Wilmington University
College of Education

Graduate Special Education Programs

Course Number:

Course Title:

Faculty Contact:

Minimum Time Requirements (in clock hours):

Teacher Led Instruction	SEA	Fieldwork/Clinical	Lab	External Learning

College Education Program Attributes

Program Standards: _____

Specialized Professional Association Standards: _____ _____
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Wilmington University Graduation Competencies: _____

Delaware Performance Appraisal System II: _____

Learning Methods:

Learning Outcome 1 – Select and use technically sound formal and informal assessments that minimize bias.

Learning Outcome 2 – Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

Learning Outcome 3   Knows a range of evidence based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

Effective Instruction for Middle School Students with Reading Difficulties: The Reading Teacher's Sourcebook.

Dyslexia in the Classroom: What Every Teacher Needs to Know.

TEACHING Exceptional Children, 49

Reading Teacher, 65

Monitoring Student Progress in Individualized Educational Programs Using Curriculum Based Measurement.

Placement and Diagnosis Assessment: Informal Reading Inventory.
Early Reading Inventory.
Pre Reading Inventory (PRI).

Learning Disabilities Research & Practice, 29(2), 46.53.

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The abecedarian reading assessment.

Understanding Learning   Links

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Supporting Resources

Reading and Writing, 1 20

Reading and Writing: An Interdisciplinary Journal, 26   r&r'ʄ r

MSE 7901   Case Study Based on Implemented Assessment and Implementation of Lesson

	Unsatisfactory (1)	Emerging (2)	Basic (3)	Proficient (4)	Distinguished (5)
Student Reading					

	Unsatisfactory (1)	Emerging (2)	Basic (3)	Proficient (4)	Distinguished (5)
	related	assessments	assessments		

	Unsatisfactory (1)	Emerging (2)	Basic (3)	Proficient (4)	Distinguished (5)
			needs	needs and assessment results.	results, relating to impact of student exceptionality.
	fails to provide a response, or educational environment	attempts to structure the educational environment to provide learning opportunities	structures the educational environment to provide		
		environment is not consistent			

	Unsatisfactory (1)	Emerging (2)	Basic (3)	Proficient (4)	Distinguished (5)
	inappropriate OR is not prepared with needed materials.		meaningful opportunities	materials according to the needs of the student	needs of the student
	does not provide appropriate feedback.	provides general feedback	provides performance based feedback but does not encourage students	provides performance based feedback to engage students	provides specific performance based feedback to engage students
Lesson Reflection					
	does not appropriately reflect on their ability to provide appropriate instruction OR reflection does not match implementation of lesson.	appropriately reflects on their use of a traditional text book reading lesson, Ideas for improvement are vague	appropriately reflects on their ability to design explicit, systematic reading instruction and realizing missed opportunities. do not reflect a deeper understanding.	appropriately reflects on their ability to design and implement explicit, systematic reading instruction, identifying areas for improvement. related to teacher or student performance.	appropriately reflects on their ability to design and implement explicit, systematic reading instruction appropriate to specific student needs, identifying areas for improvement supported with evidence directly tied to teacher and student performance.
	does not appropriately reflect on their ability to provide appropriate feedback or monitoring OR reflection does not match implementation of lesson. Ideas for improvement are not appropriate, or candidate does not realize need for improvement.	appropriately reflects on their ability to provide multiple opportunities for feedback, monitor student performance and make adjustments . Ideas for improvement are vague	appropriately reflects on their ability to provide multiple opportunities for feedback, monitor student performance and make adjustments realizes they did not fully implement these strategies. do not reflect a deeper understanding.	appropriately reflects on their ability to provide multiple opportunities for feedback, monitor student performance and make adjustments Ideas for improvement are related to teacher or student performance.	appropriately reflects on their ability to provide multiple opportunities for feedback, monitor student performance and make adjustment directly relating to video performance. Ideas for improvement are directly tied to teacher and student performance.

ability

	Unsatisfactory (1)	Emerging (2)	Basic (3)	Proficient (4)	Distinguished (5)
				student performance.	
	does not appropriately reflect on student engagement OR reflection does not match implementation of lesson. are not appropriate, does not realize				