

Master of Arts in Special Education Curriculum Map 2019 – 2020

Course Title and Identified Alignment to N.J.P.S.T.	Course Goals (Initial) Upon completion of the course the student will be able to:	Council for Exceptional Children (CEC)				Assessments
		Standard No.	Introduce	Emphasize	Achieve	
Home school and community for diverse learners (4 credits) <i>NJPST</i> 1. Learner Development 2. Learning Differences 3. Learning Environments 9. Professional Learning 10. Leadership and Collaboration 11. Ethical Practice	Research, analyze, and articulate the history, legislation, characteristics of various disabilities, etiology, and impact on: family, school and community for students with special needs.	1	X			Reflective Essay Experiential Learning opportunity and observations in School Experiential Learning opportunity and observations in School Presentation about specified disability
		2		X		
		3				
		4	X			
		5				
		6	X			
		7	X			
Language, Literacy and Learning in a Diverse Setting (4 credits) <i>NJPST</i> 1. Learner Development 2. Learning Differences 3. Learning Environments 4. Content Knowledge 5. Application of Content 6. Assessment 7. Planning for Instruction 8. Instructional Strategies 9. Professional Learning 10. Leadership and Collaboration 11. Ethical Practice	Research and understand the philosophy and methodology for teaching reading to diverse learners. Examine, identify and apply characteristics of exemplary reading programs for diverse learners to promote purposeful change and improved student achievement.	1		X		Create various reading activities for students with disabilities. Case Study – Identify a student with a reading problem, assess student using an IRI and remediate. Journal Analysis and presentation of Reading Strategies.
		2		X		
		3		X		
		4			X	
		5			X	
		6			X	
		7		X		

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Interdisciplinary Studies in a Diverse Classroom (4 credits) <i>NJPST</i> 1. Learner Development 2. Learning Differences 3. Learning Environments 4. Content Knowledge 5. Application of Content 6. Assessment 7. Planning for Instruction 8. Instructional Strategies 9. Professional Learning 10. Leadership and Collaboration 11. Ethical Practice	Examine, articulate and apply exemplary models, theories and principles of interdisciplinary curriculum design, and development and implementation for children with disabilities. Identify, examine and create social studies, math, and science activities for students with disabilities.	Standard No.	Introduce	Emphasize	Achieve	Create Interdisciplinary Math, English, Social Studies and Science activities for students with disabilities. Determine how to differentiate instruction.
		1	X			
		2		X		
		3		X		
		4		X		
		5		X		
		6		X		
7		X				
Inclusion (4 credits) <i>NJPST</i> 1. Learner Development 2. Learning Differences 3. Learning Environments 4. Content Knowledge 5. Application of Content 6. Assessment 7. Planning for Instruction 8. Instructional Strategies 9. Professional Learning 10. Leadership and Collaboration 11. Ethical Practice	Identify and describe essential elements of effective inclusionary practices. Apply effective models of inclusion to promote student and professional growth. Demonstrate knowledge and proficiency in effective inclusion methods and related strategies.	Standard No.	Introduce	Emphasize	Achieve	Interview an inclusion teacher. Create an implementation model for an inclusion student. Critique inclusionary activities.
		1	X			
		2	X			
		3	X			
		4	X			
		5		X		
		6				
7			X			

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		Standard No.	Introduce	Emphasize	Achieve	
Assistive Technology (4 credits) <i>NJPST</i> 1. Learner Development 2. Learning Differences 3. Learning Environments 4. Content Knowledge 5. Application of Content 6. Assessment 7. Planning for Instruction 8. Instructional Strategies 10. Leadership and Collaboration	Examine and identify various High and Low Tech Devices.	1	X			Create an Assistive Technology Device. Research Assistive Tech Devices.
		2		X		
	Demonstrate knowledge and proficiency in understanding various High and Low tech devices.	3			X	
		4			X	
	Assess and analyze student's needs to determine what devices would be appropriate.	5		X		
		6	X			
		7		X		
Implementation of Professional Skills (Field Component) (4 credits) <i>NJPST</i> 1. Learner Development 2. Learning Differences 3. Learning Environments 4. Content Knowledge 5. Application of Content 6. Assessment 7. Planning for Instruction 8. Instructional Strategies 9. Professional Learning 10. Leadership and Collaboration 11. Ethical Practice	Observe, identify and if appropriate demonstrate exemplary professional skills.	1			X	Interviews with teachers, Child Study Team members. Critique discipline/behavior management plan. Review of a student IEP. Journal entries from field opportunities.
		2			X	
	Demonstrate knowledge and proficiency in effective school-based methods and related strategies.	3			X	
		4			X	
	Will further develop a working knowledge of professional, legal, and ethical obligations.	5			X	
		6			X	
		7			X	

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School Based Assessment and Implementing Data Driven Decisions (4 credits) <i>NJPST</i> 1. Learner Development 2. Learning Differences 3. Learning Environments 4. Content Knowledge 5. Application of Content 6. Assessment 7. Planning for Instruction 8. Instructional Strategies 9. Professional Learning 10. Leadership and Collaboration 11. Ethical Practice	Demonstrate knowledge and proficiency in effective school-based research methods and related strategies. Utilize research practices and data to make effective decisions and influence positive change.	Standard No.	Introduce	Emphasize	Achieve	Assess various data to create an action plan. Create a problem statement for capstone research project.
		1		X		
		2		X		
		3		X		
		4			X	
		5		X		
		6		X		
		7	X			
Course Title and Identified Alignment to N.J.P.S.T.	Course Goals (Initial) Upon completion of the course the student will be able to:	Council for Exceptional Children (CEC)				Assessments
Thesis Seminar (2 credits) <i>NJPST</i> 1. Learner Development 2. Learning Differences 3. Learning Environments 4. Content Knowledge 5. Application of Content 6. Assessment 7. Planning for Instruction 8. Instructional Strategies 9. Professional Learning 10. Leadership and Collaboration 11. Ethical Practice	Determine thesis topic. Determine 3 themes and research questions. Find supporting literature that correlates to their topic. Complete IRB proposal. Complete the ethics on line course. Begin Literature Review Guide.	Standard No.	Introduce	Emphasize	Achieve	Completion of IRB approval. Completion of Thesis approval. Complete graphic organizers for Literature review. Ethics Evaluation.
		1	X			
		2	X			
		3	X			
		4	X			
		5	X			
		6	X			
		7	X			

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Capstone Research Project 1 (3 credits) <i>NJPST</i> 1. Learner Development 2. Learning Differences 3. Learning Environments 4. Content Knowledge 5. Application of Content 6. Assessment 7. Planning for Instruction 8. Instructional Strategies 9. Professional Learning 10. Leadership and Collaboration 11. Ethical Practice	Assess and analyze issues as it relates to special education.	Standard No.	Introduce	Emphasize	Achieve	Complete Chapters 1-3 for capstone research project. Thesis statement Review of Related Literature. Formulation of Data Collection
	Research the various issues and special education concerns.	1		X		
		2		X		
	Demonstrate knowledge and proficiency in effective school-based research methods and related strategies.	3		X		
		4		X		
		5		X		
	Utilize research practices and data to make effective decisions and influence positive change.	6		X		
		7		X		
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Capstone Research Project 2 (3 credits) <i>NJPST</i> 1. Learner Development 2. Learning Differences 3. Learning Environments 4. Content Knowledge 5. Application of Content 6. Assessment 7. Planning for Instruction 8. Instructional Strategies 9. Professional Learning 10. Leadership and Collaboration 11. Ethical Practice	Assess and analyze issues as it relates to special education.	Standard No.	Introduce	Emphasize	Achieve	Complete Chapters 4-5 for capstone research project. Analyze the Data Discuss future implications
	Research the various issues and special education concerns.	1			X	
		2			X	
	Demonstrate knowledge and proficiency in effective school-based research methods and related strategies.	3			X	
		4			X	
		5			X	
	Utilize research practices and data to make effective decisions and influence positive change.	6			X	
		7			X	

MASE EDUCATIONAL STANDARDS

Dr. Julie Norflus-Good, Director

2019-2020

NJ Professional Teaching Standards

There are eleven New Jersey professional teaching standards, and this course is aligned with standards 1 through 8: (Source: <https://www.state.nj.us/education/profdev/profstand/ProfStandardsforTeachersAlignmentwithInTASC.pdf>)

Organization of Standards: The standards are now organized under four domains:

- The Learner and Learning
 - Standard 1: Learner Development
 - Standard 2: Learning Differences
 - Standard 3: Learning Environments
- Content
 - Standard 4: Content Knowledge
 - Standard 5: Application of Content
- Instructional Practice
 - Standard 6: Assessment
 - Standard 7: Planning for Instruction
 - Standard 8: Instructional Strategies
- Professional Responsibility
 - Standard 9: Professional Learning
 - Standard 10: Leadership and Collaboration
 - Standard 11: Ethical Practice

Council for Exceptional Children (CEC) Standards

Retrieved August 22, 2018 from:

<https://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Explanation.pdf>

Initial Content Standards and Knowledge and Skill Sets

Initial Preparation Standard 1: Learner Development and Individual Learning Differences

1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Key Elements

1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

Initial Preparation Standard 2: Learning Environments

2.0 Beginning special education professionals 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.

Key Elements

2.1 Beginning special education professionals, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

Initial Preparation Standard 3: Curricular Content Knowledge

3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Key Elements

3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.

3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Initial Preparation Standard 4: Assessment

4.0 Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

Key Elements

4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.

4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

4.3 Beginning special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities.

4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

Initial Preparation Standard 5: Instructional Planning and Strategies

5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

Key Elements

5.1 Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.

5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.

5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

5.6 Beginning special education professionals teach to mastery and promote generalization of learning.

5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

Initial Preparation Standard 6: Professional Learning and Ethical Practice

6.0 Beginning special education professionals use 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.

Key Elements

6.1 Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice.

6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.

6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.

6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

Initial Preparation Standard 7: Collaboration

7.0 Beginning special education professionals collaborate 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.

Key Elements

7.1 Beginning special education professionals use the theory and elements of effective collaboration.

7.2 Beginning special education professionals serve as a collaborative resource to colleagues.

7.3 Beginning special education professionals use collaboration to promote the wellbeing of individuals with exceptionalities across a wide range of settings and collaborators