# M4: Is Special Education Really Broken?

## Course

Special Education

## Location

Module 4

## Alignments

### Course Outcomes

 CLO IV: Explain intervention and assessment procedures for prospective special education students.

### Module Outcomes

MLO 4.1: Recognize the role that classroom teachers play in the special education process.

MLO 4.3: Practice developing the components of an example Individualized Education Program (IEP).

MLO 4.4: Identify common accommodations, modifications, and services within IEPs.

### Specific InTASC Standards

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| **InTASC** | **Type** | **Specific Standard** |
| 2h | Knowledge | The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs. |
| 6u | Disposition | The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs. |
| 7p | Disposition | The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning. |

## Activity Instructions

### Purpose

Special education services exist so that students with disabilities can be successful and thrive in academic settings. However, some criticisms exist regarding how students are identified for needing services and how those services are implemented. As with any process, the special education services process has some room for improvement.

This activity invites you to consider how this process could be improved and reflect on ways that you can work to improve it from a teacher's standpoint. Through a discussion with your classmates, you will have the opportunity to reflect on the issues mentioned within the article [“Special Education Is Broken”](https://www.edweek.org/teaching-learning/special-education-is-broken/2019/01) and consider ways to work to improve the issues.

### Task

#### Instructor Preparation for Activity

* Provide students with access to [“Special Education Is Broken”](https://www.edweek.org/teaching-learning/special-education-is-broken/2019/01)
* Read article before class
* Split students into groups of 4-5

#### Student Directions

For this activity, you will work as a small group.

1. Read the article [“Special Education Is Broken”](https://www.edweek.org/teaching-learning/special-education-is-broken/2019/01) aloud, each student reading one paragraph at a time.
2. Discuss the following with your peers:
   1. What are some issues mentioned within the article?
   2. Are there opportunities for you, as a teacher, to work against these issues so they happen less often?
   3. Based on what you read in the article, do you think special education is broken? Why or why not?