

TSPC Program Approval Process & Template
University of Oregon Special Educator Program
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**University of Oregon
Special Educator Program
Program Review
Teacher Standards & Practices Commission (TSPC)**

1. Program description (Description of program including educator area, level (UG/G), degree awarded, modifications to approved program, etc.)

Our proposed Special Educator Program is a modification of the University of Oregon's TSPC currently approved *graduate* preparation programs in early childhood/elementary special education and middle/secondary special education. The program is designed to prepare teachers to work with public school students who have a wide range of low incidence to high incidence disabilities and who are in programs across the early childhood to young adult age range (i.e., early childhood to age 21). Candidates who complete this program will fulfill the requirements for initial teacher licensure in both the early childhood/elementary and the middle/secondary authorization levels. Two options will be available:

- *Special Educator I* – an add-on endorsement for those who hold a current teaching license, not including those individuals who hold a transitional license.
- *Special Educator II* – a stand-alone license for those who have an undergraduate degree but who do not hold a teaching license, including those who hold transitional licenses.

With 6 additional credits candidates will also be eligible for a master's degree in special education from the University of Oregon.

Rational for Modified Program

Three years ago faculty from the Early Childhood/Elementary and Middle/Secondary Special Education license programs were awarded a grant for the purpose of improving the quality of special education teacher preparation at the University of Oregon (Project SOLVE). The goals of the project are to: (a) increase the numbers of special education license candidates who meet the definition of Highly Qualified Teachers, (b) improve licensure candidates' ability to teach students who are English Language Learners, (c) document the effective use of evidence-based practices and response-to-intervention procedures, and (d) create an induction experience in collaboration with local school districts.

As a result of information gathered from a variety of sources (e.g., surveys of program graduates, surveys of local school district

special education directors, and faculty analysis of currently required license courses cross-walked with the new Special Education OARs and TSPC Special Education standards), Project SOLVE faculty are proposing a new two-year special education license program. The following sections of this document describe this proposed program.

2. Program Variant-Narrative identification of the “standard offering” as well as variations of the program. May be different location, week day, weekend, night variation.

Table 1 presents the seven-term, two-year sequence of courses, practica, and student teaching that will be required of all special education license candidates admitted to this program.

Successful candidates will complete their license work in spring term of their second year so that they can obtain their Oregon license in a timely manner and be eligible to begin teaching at the beginning of the next school year.

The only variants to this standard two-year program will be for candidates who enter the program having already completed some of the required course work through the special education minor at the University of Oregon, through the current regular education elementary or middle/secondary program at the University of Oregon, or through another accredited institution.

Through the required course work, practica, and student teaching, all successful candidates will meet TSPC’s Professional Standards for Beginning Special Educators described in OAR 584-065-0035 (see #4 below).

Table 1. Two-Year SPED Licensure Sequence

	Fall (13)	Win (12)	Spring (12)	Summer (6)
Courses	Sped 511 Foundations of Disability (3)	SPED 526 Classroom & Behavior Management (4)	SPED 522 Special Education Math (4)	SPED 610 Diversity in Special Education (3)
	SPED 610 Special Education Assessment (3)			SPED 610 <u>Differentiated Instruction</u> (3)
	SPED 607 <u>Child & Adolescent Development</u> (3)	SPED 628 Law * SpEd (3)		
	Early Literacy (4)	Literacy for Learning (4)	Adolescent Literacy (4)	
Prac/Sup		Reading Field Studies (1)	Practicum 1 (3) & Prof Prac (1)	
	Fall (13)	Win (11-15)	Spring (6-9)	Summer 2
Courses	SPED 660 <u>Design of Instruction</u> (4)	SPED 610 <u>Extended Assessment</u> (2)	<u>SPED 632 Collab Ed Plan</u> (3)	
	SPED 536 Advanced Behavior Management (3)	SPED 615 Transition Assessment & Planning (3)	SPED 614 School to Careers (3)	
Prac/Sup	SPED 606 Field Study: September Experience (1) Practicum 2 (4) & Prof Prac (1)	SPED 655 FSFE (5-9) & Prof Prac (1)	Prac 3 (3) (not required for all)	

****Bold** courses are new offerings; underlined courses require revision

3. Transition Point Assessment Table ~ Special Education License

PROGRAM PHASES	Admission	Academic Coursework	Practicum I	Practicum II	Eligibility for FSFE	Final Supervised Field Experience	Post
Areas of Consideration	<ul style="list-style-type: none"> • Goal Statement • Experience Narrative • GPA • Transcript • GRE or MAT • Submit Character Questionnaire 	<ul style="list-style-type: none"> • Grades for academic coursework • “I” or “W”s • Quarterly review & advising • Submit Program Plan 	<ul style="list-style-type: none"> • Daily prep and instruction (min. 1 class) • Program Tasks • Application of instructional design principles • Instructional Delivery 	<ul style="list-style-type: none"> • Daily prep and instruction (min. 2 classes) • Program Tasks • Application of instructional design principles • Instructional Delivery 	<ul style="list-style-type: none"> • Facilitate meeting (model student-led IEP Meeting) • Review of current academic and practicum work • Revisit career goals and discuss placement options 	<ul style="list-style-type: none"> • Daily prep and instruction (min. 3 classes) • Program Tasks • Application of instructional design principles • Instructional Delivery 	<ul style="list-style-type: none"> • Review of scores • Review of transcripts • Fill-out C-1 Forms • (Program fills-out C-2 form)
Program Assessments	<ul style="list-style-type: none"> • File Review (point system) • File Ranking • Interview • Pass “C-Best” or “Praxis I” Basic Skills Test • Selection (by committee) 	<ul style="list-style-type: none"> • “Good” academic standing (3.0 GPA or better) • No more than 5 credits of “I” or “W” • Pass all required licensure courses • Pass “methods” courses with B or higher • Fingerprint & Clearance (in preparation for clinical work) 	<ul style="list-style-type: none"> • Passing grade in Practicum Seminar • Program Tasks (to 25%) • Lesson Design Notebook <ul style="list-style-type: none"> ◦ Unit Plan ◦ Lesson Plans ◦ Student Data ◦ Reflection ◦ Summary • “2”s or better on PI Teaching Evaluations (after midterm) • Final Oral Examination 	<ul style="list-style-type: none"> • Passing grade in Practicum Seminar • Program Tasks (to 55%) • Work Sample I (min. score 18; with all “3”s or above) <ul style="list-style-type: none"> ◦ Unit Plan ◦ Lesson Plans ◦ Student Data ◦ Reflection ◦ Summary • “2”s or better on PII Teaching Evaluations (after midterm) • IEP Document 	<ul style="list-style-type: none"> • Review academic standing • Student Self-Assessment of Progress <ul style="list-style-type: none"> ◦ Program tasks ◦ Planning ◦ Instruction • Demonstrate passing status on Practicum II Requirements • Demonstrate application of “Responsive Instruction Cycle” • 3 of 4 Methods courses passed with “B” or above • Double-check status of all basic skills tests 	<ul style="list-style-type: none"> • Passing grade in Practicum Seminar • Program Tasks (to 95%) • Work Sample II (min. score 20; with all “4”s or above) <ul style="list-style-type: none"> ◦ Unit Plan ◦ Lesson Plans ◦ Student Data ◦ Reflection ◦ Summary • “2”s or better on PII Teaching Evaluations (after midterm) • “Pass” Professional Growth Assessment (OR Standards) • Non-Instructional Duties 	<ul style="list-style-type: none"> • SPED K-12 (601) Overview Licensure Exam • Protecting Student & Civil Rights Overview Licensure Exam • ORELA Multiple Subjects Exam (for HQ status through 8th grade content) • Submit materials for review • Apply to TSPC • First Aide Card
Personnel	Admissions Committee	Academic Secretary and Advisor	Practicum Coordinator	Practicum Coordinator	Practicum Coordinator	Practicum Coordinator	Student Records Coordinator

Grayscale = Clinical sequence

Student Teaching = Practicum II through FSFE

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).

SPED Educator Program Courses & TSPC Standards	Found of Disability	SPED Assess	Extended Assess	Trans. & Assess	Child & Adol Dev	Early Literacy	Literacy for Learning	Adol. Literacy	SPED Math	Diversity in SPED	Support Stud w/ LID	Design of Instruct	Behavior Manage	Adv. Beh. Manage	Collab Ed. Planning	School to Careers	SPED Law	Student Tch. & Seminar
Standard 1: <i>Foundations(abcd)</i>	bcd	bcd	bc			ab	ab	b	ab		abc	abcd	b	b	abcd	c	cd	abcd
Standard 2: <i>Develop & characteristics of learners (abc)</i>	ac	c			b						abc	abc	bc	bc	bc	c		abc
Standard 3: <i>Individual learning differences (abc)</i>	abc	abc	b	c	abc	a	a	ab	a	bc	abc	abc	abc	abc	abc			abc
Standard 4: <i>Instructional strategies (abc)</i>					c	ab	ab	abc	ab		abc	abc	ac	abc	ac	b		abc
Standard 5: <i>Learning environments & social interactions (abcdef)</i>		a				bcd	bcd	bd	bcdf	a	abcdf	abc df	cf	abc	cf	c		abcdef
Standard 6: <i>Language (abcd)</i>	b		c			cd	cd	bd	cd		abcd	cd	d	abde	bc			abcdefgh
Standard 7: <i>Instructional Planning (abcdefgh)</i>		b	b	afgh		abc deh	abc deh	deh	abcdeh	e	abc fh	abcd e h	b		abcdfgh	ab	bg	abcdefghi
Standard 8: <i>Assessment (abcdefghi)</i>		abcd efghi	abcde fghi	abch		abcd ghi	abcd ghi	aefg hi	abcdhh	be	afgi	abcd efghi	df	def	abeg	h	bde	abcdefghi
Standard 9: <i>Professional & ethical practices (abcdefgh)</i>	e	aef	bcfh		bde	abef gh	abef g h	e	aefgh	f	abd efh	abcdefh	d	def	abefh	ef	befh	abcdefgh
Standard 10: <i>Collaboration (abcde)</i>			cd		b			bc			abc d	abd		ab	abcde	acde	abde	abcde

5. Program Field Experience Matrix ~ Special Education License

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 on a weekly basis
4. Clinical mentorship and supervision from many professionals (3 veteran teachers, 3 university supervisors, 1 clinical director)

	SPRING (Practicum I)	FALL (Practicum II)	WINTER (Final Supervised Field Experience)	TOTALS
Minimum Time Requirements: <ul style="list-style-type: none"> On site Direct teaching Total hours 	Licensure students spend one week in pre-service training during this term. 12 hrs/wk or 2.5 hrs/day 1 class or ~ 1 hr/day 120 hrs (~50 hrs teaching)	16 hrs/wk or 3.5 hrs/day 2 classes or ~2 hrs/day 160 hrs (~100 hrs teaching)	40 hrs/wk or 8 hrs/day 3 classes or ~3 hrs/day 440 hrs (~150 hrs teaching)	Clinical courses are 11 weeks in duration and continue through Finals' Week each term. Minimum time: <ul style="list-style-type: none"> 720 hrs on site 300 hrs direct teaching
		Student Teaching occurs <u>across 2 terms</u> Students must teach each a minimum of 5 classes		<ul style="list-style-type: none"> 600 hrs on site 250 hrs direct teaching
*Supervision <ul style="list-style-type: none"> Formal mtgs. Observations Conferences Evaluations Total Hours 	(focus on 1 instructional class) 3 (orientation, mid-term, final) 6 (narrative feedback given) 6 (interpretation of feedback) 4 (scores provided - PI form) 19 hrs clinical supervision	(across 2 instructional classes) 3 (orientation, mid-term, final) 7 (narrative feedback given) 7 (interpretation of feedback) 5 (scores provided - PII form) 22 hrs clinical supervision	(across 3 instructional classes) 3 (orientation, mid-term, final) 7 (narrative feedback given) 7 (interpretation of feedback) 6 (scores provided - PII form) 23 hrs clinical supervision	9 Formal Meetings 20 Observations 20 Conferences 15 Evaluations 64 hrs w/clinical supervisor
		Student Teaching requires weekly observation and scores on <u>PII Evaluation Forms</u>		<ul style="list-style-type: none"> 14 Observations 11 Evaluations
Strategic Placement Considerations	<ul style="list-style-type: none"> Aligned with previous teaching experience. Less experience requires placement in more highly structured environments. 	<ul style="list-style-type: none"> Placement in non-preferred authorization levels and with less-preferred student populations. 	<ul style="list-style-type: none"> Placement in preferred authorization and/or with preferred student populations (aligned to career goals) 	Minimum requirements: <ul style="list-style-type: none"> Placement in 3 of 4 Authorization levels represented by program Placement with a range of student populations Placement in FSFE to line-up with career goals

*Supervision is provided by university faculty who travel weekly to teaching sites. Cooperating teachers provide on-going mentorship to all practicum students, but this is not reflected in the data shown in this table.

6. Summary of Assessments & Guides Used for Data

6 a. Assessment Tool for Admission to SPED Licensure Program	Evaluation Specifics:
<p style="text-align: center;">Description of Assessment (including purpose and how data is collected)</p> <p>Potential students complete an enrollment packet/application containing the following items:</p> <p>a) Evidence of passing scores for TSPC required assessments for admission to licensure program:</p> <ol style="list-style-type: none"> 1. Praxis I: Academic Skills Assessment (paper/pencil or computer based) – or - 2. California Basic Skills Test (CBEST) – or - 3. Current Oregon teaching license <p>b) Professional statement of Goals and Purpose for Advanced Study 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.</p> <p>c) Statement about Experiences with Individuals with Disabilities Applicants describe their structured experience with individuals with disabilities in a 1-2 page statement. Applicant is scored on writing ability.</p> <p>d) Letters of recommendation 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.</p> <p>e) Interview 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 evaluate applicants. Applicants are either interviewed by phone or in person by 2 committee members</p>	<p>PRAXIS I (paper/pencil): mathematics – 175; reading – 174; writing – 171 PRAXIS I (computer-based): mathematics -320; reading – 321; writing – 317</p> <p>CBEST: mathematics – 41; reading – 41; writing – 41</p> <p>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.</p>

<p>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.</p> <p>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.</p>	
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6 b. Assessment Tool for Field Experience (Practicum I, II & Student Teaching)	Evaluation Specifics:
<p style="text-align: center;">Description of Assessment (including purpose, criteria and how data is collected)</p> <p>1. (Practicum I) Lesson Notebook (<i>each component must earn ✓ or better</i>)</p> <p>During Practicum I, the Practicum Coordinator will instruct and prepare students to develop an "initial" work sample in which students can practice designing and implementing instruction for one class. Formats and requirements will be reviewed and adapted to fit the needs of each student and his/her practicum site.</p> <p>2. (Practicum II) Work Sample I (<i>required score = 18/25; "3"s or better</i>)</p> <p>(Student Teaching) Work Sample II (<i>required score = 20/25; "4" of better; must be independent to achieve scores.</i>)</p> <p>During Practicum II and the Final Supervised Field Experience, students will select a unit that they are teaching and develop a formal work sample as part of their TSPC requirements for license. Program guidelines for these work samples are included in the Work Sample Scoring Guide (see Appendix *).</p>	<p>Evaluative feedback provided by practicum coordinator, UO supervisor, and cooperating teacher</p> <p>Evaluative feedback provided by practicum coordinator, UO supervisor, and cooperating teacher</p>

<p>3. (Practicum I, II and Student Teaching) The Program Task Log and Practicum Agreement Forms</p> <p>The program task log and agreement forms are designed as management, planning and documentation tools to monitor licensure students' acquisition of skills and experiences while in their practicum experiences. Both forms are contained in the Appendix. The <u>Practicum Agreement Form</u> is a quarterly plan of the tasks and experiences students plan to accomplish during one term at a practicum site. The <u>Program Task Log</u> 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 Task Log form.</p> <p>4. (Practicum II) Eligibility Meeting</p> <p>Eligibility meetings occur during Practicum II for all licensure students. At this meeting, students are expected demonstrate their readiness to proceed to the "Final Supervised Field Experience" (or Student Teaching) by participating in a formal 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.</p> <p>5. (Practicum I, II & Student Teaching) Observation Feedback on Student Performance</p> <p>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.</p> <p>6. (Student Teaching) Non-Instructional Duties</p> <p>The student, in collaboration with his/her university supervisor and cooperating professional, will develop a plan and time lines for the non-instructional tasks the student will assume during Student Teaching. These additional responsibilities will be documented and monitored using the <u>Non-Instructional Duties Checklist</u> (see Appendix).</p>	<p>The student, university supervisor, and cooperating professional team sign the form as documentation of completion of tasks.</p> <p>Practicum I: 20-25 tasks Practicum II: 50-55 tasks Student Teaching: complete the remaining (95 – 100%)</p> <p>Mid-term of Practicum II; Practicum Coordinator, UO Supervisor and Student meet to determine eligibility.</p> <p>Practicum I: 6 observations; 4 evals by UO supervisor; must each 2-3s on Practicum I Eval)</p> <p>Practicum II: 7 observations; 5 evals by UO supervisor; must earn 2-3s on Practicum II Eval)</p> <p>Student Teaching: 7 observations; 6 evals (must earn 2-3s on Practicum II Eval)</p> <p>Student completion of <u>Non-Instructional Duties Checklist</u></p>
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<p>7. (Student Teaching) Professional Growth Assessment</p> <p>The student, the university supervisor, and the cooperating professional will each rate the student using the University of Oregon <u>Professional Growth Assessment</u> form (see Appendix *). Students must satisfactorily demonstrate competence in each of the summary domains listed on this form by meeting benchmarks in each of the corresponding areas.</p>	<p>Evaluative scores provided by program coordinator, UO supervisor, and cooperating teacher</p>
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6 c. Assessment Tool for On-Going Evaluation of Licensure Program	Evaluation Specifics:
<p style="text-align: center;">Description of Assessment (including purpose and how data is collected)</p> <p>1. Evaluation of Special Education Licensure Program (Cooperating Teacher & Practicum Students) 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.)</p>	<p>Information provided by cooperating teachers and students are reviewed and used to make adjustments and improvements to the program.</p>

6 d. Post - Assessment Tool for Licensure Program	Evaluation Specifics:
<p style="text-align: center;">Description of Assessment (including purpose and how data is collected)</p> <ol style="list-style-type: none"> 1. ORELA Special Education K-12 (601) Overview (for Oregon Licensure) 2. ORELA Protecting Student & Civil Rights Overview (for Oregon Licensure) 3. ORELA Multiple Subjects Tests I & II (for Highly Qualified) 4. COE Exit & Follow-Up Survey <p>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.</p>	<p>Passing Score: 228</p> <p>Passing Score: 240</p> <p>Passing Score: 240 per subtest</p> <p>Students complete the exit survey during their last term in the program.</p>

<p>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.</p>	<p>Online survey after 1, 3 and 5 years after completing the program</p>
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8. Summary & Analysis of Data with Indication of Program Changes

General Objectives: Improve the quality of Special Education teacher preparation programs to produce special education teachers better prepared to meet the needs of students and families with disabilities. Program improve areas: a) meeting the federal definitions of a Highly Qualified Teacher (HQT); b) teaching students who are ELL; c) integrating RTI approaches and use of evidence based practices across courses; d) overt linkage of coursework with practica; and d) creating an induction experience for graduates.

Program Improvement Data Sources & Program Activities				
2007-2008	2008-2009	2009-2010	2010-2011	2011-2012 <i>Anticipated</i>
<p>Focus groups (local cooperating teachers, district administrators, program graduates)</p> <p>Student survey (past program graduates from the last five years)</p> <p>Infusion of evidence based practices & documentation (faculty responsible for teaching licensure courses)</p>	<p>Cross-walk current OAR's and course content (faculty responsible for teaching licensure courses)</p> <p>Increased emphasis of evidence based practices for ELL across coursework (faculty training, planning, and coordination)</p>	<p>Cross-walk new OAR's and course content (faculty responsible for teaching licensure courses)</p> <p>Technology inventory and acquisition (faculty training, planning, and coordination)</p>	<p>Planning course & program sequence (faculty responsible for teaching licensure courses)</p> <p>Approving new & revised coursework (faculty responsible for teaching licensure courses, department faculty, COE curriculum committee, COE teaching faculty)</p> <p>Induction website development (faculty, district administrators, cooperating teachers, program graduates)</p>	<p>Approval & implementation of new program sequence (faculty responsible for teaching licensure courses, department faculty, COE curriculum committee, COE teaching faculty)</p> <p>Induction website implementation (faculty, district administrators, cooperating teachers, program graduates)</p>
<p>See Appendix E – Program Evaluation for Data Collection Tools & Summaries</p> <ul style="list-style-type: none"> • Initial Survey Summary • Coverage Table EBP • Interview Questions & Ratings • Survey Additional Skills • Course Inventory Process 				

8. Summary & Analysis of Data with Indication of Program Changes

(continued)

Summary of Proposed Changes

All graduates (with the exceptions for students with unique backgrounds/experiences) will:

- Receive a Masters in Special Education (complete a 2 year course and practica sequence.
 - *No longer provide a 1-year program option*
- Receive initial license in special education with authorization in early childhood/elementary and middle/secondary levels

Changes required to support program improvement

- Revision or creation of new courses include:
 - **Literacy Strand:** 3 course sequence fall-winter-spring (*Early Literacy, Literacy for Learning, and Adolescent Literacy*) that infuses functional, basic skills, remediation, and technology strands to bring depth and breadth on teaching language, reading, and writing skills.

Replaces the current four courses [Elementary and Middle/Secondary Reading (SPED 520/523) and Writing courses (SPED 611/612)]
 - **Differentiated Instruction** content will be revised with an emphasis placed on supporting low incidence disabilities in general education settings (see attached syllabus entitled *Supporting Students with Low Incidence Disabilities*)
 - **Child & Adolescent Development** – revised current child and adolescent development courses to cover birth through age 21
 - **Revisions** to existing course: Design of Instruction, Extended Assessment, Differentiated Instruction

Practicum Sequence

- To begin in Spring of Year 1 and continue in Fall and Winter of Year 2
 - Enables time for job seeking (Spring), finishing terminal project, potential make-up practicum, and time to introduce new online induction experience prior to graduation

Course Scheduling

- Courses designed for students in sped master's only or other COE programs will remain unchanged (i.e., Special Education Law, Design of Instruction, Advanced Behavior Management)

12. Crosswalk between old and new program.

Previously, the University of Oregon has had separate special education license programs for the two authorization areas: (a) early childhood/elementary and (b) middle/secondary although some courses were required by both programs. Under the new program, all students will complete a two-year program which will result in students qualifying for both authorization levels (see column B). Explanatory comments are in column C. New courses are in bold.

A. Old Programs		B. New Combined Program	D. Comments
<i>Early Childhood/Elementary</i>	<i>Middle/Secondary</i>	<i>Combined Special Education K-12</i>	
Combined Core Courses		All Courses Required	
SPED 511 Found. of Disability I (3)	SPED 511 Found. of Disability I (3)	SPED 511 Found. of Disability I (3)	No change
SPED 610 Assessment in SPED (3)	SPED 610 Assessment in SPED (3)	SPED 610 Assessment in SPED (3)	No change
SPED 610 Differentiating Instr. (3)	SPED 610 Differentiating Instr. (3)	SPED 610 Supporting Students with Low Incidence Disabilities (3)	New focus on providing instruction to students with low incidence disabilities.
SPED 526 Beh & Class Mgmt (4)	SPED 526 Beh & Class Mgmt (4)	SPED 526 Beh & Class Mgmt (4)	No change
SPED 660 Design of Instruction (4)	SPED 660 Design of Instruction (4)	SPED 660 Design of Instruction (4)	No change
SPED 410/510 Child Dev (3)	SPED 613 Adoles Dev & Trans (3)	SPED 610 Child & Adol. Devel. (3)	New courses focuses on both child and adolescent development
SPED 522 SPED Math Instruction (3)	SPED 522 SPED Math Instruction (3)	SPED 522 SPED Math Instruction (4)	Added 1 credit to fit expanded content
SPED 628 Law & SPED (3)	SPED 628 Law & SPED (3)	SPED 628 Law & SPED (3)	No change
SPED 610 Extended Assessment (1)	SPED 610 Extended Assessment (1)	SPED 610 Extended Assessment (2)	Added 1 credit to fit expanded content
EDLD 637 Diversity in Education (3)	EDLD 637 Diversity in Education (3)	SPED 610 Diversity in Special Ed (3)	Replaced EDLD 637 which will no longer be offered
Individual Program Courses			
SPED 521 SPED Rdg. Instr (4)	SPED 611 Mid/Sec Reading (3)	SPED 610 Early Literacy (4)	These 3 new courses replace the two elementary and the two mid/sec reading and writing classes.
SPED 523 Read/Wr Content Area (3)	SPED 612 Mid/Sec Writing (3)	SPED 610 Literacy for Learning (4)	
		SPED 610 Adolescent Literacy (4)	
SPED 536 Adv Beh Mgmt (3)		SPED 546 Adv. Beh. Mgmt. (4)	All students will now receive the Collaboration content
SPED 632 Collab Edu Plan (3)		SPED 632 Collab Edu Plan (3)	
	SPED 614 Transition Assess. (3)	SPED 614 Transition Assess. (3)	All students will now receive the transition sequence and content.
	SPED 615 School to Careers (3)	SPED 615 School to Careers (3)	

A. Old Programs		B. New Combined Program	D. Comments
<i>Early Childhood/Elementary</i>	<i>Middle/Secondary</i>	<i>Combined Special Education K-12</i>	
Practica and Student Teaching		Practica and Student Teaching	
SPED 609 Pract I elementary (3)	SPED 609 Pract I Mid/Sec (3)	SPED 609 Practicum I (3)	All students will now complete a practicum at each authorization level plus student teaching.
SPED 588 Prof Pract (1)	SPED 588 Prof Pract (1)	SPED 588 Prof Pract (1)	
SPED 609 Pract II Elem (4)	SPED 609 Pract II Mid/Sec (4)	SPED 609 Practicum II (4)	
SPED 588 Prof Pract (1)	SPED 588 Prof Pract (1)	SPED 588 Prof Pract (1)	
SPED 655 Final Sup Fld Exp (5-9)	SPED 655 Final Sup Fld Exp (5-9)	SPED 655 Final Sup Fld Exp (5-9)	
SPED 588 Prof Prac (1)	SPED 588 Prof Prac (1)	SPED 588 Prof Prac (1)	
Total Credits 55-59	Total Credits 57 - 61	Total Credits 70 - 74	Students earn both authorizations.