Minnesota State University Moorhead

SPED 661: ECSE Program Effectiveness

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: None

Accountability is a critical factor in Early Childhood Special Education (ECSE). ECSE teachers must be able to demonstrate children's growth as well as demonstrate program effectiveness. This course will focus on discovering supports that are needed for a child to learn and the requirements for on-going assessment within a responsive curriculum. Linking assessment with intervention will be explored through Response-to-Intervention and Curriculum-Based Assessment, among other assessment procedures.

B. COURSE EFFECTIVE DATES: 08/20/2012 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Student data
2. State and local grade--level content standards
3. Pre--referral intervention procedures
4. Curriculum adaptation and modification
5. Statewide assessment
6. Sequencing instruction
7. Continuous progress monitoring

D. LEARNING OUTCOMES (General)

1. Students will be able to integrate multiple sources of student data relative to progress toward grade--level content standards from prior prevention and alternate instruction efforts into the referral process.
2. Students will be able to implement required pre--referral intervention procedures.
3. Students will be able to adapt and modify curriculum and deliver evidence--based instruction, including SRBI when available, aligned with state and local grade--level content standards to meet individual learner needs.
4. Students will be able to lead individual education plan teams through statewide assessment options and make appropriate decisions for a learners participation within the statewide assessment system.
5. Students will be able to use evidence--based instruction, knowledge of subject matter, grade--level content standards, task analysis, and student performance data to sequence instruction and accelerate the rate of learning.
6. Students will be able to apply systematic procedures for compiling and using data for the purposes of continuous progress monitoring, modification of instruction, and program and school--wide improvement.
7. Students will be able to apply knowledge of comprehensive scientifically based reading instruction including phonemic awareness, phonics, fluency, vocabulary development and reading comprehension as required in subpart 1B.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted