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STANDARDS & OBJECTIVES Goal and Standard alignment includes Essential element and Linkage levels	The candidate provided few generic examples demonstrating a limited understanding of how to make connections between group's needs and abilities and educational standards/goals in the instructional process. Includes appropriate standards and linkage levels	The candidate provided and described general examples demonstrating understanding of how to make connections between groups and targeted students' needs and abilities and educational standards/goals in the instructional process. Includes appropriate standards and linkage levels	The candidate provided and described specific examples demonstrating an understanding of how to make connections between groups and targeted students' needs and abilities and educational standards/goals in the instructional process. Includes appropriate standards, linkage levels and...	The candidate provided numerous specific examples demonstrating an understanding of how to make connections between groups and targeted students' needs and abilities and educational standards/goals in the instructional process. Includes appropriate standards and linkage levels, describing...
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CEC Initial Practice-Based Professional Preparation Standards for Special Educators (2020)

Standard
 Standard 5: Supporting Learning Using Effective Instruction

Key Elements:

5.1: Candidates use findings from multiple assessments, including student assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic content and goals for each individual.

5.2: Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.

5.3: Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to know about while learning.

5.4: Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group.

5.5: Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.

Lesson Objectives	Candidate provided learning objectives that are not framed using Bloom's Taxonomy, are not measurable, or performance based and do not include criteria or not aligned with student needs.	Candidate provides learning objectives using Bloom's Taxonomy or DOK with terms such as "understand" or "learn", which are neither performance based nor measurable. Only action verbs and content are identified in the objective: Some of the objectives	Candidate frames most learning objectives using Bloom's Taxonomy or DOK with measurable action verbs such as "demonstrate", "apply" or "identify", which measure various levels of skills and are performance
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identify either a condition or criteria. Objective are aligned to group needs a targeted students' needs.

	discuss opportunities for the targeted students to achieve the objectives of the lesson.	targeted students to achieve the objectives of the lesson.	students and provides opportunities for targeted students to achieve objectives of the lesson.	students and discusses opportunities for targeted students to achieve and extend objectives of the lesson.
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CEC Initial Practice-Based Professional Preparation Standards for Special Educators (2020)

Standard

Standard 3 Demonstrating Subject

Explicit Teaching strategies

The Candidate lists how they will explicitly teach/model or demonstrate the skill/concept/strategy but is not complete or does r



	planned formative or summative assessments plans are very generic in nature. (good job etc) Plans may address group needs only.	formative or summative assessments, Plans may address group needs on	students and group base upon planned formative and summative assessments to guide learning.	students and group base upon planned formative and summative assessments to guide learning and to monitor progress.
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CEC Initial Practice-Based Professional Preparation Standards for Special Educators (2020)

Standard

Standard 4 Using Assessment to Understand the Learner and the Learning Environment for Data Decision Making

	does not explain connection.	learning and Candidate explains connection.	learning and Candidate explains connection.	upon principles of effective teaching which the candidate identifies.
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CEC Initial Practice-Based Professional Preparation Standards for Special Educators (2020)

Standard

Standard 4 Using Assessment to Understand the Learner and the Learning Environment for Data Decision Making

Key Elements:

4.2: Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services.

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	encourages safe, equitable, positive, and supportive learning environment but are not appropriate for described students or lesson.	encourages safe, equitable, positive, and supportive learning environment.	encourages a safe, equitable, positive, and supportive learning environment.	students and encourages safe, equitable, positive, and supportive and related to targeted student need or contextual information.
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CEC Initial Practice-Based Professional Preparation Standards for Special Educators (2020)
Standard
 Standard 3 Demonstrating Subject Matter Content and Specialized Curricular Knowledge
Key Elements:
 3.1: Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.
 3.2: Candidates augment the general education curriculum to address skills and strategies that students will need to access the core curriculum and function successfully with variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed to achieve mastery of curricular standards and individualized goals and objectives.

Use of UDL and HLP	Candidate integrates some principles of UDL or High Leverage Practices into lesson in a vague or generic manner. Names step or topic but does not explain.	Candidate integrates some principles of UDL or High Leverage Practices into lesson in a vague or generic manner. Names step or topic but does not explain.	Candidate integrates some principles of UDL or High Leverage Practices into lesson in a vague or generic manner. Names step or topic but does not explain.	Candidate integrates some principles of UDL or High Leverage Practices into lesson in a vague or generic manner. Names step or topic but does not explain.
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	communication systems describes the use of assistive technology to support and enhance the speech, language and communication of the targeted students.	communication systems a lesson plan, or include their lesson plans, the use of assistive technology to support and enhance the speech, language and communication of the targeted students.	augmentative communication systems or justify in their lesson plans, the use of assistive technology to support and enhance the speech, language, and communication of the targeted students	alternative and augmentative communication systems create lesson plans with assistive technology to support and enhance the speech, language, and communication of the targeted students.
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CEC Initial Practice-Based Professional Preparation Standards for Special Educators (2020)

Standard

Standard 3 Demonstrating Subject Matter Content and Specialized Curricular Knowledge

Key Elements:

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3.2: Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully with a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed for each student.

<p>3.1: Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.</p> <p>3.2: Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully with variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.</p>				
<p>PERSONALIZED LEARNING:</p> <p>Scaffolding Instruction:</p>	<p>Candidate tries to explain how instruction is generally scaffolded to match the levels of support but explanation is ambiguous or vague.</p>	<p>Candidate explains how instruction is scaffolded to provide and match the levels of support needed group of students.</p>	<p>Candidate explains how instruction is scaffolded to match and provide the levels of support needed by group and target students.</p>	<p>Candidate explains how instruction is scaffolded to match and provide the levels of support needed by group and target students with specific examples related to need of the targeted students.</p>

Standard 5: Supporting Learning Using Effective Instruction

Key Element:

5.6: Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual

<p>3.1: Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.</p> <p>3.2: Candidates augment the general education curriculum to address skills and strategies that students will need to access the core curriculum and function successfully with variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.</p>				
<p>MATERIALS:</p> <p>Graphic organizers, mind maps</p> <p>Must be attached per directions</p>	<p>Candidate lists graphic organizers, mind maps or other advanced organizers that do not appear aligned with content.</p>	<p>Candidate lists graphic organizers, mind maps or other advanced organizers aligned with content but does not state how they support or promote student learning.</p>	<p>Candidate provides a variety of graphic organizers, mind maps or other advanced organizers that align with content and how explains how they support and promote learning for the group and the targeted students.</p>	<p>Candidate provides a variety of graphic organizers, mind maps or other advanced organizers that align with content and describes how they support and promote learning based on the needs the group and the targeted students.</p>

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 Standard 3: Demonstrating Subject Matter Content and Special Curriculum Knowledge

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