

General Teacher Preparation Competencies

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| EPP Name: | Utah State University | Program Primary Contact: Julia Lyman | |
| Program Name: | Special Education (mild/moderate, severe and birth to age 5) (regional campuses and Logan Main Campus) | Secondary Point of Contact: Willa van Dijk | |
| DEFINITIONS | | | |
| Basic Concept Knowledge | | | |
| Competency Area | Method of Demonstrated Competency (e.g. Course Number and Name, Praxis number, Microcredential) | Description of Demonstrated Competency (e.g. Course Description and Learning Outcomes (Attach link to syllabus if Course Description and Learning Outcome don't address the Competency), Lesson Plan, Score Report | Evidence maintained by the program of how the program will ensure the candidate has |
| (PR.1) Understand equal opportunity as outlined in R277-328 by acknowledging that all students are capable of learning | <p>Characteristics & Accommodations Course: SPED 4000</p> <p>Foundation Courses: SPED 5011/5040</p> <p>Law and Policy Courses: SPED 5015/5070</p> <p>STER (Student Teaching Evaluation)</p> | <p>SPED Law and Accommodation Assignments in SPED 4000. SPED 4000: Education of Students with Disabilities - This course teaches the characteristics of all types of exceptional children with emphasis on the educational and psychological implications of these conditions to the development of the child.</p> <p>Lesson Plans/Explicit Instruction/Goals in SPED 5011/5040. SPED 5011: Foundations in Special Education: Instructional Strategies, Behavior Management, and IEPs - This course provides beginning teachers and paraprofessionals with foundational content and practice in applying effective instructional and behavior management strategies in their classrooms. It includes an overview of the IEP process and emphasizes the knowledge/skills needed to set up classrooms. / SPED 5040: Foundatons of Effective Instructional Practices - This course provides prospective special education teachers with fundamental principles of evidence-based instructional practices. The course will cover instructional standards as well as assessment, goals and objectives, explicit & systematic instruction, and progress monitoring of the standards.</p> <p>IEP and Skill Progression Assignment in SPED 5015/5070. SPED 5015: Law/Policies/Procedures - This course provides an understanding of federal and state laws for persons with disabilities and procedures for developing IEPs. SPED 5070: Policies, Procedures, and Collaboration in Special Education - This course provides an understanding of federal and state laws for persons with disabilities, procedures for organizing a special education classroom, and strategies</p> | CANVAS and eGrad |
| Application | | | |
| Competency Area | | Description of Demonstrated Competency (e.g. Course Description and Learning Outcomes (Attach link to syllabus if Course Description and Learning Outcome don't address the Competency), Lesson Plan Template, Praxis Score Report | Evidence maintained by the program of how the program will ensure the candidate has |
| (LL.2) Design learning that builds on the learner's background knowledge and supports students' needs | <p>Assessment Courses: SPED 5014/5030</p> <p>Semester 1 Practicum courses: SPED 5415/5410/5615/5600/5715/5810</p> <p>STER (Student Teaching Evaluation)</p> | <p>Score Interpretation Assignment in SPED 5014/5030. SPED 5014: Foundations in Assessment - This course covers types of assessment, including norm-referenced, criterion-referenced, and curriculum-based assessment styles, as well as the purposes of assessment, such as eligibility, program planning, and progress monitoring for students with disabilities. / SPED 5030: Assessment in Special Education - This course provides tools necessary to understand, administer, and interpret formal/informal assessments. It covers evaluation and assessment processes in special education, multidisciplinary teaming, assessments of achievement, intelligence, and behavior, and modifications and accommodations of informal and formal assessments.</p> <p>Lesson plans and home visits in SPED 5415/5410/5615/5600/5715/5810. SPED 5415: Practicum I for Mild/Moderate Disabilities - Students learn to use explicit instruction, positive management, scaffolded supports, active student engagement strategies, and feedback strategies to teach children with mild/moderate disabilities in elementary or secondary settings. Students complete course requirements in school placements. SPED 5410: Practicum I (Elementary) for Mild/Moderate Disabilities - Students learn to use explicit instruction, appropriate academic interventions, positive management, curriculum-based assessment, and data-based decision-making to teach children with mild/moderate disabilities in elementary settings. Students complete course requirements in elementary school placements. SPED 5615: Practicum I for Severe Disabilities - Students learn to implement explicit instruction, use research-based curricula, individualized academic interventions, implement positive classroom management, and data-based decision-making to teach children with severe disabilities. Students complete course requirements in elementary or secondary school placements. SPED 5600: Practicum I Severe - This course provides field-based opportunities to implement explicit instruction, use research-based curricula, provide academic interventions, and data-based individualization for students with significant cognitive disabilities in elementary or secondary school settings. SPED 5715: Practicum I: Birth to Five Special Education - Students participate in environments serving preschoolers with disabilities, working with individuals and groups of children, designing instruction, and</p> <p>Behavior Modules in SPED 4000. SPED 4000: Education of Students with Disabilities - This course teaches the characteristics of all types of exceptional children with emphasis on the educational and psychological implications of these conditions to the development of the child.</p> <p>Observation. SPED 5200: Student Teaching in Special Education - This course constitutes of a student teaching experience in the student's field of study.</p> | CANVAS and eGrad |
| (LL.3) Strengthen and support classroom norms that encourage positive teacher-student and student-student relationships | <p>Characteristics & Accommodation Course: SPED 4000</p> <p>STER (Student Teaching Evaluation)</p> | <p>Observation. SPED 5200: Student Teaching in Special Education - This course constitutes of a student teaching experience in the student's field of study.</p> | CANVAS and eGrad |

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| <p>(LL.4) Identify adaptations made to instruction to benefit learners of varied backgrounds</p> | <p>Characteristics & Accommodation Course: SPED 4000</p> <p>Foundation Courses: SPED 5014/5030</p> <p>Semester 1 Curriculum courses: SPED 5311/5310/5511/5510/5711/5710</p> <p>STER (Student Teaching Evaluation)</p> | <p>Disability Accommodations Discussions in SPED 4000. SPED 4000: Education of Students with Disabilities - This course teaches the characteristics of all types of exceptional children with emphasis on the educational and psychological implications of these conditions to the development of the child.</p> <p>ELL Case Study Assignment in SPED 5014/5030. SPED 5014: Foundations in Assessment - This course covers types of assessment, including norm-referenced, criterion-referenced, and curriculum-based assessment styles, as well as the purposes of assessment, such as eligibility, program planning, and progress monitoring for students with disabilities. / SPED 5030: Assessment in Special Education - This course provides tools necessary to understand, administer, and interpret formal/informal assessments. It covers evaluation and assessment processes in special education, multidisciplinary teaming, assessments of achievement, intelligence, and behavior, and modifications and accommodations of informal and formal assessments.</p> <p>Story-based lessons, sight words lesson plans in SPED 5311/5310/5511/5510/5711/5710SPED 5311: Reading and Language Arts Interventions for Students with Disabilities - This course covers curriculum, instructional methods, assessment, and data-based decision-making related to teaching reading and language arts to students with disabilities.SPED 5310: Teaching Reading and Language Arts to Students with Disabilities - This course covers curriculum, instructional methods, assessment, and data-based decision-making related to teaching reading and language arts to students with disabilitiesSPED 5511: Effective Instruction and Curriculum for Students with Severe Disabilities I - This course covers commercially available curricular materials, as well as how to plan, design, and implement explicit instruction for persons with severe disabilities.SPED 5510: Curriculum and Assessment for Students with Severe Disabilities I: This course covers teaching curricula content and assessment for making data-based decisions for persons with significant cognitive disabilities. SPED 5711: Introduction to Instruction for Preschoolers with Disabilities - This course provides information on instructional strategies, curricula, progress monitoring of children's IEP goals, service environments, and staffing roles for preschool special education teachers.SPED 5710: Young</p> | <p>CANVAS and eGrad</p> |
| <p>(LL.6) Encourage student ownership of learning by applying real world connection and authentic learning experiences in the classroom</p> | <p>Law and Policy Courses: SPED 5015/5070</p> <p>Semester 2 Curriculum courses: SPED 5312/5340/5512/5520/5713/5714/5730</p> <p>STER (Student Teaching Evaluation)</p> | <p>Student-Led IEP Assignment in SPED 5015/5070. SPED 5015: Law/Policies/Procedures - This course provides an understanding of federal and state laws for persons with disabilities and procedures for developing IEPs. SPED 5070: Policies, Procedures, and Collaboration in Special Education - This course provides an understanding of federal and state laws for persons with disabilities, procedures for organizing a special education classroom, and strategies for communicating and collaborating with parents and teachers as members of a multidisciplinary team.</p> <p>Lesson plans and implementation in SPED 5312/5340/5512/5520/5713/5714/5730SPED 5312:MM K-12 Math Content, Applications and Co-Teaching - This course covers instructional methods, assessment, data-based decision-making, co-teaching, and applications to teach math skills and problem-solving to students with mild/moderate disabilities, K-12. SPED 5340: Teaching Math to Students with Mild/Moderate Disabilities - This course covers instructional methods, assessment, data-based decision-making, co-teaching, and applications to teach math skills and problem-solving to students with mild/moderate disabilities. SPED 5512: Effective Instruction and Curriculum for Students with Severe Disabilities II - This course covers adapting and implementing additional commercially available curricular materials and functional academics using explicit instruction for persons with severe disabilitiesSPED 5520: Curriculum and Assessment for Students with Severe Disabilities II: This course covers additional teaching curricula content and assessment for making data-based decisions for persons with significant cognitive disabilities.SPED 5713: Early Intervention: Services for Infants and Families - This course covers awareness of how the presence of a child with a disability affects family functioning. It reviews practices in services to infants and toddlers and their families, infant development, and medical, health, and safety issues. Students participate with families and early interventionists in homesSPED 5714: Early</p> | <p>CANVAS and eGrad</p> |
| <p>(IC.2) Create learning intentions and success criteria that are aligned to Utah Core Standards</p> | <p>Semester 2 Practicum Courses SPED 5425/5420/5625/5610/5725/5820</p> <p>STER (Student Teaching Evaluation)</p> | <p>Lesson Plans and Implementation in SPED 5425/5420/5625/2610/5725/5820SPED 5425: Practicum II for Mild/Moderate Disabilities - Students learn to use explicit instruction, scaffolded supports, systematic instruction, intensive interventions, and data-based decision making to teach children with mild/moderate disabilities academic content in elementary or secondary settings. Students complete course requirements in school placementsSPED 5420: Practicum II (Secondary for Mild/Moderate Disabilities) - This course covers the use of effective instructional techniques, positive management, curriculum-based assessment, and data-based decision making to teach mathematics content to children with mild/moderate disabilities in a secondary settingSPED 5625: Practicum II for Severe Disabilities - Students learn to prepare and implement explicit instruction, individualized academic interventions, continue to implement positive classroom management, and extend skills of data-based decision-making to teach children with severe disabilities. Students complete course requirements in elementary or secondary school placements.SPED 5610: Practicum II Severe - This course provides field-based opportunities to implement explicit instruction, use research-based curricula, provide academic & daily living interventions, and data-based individualization for students with significant cognitive disabilities in elementary or secondary school settings.SPED 5725: Practicum II: Birth to Five Special Education - Students will participate in environments serving preschoolers with disabilities, working with individuals and groups of children, designing instruction, and monitoring student progress. In</p> | <p>CANVAS and eGrad</p> |
| <p>(IC.4) Plan learning progressions that build upon students' previous learning and support current learning intentions</p> | <p>Law and Policy Courses: SPED 5015/5070</p> <p>Semester 1 Curriculum courses: SPED 5311/5310/5511/5510/5711/5710</p> <p>STER (Student Teaching Evaluation)</p> | <p>IEP and Skill Progression Assignment in SPED 5015/5070. SPED 5015: Law/Policies/Procedures - This course provides an understanding of federal and state laws for persons with disabilities and procedures for developing IEPs. SPED 5070: Policies, Procedures, and Collaboration in Special Education - This course provides an understanding of federal and state laws for persons with disabilities, procedures for organizing a special education classroom, and strategies for communicating and collaborating with parents and teachers as members of a multidisciplinary team.</p> <p>Language Comprehension Lesson, case studies in SPED 5311/5310/5511/5510/5711/5710SPED 5311: Reading and Language Arts Interventions for Students with Disabilities - This course covers curriculum, instructional methods, assessment, and data-based decision-making related to teaching reading and language arts to students with disabilities. SPED 5310: Teaching Reading and Language Arts to Students with Disabilities - This course covers curriculum, instructional methods, assessment, and data-based decision-making related to teaching reading and language arts to students with disabilitiesSPED 5511: Effective Instruction and Curriculum for Students with Severe Disabilities I - This course covers commercially available curricular materials, as well as how to plan, design, and implement explicit instruction for persons with severe disabilities.SPED 5510: Curriculum and Assessment for Students with Severe Disabilities I: This course covers teaching curricula content and assessment for making data-based decisions for persons with significant cognitive disabilities. SPED 5711: Introduction to Instruction for Preschoolers with Disabilities - This course provides information on instructional strategies, curricula, progress monitoring of children's IEP goals, service environments, and staffing roles for preschool special education teachers.SPED 5710: Young Children with Disabilities: Characteristics and Services - This course covers theories of child development: how family systems, risk and resilience, and</p> | <p>CANVAS and eGrad</p> |

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| <p>(IC.5) Provide opportunities for students to track, reflect on, and set goals for their learning</p> | <p>Applied Behavior Analysis I courses: SPED 5012/5010</p> <p>Transition courses: SPED 5017/5080</p> <p>STER (Student Teaching Evaluation)</p> | <p>Self- Management Assignment in SPED 5012/5010SPED 5012: Basic Behavior Management and Instructional Strategies -This course covers topics related to collecting data, using data to make decisions, analyzing data, graphing data, and applying principles of behavior management and instruction to children and youth. /SPED 5010: Applied Behavioral Analysis 1: Principles, Assessment, and Analysis - This course covers how basic principles of human learning can be applied to help students with disabilities succeed in the classroom. It also covers collecting, analyzing, and graphing data on student behavior in order to make effective, data-based educational decisions.</p> <p>Self Monitoring Strategies for Goal Setting in SPED 5017/5080SPED 5017: Transition Planning and Collaboration for Exceptional Learners - This course provides information to develop and implement transition plans, including transition legislation and procedures, and strategies for working with students, families, related service providers, and other professionals. /SPED 5080: Transition-Focused Education and Collaboration - This course covers roles of parents, paraeducators, administrators, professionals, and students on multi-disciplinary teams; building inclusive programs; the array of services available to children</p> | <p>CANVAS and eGrad</p> |
| <p>(IC.7) Design a variety of instructional strategies to engage students and promote active learning</p> | <p>Foundation courses: SPED 5011/5040</p> <p>Applied Behavior Analysis I courses: SPED 5012/5010</p> <p>Semester 1 Practicum courses: SPED 5415/5410/5615/5600/5715/5810</p> <p>STER (Student Teaching Evaluation)</p> <p>STER (Student Teaching Evaluation)</p> <p>Semester 2 Practicum Courses SPED 5425/5420/5625/5610/5725/5820</p> <p>STER (Student Teaching Evaluation)</p> | <p>Lesson Plans in SPED 5011/5040SPED 5011: Foundations in Special Education: Instructional Strategies, Behavior Management, and IEPs - This course provides beginning teachers and paraprofessionals with foundational content and practice in applying effective instructional and behavior management strategies in their classrooms. It includes an overview of the IEP process and emphasizes the knowledge/skills needed to set up classrooms.SPED 5040: Foundatons of Effective Instructional Practices - This course provides prospective special education teachers with fundamental principles of evidence-based instructional practices. The course will cover instructional standards as well as assessment, goals and objectives, explicit & systematic instruction, and progress monitoring of the standards.</p> <p>In class activities on behavioral shaping, chaining, task analysis, discrete trial teaching, prompting and transfer of stimulus control plus assignment on chaining in SPED 5012/5010SPED 5012: Basic Behavior Management and Instructional Strategies -This course covers topics related to collecting data, using data to make decisions, analyzing data, graphing data, and applying principles of behavior management and instruction to children and youth. SPED 5010: Applied Behavioral Analysis 1: Principles, Assessment, and Analysis - This course covers how basic principles of human learning can be applied to help students with disabilities succeed in the classroom. It also covers collecting, analyzing, and graphing data on student behavior in order to make effective, data-based educational decisions.</p> <p>Lesson plans and home visits in SPED 5415/5410/5615/5600/5715/5810SPED 5415: Practicum I for Mild/Moderate Disabilities - Students learn to use explicit instruction, positive management, scaffolded supports, active student engagement strategies, and feedback strategies to teach children with mild/moderate disabilities in elementary or secondary settings. Students complete course requirements in school placementsSPED 5410: Practicum I (Elementary) for Mild/Moderate Disabilities - Students learn to use explicit instruction, appropriate academic interventions, positive management, curriculum-based assessment, and data-based decision-making to teach children with mild/moderate disabilities in elementary settings. Students complete course requirements in elementary school placements.SPED 5615: Practicum I for Severe Disabilities - Students learn to implement explicit instruction, use research-based curricula, individualized academic interventions, implement positive classroom management, and data-based decision-making to teach children with severe disabilities. Students complete course requirements in elementary or secondary school placementsSPED 5600: Practicum I Severe - This course provides field-based opportunities to implement explicit instruction, use research-based curricula, provide academic interventions, and data-based individualization for students with significant cognitive disabilities in elementary or secondary school settingsSPED 5715: Practicum I: Birth to Five Special Education: Students participate in environments serving preschoolers with disabilities, working with individuals and groups of children, designing instruction, and monitoring student progress. SPED 5810: Seminar and Field Experiences with Infants and Families - This course prepares individuals for early intervention service coordination, family coaching, and implementation of developmental supports in natural settings for young children with disabilities. Students participate, both in the home and early intervention settings, with families having infants with disabilities.</p> <p>Lesson Plans and Implementation in SPED 5425/5420/5625/2610/5725/5820SPED 5425: Practicum II for Mild/Moderate Disabilities - Students learn to use explicit instruction, scaffolded supports, systematic instruction, intensive interventions, and data-based decision making to teach children with mild/moderate</p> | <p>CANVAS and eGrad</p> |
| <p>(IP.1) Include differentiated strategies aligned with lesson objectives to meet the unique needs of every student</p> | <p>Foundation courses: SPED 5011/5040</p> <p>Semester 2 Curriculum courses: SPED 5312/5340/5512/5520/5713/5714/5730</p> <p>Semester 1 Practicum courses: SPED 5415/5410/5615/5600/5715/5810</p> <p>STER (Student Teaching Evaluation)</p> | <p>Lesson Plans in SPED 5011/5040SPED 5011: Foundations in Special Education: Instructional Strategies, Behavior Management, and IEPs - This course provides beginning teachers and paraprofessionals with foundational content and practice in applying effective instructional and behavior management strategies in their classrooms. It includes an overview of the IEP process and emphasizes the knowledge/skills needed to set up classrooms. SPED 5040: Foundatons of Effective Instructional Practices - This course provides prospective special education teachers with fundamental principles of evidence-based instructional practices. The course will cover instructional standards as well as assessment, goals and objectives, explicit & systematic instruction, and progress monitoring of the standards.</p> <p>Lesson plans, home visits, and math activities in SPED 5312/5340/5512/5520/5713/5714/5730SPED 5312:MM K-12 Math Content, Applications and Co-Teaching - This course covers instructional methods, assessment, data-based decision-making, co-teaching, and applications to teach math skills and problem-solving to students with mild/moderate disabilities, K-12. SPED 5340: Teaching Math to Students with Mild/Moderate Disabilities - This course covers instructional methods, assessment, data-based decision-making, co-teaching, and applications to teach math skills and problem-solving to students with mild/moderate disabilities. SPED 5512: Effective Instruction and Curriculum for Students with Severe Disabilities II - This course covers adapting and implementing additional commercially available curricular materials and functional academics using explicit instruction for persons with severe disabilitiesSPED 5520: Curriculum and Assessment for Students with Severe Disabilities II: This course covers additional teaching curricula content and assessment for making data-based decisions for persons with significant cognitive disabilities.SPED 5713: Early Intervention: Services for Infants and Families - This course covers awareness of how the presence of a child with a disability affects family functioning. It reviews practices in services to infants and toddlers and their</p> | <p>CANVAS and eGrad</p> |

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| <p>(IP.2) Provide appropriate strategies to promote and facilitate students' problem solving, critical thinking and discourse</p> | <p>Semester 2 Curriculum courses: SPED 5312/5340/5512/5520/5713/5714/5730</p> <p>STER (Student Teaching Evaluation)</p> | <p>Social/Behavioral Learning activities, in-class activities, connections in SPED 5312/5340/5512/5520/5713/5714/5730SPED 5312:MM K-12 Math Content, Applications and Co-Teaching - This course covers instructional methods, assessment, data-based decision-making, co-teaching, and applications to teach math skills and problem-solving to students with mild/moderate disabilities, K-12. SPED 5340: Teaching Math to Students with Mild/Moderate Disabilities - This course covers instructional methods, assessment, data-based decision-making, co-teaching, and applications to teach math skills and problem-solving to students with mild/moderate disabilities. SPED 5512: Effective Instruction and Curriculum for Students with Severe Disabilities II - This course covers adapting and implementing additional commercially available curricular materials and functional academics using explicit instruction for persons with severe disabilities. SPED 5520: Curriculum and Assessment for Students with Severe Disabilities II: This course covers additional teaching curricula content and assessment for making data-based decisions for persons with significant cognitive disabilities.SPED 5713: Early Intervention: Services for Infants and Families - This course covers awareness of how the presence of a child with a disability affects family functioning. It reviews practices in services to infants and toddlers and their families, infant development, and medical, health, and safety issues. Students participate with families and early interventionists in homes. SPED 5714: Early Childhood Development and Social Competency: Implications for Intervention - This course addresses how to use knowledge of</p> | <p>CANVAS and eGrad</p> |
| <p>(IP.6) Provide relevant learning opportunities that are grounded in student interests, needs, and backgrounds</p> | <p>Transition courses: SPED 5017/5080</p> <p>Applied Behavior Analysis II courses: SPED 5013/5050</p> <p>Semester 1 Curriculum courses: SPED 5311/5310/5511/5510/5711/5710</p> <p>STER (Student Teaching Evaluation)</p> | <p>Family Interviews in SPED 5017/5080. SPED 5017: Transition Planning and Collaboration for Exceptional Learners - This course provides information to develop and implement transition plans, including transition legislation and procedures, and strategies for working with students, families, related service providers, and other professionals. /SPED 5080: Transition-Focused Education and Collaboration - This course covers roles of parents, paraeducators, administrators, professionals, and students on multi-disciplinary teams; building inclusive programs; the array of services available to children with disabilities, as they transition to adult life; and skills in effective communication.</p> <p>Cooperating Teacher Agreement & Baseline Data Collection Assignments in 5013/5050SPED 5013: Advanced Behavior Management and Instructional Strategies - This course expands students' knowledge of the application of principles of behavior management and instruction. Students develop skills for remediating behavior problems using functional behavioral assessment.SPED 5050: Applied Behavioral Analysis 2: Applications - This course expands student knowledge of basic applied behavior analysis principles. Students develop skills for remediating behavior problems using functional behavioral assessment.</p> <p>Lesson plans and in-class activities in SPED 5311/5310/5511/5510/5711/5710SPED 5311: Reading and Language Arts Interventions for Students with Disabilities - This course covers curriculum, instructional methods, assessment, and data-based decision-making related to teaching reading and language arts to students with disabilities. SPED 5310: Teaching Reading and Language Arts to Students with Disabilities - This course covers curriculum, instructional methods, assessment, and data-based decision-making related to teaching reading and language arts to students with disabilitiesSPED 5511: Effective Instruction and Curriculum for Students with Severe Disabilities I - This course covers commercially available curricular materials, as well as how to plan, design, and implement explicit instruction for persons with severe disabilities.SPED 5510: Curriculum and Assessment for Students with Severe Disabilities I: This course covers teaching curricula content and assessment for making data-based decisions for persons with significant cognitive disabilities</p> | <p>CANVAS and eGrad</p> |
| <p>(IP.8) Provide intentional tools and technology to design and implement activities that promote active student technology use</p> | <p>Applied Behavior Analysis II courses: SPED 5013/5050</p> <p>Assistive Technology/Collaboration courses: SPED 5016/5530</p> <p>STER (Student Teaching Evaluation)</p> | <p>Functional Behavior Assessment Assignment in SPED 5013/5050SPED 5013: Advanced Behavior Management and Instructional Strategies - This course expands students' knowledge of the application of principles of behavior management and instruction. Students develop skills for remediating behavior problems using functional behavioral assessment.SPED 5050: Applied Behavioral Analysis 2: Applications - This course expands student knowledge of basic applied behavior analysis principles. Students develop skills for remediating behavior problems using functional behavioral assessment.</p> <p>Assistive Technology Project: Digital Creator in SPED 5016/5530. SPED 5016: Technology and Collaboration for Teaching Exceptional Learners - This course explores existing technology (IT and AT), technology legislation, resources to fund technology in classrooms, methods for evaluating AT needs of individuals with disabilities, and strategies for collaborating with families and service providers to assess, select, and implement technology. /SPED 5530: Family/Professional Collaboration and Technology for Teaching Exceptional Learners - This course provides strategies for communication, developing partnerships, and problem solving with parents and school professionals. This course familiarizes students with technology (IT and AT), federal/state technology</p> | <p>CANVAS and eGrad</p> |
| <p>(CC.2) Promote a classroom environment in which students will respect and value each other.</p> | <p>Assistive Technology/Collaboration courses: SPED 5016/5530</p> <p>STER (Student Teaching Evaluation)</p> | <p>Assistive Technology Project: Digital Creator in SPED 5016/5530. SPED 5016: Technology and Collaboration for Teaching Exceptional Learners - This course explores existing technology (IT and AT), technology legislation, resources to fund technology in classrooms, methods for evaluating AT needs of individuals with disabilities, and strategies for collaborating with families and service providers to assess, select, and implement technology. /SPED 5530: Family/Professional Collaboration and Technology for Teaching Exceptional Learners - This course provides strategies for communication, developing partnerships, and problem solving with parents and school professionals. This course familiarizes students with technology (IT and AT), federal/state technology legislation, resources to fund technology, and assessment of the technology needs of students.</p> | <p>CANVAS and eGrad</p> |
| <p>(CC.3) Involve students in establishing clear guidelines for behavior</p> | <p>Applied Behavior Analysis I courses: SPED 5012/5010</p> <p>Applied Behavior Analysis II courses: SPED 5013/5050</p> <p>STER (Student Teaching Evaluation)</p> | <p>Self- Management Assignment in SPED 5012/5010SPED 5012: Basic Behavior Management and Instructional Strategies -This course covers topics related to collecting data, using data to make decisions, analyzing data, graphing data, and applying principles of behavior management and instruction to children and youth. /SPED 5010: Applied Behavioral Analysis 1: Principles, Assessment, and Analysis - This course covers how basic principles of human learning can be applied to help students with disabilities succeed in the classroom. It also covers collecting, analyzing, and graphing data on student behavior in order to make effective, data-based educational decisions.</p> <p>Intervention Plan in SPED 5013/5050SPED 5013: Advanced Behavior Management and Instructional Strategies - This course expands students' knowledge of the application of principles of behavior management and instruction. Students develop skills for remediating behavior problems using functional behavioral assessment. SPED 5050: Applied Behavioral Analysis 2: Applications - This course expands student knowledge of basic applied behavior analysis principles. Students develop skills for remediating behavior problems using functional behavioral assessment.</p> | <p>CANVAS and eGrad</p> |
| <p>(CC.4) Address physical and emotional safety concerns in a timely manner</p> | <p>STER (Student Teaching Evaluation)</p> | <p>Observation and Conference with Mentor TeacherSPED 5200: Student Teaching in Special Education - This course constitutes of a student teaching experience in the student's field of study.</p> | <p>CANVAS and eGrad</p> |
| <p>(CC.5) Consistently applies the norms of the classroom to align with schoolwide expectations</p> | <p>STER (Student Teaching Evaluation)</p> | <p>Observation and Conference with Mentor TeacherSPED 5200: Student Teaching in Special Education - This course constitutes of a student teaching experience in the student's field of study.</p> | <p>CANVAS and eGrad</p> |
| <p>(CC.6) Strategically organize and structure the classroom environment for optimal student learning</p> | <p>STER (Student Teaching Evaluation)</p> | <p>Observation. SPED 5200: Student Teaching in Special Education - This course constitutes of a student teaching experience in the student's field of study.</p> | <p>CANVAS and eGrad</p> |

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| (CC.8) Encourage an environment where students feel safe to take risks, participate and engage | Assistive Technology/Collaboration courses: SPED 5016/5530 STER (Student Teaching Evaluation) | Assistive Technology Project and Family/Classroom Culture Assignment in SPED 5016/5530. SPED 5016: Technology and Collaboration for Teaching Exceptional Learners - This course explores existing technology (IT and AT), technology legislation, resources to fund technology in classrooms, methods for evaluating AT needs of individuals with disabilities, and strategies for collaborating with families and service providers to assess, select, and implement technology. / SPED 5530: Family/Professional Collaboration and Technology for Teaching Exceptional Learners - This course provides strategies for communication, developing partnerships, and problem solving with parents and school professionals. This course familiarizes students with technology (IT and AT), federal/state technology legislation, resources to fund technology, and assessment of the technology needs of students. | CANVAS and eGrad |
| (PR.2) Comply with relevant school, district, and state laws, rules and policies governing the profession | Assessment courses: SPED 5014/5030 Law and Policy courses: SPED 5015/5070 STER (Student Teaching Evaluation) | Score Interpretation and Analyze the Standard Assignments in SPED 5014/5030 SPED 5014: Foundations in Assessment - This course covers types of assessment, including norm-referenced, criterion-referenced, and curriculum-based assessment styles, as well as the purposes of assessment, such as eligibility program planning, and progress monitoring for students with disabilities. / SPED 5030: Assessment in Special Education - This course provides tools necessary to understand, administer, and interpret formal/informal assessments. It covers evaluation and assessment processes in special education, multidisciplinary teaming, assessments of achievement, intelligence, and behavior, and modifications and accommodations of informal and formal assessments. Quality and Compliance IEP Case Study in 5015/5070 SPED 5015: Law/Policies/Procedures - This course provides an understanding of federal and state laws for persons with disabilities and procedures for developing IEPs. SPED 5070: Policies, Procedures, and Collaboration in Special Education - This course provides an understanding of federal and state laws for persons with disabilities, procedures for organizing a special education classroom, and strategies for communicating and collaborating with parents and teachers as members of a multidisciplinary team. | CANVAS and eGrad |
| (PR.3) Demonstrate intellectual curiosity and values continuous growth by engaging in professional learning | Semester 2 Practicum Courses SPED 5425/5420/5625/5610/5725/5820 STER (Student Teaching Evaluation) | Self evaluations, peer evaluations and classroom observations in SPED 5425/5420/5625/2610/5725/5820 SPED 5425: Practicum II for Mild/Moderate Disabilities - Students learn to use explicit instruction, scaffolded supports, systematic instruction, intensive interventions, and data-based decision making to teach children with mild/moderate disabilities academic content in elementary or secondary settings. Students complete course requirements in school placements. SPED 5420: Practicum II (Secondary for Mild/Moderate Disabilities) - This course covers the use of effective instructional techniques, positive management, curriculum-based assessment, and data-based decision making to teach mathematics content to children with mild/moderate disabilities in a secondary setting. SPED 5625: Practicum II for Severe Disabilities - Students learn to prepare and implement explicit instruction, individualized academic interventions, continue to implement positive classroom management, and extend skills of data-based decision-making to teach children with severe disabilities. Students complete course requirements in elementary or secondary school placements SPED 5610: Practicum II Severe - This course provides field-based opportunities to implement explicit instruction, use research-based curricula, provide academic & daily living interventions, and data-based individualization for students with significant cognitive disabilities in elementary or secondary school settings. SPED 5725: Practicum II: Birth to Five Special Education - Students will participate in environments serving preschoolers with disabilities, working with individuals and groups of children, designing instruction, and | CANVAS and eGrad |
| Demonstration | | | |
| Competency Area | Method of Demonstrated Competency (e.g. PPA, Microcredential, Candidate Evaluation, Capstone, Portfolio, video w/ rubric) | Description of Demonstrated Competency (e.g. Description of Capstone or Portfolio Requirements, Name of USBE Microcredential, Name of PPA and specific tasks that align to the competency, Description and Link to Evaluation Protocol) | Evidence maintained by the program of how the program will ensure the candidate has |
| (LL.1) Participate in meetings with student's parents/guardians (e.g., IEP, 504, behavior, attendance, parent teacher conferences) to help assess and plan needed student support | STER (Student Teaching Evaluation) | Conference with Mentor Teacher. SPED 5200: Student Teaching in Special Education - This course constitutes of a student teaching experience in the student's field of study. | CANVAS and eGrad |
| (LL.5) Communicate clear expectations and procedures that include positive behavior interventions to promote student ownership of behavior | STER (Student Teaching Evaluation) | Observation. SPED 5200: Student Teaching in Special Education - This course constitutes of a student teaching experience in the student's field of study. | CANVAS and eGrad |
| (LL.7) Provide formative and timely feedback to guide students in self-assessment of learning | STER (Student Teaching Evaluation) | Observation. SPED 5200: Student Teaching in Special Education - This course constitutes of a student teaching experience in the student's field of study. | CANVAS and eGrad |
| (IC.1) Demonstrate an understanding of Utah Core Standards | STER (Student Teaching Evaluation) | Observation or Conference with Mentor Teacher and Student Teacher. SPED 5200: Student Teaching in Special Education - This course constitutes of a student teaching experience in the student's field of study. | CANVAS and eGrad |
| (IC.3) Design learning experiences aligned to learning intentions and success criteria | STER (Student Teaching Evaluation) | Observation or Conference with Mentor Teacher and Student Teacher. SPED 5200: Student Teaching in Special Education - This course constitutes of a student teaching experience in the student's field of study. | CANVAS and eGrad |
| (IC.6) Allow students multiple opportunities and means for demonstration of competency | STER (Student Teaching Evaluation) | Observation AND Conference with Mentor Teacher. SPED 5200: Student Teaching in Special Education - This course constitutes of a student teaching experience in the student's field of study. | CANVAS and eGrad |
| (IP.3) Analyze student assessment data, including both formative and summative assessments, to inform and adjust instruction | STER (Student Teaching Evaluation) | Observation or Conference with Mentor Teacher and Student Teacher. SPED 5200: Student Teaching in Special Education - This course constitutes of a student teaching experience in the student's field of study. | CANVAS and eGrad |

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| (IP.4) Employ a variety of assessments that allow all students to demonstrate learning | STER (Student Teaching Evaluation) | Observation or Conference with Mentor Teacher and Student Teacher SPED 5200: Student Teaching in Special Education - This course constitutes of a student teaching experience in the student's field of study. | CANVAS and eGrad |
| (IP.5) Provide feedback to students and parents that supports learning and growth | STER (Student Teaching Evaluation) | Observation or Conference with Mentor Teacher and Student Teacher SPED 5200: Student Teaching in Special Education - This course constitutes of a student teaching experience in the student's field of study. | CANVAS and eGrad |
| (IP.7) Encourage students to think, engage and access content in creative ways | STER (Student Teaching Evaluation) | Observation . SPED 5200: Student Teaching in Special Education - This course constitutes of a student teaching experience in the student's field of study. | CANVAS and eGrad |
| (CC.1) Create a learning climate that is sensitive to multiple experiences and backgrounds, including trauma informed practices and restorative practices | STER (Student Teaching Evaluation) | Observation . SPED 5200: Student Teaching in Special Education - This course constitutes of a student teaching experience in the student's field of study. | CANVAS and eGrad |
| (CC.7) Model and maintain routines and procedures to encourage a predictable and functional classroom | STER (Student Teaching Evaluation) | Observation . SPED 5200: Student Teaching in Special Education - This course constitutes of a student teaching experience in the student's field of study. | CANVAS and eGrad |
| (PR.4) Engages in reflective practices that support professional, instructional, and schoolwide improvement | STER (Student Teaching Evaluation) | Observation and Conference with Mentor Teacher . SPED 5200: Student Teaching in Special Education - This course constitutes of a student teaching experience in the student's field of study. | CANVAS and eGrad |
| (PR.5) Use effective communication with students, parents, families, and colleagues about student learning | STER (Student Teaching Evaluation) | Observation and Conference with Mentor Teacher . SPED 5200: Student Teaching in Special Education - This course constitutes of a student teaching experience in the student's field of study. | CANVAS and eGrad |
| (PR.6) Exhibit professional and ethical conduct in accordance with school, district, and state policy | STER (Student Teaching Evaluation) | Observation and Conference with Mentor Teacher . SPED 5200: Student Teaching in Special Education - This course constitutes of a student teaching experience in the student's field of study. | CANVAS and eGrad |
| (PR.7) Secure student data and respect confidentiality related to student data | STER (Student Teaching Evaluation) | Observation and Conference with Mentor Teacher . SPED 5200: Student Teaching in Special Education - This course constitutes of a student teaching experience in the student's field of study. | CANVAS and eGrad |