



Southeastern Cooperative Educational Programs  
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November 13, 2023

iteach  
2410 Old Ivy Rd, Suite 200  
Charlottesville VA 22903

RE: Review of Special Education Curriculum

Dear iteach Leadership,

Thank you for entrusting Southeastern Cooperative Educational Programs (SECEP) to review the iteach Special Education Curriculum. Special education teaching positions have evolved from hard to fill to chronically vacant; thus, our commitment to support pathways for qualified individuals to obtain licensure. This letter aims to provide the findings of the review as well as information relevant to the committee, references, and process.

Review Committee:

The review committee was selected upon SECEP's receipt of the iteach Special Education Curriculum materials on October 13, 2023. Minimum qualifications for selection included a master's degree in education, ten years of experience in education, and possession of a Virginia teaching license. Twelve staff members were selected to form a review committee comprised of teachers, principals, and central office administrators. Member endorsements include but are not limited to Early Childhood Special Education, Elementary Education Pre-K-6, English, Middle Education English, Middle Education Math, Middle Education History, Middle Education Social Science, Theatre Arts Pre-K-12, Emotional Disturbance, Intellectual Disabilities, Learning Disabilities, Special Education Adapted Curriculum K-12, Special Education General Curriculum K-12, and Administration and Supervision PreK-12. Five committee members are Board Certified Behavior Analysts. Two serve as adjunct instructors for special education coursework at a university in Virginia.

References:

Upon selection, committee members researched sections of the Virginia Administrative Code 8VAC20-543 to review Regulations Governing the Review and Approval of Education Programs in Virginia

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for reference purposes. The committee also reviewed templates for the Virginia Department of Education (VDOE) Program Status Matrix Review, 2018 Content Area Requirements for Special Education Adapted Curriculum and General Curriculum. Members surveyed the iteach Master Syllabus, Virginia Special Education Adapted Curriculum Alignment, and Virginia Special Education General Curriculum Alignment to gain familiarity with the format, learning theory, grading policy and rubric, evaluation, as well as course sequences and codes of each endorsement program.

#### Process:

Having synthesized the requisite references, committee members worked in pairs to review at least two syllabi from the Professional Studies Courses (TCVA 5100-5600), Adapted Curriculum Content Specific Courses (TCVA 6600 – 6603), or General Curriculum Content Specific Courses (TCVA 6600, 6601, 6603, 9002 and 9003).

More specifically, the review committee cross referenced Learning Expectations delineated on syllabi for iteach Virginia Adapted Curriculum K-12 Content Specific Courses with the endorsement competencies in the 8VAC20-543-460 Special education adapted curriculum K-12.

Learning Expectations delineated on syllabi for the iteach Virginia General Curriculum K-12 Content Specific Courses were cross referenced with the endorsement competencies in 8VAC20-543-500 Special education general curriculum K-12 and the competencies required under professional studies in 8VAC40-543-140, including reading and language acquisition.

Learning Expectations on the iteach Professional Studies Courses were cross referenced with endorsement competencies in both 8VAC20-543-460 Special education adapted curriculum K-12, and 8VAC20-543-500 Special education general curriculum K-12.

Learning Goals and Objectives for Content Specific Courses (TCVA 6600-6603) for both iteach Special Education Adapted and General Curriculum are based on the Council for Exceptional Children (CEC)'s Practice-Based Professional Standards for Special Educators. Learning Goals and Objectives for the professional studies courses (TCVA 9002-3) Teaching Elementary Reading and Teaching Elementary Math are based on the Association for Childhood Education International Elementary Education Standards (ACEI) and Supporting Explanation 2007. The review committee cross referenced CEC and ACIE Standards with the Learning Goals and Objectives on the applicable syllabi.

Field Experience Course TCVA 5700 was not reviewed.

#### Findings:

Special Education Adapted Curriculum K-12: iteach program courses for endorsement meet competencies as specified in the Virginia Administrative Code. Most competencies are addressed in multiple courses, as evidenced by the Learning Expectations on syllabi for Contents Specific Courses.

SECEP recommends that iteach specify all disabilities and impairments included in 8VAC20-543-460 Special education adapted curriculum K-12 *B 1 Characteristics in the Learning Expectations* on the syllabus for TCVA 5500: Learner Differences and Adaptations for Students with Disabilities.

Update CEC Standards noted as Learning Goals and Objectives on the TCVA 6600 – 6602 syllabi to reflect the 2020 Standards.

Special Education General Curriculum K-12: iteach program courses for endorsement meet competencies required under professional studies in 8VAC40-543-140, including reading and language acquisition.

SECEP recommends that iteach specify all disabilities and impairments included in 8VAC20-543-500 Special education general curriculum *K-12, 5a Characteristics a 1-13 and 5b Knowledge of Characteristics* in the Learning Expectations on the syllabus for TCVA 5500: Learner Differences and Adaptations for Students with Disabilities. Add 9. *Transitioning g. Knowledge of graduation requirements, diploma options, and legal issues surrounding the age of majority and guardianship* to the Learning Expectations on the syllabus for TCVA 6603: Transition Planning for Students with Disabilities.

Update CEC Standards noted as Learning Goals and Objectives on the TCVA 6600- 6601 syllabi to reflect the 2020 Standards. ACIE Professionalism Standard 5.2 is not included in the TCVA 9002 or TCVA 9003 syllabi.

In summary, the recruitment and retention of quality educational professionals is a priority for SECEP. We also desire to support colleagues across the Commonwealth in this endeavor. iteach can potentially increase the number of qualified candidates needed to fill special education teaching positions. Count SECEP as an advocate for iteach in seeking approval from the Virginia Board of Education.

Sincerely,



Laura Armstrong  
Executive Director  
SECEP