culture

Assignment Description

In this assignment, you will focus on a wide variety of students and their learning needs. You will examine how their unique characteristics impact their learning, behavior, engagement with peers, and class participation. You will also consider how these students' needs affect teachers' instructional decisions. You will revisit the students in the Blooming Park media piece for your work on this assignment.

Assignment Instructions

Complete the following:

1. Choose three students from the *Blooming Park: Meet the Class* media piece to be the focus of your work. At least one of your students needs to have a learning disability in reading or math.
2. Draft a 4–6-page paper using the Exceptionalities and Culture Template, given in the resources. In your paper, be sure to address all of the following:
 - Describe the characteristics of learning disabilities in general. What common traits do students with learning disabilities exhibit?
 - Elaborate on the range of exceptionality behaviors the students you selected exhibit.
 - Analyze how these qualities may impact your students' in-class progress.
 - Detail the culturally diverse characteristics of students you might encounter in the P–12 setting.
 - Analyze how different aspects of culture in the students you selected might impact their in-class progress.

Make sure your paper complies with current APA format.

Review the Exceptionalities and Culture Scoring Guide to understand the grading criteria. Submit a single document with the following three components to the assignment area:

- Title page according to current APA format.
- Completed Exceptionalities and Culture Template (4–6 pages).
- Reference page.

Your assignment is due by 11:59 p.m. CST Sunday.

Note: Your instructor may use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio.

Course Resources

[ED5700 Library Research Guide](#)

[Writing Feedback Tool](#)

[Online ePortfolio Guidelines \[PDF\]](#)

[Blooming Park: Meet the Class](#) | Transcript

Exceptionalities and Culture Template [DOCX]

[ePortfolio](#)

[APA Style and Format](#)

Unit 6 >> Reflection on Teaching Strengths and Limitations

Introduction

Without insight, change does not occur. This is why it is essential for special educators to recognize their strengths and limitations as teaching professionals. For example, a special educator may have the ability to quickly and easily establish rapport with her students with disabilities. At the same time, she may not be as effective at establishing this type of rapport with general education teachers. Failing to address this limitation can negatively impact special education students' growth. The special educator and general education teacher may not be working together as effectively as they could be to foster improvement in the students' academic, behavioral, and social skills.

This week, you will analyze your strengths and areas for improvement in your teaching practice. You will evaluate how your strengths and limitations impact your work with students with disabilities.

Unit 6 Weekly Planner

Following is the order in which you should complete the work in this unit:

1. Read the assigned articles related to professional knowledge and skills and reflecting on professional strengths and limitations.
2. Complete the first discussion. Complete your initial post by 11:59 p.m. CST Friday; complete your responses to others by 11:59 p.m. CST Sunday.
3. Begin preparing for your next assignment, due in Unit 7. Complete the assignment preparation work outlined in the second study in this unit. Be sure to use the template provided.

Learning Activities

u06s1 - Studies

Readings

Use the Capella library to read the following:

- Collins, L. W., Sweigart, C. A., Landrum, T. J., & Cook, B. G. (2017). Navigating common challenges and pitfalls in the first years of special education. *Teaching Exceptional Children*, 49(4), 213–222.
- Liu, K. (2015). Critical reflection as a framework for transformative learning in teacher education. *Educational Review*, 67(2), 135–157.
- Leach, L. (2012). Optional self-assessment: Some tensions and dilemmas. *Assessment & Evaluation in Higher Education*, 37(2), 137–147.

Use the Internet to read the following:

- University of Nottingham. (n.d.). Models (or frameworks) of reflection. Retrieved from http://www.nottingham.ac.uk/nmp/sonet/rlos/placs/critical_reflection/models/index.html

u06s1 - Learning Components

- Evaluate professional knowledge and skills to determine strengths and limitations.
- Analyze how teaching limitations affect students' learning experiences.
- Analyze how teaching strengths affect students' learning experiences.

u06s2 - Assignment Preparation

The first part of your Unit 7 assignment is to self-assess your current knowledge and performance levels for the special education specialization outcomes. Complete the self-assessment part (the chart) using the [Teaching Self-Assessment Template \[DOCX\]](#). This will inform your discussion in this unit and will be the first part of your Unit 7 assignment.

Teaching Self-Assessment Template [DOCX]

u06s2 - Learning Components

- Evaluate professional knowledge and skills to determine strengths and limitations.

u06d1 - Mentor New Teachers

Suppose you are mentoring a student teacher in your educational setting. She has to complete the same Teaching Self-Assessment Template you are going to complete in Unit 7. After completing it, she shares it with you, noting her strengths and areas of improvement. In your post, address the following questions:

- How would you advise her to make the best use of her strengths?
- How would you advise her about developing those areas requiring improvement?
- How would you advise her about holding herself accountable for making changes to her professional practice?

Your initial post is due by 11:59 p.m. CST Friday.

Response Guidelines

Respond to at least two colleagues. In your responses, offer constructive feedback on the advice your colleague would provide to his or her student teacher.

Your responses to others are due by 11:59 p.m. CST Sunday.

Course Resources

Graduate Discussion Participation Scoring Guide

u06d1 - Learning Components

- Evaluate professional knowledge and skills to determine strengths and limitations.
- Analyze how teaching limitations affect students' learning experiences.
- Create strategies and a timeline for accomplishing SMART goals.
- Analyze how teaching strengths affect students' learning experiences.

Unit 7 >> Professional Development Planning and SMART Goals

Introduction

It is not enough for special educators to recognize their strengths and limitations. Just as we develop individualized education programs (IEPs) to support students' learning goals, we also need to be able to develop an action plan to help us develop professionally. Special educators need to be able to determine how to overcome their limitations. It is not enough for them to have ideas about how to cultivate their skills, they must be able to implement their ideas. Special education teachers need to find small, measurable ways to improve their performance in much the same way they ask their students to improve their skills.

For the assignment in this unit, you will be creating your own professional development plan to further develop your strengths and areas for improvement in your teaching practice. As part of this process, you will develop SMART goals, identify strategies for accomplishing your goals, and construct a timeline to use in achieving your goals.

Unit 7 Weekly Planner

Following is the order in which you should complete the work in this unit:

1. View the media and read the assigned articles related to goal setting.
2. Conduct independent Internet research on SMART goals.
3. Complete the discussion. Complete your initial post by 11:59 p.m. CST Friday; complete your responses to others by 11:59 p.m. CST Sunday.
4. Complete the assignment. This assignment is due by 11:59 p.m. CST Sunday.
5. Plan ahead: In Unit 9, your assignment involves interviewing a parent or attending a parent meeting. Please conduct the interview or attend the meeting between now and the end of Unit 8.

Learning Activities

u07s1 - Studies

Media

Click **SMART Goals** to view the video.

- Setting too broad or too general goals may result in little change or improvement. Learn about setting specific, measurable goals by watching this media piece.

Readings

Use the Internet to read the following:

- Elias, M. J. (2014). [SMART goal setting with your students \[Blog Post\]](https://www.edutopia.org/blog/smart-goal-setting-with-students-maurice-elias). Retrieved from <https://www.edutopia.org/blog/smart-goal-setting-with-students-maurice-elias>
 - What might SMART goal-setting look like in an educational setting? Read about setting SMART goals with students in this post.
- Sugars, B. (n.d.). [9 steps to developing a plan for action](http://www.actioncoach.com/9-Steps-to-Developing-a-Plan-for-Action?pressid=1121). Retrieved from <http://www.actioncoach.com/9-Steps-to-Developing-a-Plan-for-Action?pressid=1121>
 - After creating SMART goals, the next step is to create an action plan to achieve them. This resource specifies the steps for developing an action plan.

Internet Search

Conduct independent Internet research on SMART goals. Many online articles, blogs, and videos exist that you may find helpful in learning about developing SMART goals to improve your teaching practice.

Course Resources

SMART Goals

u07s1 - Learning Components

- Create SMART goals to enhance instructional practice.
- Create strategies and a timeline for accomplishing SMART goals.

u07d1 - Share SMART Goals

You have researched and read about SMART goals in this unit. Part of your unit assignment requires you to create SMART goals to address your strengths and areas of improvement. You also need to think about creating a professional development plan around maximizing your strengths and cultivating these areas of improvement. In your post:

- Share the *SMART goals* you created to enhance the strengths you identified in your teaching self-assessment. Also share your SMART goals for those areas in which you require improvement.
- Share the *professional development activities* that will help you reach your SMART goals.

Note: People often learn best by doing. Certainly, there is value in taking a class or reading a book about an area in which you want to grow. In your discussion post and assignment, it is alright to include some of these activities, but also push yourself to engage in *active* learning exercises. For example, perhaps, you could obtain a mentor from someone in your district who is an expert in the skill you hope to develop. Perhaps, you could ask one of your colleagues to observe your teaching practice and provide you with feedback.

Your initial post is due by 11:59 p.m. CST Friday.

Response Guidelines

Respond to at least two colleagues. In your responses, offer at least one suggestion for further professional learning to enhance a strength or to address a limitation.

Your responses to others are due by 11:59 p.m. CST Sunday.

Graduate Discussion Participation Scoring Guide

u07d1 - Learning Components

- Create SMART goals to enhance instructional practice.
- Create strategies and a timeline for accomplishing SMART goals.

u07a1 - Teaching Self-Assessment

Assignment Description

Teachers need to be aware of their teaching strengths and areas that need improvement. Without this type of insight, they cannot improve their skills. In this assignment, you will compare your teaching skills against your degree's specialization outcomes. Based on the Council for Exceptional Children (CEC) Advanced Program Standards, these outcomes reflect exceptional special educators' knowledge, skills, and dispositions.

Assignment Instructions

Complete the following:

1. Examine the specialization outcomes on the Teaching Self-Assessment Template, given in the resources. Consider which outcomes are particular strengths for you. On which outcomes could you use improvement?
 - **Note:** Because you are in your first specialization course, you may lack expertise in several outcomes. This is to be expected given your experience level. At the end of your specialization courses, you will revisit this form to consider the skills you have acquired through your coursework and the additional skills you want to continue to cultivate.
2. Complete the Teaching Self-Assessment Template. Be sure to address all of the following in your 4–6-page assessment:
 - Rate yourself on each specialization outcome using the 0–3 scale provided on the template.
 - Provide your rationale for the rating you gave yourself on each outcome. Be sure to include examples and specific details.
 - Evaluate how your strengths and areas of improvement impact your daily practice in working with students with disabilities. Include examples and specific details supporting your evaluation.
 - Create a professional development plan that will enable you to:
 - Further develop one of your strengths so that you can become an expert in that area.
 - Cultivate two areas of improvement.

Note: Remember that people learn by doing. It is alright if your professional development plan includes reading a book or taking a class, but try to stretch yourself to come up with ideas that will give you hands-on practice in developing the skill you hope to develop. For example, maybe you could ask an experienced teacher you respect to observe you teaching and then provide you with feedback.

Make sure your paper complies with current APA format.

Review the Teaching Self-Assessment Scoring Guide to understand the grading criteria. Submit a single document with the following two components to the assignment area:

- Title page according to current APA format.
- Completed Teaching Self-Assessment Template (4–6 pages).

Your assignment is due by 11:59 p.m. CST Sunday.

Note: Your instructor may use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio.

Unit 8 >> Supporting Parents of Students With Disabilities

Introduction

As a special educator, you may already have a great deal of experience working with students with disabilities. You work with them on such skills as:

- Obtaining academic knowledge and skills.
- Self-managing their behavior.
- Acquiring strategies for learning, organization, and planning.

Parents of students with disabilities, however, have a far different experience than you do. While parents are the first teachers that children have, frequently they are overwhelmed with the challenges of raising a child with a disability. They may not understand or know how to process having a child with a disability and all that it entails. As an educator, you need to be aware of the emotional impact of a disability on parents and families. Parents need support to help their child navigate the school experience. You will be key in providing that support.

In this unit, you will learn about the benefits and challenges parents have as they experience life with their child. You will also investigate the relationships parents have with teachers and other school personnel.

Unit 8 Weekly Planner

Following is the order in which you should complete the work in this unit:

1. Read the assigned articles related to working with parents and families.
2. Complete the discussion. Read the instructions, then access the Blooming Park: Meet the Class media piece, and use it to craft your discussion. Complete your initial post by 11:59 p.m. CST Friday; complete your responses to others by 11:59 p.m. CST Sunday.
3. Continue preparing for your Unit 9 assignment. Be sure to complete your interview or parent meeting in preparation for creating the video assignment.

Learning Activities

u08s1 - Studies

Readings

Use the Capella library to read the following:

- Lee, Y., Park, H. J., & Recchia, S. L. (2015). [Embracing each other and growing together: Redefining the meaning of caregiving a child with disabilities \[PDF\]](#). *Journal of Child and Family Studies*, 24(12), 3662–3675.
- Sawyer, M. (2015). [BRIDGES: Connecting with families to facilitate and enhance involvement \[PDF\]](#). *Teaching Exceptional Children*, 47(3), 172–179.

u08s1 - Learning Components

- Describe challenges for parents and families related to having a child with a disability.
- Describe strategies for promoting strong working relationships between parents and educators.
- Describe experiences parents and families have as they navigate the child's schooling.
- Describe positive outcomes for parents and families related to having a child with a disability.
- Identify methods parents use to advocate for their children with disabilities.

u08s2 - Assignment Preparation

Use some time this week to attend a parent group meeting or to interview the parents you selected for the Unit 9 assignment. Take notes during the discussion to inform your work on the assignment.

u08s2 - Learning Components

- Describe challenges for parents and families related to having a child with a disability.
- Describe strategies for promoting strong working relationships between parents and educators.
- Describe experiences parents and families have as they navigate the child's schooling.
- Describe positive outcomes for parents and families related to having a child with a disability.
- Identify methods parents use to advocate for their children with disabilities.

u08d1 - In the Parents' Shoes

In the unit readings, you learned about the benefits and challenges associated with having a child with a disability. For this discussion, revisit your chosen school in the *Blooming Park: Meet the Class* media piece.

Select one student to focus on in this discussion. In your post, identify the student you selected, and assume you are the parent of that child. Address the following questions in your post:

- What *benefits* have you experienced as the parent of your child? What about the challenges?
- How have your child's *challenges* affected your family's dynamics?
- What *school personnel* have had the most impact on your child's learning? What steps have you taken to develop a strong working relationship with these professionals?

Reminder: Considering questions such as these now will help prepare you for your assignment due in Unit 9 in which you need to interview parents or attend a parent meeting.

Your initial post is due by 11:59 p.m. CST Friday.

Response Guidelines

Respond to at least two colleagues. In your responses, offer feedback and a further suggestion for helping teachers, parents, and families develop strong, positive working relationships.

Your responses to others are due by 11:59 p.m. CST Sunday.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[Blooming Park: Meet the Class | Transcript](#)

u08d1 - Learning Components

- Describe challenges for parents and families related to having a child with a disability.
- Describe positive outcomes for parents and families related to having a child with a disability.
- Identify methods parents use to advocate for their children with disabilities.
- Analyze relationships between parents and families and school personnel involved with their child's educational program.

Unit 9 >> Parents and Advocacy

Introduction

In Unit 8, you learned about the impact a child's disability can have on parents and family relationships. During the school years, parents' involvement provides critical support for students. As a special educator, you need to be knowledgeable about ways you can help parents positively advocate for their children as they navigate the complex special education system.

In this unit, you will identify strategies parents use to advocate for their children and consider ways you can promote strong working relationships between parents and educators.

Unit 9 Weekly Planner

Following is the order in which you should complete the work in this unit:

1. Read the assigned articles related to parental advocacy for their children with disabilities.
2. Complete the discussions. Complete your initial posts by 11:59 p.m. CST Friday; complete your responses to others by 11:59 p.m. CST Sunday.
3. Complete the assignment. This assignment is due by 11:59 p.m. CST Sunday.

Learning Activities

u09s1 - Studies

Readings

Use the Internet to read the following:

- Margolis, L. S. (2016). Parent advocacy: What you should do . . . and not do. Retrieved from <http://www.wrightslaw.com/info/advo.do.dont.margolis.htm>
- Wrightslaw. (n.d.). Special education advocacy. Retrieved from <http://www.wrightslaw.com/info/advo.index.htm>
 - This Web page provides many articles on advocacy. Select at least two of the short readings and read them carefully.

u09s1 - Learning Components

- Describe strategies for promoting strong working relationships between parents and educators.
- Identify methods parents use to advocate for their children with disabilities.

u09s2 - Assignment Preparation

Your final assignment is due in Unit 10. For this assignment, you will reflect on the progress you have made on the course competencies over the quarter. If you have not already done so:

- Familiarize yourself with the Unit 10 assignment instructions.
- Review the Competency Self-Assessment Scoring Guide.
- Start writing your 2–4-page paper using the Competency Self-Assessment Template [DOCX].
- Review the Writing Feedback Tool for helpful writing information.

Good luck on completing your final assignment for this course.

u09s2 - Learning Components

- Identify professional goals related to teaching special education.
- Identify key highlights and takeaways relating to special education's history, legal policies, ethical standards, and emerging issues.
- Plan for applying new learning to the achievement of professional goals.
- Identify key highlights and takeaways regarding knowledge of how and why special education organizes its programs and services within school systems.
- Identify key highlights and takeaways regarding the characteristics of exceptionalities, including learning disabilities.
- Recognize key highlights and takeaways relating to how culture impacts students with disabilities.
- Identify key highlights and takeaways regarding your strengths and limitations as a special educator.
- Recognize key highlights and takeaways regarding the social construction of disability and its role in advocacy.

u09d1 - Parent Advocacy

This discussion is about parent advocacy. In your post, answer the following questions:

- What *positive* experiences have you or colleagues had working with parents who were trying to advocate for their child?
- What about *negative* experiences?
- What *suggestions* would you offer parents when they are preparing to advocate for their child, based on the two articles you read on the Special Education Advocacy Web page from Wrightslaw.

Your initial post is due by 11:59 p.m. CST Friday.

Response Guidelines

Respond to one colleague. In your response, offer at least one suggestion you learned about in your reading to add to your colleague's post.

Your response to others is due by 11:59 p.m. CST Sunday.

Course Resources

Graduate Discussion Participation Scoring Guide

u09d1 - Learning Components

- Describe strategies for promoting strong working relationships between parents and educators.
- Describe experiences parents and families have as they navigate the child's schooling.
- Identify methods parents use to advocate for their children with disabilities.

u09a1 - Parent Experience Video

Assignment Description

Parents and families are the main allies in your work with students with disabilities. They are your partners and can provide rich, detailed information about their children that you do not know. When children have a disability, their parents are often their primary advocates. Parents and families have a very different experience with their child than you do, so it is helpful to seek out their perspectives as often as you can.

You can approach this assignment in *one* of the following two ways:

- You may interview an individual parent or parents of a child with disabilities.
- You may attend a parent group meeting for people who have children with disabilities.

In this assignment, you will learn about how parents view disability and about the ways they advocate for their children. You will need to take notes during the interview or parent meeting. For your assignment submission, you will create a short, 3–4-minute video, using Kaltura Media or similar software, describing how parents view disability and how they advocate for their children.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact Disability Services to request accommodations.

Assignment Instructions

Complete the following:

1. Identify a parent or a parent group to serve as the participants you will interview or observe.
2. Develop a list of questions to ask the parents if you decide to conduct an interview. **Note:** If you observe a parent group, you will want to make note of these same items. Your goals for the interview are to:
 - Analyze how the parents view their child's disability.
 - Describe positive and negatives experiences they have had during the child's schooling.
 - Describe the relationships they have developed with stakeholders at the school. Consider teachers, therapists, administrators, et cetera.
 - Analyze the ways in which the parents advocate for their children's best interests.
3. Create a 3–4-minute video using the collected information. You may create the video using Kaltura or your own device. Either way you will still need to use Kaltura to upload your video to the assignment area. Review the Using Kaltura guidelines for additional guidance.
4. Address the four points listed above in your video. Also, reflect on what you learned from the parents and how that impacts your work with students with disabilities.

Review the Parent Experience Video Scoring Guide to understand the grading criteria. Submit your video to the assignment area.

Your assignment is due by 11:59 p.m. CST Sunday.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio.

Course Resources

[Online ePortfolio Guidelines \[PDF\]](#)

[Using Kaltura \[PDF\]](#)

[Disability Services](#)

[ePortfolio](#)

u09d2 - Parent Interview Share

For your assignment due in this unit, you either interviewed a parent or attended a parent meeting. In your post, answer the following questions about your interview or observation:

- What big ideas are you taking away from this experience?
- How will this learning help inform your teaching practice?

Your initial post is due by 11:59 p.m. CST Friday.

Response Guidelines

Respond to one colleague. In your response, comment on the similarities and differences between your experience with parents and your colleague's.

Your response to others is due by 11:59 p.m. CST Sunday.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

u09d2 - Learning Components

- Describe challenges for parents and families related to having a child with a disability.
- Describe strategies for promoting strong working relationships between parents and educators.
- Describe experiences parents and families have as they navigate the child's schooling.
- Describe positive outcomes for parents and families related to having a child with a disability.

Unit 10 >> Reflection and Next Steps

Introduction

As we reach the end of our course, you will have the opportunity to reflect on your learning and consider your next steps. Teacher reflection is an ongoing process in which we continuously audit our practice. Teachers reflect daily on such things as the effectiveness of individual lessons, classroom challenges, strategies for managing student behavior, ways to differentiate instruction, and many other issues.

In this unit, you will analyze your growth in the competency areas addressed in the course this quarter. You will also consider how all that you have learned impacts your current practice. Next, you will think about next steps.

- Which competencies do you believe you need to strengthen?
- How might you do this?
- What are your next career steps?
- How will you get from here to there?

Congratulations on a job well done!

Unit 10 Weekly Planner

Following is the order in which you should complete the work in this unit:

1. Complete the study on Capella Career Center. This will inform your work on the unit discussion.
2. Complete the discussion. Complete your post by 5:00 p.m. CST Friday (end of the quarter). No responses are required for this discussion.
3. Complete the assignment. This assignment is due by 5:00 p.m. CST Friday (end of the quarter).

Learning Activities

u10s1 - Studies

Capella Career Center

[Capella Career Center](#) contains a wealth of information on many career topics. This page will support one of your unit discussion, and contains links to many professional organizations within a variety of educational specialization areas.

- Visit some of the professional organization pages that are most relevant to you.
- Investigate how these professional organizations are addressing diversity and inclusive learning environments.

While on the Career Center page, investigate other resources located there.

u10s1 - Learning Components

- Evaluate professional organizations and other sources that will help you develop your special education knowledge and skills.

u10a1 - Competency Self-Assessment

Assignment Description

John Dewey, an American educational theorist, said that we do not learn from experiences, but we learn through *reflecting* on experiences. A large part of being an effective educator is the ability to reflect on your own learning and practice. For this last assignment, you will reflect on the progress you have made on the course competencies.

In this assignment, you will write a 2–4-page paper in which you will consider each course competency individually. Think about where you were when you started the course and where you are now. Finally, consider what your next learning steps will be.

Assignment Instructions

Complete the following:

1. Access the Competency Self-Assessment Template, given in the resources. This template lists the six course competencies.
2. Write a 2–4-page paper that addresses all of the following questions:
 - How have you grown in each competency area?
 - What are the key lessons you learned regarding each competency?
 - How does your learning in each competency impact your practice as a special educator?
 - Which competencies do you still need to address in future learning?
 - How might you strengthen your learning in those competencies? For example, obtain a mentor, engage in additional reading, request feedback on your teaching, et cetera.

Note: In your paper, be sure to use examples and specific details in your explanation on each of the points.

Be sure your paper complies with current APA format.

Review the Competency Self-Assessment Scoring Guide to understand the grading criteria. Submit a single document with the following two components to the assignment area:

- Title page according to current APA format.
- Completed Competency Self-Assessment Template (2–4-pages).

Your final assignment is due by 11:59 p.m. CST Friday (end of the quarter).

Note: Your instructor may use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Portfolio Prompt: You are required to save this learning activity to your ePortfolio.

Course Resources

[Online ePortfolio Guidelines \[PDF\]](#)

[Writing Feedback Tool](#)

Competency Self-Assessment Template [DOCX]

[APA Style and Format](#)

[ePortfolio](#)

u10d1 - Look Ahead

In the unit study, you visited the Capella Career Center. First, consider what you learned about professional associations and other topics on the Career Center page. Next consider what you learned from completing this course's activities and assignments. Based on all of the new learning you have acquired in the past 10 weeks, address the following questions in your post:

- What are your professional goals and aspirations in the special education field?
- How will achieving this course's competencies help you advance your current teaching practice?
- How does your learning from this course apply to your career path?

Your initial post is due by Friday 5:00 p.m. CST (end of the quarter).

Response Guidelines

No peer responses are required for this discussion.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[Capella Career Center](#)

u10d1 - Learning Components

- Identify professional goals related to teaching special education.
- Plan for applying new learning to the achievement of professional goals.