



Redesigning Teacher Education Core Courses to Align With SoLD: Technical Supplement

The information below is a supplement to the brief titled *Redesigning Teacher Education Core Courses to Align With SoLD*.

Table A1: Areas of Analysis and Outcomes

Area of study	Broad learning outcomes informed by SoLD
Technology integration in instruction	• Pedagogical integration of technology • Digital proficiency and literacy • Data-driven instruction • Equity and accessibility • Ethical and responsible use
Equity pedagogies	• Historical, social, and political contexts • Systemic inequities • Critical evaluation of policies and practices • Curriculum development • Culturally responsive teaching strategies and differentiated instruction
Multilingual learners	• Listening skills • Speaking skills • Reading comprehension • Writing skills • Grammar and vocabulary • Cultural awareness • Academic language proficiency • Critical thinking and problem-solving
Community empowerment	• Understanding family engagement • Theories and frameworks • Communication skills • Effective family engagement • Cultural competence and responsiveness • Collaborative partnerships • Legal and ethical considerations • Assessment and reflection • Creating inclusive and equitable environments • Impact on student outcomes

Area of study	Broad learning outcomes informed by SoLD
Teacher leadership	• Instructional leadership • Advocacy for equity and inclusion • Collaboration and professional learning • Communication and relationship building • Change management and innovation • Ethical and culturally responsive leadership • Policy and systemic understanding
Child and adolescent development; Student well-being and mental health	• Student health and well-being • School physical activity programs • Supportive classroom climates • Developmental stages • Adverse childhood experiences, trauma, and stress • Developmental patterns in mental health and classroom adjustment • Issues of equity • Environmental influences • Psychological processes and issues • Social and emotional skills • Application of educational and developmental research and perspectives • Assessment
Students with exceptionalities and neurodivergence	• Cognitive, educational, and social-behavioral characteristics • Student support needs • IEPs and 504 plans • Impacts of legislation • Special education processes and placements • Data-based special education practices • Service delivery models • Accommodations • Universal design for learning

Area of study	Broad learning outcomes informed by SoLD
Classroom management	• Creating positive environments • Developing clear, positive expectations • Developing routines
Learning sciences/ educational psychology	• Theories of learning • Factors influencing learning • Emphasizing mastery goals over performance goals • Fostering self-regulation, self-efficacy, goal setting, and persistence • Attention, perceptions, cognitive load, and memory • Role of relationships • Intrapersonal and interpersonal skills
Educational assessment	• Basic principles of assessment • Creating assessments and learning goals • Selecting an assessment strategy • Using and interpreting assessment results • Reliability and validity

Source: Provided by authors. (2025).