

Supporting Special Education in CTE

TARGET AUDIENCE: Administrative and Supervisory CTE Personnel

DATES/LOCATIONS: November 11, 2024 – Hybrid, Synchronous Online Instruction

PIL HOURS TO BE AWARDED: 40

DESCRIPTION:

A career and technical education (CTE) administrator needs to have a comprehensive understanding of special education to ensure that all students, including those with disabilities, have equitable access to CTE programs and opportunities for success. By prioritizing these areas of knowledge and practice in this PIL, CTE administrators will create more inclusive and supportive learning environments that empower students with disabilities to achieve their academic and career goals. This program will focus on key aspects of special education that promote student success:

Course Design and Participant Requirements

This 40-hour course includes 16 hours of theory and 24 hours of job-embedded assignments. The 16 hours of theory will be divided into four-hour, online sessions with synchronous instruction composed of theory, case studies, speakers, and practitioners from the field of career and technical education. It will include a pre-test and post-test of participants' knowledge before and after the course, three job embedded assignments, and a culminating project presentation. Participants are required to attend all sessions, complete all job embedded assignments, the culminating project and course evaluation to the level of "Complete."

The course includes 16 hours in 4 theory modules: (1) theory of special education laws; (2) differentiated instruction strategies and the UDL framework to cater to diverse learning needs; (3) building a partnership with special education staff through effective communication and co-teaching models; (4) using diverse assessment tools and strategies to monitor and report student progress. There are three job embedded assignments: (1) Conduct an audit of a CTE classroom to evaluate its inclusiveness and accessibility for special education students. Identify areas for improvement and develop an action plan. (2) Collaborate with CTE teacher(s) and special education staff, if available, to design and implement a differentiated instruction strategy in a CTE classroom. (3) Collaborate with special education staff to create a support plan for a CTE student with special needs or for an approved CTE program with special needs participants. Implement the plan and review its effectiveness.

Administrators will gain skill and evidence for components of the Framework for Leadership in Domains 1a, 1b, 1c, 2a, 2b, 2c, 2d, 2g, 3a, 3, 3d, 3e, 4a, 4b.



PENNSYLVANIA
Association of Career & Technical
Administrators

Supporting Special Education in CTE

November 11, 2024

Registration Form

Name _____

Title _____

Agency/School _____

Address _____

Phone _____

E-mail _____

Please check the appropriate fee:

_____ Registration Fee: \$600.00

_____ Institutional Member School Registration Fee: \$540.00

_____ TAP School

[TO REGISTER ONLINE CLICK HERE](#)

Mail this form with a check made payable to PACTA to:

PACTA

PO Box 243

Harrisburg, PA 17108-0243

Phone: (717) 761-3381 • lori@pacareertech.org

NOTE: Participants from PACTA Institutional Member Schools receive a 10% discount. If you are not sure if your school is an institutional member of PACTA, contact Lori Bell at (717) 761-3381 or lori@pacareertech.org.