# Iowa Department of EducationK-8 Instructional Strategist I: Mild Moderate Endorsement Worksheet

**Endorsement 260 K-8 Instructional Strategist I: Mild Moderate**

**The applicant will complete the following requirements:**

Special education instructional endorsements. Twenty-four semester hours in special education are required for each endorsement in this rule unless otherwise stated, including evidence-based reading instruction; direct and explicit literacy strategies; systematic and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension; and effective strategies for dyslexia.

| **Course #** | **Course Title** | **Institution** | **Semester Hours** | **Year Completed** |
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Foundations of special education. The philosophical, historical and legal bases for special education, including the definitions and etiologies of individuals with disabilities, exceptional child, and including individuals from culturally and linguistically diverse backgrounds.

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Characteristics of learners. Preparation that includes various etiologies of mild and moderate disabilities, an overview of current trends in educational programming for mild and moderate disabilities, educational alternatives and related services, and the importance of the multidisciplinary team in providing more appropriate educational programming, and includes the general developmental, academic, social, career and functional characteristics of individuals with mild and moderate disabilities as the characteristics relate to levels of instructional support required, and the psychological and social-emotional characteristics of individuals with mild and moderate disabilities.

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Assessment, diagnosis and evaluation. Legal provisions, regulations and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities. Application of assessment results to individualized program development and management, and the relationship between assessment and placement decisions. Knowledge of any specialized strategies such as functional behavioral assessment and any specialized terminology used in the assessment of various disabling conditions.

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Methods and strategies. Methods and strategies that include numerous models for providing curricular and instructional methodologies utilized in the education of the mildly and moderately disabled, and sources of curriculum materials for individuals with disabilities. Curricula for the development of cognitive, academic, social, language and functional life skills for individuals with exceptional learning needs, and related instructional and remedial methods and techniques, including appropriate assistive technology. The focus of these experiences is for students at the K-8 level. This preparation will include alternatives for teaching skills and strategies to individuals with disabilities who differ in degree and nature of disability, and the integration of appropriate age- and ability-level academic instruction. Elementary curriculum methods and materials to include strategies and remediation in literacy, language arts, and mathematics.

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Managing student behavior and social interaction skills. Preparation in individual behavioral management, behavioral change strategies, and classroom management theories, methods, and techniques for individuals with exceptional learning needs. Theories of behavior problems in individuals with disabilities and the use of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities. Design, implement, and evaluate instructional programs that enhance an individual’s social participation in family, school, and community activities.

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Communication and collaborative partnerships. Awareness of the sources of unique services, networks, and organizations for individuals with disabilities including transitional support. Knowledge of family systems, family dynamics, parent rights, advocacy, multicultural issues, and communication to invite and appreciate many different forms of parent involvement. Strategies for working with regular classroom teachers, support services personnel, paraprofessionals, and other individuals involved in the educational program. Knowledge of the collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom.

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Student teaching. Student teaching in a K-8 mild and moderate special education program.

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21.3(1) Adding an endorsement. To add an endorsement to an existing license, the applicant will follow one of these options:

a. Option 1. Receive the Iowa education institution’s recommendation that the current approved program requirements or state minimum requirements for the endorsement have been met.

b. Option 2. Apply for a review of transcripts, out-of-state licensure, or approved assessment score reports by the board of educational examiners’ staff to determine whether Iowa requirements have been met. Applicants will have achieved a C- grade or higher in the courses that will be considered for an endorsement. The methods course can be waived if the practitioner holds an endorsement in the same content area at a different level and teaches in the new content area successfully while holding a Class B license.