

# GRADUATE CERTIFICATE IN TEACHING - FALL START

	FALL TERM	SPRING TERM
<b>COURSES</b>	<p><b>Offered Fall, Spring, and Summer</b>  <b>SPED 5300:</b> Lifespan Development for Exceptional Individuals  <b>SPED 5370:</b> Culturally Responsive Positive Behavior Support</p> <p><b>SPED 5380:</b> Multiple Disabilities and Systematic Instruction (AC)  OR  <b>SPED 5375:</b> Foundational Literacy for Exceptional Individuals (GC)</p> <p><b>SPED 5400:</b> Practicum: Integrated Instructional Applications in Special Education</p>	<p><b>Offered Fall, Spring, and Summer</b>  <b>SPED 5300:</b> Lifespan Development for Exceptional Individuals  <b>SPED 5370:</b> Culturally Responsive Positive Behavior Support</p> <p><b>SPED 5274:</b> General Curriculum Access (AC)  OR  <b>SPED 5372:</b> Planning Mathematics Instruction for Students with Exceptional Needs (GC)</p> <p><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</p>
<b>INTASC</b>	<b>1-10</b>	<b>1-10</b>
<b>PLACEMENT SPECIFICS</b>	<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) if the candidate is completing the program in one-year; candidates completing the program in two years are still placed for a yearlong site. The Diverse Placement criteria may be met in either Year 1 or Year 2.</li> <li>The final year long placement for Student Teaching is tied to SPED 5400, which is always taken the semester prior to Student Teaching. Check the ST application for specifics as to whether the candidate is on a one-year or two-year progression.</li> </ul>	Student Teaching
<b>DURATION AND COMPLEXITY</b> (Traditional and Resident)	<p><b>SPED 5380/5375:</b> Make appropriate modifications or changes to curriculum tasks/materials given scenarios, in the classroom. 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. Design instruction that matches the needs of multiple diverse students in a classroom.</p> <p><b>SPED 5370 (If taken):</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 5300 (If taken):</b> Introductory experience with a person with a disability. Plan, conduct, and reflect on an activity with a person with a disability. Consider age appropriateness, environment, and possibilities for interaction. Investigate the disability, level of independence, and support systems for the person and person's family. Candidates will expand upon their field experiences through a clinical checklist.</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 ASR</p> <p><b>SPED 6475/6476:</b> 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.</p>
<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>	<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>	<b>Practice Tasks 1, 2, and 3 in SPED 5400</b>	<ul style="list-style-type: none"> <li><b>Entire edTPA Project</b></li> <li><b>STAR</b></li> <li><b>CLASS</b></li> <li><b>Candidate Exit Survey</b></li> <li><b>Technology Assessment associated with 5372/5274</b></li> </ul>
<b>DISPOSITIONS</b>	<b>Dispositions Self-Assessment</b> (connected to SPED 5300)	<b>Disposition/Self-Assessment 2</b> (mid-point assessment) <b>Evaluated by faculty on COED Dispositions Rubric</b> <b>Dispositions Self-Assessment</b> (connected to SPED 5300)

**Note: GC=General Curriculum, AC=Adapted Curriculum**

SPED candidates are encouraged to enroll in either a one-year accelerated program (3 terms) or a two year program (5 to 6 terms).

The trajectory above represents the accelerated model. The two year program of study is labeled as such: **Green Highlighted: Year 1 | Red Highlighted: Year 2**

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## SUMMER TERM

<b>COURSES</b>	<p><b>Offered Fall, Spring, and Summer</b>  <b>SPED 5300:</b> Lifespan Development for Exceptional Individuals  <b>SPED 5370:</b> Culturally Responsive Positive Behavior Support</p> <p><b>Offered Summer Only</b>  <b>SPED 5173:</b> Diagnostic Assessment</p>
<b>INTASC</b>	<b>1-10</b>
<b>PLACEMENT SPECIFICS</b>	ATLAS Videos
<b>DURATION AND COMPLEXITY</b> (Traditional and Resident)	<p><b>SPED 5300 (If taken):</b>            Reflect on observed co-teaching lessons            Reflect on consultative practices            Reflect on professional behavior</p> <p><b>SPED 5370 (If taken):</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>
<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>	
<b>DISPOSITIONS</b>	<p><b>Disposition/Self Assessment 2 (mid-point assessment).</b>  <b>Evaluated by faculty on COED Dispositions Rubric.</b></p>

**Note: GC=General Curriculum, AC=Adapted Curriculum**

SPED candidates are encouraged to enroll in either a one-year accelerated program (3 terms) or a two year program (5 to 6 terms). The trajectory above represents the accelerated model. The two year program of study is labeled as such:

Green Highlighted: Year 1 | Red Highlighted : Year 2