

**Course Title: Legal Issues in Education: A Free and Appropriate Education**

**Instructors:** Donna Walker Tileston, Rosemary Planz, Carol Mowen, and Terri Peckham

**Length:** 15 hours

**Dates:** Rolling admissions

**Prerequisites:** Bachelor Degree

**Number of credits:** 1 semester hour

**Course Description:**

Although students come to school with a wide range of abilities and aptitudes, all students are entitled to an education that prepares them to reach their full potential. Teachers will review the impact that current legislation has on educating students with special needs. Teachers will explore the federal and state laws that govern special education: *The Individuals with Disabilities Education Act*, Section 504; the *Americans with Disabilities Act*, Titles One, Two, Three, Four, and Five; and the *No Child Left Behind Act* and focus on the concept of a “Free and Appropriate Education” with its implications for placing students in a “least restrictive” and “more restrictive” environment. Teachers will come away with practical classroom strategies for improving behavior, social skills, and promoting inclusion with peers. Teachers also review the impact that NCLB has on preparing students for high stakes testing and working with students at varying stages of language acquisition.

**Objectives:**

1. Knowledge –at the end of this course, the student will be able to understand
  - a. provisions of important state and federal laws related to special education,
  - b. ideas of least restrictive and more restrictive environments for special education students, and
  - c. adaptations and modifications to promote inclusion of students with higher-incidence and lower-incidence disabilities;
2. Skills –after this course, a student will be able to
  - a. develop improvement plans focused on improving student performance in the classroom,
  - b. align lessons to standards and benchmarks, and
  - c. identify the disability categories served under IDEA.
3. Dispositions – after this course, a student will be able to appreciate
  - a. the continuum of services available to students with special needs and the “least restrictive environment” concept,
  - b. the *No Child Left Behind Act* of 2001, which affects all children and has important implications for children with disabilities, and
  - c. federal laws protecting the educational services for students with disabilities such as *Section 504*, *Americans with Disabilities Act (ADA)*, and *Individuals with Disabilities Education Act (IDEA)*.

**Units:**

1. A Free and Appropriate Education

2. No Child Left Behind and Secondary School Literacy
3. Defining Literacy
4. Introduction to Inclusive Teaching
5. Collaboration: Partnerships & Procedures
6. Teaching Students with High-Incidence Disabilities
7. Teaching Students with Low-Incidence Disabilities
8. Understanding Language Acquisition: NCLB Requirements

### **Presenter Overviews:**

**Donna Walker Tileston** is the author of eighteen books published by Corwin Press. Her series of ten books, *What Every Teacher Should Know*, won the distinguished National Publishers Award in 2005. That series, as well as her book, *Ten Best Teaching Practices*, have been on Corwin's best-seller list since they were introduced. As a teacher and administrator, Donna first used her research on the brain and learning to restructure a "failing school" and to help lead it to win statewide acclaim for high test scores and a low drop-out rate. That experience led to her first book and much of her work on helping struggling students. Donna is an international speaker who has delivered more than 600 workshops on a variety of topics including differentiation, diversity, technology, and brain research. She resides in Dallas, Texas where she writes full time and works with schools throughout the world to help all kids to be successful.

**Rosemary Planz** is currently retired from the Hicksville Public Schools, Long Island, NY where she was the Assistant Superintendent for Curriculum and Instruction. Her experience includes teaching and supervising Special Education programs as well as teaching college courses for teachers to utilize a variety of strategies in the inclusive classroom.

**Dr. Carol Mowen** is a summa cum laude graduate of The University of Michigan, Spring Arbor University, and Capella University. Since 1985, she has been a teacher in rural, suburban, and urban public schools. She is a national speaker with many published works in education. Currently, she designs and instructs university courses in literacy and educational leadership

**Terri Peckham** provides curriculum support for the 14 ESSDACK Learning Centers that offer high school completion programs and credit recovery for high school students. Additional services she offers are professional development for ESL instructors and para-professionals along with training in the new Kansas Professional Development regulations as well as Blackboard technical support. She is currently working to develop Project Based Curriculum for implementation into all of these instructional venues. Terri taught English and social studies for 12 years before joining ESSDACK in 2000.

### **Methods of Instruction:**

- Video lectures and PowerPoint presentations
- Short answer quizzes
- Graded post assessments
- Final

**All steps listed under each topic must be completed to receive credit for the course. No partial credit will be given. Students must earn a minimum of 60% to pass the course.**

**Percentage of Course Credit**

- Graded post assessments and short answer quizzes 40%
- Final Project 60%

**KDS Rubric for GA courses (passing requirements: 60 points):**

A: 90 - 100 points

B: 80

C: 70 points

D: 60 points

F: Fewer than 60 points

<b>Component</b>	<b>Unsatisfactory (10 points)</b>	<b>Basic (20 points)</b>	<b>Proficient (30 points)</b>	<b>Distinguished (40 points)</b>
<b>Critical thinking post-work</b>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>
<b>And</b>	0-40% correct	60% correct	80% correct	100% correct
<b>Short answer quizzes</b>	<u>Short answer quiz:</u>  -Participant included no content from the course in his or her responses  -Participant did not address the questions posed	<u>Short answer quiz:</u>  -Participant included some content from the course, usually appropriate, in his or her responses  -Participant answered the questions directly, not always fully	<u>Short answer quiz:</u>  -Participant included appropriate content from the course in his or her responses  -Participant made thoughtful comments in direct response to the questions	<u>Short answer quiz:</u>  -Participant provided rich detail from the content of the course in his or her responses  -Participant made his or her responses to the questions personally meaningful
<b>Final</b>	<b>Unsatisfactory (30 points)</b>  <u>Requirements of Assignment:</u>  -The assignment is substantially incomplete	<b>Basic (40 points)</b>  <u>Requirements of Assignment :</u>  -Many requirements met, but a few pieces are missing, while	<b>Proficient (50 points)</b>  <u>Requirements of Assignment:</u>  -Participant has fulfilled all the requirements of the assignment.	<b>Distinguished (60 points)</b>  <u>Requirements of Assignment:</u>  -All requirements gone beyond the requirements of the Assignment.

		others are underdeveloped— e.g., missing reflection or rubric or scant reflection and vague rubric		e.g., inclusion of rubric, reflection, objective(s), etc.— whatever the directions indicate
	<p><u>Form:</u></p> <ul style="list-style-type: none"> <li>- Plentiful grammatical mistakes</li> <li>-Confusing content</li> <li>-Missing documentation of sources</li> </ul> <p><u>Content:</u></p> <ul style="list-style-type: none"> <li>-No main idea and/or main idea is irrelevant to the assignment</li> <li>-No apparent paragraph organization</li> <li>-No supporting evidence for supporting ideas</li> <li>-No evidence in the lesson plan—in objectives, activities, or assessments—that the learner comprehends the course content</li> </ul>	<p><u>Form:</u></p> <ul style="list-style-type: none"> <li>-Distracting grammatical errors</li> <li>-Confusing content</li> <li>-Inconsistent or missing documentation of sources</li> </ul> <p><u>Content:</u></p> <ul style="list-style-type: none"> <li>-The main idea is not clear in the opening paragraph</li> <li>-Relevance to main idea of supporting paragraphs is not always clear</li> <li>-Supporting ideas are only minimally illustrated by examples or quotes</li> <li>-The lesson plan does not show enough evidence that the learner understands the course content. Objectives and/or activities and/or assessments only vaguely apply to the course content</li> </ul>	<p><u>Form:</u></p> <ul style="list-style-type: none"> <li>-Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style.</li> </ul> <p><u>Content:</u></p> <ul style="list-style-type: none"> <li>-Essay is organized around a thesis or main idea,</li> <li>-Paragraphs are organized around ideas relevant to the main idea</li> <li>-Supporting ideas are evident, and usually include illustrating examples and/or quotes</li> <li>-The lesson plan shows evidence of understanding of the course content in its objectives, activities, and/or assessments</li> </ul>	<p><u>Form:</u></p> <ul style="list-style-type: none"> <li>-No grammatical errors</li> <li>-Eloquent expression</li> <li>-Proper citation of sources</li> </ul> <p><u>Content:</u></p> <ul style="list-style-type: none"> <li>-Essay is organized around a thesis or main idea</li> <li>-Paragraphs are organized around ideas relevant to the main idea</li> <li>-Supporting points are illustrated with examples and/or quotes</li> <li>-Lesson plan shows evidence of a deep understanding of course content and participant uses that understanding to create opportunities for students to authentically show what they have learned.</li> </ul>