



Severe-Profound Educator

MICRO-CREDENTIAL PROGRAM

Competency- Based Learning Experience

0 Course Progress
0 STUDENTS FINISHED

OSDE Connect Navigation

Orientation

Welcome & Micro-Credential Overview

1. Success Strategies: Severe-Profound Educat...

Overview

Guiding Principles

Historical and Legal Foundations

Severe-Profound in Practice

2. Social, Emotional, and Behavioral Consideration...

Overview

Social Emotional Considerations

Behavioral Considerations

3. Planning

Overview

Planning Considerations for Individualized Education Progr...

Creating Individualized Education Programs


4. Instruction

Overview


Designing Instruction

Creating Individualized Education Programs


LESSONS



Creating Individualized Education Programs Overview
BY OSDE
REQUIRED • 0 COMMENTS




Parts of an Individualized Education Program
BY OSDE
Includes Steps to Creating an IEP and Considerations for Creating IEPs.
REQUIRED • 0 COMMENTS




Related Services
BY OSDE
REQUIRED • 0 COMMENTS


ACTIVITIES



Individualized Education Program Considerations Quiz
REQUIRED • 1 ATTEMPT • AVAILABLE NOW
[Start](#)



Peer Mentor IEP Evaluation Guide
BY OSDE
REQUIRED • 0 COMMENTS



Interviewing a Severe-Profound Educator...
0 Comments

Flexible Pacing Guides

- 3 Month
- 6 Month
- 9 Month

Learning “Portfolio”

Assignments

Grades & Performance

Activity & Notifications

Welcome & Micro-Credential Overview

COMPLETION

Orientation: Creating a Professional Vision

REQUIRED DRAFT

Edit 0 / 0

Orientation: Getting Started Quiz

REQUIRED DRAFT

Edit 0 / 0

Guiding Principles

Guiding Principles: Case Study Analysis

REQUIRED AVAILABLE

Guiding Principles: Knowledge Check 1

REQUIRED AVAILABLE

Guiding Principles: Knowledge Check 2

REQUIRED AVAILABLE

Historical and Legal Foundations

Historical and Legal Foundations Quiz

REQUIRED AVAILABLE

Severe-Profound in Practice

Observational Analysis Exercise

REQUIRED DRAFT

Preparing to Conduct Observations

REQUIRED DRAFT

Severe-Profound in Practice: Knowledge Check

REQUIRED AVAILABLE

Designing Instruction

12 OF 12 ITEMS

1 Attempt

Instructions

Please read and answer each question carefully before submitting your work.

Instruction: Creating Lesson Plans Assignment

This assignment serves to demonstrate your ability to design, plan, and deliver a comprehensive lesson plan, as well as assess its effectiveness through student learning outcomes. Special education teacher candidates must design and plan structured lessons and present these during the semester. Your lesson must discuss relevant factors and how they may affect the teaching-learning process. Include any support and challenges that affect instruction and student learning.

1. Submit your assignment here.

Upload your file here

Maximum file size is 50 MB

Upload a File

1 question unanswered

I'm Finished!

Next Lesson

Teaching Practices >

Key Content Areas

- Educator Dispositions
- Social, Emotional, and Behavioral Considerations
- Planning
- Instruction
- *Collaboration*

Online Learning Community

The screenshot displays a web-based learning community interface. On the left, a sidebar shows the course progress (0 students finished) and a list of topics: Orientation, Welcome & Micro-Credential Overview, 1. Success Strategies: Severe-Profound Educato..., Overview (highlighted), Guiding Principles, Historical and Legal Foundations, Severe-Profound in Practice, 2. Social, Emotional, and Behavioral Consideration..., Overview, Social Emotional Considerations, and Behavioral Considerations. The main content area is titled 'Overview' and features a section for 'Success Strategies: Severe-Profound Educator Dispositions Overview' by OSDE, marked as 'REQUIRED' with 0 comments. Below this is a 'Question and Answer Community' section. A modal window is open, showing a post titled 'Severe-Profound Educator Dispositions Overview' with a photo of a sign that says 'LOVE TO LEARN'. The post text states that the success of severe-profound educators depends on their competency in a foundational set of principles, requirements, and practices, including:

- An awareness of the **role** and **ethical considerations** of severe-profound educators
- An understanding of the **historical context** and **legal obligations** of severe-profound educators
- As well as **practical strategies** for success as a severe-profound educator

At the bottom of the modal, there is a 'New Discussion' button and a 'Post' button. The interface is clean and modern, with a blue and white color scheme.

Applied Tools and Resources

Designing Instruction

4 OF 12 ITEMS

forward to engage in employment services provided by the VR agency. You may use the following chart to ensure a common understanding among all involved in the transition process.

Key ...

File Edit View Tools

Request edit access

Share

#4

Referral to VR and/or Other Adult Agencies

1. Pre-employment transition services provided under the *Rehabilitation Act*, as appropriate;
2. Familiarize yourself with laws relating to other programs; and
3. Learn about community agencies that provide services to support students, such as travel training and daily living skills.

Be the first to start a discussion.

New Discussion

BD Add a Title...

Micro-credential Program for Severe Profound Certification

Start a Discussion...


Post

OPTIONS AFTER LEAVING SECONDARY SCHOOL: EDUCATION AND EMPLOYMENT GOALS

Overview

Postsecondary education is one of the most important post-school goals; and research has demonstrated that it is the primary goal for most students with disabilities.¹⁶ As students with disabilities transition from secondary school to postsecondary education, training, and employment, it is critical that they are prepared academically and financially. Postsecondary options, with the help of the VR program, include two- and four-year colleges and universities, trade and vocational schools, adult education programs, and employment outcomes in competitive integrated employment or supported employment.

This section will describe specific actions to be taken and available services and supports for students and youth with disabilities. The services described in this section are provided at the secondary and postsecondary levels to help students and youth with disabilities succeed in their post-school goals.



Creating Value

- Students
- Teachers
- Schools
- Communities
- State