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# NEW TEACHER INDUCTION PROGRAM

Teaching Students with Special Education Needs	Professional development and training, specific to the needs of new teachers, should include the following core content:				
	Selecting and using a broad range of assessment and instructional strategies for students with special education needs, with particular emphasis on early intervention, curriculum based assessment and progress monitoring	Knowing the difference between "modifications" and "accommodations" and how to use these in developing Individual Education Plans (IEPs) for students with special education needs	Knowing the IEP process as outlined in <i>The Individual Education Plan (IEP), A Resource Guide, 2004</i> ; developing the IEP; implementing and reviewing the IEP; and updating the IEP	Embedding assistive technology into instructional practice when teaching students with special education needs	Using universal design, differentiated instruction and evidence-based practice as the context for professional learning
Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students With Special Needs, Kindergarten to Grade 6, 2005					
Individual Education Plans – Standards for Development, Program Planning, and Implementation 2000					
Special Education - A Guide for Educators (2001)					
The Individual Education Plan (IEP), A Resource Guide (2004)					
Transition Planning: A Resource Guide, 2002					
Webcast - Differentiated Instruction: Continuing the Conversation					
Effective Educational Practices for Students with Autism Spectrum Disorders (2007)					

[Click here](#) to access French language resources to support professional development in this core content area.