



Wilmington University
College of Education
Graduate Special Education Programs

Course Number: y v r w

Course Title:

As a result, the number of people who have been infected with the virus has increased rapidly, and the disease has spread to many countries around the world. The World Health Organization (WHO) has declared the COVID-19 pandemic a global emergency, and governments and health organizations are working to contain the spread of the virus and provide medical care to those affected.

Specialized Professional Association Standards: '—•...ž^“š...‡'—('•fž Š<ž†”‡•

Wilmington University Graduation Competencies: "f + - f - ‡ + ... f - c' • f Z '•' ‡ - ‡ • ... c ‡ •

Learning

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Supporting Resources

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x f %o ‡

„ä Š‡ Ž<•- •Š‘—Ž†<•... Ž—f†—•Š‡”... ſ•“ f Ž‡ ••f••‡”•ffŽ•“ •—’’ Ž<‡•ä
... ä•> Šf•†‘—•f•†‘” -‡f••—f” Ž•œ‡†• Š‘—Ž†—„Š‡fŽ‡•f•‘•Š‘Ž†•™ Š‡•
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MSE7405 – Curriculum and Instruction in Special Education

	Unsatisfactory (1)	Emerging (2)	Basic (3)	Proficient (4)	Distinguished (5)
• - ‡ š - ^ " " f " • ‡ f " • s á w • s á x	f • t c t does not relate how contextual information affects their choices. ... ' - ‡ š - — f Ž • ^ " • f vague or superficial or stereotypical	f • t c t relates how contextual information affects their choice of content or instructional practices.	f • t c t relates how contextual information affects their choice of content or instructional practices.	f • t c t relates how contextual information affects their choice of content and instructional practices. f - ‡ " Ž • f Ž • f " • ‡ f " • f " p relevant to students' sociocultural backgrounds.	f • t c t relates how contextual information affects their choice of content and instructional practices. f - ‡ " Ž • f Ž • f " • f " p relevant to students' sociocultural backgrounds.

	Unsatisfactory (1)	Emerging (2)	Basic (3)	Proficient (4)	Distinguished (5)
Ž f • ^ „ ••‡••‡•— v • x	f • † † † provides no description of the daily formative and summative assessments – † † - † ”••‡ there is no connection between the assessment and the learning objective. † ••‘ † h† may or may not occur at the end Ž f ••‘ † ä	f • † † † provides a description of the daily formative and summative assessments – † † - † ”••‡ - Š‡ Ž‡ there is no connection between the assessment and the learning objective. † ••‡ may or may not occur at the end Ž f ••‘ † ä	f • † † † provides a description of the daily formal and informal formative and summative assessments – † † - † ”••‡ - Š‡ Ž‡ Ž f ••‘ † ä	f • † † † Š‡ Ž‡ Ž f ••‘ † ä	f • † † † Š‡ Ž‡ Ž f ••‘ † ä

	Unsatisfactory (1)	Emerging (2)	Basic (3)	Proficient (4)	Distinguished (5)
v	f • t c t does not provide an assessment rubric that is aligned to the rubric provided.	f • t c t provides an example of assessment rubric that is aligned to the rubric provided.	f • t c t provides an example of assessment rubric that is aligned to the rubric provided.	f • t c t provides an example of assessment rubric that is aligned to the rubric provided.	f • t c t provides an example of assessment rubric that is aligned to the rubric provided.

	Unsatisfactory (1)	Emerging (2)	Basic (3)	Proficient (4)	Distinguished (5)
• • - " — ... - - ' ' • w s	... f ^ ^ ' Ž t ^ ^ % o f • t c t j s n d t able to explain how instruction is generally scaffolded - Ž t ^ ~ Ž f n p e d e d by group of students.	f • t c t j s n d t able to explain how instruction is generally scaffolded - Ž t ^ ~ Ž f n p e d e d by group of students.	f • t c t j s n d t explains how instruction is scaffolded - Ž t ^ ~ Ž f n p e d e d by group of students.	f • t c t j s n d t explains how instruction is scaffolded - Ž t ^ ~ Ž f n p e d e d by group of students.	f • t c t j s n d t explains how instruction is scaffolded - Ž t ^ ~ Ž f n p e d e d by group of students.

	Unsatisfactory (1)	Emerging (2)	Basic (3)	Proficient (4)	Distinguished (5)
<ul style="list-style-type: none"> - $\frac{f}{\text{not explain}}$ - $\frac{f}{\text{does not explain}}$ - $\frac{f}{\text{explains a variety of}}$ - $\frac{f}{\text{their questioning}}$ - $\frac{f}{\text{strategies OR explanation}}$ - $\frac{f}{\text{is inappropriate.}}$ - $\frac{f}{w}$ - $\frac{f}{z}$ 					

	Unsatisfactory (1)	Emerging (2)	Basic (3)	Proficient (4)	Distinguished (5)
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	Unsatisfactory (1)	Emerging (2)	Basic (3)	Proficient (4)	Distinguished (5)
• - " • f -	• has less than 4 lessons or lessons do not build upon each other • - " • f -	• has 4 lesson plans that are loosely related • - " • f -	• has 4 lessons and the lessons build upon each other • - " • f -	enhance the learning experience for group and targeted students. understanding (on)]TJ /TT2 1 Tf 2.3684 0 TD 0 Tc <0003>Tj /TT3 12 1 T-127293 -1.1805 TD-.0009 TTc h	group and targeted students and explicitly states how this connection occurs.

• - " • f -

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• - " • f -

• - " • f -

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