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 h	nours):	
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 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 multip le 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 lear ning 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 responsi ve practices to support

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Lev el
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.	
	Preparation Stand Standard: Standard: Standard 1: Engaging in Pr guidelines; advocate for im cultural, and linguistic dive Indicator: 1.1 Candidates practice wit Indicator: 1.2 Candidates advocate fo needs of those with diverse Indicator: 1.3 Candidates design and it	lards for Special Educate of essional Learning and Practice with proved outcomes for individuals with rsity; and engage in ongoing self-ref. hin ethical guidelines and legal polic r improved outcomes for individuals social, cultural, and linguistic backg	with exceptionalities and their famili	d Professional ds) bractice within ethical and legal while considering their social, essional learning activities.	
	and families and communit Indicator: 2.1 Candidates apply under experiences that address in Indicator: 2.2 Candidates use their kn	ies to plan and implement inclusive last anding of human growth and devel dividualized strengths and needs of so the sound of the strengths and needs of so the strengths and needs of so the strengths and needs of so the strengths and include the strengths are strengths and include the strengths and include the strengths are strengths are strengths and include the strengths are strength	evelopment, individual differences, of earning environments and experience opment to create developmentally ap	es that provide individuals with propriate and meaningful learning and learning, including differences	

value: 1.00 value: 2.00

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Lev el
Description of	The candidate	The candidate states the	The candidate provides	The candidate	
current setting	states the current	current setting,	a description of the	discusses the current	
	setting as	describing the physical	current setting,	setting, describing the	
	inclusive,	classroom.	describing the physical	physical classroom,	
	resource or self-		classroom, peers, and	peers, adults, and	
	contained.		adults.	culture of 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 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: Understandin

- 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, cultu cr LQH\$HGI, c9\(\frac{1}{16}\).Q9\(\frac{2}{1}\)ersity, includth exceptvelri\(\frac{1}{6}\)tyMuG\(\frac{2}{3}\)gg:\(\frac{2}{3}\)Ns\(\frac{3}{6}\)su\(\frac{1}{6}\)1\(\frac{1}{3}\)MuG\(\frac{3}{3}\)Su\(\frac{1}{6}\)1\(\frac{3}{3}\)Su\(\frac{1}{6}\)1\(\frac{3}{3}\)Su\(\frac{1}{6}\)1\(\frac{1}{3}\)Su\(\frac{1}{6}\)1\(\frac{3}{6}\)1\(\frac{3}{3}\)Su\(\frac{1}{6}\)1\(\frac{3}{6}\)1\(\frac{3}{6}\)1\(\frac{3}{6}\)1\(\frac{3}{6}\)1\(\frac{3}{6}\)1\(\frac{3}\)1\(\frac{3}{6}\)2\(\frac{3}{6

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Lev el	
	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.					
Student specific Cognitive/academi c Characteristics	The candidate lists general cognitive characteristics common to all students in same age group or same disability classification.	The candidate lists the core and associated cognitive characteristics including all but one of the IQ level, comprehension/academ ic abilities or work habits related to the candidate states there are no needs and briefly states why.	The candidate describes core and associated cognitive characteristics including the IQ level, comprehension/academ ic 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.	The candidate describes core and associated cognitive characteristics including the IQ level, comprehension/academ ic 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.		
	Standards	•	•	,		

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Lev el
	Indicator: 1.2 Candidates advocate for needs of those with diverse solution in the indicator: 1.3 Candidates design and in professional standards, resease Standard: of human growth and development and families and communities. Indicator: 2.1 Candidates apply undersexperiences that address ind Indicator: 2.2 Candidates use their known in the indicator.	mplement professional learning activated, and contemporary practices. ppment, the multiple influences on dest to plan and implement inclusive learning of human growth and development inclusive sividualized strengths and needs of stawledge and understanding of diverses, cultures, and communities, and in	with exceptionalities and their familiarounds. rities based on ongoing analysis of structure of the structu	cudent learning; self-reflection; and Candidates use their understanding liversity, including exceptionalities, es that provide individuals with propriate and meaningful learning and learning, including differences	
Student specific Physical, Fine & gross motor Characteristics	The candidate lists general physical characteristics common to all students in the same age group or same disability classification.	The candidate lists the			

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Lev el
				skills describing the	
				impact of these in the	
				classroom.	
	Standards				
	Council for Except	tional Children (CEC) 20	020 Initial Practice-Base	ed Professional	
	Preparation Stand	ards for Special Educate	ors (Initial K-12 Standar	rds)	
	Standard:	_			
		ofessional Learning and Practice with proved outcomes for individuals with			
		rsity; and engage in ongoing self-ref			
	Indicator:		<i>G</i>		
	1.1 Candidates practice with Indicator:	nin ethical guidelines and legal polic	ies and procedures.		
		improved outcomes for individuals	with exceptionalities and their famil	lies while addressing the unique	
		social, cultural, and linguistic backg	rounds.		
	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:				
		standing of human growth and devel lividualized strengths and needs of st		ppropriate and meaningful learning	
	Indicator:	arradanized strengths and needs of s	adding with exceptionalities.		
				t and learning, including differences	
	related to families, language learning experiences and en	es, cultures, and communities, and in	dividual differences, including exce	ptionalities, to plan and implement	
Student specific	rearming experiences and en	Thomas and the second s			

Student specific Sensory, Social, and behavioral CharacteristiihapaThe

value: 1.00 value: 2.00 value: 3.00

value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Lev el	ı
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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 Practd iinasor Special

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Lev el	
	Standards			candidate relates the skills the student has as evidence of typical skills describing the impact of these in the classroom.		
	Council for Exceptional Children (CEC) 2020 Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K-12 Standards) Standard: Stan					
	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.					
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		

value: 1.00 value: 2.00 value: 3.00 value: 4.00 Score/Lev el

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Lev el
	the core curriculum and fun-	ction successfully within a variety	dress skills and strategies that students of contexts as well as the continuum of a achieve mastery of curricular standar	f placement options to assure	
Description of and	The candidate				
recommended	lists current				
classroom supports	classroom				
	supports and				
	recommends age				

value: 1.00 value: 2.00	value: 3.00	value: 4.00	Score/Lev el
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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

value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Lev	
value: 1.00	value: 2.00	value: 5.00	value: 4.00	el	l

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:

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Lev el
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.	

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Lev el	
	and families and communiti	es to plan and implement inclusive l	earning environments and experience	es 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. 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.					
	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. Indicator: 3.2 Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access					
Duon luon luon luon l		, ,	f contexts as well as the continuum of achieve mastery of curricular standar			

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value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Lev el
		evidence of typical	typical skills describing	
		skills.	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

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Lev el
	learning environments for i preventive and responsive and work collaboratively we development. Indicator: 6.1 Candidates use effective individuals with exceptional Indicator: 6.2 Candidates use a range educational well-being. Indicator: 6.3 Candidates systematica	cial, Emotional, and Behavioral Grow individuals with exceptionalities through practices to support social, emotional with families and other professionals to e routines and procedures to create salities. of preventive and responsive practices ally use data from a variety of sources chavioral interventions and social skills.	and educational well-being. They followed to conduct behavioral assessments for affe, caring, respectful, and productive as documen	procedures and use a range of allow ethical and legal guidelines intervention and program learning environments for erved by problem behavior to plan,	
Proposed	The candidate	The candidate lists age	The candidate	to other chynoniches.	
programming or	lists age and/or	and ability appropriate	describes age and		
strategies based on	ability	adaptive behavior, or	ability appropriate		
adaptive or	appropriate	function skills	adaptive behavior, or		
functional student	adaptive behavior	programs and strategies	function skills		
needs	or function skills		programs and strategies		
	programs and	strengths, skills and			
	general strategies	learning preferences to	strengths, skills and		
	to be	be implemented in the	learning preferences to		
	implemented in the classroom but	classroom and briefly	be implemented in the		
	does not discuss	states how these	classroom stating how these support 126.25 114		
	how these support	needs.	mese support 120.23 114	•	
	now these support	necus.			
	needs.				

value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Lev el	
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Standards

value: 1.00 value: 2.00	value: 3.00	value: 4.00	Score/Lev el	
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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.

Indicator:

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Lev el
Presentation	Visuals used are	Visuals used generally			
includes references		support the content and			
and visuals	enhance	further understanding			
	understanding of	of proposed or current			
	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				