

**DEPARTMENT OF EXCEPTIONAL EDUCATION  
ASSESSMENT PLAN  
Bilingual Education, C.A.S.**

<b>Student Learning Objective (SLO) CEC Standards</b>	<b>Courses* Resulting in Outcomes/Goals</b>	<b>Activities Resulting in Outcomes/Goals</b>	<b>Measures, Criteria, Rubrics of Student Achievement of Goals/Objectives</b>	<b>Timetable</b>
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.	BXE 623, BXE 625, BXE 626, BXE 627, BXE 628	Exams, papers, chapter summaries, in-class discussions, presentations, lesson plan projects, test critiques, assessment project, interviews, literature review, IEP project, case studies	Grade of C or above in course; Exams/Quizzes, A Day in the Life Project, IEP Artifact, Intervention Plan, Lesson Plan Project ( <i>Perform at Mastery or Exemplary level based on TaskStream/Watermark rubric</i> )	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.	BXE 623, BXE 625, BXE 627, BXE 628	Exams, papers, chapter summaries, in-class discussions, presentations, lesson plan projects, test critiques, interviews, literature review, IEP project, case studies	Grade of C or above in course; ; Exams/Quizzes, A Day in the Life Project, IEP Artifact, Lesson Plan Project ( <i>Perform at Mastery or Exemplary level based on TaskStream/Watermark rubric</i> )	Each semester
3. Teacher Candidates will use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	BXE 625, BXE 626, BXE 627, BXE 628	Exams, papers, chapter summaries, in-class discussions, presentations, lesson plan projects, test critiques, assessment project, interviews, literature review, IEP project, case studies	Grade of C or above in course; Exams/Quizzes, IEP Artifact, Intervention Plan, Lesson Plan Project ( <i>Perform at Mastery or Exemplary level based on TaskStream/Watermark rubric</i> )	Each semester
4. Teacher Candidates will use multiple methods of	BXE 625, BXE 626, BXE 627, BXE 628	Exams, papers, chapter summaries, in-class discussions, presentations, lesson plan projects, test critiques,	Grade of C or above in course; Exams/Quizzes, IEP Artifact, Intervention Plan, Lesson Plan Project ( <i>Perform at</i>	Each semester

assessment and data-sources in making educational decisions.		assessment project, interviews, literature review, IEP project, case studies	<i>Mastery or Exemplary level based on TaskStream/Watermark rubric)</i>	
5. Teacher Candidates will select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	BXE 625, BXE 626, BXE 627, BXE 628	Exams, papers, chapter summaries, in-class discussions, presentations, lesson plan projects, test critiques, assessment project, interviews, literature review, IEP project, case studies	Grade of C or above in course; Exams/Quizzes, IEP Artifact, Intervention Plan, Lesson Plan Project ( <i>Perform at Mastery or Exemplary level based on TaskStream/Watermark rubric)</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.	BXE 623, BXE 625, BXE 626, BXE 627, BXE 628	Exams, papers, chapter summaries, in-class discussions, presentations, lesson plan projects, test critiques, assessment project, interviews, literature review, IEP project, case studies	Grade of C or above in course; Exams/Quizzes, A Day in the Life Project, IEP Artifact, Intervention Plan, Lesson Plan Project ( <i>Perform at Mastery or Exemplary level based on TaskStream/Watermark rubric)</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.	BXE 623, BXE 625, BXE 626, BXE 627, BXE 628	Exams, papers, chapter summaries, in-class discussions, presentations, lesson plan projects, test critiques, assessment project, interviews, literature review, IEP project, case studies	Grade of C or above in course; Exams/Quizzes, A Day in the Life Project, IEP Artifact, Intervention Plan, Lesson Plan Project ( <i>Perform at Mastery or Exemplary level based on TaskStream/Watermark rubric)</i>	Each semester

**\* COURSE TITLES: REQUIRED COURSES (18 CREDIT HOURS)**

- BXE 623      *POLICIES AND PRACTICES OF BILINGUAL SPECIAL EDUCATION (3)*  
 BXE 625      *CURRICULUM I: STRATEGIES FOR CULTURALLY AND LINGUISTICALLY DIVERSE EXCEPTIONAL STUDENTS (3)*  
 BXE 626      *ASSESSMENT TECHNIQUES IN BILINGUAL SPECIAL EDUCATION (3)*  
 BXE 627      *CURRICULUM II: APPLIED STRATEGIES IN BILINGUAL SPECIAL EDUCATION (3)*  
 BXE 628      *BILINGUAL SPECIAL EDUCATION FIELD PRACTICUM (6)*

**DEPARTMENT OF EXCEPTIONAL EDUCATION  
CURRICULUM MAP  
Bilingual Education, C.A.S.**

<b>Student Learning Objective (SLO)</b>	<b>BXE 623</b>	<b>BXE 625</b>	<b>BXE 626</b>	<b>BXE 627</b>	<b>BXE 628</b>	<b>Assessment (CAEP)</b>
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	R	R	R	M	BEA, A Day in the Life Project, IEP Artifact, Intervention Plan, Lesson Plan Project
2. Teacher Candidates will create safe, inclusive, culturally responsive <b>learning environments</b> so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.	I	R		R	M	BEA, A Day in the Life Project, IEP Artifact, Lesson Plan Project
3. Teacher Candidates will use knowledge of <b>general and specialized curricula to individualize</b> learning for individuals with exceptionalities.		I	R	R	M	IEP Artifact, Intervention Plan, Lesson Plan Project
4. Teacher Candidates will use multiple methods of <b>assessment</b> and data-sources in making educational decisions.		I	R	R	M	IEP Artifact, Intervention Plan, Lesson Plan Project
5. Teacher Candidates will select, adapt, and use a repertoire of <b>evidence-based instructional strategies</b> to advance learning of individuals with exceptionalities.		I	R	R	M	IEP Artifact, Intervention Plan, Lesson Plan Project
6. Teacher Candidates will use foundational knowledge of the field and the their <b>professional Ethical Principles and Practice Standards</b> to inform special education practice, to engage in <b>lifelong learning</b> , and to <b>advance the profession</b> .	I	R	R	R	M	BEA, A Day in the Life Project, IEP Artifact, Intervention Plan, Lesson Plan Project
7. Teacher Candidates will <b>collaborate</b> 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	R	R	M	BEA, A Day in the Life Project, IEP Artifact, Intervention Plan, Lesson Plan Project

*I = Introduced R = Reinforced M = Mastered*