EARLY CHILDHOOD SPECIAL EDUCATION MATRIX AND ASSESSMENT ARTIFACTS

Courses ➡ Program Outcomes ⬇	Educ. 578 Infants and Toddlers: Development, Methods, Curriculum and Assessment	Educ. 580 Pre-Primary Education: Development, Methods, Curriculum and Assessment	Educ. 650 Family and Culture	Educ. 602 History and Context of Early Intervention and Early Childhood Special Education	Educ. 655 Inclusive Practices, Family Partnerships, and Differentiation in Early Childhood Education	Educ. 657 Teaching Students with Autism and Severe/Profound Disabilities	Educ. 692 Observing and Assessing the Young Child with Disabilities	Educ. 576 Behavior Disorders-Behavior Management
1. Demonstrate understanding of how disabilities can interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with disabilities. InTASC 1,8,2 T-K1,T-S1, LD-S2 Expectations: EDUC 602 1st Set (8/29/2016 to 12/31/2016) Mean = 2-3 2nd Set 3rd Set				Final Project Delivering Services to Young Children with Special Needs 1st Set (8/29/2016 to 12/31/2016) N=7 Beg=0% Dev=0% Adv=0% Prof=100%				

2. Demonstrate ability to create safe, inclusive, culturally responsive learning environments so that individuals with disabilities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. InTASC 2,3 LD-S2, T-S4 Expectations: 1st Set (3/02/2015) 2nd Set 3rd Set	NAEYC Core Standard Set 1							Behavior Intervention Plan (InTASC 2,3 LD-S2, T-S4) Set 2
3. Demonstrate knowledge of general and specialized curricula to individualize learning for individuals with disabilities. InTASC 8,7,4,2			Final Project Delivering Services to Young Children with					

T-S1, T-S2, LD-K1, LD-S2 Expectations: EDUC 602 1st Set (8/29/2016 to 12/31/2016) Mean = 2-3 2nd Set 3rd Set			Special Needs 1st Set (8/29/2016 to 12/31/2016) N=7 Beg=0% Dev=0% Adv=0% Prof=100%					
4. Demonstrate the ability to use multiple methods of assessment and data-sources in making educational decisions. (InTASC 6 T-S3) Expectations: 1st Set (3/02/2015) 2nd Set 3rd Set								
5a Demonstrate ability to select repertoire of evidence-based instructional strategies to advance		NAEYC Core Standard 5						

learning of individuals with disabilities. InTASC 8, 7 T-S1, T-S2 Expectations: 1st Set (3/02/2015) 2nd Set 3rd Set							
5b Demonstrate ability to <u>adapt</u> repertoire of evidence-based instructional strategies to advance learning of individuals with disabilities. InTASC 8, 7 T-S1, T-S2 Expectations: 1st Set (3/02/2015) 2nd Set 3rd Set							
5c Demonstrate ability to <u>use</u> repertoire of evidence-based instructional strategies to advance learning of							

individuals with disabilities. InTASC 8, 7 T-S1, T-S2 Expectations: 1st Set (3/02/2015) 2nd Set 3rd Set							
6. Demonstrate foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession InTASC 9 LR-S1, LR-D1 Expectations: EDUC 602 1st Set ==(8/29/2016 to 12/31/2016)== Mean = 2-3 2nd Set 3rd Set			Final Project Delivering Services to Young Children with Special Needs 1st Set ==(8/29/2016 to 12/31/2016)== N=7 Beg=0% Dev=0% Adv=29% Prof=71%				

7. Demonstrate ability to collaborate with families, other educators, related service providers, individuals with disabilities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with disabilities across a range of learning experiences. InTASC 5, 10 LD-S1			NAEYC Core Standard 2				Behavior Intervention Plan (InTASC 5, 10 LD-S1)
Expectations: 1st Set (3/02/2015) 2nd Set 3rd Set			Set 1				Set 2

CCGS ECSE Framework for assessment matrix: August, 2015, revised