

Special Education: Compliance

COMPONENT #: 4-103-001

POINTS TO BE EARNED: 120 MPP

PART I – PLANNING

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to enable the participant to demonstrate knowledge of special education law (IDEA) and related competencies necessary to meet compliance criteria as mandated by district, state and federal regulations.

Upon successful completion of this professional development activity, the participant will be able to incorporate into his/her professional practice the principles presented in this workshop.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

- | | |
|---|---|
| <input type="checkbox"/> Learning Communities | <input type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Implementation |
| <input checked="" type="checkbox"/> Resources | <input type="checkbox"/> Outcomes |
| <input type="checkbox"/> Data | |

Florida Educator Accomplished Practices (check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Instructional Design and Lesson Planning | <input checked="" type="checkbox"/> Assessment |
| <input checked="" type="checkbox"/> The Learning Environment | <input checked="" type="checkbox"/> Continuous Professional Improvement |
| <input checked="" type="checkbox"/> Instructional Delivery and Facilitation | <input type="checkbox"/> Professional Responsibility and Ethical Conduct |

Florida Leadership Standards (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Student Learning Results | <input type="checkbox"/> Decision Making |
| <input type="checkbox"/> Student Learning as a Priority | <input type="checkbox"/> Leadership Development |
| <input type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management |
| <input type="checkbox"/> Faculty Development | <input type="checkbox"/> Communication |
| <input type="checkbox"/> Learning Environment | <input type="checkbox"/> Professional and Ethical Behaviors |

IPEGS Standards (check all that apply)

- | | |
|---|--|
| <input checked="" type="checkbox"/> PS 2 – Knowledge of Learners | <input checked="" type="checkbox"/> PS 6 – Communication |
| <input type="checkbox"/> PS 3 – Instructional Planning | <input checked="" type="checkbox"/> PS 7 – Professionalism |
| <input type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input type="checkbox"/> PS 8 – Learning Environment |
| <input checked="" type="checkbox"/> PS 5 – Assessment | |

IMPACT FOCUS AREA(S): Select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

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X Educator knowledge/skill (content)
X Educator (professional growth)

Student learning
 Organizational support and change

SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Research and explore recent district, state and federal legislation impacting delivery of services to special education students.
2. Examine litigation issues and case law that are currently influencing special education services.
3. Review and describe the responsibilities of the Local Education Agency (LEA) representative.
4. Review and explain the “Summary of Procedural Safeguards for Students with Disabilities”.
5. Identify all requirements of developing a legally sound Individual Educational Plan (IEP).
6. Identify, describe and develop annual measurable goals to meet students’ individual needs based on present levels of academic, developmental and functional performance.
7. Identify the required transition components of the IEP, including Notification of Meeting, and linkages and contacts with community agencies.
8. Demonstrate knowledge of the required correlation and alignment between a completed IEP and a Matrix of Services form as determined by the Florida Department of Education.
9. Complete a Matrix of Services for an IEP with intercoder reliability.
10. Review and describe the Florida Department of Education’s model for monitoring and auditing special education programs.
11. Review and describe the district’s responsibility in meeting the requirements of Section 504 of the Rehabilitation Act of 1973.

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Provide evidence (i.e., reflection, journal entries, surveys) verifying that the professional development impacted their professional behavior (SLO 1-11).
2. Participate and assist in developing a Section 504 Accommodation Plan and/or an IEP and Matrix of Services (SLO 1-11).
3. Monitor records at the school site utilizing the Florida Department of Education model for compliance and/or a model developed by the district (SLO 1-11).

PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.

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- X Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- X Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled “Impact Focus Areas”). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator Knowledge: Will consist of observation of participants participating in discussions and activities on current legal issues, and principles and practices for delivery of special education services.
2. Educator/ Growth: Evidence will include completed required compliance documents as mandated by IDEA (IEP/EP/Section 504/Matrix of Services), parent communication, surveys, participant reflections.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

- X Evaluate the impact of all professional learning on educator’s practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.
- X Determine the degree to which educator’s professional learning contributed to student performance gains as measured by classroom assessment data.
- X Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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Department: Exceptional Student Education

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