

Common Course Outline for: EDUCATION 2331, Professional Practice and Design of Individual Education Programs

A. Course Description

1. Number of credits: 2
2. Lecture hours per week: 2
Lab hours per week: *None*
3. Prerequisites: EDUC 1101, EDUC 2408
4. Co-requisites: *None*
5. MnTC Goals: *None*.

This course will introduce teacher candidates to different aspects of being a Special Educator, including writing Individualized Education Program plans, communicating and working collaboratively, addressing strategies for working with paraprofessionals, and developing an understanding of collaboration, including co-teaching in the classroom to assist student learning and communicating effectively with parents and co-teachers.

B. Date last reviewed: May 2019

C. Outline of Major Content Areas

- A. Legislation related to Special Education since 2004.
- B. Writing effective IEPs—Standards-based
- C. Definitions of effective reporting and progress monitoring--Scientificallly-based, research-based methods
- D. Implementation of IEPs
- E. IEP relationship to Response to Intervention (RTI)
- F. Effective Collaboration Techniques including Co-Teaching Models, Co-Teaching Frameworks, Critical Conversation Protocols on Engaging Partners, examining data, and selecting effective instructional strategies
- G. Effective communication strategies in working with other adults in the classroom setting
- H. Components of building effective teams, including communicating effectively with families of diverse needs and backgrounds.

D. Course Learning Outcomes

Upon successful completion of the course, the student will be able to:

1. Demonstrate understanding of the legislation and best practices regarding IEPs
2. Understand the purpose of the present level of performance and identify the components of a strong statement, using Minnesota Department of Education-approved guidelines and criteria.
3. Write annual goals and objectives, using Minnesota Department of Education – approved guidelines and criteria.

8710.2000, Subp. 11, Standard 10F, Standards of Effective Practice Standard 10, collaboration, ethics, and relationships. A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being. The teacher must:

F. understand data practices

4. Demonstrate understanding of the relationship between assessments, IEPs and lesson plans and progress monitoring.

8710.2000, Subp. 6, Standard 5A, Standards of Effective Practice, learning environment. A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must: A. understand human motivation and behavior and draw from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work;

8710.2000, Subp. 6, Standard 5F, Standards of Effective Practice, learning environment. A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. The teacher must: F. know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated;

5. Demonstrate the ability to communicate effectively with others.

8710.2000, Subp. 7, Standard 6C, Standards of Effective Practice, communication. A teacher must be able to use knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom,. The teacher must:

c. understand the importance of nonverbal as well as verbal communication;

8710.2000, Subp. 7, Standard 6D, Standards of Effective Practice, communication. A teacher must be able to use knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom,. The teacher must:

d. know effective verbal, nonverbal, and media communication techniques;

8710.2000, Subp. 7, Standard 6F, Standards of Effective Practice, communication. A teacher must be able to use knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom,. The teacher must:

f. use effective listening techniques

6. Understand the role of the multidisciplinary team in IEP planning and development.

7. Identify the components of co-teaching and develop professional relationships that encourage peer observation.

8. Demonstrate understanding of working with paraprofessionals.

9. Explore aspects of the professional practice of becoming a special education teacher, including awareness of how other factors outside of the school environment can impact a student's life and learning.

8710.2000, Supb11, Standard 10E, Standards of Effective Practice, collaboration, ethics, and relationships. A teacher must be able to communicate and interact with parents or guardians, families, school colleagues and the community to support student learning and well-being. The teacher must

e. understand the influence of use and misuse of tobacco, alcohol, drugs, and other chemicals on student life and learning.

10. Understand the social, ethical, legal, and human issues surrounding the use of information.

E. Methods for Assessing Student Learning

A. Objective exams will be used to assess a base level of knowledge related to the learning outcomes described above.

B. Students will create a response journal that will demonstrate their ability to apply the skills related to the learning outcomes above.

C. Students will apply the skills learned within a field experience. They will be assessed through their success in a field experience project using teacher feedback, a checklist with narrative comments, and self-reflective reports.

F. Special Information *None.*