

**DEPARTMENT OF EXCEPTIONAL EDUCATION**  
**ASSESSMENT PLAN**  
**Exceptional Education, B.S. Ed.**

<p style="text-align: center;"><b>Student Learning Objective (SLO)</b> <i>(based on CEC's Initial Preparation Standards)</i></p>	<p style="text-align: center;"><b>Courses*</b> <b>Resulting in Outcomes/Goals</b></p>	<p style="text-align: center;"><b>Activities Resulting in Outcomes/Goals</b></p>	<p style="text-align: center;"><b>Measures, Criteria, Rubrics of Student Achievement of Goals/Objectives</b></p>	<p style="text-align: center;"><b>Timetable</b></p>
<p>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.</p>	<p>EXE 100 EXE 360 EXE 364</p>	<p>Written tests, reading reflections, participation in group discussions, research project</p>	<p>Grade of C or above in course; Exams/Quizzes; IEP Assignment (<i>Perform at Mastery or Exemplary level based on TaskStream/Watermark rubric</i>)</p>	<p>Each semester</p>
<p>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.</p>	<p>EXE 360 EXE 361 EXE 362 EXE 363 EXE 420</p>	<p>Reading reflections, participation in group discussions, class presentations, lesson design and delivery, and classroom observation and student assessment activities.</p>	<p>Grade of C or above in course; Lesson Plan Design; Lesson Delivery; Behavior Change Project (<i>Perform at Mastery or Exemplary level based on TaskStream/Watermark rubric</i>)</p>	<p>Each semester</p>
<p>3. Teacher Candidates will use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</p>	<p>EXE 364 EXE 365 EXE 366 EXE 367 EXE 368 EXE 420</p>	<p>Online quizzes, gathering of student assessment data, lesson design and delivery, Case Studies</p>	<p>Grade of C or above in course; Lesson Plans; Data Driven Intervention Plan; Adapted lesson design and delivery (<i>Perform at Mastery or Exemplary level based on TaskStream/Watermark rubrics</i>)</p>	<p>Each semester</p>
<p>4. Teacher Candidates will use multiple methods of assessment and data-sources in making educational decisions.</p>	<p>EXE 365 EXE 366 EXE 375 EXE 420</p>	<p>Online quizzes, gathering of student assessment data, charting and graphing student data, assistive technology selection and use</p>	<p>Grade of C or above in course; Data Driven Intervention Plan; Assistive Technology Project (<i>Perform at Mastery or Exemplary level based on TaskStream/Watermark rubrics</i>)</p>	<p>Each semester</p>

5. Teacher Candidates will select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	EXE 360 EXE 361 EXE 367 EXE 368 EXE 375 EXE 420	Case studies, lesson plan-design and delivery, teaching reflections	Grade of C or above in course; Lesson Plan- Design & Delivery; Data Driven Intervention Plan; <i>(Perform at Mastery or Exemplary level based on TaskStream/Watermark rubrics)</i>	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 362 EXE 363 EXE 364 EXE 365 EXE 366 EXE 420	Case studies, in-class activities and discussions, classroom-based observations and planning.	Grade of C or above in course; Behavior Change Plan; Individual Education Plan; Ecological Survey, Data Driven Intervention Plan <i>(Perform at Mastery or Exemplary level based on TaskStream/Watermark rubrics)</i>	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 360 EXE 361 EXE 362 EXE 363 EXE 354 EXE 365 EXE 366 EXE 367 EXE 368	Case studies, in-class discussions, small group workgroups	Grade of C or above in course; Individual Education Plan; Family Interview; Collaboration Lesson Design and Delivery	Each semester

*\* COURSE TITLES:*

<i>EXE 100</i>	<i>NATURE AND NEEDS OF INDIVIDUALS WHO ARE EXCEPTIONAL (3)</i>
<i>EXE 360</i>	<i>FOUNDATIONS OF TEACHING INDIVIDUALS WITH DISABILITIES (3)</i>
<i>EXE 361</i>	<i>FIELD EXPERIENCE IN TEACHING INDIVIDUALS WITH DISABILITIES (1)</i>
<i>EXE 362</i>	<i>BEHAVIOR AND CLASSROOM MANAGEMENT (3)</i>
<i>EXE 363</i>	<i>FIELD EXPERIENCE IN BEHAVIOR MANAGEMENT (3)</i>
<i>EXE 364</i>	<i>EDUCATING STUDENTS WITH SEVERE DISABILITIES (3)</i>
<i>EXE 375</i>	<i>INTEGRATION OF TECHNOLOGY IN SPECIAL EDUCATION (3)</i>
<i>EXE 365W</i>	<i>EVALUATION AND ASSESSMENT FOR SPECIAL EDUCATION (3)</i>
<i>EXE 366</i>	<i>FIELD EXPERIENCE EVALUATION AND ASSESSMENT IN SPECIAL EDUCATION (1)</i>
<i>EXE 367W</i>	<i>CURRICULUM FOR STUDENTS WITH MILD DISABILITIES (3)</i>
<i>EXE 368</i>	<i>FIELD EXPERIENCE CURRICULUM FOR CHILDREN WITH MILD DISABILITIES (2)</i>
<i>EXE 420</i>	<i>PRACTICUM IN SPECIAL EDUCATION (EXCEPTIONAL EDUCATION STUDENT TEACHING) (6)</i>

**DEPARTMENT OF EXCEPTIONAL EDUCATION  
CURRICULUM MAP  
Exceptional Education, B.S. Ed.**

Student Learning Objective (SLO)	EXE 100	EXE 360	EXE 361	EXE 362	EXE 363	EXE 364	EXE 365	EXE 366	EXE 367	EXE 368	EXE 375	EXE 420	Assessment (CAEP)
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.	I	R	R	R	R	R	R	R	R	R	R	M	NYSTCE
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	I	R						M	Behavior Change Plan;
3. Teacher Candidates will use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.		I	I			I			R	R	R	M	Data Driven Intervention Plan (includes lesson plans); Individual Education Plan/Family Interview

4. Teacher Candidates will use multiple methods of assessment and data-sources in making educational decisions.				I	I		R	R					M Behavior Change Plan; Data Driven Intervention Plan
5. Teacher Candidates will select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.			I	I					R	R			M Lesson Plan; Data Driven Intervention Plan;
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	I	I	I	I	R	R	R	R	R	R		M Behavior Change Plan
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.							I						R Individual Education Plan/Family Interview

*I = Introduced R = Reinforced M = Mastered*