**Subject Area Competencies**

**B.A. and B.A.E. in Exceptional Student Education**

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| **Standard** | **Detailed description of assignment or activity** | **Check one or both** | | **Type of instrument used** |
| **Course** | **Clinical** |
| 1. **Knowledge of Foundations** |  |  |  |  |
| 1. Identify state & federal legislation & case law that affect the education of students with disabilities | This item is assessed through exams, quizzes, and take home assignments. | EEX  4050 |  | Exam; take home quiz |
| 1. Identify appropriate practices based on legal & ethical standards | This item is assessed through classroom activities, and take home assignments. | EEX  4050 |  | Assignment rubric |
| 1. Demonstrate knowledge of the required policies and processes for developing individual education plans (IEPs), individualized family service plans (IFSPs), and transition IEPs | This item is assessed through the journal article report in EEX 4050, and through the IEP assignment in EEX 4932. | EEX  4050  4932 |  | Assignment rubrics |
| 1. Identify classification systems & eligibility criteria under the current IDEA | This item is assessed through exams, quizzes, and take home assignments. | EEX  4050 |  | Exam; take home quiz |
| 1. Compare development & characteristics of children with disabilities to development & characteristics of children without disabilities | This item is assessed through exams, quizzes, and take home assignments. | EEX  4050 |  | Exam; take home quiz |
| 1. Interpret curriculum information & assessment data for IEP & child study team members | This item is assessed through the IEP assignment and Student Profile. | EEX  4932 |  | Assignment rubric |
| 1. Identify models of support for assisting students with disabilities in accessing the general education curricula | This item is assessed through the journal article report in EEX 4050, and through quizzes and take home assignments. | EEX  4050  4066 |  | Assignment rubric; take home quiz |
| 1. Identify purposes & functions of professional & advocacy organizations relevant to education students with disabilities | This item is assessed through the Agency Resource Guide in EEX 4751, and through classroom activities and take home assignments in EEX 4472. | EEX  4751  4472 |  | Assignment rubrics |
| 1. **Knowledge of Assessment and Evaluation** |  |  |  |  |
| 1. Identify purposes of assessment across disciplines | This item is assessed through class readings with study guides. | EEX  4221 |  | Exam; quiz |
| 2. Identify legal requirements & ethical principles regarding the assessment of student with disabilities | This item is assessed through class readings with study guides, and through practice activities in class. | EEX  4221 |  | Exam; quiz |
| 3. Identify measurement concepts, characteristics, and uses of norm-referenced, criterion-referenced, and performance-based assessments for students with disabilities. | This item is assessed through class readings with study guides, Application Activities and mini case studies, and through practice activities in class. | EEX  4221 |  | Assignment rubric;  Exam; quiz |
| 4. Interpret, analyze, & apply the results of norm-referenced, criterion-referenced, and performance-based assessments for students with disabilities | This item is assessed through the CRT assignment in EEX 4221, and through practice teaching assignments in Practicum 1 and Student Teaching. | EEX  4221 | EEX 4843  4946 | Assignment rubric;  Narrative Observation System |
| 5. Identify alternative assessment strategies & procedures & their appropriate use. | This item is assessed through the Case Studies in EEX 4221, and the application of the Ecological Inventory in Practicum 1. | EEX  4221 | EEX 4842 | Assignment rubric; Narrative Observation System |
| 6. Identify factors that influence disproportionate representation of students from diverse cultural, linguistic, & socioeconomic backgrounds in programs for students with disabilities and recognize the implications for assessment. | This item is assessed through the Student Profile and the Case Studies. | EEX  4221 |  | Assignment rubric |
| 7. Identify and analyze reliable and valid progress-monitoring methods for assessing individual student progress (e.g., curriculum-based assessments, fluency checks, rubrics, story retelling, informal reading inventories, portfolios). | This item is assessed through the Case Studies in EEX 4221, and through the application of the Learning Sequence in Practicum 2. | EEX 4221 | EEX 4843 | Assignment rubric |
| 1. **Knowledge of Instructional Practices** |  |  |  |  |
| 1. Analyze assessment information to identify a student’s educational needs & instructional levels, to select appropriate specialized techniques, strategies, and materials. | This item is assessed through the Case Studies in EEX 4221, the Ecological Inventory in EEX 4472, the Learning Sequence in EEX 4066, and in practice teaching activities in both Practica and Student Teaching. | EEX  4221  4472  4066 | EEX 4842  4843  4946 | Assignment rubric |
| 2. Identify characteristics of reliable sources of scientifically based research related to instructional practices. | This item is assessed through the Application Activity and the Learning Sequence. | EEX 4066 |  | Assignment rubrics |
| 1. Identify instructional strategies for acquisition, generalization, & maintenance of skills across school, home, work, and community settings. | This item is assessed through the Instructional Plan in EEX 4472, and the Learning Sequence in EEX 4066. | EEX  4472 4066 |  | Assignment rubrics |
| 1. Select relevant general education & alternate standards and curricula appropriate for a student’s age, instructional needs, & functional performance across settings. | This item is assessed through the CRT assignment in EEX 4221, and through practice teaching assignments in Practicum 2 and Student Teaching. | EEX  4221 | EEX  4843  4946 | Assignment rubric;  Narrative Observation System |
| 1. Identify methods for differentiating, accommodating & modifying assessment, instruction, & materials to meet individual student needs | This item is assessed through the Instructional Plan in EEX 4472, and the Learning Sequence in EEX 4066. | EEX  4066  4472 |  | Assignment rubrics |
| 1. Identify effective methods of communication, consultation, & collaboration with students, families, parents, guardians, administrators, general education teachers, paraprofessionals, & other professionals, including students, families, & team members from culturally and linguistically diverse backgrounds, as equal members of the education team | This item is assessed through the Collaborative Plan and Team Meeting Simulation. | EEX  4751 |  | Assignment rubrics |
| 7. Identify effective classroom management and flexible grouping strategies for specific instructional activities. | This item is assessed through the Case Studies in EEX 4604, and through the Directed Observation Activities in Practicum 2. | EEX  4604 | EEX 4843 | Assignment rubric; Narrative Observation System |
| 8. Identify effective instructional methods (e.g., explicit and systematic instruction, scaffolding, modeling) for integrating reading, writing, speaking, listening, viewing, researching, and presenting across the curricula. | This item is assessed through the Learning Sequence in EEX 4066, through the Reading Instructional Unit in EEX 4250, and through classroom activities, readings with study guides, and take home assignments. | EEX 4066  4250 |  | Assignment rubric; Exam; quiz |
| 9. Identify instructional strategies that help students comprehend and apply knowledge of informational text structure (e.g., cause and effect, chronological order, compare and contrast) and text features (e.g., index, glossary, subheading). | This item is assessed through classroom activities, readings with study guides, and take home assignments. | EEX 4066  4250 |  | Exam; quiz |
| 10. Identify criteria for selecting and evaluating both print and non-print media (e.g., Internet, software, trade books, textbooks, DVDs, videos) for instructional use to match student needs and interests. | This item is assessed through the Presentation, and through the UDL Model Lesson. | EEX 4763 |  | Assignment rubrics |
| 11. Identify effective instructional methods and supports (e.g., direct instruction, visual supports, manipulatives) for teaching mathematics and integrating mathematics across the curricula. | This item is assessed through classroom activities, readings with study guides, and takes home assignments. | EEX 4066 |  | Assignment rubrics; quizzes |
| **4. Knowledge of Assessing, Designing, &**  **Implementing Positive Behavioral**  **Supports** |  |  |  |  |
| 1. Analyze legal & ethical issues pertaining to positive behavior management strategies & disciplinary actions | This item is assessed through exams, quizzes, and take home assignments. | EEX  4601 |  | Exam; quiz; assignment rubric |
| 1. Identify data collection strategies to assess student behavior | This item is assessed through the Data Based Case Study. | EEX  4601 |  | Assignment rubric |
| 1. Analyze individual & group data to select &   evaluate proactive interventions that foster  appropriate behavior | This item is assessed through the Data Based Case Study in EEX 4601 and through data collection activities during Practicum 1. | EEX  4601 | EEX 4842 | Assignment rubric; Narrative Observation System |
| 4. Identify & interpret the essential elements of a functional behavior assessment & a behavior intervention plan | This item is assessed through the Functional Assessment activity during EEX 4601, and during practice teaching activities during Practicum 1. | EEX  4601 | EEX 4842 | Assignment rubric; Narrative Observation System |
| 5. Recognize the various concepts & models of positive behavior management | This item is assessed through the Functional Assessment activity. | EEX  4601 |  | Assignment rubric |
| **5. Knowledge of Language Development, Reading, & Communication Skills** |  |  |  |  |
| 1. Identify the sequence of expressive & receptive language development & the components of language structure | This item is assessed through the Proficiency in Basic Grammar activity. | EEX  4101 |  | Quiz |
| 2. Identify communication deficits & select appropriate interventions | This item is assessed through the Language Sample and Analysis, and through the Letter Exchange and Analysis. | EEX  4101 |  | Assignment rubric |
| 3. Select strategies for integrating communication instruction to meet individual student needs across educational settings | This item is assessed through the Internet Teaching Activity and through the Spoken Language Game. | EEX  4101 |  | Assignment rubric |
| 4. Select appropriate assistive technology & alternative communication systems to facilitate communication | This item is assessed through classroom activities, readings with study guides, and take home assignments. | EEX  4101  4472 |  | Assignment rubric; quizzes |
| 5. Identify the sequence of typical reading development (e.g., pre-reading level, learning to read, reading to learn) and the critical components of reading development (e.g., phonological awareness, phonics, fluency, vocabulary, comprehension) | This item is assessed through the weekly readings with comprehension checks. | EEX 4250 |  | Quizzes & competency checks |
| 6. Identify the terminology and concepts of literacy development (e.g., oral language, phonological awareness, concepts about print, alphabet knowledge, decoding, vocabulary, text structures, written language, motivation). | This item is assessed through the weekly readings with comprehension checks. | EEX 4250  4101 |  | Quizzes & competency checks |
| 7. Identify the characteristics and purposes of various reading programs (e.g., core reading program, supplemental reading program, intensive intervention program). | This item is assessed through the weekly readings with comprehension checks. | EEX 4250 |  | Quizzes & competency checks |
| 8. Identify characteristics of reading difficulties. | This item is assessed through the CRT assignment in EEX 4221, and the weekly readings with comprehension checks in EEX 4250. | EEX 4221 4250 |  | Assignment rubric; competency checks |
| 9. Identify and select prevention and intervention methods for addressing reading difficulties. | This item is assessed through the Instructional Activity / Game, and the Reading Instructional Unit in EEX 4250, and during practice teaching activities in Practicum 2. | EEX 4250 | EEX 4843 | Assignment rubric; Narrative Observation System |
| 10. Identify the early phases of word recognition within the decoding process (e.g., pre-alphabetic, partial-alphabetic, full-alphabetic, consolidated-alphabetic). | This item is assessed through the Phonics Exam in EEX 4250, the Proficiency in Basic Grammar activity in EEX 4101, and through weekly readings with comprehension checks. | EEX 4250  4101 |  | Exam; Quizzes & competency checks |
| 11. Identify explicit and systematic instructional methods for promoting the development of phonological and phonemic awareness. | This item is assessed through the Instructional Activity / Game, and the Reading Instructional Unit during EEX 4250, and the Language Sample with Analysis during EEX 4101. | EEX 4250 4101 |  | Assignment rubrics |
| 12. Identify the processes and skills (e.g., graphophonemic, morphemic, syntactic, semantic) that effective readers use for word recognition. | This item is assessed through the weekly readings with comprehension checks. | EEX 4250 |  | Quizzes & competency checks |
| 13. Identify explicit and systematic instructional methods for developing reading fluency (e.g., practice with high-frequency words, timed readings, repeated readings, read alouds, choral reading, recorded books). | This item is assessed through the weekly readings with comprehension checks, and take home assignments. | EEX 4250 |  | Quizzes & competency checks |
| 14. Identify explicit and systematic instructional methods and strategies for increasing vocabulary acquisition (e.g., appropriate choice of words for instruction; multiple exposures; teaching word learning strategies, such as word analysis and contextual analysis). | This item is assessed through the Instructional Activity / Game, and the Reading Instructional Unit during EEX 4250, and through the Internet Teaching Activity and the Spoken Language Game during EEX 4101. | EEX 4250  4101 |  | Assignment rubrics |
| 15. Identify explicit and systematic instructional methods and strategies for facilitating students' reading-comprehension and critical-thinking skills (e.g., use of graphic and semantic organizers; use of multiple strategy instruction; teaching summarizing, monitoring comprehension, question answering, question generating, and recognizing story structure as comprehension strategies). | This item is assessed through the Instructional Activity / Game, and the Reading Instructional Unit during EEX 4250, and through the Internet Teaching Activity during EEX 4101. | EEX 4250 4101 |  | Assignment rubrics |
| 16. Identify explicit and systematic instructional methods for developing phonics skills. | This item is assessed through the Phonics Exam, and through weekly readings with comprehension checks in EEX 4250, and the Proficiency in Basic Grammar activity in EEX 4101. | EEX 4250  4101 |  | Quizzes & competency checks; Assignment rubric |
| **6. Knowledge of Skills Related to Teaching**  **Interpersonal Interactions & Participation** |  |  |  |  |
| 1. Select appropriate instructional procedures for  teaching adaptive life skills based on  observations, ecological assessments, family  interviews, & other student information | This item is assessed through the Ecological Assessment and Instructional Plan assignment during EEX 4472, and during practice teaching activities during Practicum 1. | EEX  4472 | EEX 4842 | Assignment rubric; Narrative Observation System |
| 2. Identify methods for evaluating & documenting student progress in acquiring, generalizing, & maintaining skills related to interpersonal interactions & participation in activities across settings | This item is assessed through the Data Collection Assignment. | EEX  4472 |  | Assignment rubric |
| 3. Identify skills necessary for students with disabilities to engage in self-determination & self-advocacy | This item is assessed through classroom activities, and take home assignments. | EEX  4472 |  | Assignment rubric |
| **7. Knowledge of the Transition Process** |  |  |  |  |
| 1. Identify activities relevant to the four stages of career development | This item is assessed through the journal article report. | EEX  4050 |  | Assignment rubric |
| 1. Identify the essential domains of transition planning (e.g., personal/social, general community functioning, & leisure/recreational) for students with disabilities | This item is assessed through the Ecological Assessment and Instructional Plan assignment. | EEX  4472 |  | Assignment rubric |
| 1. Demonstrate knowledge of transition planning using student & family characteristics to develop desired post-school outcomes | This item is assessed through the Ecological Assessment and Instructional Plan assignment. | EEX 4472 |  | Assignment rubric |
| 1. Identify resources & strategies to assist students in functioning effectively in a variety of environments to which they will be transitioning | This item is assessed through the Ecological Assessment and Instructional Plan assignment in EEX 4472, and through the Agency Resource Guide in EEX 4751. | EEX  4604 4751 |  | Assignment rubrics |