WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

COURSE NUMBER: MSE 8103
COURSE TITLE: Supervision and Evaluation of Special Education Programs
COURSE CREDIT: 3 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
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<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
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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.

I. PROGRAM COMPETENCIES

Competency One: Critique current research in the area of curriculum and methods of teaching students with exceptionalities.

CEC Standard #9 – Professional and Ethical Practice

Learning Outcomes: Candidates will:
1-1 Use procedures cited in current literature to increase an individual’s
IDEA Objectives:  E = 4  
I = 3, 9

instructional strategies and practices for instructing individuals with disabilities.

1-2 Obtain knowledge of variations in instructional methods used to strengthen and compensate for deficits in individuals with disabilities.

1-3 Review the current literature on using performance data and information to modify instruction for individuals with disabilities.

Activities/Assignments: Candidates will be able to:

1-1 Students will review the current literature on effective instructional strategies and practices for instructing individuals with disabilities.  *This is a graded activity.*

1-2 Students will implement a school-wide curriculum plan to support the instruction of students with disabilities.  *This is a graded activity.*

1-3 Based on the results of a current literature review, students will design a school-wide instructional plan that focuses on best practices.  *This is a graded activity.*

Competency Two: Interpret and use behavioral programming while recognizing the significance of relationships in classroom management.

CEC Standard #5 – Learning Environments and Social Interactions

Learning Outcomes: Candidates will:

2-1 Acquire knowledge of various models used for classroom management.

2-2 Obtain strategies for the implementation of a class-wide discipline plan.

2-3 Demonstrate knowledge for developing high educational/behavioral expectations for students with disabilities.

Activities/Assignments: Candidates will be able to:

2-1 Students will research various classroom management plans for school-wide implementation.  *This is a graded activity.*

2-2 Students will reflect on the effectiveness of a class-wide discipline plan.

2-3 Students will implement a model class-wide educational/behavioral program to improve instruction for students with disabilities.

Competency Three: Analyze informal and formal assessments used in identifying students with special needs and develop plans to meet educational goals and objectives.

CEC Standard #8 - Assessment
Learning Outcomes: Candidates will:
3-1 Examine issues, assurances, and due process rights related to assessment.
3-2 Demonstrate a comprehensive knowledge of the assessment tools used in the evaluation of students with disabilities.
3-3 Understand basic terminology associated with assessment.

Activities/Assignments: Candidates will be able to:
3-1 Discuss the issues related to assessing students with disabilities.
3-2 Organize a chart showing commonly used tests in the assessment of students with disabilities.
3-3 Prepare a list of twenty (20) common terms used in the assessment process.

Competency Four: Enable professionals in schools to understand and utilize assistive technology for students with disabilities.

CEC Standard #4 – Instructional Strategies
#5 – Learning Environments and Social Interactions
#8 – Assessment

Learning Outcomes: Candidates will:
4-1 Specify appropriate adaptations and technology devices that can be used in the instruction of students with disabilities.
4-2 Demonstrate an understanding for the maintenance and correct usage of assistive technology devices.

Activities/Assignments: Candidates will be able to:
4-1 Tell about five (05) appropriate adaptations and technology devices that can be used in the instructional process for students with disabilities. This is a graded activity.
4-2 Prepare a list of ten (10) assistive technology devices along with maintenance plans and correct usage plans.

Competency Five: Plan and implement content lessons that accommodate or adapt for unique needs of individuals with severe and multiple disabilities.

CEC Standard #1 – Foundations
#2 – Development and Characteristics of Learners
#3 – Individual Learning Differences
#4 – Instructional Strategies
#6 – Language
#7 - Instructional Planning

**Learning Outcomes: Candidates will:**
5-1 Identify various methods for accommodating and adapting lessons to meet the unique needs of individuals with disabilities.
5-2 Evaluate the effectiveness of various methods for accommodating/adapting lessons for individuals with special needs.

**Activities/Assignments: Candidates will be able to:**
5-1 Examine the impact of various methods for accommodating/adapting lessons can have on an individual’s life. *This is a graded activity.*
5-2 Write a variety of lesson plans that include accommodations/adaptations.

**Competency Six:** Apply knowledge of legislation, policy, and procedure during IEP meetings with professional colleagues and parents.

**CEC Standard #1 – Foundations**
- #5 – Learning Environments and Social Interactions
- #9 – Professional and Ethical Practice
- #10 – Collaboration

**Learning Outcomes: Candidates will:**
6-1 Demonstrate an understanding of the current legislation, policies, and procedures that form the basis for special education practice.
6-2 Describe the relevancy of special education laws, policies, and procedures that impact the development of special education programs.
6-3 Judge the essential elements of an effective I.E.P. meeting.

**Activities/Assignments: Candidates will be able to:**
6-1 Examine laws, policies, and procedures as they relate to the development of special education practices.
6-2 Students will familiarize themselves with special education laws, policies, and procedures as they relate to the development of special education practices. *This is a graded activity.*
6-3 Students will role-play an I.E.P. meeting.

**Competency Seven:** Apply best practices and research in special education to program development, administration, supervision, and evaluation.
Learning Outcomes: Candidates will:
7-1 Learn to employ a variety of strategies that foster the development of special education programs.
7-2 Describe the relevancy of research and how it has influenced program development, administration, supervision, and evaluation of special education programs.
7-3 Summarize the research on effective practices relating to the development of special education programs.

Activities/Assignments: Candidates will be able to:
7-1 Discuss a variety of strategies that can be employed in the development of special education programs.
7-2 Present different approaches regarding program development of special education programs.
7-3 Explore and report on the components of an effective special education program.

This is a graded activity.

Competency Eight: Examine language development and its particular relationship to students with disabilities.

CEC Standard #2 – Development and Characteristics of Learners
#3 - Individual Learning Differences
#4 – Instructional Strategies
#6 – Language
#7 – Instructional Planning

Learning Outcomes: Candidates will:
8-1 Identify the components of language development.
8-2 Demonstrate an understanding of language development and its impact on students with disabilities.
8-3 Summarize phases in language development which can maintain, interrupt, and accelerate the development of language.

Activities/Assignments: Candidates will be able to:
8-1 Complete a chart showing the components of language development.
8-2 Plan learning experiences that present authentic tasks and choices improve language development.
8-3 Understand and explain the components of language development.

Competency Nine: Practice methods, techniques, and instruments used to diagnose
and remediate reading-related problems.

**CEC Standard #4 - Assessment**

**Learning Outcomes: Candidates will:**

9-1 Demonstrate a variety of instructional strategies and related techniques appropriate to meet the needs of students with disabilities.

9-2 Recognize reading-related patterns that suggest a need for outside resources.

**Activities/Assignments: Candidates will be able to:**

9-1 Employ individualized and group instructional interventions towards students with disabilities.

9-2 Discuss how a reading specialist, ESL specialist, speech pathologist and/or special education resource personnel can be used to diagnose and remediate reading-related problems.

**Competency Ten: Immerse oneself in an actual special education setting through active participation as teacher.**

**CEC Standard #9 – Professional and Ethical Practice**

**Learning Outcomes: Candidates will:**

10-1 Demonstrate knowledge of ways to be positive, resourceful and to have positive interaction with students in the classroom.

10-2 Understand the importance of collaboration with colleagues, parents, and the community.

10-3 Demonstrate knowledge of various techniques for addressing the needs of students with disabilities.

**Activities/Assignments: Candidates will be able to:**

10-1 Identify criteria necessary for positive interaction with students. **This is a graded activity.**

10-2 Participate in a role-play collaboration activity. **This is a graded activity.**

10-3 Respond to articles, discussions, presentations, and videos using an evaluation tool as required as part of the portfolio. **This is a graded activity**

**Competency Eleven: Exhibit an affect of confidence, caring, professionalism, and energy in teaching students from a diverse population.**
CEC Standard #3 – Individual Learning Differences
#4 – Instructional Strategies
#7 – Instructional Planning

Learning Outcomes: Candidates will:
11-1 Interact with students in the classroom while demonstrating confidence, caring, professionalism, and energy.
11-2 Demonstrate knowledge of methods to embrace inquiry, analysis and reflection, including critical reflection and taking action on one’s daily work.

Activities/Assignments: Candidates will be able to:
11-1 Through discussion, demonstrate their knowledge of diverse cultures.
11-2 Illustrate how they will make inquiry, analysis and reflection, including critical reflection and taking action on one’s daily work.

II. ASSESSMENT OF STUDENT KNOWLEDGE AND PERFORMANCE:

Products and Exams:
Student performance will be assessed utilizing scoring rubrics which are aligned with competencies, knowledge and performance skills. Products and exams included for consideration will include the following:

1. Article reviews
2. Class activity reviews
3. Video reviews
4. Site observation reviews
5. Final Examination

1-1 Students will review the current literature on effective instructional strategies and practices for instructing individuals with disabilities.
1-2 Students will implement a school-wide curriculum plan to support the instruction of students with disabilities.
1-3 Based on the results of a current literature review, students will design a school-wide instructional plan that focuses on best practice.
2-1 Students will research various classroom management plans for school-wide implementation.
4-1 Tell about five (05) appropriate adaptations and technology devices that can be used in the instructional process for students with disabilities.

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5-1 Examine the impact of various methods for accommodating/adapting lessons can have on an individual’s life.
6-2 Students will familiarize themselves with special education laws, policies, and procedures as they relate to the development of special education practices.
7-3 Explore and report on the components of an effective special education program.
10-2 Participate in a role-play collaboration activity.
10-3 Respond to articles, discussions, presentations, and videos using an evaluation tool as required as part of the portfolio.

III. ATTENDANCE POLICY:

In the College of Education, faculty must approve all requests for exceptions to the University/College policy. Vacations are not considered to be legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final grade or assigning a FA (failure due to absence). Students who have registered for a course and never attended at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student’s responsibility to obtain and complete assignments on the due dates.

IV. STRUCTURED EXTERNAL ASSIGNMENT:

Teacher candidates will develop a research-based program plan for students with a chosen disability category which includes elements addressing personnel/staffing, instructional and assistive resources, pedagogy, staff development, interface with general education staff, parent training, public relations and budgetary requirements.

V. 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

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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 AND CECRAM DATA COLLECTION

COURSE: MSE 8103  
TITLE: Supervision and Evaluation of Special Education Programs

PROGRAM COMPETENCY 7: Apply best practices and research in special education to program development, administration, supervision, and evaluation

GRADUATION COMPETENCY 2: Use research methods and findings as they apply to one's profession

CONCEPTUAL FRAMEWORK PROGRAM ATTRIBUTE 2: Programs view educators as learners
7: Programs are standards driven

DELWARE PROFESSIONAL TEACHING STANDARD 9: The teacher understands the importance of reflection on practice and actively seeks opportunities to grow professionally
3: The teacher understands how students differ and adapts instruction for diverse learners

NCATE STANDARD 1: Knowledge, Skills, and Dispositions

CEC STANDARDS 1: Foundations
9: Professional and Ethical Practice
10: Collaboration

STRUCTURED EXTERNAL ASSIGNMENT: Teacher candidates will develop a research-based program plan for students with a chosen disability category which includes elements addressing personnel/staffing, instructional and assistive resources, pedagogy, staff development, interface with general education staff, parent training, public relations and budgetary requirements.

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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>Plan utilizes research finding.</td>
<td>❑ The plan offers no supportive current research findings.</td>
<td>❑ The plan offers few supportive current research findings.</td>
<td>❑ The plan offers some supportive research findings.</td>
<td>❑ The plan offers substantial supportive research findings.</td>
<td>❑ The plan offers a comprehensive view of supportive research findings.</td>
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<td>Planning elements.</td>
<td>❑ No program elements are included in the plan.</td>
<td>❑ The plan responds to at least three program elements.</td>
<td>❑ The plan responds to four or five program elements.</td>
<td>❑ The plan responds to six or seven program elements.</td>
<td>❑ The plan responds to all eight program elements.</td>
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<td>Writing quality.</td>
<td>❑ Writing is of poor quality and contains 8 or more mechanical errors.</td>
<td>❑ Writing is of mediocre quality and contains 6-7 mechanical errors.</td>
<td>❑ Writing is of fair quality and contains 4-5 mechanical errors.</td>
<td>❑ Writing is of good quality and contains 2-3 mechanical errors.</td>
<td>❑ Writing is of outstanding quality and contains no more than one mechanical error.</td>
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**AVERAGE SCORE =**

**WEIGHT FACTOR =**

**TOTAL POINTS =**
### B. Schedule

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<tr>
<th>WEEK</th>
<th>IN-CLASS LEARNING ACTIVITIES</th>
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</table>
#1 – Content Knowledge  | The teacher understands the central concepts and structures of the discipline and creates learning experiences that make the content meaningful to the students.
#2 – Human Development and Learning  | The teacher understands how children develop and learn, and provides learning opportunities that support the intellectual, social and personal development of the student.
#3 – Diverse Learners  | The teacher understands how students differ and adapts instruction for diverse learners.
#4 – Communication  | The teacher understands and uses effective verbal and non-verbal communication.
#5 – Learning Environment  | The teacher understands individual and group behavior and creates a learning environment that fosters active engagement, self-motivation, and positive social interaction.
#6 – Planning for Instruction  | The teacher understands instructional planning and designs instruction based upon knowledge of the disciplines, students, the community, and curriculum goals.
#7 – Instructional Strategies  | The teacher understands a variety of instructional approaches and uses them to promote student thinking, understanding and application of knowledge.
#8 – Assessment  | The teacher understands multiple assessment strategies and uses them to support the continuous development of the learner.
#9 – Reflection and Professional Growth  | The teacher understands the importance of reflection on practice and actively seeks opportunities to grow professionally.
#10 – Professional Relationships  | The teacher understands the role of the community in education and develops and maintains relationships with colleagues, parents/guardians, and the community to support student learning and well-being.
#11 – Technology  | The teacher understands the role of technology in education and uses technology as an instructional and administrative tool.
#12 – Professional Conduct  | The teacher understands and maintains standards of professional conduct guided by legal and ethical principles.
NCATE/CEC Program Standards (2002)

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 (ELN). 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 posses 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
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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.
**MSE Program Competency Matrix**

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*College of Education*

*Professional Partners*

*Creating Environments for Learning*
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IDEA Objectives: E = 4
1 = 3, 9