



Wilmington University
 College of Education
 Graduate Special Education Programs

Course Number: y v r w

Course Title:

Program Standards: • - † " • - f - † † f ... Š † " † • † • † • † • - " f • " - † - • •

Specialized Professional Association Standards: ' - • ... † Ž ^ " š ... † - † • f Ž Š † † " † •

Wilmington University Graduation Competencies: " f † - f - † † - ... f - † • f Ž ' • † - † • ... † † •

Delaware Performance Appraisal System II: ~ f Ž - f - † • - , " † ... •

Learning Methods: ~ f " < † - > ' ^ - † f ... Š < . % Ž - † † < Š % † • < • " — < " > „ f % † † † ž † † f f ' • † † † % ž † † f " • < • % •
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Supporting Resources

<-•†•á ä á f<”“Ž†> ää áä á f”ŽŽ“„*Communication technology for students in special education and gifted programs @Ü ä in*

MSE7405 – Curriculum and Instruction in Special Education

	Unsatisfactory (1)	Emerging (2)	Basic (3)	Proficient (4)	Distinguished (5)
‘•–†š–^‘” ‡f”•◊•% s á w • s á x	f•†◊† does not relate how contextual information affects their choices ‘” †‘†••‘–’”‘	f•†◊† relates how contextual information affects their choice of content or instructional practices in ...‘•–†š–—fŽ◊^‘”•fvague, superficial or stereotypical –†”••ä	f•†◊† relates how contextual information affects their choice of content or instructional practices. f–†”◊fŽ• f•† Ž†f”◊•% instructional ◊–◊† f”◊levant to students’ sociocultural backgrounds.	f•†◊† relates how contextual information affects their choice of content and instructional ◊–◊†	

	Unsatisfactory (1)	Emerging (2)	Basic (3)	Proficient (4)	Distinguished (5)
<ul style="list-style-type: none"> - f does not explain - their questioning strategies OR explanation is inappropriate. w • z 		f explains a variety of			

	Unsatisfactory (1)	Emerging (2)	Basic (3)	Proficient (4)	Distinguished (5)
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	Unsatisfactory (1)	Emerging (2)	Basic (3)	Proficient (4)	Distinguished (5)
				enhance the learning experience for group and targeted students.	group and targeted students and explicitly states how this connection occurs.

• < - ' " • f -

• < has less than 4 lessons or lessons do not build upon each other - ' † † † † • • - - † † • - - • † † • - f • † < • % ä

• < has 4 lesson plans that are loosely related „ - - † ' † † † † • • - - † † • - - • † †

• < has 4 lessons and the lessons build upon each other but do not clearly address student understanding (2) (3) (4)

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