Virtual & Self-Guided
Special Education Professional Development Resources

The following organizations all provide free, virtual PD opportunities for school leaders and teachers interested in learning more about students with disabilities.

THE COLLABORATION FOR EFFECTIVE EDUCATOR DEVELOPMENT, ACCOUNTABILITY, AND REFORM (CEEDAR) CENTER AT UNIVERSITY OF FLORIDA

CEEDAR is a federally-funded center that works with state education agencies and institutions of higher education to support teacher and leader preparation; provides direct technical support and hosts free online resources to help prepare principals to lead in the area of special education.

https://ceedar.education.ufl.edu/

THE IRIS CENTER AT VANDERBILT UNIVERSITY

IRIS is a federally-funded center that develops and disseminates free, engaging online resources about evidence-based instructional and behavioral practices to support the education of all students, particularly struggling learners and those with disabilities.

https://iris.peabody.vanderbilt.edu/

THE MEADOWS CENTER FOR PREVENTING EDUCATIONAL RISK (MCPER) AT UNIVERSITY OF TEXAS AT AUSTIN

The Meadows Center is dedicated to generating, disseminating, and supporting the implementation of empirically validated, evidence-based practices to significantly affect student outcomes and support educators, researchers, policymakers, families, and other stakeholders who strive to improve academic, behavioral, and social outcomes for all learners.

https://www.meadowscenter.org

NATIONAL CENTER FOR INTENSIVE INTERVENTION

The National Center for Intensive Intervention supports implementation of intensive intervention in literacy, mathematics, and behavior for SWDs, in particular using MTSS models. NCII also hosts self-paced courses focused on supporting SWDs.

https://intensiveintervention.org/implementation-support/course-content

IES WHAT WORKS CLEARINGHOUSE

The What Works Clearinghouse posts Practice Guides, which summarize recommendations for educators in teaching specific subjects at specific grade levels. The guides are based on reviews of research, experiences of practitioners, and feedback from a national panel of experts.

https://ies.ed.gov/ncee/wwc/

O S E T Observing Special Education Teachers Toolkit

Empirical Rationale for Key Practices

Here is a brief list of research articles supporting the key practices of modeling, eliciting student responses, providing frequent and targeted practice opportunities, providing affirmative and corrective feedback, and restructuring tasks & activities.

Follow the links below to access key empirical texts that support key practices presented in OSET.

Archer, A. L., & Hughes, C. A. (2011). E*xplicit instruction: Effective and efficient teaching.* New York, NY: Guilford Press. Available on Amazon

Fuchs, D., Fuchs, L. S., and Vaughn, S. (2014). What is intensive instruction and why is it important? *Teaching Exceptional Children, 46(*4), 13-18. Full text available through Google Scholar

Hattie, J., & Timperley, H. (2007). The power of feedback. Review of educational research, 77(1), 81-112. Full text available through Google Scholar

Heward, W. L. (2003). Ten faulty notions about teaching and learning that hinder the effectiveness of special education. *The Journal of Special Education, 36*(4), 186-205. Full text available through Google Scholar

Hughes, C. A., Morris, J. R., Therrien, W. J., & Benson, S. K. (2017). Explicit instruction: Historical and contemporary contexts. *Learning Disabilities Research & Practice, 32*(3), 140-148. Full text available through Google Scholar

Individuals With Disabilities Education Act, 20 U.S.C. § 1400 (2004). Full text available here

Kirschner, P. A., Sweller, J., & Clark, R. E. (2006). Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, problem-based, experiential, and inquiry-based teaching. *Educational Psychologist, 41,* 75-86. Access available through Google Scholar.

McLeskey, J., Council for Exceptional Children, & Collaboration for Effective Educator Development, Accountability and Reform. (2017). *High-leverage practices in special education.* Arlington, VA: Council for Exceptional Children. Report available here.

National Center on Intensive Instruction. (2013) Data-based individualization: a framework for intensive instruction. American Institutes for Research. Report available here.

Vaughn, S., Wanzek, J., Murray, C. S., Roberts, G. (2012). *Intensive interventions for students struggling in reading and mathematics: A practice guide.* Portsmouth, NH: RMC Research Corporation, Center on Instruction. Report available here