MTI 509: LBS I (Cross-Categorical) Methods

ONLINE INSTRUCTOR-LED COURSE FOR ANDREWS UNIVERSITY
LBS1 ENDORSEMENT

Instructor Information:	
Instructor Name:	**Barb Rypstra**
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Instructor Background:	Barb Rypstra has worked in the field of special education since 1991. She has been with the Eisenhower Cooperative since graduating with her Bachelor's Degree from Illinois State University. During her time in the classroom Barb has taught students from Early Childhood to 8th grade. She has enjoyed working with students from diverse backgrounds with various disabilities. In 2012 Barb transitioned to the administrative position of OT/PT supervisor and in 2019 added the behavior department. Barb has a Bachelor's degree in Special Education from Illinois State University and a Masters degree in Education Administration from Governors State University. She is committed to mentoring the educators of the future on their journey in the field of special education.

Course Information	
Course Format (distance learning, online, webinar, experiential onsite courses):	**Online Course** The LMS for delivering the course will be Canvas. An invitation will be sent to you by your instructor during the week prior to the start of your course. If you have not received an invitation, please email us at the MTI email address listed above. Approximately 135 hours of instructional time is devoted to this course .

	All questions, customer service, grades and transcript questions are to be directed to MTI, **<mark>NOT ANDREWS UNIVERSITY</mark>** for this course. We recommend that you take an introduction to Canvas course as well to become more comfortable with our LMS. This can be done by clicking on the *help* tab, then Canvas 101. If you are having trouble with Canvas, technical support is available online 24/7 under the *help* tab, then *report a problem*.
Prerequisites	All MTI courses are designed for educators who have a minimum of a bachelor's degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development.
Course Resources	Resources provided for this course can be found towards the bottom of this document in the section labeled **Course Resources**.

Learning Outcomes/Competencies:
At the completion of this course, the learner will be able to:

● Develop a deep understanding of the diverse learning needs of students with disabilities, including cognitive, emotional, physical, and developmental characteristics. InTASC 1
● Gain proficiency in designing and implementing effective Individualized Education Programs (IEPs) tailored to the specific needs of students with disabilities, ensuring alignment with educational standards and goals. InTASC 7
● Master inclusive teaching strategies that accommodate a wide range of learning abilities and styles, promoting an equitable and supportive learning environment for all students. InTASC 2
● Acquire skills in using a variety of assessment tools and techniques to monitor and evaluate the progress of students with disabilities, and adjust instructional strategies accordingly. InTASC 6

Course Description: This course is designed for aspiring and current educators seeking to deepen their expertise in special education methodologies across various categories of disabilities. The course provides a comprehensive exploration of effective teaching strategies, legal and ethical considerations, assessment techniques, and collaborative practices essential for supporting students with diverse learning needs. Participants will engage in a critical analysis of contemporary issues in special education, learning to design and implement individualized education programs (IEPs), utilize inclusive teaching practices, and foster a collaborative environment with families and professionals. Emphasis is placed on integrating theory with practical application to prepare educators for the dynamic challenges they will encounter in the field of special education.

Learning Strategies: Professional literature analysis, whole group discussions, personal reflection, application assignments and project-based learning.

Experiential Learning Opportunities: Students will be reflecting on the assessments and tools that they develop/learn about in class and measuring/estimating the intended impact on student learning in the classroom. Students will learn by doing while completing a variety of activities

throughout the course.

Format of the Course and Submitting Work

You are required to complete all of the assessments with a total grade of an A or B in order to receive the credit for the course. It is recommended that the coursework be completed in the sequence listed below in the assessments chart below. This is an ONLINE course that runs for a five (5) week duration. Each week as directed by your instructor you will have assignments due. Answer and Discuss and Reflect and Respond assignments will be completed online using our LMS(Learning Management Software) Canvas. Your application, research project and evaluation assignments will be submitted electronically to your instructor. Files can be saved in PDF's or WORD Documents. You can also share via Google Drive format. Please contact your instructor if you have any questions or need help with the Google Drive format.

Assessments		Approximate contact hours for each assessment
Introduction to using Canvas video and pre-survey		1 hour
Resources and reflection time.		35 hours
Answer and discuss weekly questions posted by the instructor to online classroom at Canvas forum. (5 @ 9 points per question), including time for re-reading previous assignments and posts.	45 points	10 hours
Reflect on classroom experiences and the required reading, then respond to 2 posts weekly made by colleagues online at Canvas classroom forum. (10 total @ 9 points per response).	90 points	10 hours
Studying (time to reread and take notes)		4 hours
Application assignment 2 @s (45 points each)	90 points	12 hours
Journaling of field experience in the classroom implementing concepts from the course with students and fellow teachers.	60 points	33 hours
Research project (planning, researching, and formulating)	100 points	14 hours
Research on		4 hours
Final evaluation/reflection essay	100 points	12 hours
Total	**485 points**	**135 hours**
Grading Scale: A (90-100%); B (80-89%) ***Anything below a B will not receive graduate credit and result in a failing grade of F.***		

If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits.

Answer and Discuss Rubric- 5 questions @ 9 points each

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
Supporting Evidence in Practice ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ___/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
Grammar and Spelling ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Reflect and Response Rubric- 10 responses @ 9 points each

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal(1pt)
Supporting Evidence in Practice ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ___/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
Grammar and Spelling ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Application Project Rubric- 2 assignments @ 45 points each

Category	Superior (15-13 pts)	Sufficient (12-10 pts)	Minimal(9-7pts)
Supporting Evidence in Practice ___/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ___/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.

Grammar and Spelling ___/10	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Research Project Rubric- 100 points

Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14pts)
Understanding of web tool ___/20	Shows strong understanding of activity, concept, or tool and maximize learning	Shows adequate understanding of activity, concept, or tool and benefit learning.	Shows little understanding of activity, concept, or tool and may not benefit learning.
Practical evidence ___/20	Shows strong evidence of ideas and insights gained from this course and how they are applied to classroom.	Shows evidence of ideas and insights from this course and how they are applied to classroom.	Shows little evidence of ideas and insights from this course or how they are applied to the classroom.
Completion ___/20	Completed in a thoughtful and meaningful manner.	Completed, but with minimal quality.	Not all projects are completed and of those that are, some are minimal quality.
Grammar and Spelling ___/20	Includes no mistakes in grammar or spelling.	Includes few grammar and spelling mistakes.	Includes numerous grammar and spelling mistakes.
Sequencing ___/20	Sequenced, showing if-then thinking and the logical order required to complete skill, solve problem, or use tool.	Not always sequenced, showing incomplete if-then thinking and understanding of logical order required to complete skill.	Confusing making it difficult to replicate activities; little understanding of logic or if-then thinking evidenced.

Evaluation/Reflection Rubric- 100 points

Category	Superior (20-17 pts)	Sufficient (16-13 pts)	Minimal(12-9pts)	Below Standard (8 pts)
Supporting Evidence in Practice ___/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
Accuracy ___/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
Grammar and Spelling ___/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
Logical Sequencing ___/20	Response is written in a clear, concise, and well organized manner. Thoughts are presented in a	Response is mostly clear, concise, and well organized. Thoughts are presented in a	Response is somewhat unclear and/or disorganized. Some thoughts are presented	Response is mostly unclear and/or disorganized. Many thoughts are presented

	coherent and logical manner.	coherent and logical manner.	in a coherent and logical manner.	in an incoherent and illogical manner.
Reflection ___/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.

Course Schedule-
Week 1 ● Syllabi/assignment review ● Review resource group 1. ● Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday. ● Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday. **Week 2** ● Review resource group 2. ● Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday. ● Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday. **Application #1- Due Sunday end of week #2 (45 points)** Create a presentation that covers the following: ● Part 1: Legal Frameworks: Present an overview of the major legal protections for students with disabilities and their impact on educational practice. ● Part 2: Assessment Strategies: Discuss various assessment methods used in special education, highlighting their strengths and limitations. The presentation should be 10-15 slides. **Week 3 –Class Inequalities** ● Review resource group 3. ● Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday. ● Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday. **Application #2- Due Sunday end of week #3 (45 points)**

Write a 1-2 page essay that addresses the following two components:

- Part 1: Accommodating Diverse Learners: Discuss the various accommodations and modifications necessary for supporting diverse learners. Highlight the importance of tailoring educational approaches to meet the unique needs of each student.
- Part 2: Effective Transition Planning: Reflect on the importance of transition planning for students with disabilities. Explore effective strategies for preparing students for transitions, whether they are between grade levels, schools, or into post-secondary life and employment.

Week 4
- Review resource group 4.
- Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday.
- Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday.

Research Assignment- Due Sunday end of week #4 (100 points)

Conducting your own research, and using the information from the resources, choose one of the following options for a 2-3 page paper.

Option 1: **Research Classroom Management Strategies**. Investigate effective classroom management techniques and behavior intervention strategies for students with disabilities. Focus on how these strategies can be tailored to address specific behavioral challenges and promote a positive learning environment.

Option 2: Explore Service Delivery Options. Research the range of service delivery options available in special education. This includes inclusive classrooms, resource rooms, pull-out services, and other models. Analyze the benefits and challenges of each option, considering factors like individual student needs, resource availability, and educational outcomes.

Week 5
- Review resource group 5.
- Answer and Discussion Activity- Answer week #1 instructor posted online question by Tuesday.
- Reflect and Respond Activity- Post/communicate 2 responses online to your colleagues' answers by Thursday.

Final Evaluation Assignment due by Sunday night end of week # 5 (100 points)

Synthesize your learning from the course resources and your own research findings. The paper should offer a comprehensive analysis of key concepts in special education, including legal frameworks, assessment strategies, instructional methodologies, classroom management, and service delivery options. Additionally, you are encouraged to integrate your

personal insights and experiences related to these topics. The paper should be 3-5 pages in length.

Things to consider:
    Review of Key Concepts:
- Provide an overview of the major themes and concepts covered in the course resources, including legal aspects of special education, assessment techniques, instructional strategies, classroom management, and service delivery models.

    Integration of Research Findings:
- Incorporate findings from your own research conducted during the course. This might include insights from application assignments, case studies, or additional literature reviews.

    Personal Insights and Reflections:
- Reflect on how the course content and your research have influenced your understanding of special education. Discuss any changes in your perspectives, insights gained, and how this knowledge might impact your future practice as an educator.

    Evaluation of Special Education Practices:
- Critically evaluate current practices in special education, considering the effectiveness, challenges, and potential areas for improvement. Use evidence from the resources and your research to support your arguments.

    Conclusion:
- Summarize your key findings and reflections, emphasizing the importance of continued learning and adaptation in the field of special education.

Journaling

Journals are designed to demonstrate that students are reflecting on and implementing concepts and strategies in their own education settings. Journal entries are to be roughly 2-3 paragraphs each. Students are expected to complete 10 entries over the course of the class. These are done at your own pace and are to be shared with your instructor at the end of class. You will not need to share them with the other students. You may use the same type of journal entry more than once. Make sure to include some examples of what you have actually done to support your thoughts whenever appropriate. Some examples of acceptable journal topics include:

- How has what you learned about a strategy/topic changed the way you think?
- What were the results of trying something new that you learned in class, and how could you improve it next time?
- Reflections on conversations you had with students, colleagues or administrators about what you have learned.
- Research you've discovered on a topic and how it complements or contradicts what the author says.
- These are a few examples, but any journal entry along these lines is acceptable. Remember that you can use the same journal topic more than once to examine different concepts or strategies, or even to examine different impacts on multiple types of classes.

Course Resources

The following is a list of resources that can help you complete this course. You may need to do some extra research on your own to complete all assignments for this course. Some content in the categories is general for the topic, some is specific for that category.

Resource Group 1: Legal Foundations and Frameworks

Article: [Overview of the Pre-Referral Process](#)
Article: [Procedures for Supporting Students with Academic and Behavioral Concerns](#)
Resource: [Laws Impacting Special Education](#)
Article: [Considering Becoming a Special Education Teacher? Learn About the Traits You'll Need and the Laws You'll Need to Navigate](#)
Article: [Understanding FAPE & LRE](#)
Article: [Special Education Blueprint: The Six Principles of IDEA](#)
Article: [The EI/ECSE Standards](#)

Resource Group 2: Referral, Evaluation, and IEPs

Article: [Special Education Referrals](#)
Article: [What is the IEP process?](#)
Video: [Referral, Evaluation and Eligibility for Special Education Services](#)
Article: [The Crucial Role of General Ed Teachers in an IEP Meeting](#)
Article: [The IEP Cycle: The General Educator's Role](#)
Article: [Steps to Read, Understand, and Develop an Initial IEP](#)

Resource Group 3: Accommodations and Service Delivery

Article: [Practices Confused with Accommodations](#)
Resource: [What's the Difference? Accommodations vs. Modifications vs. Interventions](#)
Resource: [Section 504](#)
Resource: [Section 504 of the Rehabilitation Act of 1973](#)
Article: [Service Delivery Models for Clients with Cognitive-Communication Disorders](#)
Article: [What Is Varied Service Delivery (VSD)?](#)
Article: [Improving Collaboration Between Special Education and General Education Teachers](#)

Resource Group 4: Student Support, Management, and Transition

Article: [Transition Planning](#)
Article: [What is the transition planning process for students with disabilities?](#)

Podcast: [What is transition planning in special education?](#)
Article: [Classroom management teaching principles for students in special education](#)
Article: [Effective Solutions: Student Behavior in Today's Classrooms](#)
Article: [Why Use PBIS to Support Students with Disabilities?](#)
Article: [What Are Some Examples of Positive Behavior Supports in the Classroom?](#)
Article: [Creating Personalized Support Plans for Children with Special Needs](#)
Article: [How can educators help support students in the transition planning process?](#)
Article: [Preparing Students With Disabilities for Life Beyond School](#)
Resource: [Family Engagement](#)

Resource Group 5: Assessment, Graduation, and Practical Application

Article: [Special Education Assessments: What Schools Need to Know](#)
Article: [Assessment Teaching Principles for Students with Disabilities](#)
Resource: [Inclusive, Innovative Assessments](#)
Article: [Understanding Diploma Options for Students with Disabilities](#)
Video: [Diploma Pathways and Special Education Services: When Do They End and Continue?](#)
Article: [10 Best Practices for Improving Special Education](#)
Article: [Supporting students with SEN - A practical guide](#)
Article: [4 Strategies to Facilitate Collaboration Across Special Education Teams](#)
Article: [Five Tools and Resources for Special Education Teachers and Administrators](#)
Resource: [Catalog of Supports and Resources](#)

End of Course Survey

Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our **survey**. We appreciate your help and your commitment to the profession.

The ten INTASC standards are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.

The InTASC Model Core Teaching Standards (April 2011)

The Learner and Learning

Standard #1: Learner Development
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school

professionals, and community members to ensure learner growth, and to advance the profession.