

University Of Kentucky Educator Preparation Unit
UK Pilot Of A New Approach To On-Line Program Submission Proposed By The PARC
Committee (Program and Accreditation Review Committee) Of The EPSB
Master Document for Initial Preparation Programs, based on the EPSB Draft Program
Submission Template: Special Education, Moderate and Severe Disabilities, Initial,
Bachelors Level

Section 1: Program Profile

Type of Submission: Program Renewal

Name of Program: Special Education, Moderate and Severe Disabilities, with Bachelor of
Science in Education.

Certificate Level: P-12

Date submitted: 1/15/2015

EPP Submission Coordinator

Name: Amy D. Spriggs

Phone: 859-257-9105

Email: amy.spriggs@uky.edu

Program Type: Initial Certificate

Program Route: Traditional

Degree or Award Level: Baccalaureate

Status: Non-profit IHE

Program Sites: Main/Residential Campus

Delivery Modes: Hybrid

Section 2: Program Submission Folders

Folder 1: Program Experiences)

1. Curriculum Contract and Guides
2. Syllabi
3. Regulation Compliance Documentation
 - a. Unit Admission Retention Completion Document
 - b. Program Specific Compliance Documents
 - c. OTIS Online Electronic Portfolio System

Note: The courses that are included in the educator preparation program for Moderate and Severe Disabilities are listed below. A syllabus to support each of these courses is contained in sub-folder 2: Syllabi.

| | | |
|---------|---|------------|
| EDC 329 | Teaching Reading and Language Arts | 3 credits |
| EDC 339 | Designing a Reading and Language Arts Program for the Elementary School | 3 credits |
| EDS 357 | Initial Practicum in Special Education | 1 credit |
| EDS 375 | Introduction to Education of Exceptional Children | 3 credits |
| EDS 513 | Legal Issues in Special Education | 3 credits |
| EDS 514 | Instructional Technology | 3 credits |
| EDS 516 | Principles of Behavior Management and Instruction | 3 credits |
| EDS 517 | Assistive Technology | 3 credits |
| EDS 522 | Working with Families of Children with Special Needs | 3 credits |
| EDS 530 | Moderate and Severe Disabilities | 3 credits |
| EDS 546 | Transdisciplinary Services for Students with Moderate to Severe Disabilities | 3 credits |
| EDS 547 | Collaboration and Inclusion in School and Community Settings | 3 credits |
| EDS 548 | Adaptive Behavior Assessment and Curriculum Design for the Moderate and Severe Disabilities Classroom | 3 credits |
| EDS 549 | Advanced Methods and Practicum in the Moderate/Severe Disabilities Classroom | 4 credits |
| EDS 550 | Student Teaching in Moderate and Severe Disabilities | 12 credits |
| KHP 382 | Physical Education for Elementary Teachers | 2 credits |
| SEM 337 | Teaching Mathematics in the Elementary School | 3 credits |

NOTES for Folder 1:

Included in Sub-folder 3: Regulation Compliance Documentation, 2nd. Sub-folder b, is a document “*Portfolio Requirements, MSD*” which identifies the portfolio expectations for candidates.

Folder 2: Program Clinical Educators

1. Clinical Educators Summary Table
2. Clinical Educators Vitae

Folder 2, Sub-folder 2 includes the vitae for the following fifteen faculty members who teach in the program:

Kera Ackerman, Allan Allday, Melinda Ault, Margaret Bausch, Aaron Beighle, Sara Flanagan, Meada Hall, Cindy Jong, Lee Ann Jung, Harold Kleinert, Kristina Krampe, Justin Lane, Robert McKenzie, Mary Shake, Amy Spriggs

Folder 3: Cohort Data

NOTES for Folder 3:

This folder is populated with a series of Excel Spreadsheets that identify the candidates who were admitted to the program by cohort year, starting in 2008. The Excel

worksheets were created in September 2014 and provide a snapshot of the cumulative status for candidates who were enrolled in that specific year, i.e., 2008-2009, 2009-2010, 2010-2011, 2011-2012, 2012-2013, and 2013-2014.

Folder 4: Eight Required Assessments

1. Standards Alignment Documents
 - a.KY Teacher Standards Alignment
 - b.SPA Standards Alignment
2. Assessment 1: Content Knowledge (*Praxis 2*)
3. Assessment 2: Other Content Assessment (*Grade Point Average (GPA) at Program Admission*)
4. Assessment 3: Professional Capabilities (*Praxis II: Special Education: Core Knowledge and Severe to Profound Applications (5545)*)
5. Assessment 4: Clinical Experiences Teaching Proficiencies (*Assessments for Instructional Planning*)
6. Assessment 5: Candidates Proficiency with Assessment (*Assessments for Instructional Planning*)
7. Assessment 6: Candidate Ability to Diagnose and Prescribe (*Individualized Education Program*)
8. Assessment 7: Application of Content Knowledge and Pedagogy (*Instructional Programs*)
9. Assessment 8: Literacy Across the Disciplines Outcomes (*Alternate Assessment*)

Each of the required eight assessments is supported by documents in three 2nd Level Subfolders: A) Documentation of the assessment, B) Data tables providing three years of data for the assessment, and C) Analysis and interpretation of the collected data for the assessment.

General Statement on Standards Alignment:

The program is aligned with the Kentucky Teacher Standards and the standards of the Council for Exceptional Children (CEC). The eight required assessments are aligned with these standards sets. In addition, the program is aligned with the College of Education Functional Skills and Dispositions, and the College of Education Technology Standards.

Folder 5: General Report and Analysis of Data

1. Summary Discussion of Assessments
2. Report of Use of Assessment Results for Program Improvement

NOTES on Folder 5

Data are reported in the Sub-folders for each of the eight assessment areas. There are three 2nd level Sub-folders for each assessment: (a) Assessment Instrument and Documentation, (b) Data Tables, and (c) Data Analysis and Discussion.

Data across assessments and including other formative assessments are summarized in Folder 5: Data Report and Use of Data. There are two 2nd level Sub-folders in the Data Report and Use of Data Folder: (1) Summary Discussion of Assessment and (2) Use of Assessment Results for Program Improvement.

Folder 6: Clinical Model and Experiences

1. Program Clinical Model Overview
2. Program Clinical Experiences Detail by Course

NOTES on Folder 6

A description of the clinical model in the Moderate and Severe Disabilities Undergraduate Initial program can be found in Folder 6: Clinical Model and Experiences, Sub-folder 1: Program Clinical Model Overview, and Sub-folder 2: Program Clinical Experiences Detail by Course. Folder 7: Responsibility of University Personnel for Student Teaching Supervision includes documentation of clinical elements of student teaching in the MSD Undergraduate Initial program. Folder 8: Field and Clinical Practice (initial only) includes documentation of policies and procedures at UK ensuring compliance with regulations regarding field experiences, as well as program-specific description of field experience requirements in the program.

Folder 7: Responsibility of University Personnel for Student Teaching

1. Summary of 16 KAR 5:040
2. Unit Policies on Student Teaching
3. Program Specific Documentation of Student Teaching

Assurances Table Related to Responsibilities for University Personnel involved in Clinical Supervision of Student Teaching as required by 16 KAR 5:040 Section 5.

| Has the program ensured the university supervisor | Yes | No |
|--|-----|----|
| a. demonstrates effective classroom management techniques that promote an environment conducive to learning. | X | |
| b. demonstrates best practices for the delivery of effective instruction. | X | |
| c. demonstrates dispositions that contribute to the mentoring and development of a pre-service educator. | X | |
| d. demonstrates knowledge and skills in the use of formative and summative assessments. | X | |
| e. demonstrates the ability to participate in a community of professionals committed to supporting the effective instructional practice of each student teacher. | X | |

| | | |
|---|---|--|
| f. has made periodic on-site observations of the student teacher in the actual teaching situation (minimum of four) | X | |
| g. has prepared a written report on each observation | X | |
| h. has shared each report with the student teacher | X | |

Folder 8: Pre-student Teaching Clinical Practice

1. Unit Policies and Requirements
2. Program Specific Summary Document
3. Summary of 16 KAR 5:040

General Statements Related to the Clinical Model

a) How many pre-student teaching field/clinical hours are required for candidates in this program? 200 (Minimum of 200 hours required by 16 KAR 5:040)

b) How does the program ensure candidates have experiences at each of the three levels (elementary, middle, and high) and other experiences as outlined in 16 KAR 5:040 Section 3(3)?

Candidates complete two 16-week placements prior to student teaching for four or more hours a week. One is completed in an elementary placement and the other in a secondary placement (middle or high school). During student teaching, candidates complete two 8-week placements for a minimum of 70 total hours. One is completed in an elementary placement and the other in a secondary placement (middle or high school). The secondary student teaching placement always occurs in the setting NOT completed during practicum. The MSD program faculty places all students for practicum and student teaching, ensuring that all students receive experience at each of the three levels (elementary, middle, and high

c) How does the program prepare and provide opportunities for each candidate to co-teach?

Candidates are prepared in the various co-teaching models during coursework, specifically in EDS 547 Inclusion and Collaboration. Candidates are provided opportunities to co-teach in various ways. In the field, candidates have the opportunity to co-teach during their 200 hours of pre-student teaching practicum placements. Candidates also co-teach during their two student teaching placements. When co-teaching occurs during field experiences, candidates are instructed to indicate that in OTIS. Candidates and cooperating teachers know that co-teaching is expected. Cooperating teachers must attend a co-teaching training prior to hosting student teachers.

d) How many days is the student teaching experience in this program? 70 (Minimum of 70 days required by 16 KAR 5:040)

e) Does the program ensure candidates complete the following student teaching experiences required by 16 KAR 5:040 Section 6?

Assurances Table Related to Required Student Teaching Experiences.

| | Yes | No |
|--|-----|----|
| Assume major responsibility for the full range of teaching duties, including extended co-teaching experiences, in a real school situation under the guidance of qualified personnel from the EPP and the partner school. | X | |
| Provide opportunities for the student teacher to develop and demonstrate the practical skills, knowledge, and professional dispositions essential to help all P-12 students learn and develop. | X | |
| Collaborate with the district in determining the specific placement of the student teacher. | X | |
| Collaborate with the district to provide necessary program resources and expertise. | X | |
| Use multiple performance assessments to document the student teacher's ability to support learning for all students. | X | |
| Require the use of technology to enrich student learning and support the student teacher's professional growth and communication | X | |
| Provide opportunities for the student teacher to: | X | |
| a. Engage in extended co-teaching experiences with an experienced teacher. | | |
| b. Engage in reflective self-assessment that informs practice. | X | |
| c. Maintain regular professional conversations with experienced teachers other than the cooperating teacher. | X | |
| d. Participate in regular and extracurricular school activities. | X | |
| e. Participate in professional decision making. | X | |
| f. Engage in collegial interaction and peer review with other student teachers. | X | |
| g. Use TPA tasks or variation of these tasks to document student teacher's skills | X | |

f) What percentage of teacher candidates admitted to student teaching satisfactorily completed student teaching beginning with the most recent academic year?

| Academic Year | # of Candidates who started Student Teaching | # of Candidates who Satisfactorily Completed Student Teaching | Percentage of Candidates who Completed Student Teaching |
|---------------|--|---|---|
| 2014-15 | 12 | 12 | 100% |
| 2013-14 | 11 | 11 | 100% |
| 2012-13 | 16 | 16 | 100% |

Folder 9: Kentucky Curriculum Requirements (Unbridled Learning)

1. KY Curriculum and Assessment Tools, Integration and Use
2. KY Curriculum Requirements, Use in Lesson Planning

General Statements Related to How the Program Integrates the Kentucky Curriculum Requirements

a) Description of how candidates use the Kentucky Curriculum Requirements (Unbridled Learning) to guide instruction.

See Folder 9: Kentucky Curriculum Requirements, Sub-folder 1: KY Curriculum and Assessment Tools Integration and Use, for a description of integration of Unbridled Learning initiatives in the Moderate and Severe Disabilities (MSD) Undergraduate Initial Program.

b) Description of evidence (TPA / portfolio / other data) of candidates' use of the Kentucky P-12 Curriculum requirements in lesson plans.

The KTIP TPA lesson plan format is used in the Moderate and Severe Disabilities (MSD) Undergraduate Initial Program. In 2014-2015, the new KTIP/PGES lesson plan format will be used. See Folder 9: Kentucky Curriculum Requirements, Sub-folder 2: KY Curriculum Requirements, Use in Lesson Planning, for a description of candidates' use of the Kentucky P-12 curriculum requirements in lesson planning.

Folder 10: Program Initiated Innovations

The document "MSU UG Program Innovations" is to be found in folder 10. Program innovations are grouped by the following categories:

- High Quality Practicum Placements
- School Partnerships
- Re-established the Student Council for Exceptional Children (SCEC), Student Organization.
- Light-It Up Blue, World Autism Day

- Polar Bear Plunge

Rejoinder to Comments from the EPSB on the program in Special Education, MSD, P-12, UG, EPSB Comments Aug. 19, 2015:

MODERATE AND SEVERE DISABILITIES GRADES P-12 (Baccalaureate)

Rejoinder submitted: Sept. 29, 2015

EPSB Comment 1) The curriculum contract/guidesheet does not identify the 4Cs.

The curriculum contract has been revised to contain the 4Cs.

EPSB Comment 2) The Praxis CORE scores identified on the Policies/Procedures/Admission document conflict with the Praxis CORE scores listed on the curriculum contract.

The Praxis I scores are now aligned between the Policies/Procedures/Admission document and the Curriculum Contract.

EPSB Comment 3) The rubric included as Teacher Standards Portfolio in EDC 329 syllabus uses outdated terminology when referencing KTS.

The EDS 329 syllabus has been updated in the folder with all outdated terminology removed.

EPSB Comment 4) The syllabus for EDU 339 lists EDC 322 as a corequisite; however, EDC 322 is not listed on the guidesheet and no syllabus for that course is provided.

The syllabus for EDC 339 does list EDC 322 as a co-requisite; however students in the MSD program do not have to take that co-requisite. Instead, their co-requisite is a practicum for MSD majors (either EDS 548 or EDS 549).

EPSB Comment 5) The syllabi for EDC 339, EDS 375, EDS 513, and EDS 517 include a chart depicting standards alignment that includes outdated KERA initiatives and does not include KCAS. EDS 550 syllabus identifies the number of days required for student teaching as 60. References and links to KTIP information need to be updated.

All syllabi listed have been updated; EDC 339, EDS 375, EDS 513, and EDS 517 no longer have references to KERA initiatives. The EDS 550 syllabus now reflects the correct minimum number of student teachers days of 70 and the KTIP links have been updated to the new PGES KTIP forms.

EPSB Comment 6) The faculty matrix includes assignments which do not appear to be part of this program. Some faculty do not have teaching assignments identified. There are no faculty assigned to EDS 513 and SEM 337.

This list has been updated to reflect instructors directly responsible for teaching professional classes to students in the UG Initial Preparation Program in Moderate and Severe Disabilities, P-12 program.

EPSB Comment 7) The curriculum contract/guidesheet includes incorrect Praxis I scores. Also, there is no mention of the 4Cs and Code of Ethics requirements.

The curriculum contract now includes the correct Praxis CORE scores, the 4C's, and the code of ethics.

EPSB Comment 8) The narrative explaining Assessment 3 states Praxis II cut score of 155. The data analysis and data tables for this assessment use 156 as the cut score.

The narrative explaining Assessment 3 and the data table have been updated to reflect the correct Praxis II cut score of 158.

Second Rejoinder to EPSB Comments Nov. 5, 2015:

MODERATE AND SEVERE DISABILITIES GRADES P-12 (Baccalaureate)

Second Rejoinder Submitted: Nov. 9, 2015

EPSB Comment 1) The rubric included as Teacher Standards Portfolio in EDC 329 syllabus still uses outdated terminology when referencing the Kentucky Teacher Standards (see references to Kentucky New Teacher Standards on page 12 of syllabus).

The syllabus for EDC 329 has been revised and now uses appropriate terminology.

EPSB Comment 2) The syllabus for EDU 339 lists EDC 322 as a co-requisite. Should there be a statement on the syllabus indicating that MSD majors have a different co-requisite course?

This statement is in the MSD curriculum contract:

**Courses (EDC 329, EDC 339, KHP 382, SEM 337 may require pre-requisites or co-requisites for elementary education majors; these pre-requisites/co-requisites are not required for MSD majors unless noted on the major sheet found at <http://www.uky.edu/registrar/sites/www.uky.edu/registrar/files/msd.pdf>)*

EPSB Comment 3) The syllabus for EDC 339 includes a chart (page 20) that identifies KERA Initiatives. The syllabus for EDS 517 includes references to KERA Initiatives on page 14; there are no references to the Kentucky Core Academic Standards. The EDS 550 syllabus includes references to the New Teacher Standards.

The syllabus for EDC 339 has been revised.

The syllabus for EDS 517 has been revised.

EPSB Comment 4) The faculty matrix identifies EDS 546 as an assignment in this program; however, this course does not appear on the curriculum contract.

The curriculum contract now contains EDS 546. Students can take either EDS 546 or EDS 547. The curriculum contract contains both courses and a statement indicating that students can choose between the two.

EPSB Comment 5) The narrative explaining Assessment 1 does not identify the correct cut score of 158 for Praxis II.

The narrative explaining Assessment 1 now includes the correct cut score of 158 for Praxis II.

**Third Rejoinder: MODERATE AND SEVERE DISABILITIES GRADES P-12
(Baccalaureate)**

EPSB Comments: November 11, 2015

1. The EDS 550 syllabus includes references to the New Teacher Standards (p.2).

The syllabus for EDS 550 has been revised to include reference only to Kentucky Teacher Standards.