

# SPECIAL EDUCATION GRADUATE CERTIFICATE IN TEACHING - FALL START

	FALL TERM	SPRING TERM
COURSES	<p><b>SPED 5300:</b> Lifespan Development for Exceptional Individuals</p> <p><b>SPED 5370:</b> Culturally Responsive Positive Behavior Support</p>	<p><b>SPED 5173:</b> Diagnostic Assessment (Both Tracks)</p> <p>AND</p> <p><b>SPED 5274:</b> General Curriculum Access (AC)</p> <p>OR</p> <p><b>SPED 5372:</b> Planning Mathematics Instruction for Students with Exceptional Needs (GC) (Prerequisites: SPED 5300, 5173, 5370)</p>
INTASC	<b>1-10</b>	<b>1-10</b>
PLACEMENT SPECIFICS	Atlas Videos, Case Studies	<ul style="list-style-type: none"> <li>• Single semester placement at any grade; may meet Diverse Placement criteria (i.e., Title II, +60% F/R lunch eligible, or low-performing).</li> <li>• Candidates employed in a school could complete clinicals in their own school.</li> </ul>
DURATION AND COMPLEXITY (Traditional and Resident)	<p><b>SPED 5300:</b> Reflect on observed co-teaching lessons Reflect on consultative practices Reflect on professional behavior</p> <p><b>SPED 5370:</b> Conduct PBIS project with a student in a clinical setting. Prepare all materials, arrive on time, be organized for all clinical field experiences that incorporate teaching. Write a learner profile that includes cultural and linguistic information. Conduct multiple assessments to establish baseline. Use data collection system to do ongoing progress monitoring to make informed decisions. Administer and interpret scores of assessments.</p>	<p><b>SPED 5274/5372:</b> Plan and implement supports that match student needs. Implement instructional experiences with interactive whiteboards and/or widely available AT. Develop, implement and reflect on lessons utilizing Active Student Response (ASR)</p> <p><b>SPED 5173:</b> Analyze IEPs to inform construction of relevant assessments. Use assessment to plan effective instruction</p>
FOCUS PRACTICES	<ul style="list-style-type: none"> <li>• Provide positive and constructive feedback to guide students' learning and behavior</li> <li>• Assess student progress (progress monitoring) using multiple sources to make data-based decisions</li> <li>• Design and provide accurate instruction in a systematic manner</li> </ul>	<ul style="list-style-type: none"> <li>• Provide positive and constructive feedback to guide students' learning and behavior</li> <li>• Assess student progress (progress monitoring) using multiple sources to make data-based decisions</li> <li>• Design and provide accurate instruction in a systematic manner</li> </ul>
ASSESSMENT		<ul style="list-style-type: none"> <li>• <b>Technology Assessment associated with 5274/5372</b></li> </ul>
DISPOSITIONS	<b>Dispositions Self-Assessment 1 in SPED 5300</b>	

Note: GC=General Curriculum, AC=Adapted Curriculum

# SPECIAL EDUCATION GRADUATE CERTIFICATE IN TEACHING - FALL START

	SUMMER TERM	FALL TERM
COURSES	<p><b>SPED 5375:</b> Foundational Literacy for Exceptional Individuals (GC) (Prerequisites: SPED 5300, 5173, 5370) is offered in the summer.</p> <p>In addition, previous courses: <b>SPED 5300, 5370, 5173, 5274,</b> and <b>5372</b> are offered in the summer if students need to catch up. Prerequisites apply.</p>	<p><b>SPED 5380:</b> Multiple Disabilities and Systematic Instruction (AC) OR</p> <p><b>SPED 5375:</b> Foundational Literacy for Exceptional Individuals (GC) (Prerequisites for each: SPED 5300, 5173, 5370)</p> <p><b>AND SPED 5400:</b> Practicum: Integrated Instructional Applications in Special Education</p> <p>Prerequisites apply and applications are completed in the previous spring semester.</p>
INTASC	1-10	1-10
PLACEMENT SPECIFICS	<ul style="list-style-type: none"> <li>• Single semester placement at any grade; may meet Diverse Placement criteria (i.e., Title II, +60% F/R lunch eligible, or low-performing).</li> <li>• Candidates employed in a school could complete clinicals in their own school.</li> <li>• Atlas Videos, Case Studies</li> </ul>	<ul style="list-style-type: none"> <li>• A yearlong placement in a single site is preferred; this placement would need to meet Diverse Placement criteria (i.e., Title I, +60% F/R lunch eligible, or low-performing). The Diverse Placement criteria may be met in either a previous semester or YLI placement.</li> <li>• The final yearlong placement for Student Teaching is tied to SPED 5400, which is always taken the semester prior to Student Teaching.</li> </ul>
DURATION AND COMPLEXITY (Traditional and Resident)	<p><b>SPED 5375:</b> Make appropriate modifications or changes to curriculum tasks/materials given scenarios in the classroom.</p> <p>Practice making appropriate modifications to curriculum tasks/materials given scenarios during field experiences.</p>	<p><b>SPED 5380/5375:</b> Make appropriate modifications or changes to curriculum tasks/materials given scenarios in the classroom.</p> <p>Practice making appropriate modifications to curriculum tasks/materials given scenarios during field experiences.</p> <p><b>SPED 5400:</b> Analyze and reflect upon videotapes of their own teaching. Write a reflection after lesson implementation and coaching sessions.</p> <p>Design instruction that matches the needs of multiple diverse students in a classroom. Candidates will expand upon their field experiences through a clinical checklist.</p>
FOCUS PRACTICES	<ul style="list-style-type: none"> <li>• Provide positive and constructive feedback to guide students' learning and behavior</li> <li>• Assess student progress (progress monitoring) using multiple sources to make data-based decisions</li> <li>• Design and provide accurate instruction in a systematic manner</li> </ul>	<ul style="list-style-type: none"> <li>• Provide positive and constructive feedback to guide students' learning and behavior</li> <li>• Assess student progress (progress monitoring) using multiple sources to make data-based decisions</li> <li>• Design and provide accurate instruction in a systematic manner</li> </ul>
ASSESSMENT		<b>edTPA Practice Tasks 1, 2, and 3 in SPED 5400</b>
DISPOSITIONS		Disposition Assessment 2 (mid-point assessment). Evaluated by faculty on COED Dispositions Rubric in SPED 5400

Note: GC=General Curriculum, AC=Adapted Curriculum

# SPECIAL EDUCATION GRADUATE CERTIFICATE IN TEACHING - FALL START

## SPRING TERM (INTERNSHIP TERM)

<b>COURSES</b>	<b>SPED 6475 Internship/Seminar:</b> Special Education K-12 General Curriculum OR <b>SPED 6476 Internship/Seminar:</b> Special Education K-12 Adapted Curriculum
<b>INTASC</b>	<b>1-10</b>
<b>PLACEMENT SPECIFICS</b>	Student Teaching Internship
<b>DURATION AND COMPLEXITY</b> (Traditional and Resident)	The Student Teaching placement is in the second semester of a two-semester internship placement. Candidates complete the full-time, 16 week student teaching experience. For a complete description of student teaching requirements and expectations, please review the Student Teaching Internship handbook provided by the Office of School and Community Partnerships.
<b>FOCUS PRACTICES</b>	<ul style="list-style-type: none"><li>• Provide positive and constructive feedback to guide students' learning and behavior</li><li>• Assess student progress (progress monitoring) using multiple sources to make data-based decisions</li><li>• Design and provide accurate instruction in a systematic manner</li></ul>
<b>ASSESSMENT</b>	<ul style="list-style-type: none"><li>• <b>Entire edTPA Project</b></li><li>• <b>CFAST</b></li><li>• <b>Candidate Exit Survey</b></li></ul>
<b>DISPOSITIONS</b>	<b>Dispositions assessed by US and CE in SPED 6475/6476</b>

Note: GC=General Curriculum, AC=Adapted Curriculum