Wilmington University
College of Education

Graduate Special Education Programs

Course Number:

Course Title:

Faculty Contact Information:

Course Description:

Use of Video: The

Minimum Time Requirements (in clock hours)   :

Teacher Led Instruction	SEA	Fieldwork/Clinical	Lab	External Learning

College Education Program Attributes
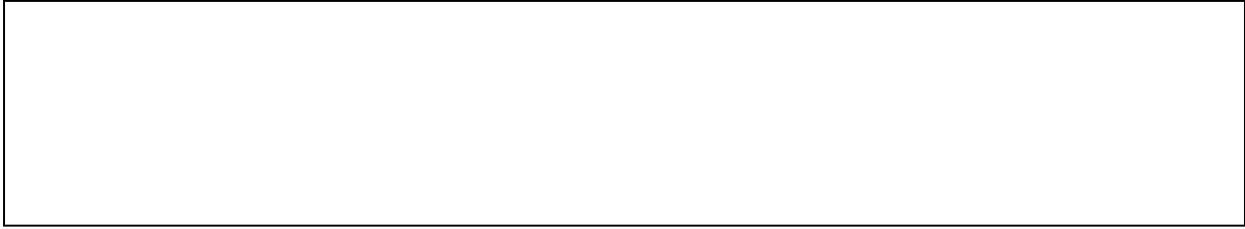
Delaware Teacher Standar ds: _____

_____

Specialized Professional Association Standards: _____

Initial Practice -Based Professional Preparation Standards for Special Educators :

Driving Question for the Course:

–

Assessment:

Learning Outcome 7 – **Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families. (CEC 7.1, 7.2, 7.3, 7.4)**

Assessment:

Week	Week at a Glance Topics

Week	Week at a GlanceTopics

Structured External Assignment Instructions and Rubric

Component 1:

Component 2:

Component 3

Component 4:

Component 5

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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 2: Understanding and Addressing Each Individual's Developmental and Learning Needs - Candidates use their understanding

value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Level
	academic, social or behavioral progress.		progress and impact on family life.	

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 -

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	7.3 Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families. **Indicator:** 7.4 Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.				
Parent Interview: Successful strategies and					

value: 1.00	value: 2.00	value: 3.00	value: 4.00

value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Level

Standard 7: Collaborating with Team Members - Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.

Indicator:

7.1 Candidates utilize communication, group facilitation, and problem–solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs.

Indicator:

7.2 Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families.

Indicator:

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Level
	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 7: Collaborating with Team Members - Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families. **Indicator:** 7.1 Candidates utilize communication, group facilitation, and problem–solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs. **Indicator:** 7.2 Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families. **Indicator:** 7.3 Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families. **Indicator:** 7.4 Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.				
COMPONENT 3: Description of antecedent, behavior and intended and unintended consequences, with A-B-C chart	Candidate includes the ABC document and partially successful at identifying the antecedent to the behavior and consequences of the behavior. May not discuss the intended and unintended consequences of the behavior	Candidate includes the ABC document and identifies the antecedent to the behavior, the behavior, and generic consequences of the behavior. Does not discuss the intended and unintended consequences of the behavior.	Candidate includes the ABC document, identifies and discusses the antecedent to the behavior, the behavior, and generic consequences of the behavior discusses the antecedent to the Tf1 0l 415.99 136.82 T		

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	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Level
			behavior for the student only.		

Standards

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

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.

Indicator:
6.1 Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.

Indicator:
6.2 Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being.

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.

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Level
Description of problem behavior(s) with data	Candidate identifies a behavior but does not hypothesize the function of the behavior and does not provide supporting data.	Candidate defines a problem behavior and related hypothesized function of the behavior but does not provide data in a graphic form.	Candidate defines a problem behavior and the hypothesized function of the behavior and provides data in graphic form to support the concern.	Candidate defines problem behavior and the hypothesized function of the behavior by referencing given a1247ET015.212(y)20	

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and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.
Indicator:

| value: 1.00 | value: 2.00 | value: 3.00 | value: 4.00 | Score/Level |

Standard:

Standard 5: Supporting Learning Using Effective Instruction -

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	appropriate or realistic.		for progress monitoring, stating the methods to be used.	designed to monitor progress weekly and stating the methods to be used.	

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

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Level
replacement behaviors	are loosely related to				

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and general strategies to be implemented in the classroom but does not discuss how these support the				

value: 1.00 o

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Level
	Indicator: 7.4 Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.				
Parental support plan & plans for data collection, method of feedback	The candidate lists a generic statement of how they will collect ongoing data or feedback from the parent.	The candidate states how they will collect ongoing data and feedback from the parent.	The candidate states how they will collect ongoing data and feedback from the parent based on the intervention, anticipating challenges the parent might have.	The candidate explains in detail how they will collect weekly ongoing data and feedback from the parent based on the intervention, anticipating challenges the parent might have	

Standards
Council for Exceptional Children (CEC) 2020 Initial Practice

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Level
	Indicator: 7.2 Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families. **Indicator:** 7.3 Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families. **Indicator:** 7.4 Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.				

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problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute

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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

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Level
			the APP supports student progress.	on student progress. Candidate includes update and data on how the use of the APP supports student progress.	

Standards
Council for Exceptional Children (CEC) 2020 Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K-12 Standards)
Standard:
Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making - Candidates

value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Level

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

Standard:

Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making - Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.

Indicator:

4.1 Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and

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	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Level
	Indicator: 4.3 Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.				
Parental & Teacher Interpretation of effectiveness	Candidate briefly lists the parent or teacher feedback on the results of the intervention loosely support their conclusions.	Candidate states how the parent or teacher feedback on the results of the intervention supports their conclusions	Candidate explains how the parent and teacher feedback on the results of the intervention supports their conclusions.	Candidate discusses how the parent and teacher feedback on the results of the intervention supports their conclusions, giving examples.	

Standards

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

Standard:

Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making - Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-

	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Level
	Indicator: 5.5 Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual. **Indicator:** 5.6 Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.				
Specific Improvement in academic, adaptive or functional skills, social, behavioral, or emotional wellbeing	Candidate lists how the intervention improved the student's academic or social/behavioral skills or wellbeing.	Candidate provides a brief summary of how the intervention improved the student's academic and social/behavioral skills or wellbeing.	Candidate discusses how the intervention improved the student's academic and social/behavioral skills or wellbeing with general examples.	Candidate discusses how the intervention improved the student's academic and social/behavioral skills or wellbeing citing specific examples.	

Standards

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Indicator:
4.1 Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities.

Indicator:
4.2 Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services.

Indicator:
4.3 Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.

Standard:

Standard 5: Supporting Learning Using Effective Instruction - Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.

Indicator:
5.1 Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.

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	Indicator: 5.2 Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning. **Indicator:** 5.3 Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning. **Indicator:** 5.4 Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group. **Indicator:** 5.5 Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual. **Indicator:** 5.6 Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.				
Recommendations for changes	Candidate provides a general statement on the effectiveness of the intervention, does not discuss changes or modifications or state why no changes were needed	Candidate reflects on the effectiveness of the intervention and proposes any changes or modifications without referencing data or progress notes. Candidate makes a general statement if no changes are needed	Candidate reflects on the effectiveness of the intervention and proposes any changes or modifications based upon data or progress notes. If no changes are needed, candidate supports with specific evidence.	Candidate reflects on the effectiveness of the intervention and proposes any changes	

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	value: 1.00	value: 2.00	value: 3.00	value: 4.00	Score/Level
Based APP	how the use of the APP supported student progress, but reflection is not supported by earlier findings. Includes a description or visual of the APP	how the use of the APP supported student progress. Includes a description or visual of the APP	use of the APP supported student progress, providing examples, or referencing data. Includes a description and visual of the APP.	use of the APP supported student progress, providing specific examples, and referencing data. Includes a description and visual of the APP	

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Standard:
Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making - Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.

Indicator:
4.1 Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities.

Indicator:
4.2 Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services.

Indicator:
4.3 Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.

Standard:
██ctful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of ██llow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments 1( )-3(w)4(i)-3(t)-3(h)7( )-ls7(i)-3(l)-0l 6

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Written paper (must meet the appropriate requirement first)	Most references and resources are appropriate, with more than 4 errors in APA format.	Most references and resources are included with 3-4 errors in APA format in presentation.	All references and resources are appropriate and included with 1-2 errors in APA format, spelling, or grammar in presentation.	All references and resources are appropriate and included with no errors in APA format, spelling, or grammar in presentation.	
Written Paper	Writing is unfocused, rambling, or contains serious errors in grammar or spelling; lacks detail and relevant information; poorly organized.	Writing lacks clarity or conciseness and contains numerous errors spelling, or gramma; gives insufficient detail and relevant information; lacks organization.	Writing is accomplished in terms of clarity and conciseness and contains few to no errors in spelling or grammar; includes sufficient details and relevant information; well-organized.	Writing demonstrates a sophisticated clarity, conciseness, and correctness; includes thorough details and relevant information; extremely well-organized.	