



Division of Special Education and Counseling
California State University, Los Angeles

Fall 2024

EDSP 4065: Student Teaching with Master Teacher in Early Intervention (Birth-3) (4 units)
EDSP 4085: Directed Teaching in Approved Teaching Assignment: Early Intervention (Birth-3) (4 units)
Section X

Instructor: TBD
Office:
Telephone:
Email:

Class Location:
Class Day/Time:
Office Hours:

For COVID-19 related information and questions, please check Cal State LA's [Health Watch](#) sites regularly for updates.

Catalog Description (EDSP 4065):

Prerequisite(s): EDSP 4160 and EDSP 4141. Pre/Co-requisite(s): EDSP 4140. Demonstration of competencies necessary to teach infants and toddlers with special developmental needs and partner with their families in an assigned setting under the direction of a Master Teacher. Graded CR/NC.

Catalog Description (EDSP 4085):

Prerequisite(s): EDSP 4160 and EDSP 4141. Pre/Co-requisite(s): EDSP 4140. Demonstration of competencies necessary to teach infants and toddlers with special developmental needs and partner with their families in an approved early intervention program as the teacher of record. Graded CR/NC.

Email Policy: TBD

Note:

As required by California's Commission on Teacher Credentialing, candidates in Education Specialist Credential Programs must participate in a minimum of 600 hours of supervised clinical practice across the arc of the program, with the equivalent of 6 formal observations by faculty every semester (or 24 formal evaluations across our 2-year programs). This course provides candidates with 120 clinical practice hours and 4 formal observations.

Professional Statements:

A. Theme and Conceptual Framework for Professional Preparation

The faculty members of the Charter College of Education have adopted the organizing theme of "Preparing Educators to Serve the Culturally and Linguistically Diverse Population of Urban Schools and Related Institutions of the 21st Century" for all programs for professional educators

at California State University, Los Angeles. This theme is reflected in this course by: course content and performance standards; lecture topics; suggested readings; and rubrics described in this syllabus. The diagram at the end of the syllabus provides the conceptual framework for the theme and supports the preparation of professional educators by the members of the Cal State LA Charter College of Education faculty.

B. Statement of Reasonable Accommodation

The Charter College of Education faculty members fully support the Americans with Disabilities Act (ADA). The members of the faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Students with Disabilities (OSD) who needs and requests accommodation. The faculty member may wish to contact the OSD to verify the presence of a disability and confirm that accommodation is necessary. The OSD will arrange and provide for the accommodation. Reasonable accommodation may involve allowing a student to use an interpreter, note taker, or reader; accommodation may be needed during class sessions and for administration of examinations. The intent of the ADA in requiring reasonable accommodation is not to give a particular student an unfair advantage over other students, but simply to allow a student with a disability to have an equal opportunity to be successful.

OSD is located on the first floor of the Administration Bldg. Room 127 (near Financial Aid and Registrar). The office can be contacted at OSD@calstatela.edu or (323)343-3140.

Other student supports on the Cal State L.A. Campus:

- **Student Health Services:** <http://www.calstatela.edu/studenthealthcenter>
- **Food Pantry:** University Student Union Room 308
- **CalFresh Outreach Center:** <http://www.calstatela.edu/student-services/cal-fresh>
- **Graduate Writing Support Program:**
<http://www.calstatela.edu/graduate-resource-center/graduate-writing-support-program>
- **Glazer Family Dreamers' Resource Center:** <http://www.calstatela.edu/ab540>

All Gender Restrooms:

- La Kretz Hall, Floors 1, 2, and 3
- Library Palmer Wing, LPW 1065 and LPW 1067
- Salazar Hall, Applied Gerontology, SH 107 and SH 108
- Simpson Tower, ST 821 and ST 822
- Student Union, Second Floor
- Theater Arts, TA 126

Lactation Rooms:

Please contact the Title IX Coordinator at 323.343.3041 to request access.

- Administration, ADM 304
- King Hall, KH 154A
- Salazar Hall, SH 129A
- University Student Union, USU 206

C. Student Conduct

Student conduct is viewed as a serious matter by the faculty members in the Charter College of Education. The Charter School faculty members assume that all students will conduct themselves as mature citizens of the campus community and will conduct themselves in a manner congruent with university policies and regulations. Inappropriate conduct is subject to discipline as provided for in Title 5, California Code of Regulations (see Student Conduct: Rights and Responsibilities, and Student Discipline, Cal State LA General Catalog). Academic honesty is expected of all students in the Charter

College, in accordance with University policy. There are established university reporting procedures if a student is suspected of committing an academically dishonest act.

D. Technology

Courses in the Charter College of Education require a high level of technological literacy along with access to current technology in order to assure student success. In all undergraduate, credential, certificate and graduate courses, students in the CCOE are expected to:

- Have access to an internet accessible device that will meet the technology requirements of the course in which the student is enrolled.
- Have sufficient working knowledge of this device, its applications and operating system to use it for their classes, as well as how to keep its operating system and applications up-to-date.
- Use a Cal State LA email account for all course and university-related communication.
- Access the current campus learning management system (e.g., Canvas) on a regular basis as required by the course in which they are enrolled.
- Use campus technology resources including the Cal State LA portal, Open Access labs and ITS Help Desk as needed.

Students should anticipate that their use of these skills will be integrated into courses within their programs. Students who are unable to meet any of the above expectations are strongly advised to take an introductory technology course or ITS workshop upon enrollment in the Charter College of Education.

Division Canvas Site: Special Education Programs, Information, and Resources

The Division hosts a Canvas site called Special Education Programs, Information, and Resources to provide information about fieldwork, master's programs, the comprehensive exam, and the Clear credential and induction. It also has forms students frequently need including add and drop forms, course overlap, and advancement to candidacy, among others. Students are encouraged to self-enroll into the course if it does not already show on your Canvas page. Call the Division of Special Education and Counseling office if you need assistance (323-343-4400) or email Vicki Kim at vkim6@calstatela.edu.

Land Acknowledgment

Every community owes its existence and vitality to generations from around the world who contributed their hopes, dreams, and energy to making the history that led to this moment. Some were brought here against their will, some were drawn to leave their distant homes in hope of a better life, and some have lived on this land for more generations than can be counted. Truth and acknowledgment are critical to building mutual respect and connection across all barriers of heritage and difference. We begin this effort to acknowledge what has been buried by honoring the truth. We are currently occupying ancestral land of the Tongva people. In our work to promote social justice in education we must always consider the many legacies of violence, displacement, migration, and settlement that bring us together here today.

This statement is drawn from the U.S. Department of Arts and Culture #HonorNativeLand initiative. You can learn more here (<https://usdac.us/nativeland>) and through additional resources posted on our course Canvas page.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- **SLO 1:** Plan developmentally appropriate activities for infants and toddlers.
- **SLO 2:** Embed Individualized Family Service Plan (IFSP) outcomes into daily routines in the home and other natural environments.
- **SLO 3:** Coach family members in using practices which support healthy development of their young children.
- **SLO 4:** Manage small groups of infants and toddlers.
- **SLO 5:** Plan and implement home visits using best practices.
- **SLO 6:** Provide informational, material, and emotional support to families.
- **SLO 7:** Demonstrate the use of evidence-based strategies to promote social-emotional and communication skills in young children, including English language learners.
- **SLO 8:** Identify and implement appropriate accommodations and modifications for young children with a range of disabilities.
- **SLO 9:** Collaborate effectively with family members and other professionals.

The course is a student teaching/ fieldwork course. The following are completed on a weekly basis with the exception of the orientation which is completed at the beginning of the course:

1. Orientation to early intervention at the approved sites
2. Planning developmentally appropriate activities for infants and toddlers
3. Coaching family members in using practices that support the healthy development of their young children
4. Embedding Individualized Family Service Plan (IFSP) outcomes into daily routines in the home and other natural environments
5. Managing small groups of toddlers
6. Planning and implementing home visits using best practices emphasized in coursework
7. Providing informational, material, and emotional support to families
8. Effective practices for developing communication in young children, particularly English language learners
9. Accommodations and modifications for young children with a range of disabilities
10. Reflecting on teaching and collaboration skills

Observations

Each candidate will be observed a minimum of four site visits. More visits will be scheduled if the candidate has not demonstrated an adequate skill level in classroom management and/or instruction by the third visit. More visits will also be scheduled at the candidate's request.

Observations are usually scheduled but may be conducted unannounced. If you will not be at the site on a particular day, be sure to email your supervisor the evening before. Missing even one observation requires that you take the course again.

If the student competencies are not met in the brief period assigned, more time may be assigned so that the competencies be met. In some circumstances this may mean that the student may receive an Incomplete in the class. If you are asked to leave the placement site by the Program Director for unprofessional conduct, you will receive an Incomplete for the course.

Schedule and Assignments

Students are expected to be present at their assigned site every day of the week that the program is open, for 6 weeks during their student teaching.

**It is important that you complete your assignment on time. Failure to complete assignments on time for this course can impact your grade.

On site, students will also be expected to do the following each week:

1. Co-teach a circle time each week. Observe your Master Teacher at least once, then sit next to him/her the next day and co-teach with him/her.
2. Run a tabletop activity each week. Sit at the table and coordinate the activity like the other teachers are doing.
3. Prepare a storybook for each week. Sit down on the rug during “book time” and read your book for whichever child or children is/are interested. Use the “follow the car” method, designed to develop oral language.
4. Participate in THREE home visits. Accompany a teacher or assistant teacher on a home visit. If your site does not have home visits, please contact your advisor to assist in scheduling home visit opportunities.

Assignment	Description	Due Date	TPEs
Reflection Journal	You are to take notes on your practicum experience every day, including detailed notes on home visits. Include your arrival and departure times, anything you want to discuss in your seminar, ideas for the future (song lyrics! transition routines!), and your reflections on what you observe and your own experiences. Show this to your supervisor during your weekly seminar. See below for weekly reflection topic.	Weekly	6.9, 6.13
Case Study	Select a child in the class for your case study at the beginning of your student teaching. You will be expected to monitor the child’s progress in meeting his/her goals during the course of your student teaching. Schedule a time with your mentor teacher to go over child’s IFSP. Case study assignment described below. <u>Review risk factors and early markers of dyslexia and at-risk for dyslexia status.</u> <u>Reflect on these as you observe your focus child and monitor their progress.</u> <u>Review Ch. 4 of CA Dyslexia Guidelines.</u>	Start observation of case Study Week1. By Week5	1,1, 1.2, 1.3, 2.5, 4.6, 4.8, 4.11, 5.1, 5.2, 5.6, 5.8, 6.8
Curriculum Review	A copy of the program curriculum should be requested and read in the office. See below for form.	Week2	3.1, 3.2
Behavior Management	Read the material for “Infant-Toddler Behavior Management” (from http://csefel.vanderbilt.edu/resources/training_infant.html). During a seminar, describe the behavior management system that you see used in your setting. Be ready to discuss the readings with your group.	Week 3	4.7, 6.10
Classroom Checklist & Qualities Questionnaire	See below. Fill out based on the classroom you are placed in.	Week3	2.3, 2.4, 2.6
Home Visit Observation	After THREE home visits that you have observed, fill out the form below.	Week 4	2.2

Parent Coaching Assignment	Teach a parent to use the naturalistic strategies with a student using a “teach, model, coach, review” format as described in Lane & Graley. Submit your reflection on the process. Discuss early childhood literacy practices recommended in CA Dyslexia Guidelines Ch. 13. See descriptions below.	Week 4	1.5, 1.11, 2.1, 4.9, 4.10, 4.13, 6.14, 6.17
Video Critique	Videotape your storybook reading lesson using “Follow the Car”. Lesson plan format is attached.	Week 5	1.6, 1.7, 1.10, 4.12, 6.12
Storybook Lesson Plan	Plan and teach an interactive storybook reading lesson using “follow the car”. Lesson plan format is attached.	By Week6	1.8, 1.9, 3.3, 3.4, 3.5, 3.6, 4.4, 5.3
Attend Planning Meetings	Attend the weekly team meetings (if the program has one). By the end of the six weeks, you should have attended at least one team meeting. If possible, arrange with your mentor teacher to sit in on transition meetings.		3.8, 3.9, 4.2, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.11, 6.15, 6.18
Administrator/ Master Teacher Evaluations	Have your site supervisor or master teacher (if you are student teacher in a master teacher’s class) complete the designated evaluation form and submit to your university supervisor at your exit interview. Forms available on the CANVAS site. You will receive an INC if forms are not submitted. Forms must be submitted to your supervisor at your last evaluation meeting.	Week 6	
Final evaluation	Schedule meeting with your university supervisor week 6 or 7 for your final evaluation and feedback. You will also review your videotape at this meeting. Please also complete the evaluation about your sites: If you were placed with a mentor teacher: https://www.surveygizmo.com/s3/5267697/Student-Teacher-Evaluation-of-Fieldwork-Placement If you are an intern: https://www.surveygizmo.com/s3/5268911/Intern-Evaluation-of-Fieldwork-Placement	Week 6 or 7	

Instructor Policy about Late Assignments: TBD

Incompletes will be granted only in accordance with university policy.

Reflections for Early Intervention Student Teaching

- **Reflection Journal 1:** Take notes and jot down your thoughts, ideas, and questions. You do NOT have to report on every single thing that happened each day in the class. I like the journal entries to be submitted weekly so I can respond to some of your individual thoughts and questions; we can also talk about issues that you all bring up when I come out for site visits. For this first week, focus on reflecting on how your experience in your birth-3 classroom placement is different than what it might be in a preschool class. You can talk about the children, the people in the classroom, the teaching strategies/philosophies used, the activities, the size of the furniture, etc.
- **Reflection Journal 2:** Keep writing down your notes and thoughts. Focus this week on thinking about the children’s curriculum (which goes along with this week’s assignment)- what are they learning in the classroom this week? How was it decided? Is each child’s curriculum the same? Does it go along with children’s outcomes (from IFSPs)? What would you change, if anything?

- Extra optional reading about curriculum is attached (it's a proof that focuses more on preschool curriculum for children with ASD).
- **Reflection Journal 3:** Keep writing down your notes and thoughts. For this week, think about behavior management strategies in the classroom. What have you observed this week that works or does not work in the classroom when dealing with behaviors (desired behaviors and undesired behaviors)? What are some techniques that you have tried in dealing with difficult behaviors and/or supporting positive behaviors?
 - Look through the material for "Infant-Toddler Behavior Management" (from http://csefel.vanderbilt.edu/resources/training_infant.html).
- **Reflection Journal 4:** As you write about your experiences this week, I'd like you to think about collecting and recording data. What have you observed being done in the classroom to record data this week? Have you been collecting data in the class as a regular part of the student teaching? What ideas do you have for collecting some data on the kids in a simple and quick way? And then, when you have data- what will you do with it once it's collected? (*hint: data-based decision making)
- **Reflection Journal 5:** Discuss the teaching strategies you have been using this week. What specific teaching strategies have you observed and/or tried this week that have been particularly successful? **What early literacy practices have you observed?** What has not been successful? What activities have been the most challenging for you to lead? Why and how do you think it could be improved? What has been easy to lead?
- **Reflection Journal 6:** For this final reflection, I would like to know what specific things you have gained from this 6-week experience that you'll take with you to your own classroom/teaching. And as you talk about your teaching this week, what would you like to keep working on (what are your own professional development goals?)

Lesson Plan Format for Observations

Curriculum Area:		
Background information: (Why are you doing this lesson? How does it fit with the curriculum/early learning standards? What do you know about the children that prompted this lesson?)		
Materials needed:	(books, markers, chart paper, blackboard, props, etc.)	
Goals of the lesson: (What is the overall purpose of the lesson for all the children participating in the lesson? What will children learn? Is the purpose to develop oral language, social skills, finger strength, school-readiness skills, etc.?)	1. Oral language: Children will... 2.	
What will you do?	1. 2. 3.	
Format: (incorporate questions you will ask and comments you will make to engage the children, what will you say/do introduce the lesson and what will you say/do to end the lesson?) <i>Remember Follow the Car: Comment and wait. Ask questions and wait. Respond and add a little bit more.</i>	T (What you will do) Intro: 1. 2. 3. Closing:	S (What the students will do) 1. 2. 3.
Accommodations/modifications for individual students: (What are some individual goals for each child that will also be addressed during this lesson? Be specific. What other teaching strategies might you use for specific students?)		
Assessment (How will you assess and record children's specific achievements and behaviors during this lesson? Make a data sheet that can be easily and quickly completed during or after the lesson)		

Interactive Storybook (age 0-3) Lesson Plan Format

Curriculum Area:	Early Literacy	
Name and author of book:		
Materials needed:	(books, markers, chart paper, blackboard, props, etc.)	
Goals of the lesson: (What is the purpose of the book reading lesson? What will children learn? Is the purpose to develop oral language? Vocabulary? Phonological or print awareness?, etc.)	3. Oral language: Children will... 4.	
Vocabulary emphasized (two Tier 1 words):	(Emphasized by teacher/modeled for children)	
Format: (incorporate questions you will ask and comments you will make to engage the children. Emphasize comments.) Remember <i>Follow the Car:</i> <i>Comment and wait.</i> <i>Ask questions and wait.</i> <i>Respond and add a little bit more.</i>	T (What you will do)	S (What the students will do)
	1. 2. 3.	1. 2. 3.
Follow-up	(What will you do to continue emphasis on the content and language?)	
Evaluation	(How will you improve it next time?)	

Classroom Checklist ECSE

	Yes	Needs Improvement	Comments
Goals are accessible, clear, appropriate, and linked to assessment			
Record keeping allows for careful, ongoing monitoring of student progress			
Curriculum and activities are developmentally appropriate and functional			
Opportunities are provided for interaction with nondisabled peers			
Parent involvement/partnership strategies are in place			
Daily schedule is clear, consistent, and appropriate and posted in classroom			
Children are exposed to simple print and opportunities to write/draw			
Transitions are carefully planned and executed			
Teaching strategies and interactions are appropriate			
Setting includes easy access to books and opportunities for children to handle books			
Behavior management system is in place			
Assessments use appropriate, multiple data sources			
Collaboration with assistants and support staff is positive			

Curriculum Review

A copy of the curriculum should be requested and read in the office. In one or two paragraphs, summarize the basic principles of the curriculum.

Read the following article in order to answer the questions that follow it to structure your observations of the program.

Qualities of a Good Classroom: Baby and Toddler



Babies and toddlers benefit most from learning environments in which caregivers and teachers engage in many conversations about things that interest children. An ideal environment for babies and toddlers is rich in print, books and reading aloud. Consider these 10 simple tips for finding or evaluating an environment that will foster your baby or toddler's language and literacy development.

- **Do the teacher and children talk together often?**
Look for environments in which children and teachers talk together about new words and ideas. Environments in which teachers also listen to children and ask questions are best for language development.
- **Is there a daily story time?**
Being read to every day helps children learn to read and write. Find classrooms in which reading aloud and talking together about books is part of the daily routine. Great additions to read-aloud time include songs, finger plays, nursery rhymes and felt board stories.
- **Are age-appropriate books available?**
For babies, cloth, vinyl and board books are ideal, while toddlers like more complex board and paperback books. Books should be displayed on low shelves or in bins so that babies and toddlers can reach them easily.
- **Is there a comfortable spot for reading?**
Check to see if there is a cozy "book nook" with pillows or soft seating. Having a comfortable area for reading encourages children to read often.
- **Is there printed material in the room and on the walls?**
Seeing print around them helps children to learn about print and prepare for reading. Look for classrooms that have labeled bins of toys, children's names on their cubbies, and a variety of letter materials, such as letter puzzles and an alphabet strip on the wall.
- **Is the daily schedule posted?**
Children learn best when they know the routines. Find a classroom in which teachers make routines clear to children by posting a schedule and talking about what will happen each day.
- **Are there opportunities for children to write?**
Babies and toddlers learn to write by having many opportunities to make marks on paper. Ideal classrooms for babies and toddlers have at the ready chunky, washable crayons and markers as well as paints and chalk, encourage "writing" each day, and display children's work.
- **Is there a wide variety of materials available to children?**
Babies and toddlers explore and use all their senses to learn about the world. Ideal classrooms for children this age offer children many kinds of easily-accessible materials to explore, including blocks, shape sorters, puzzles, play dough and pretend play props.

- **Do you see your child's racial or cultural background reflected in the classroom?**
All children should have the opportunity to see books with characters who look and speak like them. Make sure that your child will see evidence of his background in the classroom, either through diversity of teachers and students or through books and other materials.
- **Is the link between home and school valued?**
Children learn best when parents and teachers work together. Look for environments in which teachers have ways of communicating with parents regularly, such as newsletters or notes on your child's day. Some schools even offer evening workshops or have lending libraries of parenting resources.
- <http://www.pbs.org/parents/education/reading-language/reading-tips/qualities-of-a-good-day-care/>

<i>Qualities of a Good Classroom Questionnaire</i>

Cal State LA Student Teacher Name: _____

Type out a brief answer to each question and discuss your answers with your supervisor.

In the program in which you are student teaching:

1. Do the teacher and children talk together often?
2. Is there a daily story time?
3. Are age-appropriate books available?
4. Is there a comfortable spot for reading?
5. Is there printed material in the room and on the walls?
6. Is the daily schedule posted?
7. Are there opportunities for children to write?
8. Is there a wide variety of materials available to children?
9. Do you see the children's racial or cultural background reflected in the classroom?
10. Is the link between home and school valued?

Home Visit Observation

Cal State LA Student:

Home visit teacher:

Briefly describe the model of home visiting used for this visit. Was it dyadic, triadic, or something different? This was covered in EDSP 4160, so you might want to go back and look at your notes to answer this question. (The home visit teacher might not describe it the same way—but describe what you observed.)
What kinds of strategies were used or modeled by the home visit teacher to facilitate the child's communication development?
What else did the teacher appear to work on with the child and family during the home visit?
What kinds of supports did the home visit teacher provide for the family? (This was covered in EDSP 4160.)

Parent Coaching Assignment

The purpose of this assignment is for you to further develop your leadership and coaching abilities. You will teach a parent (in center-based program or on a home visit) to use the naturalistic strategies in play with a student using a “teach, model, coach, review” format as described in the Lane & Graley hand-out titled, “Rapid Coaching: New Post for Practitioners.” In a 3-4 page, double-spaced paper with clear headings, reflect on;

1. The environment in which the coaching occurred (materials, space, student and parent)
2. Your comfort with the coaching process
3. Your perceived effectiveness in coaching and how you would plan to improve in this skill
4. How coaching is aligned with your role as a leader in a classroom

Submit your reflection on the process to your University Supervisor.

EDSP 4065/ 4085 Early Intervention Case Study Assessment Report

1. Description of the child (Characteristics of the child, such as age [corrected, if appropriate, and chronological], diagnosis, temperament; characteristics of the child’s disability) (No “judgment” language such as “Daisy is a pretty little girl...”)
2. Child’s medical and developmental history
3. Characteristics of the family
4. The teacher’s perception of the child’s current level of functioning
5. Current issues, priorities, and concerns related to the child
6. Infant Assessment (Information for this section should be based on your own observation of the child.)
 - Physical/motor development
 - Adaptive development
 - Social-emotional development
 - Cognitive development
 - Communication development
 - Summary: The child’s overall development
7. Summary of Infant Strengths and Needs
8. Developmental Goals for the Infant (3 goals). You will monitor the child’s progress in these areas over the course of the semester and update the goals at the end of your student teaching.
 - a) Child will...
 - b) Child will...
 - c) Child will...
9. Recommendations, summary, conclusion. Include any resources specific for the family and child. Make sure to add

Video Self-Critique Guide

- I. Summarize strengths and weaknesses of the activity (engaging, complicated, time consuming, difficult to adapt, etc.)
- II. Summarize overall strengths/weaknesses of your teaching.
- III. Describe each segment of the video sequentially, identifying interesting adult and child behaviors/interactions
- IV. Identify examples on the video that provide evidence of child learning.
- V. What would you change if you were to do this activity again?



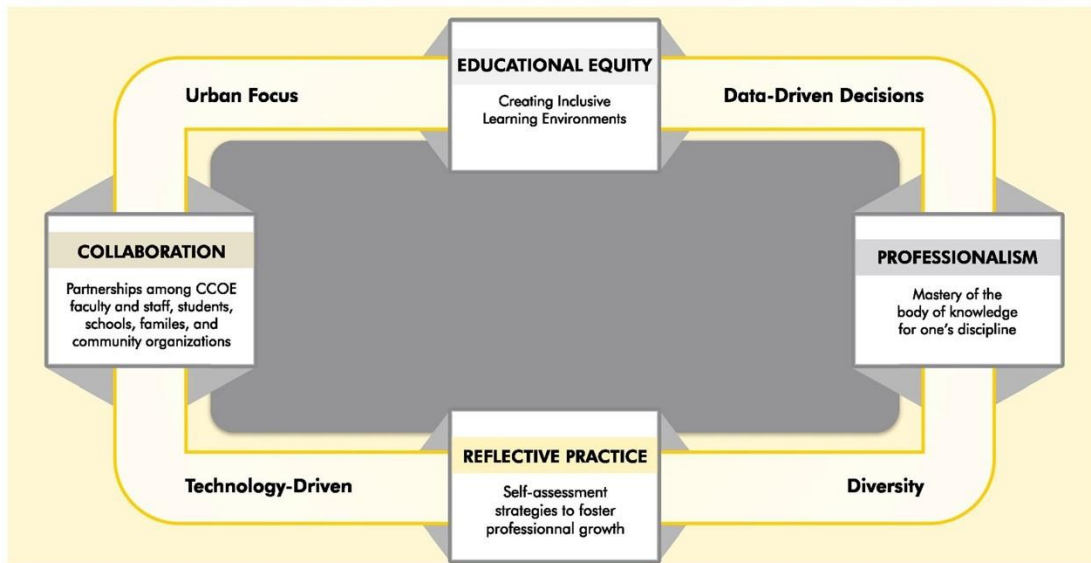
CONCEPTUAL FRAMEWORK

VISION:

The College of Education is a learning community of faculty, administrators, staff, students, and community members that work collaboratively to ensure that all students receive a high-quality education, honor the diversity of all learners, advocate for educational and community reforms, develop reflective practices that promote equity, and facilitate the maximum learning and achievement potential of all children and adults.

MISSION:

The COE mission is to develop in students the professional knowledge, skills, and dispositions to promote the academic, social, and psychological development of diverse learners in urban schools and related agencies. COE graduates become teachers, special educators, school administrators, educational technologists, researchers, program evaluators, school psychologists, counselors, rehabilitation professionals, higher education faculty, and other education specialists. Within an environment of shared governance, COE professional preparation programs utilize data-driven decision-making, technology-integrated instruction, meaningful curricula, and outcome-based assessments to ensure high-quality educational opportunities for all students.



CORE VALUES:

The College of Education prepares outstanding and caring educators, counselors, and leaders to work with diverse learners in urban schools and related agencies guided by the following core values.