**TSPC Program Approval Process & Template**

**University of Oregon Special Education Early Intervention Program**

**Table of Content**

6.  Institution will provide summary of assessments and guides used for data collection       10

      *Table 6: Summary of Assessments & Guides Used for Data*
      *Appendix D: Applied Field Experience Assessment Tools*

7.  Institution will provide data for each program approved by the commission. In programs that have specific content areas, units will disaggregate by specific content area.       *Not Applicable*

8.  Institutions will provide an analysis and summary of data to indicate program changes.       *Not Applicable*

      *No changes were made to the program.*

9.  Institutions will provide evidence of review by consortium of program data and any evidence of program response to consortium recommendations.       *Not Applicable*

      *No changes were made to the program.*

10. Programs will provide syllabi for courses.

      *See Appendix A for new and revised coursework syllabi*

11. Vita for professional education faculty including any new or additional faculty.

      *See Appendix B for faculty vitae.*

12. If program submission is the result of a major modification, provide a crosswalk of coursework between old and new programs.       *Not Applicable*

      *No changes were made to the program.*

**The Early Intervention Program**

The Early Intervention Program (EIP) at the University of Oregon is in the Department of Special Education and Clinical Sciences (SPECS) in the College of Education, and is housed in the Center on Human Development, a University Center for Excellence in Developmental Disabilities (UCEDD). The Early Intervention Program provides an interdisciplinary field of specialization focusing on infants, toddlers, preschool children, and young school-aged children who are at risk or disabled, and their families. This specialization combines a theoretical, research, and clinical base from fields such as early childhood education, psychology, communication disorders and sciences, medicine, sociology, and special education. Since 1979, the personnel preparation component of the Early Intervention Program has offered quality courses and field placements leading to a master's degree, a teaching endorsement and a doctoral degree. This training program is designed to prepare personnel to provide quality services to young children from birth to eight years, who are disabled or at risk, and their families. Students are prepared to fill a variety of roles, including interventionists who deliver services to children and their families, program coordinators or supervisors who manage and direct personnel that deliver direct services, policy analysts, researchers and instructors.

The EIP is composed of four separate but interconnected components: 1) personnel preparation offered at the master's and doctoral levels, 2) program development focused on the creation of state-of-the-art intervention programs for infants and young children and their families, 3) research funded by a variety of grants that explores new strategies and develops new tools for assessment and intervention, and 4) dissemination activities designed to share information, research findings, and new approaches with professional and paraprofessional audiences.

Early Intervention Program Rural Master's Degree and Licensure Program

The EIP Rural Master's Degree and Licensure program is designed to meet the need for well-trained and licensed EI/ECSE personnel in rural areas. Trainees from Oregon will be the primary targets, although those in partner states will also be considered. This program component will offer: 1) summer on-campus core College of Education and early intervention courses; 2) practica and supervision at the trainee's rural site; 3) web-based conferencing, courses, Blackboard sites, and methods seminars, and 4) on-line advising and consultation. All courses and competencies will be the same as in the on-campus component; however the schedule and service delivery methods will vary. (See Table 1 for sample Component Two schedule.)

Course Work. Rural students will complete the same course work as on-campus students; however, methods courses, advising, and several EI courses will be offered on-line and at the rural locale. A sample program schedule is contained in Table 1.

Table 1. Sample Schedule of Courses for the Rural Component of the Early Intervention Program

(Courses will be individualized to meet needs of rural students.)

| Year | Summer (on campus) | Fall (rural location) | Winter (rural location) | Spring (rural location) |
|---|---|---|---|---|
| *1* | **SPED 683** Curriculum/Literacy EI/ECSE (3) **EDLD 637** | **SPED 607** Appl of Linked System (2) **SPED 609** | **SPED 607** Appl of Linked System (1) **SPED 609** | **SPED 609** Practicum (2) **SPED 689** EI Methods III (2) |

| | | | | |
|---|---|---|---|---|
| | Diversity in Ed (4)  **SPED 526** Beh/Classrm Mgmt(3)  **SPED 690** EI Methods IV(1)  **SPED 605** Reading Assess Prac (1) | EI Practicum (2)  **SPED 687** EI Methods I(1)  (online) | EI Practicum (2)  **SPED 687** EI Methods II (1)  (online) | (online) |
| *2* | **SPED 682** Foundations EI/EC(3)  **SPED 662** Foundations in   Disability II (3)  **SPED 628** Law & Special Ed (3)  **SPED 607** Multi-Methods Res   (3) | **SPED 607** On-line Rural Seminar (1)  **SPED 625** Full-Time Student Teaching for Licensure (4) | **SPED 607** On-line Rural Seminar (1)  **SPED 625** Full-Time Student Teaching for Licensure (5) | **SPED 607** Seminar (4)  (online)  **SPED 609** EI Practicum (2) |
| *3* | **SPED 680** EI/ECSE Assess/Eval   (3) | **SPED 681** Family-Guided   EI/ECSE (3) | **SPED 607** Oral exam  (Capstone) | |

Practica. Rural trainees will complete practica activities at their rural locale. Some may complete practica at their current work site while others may choose nearby community-based programs such as home visiting programs, integrated day care centers, Early Head Start, Migrant Head Start, and Healthy Start. Specialized on-campus practica opportunities will also be available in the summers.

A combination of on-site and on-line supervision will assure that trainees meet state teacher licensing requirements. The university supervisor will travel to the rural locale to provide on-site supervision in order to provide optimal opportunities for students to gain program competencies and meet state licensure requirements. Course work activities will be linked to practica experiences and designed to provide integrated knowledge and experiences throughout the program.

Competencies. Program competencies will be the same for rural and on-campus trainees. Each term, trainees, faculty and rural supervisor will develop program plans that target competencies and an evaluation procedure.

*3. Transition Point Assessment Table ~ Early Intervention/Special Education License*

| PROGRAM PHASES | Admission | Academic Coursework | Practicum I | Practicum II | Eligibility for FSFE | Final Supervised Field Experience | Summer BOOST * | Post |
|---|---|---|---|---|---|---|---|---|
| **Areas of Consideration** | • Goal Statement<br>• Experience Narrative<br>• GPA<br>• Transcript<br>• GRE or MAT<br>• Submit Character Questionnaire | • Grades for academic coursework<br>• Quarterly review & advising<br>• Submit Program Plan | • Practicum competencies<br>• Program Tasks<br>• Interdisciplinary & Interagency Collaboration<br>• | • Practicum competencies<br>• Program Tasks<br>• Interdisciplinary & Interagency Collaboration<br>• | • Facilitate meeting mid-term and final evaluations from practicum terms<br>• Review of current academic and practicum work<br>• Revisit career goals and discuss placement options | • Daily prep and instruction<br>• Program Tasks<br>• Take over classroom, as lead teacher.<br>• Instructional Delivery | • Daily activities<br>• Teaming with parents, peers and consultants<br>• Child outcomes | • Review of scores<br>• Review of transcripts<br>• Fill-out C-1 Forms<br>• (Program fills-out C-2 form) |
| **Program Assessments** | • File Review (point system)<br>• File Ranking<br>• Interview<br>• Pass "CBest" or "Praxis I" Basic Skills Test<br>• Selection (by committee) | • "Good" academic standing (3.0 GPA or better)<br>• Pass all required licensure courses<br>• Pass "methods" courses with B or higher<br>• Fingerprint & Clearance (in preparation for clinical work) | • Passing grade in Practicum<br>• Mid-term /Final evaluations<br>• Weekly reflective logs<br>• Weekly student team meetings with supervisor<br>• Weekly meeting with cooperating professional at site. | • Passing grade in Practicum<br>• Mid-term /Final evaluations<br>• Weekly reflective logs<br>• Weekly student team meetings with supervisor<br>• Weekly meeting with cooperating professional at site. | • Review academic standing<br>• Student Self-Assessment of Progress<br>• Demonstrate passing status on Practicum II Requirements<br>• 2 Methods courses passed with "B" or above<br>• Double-check status of all basic skills tests<br>• Work Sample 1 | • Work Sample II (min. score 36; with all "4"s or above)<br>  o Child & Family Assessment<br>  o Child/Family Goals<br>  o IFSP<br>  o Instructional Plans<br>  o Data collection<br>  o Interpretation<br>  o Reflection<br>  o Summary<br>• "Pass" Professional Growth Assessment (OR Standards)<br>• Non-Instructional Duties | • Parent surveys<br>• Evaluation from supervisors | • Praxis II: Preschool;/Early Childhood (Passing score of 530)<br>• Protecting Student & Civil Rights Overview Licensure Exam(Passing score of 240)<br>• Submit materials for review<br>• Apply to TSPC<br>• First Aide Card |
| **Personnel** | Admissions Committee | Academic Secretary and Advisor | Practicum Coordinator | Practicum Coordinator | Practicum Coordinator | Practicum Coordinator | Practicum Coordinator | Student Records Coordinator |

**\*Building on Opportunities for Summer Teaching and Learning (BOOST)**
BOOST is a summer preschool program that serves children between the ages of three and five with and without disabilities. It is a model activity-based intervention program that not only offers a high-quality early intervention program for children who would not otherwise receive summer services, but also provides a unique teacher-training experience for master's students in the University of Oregon's Early Intervention Program.

## 4. Program Alignments – Oregon TSPC special educator standards (vertical) & course (horizontal)

### Table TSPC Special Educator Standards Addressed in the UO COE Special Educator Program

Courses in the program are listed horizontally and the TSPC standards are listed vertically. Specific sub-components for each standard addressed in the courses are indicated in the individual cells (e.g. Standard 1: a b c d).

| Early Intervention Program Courses & TSPC Standards | Found of Disability | Found of EI/EC | Diversity in ED | Behavior Manage | EI Methods I | Apps I Linked system | Family guided | SPED Law | Autism in EI | Methods II | Apps II linked System | Assess/ Eval | EI Methods III | Curriculum | Research | Adv. Beh. Manage | Field Experience |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Standard I:** *Foundations(abcd)* | bcd | bcd | bd | b | abd | abd | abd | cd | abcd | abd | ad | ab | abd | abcd | abcd | b | abcd |
| **Standard 2:** *Develop & characteristics of learners (abc)* | ac | abc | abc | bc | abc | a.bc | c | | abc | abc | abc | a | abc | abc | | bc | abc |
| **Standard 3:** *Individual learning differences (abc)* | abcd | abcd | abc | abc | abc | abc | ab | | c | abc | abc | c | abc | abc | abc | abc | abc |
| **Standard 4:** *Instructional strategies (abc)* | | | | ac | abc | c | | | abc | abc | c | | abc | abc | ac | abc | abc |
| **Standard 5:** *Learning environments & social interactions (abcdef)* | | | ae | cf | abcdef | | c | | | abcdef | | | abcdef | abcdf | c | abc | abcdef |
| **Standard 6:** *Language (abcd)* | b | a | | d | abcd | a | cd | | a | abcd | a | d | abcd | acd | d | abde | abcd |
| **Standard 7:** *Instructional Planning (abcdefgh)* | | b | | b | | abcdefgh | | bg | de | | abcdefgh | | abc | cde h | d | | abcdefgh |
| **Standard 8:** *Assessment abcdefghi)* | | | | df | | abcdefghi | e | bde | | | abcdefghi | abcdefghi | | abcd | | def | abcdefghi |
| **Standard 9:** *Professional & ethical practices (abcdefgh)* | e | bef | cde | d | abcdefgh | abcdefgh | abefgh | befh | bcdef | abcdefgh | abcdefg | cde | abdefh | abcdefh | bcde | def | abcdefgh |
| **Standard 10:** *Collaboration (abcde)* | | ad | | | abcde | abcde | abc | abde | abc | abcde | abcde | cde | abcde | abcd | cd | ab | abcde |

# V. Program Field Experience Matrix ~ Special Education License
## Early Intervention

Guiding Elements of our Program Philosophy:
1. Exposure and experience with a wide range of student populations
2. Exposure and experience with varied sites, models, and delivery formats
3. Clinical supervision, feedback, and evaluation
4. Clinical mentorship and supervision from many professionals

| PROGRAM: Early Intervention | Practicum I | Practicum II | Student Teaching | BOOST * Practicum III |
|---|---|---|---|---|
| **Term** | Fall term 10 weeks **3 credits** | Winter term 10 weeks **3 credits** | Spring term 10 weeks **9 credits** | Summer term 8 weeks **3 credits** |
| **Hours/Weeks** | 12 hours a week for 10 weeks<br><br>120 hours | 12 hours a week for 10 weeks<br><br>120 hours | 36 hours a week for 11 weeks<br><br>396 hours | 12 hours a week for 8 weeks ( 3 initial weeks of planning, 5 with children) 96 hours |
| **Responsibilities** | Help facilitate activities. Attend IFSP meetings, work with parents, select goals. General classroom responsibilities: daily set up classroom, team meetings, embed children's goals into daily activities, Home visits | Cont. from Practicum I Curriculum planning Implement activities, write IFSP, intervention guides. Collect data Pre-student teaching responsibilities | Full time student teaching, taking over all classroom responsibilities Assessment Classroom management Instruction Staff /team meeting (curriculum planning) | Student -run preschool. All students Plan, meet with families, implement assessments, activities, & interventions collect date. Program assessment |
| **Work Sample** | Yes Part I | Yes Part II Hand in a completed work sample Part I & II | Yes | No |
| **PGA** | No | No | Yes | Yes added to Spring Term's PGA |
| **Supervision** | Yes 3 observations | Yes 3 observations | Yes 6 observations | Yes Supervisor on site at all times, once a week feedback |

## *Building on Opportunities for Summer Teaching and Learning

BOOST is a summer preschool program that serves children between the ages of three and five with and without disabilities. It is a model activity-based intervention program that not only offers a high-quality early intervention program for children who would not otherwise receive summer services, but also provides a unique teacher-training experience for master's students in the University of Oregon's Early Intervention Program.

# 6. Summary of Assessments & Guides Used for Data

## (see EI Appendix D)

| 6 a. Assessment Tool for Admission to SPED Licensure Program | Evaluation Specifics: |
|---|---|
| **Description of Assessment**<br>**(including purpose and how data is collected)**<br><br>Potential students complete an enrollment packet/application containing the following items:<br><br>a) **Evidence of passing scores for TSPC required assessments for admission to licensure program:**<br>   1. Praxis I: Academic Skills Assessment (paper/pencil or computer based) – or -<br>   2. California Basic Skills Test (CBEST) – or -<br><br>   3. Current Oregon teaching license | PRAXIS I (paper/pencil): mathematics – 175; reading – 174; writing – 171<br>PRAXIS I (computer-based): mathematics -320; reading – 321; writing – 317<br><br>CBEST: mathematics – 41; reading – 41; writing – 41 |
| b) **Professional statement of Goals and Purpose for Advanced Study**<br>Applicants submit a 2 page statement of professional goals and reasons for advanced study. Content must address the applicant's view of the field of special education, particular goals and interests, as well as expectations for achieving their goals at the University of Oregon. Applicant is evaluated on writing ability.<br><br>c) **Statement about Experiences with Individuals with Disabilities**<br>Applicants describe their structured experience with individuals with disabilities in a 1-2 page statement. Applicant is scored on writing ability.<br><br>d) **Letters of recommendation**<br>Applicants submit names and titles of three individuals that can provide professional recommendations. Professional recommendations should be submitted on the COE Recommendation Form, which includes a section for providing feedback about the applicant's potential as a graduate student.<br><br>e) **Interview**<br>Applicants are interviewed by a panel of faculty (program coordinator and an additional licensure committee member). Each interviewer completes ratings in several areas which are combined into a total score. The applicants score assigned by each interviewer is one of several assessments used to | Licensure Committee comprised of program coordinator, UO faculty member, and a UO supervisor participate in the review, evaluation, and determination of candidates for the licensure program. |

evaluate applicants.Applicants are either interviewed by phone or in person by 2 committee members

**f) Evidence of Potential as a Graduate Student**
Applicants must supply evidence of their ability to succeed in the graduate program. Document with one of the following: MAT scores, GRE scores, or a transcript showing completion of a master's or other advanced degree.

**g) Evidence of good moral character**
Oregon Administrative Rule 584-16-050, Admission to Program, requires that students admitted to our approved teacher preparation programs provide evidence of good moral character necessary for licensure in Oregon by responding to character questions asked by the Teacher Standards and Practices Commission (TSPC).  Students are also required to complete a criminal record check (supported by fingerprinting) prior to their first supervised field experience or equivalent field experience or internship.

| 6 b. Assessment Tool for Field Experience (Practicum I, II & Student Teaching) | Evaluation Specifics: |
| --- | --- |
| **Description of Assessment** **(including purpose, criteria and how data is collected)**<br><br>1.  **(Practicum I & II)  Applications I & II course( SPED 607)**<br><br>During Practicum I & II, the Applications course instructor will instruct and prepare students to develop an "initial" work sample in which students can practice designing and implementing instruction for their focus child & classroom. Formats and requirements will be reviewed and adapted to fit the needs of each student and his/her practicum site.<br><br>2.  **(Practicum II)  Work Sample I** *(required score = 36 or better;  "4"s or better)*<br><br>**(Student Teaching) Work Sample II** *(required score = 36 or better ; "4" of better; must be independent to achieve scores.*<br><br>During Practicum II and the Final Supervised Field Experience, students will develop a formal work sample as part of their TSPC requirements for license. Program guidelines for these work samples are included in | Evaluative feedback provided by course instructor, UO supervisor, and cooperating teacher<br><br><br><br>Evaluative feedback provided by practicum coordinator, and UO supervisor. |

| | |
|---|---|
| the Work Sample Scoring Guide (see Appendix *). | The student, university supervisor, and cooperating professional team sign the form as documentation of completion of tasks. |
| 3. **(Practicum I, II and Student Teaching) Practicum activities & Responsibilities (Competencies) & Logs** | |
| The weekly logs are designed for students to answer a weekly focus question relating to their field experience. In addition students reflection on their student teaching competencies and their ability to link coursework (theory) to practicum (practice). | **Practicum I:** 20-25 tasks<br>**Practicum II:** 50-55 tasks<br>**Student Teaching:** complete the remaining (95 – 100%) |
| The Program activities and Responsibilities form is organized to help students track various tasks and experiences across all of their practicum experiences, serving as a **master checklist** of required program tasks. To successfully complete the license program, students must complete 95% of the program tasks listed on the Program Activities and Responsibilities form. | |
| 4. **(Practicum II) Eligibility Meeting: Recommendation for Student Teaching** | Practicum Coordinator, UO Supervisor determine eligibility. |
| Eligibility meetings occur during Practicum II for all licensure students. At this meeting, students are expected to demonstrate their readiness to proceed to the "Final Supervised Field Experience" (or Student Teaching) by participating in a meeting between the student, his or her university supervisor, and the Practicum Coordinator. Items such as work samples, practicum evaluations, task logs, portfolios, academic records, and skill inventories are used to determine each student's eligibility for student teaching. | **Practicum I**: 3 observations; 2 evals by UO supervisor; |
| 5. **(Practicum I, II & Student Teaching) Observation Feedback on Student Performance** | **Practicum II:** 3 observations; 2 evals by UO supervisor; |
| Each term students are evaluated by their university supervisors in weekly observations. The forms for these evaluations were developed as assessment tools to guide the student's acquisition of skills related to the professional teaching standards for Oregon teachers (see Appendix #). As such, students are expected to meet a minimum performance standard by obtaining ratings on these forms which are in the "competent" range. Competence is achieved when the practicum student (or student teacher) moves from lower evaluation marks to the desired competent range by mid-term evaluation. | **Student Teaching:** 6 observations; 4 evals ( using the Professional Growth Assessment, must pass benchmarks) |
| 6. **(Student Teaching) Professional Growth Assessment** | |
| The student, the university supervisor, and the cooperating professional will each rate the student using the University of Oregon Professional Growth Assessment form (see Appendix *). Students must satisfactorily demonstrate competence in each of the summary domains listed on this form by meeting benchmarks in | Evaluative scores provided by program coordinator, UO supervisor, and cooperating |

| each of the corresponding areas. | teacher |
| --- | --- |

| 6 c. Assessment Tool for On-Going Evaluation of  Licensure Program | Evaluation Specifics: |
| --- | --- |
| **Description of Assessment**<br>**(including purpose and how data is collected)**<br><br>1.  **Evaluation of Special Education Licensure Program (Cooperating Teacher & Practicum Students)**<br>    Each term, cooperating teachers and practicum students are requested to complete an evaluation of their experience, quality of supervision, and provide input on ways that the program can be improved. (See Appendix # for examples.) | Information provided by cooperating teachers and students are reviewed and used to make adjustments and improvements to the program. |

| 6 d. Post - Assessment Tool for Licensure Program | Evaluation Specifics: |
| --- | --- |
| **Description of Assessment**<br>**(including purpose and how data is collected)**<br><br>1.  Praxis II: Preschool/Early Childhood-10690 (Early Intervention/Special Education endorsement for licensure)<br><br>2.  ORELA Protecting Student & Civil Rights Overview (for Oregon Licensure)<br><br>3.  COE Exit & Follow-Up Survey<br><br>The purpose of the exit survey is to provide the College of Education and the Special Education Licensure program faculty with feedback about the program and the students' experiences within the program. This information assists in enhancing and improving the quality of our program.<br><br>After the graduate's first, third, and fifth years of teaching, the graduate is contacted again to complete a follow-up survey on line. Again, this information allows us to improve how we prepare pre-service teachers for their teaching positions. | Passing Score:530<br><br>Passing Score: 240<br><br>Students complete the exit survey during their last term in the program.<br><br>Online survey after 1, 3 and 5 years after completing the program |