



# **National Association of Special Education Teachers (NASSET)**

## **Continuing Education/Professional Development Course Documentation for the Recognition and Acceptance of NASSET Study Hours**

## **Purpose of the Guide**

This guide has been prepared to provide documentation which you, as the course participant, should present to your school or school district for the purpose of ensuring that the NASET Study Hours will be accepted towards continuing education and/or professional development requirements. We strongly suggest you download this guide and present it along with the desired course outline to the individual responsible for certifying continuing education and/or professional development approval.

## **Continuing Education and/or Professional Development (CE/PD)**

Continuing Education and/or Professional Development courses involve the acquisition or improvement of work-related skills by people already in the workforce. It has become an increasingly important option in the field of education with inclusion in many teacher contracts for a minimum number of hours of CE/PD.

Ideally, CE/PD in the field of special education benefit all school districts, all schools, staff members, parents and most importantly, students with special needs. School districts now encourage, and will often mandate, continuing education in order to sustain a highly skilled and specialized teaching workforce (a workforce with the skills to perform a variety of tasks or workers with "cross-functional" skills). Teachers, on the other hand, may receive promotions, pay increases, realize more options in the job market or become more valuable employees by enrolling in CE/PD courses.

These special education CE/PD courses should be available through a variety of channels but are not so readily marketed. At the present time, while many schools and school districts require a minimum number of CE/PD hours, administrators are at a loss for qualified CE/PD courses for their staff.

While advancing technology played a role in creating the need for CE/PD, it also created new avenues for providing CE/PD. The Internet, for example, eased the burden of enhancing skills by allowing professionals to learn at home whenever convenient, alleviating the commuting and the time constraints associated with traditional classes. Universities, as well as professional societies and organizations, set up virtual classrooms and websites that provide audio and visual instruction in the field of education. However, very few organizations have chosen to enter the field of special education with a vast variety of qualified courses based on standards and guidelines.

The National Association of Special Education Teachers (NASET) has developed a set of guidelines and standards for its professional development courses to allow schools and school districts the opportunity to provide their special and general education staff with opportunities to enrich their skills, gain important knowledge, have the opportunity to acquire both theoretical and

practical occupational knowledge to improve their problem-solving skills and provide a qualified and standardized avenue for advancement.

While more is expected from today's students and teachers, there is growing evidence that the investment in the professional development of teachers (building human capacity) is woefully inadequate and is often viewed in the public and private sectors as not cost beneficial. Business and industry appear to have just the opposite view. They spend considerable dollars on training and building human capacity to maintain profitability and competitiveness.

NASET's CE/PD strengthens the connection between the investment in ongoing teacher professional development and improved student learning. The courses build on and strengthen NASET's unwavering commitment to excellence in education. The following principles have guided the design of these guidelines:

- Student learning is directly affected by teacher competence;
- Teacher competence is enhanced by ongoing professional development and continuous learning; and
- Teachers, like students, must be continual learners.

## **Purpose of NASET's Continuing Education/Professional Development Courses**

In general, the primary purpose of schools and school requiring CE/PD is to ensure that their educators are provided with high quality, rigorous professional development experiences linked to advancing student learning. The awarding of NASET Study Hours is a component towards any final CE/PD requirement and is the final step in the development and implementation of professional development plans. The appropriate awarding of NASET Study Hours signifies that the professional development activities have met the highest standards and are contributing to the enhanced quality and ability of educators in a school and or district.

The purpose and goal of requiring NASET CE/PD for special or general educators is to continue to offer strong teaching skills and a base of knowledge for teachers of students with special needs at all age levels. These courses are a way for special and general educators, at any level, to gain further experience in the issues that the students and their parents face. Further, these courses will help special and general educators find ways to assist in achieving and maintaining an appropriate educational experience that will provide educational benefit.

## **NASET Study Hours**

One (1) NASET Study Hour is defined as, "one hour of course study". All NASET CE/PD requires a specific number of hours for completion. The number of NASET Study Hours listed next to each course title. For example, a course may indicate that 10 NASET Study Hours will be earned upon the completion of a course. If your school or district defines a CEU credit as 10 hours

of study, then this course should be the equivalent of one CEU. Further, if a NASET CE/PD grants five NASET Study Hours upon completion and your school or school district defines one CEU as 10 hours, then you will need to take another course that grants five NASET Study Hours (CEH) courses (10 CEH) to attain one CEU credit.

CEU credits can be defined by several different names or labels. Some may include Continuing Education Hour (CEH), Professional Development Hours (PDH), State Continuing Education Clock Hours (SCECH), Independent Study Hours (ISH), Self-Study Course Hours (SSCH), etc.

Awarding NASET Study Hours approved by NASET and applied to a school or school district's CEU requirement provides a quality indicator for continuing education and training programs because it signifies that the staff has been reviewed and approved for complying with a recognized standard.

## **Overview of NASET Principles and Guidelines for CE/PD**

1. **NASET CE/PD** have been developed to establish high expectations which should result in enhancing the learning environment for all your district's children with special needs;
2. **NASET CE/PD** develop teacher skills using the best practices across all disciplines by grade span (e.g., K through grade 4, grades 5 through 8, grades 9 through 12).
3. **NASET Continuing Education/Professional Development Courses** define effective teaching practice throughout the career continuum of teachers--from *pre-service*, through *induction*, as well as for the evaluation and continued professional development of experienced teaching staff; and
4. **NASET CE/PD** provide criteria and processes for the development and implementation of local district teacher evaluation and professional development plans.

## **Responsibilities of Local and Regional Boards of Education Granting CEU's For Professional Development Activities**

**Statement of Purpose:** To ensure that all students have competent, high quality and caring teachers, we must provide meaningful learning experiences which enable educators to continuously raise their expectations for their students' achievement and their teaching. The central focus of all continuing education hours must be to directly improve student learning or provide teachers with a knowledge base to enhance the learning environment.

Therefore,

1. All learning experiences for which NASET Study Hours are awarded should enrich or improve the skills, knowledge and abilities of educators to improve student learning. The content of professional development and related learning experiences should be guided by expectations for student performance as well as in school or district-wide goals and what teachers need to know and be able to do to improve instruction that advance student learning.

2. Learning experiences should have clear and concise written statements of intended learning outcomes;
3. Professional development activities should provide information, strategies or applications (e.g., materials, curriculum designs, and instructional strategies) designed to enhance the capabilities of educators to improve student learning;
4. Opportunities should be provided for educators to receive district-provided professional development which fulfills the special requirements for certified educators as mandated under union or district contracts

### **Responsibilities of NASET as a Provider of Continuing Education and/or Professional Development Courses**

Learning experiences offered by NASET as a Provider must:

- Enrich or improve the skills, knowledge and abilities by educators to improve student learning.
- Focus the content of all activities offered for NASET Study Hours
- Define clear and concise intended learning outcomes specific to applications in a public school-based setting.
- Design the content of all activities offered for NASET Continuing Education/Professional
- Development of course completion towards direct application in a school-curriculum based setting (e.g., materials, curriculum designs, and instructional strategies).

## Overview of NASET

**The National Association of Special Education Teachers (NASET)** is a national membership organization dedicated to rendering all possible support and assistance to those preparing for or teaching in the field of special education. NASET was founded to promote the profession of special education teachers and to provide a national forum for their ideas.

The National Association of Special Education Teachers is a national professional association that seeks to meet a critical need for many of America's special education teachers. NASET was established as a professional organization for former, current, and future special education teachers who had no professional organization to call their own. NASET develops and promotes professional excellence through the support of teachers who provide services to children with special needs.

The National Association of Special Education Teachers is dedicated to ensuring that all children and adolescents with special needs receive the best education possible. NASET serves the professional interest of special education teachers in order to promote the highest professional standards.

The National Association of Special Education Teachers helps members stay abreast of current issues that are shaping the field, affecting the lives of students, and influencing professional careers. NASET is committed to standards of excellence and innovation in educational research, practice, and policy. NASET works to enhance professional practice for teachers of special education and to build public support for high quality special education programs.

The National Association of Special Education Teachers represents the very best in our profession. We take our direction from practicing special education teachers who have been recognized for their excellence and vision. NASET advances and encourages the professional development of its members through networking, research, publications, and membership benefits. We hope you will take time to learn more about us and consider joining us in promoting a strong national association dedicated solely for teachers in the field of special education.

## Mission Statement

The mission of **The National Association of Special Education Teachers (NASET)** is to render all possible support and assistance to professionals who teach children with special needs. NASET seeks to promote standards of excellence and innovation in special education research, practice, and policy in order to foster exceptional teaching for exceptional children.

## **NASET Leadership**

### **Dr. Roger Pierangelo, Executive Director**

Dr. Roger Pierangelo is a Full Professor in the Department of Special Education and Literacy at Long Island University. He has been an administrator of special education programs, served for 18 years as a permanent member of Committees on Special Education, has over 30 years of experience in the public school system as a general education classroom teacher and school psychologist, and a consultant to numerous private and public schools, PTA and SEPTA groups. Dr. Pierangelo has also been an evaluator for the New York State Office of Vocational and Rehabilitative Services and a director of a private clinic. He is a New York State licensed clinical psychologist and has been in private practice for over 25 years, certified school psychologist, and a Board Certified Diplomate Fellow in Child and Adolescent Psychology and Forensic Psychology. Dr. Pierangelo currently holds the office of Executive Director of the National Association of Special Education Teachers (NASET) and Executive Director of The American Academy of Special Education Professionals (AASEP).

Dr. Pierangelo earned his B.S. from St. John's University, M.S. from Queens College, Professional Diploma from Queens College, Ph.D. from Yeshiva University, and Diplomate Fellow in Child and Adolescent Psychology and Forensic Psychology from the International College of Professional Psychology. Dr. Pierangelo is a member of the American Psychological Association, New York State Psychological Association, Nassau County Psychological Association, New York State Union of Teachers, and Phi Delta Kappa.

Dr. Pierangelo is the author of the *Special Educator's Survival Guide* and the *Special Education Teacher's Book of Lists*, published by Jossey Bass and author of *301 Ways to be a Loving Parent*, published by SPI Publishers. He is the co-author of the *Educator's Diagnostic Manual (EDM)*, and the *Special Educator's Comprehensive Guide to 301 Diagnostic Tests*, published by Jossey Bass; the co-author of *Assessment in Special Education: A Practical Approach; Transition Services in Special Education: A Practical Approach; and Learning Disabilities: A Practical Approach to Foundations, Diagnosis, Assessment, and Teaching* published by Allyn and Bacon; co-author of *Why Your Students Do What They Do-and What to Do When They Do It-Grades K-5; Why Your Students Do What They Do-and What to Do When They Do It-Grades 6-12; Creating Confident Children in the Classroom: The Use of Positive Restructuring, and What Every Teacher Should Know about Students with Special Needs*, published by Research Press; co-author of the *Complete Guide to Special Education Transition Services, the Parent's Complete Guide to Special Education, the Special Educator's Book of Lists, the Survival Kit for the Special Education Teacher* published by Prentice Hall; co-author of the *Special Education Yellow Pages* published by Merrill Publications; co-author of the *Big Book of Special Education Resources, the Special Educator's Step-by-Step Guide to IEP Development, the Special Educator's Step-by-Step Guide to the most Frequently Asked Questions from Parents about Special Education, the Special Educator's Step-by-Step Guide to Understanding Eligibility Requirements for Special Education, the Special Educator's Step-by-Step Guide to Response to Intervention (RTI), the Special Educator's Step-by-Step Guide to Working in a Special Education Classroom, the Special Educator's Step-by-Step Guide to Classroom Management for Students with Emotional and*

*Behavioral Disorders, the Special Educator's Step-by-Step Guide to Classroom Management Techniques for Students with Attention Deficit Disorder, the Special Educator's Step-by-Step Guide to Assessment and Evaluation, the Special Educator's Step-by-Step Guide to Classroom Management for Students with Learning Disabilities, the Special Educator's Step-by-Step Guide to Classroom Management for Students with Autism, for Corwin Sage Publications.*

### **Dr. George Giuliani, Executive Director**

Dr. George A. Giuliani is a full-time Associate Professor at Hofstra University's School of Education in the Department of Education. He is the Director of the Special Education Program at Hofstra University's Graduate School.

Dr. Giuliani earned his B.A. from the College of the Holy Cross, M.S. from St. John's University, J.D. from City University Law School, and Psy.D. Rutgers University Rutgers University, the Graduate School of Applied and Professional Psychology.

Dr. Giuliani earned Board Certification as a Diplomate Fellow in Child and Adolescent Psychology, and Board Certification as a Diplomate Fellow in Forensic Psychology from the International College of Professional Psychology.

Dr. Giuliani is also a New York State licensed psychologist, certified school psychologist, and has an extensive private practice focusing on children with special needs.

Dr. Giuliani is a member of the American Psychological Association, New York State Psychological Association, the National Association of School Psychologists, Suffolk County Psychological Association, Psi Chi, American Association of University Professors, and the Council for Exceptional Children.

Dr. Giuliani is the Executive Director of The National Association of Special Education Teachers, Executive Director of the American Academy of Special Education Professionals, and President of the National Association of Parents with Children in Special Education.

He has been a consultant for school districts and early childhood agencies, and has provides numerous workshops for parents, teachers and other professionals on a variety of special education and psychological topics.

Dr. Giuliani is the co-author of the *Special Educator's Complete Guide to 109 Diagnostic Tests*, the *Educator's Diagnostic Manual of Disabilities and Disorders* and the *Special Educators Comprehensive Guide to 301 Tests for Special Educators* published by Jossey Bass; the co-author of college textbooks titled, *Assessment in Special Education: A Practical Approach*(3rd ed.); *Transition Services in Special Education: A Practical Approach*; and *Learning Disabilities: A Practical Approach to Foundations, Diagnosis, Assessment, and Teaching*, published by Allyn and Bacon; co-author of *Why Your Students Do What They Do-and What to Do When They Do It-Grades K-5*; *Why Your Students Do What They Do-and What to Do When They Do It-Grades 6-*



*12; Creating Confident Children in the Classroom: The Use of Positive Restructuring, and What Every Teacher Should Know about Students with Special Needs*, published by Research Press; co-author of *The Big Book of Special Education Resources*, *the Special Educator's Step-by-Step Guide to IEP Development*, *the Special Educator's Step-by-Step Guide to the most Frequently Asked Questions from Parents about Special Education*, *the Special Educator's Step-by-Step Guide to Understanding Eligibility Requirements for Special Education*, *the Special Educator's Step-by-Step Guide to Response to Intervention (RTI)*, *the Special Educator's Step-by-Step Guide to Working in a Special Education Classroom*, *the Special Educator's Step-by-Step Guide to Classroom Management for Students with Emotional and Behavioral Disorders*, *the Special Educator's Step-by-Step Guide to Classroom Management Techniques for Students with Attention Deficit Disorder*, *the Special Educator's Step-by-Step Guide to Assessment and Evaluation*, *the Special Educator's Step-by-Step Guide to Classroom Management for Students with Learning Disabilities*, *the Special Educator's Step-by-Step Guide to Classroom Management for Students with Autism*, for Corwin Sage Publications.