

DELAWARE DEPARTMENT OF EDUCATION
CAREER & TECHNICAL EDUCATION



TEACHER ACADEMY IV:
Exceptional Children

Link to Resource Folder:

https://drive.google.com/drive/folders/1hKefg_5C06J566rJ-AffpQ8yndIn65UW?usp=sharing

AUGUST 2025

EDUCATORS RISING STANDARDS

Standard 1: Understanding the Profession

Rising educators learn about the profession to explore career opportunities, develop skills they need, and make informed decisions about pathways to accomplished teaching.

Standard 2: Learning About Students

Rising educators learn about themselves and their students for the purpose of building relationships and supporting student development.

Standard 3: Building Content Knowledge

Rising educators learn how to build content knowledge for the purpose of creating relevant learning opportunities for their students.

Standard 4: Engaging in Responsive Teaching

Rising educators learn how to respond to students' needs through thoughtful planning.

Standard 5: Implementing Instruction

Rising educators learn effective instructional strategies to engage students and promote learning.

Standard 6: Using Assessment and Data

Rising educators learn to use assessments and interpret data for the purpose of making decisions that will advance teaching and learning.

Standard 7: Engaging in Reflective Practice

Rising educators learn how reflective practice enables them to advance student learning and grow professionally.

CROSS CUTTING THEMES

CCT1: CULTURAL COMPETENCE

Developing cultural competence, the ability to successfully teach students who come from a culture or cultures other than one's own, is fundamental to becoming a skilled teacher. It entails developing certain personal and interpersonal awareness and sensitivities, understanding certain bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective cross-cultural teaching and culturally responsive teaching.⁶ To achieve this level of understanding and respect, rising educators must build cultural competence early in their journeys.

CCT2: FAIRNESS, EQUITY, AND DIVERSITY

Teachers must work vigilantly to provide all students with fair and equitable access to resources and learning opportunities. This means teachers must achieve clear-eyed understandings of historical context and work proactively to nurture an anti-bias learning environment. In addition to infusing these tenets into their practice, teachers should actively facilitate meaningful discussions with students about fairness, equity, and diversity. These conversations will prepare students as global citizens, helping them expand their worldviews and become productive members of a more just and equitable society.

CCT3: REFLECTIVE PRACTICE

Reflection is a habit of mind that is essential within all aspects of teaching, from planning through instruction, assessment, and adjustment. To promote student learning, teachers must find ways to evaluate themselves honestly and act responsively and resiliently. They must identify failures and successes so they can analyze their practice and determine what works in different contexts.

CCT4: ETHICS

Successful teachers commit themselves to be responsible, ethical professionals who do no harm. An ethical outlook guides their decision-making, inspiring them to elevate students' needs, honor diversity, and take action when necessary. It aligns their personal values and professional conduct. The responsibility that these teachers accept for their students, schools, communities, and profession encourages them to serve as role models in and out of the classroom.

CCT5: COLLABORATION

Building relationships through collaboration with students, peers, experts, leaders, families, and stakeholders is essential. It helps teachers strengthen their practice, enhance learning environments, and invigorate the profession. Thoughtfully aligned efforts between educators and stakeholders benefit students. Collaboration requires patience, hard work, and humility, but it is essential for any teacher who promotes student learning first and foremost.

CCT6: SOCIAL JUSTICE AND ADVOCACY

The teaching profession is a helping profession that advocates for education and opportunity for all. Rising educators' voices are important in working toward this vision. Teachers should be articulate and skilled in the ability to promote the interests of students and communities. They must learn the proper channels to take appropriate actions as change agents and to empower peers, students, and other stakeholders to express their views as well.

CCT7: SELF-EFFICACY

Promoting self-efficacy in students is about capacity-building — acquiring knowledge, skills, abilities, and dispositions to build confidence and achieve impact. Self-efficacy and empowerment develop when rising educators are recognized as important members of the teaching profession. They build networks, take initiative to broaden their perspectives, respond to feedback, reflect on what they learn, and proactively take on new projects.

Course Description (Include Prerequisites):

Exceptional Children examines the diverse needs and characteristics of exceptional learners and explores the complexities of special education law. Students develop an IEP and use assessment and performance data to make decisions that support individuals with exceptional learning needs. Students use instructional methods grounded in theory and research and learn about student motivation and classroom management in the content of exceptional learners.

Prerequisites: *Level and II required; Level III recommended but not required*

Course Knowledge and Skills (what students will know and be able to do):

By the end of this course, students will:

1. Describe federal legislation and landmark court cases in special educational law and their impact on contemporary practice with an awareness of cultural responsiveness
2. Develop and understand critical components of an Individualized Educational Plan (IEP) 504 and examine evidence-based instructional strategies and materials to support and advocate for exceptional learning needs.
3. Utilize industry vocabulary surrounding special education and be proficient in effectively communicating strategies to all involved.
4. Characterize exceptional children as defined by the Individuals with Disabilities Education Act (IDEA) and Americans with Disabilities Act (ADA).
5. Explain the characteristics, methods of identification and assessment, educational techniques, and education placement alternatives for gifted and talented and special education students.
6. Describe the role of the referral process and the IEP in assisting exceptional learners to develop an action-based transition plan for students 14 years of age and older.

WORK-BASED LEARNING INTEGRATION

The Exceptional Children course is intentionally designed to combine rigorous academic instruction with immersive work-based learning experiences. Students spend 50% of the course learning about special education laws, writing Individualized Education Programs (IEPs), implementing accommodations and modifications, and developing strategies to support learners with diverse needs. The remaining 50% is dedicated to real-world application, where students serve as paraprofessionals or teacher aides in their district, working directly with students receiving special education services under the guidance of certified educators. To deepen their understanding, students also engage with guest speakers who represent and advocate for various disabilities, providing firsthand insights into the lived experiences, challenges, and strengths of exceptional learners. This course prepares students to be compassionate, informed, and capable future educators equipped to support all students.

Unit 1: Introduction to Exceptionalities

Topics	Additional Experiences	Page
Lesson 1.1 Exceptional Children Definitions & Classifications Overview	Interview a school psychologist or special education teacher about the classifications	
Lesson 1.2 Five Provisions	Students could create a short story/book/comic strip about one of the Five Provisions focusing on the impact one would have on a student with a disability	
Lesson 1.3 Historical Treatment of Students/Persons with Disabilities	Students could write a summary/short story/book/presentation of what schools would like for students with disabilities if federal laws had not been passed.	

Unit 2: Understanding the Law

Topics	Additional Experiences	Page
Lesson 2.1 Federal Legislation		
Lesson 2.2 Landmark Court Cases	Students could write a summarizing short story from a person's perspective in that court case; what happened, who won and why, how it affects actions/decisions today	
Lesson 2.3 School Discipline & Approach for Students with Disabilities	Use knowledge of how developmentally appropriate obs/assessment can aid in disciplinary approaches	

Unit 3: Classifications of Disabilities

Topics	Additional Experiences	Page
Lesson 3.1 IDEA Classifications of Disabilities (Definitions)	Assign/students select category and develop a presentation, flyer, newsletter, about definition, characteristics, accommodations, teacher and parent role, local supports available etc.	
Lesson 3.2 IDEA Classifications of Disabilities (Characteristics)		

Lesson 3.3 IDEA Classifications of Disabilities (Identification and Assessments)	Guest Speakers - industry experts, families of children deaf, blind, deafblind, etc • Ex: Whitefield, Director of Autism of DOE • Special Olympics	
Lesson 3.4 IDEA Classifications of Disabilities (Educational Techniques)		
Lesson 3.5 Gifted and Talented	Shadow/assist gifted and talented programs perhaps at elementary schools	
Lesson 3.6 Educational Placement Alternatives	• Visit to alternative setting, in or out of school • Interaction with students in school/district of more intensive disabilities; designing lesson plan for their needs/content with accommodations • What does the process look like for determining placement? Emergency situations	

Unit 4: Understanding & Developing IEPs

Topics	Additional Experiences	Page
Lesson 4.1: Role of IEP	Interview a special education coordinator about the importance/impact that an IEP plays on a student's education and success	
Lesson 4.2: Referral Process	Review redacted IEP/IFSP referral samples	
Lesson 4.3: IEP & IFSP Development	Watch/attend webinars about IEP and IFSP development Shadow a special education teacher Review redacted IEP/IFSP samples	
Lesson 4.4: IEP Meetings & IFSP Meetings	Interview members of an IEP/IFSP meeting about their experiences	
Lesson 4.5 Annual Review & Re-Evaluation	Interview/shadow a school psychologist or special education teacher	
Lesson 4.6: Early Intervention	Watch/attend webinars about early intervention Interview ECE teachers/pre-school teachers about experiences with early intervention practices	
Lesson 4.7: Transition Plan	Interview/shadow a special education teacher Review case studies of successful transition plans and IEPs/IFSPs	
Lesson 4.8 Confidentiality	Keep a journal of experiences related to the importance of confidentiality	

Unit 1: Introduction to Exceptionalities

Lesson 1.1: Exceptional Children Definitions & Classifications Overview

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
II: Learning About Students	Collaboration
III: Building Content Knowledge	Fairness, Equity, & Diversity
VI: Using Assessments and Data	

Lesson Objective(s):

- *What are the roles and responsibilities in an Individualized Education Plan (IEP)?*

Assessment(s):

- Students will complete the Role of IEP Scenario Match and assignments

Resource(s):

- PowerPoint, IEP Match Assignment, Guided Notes

Unit 1: Introduction to Exceptionalities

Lesson 1.2: Five Provisions

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
I: Understanding the Profession	Cultural Competence
II: Learning About Students	Fairness, Equity, & Diversity

Lesson Objective(s):

- *What are the five provisions of special education and what purpose and importance does each provision have on students with disabilities?*

Assessment(s):

- Students will find or create a real-world example of a student who benefits from special education services. Describe how each of the five provisions applies to the student's situation.

Resource(s):

- [IDEA Essential Components](#)
- [Delaware Department of Education – Never stop learning](#)
- [Procedural Safeguards Protect the Rights of Children with Disabilities and Their Parents](#)
- [IDEA Basics: Free and Appropriate Public Education](#)
- [IDEA Basics: Free and Appropriate Public Education - YouTube](#)

Unit 1: Introduction to Exceptionalities

Lesson 1.3: Historical Treatment of Students with Disabilities

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
I: Understanding the Profession	Social Justice & Advocacy
II: Learning About Students	Fairness, Equity, & Diversity

Lesson Objective(s):

- *How has the historical treatment of students/person with disabilities evolved in the United States and Delaware?*

Assessment(s):

- Students will create a timeline presentation of historical special education events in United States history.

Resource(s):

- [History of Special Education Article](#)
- [History of IDEA Website](#)
- [History and Foundations of Special Education Video](#)

Work-Based Learning Experience:

- Understanding of history of special education law and services will help students when dealing with special education student population.

Unit 2: Understanding the Law**Lesson 1.1: Federal Legislation**

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
I: Understanding the Profession	Social Justice & Advocacy
	Fairness, Equity, & Diversity

Lesson Objective(s):

- *What federal legislation has been created and passed to assist students with disabilities?*

Assessment(s):

- Students will read the example case study for Maya, a 4th grade student with dyslexia. In pairs, students will create a short case study about a student with a disability (ADHD, mobility impairment, or learning disability.) Based on their needs, explain would they likely qualify for a 504 Plan or an IEP, and why.

Resource(s):

- [504 Fact Sheet - Google Docs](#)
- [intellectual-disability-tips - Google Docs](#)

Work-Based Learning Experience:

- Understanding of the federal law will help students when dealing with exceptional children student population.

Unit 2: Understanding the Law
Lesson 2.2: Landmark Court Cases

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
I: Understanding the Profession	Social Justice & Advocacy
VII: Engaging in Reflective Practice	Fairness, Equity, & Diversity

Lesson Objective(s):

- *What is the background, ruling, and significance on key education Supreme Court cases? How do the rulings impact education and the role of teachers?*

Assessment(s):

Students will read their assigned case and complete the Supreme Court Case Graphic Organizer. Groups will present their assigned case to the class.

Socratic Seminar with the following guided questions:

- How have court decisions changed the role of teachers?
- What rights do students with disabilities have?
- What responsibilities do schools have in providing FAPE?

Students will create a short story from a person's perspective in one of the court cases; what happened, who won, and why, how it affects actions/decisions today. Or students can create fictional dilemmas on each case. Students will act as teachers or administrators and explain how the court ruling would influence their decision.

Resource(s):

- [Oyez.org](https://www.oyez.org/) Supreme Court summaries
- Graphic Organizer

Work-Based Learning Experience:

- Understanding the impact and importance of landmark Supreme Court decisions will help students understand the exceptional children population.

Unit 2: Understanding the Law**Lesson 2.3:** School Discipline and Approach for Students with Disabilities

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
I: Understanding the Profession	Social Justice & Advocacy
II: Learning About Students	Fairness, Equity, & Diversity
VI: Using Assessments and Data	

Lesson Objective(s):

- *How do disparities/differences in the treatment and support of special education students impact their educational experiences and outcomes?*

Assessment(s):

- Students will read and analyze the case study: The Trail to Inclusion and answer the questions

Resource(s):

- chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/<https://ncsi.wested.org/wp-content/uploads/2020/12/24-Examples-of-Systemic-Inequities-Skelton.pdf>

Work-Based Learning Experience:

- Students will be able to distinguish differences in teaching in different areas; urban, suburban, and rural and how each will impact school funding.

Unit 3: Classification of Disabilities**Lesson 3.1:** IDEA Classification of Disabilities (Definitions)

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
I: Understanding the Profession	Cultural Competence
II: Learning About Students	Fairness, Equity, & Diversity
III: Building Content Knowledge	Self-Efficacy
IV: Engaging in Responsive Planning	
V: Implementing Instruction	
VI: Using Assessments and Data	

Lesson Objective(s):

- Define the term disability and explain its implications in educational settings.
- Identify and summarize the key components of IDEA (Individuals with Disabilities Education Act) and ADA (Americans with Disabilities Act).
- Describe the characteristics and educational considerations of different disability categories as defined by federal law.

Assessment(s) & Resource(s):

- https://docs.google.com/document/d/1sBTPvt7VWu22Z5vkFEeCu0MhEvyPOhou_tNeWv7-tzl/edit?usp=sharing

Unit 3: Classification of Disabilities

Lesson 3.2: IDEA Classification of Disabilities (Characteristics)

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
I: Understanding the Profession	Cultural Competence
II: Learning About Students	Fairness, Equity, & Diversity
III: Building Content Knowledge	Reflective Practice
IV: Engaging in Responsive Planning	Collaboration
V: Implementing Instruction	Social Justice & Advocacy
VI: Using Assessments and Data	

Lesson Objective(s):

- Compare and contrast the characteristics of various disabilities.
- Identify and explain the defining characteristics of disabilities as outlined by **IDEA (Individuals with Disabilities Education Act)**.

Assessment(s) & Resource(s):

- <https://docs.google.com/document/d/1OVcK8TstNahgW6dOx4PbwMYSU8J-A3QIRHK86UYRC0E/edit?usp=sharing>

Unit 3: Classification of Disabilities

Lesson 3.3: IDEA Classification of Disabilities (Identification & Assessment)

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
I: Understanding the Profession	Cultural Competence
II: Learning About Students	Fairness, Equity, & Diversity
III: Building Content Knowledge	Reflective Practice
IV: Engaging in Responsive Planning	Collaboration
V: Implementing Instruction	Social Justice & Advocacy
VI: Using Assessments and Data	

Lesson Objective(s):

- Identify disability classifications based on observable characteristics.
- Determine how a student is classified under **IDEA** using specific eligibility criteria.

Assessment(s) & Resource(s):

- <https://docs.google.com/document/d/1l8nnVlhF-505vpG-LkVGRZSWDbh7rkCwkF-kWcGJLhw/edit?usp=sharing>

Unit 3: Classification of Disabilities**Lesson 3.4:** IDEA Classification of Disabilities (Educational Techniques)

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
I: Understanding the Profession	Cultural Competence
II: Learning About Students	Fairness, Equity, & Diversity
III: Building Content Knowledge	Reflective Practice
IV: Engaging in Responsive Planning	Collaboration
V: Implementing Instruction	Social Justice & Advocacy
VI: Using Assessments and Data	

Lesson Objective(s):

- Identify effective educational techniques and instructional strategies for supporting students with disabilities.
- Design a professional development session focused on one IDEA disability classification to equip teachers with strategies for supporting students in that category.
- Develop an Individualized Education Program (IEP) for a student within a selected disability classification using provided sample data.

Assessments & Resource(s):

- <https://docs.google.com/document/d/1NeQP8h2BE6cXgc8eOPkHnT4-hfjnSlrDuvxjPcNmLUE/edit?usp=sharing>

Unit 3: Classification of Disabilities**Lesson 3.5:** Gifted and Talented

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
I: Understanding the Profession	Cultural Competence
II: Learning About Students	Fairness, Equity, & Diversity
III: Building Content Knowledge	Social Justice & Advocacy
VI: Using Assessments and Data	

Lesson Objective(s):

- Define giftedness and identify key characteristics of gifted and talented learners.
- Apply instructional strategies to modify lessons in order to support the needs of gifted students in inclusive classrooms.

Assessment(s) & Lesson Plan:

- <https://docs.google.com/document/d/12D6JFz280e4KGWb6sivSEGw59RaxEPvnBNtEfLNIBYg/edit?usp=sharing>

Resource(s):

- <https://drive.google.com/drive/folders/1XkWTixcqS4FqbpBO-P9qsscfc7no36A?usp=sharing>

Unit 3: Classification of Disabilities**Lesson 3.6:** Educational Placement Alternatives

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
I: Understanding the Profession	Cultural Competence
II: Learning About Students	Fairness, Equity, & Diversity
VI: Using Assessments and Data	Collaboration
	Social Justice & Advocacy

Lesson Objective(s):

- Identify and describe the different types of alternative placements available for students receiving special education services.
- Explain the principle of Least Restrictive Environment (LRE) and how it guides placement decisions.
- Analyze scenarios to determine appropriate placements based on student needs and IDEA requirements.

Assessment(s) & Lesson Plan:

- https://docs.google.com/document/d/1g_M8PIIF2iqot-pFeNzOyVyF5eFZeyZlq5gxOsNTi8A/edit?usp=sharing

Resource(s):

- <https://drive.google.com/drive/folders/16RYPHi9XAJAYu3CG9wvXEP5snJJWurmh?usp=sharing>

Unit 4: Understanding & Developing IEPs**Lesson 4.1:** Role of IEP

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
I: Understanding the Profession	Collaboration
II: Learning About Students	Fairness, Equity, & Diversity
VI: Using Assessments and Data	

Lesson Objective(s):

- *What are the roles and responsibilities in an Individualized Education Plan (IEP)?*

Assessment(s):

- Students will complete the Role of IEP Scenario Match and assignments

Resource(s):

- PowerPoint, IEP Match Scenario, Journal Entry, Guided Notes

Work-Based Learning Experience:

- Understanding the roles and responsibilities of an IEP will help students when working with special education students and their families.

Unit 4: Understanding & Developing IEPs

Lesson 4.2: Referral Process

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
I: Understanding the Profession	Social Justice & Advocacy
II: Learning About Students	Fairness, Equity, & Diversity
VI: Using Assessments and Data	

Lesson Objective(s):

- *How does the IEP referral process ensure that all students receive the support they need to be successful in the classroom?*

Assessment(s):

- *Role-play an IEP referral meeting:*
- *Assign roles (teacher, parent, admin, specialist)*
- *Use sample documents and checklists*

Resource(s):

- Case studies

Work-Based Learning Experience:

- Understanding the referral process of an IEP will help students when working with special education students and their families.

Unit 4: Understanding & Developing IEPs**Lesson 4.3: IEP & IFSP Development**

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☐ I: Understanding the Profession	☐ Cultural Competence
☐ II: Learning About Students	☐ Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	☐ Reflective Practice
☐ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☐ Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☐ VII: Engaging in Reflective Practice	☐ Self-Efficacy

Lesson Objective(s):

- *What is the purpose and role of an IEP and IFSP in a students' education?*

Assessment(s):

- Students will analyze sample IEPs and IFSPs in small groups, answer questions, and share findings. Students will outline goals/services for the plan and identify which educator/service providers would be involved.
- Students will create 5 questions to interview a special education teacher or early interventionist about the IEP or IFSP process.

Resource(s):

- PowerPoint, Guided Notes, Examples, Analysis Questions

Work-Based Learning Experience:

- Understanding the purpose of IEPs and IFSPs will help students when working with special education students and their families.

Unit 4: Understanding & Developing IEPs
Lesson 4.4: IEP Meetings & IFSP Meetings

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☐ I: Understanding the Profession	☐ Cultural Competence
☐ II: Learning About Students	☐ Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	☐ Reflective Practice
☐ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☐ Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☐ VII: Engaging in Reflective Practice	☐ Self-Efficacy

Lesson Objective(s):

- *What are the key differences between IEP and IFSP meetings, and why is it important for teachers/educators to understand both?*

Assessment(s):

- *Practice matching IEP and IFSP scenario cards in partners.*
- *In groups of 4-5 students will lead a mock IEP or IFSP meeting. Roles will include: general ed teacher, special ed teacher, parent, school psychologist, school counselor, school nurse, etc. Group will develop a mock IEP with the goal of submitting a completed IEP or IFSP*
- *Create a poster comparing an IFSP and an IEP.*

Resource(s):

- PowerPoint, Guided Notes, Comparison Chart, Scenario Cards, Case study

Work-Based Learning Experience:

- Understanding the importance IEP and IFSP meetings will help students when working with special education students and their families.

Notes:

Unit 4: Understanding & Developing IEPs**Lesson 4.5:** Annual Review & Evaluation

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☐ I: Understanding the Profession	☐ Cultural Competence
☐ II: Learning About Students	☐ Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	☐ Reflective Practice
☐ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☐ Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☐ VII: Engaging in Reflective Practice	☐ Self-Efficacy

Lesson Objective(s):

- What is the purpose of annual review and re-evaluation for special education students?

Assessment(s):

- Students will complete Mikayla's Annual Review and Re-evaluation assignment.
- Create a what to expect newsletter or flyer for families

Resource(s):

- Sample Evaluation report question, re-evaluation video,
<https://www.youtube.com/watch?v=0W6xfy3RnGw>
- <file:///C:/Users/sarah.sacksteder/OneDrive%20-%20Delaware%20Education/Desktop/Evaluation%20Report%20Example%20Document.pdf>

Work-Based Learning Experience:

- Understanding the role of an annual review and re-evaluation of an IEP will help students when working with special education students and their families.

Notes:

Unit 4: Understanding & Developing IEPs

Lesson 4.6: Early Intervention (IFSP)

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☐ I: Understanding the Profession	☐ Cultural Competence
☐ II: Learning About Students	☐ Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	☐ Reflective Practice
☐ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☐ Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☐ VII: Engaging in Reflective Practice	☐ Self-Efficacy

Lesson Objective(s):

- *What is the purpose, agencies, and services available with an early intervention/IFSP?*

Assessment(s): After the case study is completed, students will break into groups of 4-5 and simulate an IFSP meeting.

Resource(s):

- [All About Individual Family Service Plans: What is an IFSP?](#)
- [Parent Rights Guide](#)
- [Individualized Family Service Plans \(IFSPs\) Tips | HeadStart.gov](#)
- Case study and questions

Work-Based Learning Experience:

- Understanding the roles and importance of an IFSP will help students when working with special education students and their families.

Notes:

Unit 4: Understanding & Developing IEPs

Lesson 4.7: Transition Plan

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☐ I: Understanding the Profession	☐ Cultural Competence
☐ II: Learning About Students	☐ Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	☐ Reflective Practice
☐ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☐ Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☐ VII: Engaging in Reflective Practice	☐ Self-Efficacy

Lesson Objective(s):

- *What is the purpose of a transition in an IEP?*

Assessment(s):

Transition Survey Assignment: *Students will complete their own Transition Survey [Career Test Free for Students in High School, College Teens Adults](#)*

1. Complete the survey

List your results. Then discuss 2-3 paragraphs how these results may assist you in deciding what types of classes or students you may teach throughout your career.

Research and find additional three career surveys that could assist a teacher who is working with students transitioning into the workforce

Give two of the surveys you find to two different people, classmates or friends and list their outcomes (anonymously)

In 1-3 pages, discuss the surveys you gave, list their outcomes, pros, and cons, reason for use, possible limitations, and why a teacher may decide not to use them

Resource(s):

- [Copy of Transitions - Google Slides](#)
- [IDEA Basics: \(504 Plan\) How is an IEP Different from a 504 PIEP vs. 504 Plan: What Is the Difference Between IEP and 504 Plan?lan?](#)

Work-Based Learning Experience:

- Understanding the roles and responsibilities of an IEP transition will help students when working with special education students and their families.

Unit 4: Understanding & Developing IEPs

Lesson 4.8: Confidentiality

<i>Educators Rising Standards</i>	<i>Educators Rising Cross Cutting Themes</i>
☐ I: Understanding the Profession	☐ Cultural Competence
☐ II: Learning About Students	☐ Fairness, Equity, & Diversity
☐ III: Building Content Knowledge	☐ Reflective Practice
☐ IV: Engaging in Responsive Planning	☐ Ethics
☐ V: Implementing Instruction	☐ Collaboration
☐ VI: Using Assessments and Data	☐ Social Justice & Advocacy
☐ VII: Engaging in Reflective Practice	☐ Self-Efficacy

Lesson Objective(s):

- *How does confidentiality in education protect exceptional children and their families?*

Assessment(s):

- *In partners, students will create a confidentiality guide for new teachers*

Resource(s):

- <https://www.youtube.com/watch?v=CHCTGRw1oKo>
- https://docs.google.com/document/d/11icmZRY9_Hi4Kw8dY0fghajAqsdWYDAjzEOJUau3G7w/edit?tab=t.0

Work-Based Learning Experience:

- Understanding the role and importance of confidentiality in the IEP/IFSP/504 Plan process will help students when working with special education students and their families.

DELAWARE DEPARTMENT OF EDUCATION

CAREER & TECHNICAL EDUCATION



Embedded Work-Based Learning Opportunities

In the Exceptional Children Teacher Academy course, work-based learning (WBL) is intentionally embedded to provide students with authentic, hands-on experiences that align with the roles and responsibilities of paraprofessionals and teacher aides. Students split their time between classroom instruction, where they build foundational knowledge in special education, and structured WBL placements, where they apply this learning in real-world educational settings. Through direct support of students with exceptionalities, collaboration with certified educators, and engagement in individualized education plan (IEP) processes, students gain meaningful insight into the field, develop critical instructional and interpersonal skills, and explore pathways to careers in special education.