## Special Education Graduate Certificate in Teaching - Fall Start

### COURSES

<table>
<thead>
<tr>
<th>FALL TERM</th>
<th>SPRING TERM</th>
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<tbody>
<tr>
<td><strong>SPED 5300:</strong> Lifespan Development for Exceptional Individuals</td>
<td><strong>SPED 5173:</strong> Diagnostic Assessment (Both Tracks) AND <strong>SPED 5274:</strong> General Curriculum Access (AC) OR <strong>SPED 5372:</strong> Planning Mathematics Instruction for Students with Exceptional Needs (GC) (Prerequisites: SPED 5300, 5173, 5370)</td>
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<td><strong>SPED 5370:</strong> Culturally Responsive Positive Behavior Support</td>
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### INTASC

- 1-10

### PLACEMENT SPECIFICS

- Atlas Videos, Case Studies
- Single semester placement at any grade; may meet Diverse Placement criteria (i.e., Title II, +60% F/R lunch eligible, or low-performing).
- Candidates employed in a school could complete clinicals in their own school.

### DURATION AND COMPLEXITY (Traditional and Resident)

- **SPED 5300:**
  - Reflect on observed co-teaching lessons
  - Reflect on consultative practices
  - Reflect on professional behavior
- **SPED 5370:**
  - 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.
- **SPED 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 Active Student Response (ASR)
- **SPED 5173:**
  - Analyze IEPs to inform construction of relevant assessments. Use assessment to plan effective instruction

### 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
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### ASSESSMENT

- Technology Assessment associated with 5274/5372

### DISPOSITIONS

- Dispositions Self-Assessment 1 in SPED 5300

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Note: GC=General Curriculum, AC=Adapted Curriculum
<table>
<thead>
<tr>
<th>COURSES</th>
<th>SUMMER TERM</th>
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<tr>
<td><strong>SPED 5375:</strong> Foundational Literacy for Exceptional Individuals (GC) (Prerequisites: SPED 5300, 5173, 5370)</td>
<td>offered in the summer.</td>
<td><strong>SPED 5380:</strong> Multiple Disabilities and Systematic Instruction (AC) OR <strong>SPED 5375:</strong> Foundational Literacy for Exceptional Individuals (GC) (Prerequisites for each: SPED 5300, 5173, 5370) AND <strong>SPED 5400:</strong> Practicum: Integrated Instructional Applications in Special Education</td>
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<tr>
<td>In addition, previous courses: <strong>SPED 5300, 5370, 5173, 5274,</strong> and <strong>5372</strong> are offered in the summer if students need to catch up. Prerequisites apply.</td>
<td></td>
<td><strong>edTPA Practice Tasks 1, 2, and 3 in SPED 5400</strong></td>
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**INTASC**

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**PLACEMENT SPECIFICS**

- Single semester placement at any grade; may meet Diverse Placement criteria (i.e., Title II, +60% F/R lunch eligible, or low-performing).
- Candidates employed in a school could complete clinicals in their own school.
- Atlas Videos, Case Studies
- 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.
- The final yearlong placement for Student Teaching is tied to SPED 5400, which is always taken the semester prior to Student Teaching.

**DURATION AND COMPLEXITY** (Traditional and Resident)

- **SPED 5375:** 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.
- **SPED 5400:** 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. Candidates will expand upon their field experiences through a clinical checklist.

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**ASSESSMENT**

- Disposition Assessment 2 (mid-point assessment). Evaluated by faculty on COED Dispositions Rubric in SPED 5400

**DISPOSITIONS**

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<table>
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<tr>
<th>COURSES</th>
<th>SPED 6475 Internship/Seminar: Special Education K-12 General Curriculum OR SPED 6476 Internship/Seminar: Special Education K-12 Adapted Curriculum</th>
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<tr>
<td>PLACEMENT SPECIFICS</td>
<td>Student Teaching Internship</td>
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<td>DURATION AND COMPLEXITY (Traditional and Resident)</td>
<td>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.</td>
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| 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  
• CPAST  
• Candidate Exit Survey |
| DISPOSITIONS | Dispositions assessed by US and CE in SPED 6475/6476 |

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