

Wilmington University
College of Education
Graduate Special Education Programs

Course Number:

Course Title :

Faculty Contact Information:

Course Description:

Use of Video:

Minimum Time Requirements (in clock hours):

| | | |
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| Teacher Led Instruction | SEA | Fieldwork/Clinical |
|-------------------------|-----|--------------------|

Specialized Professional Association Standards: _____

Initial Practice -Based Professional Preparation Standards for Special Educators : _____

Learning Outcome 1 – Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities. (CEC 1.3)

Assessment:

Learning Outcome 2 – Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs. (CEC 2.1,

Assessment:

Learning Outcome 5 – Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support

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| Description of student | The candidate lists the identified disability and grade of the student. | The candidate lists the identified disability, age, grade, and school history of the student. | The candidate describes the identified disability, age, grade, and school history of the student. | The candidate describes the identified disability, age, grade, school history and medical needs (if any) of the student and provides a complete profile of the student. | |
| | <p>Standards Council for Exceptional Children (CEC) 2020 Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K-12 Standards) Standard: Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines - Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities. Indicator: 1.1 Candidates practice within ethical guidelines and legal policies and procedures. Indicator: 1.2 Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds. Indicator: 1.3 Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices. Standard: <div style="text-align: right;">- Candidates use their understanding</div> of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with Indicator: 2.1 Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities. Indicator: 2.2 Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.</p> | | | | |

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| Description of current setting | The candidate states the current setting as inclusive, resource or self-contained. | The candidate states the current setting, describing the physical classroom. | The candidate provides a description of the current setting, describing the physical classroom, peers, and adults. | The candidate discusses the current setting, describing the physical classroom, peers, adults, and culture of the classroom. | |
| <p>Standards Council for Exceptional Children (CEC) 2020 Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K-12 Standards) Standard: Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines - Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities. Indicator: 1.1 Candidates practice within ethical guidelines and legal policies and procedures. Indicator: 1.2 Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds. Indicator: 1.3 Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices. Standard: Standard 2: Understanding of Human Growth and Development - Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with Indicator: 2.1 Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities. Indicator: 2.2 Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, culture, and diversity, including exceptionalities, to plan and implement inclusive learning environments and experiences that provide individuals with</p> | | | | | |

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| | <p>Indicator: 2.2 Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.</p> | | | | |
| Student specific Cognitive/academic Characteristics | <p>The candidate lists general cognitive characteristics common to all students in same age group or same disability classification.</p> | <p>The candidate lists the core and associated cognitive characteristics including all but one of the IQ level, comprehension/academic abilities or work habits related to the candidate states there are no needs and briefly states why.</p> | <p>The candidate describes core and associated cognitive characteristics including the IQ level, comprehension/academic abilities, and work habits specific to this student, related to the personal factors which make this student unique. If student does not have needs, candidate relates the skills the student has as evidence of typical skills.</p> | <p>The candidate describes core and associated cognitive characteristics including the IQ level, comprehension/academic abilities, and work habits specific to this student, related to the personal factors which make this student unique, describing the impact of these in the classroom. If student does not have needs, candidate relates the skills the student has as evidence of typical skills describing the impact of these in the classroom.</p> | |
| | Standards | | | | |

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| Student specific Physical, Fine & gross motor Characteristics | <p>1.1 Candidates practice within ethical guidelines and legal policies and procedures.</p> <p>Indicator:</p> <p>1.2 Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds.</p> <p>Indicator:</p> <p>1.3 Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.</p> <p>Standard:</p> <p style="text-align: right;">- Candidates use their understanding</p> <p>of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with and needs.</p> <p>Indicator:</p> <p>2.1 Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.</p> <p>Indicator:</p> <p>2.2 Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.</p> | The candidate lists general physical characteristics common to all students in the same age group or same disability classification. | The candidate lists the | | |

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| Student specific Sensory, Social, and behavioral Characteristics | | | | skills describing the impact of these in the classroom. | |
| | <p>Standards Council for Exceptional Children (CEC) 2020 Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K-12 Standards) Standard: Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines - Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities. Indicator: 1.1 Candidates practice within ethical guidelines and legal policies and procedures. Indicator: 1.2 Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds. Indicator: 1.3 Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices. Standard: - Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with and needs. Indicator: 2.1 Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities. Indicator: 2.2 Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.</p> | | | | |

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Standards

Council for Exceptional Children (CEC) 2020 Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K-12 Standards)

Standard:

Standard 1: Engaging in Professional Learning and Practice as a Special

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| | | | | candidate relates the skills the student has as evidence of typical skills describing the impact of these in the classroom. | |
| | <p>Standards Council for Exceptional Children (CEC) 2020 Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K-12 Standards) Standard: Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines - Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities. Indicator: 1.1 Candidates practice within ethical guidelines and legal policies and procedures. Indicator: 1.2 Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds. Indicator: 1.3 Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices. Standard: - Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each indi Indicator: 2.1 Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities. Indicator: 2.2 Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.</p> | | | | |
| Description of current programming and EB strategies | The candidate lists the current programs and general strategies being | The candidate lists the current programs and general strategies being implemented in the classroom and briefly | The candidate describes the current programs and evidence-based strategies being | The candidate describes the current programs and evidence-based strategies being | |

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| | 3.2 Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives. | | | | |
| Description of and recommended classroom supports | The candidate lists current classroom supports and recommends age | | | | |

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and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities hi

Indicator:

2.1 Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning

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Council for Exceptional Children (CEC) 2020 Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K-12 Standards)

Standard:

Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines - Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.

Indicator:

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| student Physical or Fine Motor needs | physical, fine or gross motor programs and general strategies to be implemented in the classroom but does not discuss how these support needs. | strategies based on skills and learning preferences to be implemented in the classroom and briefly states how these needs. | motor programs and strategies based on skills and learning preferences to be implemented in the classroom stating how these support the needs. If student does not have needs, candidate relates the skills the student has as evidence of typical skills. | motor programs and strategies to be implemented based on skills and learning preferences in the classroom, stating how these support the and the research base. If student does not have needs, candidate relates the skills the student has as evidence of typical skills describing the impact of these in the classroom. | |

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| | <p>and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with</p> <p>Indicator: 2.1 Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.</p> <p>Indicator: 2.2 Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.</p> <p>Standard: Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge - Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.</p> <p>Indicator: 3.1 Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.</p> <p>Indicator: 3.2 Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.</p> | | | | |

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| | | | evidence of typical skills. | typical skills describing the impact of these in the classroom. | |

Standards

Council for Exceptional Children (CEC) 2020 Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K-12 Standards)

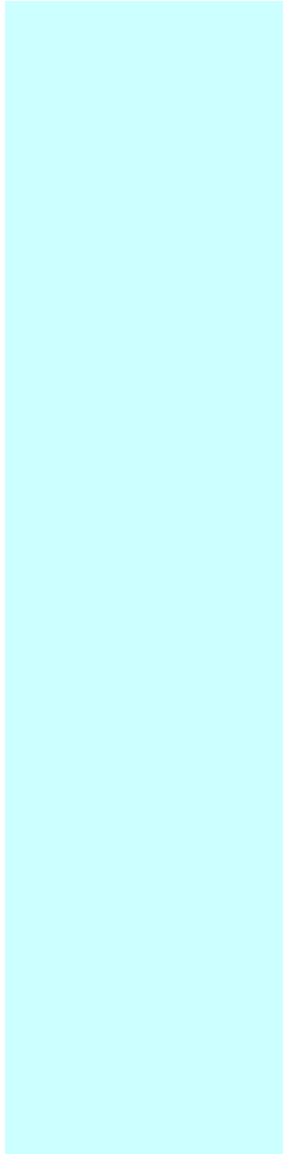
Standard:

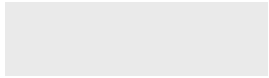
Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines - Candidates practice within ethical and legal guidelines; advocate for improved outcomes f

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| | <p>Standard: Standard 6: Supporting Social, Emotional, and Behavioral Growth - Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.</p> <p>Indicator: 6.1 Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.</p> <p>Indicator: 6.2 Candidates use a range of preventive and responsive practices document educational well-being.</p> <p>Indicator: 6.3 Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.</p> | | | | |
| Proposed programming or strategies based on adaptive or functional student needs | The candidate lists age and/or ability appropriate adaptive behavior or function skills programs and general strategies to be implemented in the classroom but does not discuss how these support needs. | The candidate lists age and ability appropriate adaptive behavior, or function skills programs and strategies strengths, skills and learning preferences to be implemented in the classroom and briefly states how these needs. | The candidate describes age and ability appropriate adaptive behavior, or function skills programs and strategies strengths, skills and learning preferences to be implemented in the classroom stating how these support | 126.25 114 | |

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Standards





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Indicator:

2.1 Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.

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| Presentation includes references and visuals | <p>Visuals used are enhance understanding of proposed or current services and programs. Most references and resources are appropriate, with more than 4 errors in APA format, spelling, or grammar in presentation</p> | <p>Visuals used generally support the content and further understanding of proposed or current</p> | | | |

