1. **Education Specialist Credential Cluster Objective 14.1** (Moderate-Severe Disabilities)

*Increased focus on management and logistical/organizational/resource competencies through addition of EPSY 6207 course (previously in LII) and corollary assignments paired with full time student teaching in the final quarter*

**CTC Program Standard:** Education Specialist Preliminary Standards: 2: Professional, Legal & Ethical Practices; 4: Communication & Collaborative Partnerships; 5: Assessment & Curriculum; and M-S Disabilities Standard 4: Assessment and Program Planning

**Data source:** Graduate survey data; completer surveys

**To be completed:** June 1, 2014

**Rationale:** Graduate data obtained through a) structured graduate surveys completed in 2013 and b) Graduate focus groups held in May 2013 (see Biennial Report, Education Specialist: Moderate-Severe Disabilities Program, September 2013) indicated a need for an increased emphasis within the fourth and final (full time) student teaching or Internship quarter, on: resource management, scheduling and the related logistics of this complex inclusive specialist role.

2. **Education Specialist Credential Cluster Objective 14.2** (Mild-Moderate Disabilities)

*Increased emphasis on systems of service delivery, use of data to create IEP’s, case management, and collaboration with service providers during the fieldwork and student teaching experiences.*

**CTC Program Standards:** Education Specialist Mild/Moderate Disabilities Standard 4: Effective Communication and Collaborative Partnerships; Program Standard 13: Curriculum and Instruction of Students with Disabilities; Program Standard 15: Field Experience in a Broad Range of Service Delivery Options; M/M Standard 3: Planning and Implementing Mild/Moderate Curriculum and Instruction; M/M Standard 6: Case Management

**Data source:** Examination of syllabi and candidate work for EPSY 6860, 6862, 6880

**To be completed:** June 2015

**Rationale:** This 2014 Cluster Improvement objective was selected as it reflects data gathered through structured interviews with program completers, field supervisors and cooperating teachers. Review of the contents of the fieldwork experience syllabi by a panel of practitioners and cooperating teachers indicated a need for increased Identification of the content for each of the fieldwork and student teaching experiences is needed in order to prepare candidates for the range of responsibilities of Education Specialists in the area of Mild Moderate disabilities.