

**Initial TPSL 45-Hour Preparation Modules
Delivery of Broad Content Areas**

Ethics

- Confidentiality regarding student information; mandated reporting and child abuse prevention; Americans with Disabilities Act of 1990 (ADA)
- Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act of 1973; non-discrimination
- Universal access, designing and implementing equitable and inclusive learning environments for all students.

Best Practices in Instruction and Individualized Education Programs (IEPs)

- Federal disability category definitions and specific best practices;
- Basic explanation of individualized education programs and other special education acronyms;
- How to interpret an individualized education program goal and collect data;
- How to interpret and implement a behavior plan;
- Differentiated instruction and universal design for learning including visual supports, applied behavior analysis and positive behavioral interventions and supports;
- Communication with parents; working with related service providers and paraeducators.

Classroom Management and the Learning Environment

- Research-based strategies for creating and maintaining effective learning environments; classroom organization;
- Behavior management plans that support student engagement and learning;
- School-wide behavior management systems;
- Positive Behavioral Interventions and Support (PBIS);
- Multi-Tier Systems of Support (MTSS);
- Response to Instruction and Intervention (RTI2);
- Restorative Justice Approaches.

Curriculum and Instruction for Special Education (includes Reading and Language Arts and one or more of the following bullets)

- Preparation in developing, implementing, adapting, modifying, and evaluating a variety of pedagogical approaches to instruction;
- Using and developing instructional sequences and lesson plans that provide all students with equitable access to the content and experiences found in the state-approved core curriculum.
- Systematic instruction in reading, writing, listening, and speaking aligned to the state-adopted English Language Arts Content Standards and the Reading/Language Arts Framework.
- Instruction to meet the needs of the full range of learners including struggling readers, students with special needs, typologies of English language learners, speakers of non-standard English, students who have no communication/language system, and advanced learners who have varied reading levels and language backgrounds.

Curriculum and Instruction for Multiple Subject (includes Reading and Language Arts and one or more of the following bullets)

- Preparation in developing, implementing, adapting, modifying, and evaluating a variety of pedagogical approaches to instruction;
- Using and developing instructional sequences and lesson plans that provide all students with equitable access to the content and experiences found in the state-approved core curriculum.
- Systematic instruction in reading, writing, listening, and speaking aligned to the state-adopted English Language Arts Content Standards and the Reading/Language Arts Framework.
- Instruction to meet the needs of the full range of learners including struggling readers, students with special needs, typologies of English language learners, speakers of non-standard English, students who have no communication/language system, and advanced learners who have varied reading levels and language backgrounds.

Curriculum and Instruction for Single Subject (includes Reading and Language Arts and one or more of the following bullets)

- Preparation in developing, implementing, adapting, modifying, and evaluating a variety of pedagogical approaches to instruction;
- Using and developing instructional sequences and lesson plans that provide all students with equitable access to the content and experiences found in the state-approved core curriculum.
- Systematic instruction in reading, writing, listening, and speaking aligned to the state-adopted English Language Arts Content Standards and the Reading/Language Arts Framework.
- Instruction to meet the needs of the full range of learners including struggling readers, students with special needs, typologies of English language learners, speakers of non-standard English, students who have no communication/language system, and advanced learners who have varied reading levels and language backgrounds.

Health, Safety and Hygiene

- Emergency behavior interventions and de-escalation strategies;
- Establishing a physically, socially, and emotionally safe classroom environment;
- Specialized health care procedures;
- Injury and illness prevention;
- Lifting, carrying, and use of mechanical lifts and equipment;
- General and specialized ergonomics;
- Blood-borne pathogens and universal precautions.

Human Development (includes Relationships Between Theory and Practice)

- Comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood;
- Knowledge of developmental stages and development associated with various disabilities and risk conditions (e.g., visual impairment, autism spectrum disorders, cerebral palsy);
- Resilience and protective factors (e.g., attachment, temperament) and their implications for learning;
- Exposure to the relationships between foundational issues, theories, and professional practice in relation to the principles of human learning and development, pedagogical strategies, curriculum, instruction, assessment, student accomplishments, attitudes, and conduct.

Teaching English Learners

- Principles of linguistic development;
- Language acquisition;
- Assessment of language proficiency;
- Academic delivery and building strategies for English language learners;
- Knowledge of educational equity, diversity, cultural and linguistic responsiveness and their implementation in curriculum content and school practices for all students.

Using Technology in the Classroom

- Knowledge in the basic principles of operation of computer hardware and software;
- Use of technology to facilitate the teaching and learning process; legal and ethical issues related to the use of technology;
- Best practices and research on the use of technology to deliver lessons that enhance student learning; integration of technology-related tools into the educational experience.

Local Context (5 hours to be completed with data from your LEA)

- Employer-specific software or programs used for attendance, grading, and individualized education program tracking;
- school expectations;
- Local educational programs.