

**DEPARTMENT OF EXCEPTIONAL EDUCATION**  
**ASSESSMENT PLAN**  
**Special Education: Early Childhood, M.S. Ed.**

<b>Student Learning Objective (SLO)</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.	EXE 500, EXE 510, EXE 652, EXE 520/620,	Exams, papers, in-class discussions, oral presentations, data collection projects, interviews, case studies, completion of online professional development modules	Grade of C or above in course; Behavior Change Project, child observation project	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 612, EXE 650, EXE 682	Exams/quizzes, class projects, lesson plans, lesson delivery, case studies, class participation in discussion, research presentations. Completion of online professional development modules	Grade of C or above in course; Exams/Quizzes; Behavior Change Project ( <i>Perform at Mastery or Exemplary level based on TaskStream/Watermark rubric</i> ), environmental assessment and design	Each semester
3. Teacher Candidates will use knowledge of general and specialized curricula to individualize learning	EXE 502, EXE 520/620, EXE 652	Exams/quizzes, lesson planning, research papers, , case studies, completion of online professional development modules	Grade of C or above in course; Exams/Quizzes; Behavior Change Project, scheduling project in alignment with IEP goals,	Each semester

for individuals with exceptionalities.			<i>(Perform at Mastery or Exemplary level based on TaskStream/Watermark rubric)</i>	
4. Teacher Candidates will use multiple methods of assessment and data-sources in making educational decisions.	EXE 501, EXE 504, EXE 650, 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, multi-dimensional, multidisciplinary assessments, implementation of developmental screenings, (Master's Project) <i>(Perform at Mastery or Exemplary level based on TaskStream/Watermark rubric)</i>	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 652, EXE 684	Case studies, research projects, lesson planning, lesson delivery, in class discussions, presentations	Behavior Change Project, Lesson Plan Design & Delivery, research papers, scheduling project in alignment with IEP goals, evidenced-based practice research project, case studies	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 612, EXE 628 EXE 684, EXE 690	Presentations, discussions, research papers, exams	Behavior Change Project, Masters' Project	Each semester
7. Teacher Candidates will collaborate with families, other educators, related service providers,	EXE 612, EXE 628, EXE 650, EXE 652	Presentations, collaborative projects, in class discussions	Development of IFSP, implementation of family strengths and needs survey, multidisciplinary	Each semester

<p>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.</p>			<p>assessments, implementation of developmental screenings, creation of parent correspondence to explain FBA results and subsequent BIP</p>	
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*\* COURSE TITLES:*

*PRELIMINARY COURSES (0-18 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 504 GRADUATE PRACTICUM IN SPECIAL EDUCATION*

*REQUIRED COURSES:*

- EXE 510 STRATEGIES FOR COGNITION & EMERGENT LITERACY IN YOUNG CHILDREN WITH DISABILITIES*
- EXE 612 MANAGING THE BEHAVIOR OF YOUNG CHILDREN WITH DISABILITIES*
- EXE 620 ADVANCED METHODS FOR TEACHING INDIVIDUALS WITH MODERATE AND SEVERE DISABILITIES*
- EXE 628 COLLABORATION AND CONSULTATIVE PRACTICES IN INCLUSIVE SETTINGS*
- EXE 650 ASSESSMENT OF YOUNG CHILDREN WITH DISABILITIES*
- EXE 652 INTERVENTION IN EARLY CHILDHOOD SPECIAL EDUCATION*
- EXE 682 INSTRUCTIONAL FIELD EXPERIENCE*
- EXE 684 GRADUATE SEMINAR IN EXCEPTIONAL EDUCATION*
- EXE 690 MASTER'S PROJECT (3 HOURS) OR EXE 695 MASTER'S THESIS (6 HOURS)*

*ELECTIVES BY ADVISEMENT:*

- EXE 530 PARENT AND FAMILY INVOLVEMENT IN SPECIAL EDUCATION PROGRAMS*
- EXE 534 UNDERSTANDING STUDENTS WITH BEHAVIOR PROBLEMS IN THE CLASSROOM*
- EXE 544 MODELS OF CLASSROOM DISCIPLINE FOR STUDENTS WITH DISABILITIES*
- EXE 631 ADAPTING LANGUAGE ARTS AND READING INSTRUCTION FOR STUDENTS WITH MILD DISABILITIES*
- EXE 632 DIRECT INSTRUCTION INTERVENTION MODELS FOR STUDENTS WITH SPECIAL NEEDS*
- EXE 644 ADVANCED BEHAVIOR ANALYSIS FOR CHALLENGING BEHAVIORS*

**DEPARTMENT OF EXCEPTIONAL EDUCATION  
CURRICULUM MAP  
Special Education: Early Childhood, M.S. Ed.**

Student Learning Objective (SLO)	EXE 500	EXE 501	EXE 502	EXE 504	EXE 510	EXE 620	EXE 628	EXE 650	EXE 652	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			M		R		R		M		NYSTCE, IEP & Family Project, Behavior Change 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	M						M		Behavior Change Project
3. Teacher Candidates will use knowledge of <b>general and specialized curricula to individualize</b> learning for individuals with exceptionalities.			I	M		R		R	R			DDIP

4. Teacher Candidates will use multiple methods of <b>assessment</b> and data-sources in making educational decisions.		I, R, M		M		R		R		R	M	DDIP, IEP & Family Project, Lesson Plan Design & Delivery (reflection)
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		M				R	R	M	M	Behavior Change Project, Lesson Plan Design, DDIP
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				M	Collaboration & Inservice 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, M					IEP & Family Project, Collaboration & Inservice Project

*I = Introduced R = Reinforced M = Mastered*