

Including Students with Disabilities in the Common Core

Welcome to *Including Students with Disabilities in the Common Core*, where you will learn about the implications of the Common Core State Standards for students with disabilities.

The general education teacher plays an integral role in the life of each student with a disability who is in the classroom. There are important obligations and responsibilities for students with disabilities that every teacher should be aware of. This course is designed to help teachers who have students with disabilities in their classrooms navigate their complex roles.

An overview of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and Section 504 of the Rehabilitation Act of 1973, the two laws that ensure education equity for all students, will prepare you for making the decisions that are necessary in a classroom with students with disabilities. These laws call for individualized education plans (IEPs), which are developed and monitored by classroom teachers and other relevant stakeholders. You will learn about the different types of IEP meetings and how to prepare for those meetings.

You will also learn about writing individualized student goals that are aimed at reaching the Common Core standards and how to analyze the standards to determine the requisite skills that students with disabilities will need to be successful. The course will provide instructional strategies that include students with disabilities and review accommodations and modifications that are effective and appropriate for individual situations.

Upon completion of this course, you will feel more confident in working with students with special needs and in their ability to achieve the levels of rigor called for in the Common Core State Standards.

Course Objectives

By the end of this course, you will be able to

Module 1

- Articulate six key components of the Individuals with Disabilities Education Improvement Act of 2004 and Section 504 of the Rehabilitation Act that affect the relationship between the Common Core State Standards and students with disabilities.

- Effectively evaluate case studies involving special education students and determine the most likely outcome.

Module 2

- Develop a process that guides meaningful discussion and participation in the IEP meetings.
- Collect the information needed to participate in a meaningful manner.
- Evaluate teachers' level of preparation for IEP meetings.

Module 3

- Describe the information needed to make informed decisions about a student's ability to achieve the rigorous expectations of the Common Core standards.
- Write individualized goals tied to specific Common Core standards.

Module 4

- Analyze the Common Core standards and identify the knowledge and skills students need to achieve success.
- Evaluate your current practice in light of the Common Core instructional shifts and specific students with disabilities.

Module 5

- Identify and use instructional strategies for students with disabilities that support achievement to the Common Core standards.
- Evaluate the strengths and weaknesses of those strategies.
- Track and improve skills in supplying appropriate and helpful feedback.

Module 6

- Articulate the difference between an accommodation and a modification, providing at least three examples of each in relationship to the Common Core standards.
- Use accommodations and evaluate their effectiveness.
- Determine at least three accommodations that may be appropriate for a student with disabilities.

Course Syllabus

Module 1	Understanding Disability Law Module Welcome <ul style="list-style-type: none"> • Reading 1: The Promise and the Peril for Students with Disabilities • Podcast: Special Education Law • Reading 2: Key Components of Special Education Law for Classroom Teachers • Application 1: Creating a Mnemonic Device Check for Understanding <ul style="list-style-type: none"> • Application 2: You Be the Judge Module Journal
Module 2	Preparing for the IEP Process Module Welcome <ul style="list-style-type: none"> • Reading 1: Understanding the Purposes of IEP Meetings • Video: Trevor's IEP Meeting—Part 1 • Reading 2: Tips for a Successful IEP Meeting Check for Understanding <ul style="list-style-type: none"> • Application: Evaluate Teacher Preparation Module Journal
Module 3	Student-Centered Goal Planning Module Welcome <ul style="list-style-type: none"> • Reading 1: <i>EL</i>—Cracking the Behavior Code • Reading 2: Student-Centered Goal Planning • Video: Trevor's IEP Meeting—Part 2 Check for Understanding <ul style="list-style-type: none"> • Application: Student Fact Sheet and Goals Module Journal

Module 4	Task Analyzing Module Welcome <ul style="list-style-type: none"> • Reading 1: <i>EL</i>—Making the Shifts • Reading 2: The Importance of Task Analyzing • Video: Trevor’s IEP Meeting—Part 3 • Reading 3: <i>EL</i>—Ferrari Engines, Bicycle Brakes • Application 1: Analyze Standards for Students with ADHD Check for Understanding <ul style="list-style-type: none"> • Application 2: Evaluate a Lesson Plan Module Journal
Module 5	Instructional Strategies and Feedback Module Welcome <ul style="list-style-type: none"> • Reading 1: Strategies Designed to Include Students with Disabilities • Video: Trevor’s IEP Meeting—Part 4 • Application 1: Choosing the Right Strategy • Reading 2: <i>EL</i>—Seven Keys to Effective Feedback Check for Understanding <ul style="list-style-type: none"> • Application 2: Evaluating Your Feedback Module Journal
Module 6	Building Independence Module Welcome <ul style="list-style-type: none"> • Reading 1: Accommodations: The Tools That Build Independence • Reading 2: <i>EL</i>—Call Me Different, Not Difficult • Video: Trevor’s IEP Meeting—Part 5 Check for Understanding <ul style="list-style-type: none"> • Application: Choosing Appropriate Accommodations Module Journal

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