DEPARTMENT OF EXCEPTIONAL EDUCATION
ASSESSMENT PLAN
Students with Disabilities, Generalist 7-12, M.S.Ed.

Student Learning Objective (SLO)	Courses* Resulting in Outcomes/Goals	Activities Resulting in Outcomes/Goals	Measures, Criteria, Rubrics of Student Achievement of Goals/Objectives	Timetable
1. Teacher Candidates will understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	EXE 500, EXE 520/620, EXE 631, EXE 636	Exams, papers, in-class discussions, oral presentations, data collection projects, interviews, case studies	Grade of C or above in course; Behavior Change Project, IEP & Family Project, social skills project?. *Perform at Mastery or Exemplary level based on TaskStream/Watermark rubric)*	Each semester
2. Teacher Candidates will create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.	EXE 502, EXE 504, EXE 636, EXE 634, EXE 682	Exams/quizzes, class projects, lesson plans, lesson delivery, case studies, class participation in discussion, research presentations.	Grade of C or above in course; Exams/Quizzes; Lesson Plan Design & Delivery; Behavior Change Project *(Perform at Mastery or Exemplary level based on TaskStream/Watermark rubric)*	Each semester
3. Teacher Candidates will use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	EXE 502, EXE 520/620, EXE 631, EXE 632, EXE 633, EXE 636	Exams/quizzes, lesson planning, research papers, adapt assignments, case studies	Grade of C or above in course; Exams/Quizzes; Behavior Change Project, Script development, Synthesis Paper, Strategy Development Presentation, Adaptation Assignment, Individualized Education Program assignment *(Perform at Mastery or Exemplary level based on TaskStream/Watermark rubric)*	Each semester
4. Teacher Candidates will use multiple methods of assessment and data-sources in making educational decisions.	EXE 501, EXE 504, EXE 631, EXE 682, EXE 690	Curriculum based measurement, lesson planning, lesson delivery, in class discussions, research papers/projects, oral presentations	Lesson Plan Design & Delivery, Data Driven Intervention Plan, Data-based Decision Making Project (Master's Project) *(Perform at Mastery or Exemplary level based on TaskStream/Watermark rubric)*	Each semester

5. Teacher Candidates will select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	EXE 502, EXE 682, EXE 504, EXE 631, EXE 632, EXE 633, EXE 684	Case studies, research projects, lesson planning, lesson delivery, in class discussions, presenations	Behavior Change Project, Lesson Plan Design & Delivery, script development, research papers, adaptation assignments, case studies, Data Driven Intervention Plan *(Perform at Mastery or Exemplary level based on TaskStream/Watermark rubric)*	Each semester
6. Teacher Candidates will use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	EXE 628, EXE 634, EXE 684, EXE 690	Presentations, discussions, research papers, exams	Collaboration & Inservice Project, Literature Review, Behavior Change Project, Data-based Decision Making Project (Master's Project), Research Presentation, Disposition evaluation, *(Perform at Mastery or Exemplary level based on TaskStream/Watermark rubric)*	Each semester
7. Teacher Candidates will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.	EXE 628	Presentations, collaborative projects, in class discussions	Collaboration & Inservice Project *(Perform at Mastery or Exemplary level based on TaskStream/Watermark rubric)*	Each semester

* COURSE TITLES:
PRELIMINARY COURSES (18 CREDIT HOURS)
REQUIRED FOR STUDENTS WITHOUT PROVISIONAL/INITIAL CERTIFICATION IN SPECIAL EDUCATION

EXE 500   INDIVIDUALS WITH SPECIAL NEEDS
EXE 501   EDUCATIONAL ASSESSMENT TECHNIQUES FOR SPECIAL EDUCATION
EXE 502   CONTINGENCY MANAGEMENT
EXE 503   INSTRUCTIONAL STRATEGIES FOR INDIVIDUALS WITH MILD DISABILITIES
EXE 504   GRADUATE PRACTICUM IN SPECIAL EDUCATION

REQUIRED COURSES 27 CR
EXE 520   CURRICULUM FOR INDIVIDUALS WITH MODERATE AND SEVERE DISABILITIES
OR EXE 620   ADVANCED CURRICULUM FOR INDIVIDUALS WITH MODERATE AND SEVERE DISABILITIES
EXE 627   TRANSITION FROM SCHOOL TO ADULT COMMUNITY LIFE
EXE 628   CONSULTATION AND COLLABORATION
EXE 631   ADAPTING LANGUAGE ARTS AND READING INSTRUCTION
OR CTE 605   VOCATIONAL GUIDANCE FOR CAREER EXPLORATION
EXE 632   DIRECT INSTRUCTION INTERVENTION MODELS FOR STUDENTS WITH SPECIAL NEEDS
EXE 633   ADAPTING CONTENT AREA INSTRUCTION
EXE 634   APPLIED BEHAVIOR ANALYSIS
EXE 682   INSTRUCTIONAL FIELD EXPERIENCE IN SPECIAL EDUCATION
EXE 684   GRADUATE SEMINAR IN EXCEPTIONAL EDUCATION

MASTER'S PROJECT OR MASTER'S THESIS 3-6 CR
SELECT ONE OPTION:
EXE 690   MASTER'S PROJECT
EXE 695   MASTER'S THESIS (6)

TOTAL REQUIRED CREDIT HOURS 30-75 CR
ALL COURSES ARE 3 CREDIT HOURS UNLESS OTHERWISE INDICATED

DEPARTMENT OF EXCEPTIONAL EDUCATION
CURRICULUM MAP
Students with Disabilities, Generalist 7-12, M.S.Ed.

Student Learning Objective (SLO)	EXE 500	EXE 501	EXE 502	EXE 503	EXE 504	EXE 520/620	EXE 628	EXE 631 Or CTE 605	EXE 632	EXE 633	EXE 634	EXE 627	EXE 682	EXE 684/690	Assessment (CAEP)
1. Learner Development Teacher Candidates will understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	I			I	M	R		R				R	M		NYSTCE, IEP & Family Project, Behavior Change Project
2. Teacher Candidates will create safe, inclusive, culturally responsive **learning environments** so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.			I		M						R		M		Behavior Change Project

#	Objective														Assessments
3.	Teacher Candidates will use knowledge of **general and specialized curricula to individualize** learning for individuals with exceptionalities.		I	R	M	R		R	R	R					DDIP
4.	Teacher Candidates will use multiple methods of **assessment** and data-sources in making educational decisions.	I, R, M		R	M	R		R				R	R	M	DDIP, IEP & Family Project, Lesson Plan Design & Delivery (reflection)
5.	Teacher Candidates will select, adapt, and use a repertoire of **evidence-based instructional strategies** to advance learning of individuals with exceptionalities.	I		R	M			R	R	R	R		M	M	Behavior Change Project, Lesson Plan Design, DDIP
6.	Teacher Candidates will use foundational knowledge of the field and the their **professional Ethical Principles and Practice Standards** to inform special education practice, to engage in **lifelong learning**, and to **advance the profession**.	I					R					R		M	Collaboration & Inservice Project
7.	Teacher Candidates						I, R,					R			IEP & Family Project,

will **collaborate** with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.							M								Collaboration & Inservice Project

I = Introduced   R = Reinforced   M = Mastered