

**SPECIAL EDUCATION GRADUATE COURSEWORK**  
**Matrix of Courses, Major Assignments, and Standards and Dispositions**

(See bottom of this matrix for detail on standards, dispositions, outcomes and indicators.)

Course	Signature Assignments	NBPTS Core Propositions Addressed	Education Unit Professional Dispositions	Education Unit Student Outcomes and Indicators
501: Introduction to Graduate Studies in Special Education	<ul style="list-style-type: none"> <li>▪ <b>Diversity Survey:</b> Demonstrate knowledge of their students' diversity</li> <li>▪ <b>Annotated Bibliography:</b> Teachers read, analyze, and synthesize professional articles and current research. Teachers gain familiarity with library and electronic resources as they identify critical issues in special education.</li> </ul>	<p>1: Teachers are Committed to Students and Learning.</p> <p>2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.</p>	<ul style="list-style-type: none"> <li>▪ Promote Diversity</li> <li>▪ Engage in Collaborative Endeavors</li> <li>▪ Think Critically</li> <li>▪ Maintain Professional and Ethical Standards</li> </ul>	<ul style="list-style-type: none"> <li>▪ demonstrate strong foundation in subject matter knowledge or field of study</li> <li>▪ to use technology as a resource</li> <li>▪ make informed decisions</li> <li>▪ think critically</li> <li>▪ become change agents</li> </ul>
504: Advanced Proficiency in Educational Technologies	<ul style="list-style-type: none"> <li>▪ <b>Educational Technologies Research Project:</b> Demonstration of knowledge of research on the use of instructional technology to improve teaching and learning.</li> <li>▪ <b>Educational Technologies in Practice Project:</b> Demonstration of capacity to use educational technologies to improve teaching and learning through technology-rich curriculum, instruction, assessment, and classroom management.</li> </ul>	<p>1: Teachers are Committed to Students and Learning.</p> <p>5: Teachers are Members of Learning Communities.</p>	<ul style="list-style-type: none"> <li>▪ Promote Diversity</li> <li>▪ Think Critically</li> <li>▪ Maintain Professional and Ethical Standards</li> </ul>	<ul style="list-style-type: none"> <li>▪ demonstrate strong understanding and implementation of pedagogical skills or skills in their field</li> <li>▪ demonstrate ability to use technology as a resource</li> <li>▪ think critically</li> <li>▪ become change agents</li> <li>▪ maintain professional and ethical standards</li> <li>▪ become life-long learners</li> </ul>
510: Research Methods and Statistics	<ul style="list-style-type: none"> <li>▪ <b>Research Proposal Project:</b> Demonstration of knowledge of research procedures including the development of a rationale and discussion of participants, instruments, procedures, and data analysis techniques.</li> <li>▪ <b>Institutional Review Board Assignment:</b> Demonstration of knowledge of research ethics with regard to conducting research.</li> <li>▪ <b>Research Report Reviews:</b> Demonstrate knowledge of how to interpret research articles including an understanding of research design, sample, validity and reliability, conclusions appropriate to the data.</li> </ul>	<p>4: Teachers Think Systematically about Their Practice and Learn from Experience.</p> <p>5: Teachers are Members of Learning Communities.</p>	<ul style="list-style-type: none"> <li>▪ Engage in Collaborative Endeavors</li> <li>▪ Think Critically</li> <li>▪ Maintain Professional and Ethical Standards</li> <li>▪ Value Life-Long Learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ demonstrate strong foundation in subject matter knowledge or field of study</li> <li>▪ demonstrate ability to use technology as a resource</li> <li>▪ make informed decisions</li> <li>▪ think critically</li> <li>▪ become change agents</li> <li>▪ maintain professional and ethical standards</li> </ul>

**SPECIAL EDUCATION GRADUATE COURSEWORK**  
**Matrix of Courses, Major Assignments, and Standards and Dispositions**

(See bottom of this matrix for detail on standards, dispositions, outcomes and indicators.)

Course	Signature Assignments	NBPTS Core Propositions Addressed	Education Unit Professional Dispositions	Education Unit Student Outcomes and Indicators
<b>514: Infant Assessment and Intervention</b>	<ul style="list-style-type: none"> <li>▪ <b>Assessment Report:</b> This report includes: (a) identification of the infant and/or toddler assessment question that was addressed based on family needs and priorities, program concerns or identified issues; (b) a description of the assessment procedure, its implementation, and any adaptations that were made; (c) a brief explanation of how the assessment procedure addresses the assessment question; (d) a summary of the findings; (e) an interpretation of the findings in light of the assessment question; (f) the implications of the findings for developing intervention; (g) the reliability and validity of the findings and how this was established.</li> <li>▪ <b>Observation:</b> Candidates develop an infant/toddler observation sheet and conduct an observation with a child between the ages of birth and three years. The assessment question is related to one of the following: (a) family needs and priorities; (b) program concerns; (c) previously identified health, developmental, or behavioral conditions. Once the observation has been completed, write a brief report including (a) the assessment question addressed by the observation, (b) a brief description of the observation procedure and how it was conducted, and (c) a summary of the findings from the observation based on the data collected.</li> </ul>	<p>1: Teachers are Committed to Students and Learning.            3: Teachers are Responsible for Managing and Monitoring Student Learning.            5: Teachers are Members of Learning Communities.</p>	<ul style="list-style-type: none"> <li>▪ Promote Diversity</li> <li>▪ Think Critically</li> <li>▪ Maintain Professional and Ethical Standards</li> </ul>	<ul style="list-style-type: none"> <li>▪ demonstrate strong understanding and implementation of pedagogical skills or skills in their field</li> <li>▪ demonstrate ability to use technology as a resource</li> <li>▪ promote diversity</li> <li>▪ make informed decisions</li> <li>▪ think critically</li> <li>▪ become change agents</li> <li>▪ maintain professional and ethical standards</li> </ul>

**SPECIAL EDUCATION GRADUATE COURSEWORK**  
**Matrix of Courses, Major Assignments, and Standards and Dispositions**

(See bottom of this matrix for detail on standards, dispositions, outcomes and indicators.)

Course	Signature Assignments	NBPTS Core Propositions Addressed	Education Unit Professional Dispositions	Education Unit Student Outcomes and Indicators
<b>515: Preschool Assessment and Intervention</b>	<ul style="list-style-type: none"> <li>▪ <b>Assessment Report:</b> This report of preschool-K assessment includes: (a) identification of the preschool or K assessment question that was addressed based on family needs and priorities, program concerns or identified issues; (b) a description of the assessment procedure, its implementation, and any adaptations that were made; (c) a brief explanation of how the assessment procedure addresses the assessment question; (d) a summary of the findings; (e) an interpretation of the findings in light of the assessment question; (f) the implications of the findings for developing intervention; (g) the reliability and validity of the findings and how this was established.</li> <li>▪ <b>Resource Assignment:</b> Identification and evaluation of the types of curriculum programs available for preschool-K students with special needs. Identification of the continuum of programs for preschool-K students with special needs. Assignment includes classroom visitations, learning activities and evaluation of the curriculum according to the NAEYC Position Statement on DAP guidelines for constructing appropriate curriculum (Bredekamp &amp; Copple, 1997).</li> </ul>	<p>1: Teachers are Committed to Students and Learning.            3: Teachers are Responsible for Managing and Monitoring Student Learning.            5: Teachers are Members of Learning Communities.</p>	<ul style="list-style-type: none"> <li>▪ Promote Diversity</li> <li>▪ Think Critically</li> <li>▪ Maintain Professional and Ethical Standards</li> </ul>	<ul style="list-style-type: none"> <li>▪ demonstrate strong understanding and implementation of pedagogical skills or skills in their field</li> <li>▪ demonstrate ability to use technology as a resource</li> <li>▪ promote diversity</li> <li>▪ make informed decisions</li> <li>▪ think critically</li> <li>▪ become change agents</li> <li>▪ maintain professional and ethical standards</li> </ul>

**SPECIAL EDUCATION GRADUATE COURSEWORK**  
**Matrix of Courses, Major Assignments, and Standards and Dispositions**

(See bottom of this matrix for detail on standards, dispositions, outcomes and indicators.)

Course	Signature Assignments	NBPTS Core Propositions Addressed	Education Unit Professional Dispositions	Education Unit Student Outcomes and Indicators
<b>520: Assessing in Special Education</b>	<ul style="list-style-type: none"> <li>▪ <b>Quizzes:</b> Demonstration of knowledge of assessment terminology, basic statistical principles of testing, and view of assessment as a process, ability to analyze group data, and understanding of the validity and reliability as well as normative sampling and data. Students also assess their own cultural competence.</li> <li>▪ <b>Test Critique:</b> Demonstration of knowledge of the technical adequacy of a standardized measure and professional writing ability.</li> <li>▪ <b>Case Study:</b> Demonstration of capacity to analyze and interpret the progress (test and assessment data) of an individual student through analysis of IEP records, evaluating multiple measures and making recommendations for support, goals, and program planning.</li> </ul>	<p>1: Teachers are Committed to Students and Learning.</p> <p>3: Teachers are Responsible for Managing and Monitoring Student Learning.</p> <p>5: Teachers are Members of Learning Communities.</p>	<ul style="list-style-type: none"> <li>▪ Promote Diversity</li> <li>▪ Think Critically</li> <li>▪ Maintain Professional and Ethical Standards</li> </ul>	<ul style="list-style-type: none"> <li>▪ demonstrate strong understanding and implementation of pedagogical skills or skills in their field</li> <li>▪ demonstrate ability to use technology as a resource</li> <li>▪ promote diversity</li> <li>▪ make informed decisions</li> <li>▪ think critically</li> <li>▪ become change agents</li> <li>▪ maintain professional and ethical standards</li> </ul>
<b>522 Positive Behavior Support</b>	<ul style="list-style-type: none"> <li>▪ <b>Positive Behavior Support Behavior Intervention Plan:</b> This case study format introduces students to the foundations of system wide positive behavior support for the individual, the classroom, and the school community. After conducting setting event assessments and functional analysis, students design a proactive comprehensive plan that addresses school and classroom culture, family dynamics, collaboration in order to create lifelong durable behavior changes for the student, teachers, administration, and families. This case study requires a single subject design format and students are able to use their data to long range programmatic decisions.</li> </ul>	<p>1: Teachers are Committed to Students and Learning.</p> <p>3: Teachers are Responsible for Managing and Monitoring Student Learning.</p> <p>4: Teachers Think Systematically about Their Practice and Learn from Experience.</p> <p>5: Teachers are Members of Learning Communities.</p>	<ul style="list-style-type: none"> <li>▪ Promote Diversity</li> <li>▪ Engage in Collaborative Endeavors</li> <li>▪ Think Critically</li> <li>▪ Maintain Professional and Ethical Standards</li> </ul>	<ul style="list-style-type: none"> <li>▪ demonstrate strong foundation in subject matter knowledge or field of study</li> <li>▪ demonstrate strong understanding and implementation of pedagogical skills or skills in their field</li> <li>▪ promote diversity</li> <li>▪ make informed decisions</li> <li>▪ engage in collaborative endeavors</li> <li>▪ think critically</li> <li>▪ maintain professional and ethical standards</li> </ul>

**SPECIAL EDUCATION GRADUATE COURSEWORK**  
**Matrix of Courses, Major Assignments, and Standards and Dispositions**

(See bottom of this matrix for detail on standards, dispositions, outcomes and indicators.)

Course	Signature Assignments	NBPTS Core Propositions Addressed	Education Unit Professional Dispositions	Education Unit Student Outcomes and Indicators
529: Collaborative and Consultative Seminar	<ul style="list-style-type: none"> <li>▪ <b>Professional Development Plan:</b> All teachers working toward their Clear Credential are required in the State of California to complete an Induction Plan for Professional Development.</li> <li>▪ <b>Co-Taught Lesson:</b> Candidates practice collaboration and co-teaching with a general education teacher IN THE GENERAL EDUCATION CLASSROOM to modify/design a lesson or unit of instruction to meet the needs of all students in the class</li> <li>▪ <b>Inservice Development and Presentation:</b> Designed to give students an opportunity to practice using a needs assessment to develop and deliver a relevant inservice presentation to your school staff.</li> </ul>	<p>2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.</p> <p>3: Teachers are Responsible for Managing and Monitoring Student Learning.</p> <p>4: Teachers Think Systematically about Their Practice and Learn from Experience.</p> <p>5: Teachers are Members of Learning Communities.</p>	<ul style="list-style-type: none"> <li>▪ Promote Diversity</li> <li>▪ Engage in Collaborative Endeavors</li> <li>▪ Think Critically</li> <li>▪ Maintain Professional and Ethical Standards</li> </ul>	<ul style="list-style-type: none"> <li>▪ demonstrate strong understanding and implementation of pedagogical skills or skills in their field</li> <li>▪ demonstrate ability to use technology as a resource</li> <li>▪ promote diversity</li> <li>▪ make informed decisions</li> <li>▪ engage in collaborative endeavors</li> <li>▪ become change agents</li> <li>▪ maintain professional and ethical standards</li> </ul>
531: Seminar: Individuals with Moderate/Severe Disabilities*	<ul style="list-style-type: none"> <li>▪ <b>Research Critique:</b> Written commentary about a series of empirical articles on educational issues and their implications relevant to individuals with labels of moderate to severe and profound disabilities. Conclusions and implications for practitioners in the field of special education are explored.</li> <li>▪ <b>Literature Review:</b> Writing assessment related to theoretical applications of educational practice, assessment, or service delivery to students with mild/moderate disabilities.</li> </ul>	<p>4: Teachers Think Systematically about Their Practice and Learn from Experience.</p>	<ul style="list-style-type: none"> <li>▪ Think Critically</li> <li>▪ Maintain Professional and Ethical Standards</li> </ul>	<ul style="list-style-type: none"> <li>▪ demonstrate strong foundation in subject matter knowledge or field of study</li> <li>▪ make informed decisions</li> <li>▪ think critically</li> <li>▪ become change agents</li> <li>▪ maintain professional and ethical standards</li> </ul>

**SPECIAL EDUCATION GRADUATE COURSEWORK**  
**Matrix of Courses, Major Assignments, and Standards and Dispositions**

(See bottom of this matrix for detail on standards, dispositions, outcomes and indicators.)

Course	Signature Assignments	NBPTS Core Propositions Addressed	Education Unit Professional Dispositions	Education Unit Student Outcomes and Indicators
532: Seminar: Individuals with Mild/Moderate Disabilities*	<ul style="list-style-type: none"> <li>▪ <b>Research Critique:</b> Written commentary about one empirical article on an educational issue and its implications. Conclusions and implications for practitioners in the field of special education are explored.</li> <li>▪ <b>Literature Review:</b> Writing assessment related to theoretical applications of educational practice, assessment, or service delivery to students with mild/moderate disabilities.</li> </ul>	4: Teachers Think Systematically about Their Practice and Learn from Experience.	<ul style="list-style-type: none"> <li>▪ Think Critically</li> <li>▪ Maintain Professional and Ethical Standards</li> </ul>	<ul style="list-style-type: none"> <li>▪ demonstrate strong foundation in subject matter knowledge or field of study</li> <li>▪ make informed decisions</li> <li>▪ think critically</li> <li>▪ become change agents</li> <li>▪ maintain professional and ethical standards</li> </ul>
533: Issues and Trends in Collaborative/Consultative Services	<ul style="list-style-type: none"> <li>▪ <b>Weekly Series of Online Discussion Assignment:</b> Based on readings, journal articles include but not limited to families, ethical dispositions, collaboration, school wide system change, co-teaching, professional partnerships, influence of curriculum in school wide system change, Legal issues, crisis and stress and technology</li> <li>▪ <b>Portfolio:</b> Candidates develop a working research based Portfolio. Candidates are expected to include a resource file of materials related to teaching English Learners, a variety of research based characteristics and resources for a variety of exceptionalities, identification problems and practices, family attitudes toward special education labels, legal issues in special education, best practice research findings, etc.</li> </ul>	<p>1: Teachers are Committed to Students and Learning.</p> <p>4: Teachers Think Systematically about Their Practice and Learn from Experience.</p> <p>5: Teachers are Members of Learning Communities.</p>	<ul style="list-style-type: none"> <li>▪ Promote Diversity</li> <li>▪ Engage in Collaborative Endeavors</li> <li>▪ Think Critically</li> <li>▪ Maintain Professional and Ethical Standards</li> </ul>	<ul style="list-style-type: none"> <li>▪ demonstrate strong understanding and implementation of pedagogical skills or skills in their field</li> <li>▪ promote diversity</li> <li>▪ make informed decisions</li> <li>▪ engage in collaborative endeavors</li> <li>▪ think critically</li> <li>▪ become change agents</li> <li>▪ maintain professional and ethical standards</li> </ul>

**SPECIAL EDUCATION GRADUATE COURSEWORK**  
**Matrix of Courses, Major Assignments, and Standards and Dispositions**

(See bottom of this matrix for detail on standards, dispositions, outcomes and indicators.)

Course	Signature Assignments	NBPTS Core Propositions Addressed	Education Unit Professional Dispositions	Education Unit Student Outcomes and Indicators
535: Seminar in Special Education: Early Intervention	<ul style="list-style-type: none"> <li>▪ <b>Research Critique:</b> Written commentary about one empirical article on an educational issue and its implications. Conclusions and implications for practitioners in the field of special education are explored.</li> <li>▪ <b>Literature Review:</b> Writing assessment related to theoretical applications of educational practice, assessment, or service delivery to students with mild/moderate disabilities</li> </ul>	4: Teachers Think Systematically about Their Practice and Learn from Experience.	<ul style="list-style-type: none"> <li>▪ Think Critically</li> <li>▪ Maintain Professional and Ethical Standards</li> </ul>	<ul style="list-style-type: none"> <li>▪ demonstrate strong foundation in subject matter knowledge or field of study</li> <li>▪ make informed decisions</li> <li>▪ think critically</li> <li>▪ become change agents</li> <li>▪ maintain professional and ethical standards</li> </ul>
551: Bilingual Multicultural Special Education	<ul style="list-style-type: none"> <li>▪ <b>Unit Lesson Plan:</b> Developing effective lessons that meet state and district standards and utilize various instructional methods and strategies that best meet the very special needs of these learners.</li> <li>▪ <b>Discovery Summary:</b> A thoughtful and analytic description of an experience that students have chosen to conduct to further acquaint with the area of special education of the learner who has diverse abilities.</li> </ul>	1: Teachers are Committed to Students and Learning. 4. Teachers think systematically about their practice and learn from experience.	<ul style="list-style-type: none"> <li>▪ Promote Diversity</li> <li>▪ Think Critically</li> <li>▪ Maintain Professional and Ethical Standards</li> </ul>	<ul style="list-style-type: none"> <li>▪ demonstrate strong understanding and implementation of pedagogical skills or skills in their field</li> <li>▪ demonstrate ability to use technology as a resource</li> <li>▪ promote diversity</li> <li>▪ make informed decisions</li> <li>▪ think critically</li> <li>▪ become change agents</li> <li>▪ maintain professional and ethical standards</li> </ul>
584: Transition, Vocation, and Careers Over the Lifespan	<ul style="list-style-type: none"> <li>▪ <b>Program visitation, Assessment &amp; Analysis:</b> Application of the understanding of principles &amp; necessity for preparing individuals for school to post-school continuum and relationship; multi-unit program design and development.</li> <li>▪ <b>IDEA &amp; Transition Law Exam:</b> Demonstration of acquisition &amp; fluency of legislation tied to life-span transition.</li> <li>▪ <b>Individual Transition Plan:</b> Application of tying assessment to planning, collaboration, and the importance &amp; implementation of self-determination.</li> </ul>	1: Teachers are Committed to Students and Learning. 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students. 3: Teachers are Responsible for Managing and Monitoring Student Learning. 4: Teachers Think Systematically about Their Practice and Learn from Experience. 5: Teachers are Members of Learning Communities.	<ul style="list-style-type: none"> <li>▪ Promote Diversity</li> <li>▪ Engage in Collaborative Endeavors</li> <li>▪ Think Critically</li> <li>▪ Maintain Professional and Ethical Standards</li> <li>▪ Value Life-Long Learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ demonstrate strong foundation in subject matter knowledge or field of study</li> <li>▪ demonstrate strong understanding and implementation of pedagogical skills or skills in their field</li> <li>▪ demonstrate ability to use technology as a resource</li> <li>▪ promote diversity</li> <li>▪ make informed decisions</li> <li>▪ engage in collaborative endeavors</li> <li>▪ think critically</li> <li>▪ become change agents</li> <li>▪ maintain professional and ethical standards</li> <li>▪ become life-long learners</li> </ul>

**SPECIAL EDUCATION GRADUATE COURSEWORK**  
**Matrix of Courses, Major Assignments, and Standards and Dispositions**

(See bottom of this matrix for detail on standards, dispositions, outcomes and indicators.)

Course	Signature Assignments	NBPTS Core Propositions Addressed	Education Unit Professional Dispositions	Education Unit Student Outcomes and Indicators
<b>586: Curriculum Issues in Special Education</b>	<ul style="list-style-type: none"> <li>▪ <b>Historical Reviews and Summaries:</b> Review of 3 education articles from the early 1900s with a brief synopsis and commentary about each one</li> <li>▪ <b>Public Depiction of Disability:</b> Review a film, book, or TV show exploring the public view of an individual with a disability</li> <li>▪ <b>Current Issues:</b> Review of current issues in education assignment.</li> <li>▪ <b>Reflection Paper:</b> Analyze the effect of the course readings on your philosophy of education, reflective practices as a teacher of students with disabilities, your ability to engage in meaningful dialogue of the field, and application of best practices to your classroom</li> </ul>	<ol style="list-style-type: none"> <li>1: Teachers are Committed to Students and Learning.</li> <li>2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.</li> <li>3: Teachers are Responsible for Managing and Monitoring Student Learning.</li> <li>4: Teachers Think Systematically about Their Practice and Learn from Experience.</li> <li>5: Teachers are Members of Learning Communities.</li> </ol>	<ul style="list-style-type: none"> <li>▪ Promote Diversity</li> <li>▪ Engage in Collaborative Endeavors</li> <li>▪ Think Critically</li> <li>▪ Maintain Professional and Ethical Standards</li> <li>▪ Value Life-Long Learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ demonstrate strong foundation in subject matter knowledge or field of study</li> <li>▪ demonstrate strong understanding and implementation of pedagogical skills or skills in their field</li> <li>▪ demonstrate ability to use technology as a resource</li> <li>▪ promote diversity</li> <li>▪ make informed decisions</li> <li>▪ engage in collaborative endeavors</li> <li>▪ think critically</li> <li>▪ become change agents</li> <li>▪ maintain professional and ethical standards</li> <li>▪ become life-long learners</li> </ul>
<b>Culminating Experience 595, 596, 597, 598</b>	<ul style="list-style-type: none"> <li>▪ <b>Culminating Experience:</b> Demonstration of ability to evaluate school and student progress and critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.</li> </ul>	<ol style="list-style-type: none"> <li>4: Teachers Think Systematically about Their Practice and Learn from Experience.</li> <li>5: Teachers are Members of Learning Communities.</li> </ol>	<ul style="list-style-type: none"> <li>▪ Promote Diversity</li> <li>▪ Engage in Collaborative Endeavors</li> <li>▪ Think Critically</li> <li>▪ Maintain Professional and Ethical Standards</li> <li>▪ Value Life-Long Learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ demonstrate strong foundation in subject matter knowledge or field of study</li> <li>▪ demonstrate strong understanding and implementation of pedagogical skills or skills in their field</li> <li>▪ demonstrate ability to use technology as a resource</li> <li>▪ promote diversity</li> <li>▪ make informed decisions</li> <li>▪ engage in collaborative endeavors</li> <li>▪ think critically</li> <li>▪ become change agents</li> <li>▪ maintain professional and ethical standards</li> <li>▪ become life-long learners</li> </ul>
<p><b>National Board for Professional Teaching Standards Core Propositions</b></p> <p><b>Proposition 1: Teachers are Committed to Students and Learning.</b>  They make knowledge accessible; treat students equitably; understand how students develop and learn; respect cultural and family differences; are concerned with students' self-concept; and are concerned with the development of character and civic responsibility</p> <p><b>Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.</b>  They have mastery over the subject(s) they teach; have skill and experience in teaching it, and are familiar with skills gaps and preconceptions; and are able to use diverse instructional strategies to</p>				

**SPECIAL EDUCATION GRADUATE COURSEWORK**  
**Matrix of Courses, Major Assignments, and Standards and Dispositions**

(See bottom of this matrix for detail on standards, dispositions, outcomes and indicators.)

Course	Signature Assignments	NBPTS Core Propositions Addressed	Education Unit Professional Dispositions	Education Unit Student Outcomes and Indicators			
<p>teach for understanding.</p> <p><b>Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.</b>            They deliver effective instruction; engage students to ensure a disciplined learning environment; assess the progress of individual students and the class; use multiple methods for measuring student growth; and explain student performance to parents</p> <p><b>Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.</b>            They model what it means to be an educated person; are familiar with current learning theories and instructional strategies; and critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice</p> <p><b>Proposition 5: Teachers are Members of Learning Communities.</b>            They collaborate with others to improve student learning; seek and build partnerships with community groups and businesses; evaluate school progress and the allocation of resources to meet education objectives; and work collaboratively with parents to engage them productively in the school</p>							
<p><b>Education Unit Professional Dispositions Expected of Graduate Students</b></p> <ol style="list-style-type: none"> <li><b>Promote Diversity:</b> Value all aspects of human development and promote the diverse ideas, views, strengths, styles of learning, talents, and abilities of each learner. Candidates are committed to the inclusion of multiple perspectives, voices, cultures, languages, values, and knowledge. They recognize that each individual's gifts bring depth and richness to the whole, and help develop understanding of individual complexity and appreciation for one another.</li> <li><b>Engage in Collaborative Endeavors:</b> Demonstrate the appropriate interpersonal and communication skills that promote respectful and collaborative relationships with families and other professionals to support student learning and well-being. In their work with others, they model and encourage positive social interaction, active engagement in learning and self motivation.</li> <li><b>Think Critically:</b> Systematically reflect on their practice to make informed decisions and grow as effective educators and specialists. In their work with others they use a variety of formal and informal assessments to evaluate progress and performances, identify individual and group needs, and modify their leadership strategies for program and individual growth and improvement.</li> <li><b>Maintain Professional and Ethical Standards:</b> Understand and fulfill the ethical and professional responsibilities of educators and specialists as defined in state, national, and institutional standards. Display the emotional maturity, academic integrity, and professional commitment necessary to successfully demonstrate these standards in their work with students, families, and other professionals.</li> <li><b>Value Life-Long Learning:</b> Understand that professional development is a dynamic process extending over the course of a career. Demonstrate the necessary skills to take responsibility for planning and pursuing their ongoing learning, reflecting with colleagues in their practice, and for contributing to the knowledge base of the profession. In the field they act as responsible change agents by contributing to the school as a learning organization to foster student learning and well-being.</li> </ol>							
<p><b>Education Unit Student Outcomes and Indicators</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%; vertical-align: top;"> <p><b>Outcome I: Knowledgeable and Competent Specialists</b></p> <ul style="list-style-type: none"> <li>▫ demonstrate strong foundation in subject matter knowledge or field of study</li> <li>▫ demonstrate strong understanding and implementation of pedagogical skills or skills in their field</li> <li>▫ demonstrate ability to use technology as a resource</li> </ul> </td> <td style="width: 33%; vertical-align: top;"> <p><b>Outcome III: Reflective and Responsive Practitioners</b></p> <ul style="list-style-type: none"> <li>▫ promote diversity</li> <li>▫ make informed decisions</li> <li>▫ engage in collaborative endeavors</li> <li>▫ think critically</li> </ul> </td> <td style="width: 33%; vertical-align: top;"> <p><b>Outcome III: Committed and Caring Professionals</b></p> <ul style="list-style-type: none"> <li>▫ become change agents</li> <li>▫ maintain professional and ethical standards</li> <li>▫ become life-long learners</li> </ul> </td> </tr> </table>					<p><b>Outcome I: Knowledgeable and Competent Specialists</b></p> <ul style="list-style-type: none"> <li>▫ demonstrate strong foundation in subject matter knowledge or field of study</li> <li>▫ demonstrate strong understanding and implementation of pedagogical skills or skills in their field</li> <li>▫ demonstrate ability to use technology as a resource</li> </ul>	<p><b>Outcome III: Reflective and Responsive Practitioners</b></p> <ul style="list-style-type: none"> <li>▫ promote diversity</li> <li>▫ make informed decisions</li> <li>▫ engage in collaborative endeavors</li> <li>▫ think critically</li> </ul>	<p><b>Outcome III: Committed and Caring Professionals</b></p> <ul style="list-style-type: none"> <li>▫ become change agents</li> <li>▫ maintain professional and ethical standards</li> <li>▫ become life-long learners</li> </ul>
<p><b>Outcome I: Knowledgeable and Competent Specialists</b></p> <ul style="list-style-type: none"> <li>▫ demonstrate strong foundation in subject matter knowledge or field of study</li> <li>▫ demonstrate strong understanding and implementation of pedagogical skills or skills in their field</li> <li>▫ demonstrate ability to use technology as a resource</li> </ul>	<p><b>Outcome III: Reflective and Responsive Practitioners</b></p> <ul style="list-style-type: none"> <li>▫ promote diversity</li> <li>▫ make informed decisions</li> <li>▫ engage in collaborative endeavors</li> <li>▫ think critically</li> </ul>	<p><b>Outcome III: Committed and Caring Professionals</b></p> <ul style="list-style-type: none"> <li>▫ become change agents</li> <li>▫ maintain professional and ethical standards</li> <li>▫ become life-long learners</li> </ul>					