Foundations of Special Education

Support Staff Cohort Syllabus

Description: This professional learning series is centered on key knowledge and skills needed to serve students with disabilities. The series includes four asynchronous courses, each consisting of four self-paced modules, followed by opportunities to earn two micro-credentials through summative assessments. Educators will have an opportunity to engage in office hours and Micro-credential workshops to collaborate with colleagues and receive support in overall program requirements.

Target Audience: This opportunity is open to *50 pre-K through grade 12 paraprofessionals, dedicated aides, assistant teachers, and behavioral technicians* serving in DC public and public charter schools.

Cohort Requirements
Coursework: The series consists of four distinct courses. Please see pages 2-3 of this document for course details and descriptions:
1. Introduction to Special Education
2. The individualized education program (IEP) Team and Process
3. Using Data to Develop Student Supports
4. Evidence-based Instructional Methods

Each course requires approximately 8-10 hours to complete – this includes four asynchronous modules and any independent coursework. Asynchronous modules are available within OSSE's learning management system (LMS) platform.

Professional Learning Units (PLUs): Upon completion of each module within a course, participants will automatically be awarded two PLUs through their account within OSSE's LMS platform. Participants can earn up to 32 PLUs total for completion of all four courses (16 modules total).

Micro-Credentials: Educators who successfully complete all four courses (16 modules total) will be invited to demonstrate content mastery through on-the-job summative assessment activities, designed by OSSE in partnership with a micro-credential provider. Micro-credentials can be accessed in OSSE's LMS platform. The coursework is divided into two content pathways that will culminate in two separate summative assessment activities.
- Upon completion of Courses 1 and 2, participants are eligible to take the first micro-credential assessment.
- Upon completion of Courses 3 and 4, participants are eligible to take the second micro-credential assessment.

- A micro-credential assessment takes place in a real job environment and is an opportunity to practice the skills taught within the courses' modules. Completion of this activity requires approximately 8-10 hours in total.

Optional **Micro-credential workshop**: Educators who are participating in this cohort will be offered the opportunity to participate in Micro-credential workshops. Educators will be able to receive support and engage in discussions with colleagues concerning Micro-credentials. Further dates and information on Communities of Practice can be found in the acceptance email.

Optional **Office Hour**: This *optional* office hour is offered to educators at the beginning of the cohort period to offer support with any questions they may have.

Stipend Eligibility: Upon completing all cohort requirements, an educator will be eligible for up to a $1,000 stipend.
- Completion of the Foundations of Special Education coursework (four asynchronous courses consisting of 16 self-paced modules) with an overall passing grade of at least 70% in OSSE's LMS platform.
- Demonstration of content mastery through on-the-job summative assessment activities leading to the award of two micro-credentials.

Courses 1 and 2: Using Data to Develop High-quality IEPs

Course 1: Introduction to Special Education: This course is designed to provide an overview of the field of special education. The course introduces the terminology, legal requirements and issues commonly encountered when identifying and addressing the needs of diverse students with disabilities. Emphasis will be placed on identifying and addressing the impact of systemic and individual bias on outcomes for students with disabilities.

Course 2: The IEP Team and Process: This course will take a deep dive into the IEP process including who is on the team, writing IEPs, facilitating meetings and creating equity of voice for all IEP team members. Additionally, learners will understand how key concepts like *least restrictive environmen*t and *free and appropriate public education* shape the IEP team's work on behalf of the student.

Using Data to Develop High-quality IEPs	Module and Topic
Asynchronous Course 1: Introduction to Special Education	1.1 Mindset, Bias, and the Special Education Process
	1.2 Legal Requirements and Terminology
	1.3 Evaluations and Eligibility
	1.4 The Components of an IEP
Asynchronous Course 2:	2.1 The Role of the IEP Team

The IEP Team and Process	2.2 Ensuring Equity of Voice on the IEP Team
	2.3 Facilitating IEP Team Meetings
	2.4 Ensuring a Flexible Continuum of Supports and Services
Micro-credential 1:	IEP Meeting Observation and Reflection

Courses 3 and 4: Using Data to Implement High-quality IEPs

Course 3: Using Data to Develop Student Supports

Course 4: Evidence-based Instructional Methods

Using Data to Develop High-quality IEPs	Module and Topic
Asynchronous Course 3: Using Data to Develop Student Supports	3.1 RTI, Intervention, and Referral for Eligibility for Special Education Services
	3.2 Selecting Appropriate Assessments to Describe Present Levels of Performance
	3.3 Using Assessment Data to Describe Students' Present Levels of Performance
	3.4 Using Assessment Data to Write IEP Goals and Objectives
Asynchronous Course 4: Evidence-based Instructional Methods	4.1 Evidence-based Practices of Specially Designed Instruction
	4.2 High-leverage Instructional Practices for Students with Disabilities
	4.3 Using HQIM to Design Rigorous, Accessible Instruction for All Learners
	4.4 Using Student Data to Develop Effective Learning Experiences for Your Students
Micro-credential 2:	Data Informed Instructional Planning

These professional learning courses will be hosted on OSSE's LMS platform. For questions about this course, please contact Byul.Yim@dc.gov.