WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

COURSE TITLE: PRACTICUM IN SPECIAL EDUCATION

COURSE NUMBER: MSE 7990

COURSE CREDIT: 3 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>5</td>
<td>0</td>
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</table>

The College of Education conceptual framework includes an emphasis on adjusting and adapting teaching methodologies in a contextually appropriate and sensitive manner and subsequent reflection upon teaching and learning. All courses reflect the conceptual framework.

COLLEGE OF EDUCATION PROGRAM ATTRIBUTES

This course is critical to your training and preparation as a professional educator. To that end, Wilmington University staff will attend to the eight essential attributes as described in the College of Education Conceptual Framework. As a result, you, as candidates, are expected to:

1. Master knowledge-based course content;

2. View yourself as a teacher and learner, deconstructing inappropriate past experiences as learners in coursework and during field experiences, while developing appropriate knowledge of the content and discourse of this discipline;

3. Remain attentive to contextual and cultural sensitivity;

4. Embrace inquiry, analysis and reflection, including critical reflection and taking action on one’s daily work;

5. Engage in authentic participation, collegiality, and collaboration;

6. Participate in an ongoing, developmental sequence of learning activities that supports improvement, experimentation and professional growth;

7. Become involved in learning experiences that are standards driven, and;
8. Utilize technology effectively.


Standard 1: Foundations

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

Standard 2: Development and Characteristics of Learners

Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs. Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual’s with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual’s ability to learn, interact socially, and live as fulfilled contributing members of the community.

Standard 3: Individual Learning Differences

Special educators understand the effects that an exceptional condition can have on an individual’s learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual’s exceptional condition to impact the individual’s academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

Standard 4: Instructional Strategies
Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

**Standard 5: Learning Environments and Social Interactions** Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

**Standard 6: Language**

Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual’s experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual’s language proficiency and cultural and linguistic differences. Special educators provide effective language models, and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.

**Standard 7: Instructional Planning**

Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual’s exceptional
condition, guides the special educator’s selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual’s learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

**Standard 8: Assessment**

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

**Standard 9: Professional and Ethical Practice**

Special educators are guided by the profession’s ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their
professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.

**Standard 10: Collaboration**

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

**II. GENERAL EXPECTATIONS FOR MSE 7990 PRACTICUM STUDENTS**

During the MSE 7990 Practicum students are provided a formal introduction to living classrooms and schools. Practicum is the foundation for the Wilmington University teacher preparation program. Practicum provides the student with an “up close and personal” look at the extraordinary demanding world of the classroom teacher. The student will learn to observe, describe, analyze and reflect on how teachers of students with exceptional learning needs (ELN) plan, prepare for, and conduct a lesson; how teachers create and manage environments for learning; how teachers interact with children, staff and families; how teachers understand the field of special education as an evolving and changing discipline. The student will observe, assist and participate as the teacher conducts a variety of instructional activities. The student will then learn to describe, analyze, evaluate and reflect on the effectiveness of those activities.

The MSE 7990 Practicum also provides the opportunity to learn about the structure and philosophy of Wilmington University teacher preparation programs. An important component of this Practicum is learning about the program model, and about program competencies and expectations. Practicum begins the process of developing student understanding of program emphases on constructivism, reflection, collaboration, problem solving, decision-making, and professional collegiality. Practicum enables a student who is considering a career as a teacher of students with exceptional learning needs (ELN) to meet and interact with other students with similar interests, meet and interact with the faculty of the Education Division, and to actively interact with and provide instruction to students with exceptional learning needs. Participation in Practicum provides the student with up-to-date program information, certification requirements, testing information, placement details, and current job opportunities.

While in MSE 7990 Practicum the student is expected to demonstrate a working knowledge of teaching standards through learning activities tied to those standards. The student is expected to demonstrate graduate-level writing skills and to show evidence of growth toward achieving Delaware’s Professional Teaching Standards in the area of written communication and
instructional delivery. Detailed guidelines for the learning activities are provided and explained by the Course Instructor and by the Practicum Advisor.

Each Practicum student is expected to begin the process of developing a philosophy of education and to start the process of building a professional portfolio. The Practicum student is expected to begin assembling artifacts and other evidence showing change over time; the influence of teacher preparation experiences on knowledge and dispositions; the student’s growth toward meeting Delaware’s Professional Teaching Standards (standards for initial licensure and certification); and progress in achieving the program competencies and outcomes expected of Wilmington University teacher preparation graduates. Each MSE 7990 Practicum student is expected to develop a plan that results in meeting all state-mandates pre-professional test score requirements (PRAXIS I). All teacher preparation students must meet PRAXIS I requirements as a prerequisite for professional preparation (methods) courses. Candidates entering the teacher preparation programs during and after Fall Semester 2005 will also be required to successfully complete the appropriate PRAXIS II content area tests (for “highly qualified” status in Delaware.

Also during Practicum, candidates will understand that assistive technology (AT) provides an important vehicle for the instruction and can be used as a complementary source when adapting the learning instruction for students with exceptional learning needs (ELN) including cognitive processing, learning, communication, and physical abilities. Assistive technology is “any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with disabilities” (Technology Related Assistance for Individuals with Disabilities Act, 20 U.S.C. 1401 [1]). Whether low-tech applications or high-tech applications are used, candidates will be instructed on the substantial benefits that students with exceptional learning needs make in their academic progress through the use of AT. Candidates will know what devices are available, how student progress can be evaluated, how assistive technology must be considered as a part of each student’s I.E.P., and, the proper usage of AT devices.

III. PROGRAM COMPETENCIES

As a candidate in this course, you will be expected to demonstrate mastery of the following program competencies: (Note: Program Competencies, Learning Outcomes, and Activities/Assignments included in this syllabus comprise the minimum to be covered in this course. However, additional Program Competencies, Learning Outcomes, and Activities/Assignments may be added at the discretion of the faculty member.

**Competency One:** The teacher understands the core concepts and structures of the discipline and creates learning experiences that make the content meaningful to the students.

**CEC Standard # Five Learning Environment s and Social Interactions**

**Learning Outcomes:** Candidates will:

1.1 Increase knowledge/skills through guided observations, inquiry, analysis, and reflection.
Activities/Assignments: Candidates will:

1. Select an appropriate academic content area and content standard from the “Delaware Content Standards.” (These describe what, in Delaware, K-12 students are expected to know and be able to do). Identify and describe the content standard based on the performance indicator (PI) for the standard. (To access the Delaware Content Standards, go to www.doe.state.de.us and double click on “Delaware Student Testing Program.” Then, under “Delaware Content Standards,” double click on the set of standards you want to view – English/language arts, mathematics, science, or social studies).

1.2 Reflect on what Teaching Standard One – Content Knowledge – means to you, including a description of your prior experience and knowledge related to the area/standard you chose above.

1.3 Describe the ways your mentor teacher makes Teaching Standard One meaningful to the learners in your field placement.

Competency Two: The teacher understands how children develop and learn and provides learning opportunities that support the intellectual, social, emotional, and physical development of the student.

CEC Standard # Two Development and Characteristics of Learners

Learning Outcomes: Candidates will:

2.1 Increase knowledge/skills through guided observation, inquiry, analysis, and reflection.

Activities/Assignments: Candidates will:

2.1 Reflect on what this teaching means to you, including a description of your prior experiences and knowledge related to human development and learning.

2.2 Describe ways in which your mentor teacher provides developmentally based learning experiences to students in the classroom.

Competency # Three: The teacher understands how students differ and adapts instruction for diverse learners.

CEC Standard # Three Individual Learning Differences

Learning Outcomes: Candidates will:

3.1 Increase sensitivity to context and culture through guided observation, inquiry and reflection.
Activities/Assignments: Candidates will:

3.1 Reflect on what this teaching means to you, including a description of your prior experiences and knowledge related to diverse learners.

3.2 Describe ways in which your mentor teacher learns about and adapts instruction for diverse learners.

Competency # Four: The teacher understands and uses effective communication.

CEC Standard # Six Communication

Learning Outcomes: Candidate will:

4.1 Increase knowledge through guided observation, inquiry and reflection.

Activities/Assignments: Candidate will:

4.1 Reflect on and describe the meaning and importance of this standard to you.

4.2 Describe practical techniques that your mentor teacher has found to be effective in communicating with learners, families, and colleagues.

Competency # Five: The teacher understands individual and group behavior and creates a learning environment that fosters active engagement, self-motivation, and positive social interaction.

CEC Standard # Five Learning Environments and Social Interactions

Learning Outcomes: Candidates will:

5.1 Increase knowledge through guided observation, inquiry, analysis, and reflection.

Activities/Assignments: Candidates will:

5.1 Reflect on what this standard means to you, including a description of your prior experience and knowledge related to learning environment.

5.2 Describe the learning environment of your placement classroom. Address each of the following: basic classroom management theories, management of teaching and learning, teacher attitudes and behaviors that influence behavior, social skills addressed within educational and other environments, design of learning environment that encourages active participation in individual and group activities, and modifications made to the learning environment to manage behaviors. In your description, reflect on
ways your mentor teacher created this learning environment in a way that fosters teaching and learning in his/her classroom.

**Competency # Six:** The teacher understands instructional planning and designs instruction based upon knowledge of the disciplines, students, the community, and curriculum goals.

**CEC Standard # Seven Instructional Planning**

**Learning Outcomes:** Candidates will:

6.1 Increase knowledge/skills through supervised practice, analysis, and reflection.

**Activities/Assignments:** Candidates will:

6.1 Using the Pathwise lesson plan format, plan a lesson that you will teach in your mentor teacher’s classroom. After you teach the lesson, reflect on and describe the following in your demonstration lesson as it …

- Developed and implemented lesson plan in collaboration with team member(s).
- Followed a logical scope and sequence of general and special curricula.
- Addressed state and local curriculum standards.
- Included instructional content that responded to cultural, linguistic, and gender differences.
- Made use of technology for planning and managing the teaching and learning environment.
- Prepared individuals to exhibit self-enhancing behaviors in response to instruction.
- Used instructional time effectively.

**Competency # Seven:** The teacher understands a variety of instructional approaches and uses them to promote student thinking, understanding, and application of knowledge.

**CEC Standard # Four Instructional Strategies**

**Learning Outcomes:** Candidate will:

7.1 Increase knowledge through supervised practice, analysis, and reflection.

**Activities/Assignments:** Candidates will:

7.1 For the lesson you planned and taught in your mentor teacher’s classroom, reflect on and describe your lesson as it …

- Was an effective, appropriate and responsive lesson to the individualized instructional plans of the students within the learning setting?
- Taught individuals to use self-assessment, problem-solving, according to the level of the individual with exceptional learning needs (ELN).
- Selected, used, and adapted instructional strategies and materials according to the characteristics of the individual with exceptional learning needs.
- Used strategies to facilitate maintenance and generalization of skills across learning environments.
- Used procedures to increase the individual’s self-awareness, self-management, self-control, self-reliance, and self-esteem.
- Used strategies that promote successful transitions for individuals with exceptional learning needs.

**Competency # Eight:** The teacher understands multiple assessment strategies and uses them to support continuous development of students.

**CEC Standard # Eight Assessment**

**Learning Outcomes:** Candidates will:

8.1 Increase knowledge through guided observation, inquiry, analysis, and reflection.

**Activities/Assignments:** Candidates will:

8.1 Reflect on what this standard means to you, including a description of your prior experience and knowledge related to academic assessment.

8.2 Describe the ways your mentor teacher effectively uses assessment to support the continuous development of students.

**Competency # Nine:** The teacher understands the importance of reflection on practice and actively seeks opportunities to grow professionally.

**CEC Standard # Nine Professional and Ethical Practice**

**Learning Outcomes:** Candidates will:

9.1 Increase knowledge/skills through guided observation, inquiry, analysis, and reflection.

9.2 Increase knowledge/skills through supervised practice, analysis, and reflection.

**Activities/Assignments:** Candidate will:

9.1 Keep a daily journal of your feedback for two (02) visits in your mentor teacher’s classroom/school. For each of the two visits, include a description of what you saw and did, an analysis of (your thoughts and judgments about) what you saw and did, and your
reflections about what you saw and did (what you would or would not apply in your classroom and why).

9.2 Complete the following reflective practice activity relative to your demonstration lesson:

- Discuss methods used to prevent cultural biases and differences from affecting your teaching.
- Discuss how you served as a role model for your students.
- Describe why reflective practice on teaching will be one of the most important professional growth activities you will engage in as a teacher.
- What were the strengths of the lesson?
- What were the weaknesses of the lesson?
- What did you learn about yourself from teaching this lesson?
- What methods have you used to remain current regarding research-validated practice(s)

Competency # Ten: The teacher understands the role of the community in education and develops and maintains relationships with colleagues, parents/guardians, and the community to support students’ learning and well-being.

CEC Standard # Ten Collaboration

Learning Outcomes: Candidates will:

10.1 Increase knowledge through guided observation, inquiry, analysis, and reflection.

Activities/Assignments: Candidates will:

10.1 Reflect on and describe what this standard means to you.

10.2 Describes ways in which your mentor teacher meets this standard.

Competency # Eleven: The teacher understands the role of technology in education and uses technology as an instructional and administrative tool.

CEC Standard # Six Language CEC Standard # Seven Instructional Planning

Learning Outcomes: Candidate will:

11.1 Increase knowledge/skills through guided observation, inquiry, analysis, and reflection.

Activities/Assignments: Candidate will:

11.1 Reflect on and describe what this standard means to you.
11.2 Describes ways in which your mentor teacher uses/used augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Also describe ways that your mentor teacher uses/used appropriate technologies to support instructional planning and individualized instructional for students with exceptional needs.

**Competency # Twelve:** The teacher understands and maintains standards of professional conduct guided by legal and ethical principles.

**CEC Standard # Nine Professional and Ethical Practice**

**Learning Outcomes:** Candidates will:

12.1 Increase knowledge through guided observation, inquiry, analysis, and reflection.

**Activities/Assignments:** Candidates will:

12.1 Reflect on and describe what this standard means to you.

12.2 Describe ways your mentor teacher meets this standard.

**IV. F.O.R.M.A.L.**

The special education faculty at Wilmington University believes that in order for an educator to be a reflective practitioner in the field of education of students with exceptional learning needs (ELN) the candidate must have knowledge of the following areas: The proper use of assessment tools and procedures, understanding of how to integrate developmental theory, implementation of appropriate “best” instructional practices, instructional planning that incorporates long and short term planning, creating learning environments that foster social interaction and active engagement, and understanding of language development, the need to practice the profession in an ethical and professional manner, an understanding of the historical foundations of special education, and their role as advocates and resources to families and other professional. To this end, the special education faculty at Wilmington University wants our candidates in the Master of Education in Special Education to go F.O.R.M.A.L.

**F Foundations** – Candidates will be provided opportunities to develop in-depth foundational knowledge about the field of special education, understanding views of human diversity, delivery of special education services, while practicing within the profession’s ethical and professional standards. (CEC Standards One & Nine)

**O Obtain** – Candidates will obtain a repertoire of evidence-based instructional strategies necessary to individualize instruction for students with exceptional learning needs (ELN). When candidates provide instruction for individuals with exceptional learning needs it will be provided in a positive learning environment that fosters social interaction, active
engagement, cultural diversity, and one that encourages self-direction, and self-motivation. (CEC Standards Four & Five).

**R Respect** – Candidates will gain a respect for students – as individuals first. Candidates will be provided an understanding of the similarities and differences, characteristics, varying abilities, and behaviors among individuals with exceptional learning needs. Candidates will understand the effects of these exceptional condition(s) can have on the individual’s learning not only in school but throughout life. This knowledge will allow the candidates to respond to the various abilities and behaviors of individuals with ELN. (CEC Standards Two & Three)

**M Meaningful** – Candidates will learn that instructional planning is an on-going process and that modifications are made based on an ongoing analysis of the individual’s learning progress. When providing instruction to individuals with exceptional learning needs, the candidate will learn how to provide individualized instruction that is meaningful and challenging. When developing individualized instructional plans, the candidate will be able to take into consideration a student’s abilities and needs when developing long-range and shorter-range goals and objectives. (CEC Standard Seven)

**A Assessment** - Candidates will understand that assessment results are used to help identify exceptional learning needs and to develop and implement individualized instructional programs. Candidates will understand that assessment tools have limitations and demonstrate the proper use of a variety of assessment tools. Measurement theory will be explained and students will become familiar with concepts such as validity, reliability, norms, bias, and the proper interpretation of assessment results. Candidates will understand their role in collaborating with families, other educators, related service providers, and community agency personnel. Candidates will understand the various advocacy roles expected of an educator of individuals with exceptional learning needs. (CEC Standards Eight & Ten)

**L Language** – Candidates will understand typical and atypical language development and how these exceptional conditions impact an individual’s experience with and use of language. The candidate will use individualized strategies to enhance language development and teach communication skills. The candidate will be familiar with augmentative, alternative, and assistive technologies to support and enhance communication development. The candidate will possess strategies and resources that facilitate understanding for individuals with ELN whose primary language is not English. (CEC Standard Six).
### STRUCTURED EXTERNAL ASSIGNMENT

**COURSE:** MSE 7990  
**TITLE:** Practicum in Special Education

**PROGRAM COMPETENCY:** #4: Enable professionals in schools to understand and utilize assistive technology for students with disabilities

**CONCEPTUAL FRAMEWORK PROGRAM ATTRIBUTE**

**DELAWARE PROFESSIONAL TEACHING STANDARD**

**NCATE STANDARD**

**CEC STANDARDS:** 5: Learning Environments and Social Interaction  
7. Instructional Planning  
8. Assessment

**STRUCTURED EXTERNAL ASSIGNMENT #2:** Teacher candidates (TC) are to do a supervised field experience consisting of 35 contact hours in an environment that provides meaningful and challenging learning for individuals with exceptional learning needs (ELN) including specialized assistive technology. A written synopsis of the observation hours will focus on development and characteristics of learners, individual learning differences, and learning environments and social interactions. For Fall 2009 starters, this Structured External Assignment is to be completed on your MSE 6102 E-Folio site (the ePortfolio) under the course MSE 7990.

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<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY 1 POINT</th>
<th>EMERGING 2 POINTS</th>
<th>BASIC 3 POINTS</th>
<th>PROFICIENT 4 POINTS</th>
<th>DISTINGUISHED 5 POINTS</th>
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<tr>
<td>4.1 Choices of assistive technology to encourage independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptional learning needs (ELN).</td>
<td>The choices regarding assistive technology selected, adapted, or used <strong>FAIL</strong> to correspond to shape the learning environment to encourage independence, self-motivation, self-direction, personal empowerment, or self-advocacy of individuals with ELN.</td>
<td>The choices regarding assistive technology selected, adapted, or used <strong>RARELY</strong> correspond to shape the learning environment to encourage independence, self-motivation, self-direction, personal empowerment, or self-advocacy of individuals with ELN.</td>
<td>The choices regarding assistive technology selected, adapted, or used <strong>SOMETIMES</strong> correspond to shape the learning environment to encourage independence, self-motivation, self-direction, personal empowerment, or self-advocacy of individuals with ELN.</td>
<td>The choices regarding assistive technology selected, adapted, or used **GENERALLY correspond to shape the learning environment to encourage independence, self-motivation, self-direction, personal empowerment, or self-advocacy of individuals with ELN.</td>
<td>The choices regarding assistive technology selected, adapted, or used <strong>one-to-one with each student's need</strong> to shape the learning environment to encourage independence, self-motivation, self-direction, personal empowerment, or self-advocacy of individuals with ELN.</td>
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<td>4.2 Candidate demonstrates understanding of how application of assistive technology can promote challenging learning results in general and special curricula for individuals with exceptional learning needs (ELN).</td>
<td><strong>NO</strong> explanation is given regarding how assistive technology may help promote challenging learning results in general and special curricula for individuals with ELN.</td>
<td>For few pieces of assistive technology chosen, an <strong>EMERGING</strong> explanation is given as to how assistive technology may help promote challenging learning results in general and special curricula for individuals with ELN.</td>
<td>For some pieces of assistive technology chosen, an <strong>SATISFACTORY</strong> explanation is given as to how assistive technology may help promote challenging learning results in general and special curricula for individuals with ELN.</td>
<td>For most pieces of assistive technology chosen, a <strong>PROFICIENT</strong> explanation is given as to how assistive technology may help promote challenging learning results in general and special curricula for individuals with ELN.</td>
<td>For each piece of assistive technology chosen, a <strong>COMPLETE AND THOROUGH</strong> explanation is given as to how assistive technology may help promote challenging learning results in general and special curricula for individuals with ELN.</td>
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<td>4.3 Candidate demonstrates knowledge of how assistive technology supports the growth and development of students with exceptional learning needs (ELN) in their ability to participate in school, system, and statewide assessment programs.</td>
<td>Candidate’s response demonstrates <strong>NO</strong> knowledge of how assistive technology supports the growth and development of students with exceptional learning needs (ELN) in their ability to participate in school, system, and statewide assessment programs.</td>
<td>Candidate’s response demonstrates <strong>LIMITED</strong> knowledge of how assistive technology supports the growth and development of students with exceptional learning needs (ELN) in their ability to participate in school, system, and statewide assessment programs.</td>
<td>Candidate’s response demonstrates <strong>SOME</strong> knowledge of how assistive technology supports the growth and development of students with exceptional learning needs (ELN) in their ability to participate in school, system, and statewide assessment programs.</td>
<td>Candidate’s response demonstrates <strong>ACCEPTABLE</strong> knowledge of how assistive technology supports the growth and development of students with exceptional learning needs (ELN) in their ability to participate in school, system, and statewide assessment programs.</td>
<td>Candidate’s response demonstrates <strong>SUPERIOR</strong> knowledge of how assistive technology supports the growth and development of students with exceptional learning needs (ELN) in their ability to participate in school, system, and statewide assessment programs.</td>
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