## Graduate Certificate in Teaching
(may be completed in One Year or Two Years)

### Courses
- **SECOND SUMMER TERM**
  - **SPED 5300**: Lifespan Development for Exceptional Individuals
  - **SPED 5370**: Culturally Responsive Positive Behavior Support

- **FALL TERM**
  - **SPED 5300**: Lifespan Development for Exceptional Individuals
  - **SPED 5370**: Culturally Responsive Positive Behavior Support
  - **SPED 5360**: Multiple Disabilities and Systematic Instruction (AC)
  - **SPED 5375**: Foundational Literacy for Exceptional Individuals (GC)
  - **SPED 5400**: Practicum: Integrated Instructional Applications in Special Education

### INTASC
- **1-10**

### Placement Specifics
- ATLAS Videos

### ATLAS Videos
- **SECOND SUMMER TERM**
  - **SPED 5300 (If taken)**: Reflect on observed co-teaching lessons
  - **SPED 5370 (If taken)**: 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.

### Duration and Complexity
(Traditonal and Resident)
- **SECOND SUMMER TERM**
  - **SPED 5300 (If taken)**: Provide positive and constructive feedback to guide students' learning and behavior
  - **SPED 5370 (If taken)**: Assess student progress (progress monitoring) using multiple sources to make data-based decisions
  - **SPED 5370 (If taken)**: Design and provide accurate instruction in a systematic manner

### Focus Practices
- **SECOND SUMMER TERM**
  - **SPED 5300 (If taken)**: Provide positive and constructive feedback to guide students’ learning and behavior
  - **SPED 5370 (If taken)**: Assess student progress (progress monitoring) using multiple sources to make data-based decisions
  - **SPED 5370 (If taken)**: Design and provide accurate instruction in a systematic manner

### Assessment
- **Practice Tasks 1, 2, and 3 in SPED 5400**

### Dispositions
- **SECOND SUMMER TERM**
  - Disposition/Self Assessment 2 (mid-point assessment)
  - Disposition/Self Assessment 3 (mid-point assessment)
  - Disposition/Self Assessment 4 (mid-point assessment)

### 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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<thead>
<tr>
<th>COURSES</th>
<th>Offered Fall, Spring, and Summer</th>
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<tbody>
<tr>
<td>SPED 5300: Lifespan Development for Exceptional Individuals</td>
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<tr>
<td>SPED 5570: Culturally Responsive Positive Behavior Support</td>
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<tr>
<td>SPED 5274: General Curriculum Access (AC) OR SPED 5372: Planning Mathematics Instruction for Students with Exceptional Needs (GC)</td>
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<tr>
<td>SPED 6475 Internship/Seminar: Special Education K-12 General Curriculum OR SPED 6476 Internship/Seminar: Special Education K-12 Adapted Curriculum</td>
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<th>PLACEMENT SPECIFICS</th>
<th>Student Teaching</th>
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| DURATION AND COMPLEXITY (Traditional and Resident) | SPED 5274/5372: 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 SPED 6475/6476: 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. |

| FOCUS PRACTICES | • Provide positive and constructive feedback to guide students' learning and behavior  
• Assess student progress (progress monitoring) using multiple sources to make data-based decisions  
• Design and provide accurate instruction in a systematic manner |

| ASSESSMENT | • Entire edTPA Project  
• STAR  
• CLASS  
• Candidate Exit Survey  
• Technology Assessment associated with 5372/5274 |

| DISPOSITIONS | Disposition/Self-Assessment 2 (mid-point assessment) Evaluated by faculty on COED Dispositions Rubric Dispositions Self-Assessment (connected to SPED 5300) |

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