| WEEK ONE PreK-4 Module One | • Family Systems Theory  
• Multiple Intelligences vs. Interdisciplinary Approach  
• Universal Design  
• Norm referenced vs. criterion referenced  
• Summative vs. formative  
• Role of standards, benchmarks, objectives, scope & sequence chart  
• Professionalism & teacher reflection  
• Portfolios & authentic assessment |
|---|---|
| WEEK TWO PreK-4 Module Two | • **Language Arts** – taking an in-depth look at how students learns to read from emergent literacy to reading comprehension (heavy emphasis on fluency and phonics in between)  
• **Social Studies** – government, major themes of social sciences, research, spatial interaction, civic responsibility  
• **The Arts** – pitch, monologue, connections to math, how to promote creativity and creative expression through movement |
| WEEK THREE PreK-4 Module Three | • **Math** – rote vs. rational counting, development geometry, algebra, and measurement in young children, counting on, common mathematical mistakes, math inquiry)  
• **Science** – hands-on learning, authentic experiments, energy in ecosystems, force and motion, light and sound, use of rubrics, change only one variable at a time, inquiry based instruction)  
• **Health** – types of play, gross vs. fine motor, locomotor, growth patterns, vaccinations, nutrition, physical education activities) |
<table>
<thead>
<tr>
<th>Week</th>
<th>Special Education Module</th>
<th>Topics</th>
</tr>
</thead>
</table>
| Four   | Module One               | • Know the common exceptionalities and characteristics of each (Autism, cerebral palsy, spina bifida, muscular dystrophy, Tourette’s, Asperger’s)  
• “Normal” development for children cognitively, emotionally and socially with emphasis on preschool  
• Child Find / PaTTAN  
• IEP Process – know the steps in order, who attends the meetings, and how meetings are conducted  
• Interpreting test scores |
| Five   | Module Two               | • HEAVILY focused on Language Arts and how to accommodate children with learning disabilities for reading  
• Selecting the Least Restrictive Environment  
• Roles of each member of the IEP team  
• Functional Behavior Assessment  
• Process of how to refer a student for an IEP |
| Six    | Review of All Exams      | • Review of all exams  
• Questions answered  
• Discussion about the testing processing, the sliding GPA scale, and how to register for exams |