Cluster Improvement: Summary of Achievement

Cluster: Special Education
Program: Education Specialist Mild Moderate Disabilities

Date: 5-12-15

Data source: Examination of syllabi and candidate work for EPSY 6860, 6862, 6880; course syllabus and schedule for EPSY 6131; course syllabus for EPSY 6206.

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.

1. Objective Identified in Improvement Plan:
   1. 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

Summary of Implementation to date:
Changes implemented in response to Improvement Plan:

The EPSY 6860, 6862 and 6880 course syllabi were redesigned in 2014-15 to include increased concentration within the fieldwork experiences. Incorporated in the course syllabi are specific activities related to case management, data to write IEP’s and collaboration with teachers, families and service providers. Among those elements included in the candidate’s binders are:

• Chronicle collaboration with general education, families and other service providers
• Interview with the cooperating teacher that includes, but is not limited to the following:
  State mandated assessment at the school
  Transition for students moving to another level at the elementary school/middle school/high school/postsecondary
  Development of the schedule for delivery of services, case management including scheduling meetings, assessments, management of paraprofessionals
  Strategies employed for communication with teachers, parents, and other personnel

The content of EPSY 6131 was revised to include identified focused sessions on:

SEIS (special education information system for writing IEPs)
Writing defensible IEPs
Using data to write IEP goals for students at the secondary level (including CCSS)
Using data to write IEP goals for students at the elementary level (including CCSS)
The content of EPSY 6206 was revised to include additional case management. The Case Management Toolkit requires candidates to identify, critically evaluate, select and synthesize materials and resources related to key professional practices including:

- Scheduling and management (IEP’s, SST, 504 meetings, special education team meetings, daily-weekly schedules, instructional support, paraprofessionals)
- Plans for communication/collaboration with general education teacher colleagues
- Evidence-based core curricular strategies and resources selection and use for intervention
- Professional development: for self and others
- IEP goals/progress- monitoring, evaluation/assessment and grading, reporting.

**Evidence to Document Changes:**

1. Agenda for Supervisors meetings (1 per quarter)
2. Syllabi for EPSY 6131, 6206, 6860, 6862, 6880 (4) and 6880 (8) revised in 2014 for implementation, during the 2014-2015 year.
3. Exit survey data Spring 2015 from candidates to be compared with 2014 Exit survey data on this component
4. Rating of candidates by cooperating teacher and University Supervisor.

**Changes to be completed by:** June 15, 2015. All fieldwork revisions will have been implemented for one quarter with the cohort of student teaching candidates who are currently in their first placement and with final student/intern candidates who are in their final placement for the Education Specialist or Education Specialist/Multiple Subjects credential program.