A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 0
Lab Hours/Week: 0
OJT Hours/Week: *.*
Prerequisites: None
Corequisites: None
MnTC Goals: None

This course uses scientifically based research strategies to identify the characteristics of teacher-student interactions and design curricular interventions that address socio-emotional interactions, classroom organization and management, as well as instructional support to accommodate diverse learners in reading, writing, mathematics, and social skills. This course requires a 20-hour approved field experience that includes developing an individual application project in collaboration with a supervising teacher licensed in the area the student is seeking licensure in. Prerequisite(s): Initial Special Education license already completed or instructor consent.

B. COURSE EFFECTIVE DATES:  08/15/2020 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Knowledge of curricular research-based interventions
2. Application of concept mapping
3. Evaluate teacher-student interactions
4. Completion of a modified edTPA

D. LEARNING OUTCOMES (General)

1. evaluate current literature and efficiently and effectively summarize a small body of literature.
2. identify key points of information that is most helpful to them professionally.
3. identify and differentiate teacher-student interactions and they will internalize behaviors and dispositions that lead to desirable teacher-student interactions and thus incorporating positive examples in their classrooms and in teacher leadership positions.
4. apply the UDL format to develop targeted interventions and strategies that they will use in their classrooms to better address the needs of their students.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted