

Mild to Moderate Support Needs Intern Program

EDU 205: Specialized Instruction in the Linguistically Diverse Classroom

This course is designed to further candidates' knowledge and understanding of the foundations of first and second language acquisition, as well as develop and enhance their knowledge of linguistic development in planning and delivering English Language Development (ELD) and sheltered instruction (Specially Designed Academic Instruction in English, SDAIE), utilize current research-based practices, and implement the SIOP model. Candidates will develop lessons and deliver instruction that is standards-aligned and appropriately leveled to meet the needs of English learners while taking into consideration students' culture, level of acculturation, and prior schooling experiences. Candidates will be prepared to create, manage, and organize a culturally relevant classroom environment that is conducive to meaningful and appropriate instruction. Candidates will develop the skills needed to create, implement, and collaborate on support at a school and district to meet the state and federal requirements as well as the legal and ethical obligations for English learners.

EDU 206: Creating Supportive, Healthy Environments

This course provides an overview focused on establishing and maintaining healthy environments for student development and learning. Candidates will be introduced to ACEs, and the effects of trauma, and toxic stress. They will learn the benefits of social-emotional learning in the classroom and the importance of safety and teaching the whole child. Candidates will learn how to make informed decisions and recommendations regarding student health (mental, emotional, and physical) across environments.

EDU 207: Using Technology in the Classroom

This course is designed to introduce candidates to the use of technology and its impact on teaching and learning. Candidates will explore a wide variety of computer-based and mobile technology for both professional and instructional use. This course provides a practical, hands-

on look at the possibilities and potentials of computer technology for education. Coursework will be delivered using a combination of face-to-face and online sessions. Instruction is centered on the learner and on what is required of educators in today's technologically rich learning environment. Coursework is project-oriented, utilizing innovative electronic portfolios focusing on reflective learning practices.

SPED 210: Professional, Legal and Ethical Special Education Practices

Candidates will gain an understanding of how the historical, philosophical, and legal issues have shaped current practice in special education. Candidates will explore federal and state legislation and court cases (including the Disability Rights movement, the Education for All Handicapped Children Act, the Rowley decision, and other pertinent law) that formed the basic tenets of special education in the United States. Candidates will learn about the basic issues addressed in each of the reauthorizations of this federal legislation and how they have affected the development of special education today. Candidates will also learn about §504 of the Rehabilitation Act of 1973, as well as the Americans with Disabilities Act of 1990. Candidates will learn about the procedural safeguards for children and parents that protect their rights under state and federal law.

SPED 211: Assessment, Curriculum and Data Driven Instruction

This course provides candidates with the skills to successfully link assessment and instruction for students with mild/moderate disabilities. A variety of non-biased standardized techniques, instruments, and processes that are functional, curriculum-referenced, and performance-based, will be examined. The course prepares candidates to utilize standards-based assessment data to collaboratively develop IEP goals, adaptations, and instructional plans. Candidates will be able to make educational and programming decisions based on their assessment results. Candidates will also gain knowledge related to sharing assessment results in a fashion that is meaningful to fellow teachers and families. Candidates will explore the characteristics of students with learning disabilities, mild/moderate mental retardation, other health impairments, traumatic brain injury, emotional disturbance, and autism spectrum disorders and the implications of these characteristics for instruction. The course provides information about evidence-based instructional methods that are effective with students with mild/moderate disabilities, including specially designed curricula and methods for reading/language arts instruction for students with reading disorders. Candidates will learn to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, which provide students with disabilities with equitable access to the content and experiences found in the state approved core curriculum. Candidates will become immersed in the application of universal design for learning and the use of adaptations and modifications, including technology to make the core curriculum accessible to a broad range of diverse students. There will be a strong emphasis on collaboration with general education teachers, including co-teaching, to enhance the curriculum and instruction of students with mild/moderate disabilities.

SPED 212: Positive Behavior Management

This course provides candidates specific strategies for creating and maintaining a positive and supportive learning environment for students with mild/moderate disabilities. Exploration of proactive interventions to prevent discipline issues will be incorporated throughout the course including various positive behavioral supports. Candidates will learn how to develop effective classroom management plans and Behavioral Support Plans. Behavior interventions based upon person-centered values and developed in a collaborative, assessment-based process incorporating positive and effective interventions will be incorporated targeting the students' behavioral challenges.

SPED 213: Effective Communication and Collaboration Partnerships

The purpose of this course is to provide communication skills for developing and maintaining interpersonal relationships that serve as a basis for effective collaboration and teaming. The focus will be on working with regular classroom teachers, support services personnel, paraprofessionals, administrators, families, and representatives from community agencies. Candidates will explore common barriers to successful collaboration and be able to describe the components of successful collaboration including role clarity, interdependence, vision-driven solutions, and a focus on child and families as full partners in systems of care. Candidates will learn how to use effective communications skills to create collaborative partnerships, articulate best practices, advocate for students with special needs including English learners, resolve conflict, and work effectively in teams. In addition, the course will emphasize how to organize schedules and be an effective case manager, including facilitating IEPs, conducting assessments, consulting and co-teaching with general educators, and collaborating with a variety of individuals. Candidates will learn to recognize manifestations of resistance and conflict and apply problem-solving strategies for managing them.

SPED 214: Specialized Health, Mobility, Movement and Sensory Development

The purpose of this course is to teach candidates how to support movement, mobility, sensory, and specialized health care needs required for students to participate fully in classrooms, schools, and the community. Candidates will be introduced to appropriate and safe techniques, procedures, materials, educational technology, assistive technology and other adaptive equipment. Candidates will become familiar with laws and regulations pertinent to specialized health care in educational settings. The course will cover medications commonly administered in the educational setting and candidates will learn how to effectively implement district policies regarding medication including documentation procedures. The importance of communicating and working constructively with families and community members regarding health issues will be stressed. The course will cover procedures for procuring services and how to access other professionals and agencies to gain information regarding student's sensory, movement, mobility, and specialized health care services.

SPED 215: IEPs, IFSPs and Transition Plans

This course is designed to prepare candidates to be able to fully develop and participate in a student's Individualized Education Program (IEP), Individual Family Service Plan (IFSP), and

Individual Transition Plan (ITP) from preparing assessment authorization forms to disbursement of completed forms. This will include answering ‘who, what, when, and why’ of IEPs, IFSPs, and ITPs. Candidates will learn to competently prepare all sections of the IEP/IFSP/ITP and write measurable IEP goals reflecting Common Core State Standards. Candidates will also develop understanding of the legal basis, history, and function of the IEP/IFSP/ITP, along with the role of the student, family, and other participants. The course will cover when and how to access site-based and community-based resources and agencies, including social, health, and language services.

SPED 216: Programming Strategies for Students with Autism

This course provides an understanding of Autism Spectrum Disorders (ASD) and effective teaching strategies and positive behavioral supports. Candidates will learn about the evidence-based practices (EBPs) identified for teaching and supporting positive behavior in students with autism. The EBPs covered will include those identified by the National Professional Development Center for ASD (NPDC – ASD, 2014) and the National Autism Center (NAC, 2015) through their meta-analysis of the research literature on Autism. Candidates will learn how to identify appropriate EBPs that are supported for different areas of identified need. In addition, they will learn how to apply the EBPs to address student specific goals and develop appropriate lesson plans and data collection procedures to monitor student progress.

EDU 208: Best Practices for Performance Assessments

This course is designed to introduce candidates to the requirements for completing TPA 2 so that students have a clear understanding of the overview and templates provided by CTC. Students will create a personal timeline to ensure timely submission. Students will be given specific guidance on how to plan using backward mapping in order to complete all templates and demonstrate their knowledge of informal, student self and formal assessments. Strategies such as UDL, educational technology, ELD and differentiation will also be reviewed if necessary.

SPED 221/222/223/224: Support and Supervision

This course is designed to provide a developmental sequence of carefully planned, substantive supervised field experiences. Candidates will learn, plan, and practice multiple strategies for managing and delivering instruction. Program directors, field coaches, site mentors and site administrators will support candidates and document candidate competencies toward meeting the Teaching Performance Expectations (TPEs). This course includes monthly coach visits designed to provide customized support throughout the Intern Program.

MS 210: The Science and Methodology of Effective Literacy Instruction

This course is designed to deepen and refine candidates’ knowledge and practice of research-based instruction of the essential components of reading, writing, and language in K-8 classrooms. Candidates will read, discuss, and apply to their current teaching assignments effective strategies for teaching phonemic awareness, phonics, fluency, vocabulary, comprehension, language and writing. Candidates will create lesson plans for these components, identify Common Core State Standards addressed, and will include targeted support for English learners and students with special needs. Candidates will plan assessments (formal and formative) for the components of reading as well as writing and will consider how the data informs next instructional steps, making appropriate modifications for English learners

and special education students. Online coursework will provide candidates with opportunities to view in-class master teachers as well as experts, record observed strategies and student responses and apply strategies in their current teaching assignments.

MS 211: Mathematics Methodologies

This course is designed to deepen and refine candidates' knowledge and practice of research-based instruction of the essential components for balanced CCSS Mathematics K-8 classrooms. Candidates will read, discuss, and apply to their current teaching assignments effective strategies for planning, designing instruction, and assessing the CCSS mathematics content and Practice Standards through a balanced approach (rigorous, focused, and coherent). Candidates will examine, utilize, and practice planning, teaching, and learning with CCSS-aligned curriculum and adopted programs. Candidates will create lesson plans for these components and will include targeted support for English learners and students with special needs. Candidates will create, plan, and utilize formal and informal assessments. Using the formative assessment cycle, candidates will consider how the data informs next instructional steps, making appropriate adjustments for English learners, special education students, and accelerated learners. Activities and coursework will provide candidates with opportunities to view in-class master teachers as well as experts, record observed strategies and student responses and apply strategies in their current teaching assignments. Candidates will further their pedagogical knowledge and skills through online learning opportunities that include examining the progressions of mathematics and student-targeted interventions and utilizing technology resources during classroom instruction.

MS 216: Academic Language and RICA Preparation

This course is designed to prepare candidates for teaching academic language in all content areas, K-8, focusing in particular on the needs of English learners. In addition, this course is designed to prepare candidates to successfully pass the Reading Instruction Competency Assessment (RICA) through group and individual study, test practice with instructor and colleague feedback, and discussions.