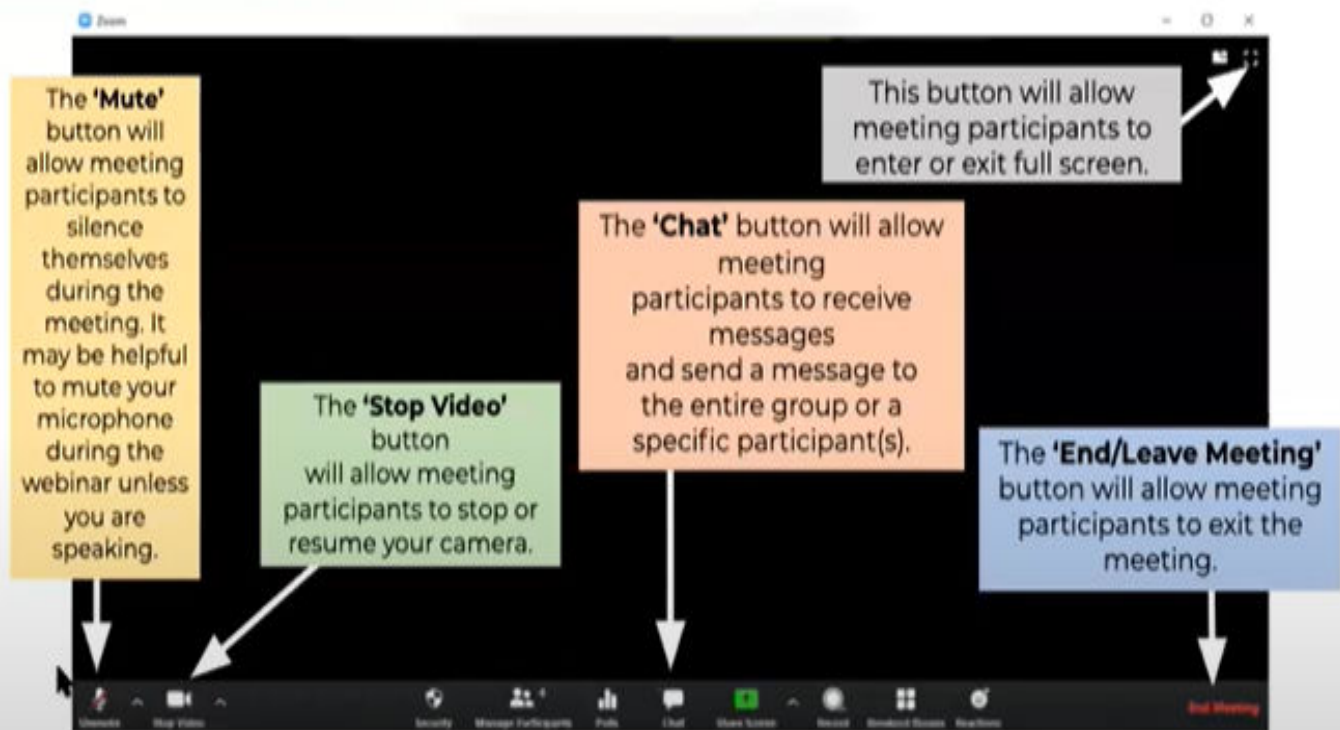




Special Education Shared Governance
4.11.22 & 4.14.22

Webinar Engagement Tips



Welcome!

Please sign in through the chat box.
Add your name, district, and title.





Goal 1: Build the capacity of US PREP staff and program faculty around CCSS (LSS)-aligned preparation to support university faculty in coursework diagnosis, revision, and facilitation.

Goal 2: Create and adapt tools, processes, and resources, including the US PREP Developmental Framework and instruments for faculty planning, observation, and coaching, more fully integrating CCSS (LSS)-aligned content and faculty course best practices, enabling the assessment of faculty in building strong CCSS (LSS)-aligned instructional skills.

Goal 3: Execute on coursework revision methods and processes aligned to the US PREP Developmental Framework and instruments for faculty planning, observation, and coaching, more fully integrating CCSS (LSS)-aligned content and faculty course best practices, enabling candidates to facilitate high-leverage K-12 content to their students in both the residency year and in the future.



District Participants

Kacie Pugh (literacy)2021

Deb Bellinger (literacy)2022

MSU Participants

Fara Seal (Math)2021/2022

Earlisha Whitfield(ELA)2022

Kelli Miguez (Math)2022

Lori Benoit(ELA)2022

Angela LeBreton (special education)2021/2022

Katie Williams (residency)2021/2022

Terri Simpson (science)2021/2022



Curriculum Design Participants

SpEd Add on

Post Bachelorette Certification (Add-on 1-5)

EDUC 336	Assessment in Special and Inclusive Education
EDTC 245	Educational Technology Foundations
SPED 424	Approaches to Managing Exceptional Children
SPED 403	Working with Families and Paraprofessionals in Programs for Exceptional Students
SPED 443	Methods and Materials for Elementary Special Education
EDUC 216	Reading Methods, I
EDUC 316	Reading Methods II
EDUC 416	Diagnostic and Remedial Reading in the Elementary School Practicum

PBC Add on 6-12

EDUC 336	Assessment in Special and Inclusive Education
EDTC 245	Educational Technology Foundations
SPED 424	Approaches to Managing Exceptional Children
SPED 403	Working with Families and Paraprofessionals in Programs for Exceptional Students
SPED 444	Methods and Materials for Secondary Special Education
EDUC 216,316 or 416	(See chart to left)



Early Interventionist Course work

Teacher Certificate Required

Eighteen (18) credit hours that pertain to infants, toddlers and preschoolers as listed below

Course Number	Course Title	Pre-requisite	Semester Offered	Field Hours	Format	Notes
EDUC 202	Foundations in Early Childhood Education and Early Intervention	NONE	SPRING FALL	10	WEB	
SPED 403	Working with Families and Paraprofessionals in Programs for Exceptional Students	NONE	SPRING Summer FALL	20	WEB	
SPED 452	Assessment of the Young Child	NONE	SPRING FALL		WEB	No duplicate credit for SPED 452 and SPED 301, SPED 350, SPED 552, or SPED 605.
SPED 453	Methods and Materials for Early Childhood Special Education	NONE	SPRING FALL	10	WEB	No duplicate credit for SPED 453 and SPED 303, SPED 351, or SPED 401.
SPED 404	Interdisciplinary and Interagency Teaming	NONE	SPRING SUMMER FALL		WEB	
SPED 207	Communication and Literacy in Early Intervention	NONE	FALL		WEB	No duplicate credit for SPED 207 and SPED 421 or SPED 572.
EDUC 216	Reading Methods, I	NONE	SPRING FALL	10	WEB	
EDUC 316	Reading Methods II	EDUC 216	SPRING FALL	20	WEB	
EDUC 416	Diagnostic and Remedial Reading in the Elementary School Practicum	EDUC 316	SPRING SUMMER FALL	20	WEB	

MEd C&I Special Education 1-5

In addition to the general requirements for the admission to Graduate School, applicants for admission to the Master of Education program must have:

- Evidence of a valid certificate; and one of the following: 1) Minimum undergraduate GPA of 3.0 at the time of baccalaureate degree conferral OR 2) Minimum undergraduate GPA between 2.7 and 2.99 at the time of baccalaureate degree conferral AND a minimum
- Graduate Record Exam (GRE) score of 304 (Verbal + Quantitative).

Term 1: Fall- 9 credits	Term 2: Spring- 6 credits	Term 3: Summer- 9 credits
[3 cr.] EDUC 504: Mentor Teacher Training I 25 field experience hours \$175 fee for BloomBoard Assessments Corequisite: EDUC 603	[3 cr.] EDUC 601: Research I: Foundations of Educational Research 10 field experience hours	[3 cr.] EDUC 608: Policy, Law, and Ethics in P-12 Education 15 field experience hours Prerequisite/Corequisite: EDUC 603
[0 cr.] EDUC 510: Portfolio Management for Teacher Education Programs and Certifications \$133 fee for Via	Choose one of the following: [3 cr.] EDUC 505: Mentor Teacher Training II for Elementary Education; or [3 cr.] EDUC 506: Mentor Teacher Training II for Secondary ELA; or [3 cr.] EDUC 507: Mentor Teacher Training II for Secondary Mathematics; or [3 cr.] EDUC 508: Mentor Teacher Training II for Universal 25 field experience hours Prerequisite for any of the above courses: EDUC 504	[3 cr.] EDUC 631: Reading Assessment, Diagnosis, and Intervention 25 field experience hours Prerequisite: EDUC 627; Request PREQ permit from Dr. LeBreton (alebretton@mcneese.edu)
[0 cr.] EDUC 603: Admission to the Master of Education Program Corequisite: EDUC 504		[3 cr.] SPED 623: Advanced Consultation and Collaboration Strategies for Program Planning 20 field experience hours Prerequisite: EDUC 603
[3 cr.] SPED 604: Methods of Teaching Students with Learning and Behavioral Problems 20 field experiences hours Prerequisite: EDUC 603 If you need a PREQ permit, please contact Dr. LeBreton at alebreton@mcneese.edu		
[3 cr.] SPED 617: Precision Assessment and Diagnostic/Prescriptive Strategies 20 field experience hours		
Term 4: Fall- 6 hours	Term 5: Spring- 6 hours	
[3 cr.] EDUC 670: Research II: Applied Educational Research 10 field experience hours Prerequisite: EDUC 601 and permission of department head; Contact Dr. LeBreton for permit	[3 cr.] SPED 681: Implementing Technology for Students with Special Needs 20 field experience hours required Prerequisite: EDUC 603	
[3 cr.] SPED 615: Methods of Behavior and Classroom Management 20 field experience hours Prerequisite: EDUC 603	[3 cr.] EDUC 699: Research III: Seminar in Educational Research 10 field experience hours Prerequisite: EDUC 670, completion of all course work in selected concentration area, and permission of department head; Contact Dr. LeBreton for permit	

MEd C&I Special Education 6-12

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University endeavors to date and coming soon within Coursework for undergrad Teacher candidates

- Focus on law and legislation that governs education of students classified with disabilities whether supported by IEP or 504, and the necessity of increased familiarity for all educators.
- Shift in SpEd content instruction to prepare both GenEd and SpEd for co-teaching and collaboration to ensure equity in the inclusive climate that is public education
- Shift to an understanding of Standards Driven IEP goals aligned with grade level content standards
- Shift to an understanding of the functional basis of behavior
- Addition of Early Literacy content in Early Childhood SpEd coursework
- Embedding of all course work for EI add on in ECHD and SPED add-on in ELEM program

Embedded content in MEd course work

- Focus on historical to current law and legislation that governs education of students classified with disabilities whether supported by IEP or 504, and the necessity of increased familiarity for all educators.
- Inclusion of High Leverage Practices instruction and Project Based Learning for Exceptional populations.
- Developing and ensuring a clear understanding of Standards Driven IEP goals aligned with grade level content standards
- Examination of the Functional Basis of Behavior, Behavior Intervention and Manifest Determination for Special Populations
- Candidates will also complete Mentor coursework and there are components required for EDLD certification built into the program.

Brainstorm for Summer

Previously, a survey was sent out and responses indicated interest in PD related

Behavior management; Accommodation, modification, differentiation and Universal Design for Learning; Writing and understanding the IEP; Scaffolding and working with the curricula; Writing and understanding a 504 plan/IAP;

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Behavior Management

Scaffolding and working with the curricula

Writing and understanding the IEP

Accommodation, modification, differentiation and Universal Design for Learning

Writing and understanding a 504 plan/IAP

Brainstorming: Discussion/ meeting notes 4.11

- Exposure to grade level and supporting with objectives to reach
- Interested in whether on site or MSU (either/both)
- Looking at Tier 1 in SPED scaffolding- front loading for core
- Alignment between settings (GE/SE)
- Have to have fruitful and highly effective PLCs in schools
- Working to be collaborative between all educators to best support students
- Teacher Prep- looking forward to more shared information
- A Need to continue focusing on students with disabilities- at HS level it is ,ore fully inclusive. Preparing regular Ed for this inclusive environment.

Brainstorming: Discussion/meeting notes 4.14

- Teachers believe they need the most help with opportunities to write standards based IEPs. Training there is a weakness
- Managing behaviors of difficult to manage students – beyond behavior intervention, crisis support, to help teachers continue to manage instruction (strategies in action)
- More general classroom management
- Seeing an increase in students (3-4 yr olds) eligible for services – not seeing many individual family service plans with these kiddos. Many come through childfind. Needs lots of supports and not funded for One on one supports.

Next Collaborative Opportunity:

Summer

This summer we will be conducting 2 days of Professional Development and collaborative activities across our programs for district participants including teachers and our teacher candidates, June 14-15 from 8-3, tentatively. More information will be provided soon.



THANK YOU

