Update on the Second Quarterly Report for Pacific Oaks College
February 2015

Overview of this Report
This agenda item presents information on the second quarterly report submitted by Pacific Oaks College as required by the COA.

Staff Recommendation
Staff has reviewed the second quarterly report and action plan submitted by Pacific Oaks College pursuant to COA direction in August 2014. No action is required on this item at this time.

Background
On August 7, 2014, the Committee on Accreditation, on behalf of the Commission on Teacher Credentialing, assigned the status of *Accreditation with Probationary Stipulations* to Pacific Oaks College and its approved Preliminary Multiple Subject and Education Specialist credential programs (http://www.ctc.ca.gov/educator-prep/coa-agendas/2014-08/2014-08-item-09.pdf).

As a result of the decision of Probationary Stipulations, the COA placed the following stipulations on Pacific Oaks College:

1) The institution must provide a clear description and supporting documentation to address all Program Standards for the Education Specialist Mild/Moderate credential program found to be Met with Concerns or Not Met. For each standard, this information must include:

- A succinct description and supporting evidence of how and when candidates demonstrate competency in standard requirements
- How scoring rubric(s) and other measures directly relate to each of the required program standards and how the measures are used to determine candidate competency with inclusion of evidence such as candidate work samples

2) The institution must notify the Education Specialist candidates and Multiple Subject Candidates in writing of the probationary status.

3) Provide an action plan and quarterly reports to COA

4) Respond to all concerns identified in the adopted accreditation team report and all stipulations specified in the COA action, and submit, within one year, a written seventh year report with appropriate documentation that demonstrates how all concerns and stipulations have been addressed.

5) Prepare for a focused revisit by the team lead and consultant and, as required, members of the accreditation team to collect evidence of actions to address the

stipulations noted above. Cost of the revisit will be paid by Pacific Oaks College as is required by the Cost Recovery regulations.

6) No new programs will be approved by the COA until the stipulations above are fully addressed.

In accordance with the stipulations placed on Pacific Oaks College (POC), the initial action plan was submitted and included in the October 2014 report to the COA. A link to the second quarterly report which documents the work completed through early January 2015 is included as Appendix A. The institution provided extensive documentation of the work that it has been doing to address the concerns of the site visit team and of the COA. The documentation provided by POC has been reviewed by staff and an overview of the information that addresses the five stipulations is provided below:, however, the report has been provided in its entirety in the Appendix for those COA members who wish to review it.

Highlights of the Second POC Quarterly Report:
Pacific Oaks College and the School of Education faculty and staff have made progress toward their commitment to assure that the credential programs prepare teachers for California schools through a cohesive program that integrates classroom learning with practice, formative and summative assessment of student progress, and alignment with state standards. The institution has conducted an intense review of the Unit's programs and processes in light of the CTC standards, Pacific Oaks' mission, values, and institutional learning goals. For the purpose of COA, staff has summarized the most relevant parts of the POC Second Quarterly report. The information below highlights the progress POC has made toward addressing the stipulations.

- To assure that candidates are developing competencies through an appropriately developmental sequence, Pacific Oaks has currently suspended enrollment in all of its credential programs. No new candidates are being admitted at this time so POC can focus on assisting current candidates, aligning programs with the current standards and appropriately addressing all stipulations. If probationary status is removed by the CTC, credential candidates will enroll in a "lock step" or fixed sequence of courses in fall of 2015.
- For candidates in the Preliminary Education Specialist program, three new courses (9 credit hours) have been added to the program: Theories of Development for all Learners, Advanced Assessment Methods in Special Education, and Advanced Transition and Career Planning. As with the Dual Program, current candidates have been advised that they may continue in their current curriculum or switch to the new curriculum. Candidates who do not choose to switch will be able to audit the courses without tuition.
- For candidates in the Dual Program, which includes both the Preliminary Education Specialist Mild/Moderate credential and the Preliminary Multiple Subjects credential, the program has been increased by seven credit hours. Two new courses have been added to the dual program which will increase candidate learning on both

Assessment and Transition, and the course in Healthy Children and Classroom Communities has been increased by one credit hour.

- All syllabi have been recreated to align with the CCTC standards and include assignments and assessments that will provide evidence of candidate achievement of the standards.

Improved Data Collection and Reporting Processes

- Taskstream has been implemented as the repository and report generator for all candidate evaluations. Pacific Oaks has assumed the cost for all candidates. All faculty, cooperating teachers, field supervisors, and candidates have been trained on its use. Although the system is working as anticipated, actual usage has not been as complete as is necessary for truly robust analysis of candidate achievement and program effectiveness. Pacific Oaks will continue to train and follow up as needed.

- The institutional research department has produced accurate and definitive reports regarding candidate retention and graduation. Pacific Oaks believes that inconsistencies in their data and tracking in the past may have come from the several different versions and therefore "tracking" mechanisms for the credential programs which have now been resolved.

Strengthened Processes to support Practica and Directed Teaching

- Criteria and requirements for placements, cooperating teachers, and field supervisors are clear and stated in the Directed Teaching Handbook and Student Practicum Handbook.
- Evaluation processes for candidates, placement sites, field supervisors, and cooperating teachers are in place.
- Orientation sessions are offered each semester for candidates, field supervisors, cooperating teachers about to begin directed teaching.

Improvement of Assessment Processes for Faculty and Program Review

- Full-time faculty are reviewed annually. New adjunct faculty are observed each semester.
- The School of Education's first annual program review has been held and a comprehensive program review schedule has been developed to coincide with CCTC's assessment and review cycle.

Next Steps

The third quarterly report is due March 31, 2015 and will be presented to the COA in April 2015 with links to all forms and documents referenced in this report as well as links to additional evidence that will assist in demonstrating POCs continued progress toward meeting CTC standards and addressing all stipulations. The revisit is scheduled for May 2015 and the final team report of the revisit will be presented at the June 2015 COA meeting.

Appendix A

Pacific Oaks College Second Quarterly Report
February 2015 Action Plan

QUARTERLY REPORT

TO

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

SUBMITTED BY PACIFIC OAKS COLLEGE

SCHOOL OF EDUCATION

FIRST QUARTERLY REPORT SUBMITTED SEPTEMBER 18, 2014

SECOND QARTERLY REPORT SUBMITTED JANUARY 5, 2015

The __full document__ with working links is located in Box.com and can be accessed via the following link:
https://app.box.com/s/62ykhe917dttvrjg3hxf

COMMON STANDARDS

Information in blue indicates new information since the October 2014 COA meeting.

<u>CTC Stipulations</u>	<u>POC's Action Plan</u>	<u>Progress as of December 2014</u>	<u>Attachments</u>
Standard 2: <u>Unit and Program Assessment and Evaluation</u> A system has been developed but <u>data collection has been inconsistent.</u> The 2012 Biennial report submitted to the Commission on Teacher Credentialing showed that <u>data are collected but not analyzed in a systematic way for completer performance and unit operations.</u> A system has been developed and data are collected but <u>analysis of the data has been inconsistent.</u> To date, <u>POC has not been able to collect adequate data to provide an accurate analysis. As numbers of completers increase plans are being implemented to utilize the analysis of the data to inform all future decisions.</u>	**Data Collection and analysis** --All forms as well as the results of midpoint and final student evaluations will be completed and gathered in Taskstream. --The School of Education (SOE) will utilize Taskstream as the depository for signature assignments (key assignments) for each of the credentialing courses. --This system will allow us to collect data on student outcomes that are tracked and measured against CCTC standards. --The SOE will gather performance data on Candidates, Cooperating Teachers and Field supervisors. All information will be collected and analyzed using Taskstream.	Candidates, cooperating teachers, field supervisors trained on Taskstream in Fall 2014 Initial Fall 2014 Evaluation data loaded into Taskstream System functioning as anticipated; however, greater follow-up needed to insure that all evaluations are loaded into Taskstream.	V.h. Taskstream Instructional Video for Candidates V.i. Taskstream Instructional Video for Evaluators VI. c. Fall 2014 Cooperating Teacher Evaluation of Candidate VII. d. Fall 2014 Field Supervisors Evaluations of Candidate V. f. Fall 2014 Directed Teaching Summary Report

| CTC TEAM REPORT PG. 11,12 | Collected data onto Taskstream will be analyzed at the end of every semester to monitor candidates' progress and ensure the quality of cooperating teachers and field supervisors.

Program Review

The Unit's first annual program review will take place in October 2014. This "mini" program review will focus on operational metrics as well as student learning. It is the annual component of a three-year comprehensive program review cycle.

-- Mini program review is underway for all programs in POC. School of Education (SOE) will have limited learning data at this time, but SOE's intent is to establish this as an annual routine.

--The review template is completed and located in the Annual Program Review Guide.

--Recommendations from this annual review will inform program improvement planning and budgeting for 2015-16. | School of Education Annual program review held Oct. 16, 2014 | V.f.1. Fall 14 MM Midpoint Evaluation Data

V.f.2. Fall 14 MS Midpoint Evaluation Data

Vf.3. Practicum Evaluation Data

III. a. Annual Program Review Action Plan

III. b. Comprehensive program review plan

III. c. SPED Candidate Survey Summary |

	Institutional Research Plan The POC has completed its annual institutional research plan which describes the data available routinely as well as for the annual program review. These include course evaluations (used for faculty and program evaluation), admissions, enrollment, retention and graduation data, student satisfaction, alumni survey data, and custom surveys which will include one on faculty and staff communications. **Communication** Daily SOE meeting for Action Plan Task Force presided by the Provost and Program director. Consultation with External Ed Specialist experts and Board Advisors have been established. Candidates are informed about program changes and CTC status.	The Office of Institutional Research (OIR) has provided data related to graduation, retention, student characteristics, enrollment, and student satisfaction for annual program review. The SOE faculty and administrator meet daily to review progress, resolve issues, and plan as needed On-going consultation with Dr. Ann Selmi (CSU Teacher Education- Special Education faculty	X. a. Office of Institutional Research Report for SOE X. b Candidate Retention Data XI.a. Notice to Students on CTC Status XI.b. Link to CTC

		and Pacific Oaks Advisory Board member) and Victoria Graf (Loyola Marymount School of Education Faculty)	Questions and Answers on PO Website XI.c. Notices to Students on Program Changes XI.d. Student Open Forum Invitation
Standard 4: Faculty and Instructional Personnel <u>No evidence was provided for how faculty demonstrate knowledge about gender diversity.</u> Also, <u>the team did not find evidence that instructional personnel and faculty are knowledgeable about gender diversity. In addition, no evidence was provided for how faculty model best practices in scholarship.</u> CTC TEAM REPORT PG 14 - 15	**Gender Diversity** Gender diversity is now addressed in the Fall and Spring Faculty Orientation every year with a Power Point presentation, followed up by a discussion of how faculty will demonstrate awareness, and concluded with a certificate of completion given to all in attendance. --Gender diversity will be discussed in new courses SPED 562: Assessment Methods in Special Education and SPED 529: Transition and Career Planning.	Course syllabi for SPED 562: Assessment Methods in Special Education and SPED 529: Transition and Career Planning Fall Faculty Orientation was provided in July.	I. h. SPED 529 I. i. SPED 562 IX. a. Fall Faculty Orientation Agenda and Sample Materials
	Faculty Evaluation Systems SOE has developed and implemented a new evaluation process for all full-time faculty with	Full-time faculty evaluation process has been implemented in	IX. c. Full-Time Faculty Evaluation Form

	categories, including teaching and scholarship.	Spring, 2014.	IX. d. Full-Time Faculty Evaluation Summary Report
A faculty evaluation system has recently been developed to ensure compliance and development in the areas of teaching, scholarship, and service. This new evaluation system was developed spring 2014 and is in the process of being launched.	--POC's new adjunct evaluation criteria and process have been revised. --Underperforming faculty will be asked to develop an action plan and are expected to demonstrate adequate progress to be retained.	Adjunct evaluation criteria and process revised and implemented in Fall 2014.	IX. e. Adjunct Faculty Evaluation Form IX. f. Adjunct Faculty Evaluation Summary Report
More effective evaluation systems are needed. The team is aware that newly developed systematic evaluation processes for full-time faculty and adjunct faculty are being developed and will be launched in fall 2014. These new evaluation systems are expected to include additional evaluation of university supervisors and cooperating teachers (fieldwork supervisors), evaluation of scholarship for full-time faculty, and evaluations to assist in recognizing and retaining only consistently effective faculty. When/if the evaluation system is completely implemented it appears that the designed system will address the			VI. d. Candidate evaluation of Cooperating Teacher
	SOE will collect data from multiple sources to evaluate the quality and effectiveness of this program. These include candidates' evaluation of Cooperating Teachers and Field Supervisors.	Candidate Evaluation of Cooperating Teachers and Field Supervisors developed and implemented in Fall 2014	VII. e. Candidate evaluation of Field Supervisor V.a. Directed Teaching Handbook

concerns. Time is needed to provide evidence of appropriate implementation of the plan. No evidence was provided regarding the evaluation of District-employed cooperating teachers or field supervisors employed by the School of Education		Evaluation forms and procedures for district employed cooperating teachers and field supervisors developed and implemented in Fall 2014	V. e. Candidate, Cooperating Teacher, Field Supervisor Mid-Point and Final Evaluation Form
Each year, the School of Education allocates $3000 per full-time faculty for professional development activities. Faculty reported using these funds for conference attendance; however, no mention	**Scholarship** Only full time faculty is allocated the $3,000 development stipend. None of the current full time faculty has been with Pacific Oaks more than one year. Scholarship is defined in the Faculty Manual as predicated on the		IX.g. Faculty Scholarship Inventory

was made of using these funds for research activities. CTC TEAM REPORT PG 14 - 15	Boyer model which is not limited to research. Evidence of scholarship is a consideration in faculty hiring and evaluation, and is a continuing responsibility as part of their teaching and demonstration of contemporaneity. -Pacific Oaks fully supports and encourage faculty to be involved in scholarship. For example, Dr. Sungho Park will be presenting at an international professional organization in December. The professional development funds will be used to assist his trip to presentation.		
Standard 7: Field Experience and Clinical Practice Candidates in both Multiple Subjects and Education Specialist Mild/Moderate Disabilities programs received inconsistent amounts of feedback from personnel from the	Fieldwork supervisors are now required to conduct at least 8 scheduled visits. Triplicate forms have been created to be used as observational tools. Each observation is to be 45 minutes long with an additional 15 minutes of touching base with student	Supervisor visitation policy was completed and implemented in Fall 2014 Candidate observation form has been developed and implemented in Fall	VII. b. Supervisor visitation policy IV. c. Practicum Evaluation form. IV. d. Sample

School of Education. Some received regular visits by a fieldwork supervisor, while others had no assigned supervisor and received feedback from only their district-employed teachers.	teacher and review of observational report. The one copy is given to the teacher candidate, a copy to the fieldwork supervisor and the final copy is submitted to the Credential Coordinator by the fieldwork supervisor.	2014.	completed observation forms
There is inconsistent evidence regarding the criteria used for selection of the site-based supervising personnel. Some candidates chose their own fieldwork placements with neither support nor recommendations by the College.	The District-Employed cooperating teacher and field service supervisor selection criteria have been developed in order to screen qualifications before assigning student teachers. -SOE will only hire field supervisors with valid credentials.	District-Employed cooperating teacher and field service supervisor selection criteria have been developed and used in fall, 2014.	VI. a. Cooperating Teacher criteria VI. b. Fall 2014 Cooperating Teachers VII. a. Field Supervisor Criteria VII. c. Fall 2014 Field Supervisors
During interviews some Education Specialist candidates stated that they had to find their own placement sites for pre-student teaching and student	**Placement Criteria**	Criteria and procedures	VIII. a. Placement Site Criteria

| teaching experiences.

Design of a sequential fieldwork experience was lacking in the Education Specialist Mild/Moderate Disabilities program. A unit based evaluation process for the fieldwork was not evident.

CTC TEAM REPORT PG 18-19 | All candidates must attend a directed teaching orientation which is already being implemented as of Summer 2014.

- Candidates have been informed that the Credential Coordinator will be the only one to secure a location for both Practicum work and Directed Teaching

- Directed Teaching site selection criteria are outlined in the Directed Teaching Handbook

Fieldwork Sequence

-The sequence of fieldwork will be revised by October and will be implemented in the Spring 2015 semester. All core courses leading up to the practicum experiences will provide the knowledge, research and guided practice opportunities through case studies, reflective observations needed to develop adequate skills and competencies necessary for the culminating practicum experiences and are aligned with CCTC standards.

-As an early fieldwork, candidates are required to observe and work with students for 75 hours in various ranges of service | for directed teaching placement have been developed and implemented Fall 2014.

Course sequences for the Preliminary EdS and the Preliminary Multiple Subjects programs have been established.

Advising sheets have been revised to reflect the changes in sequences of courses and are attached

The SOE has discontinued enrollment of new students in | VIII. b. Fall 2014 Placement Sites

II. a. MS Program Advising Sheets/Program Sequence

II. b. MS Lockstep Curriculum

II. c. MS Program Gate Chart

II. d. M/M Advising Sheets/Program Sequence

II. e. M/M Lockstep |

	delivery options through ED 520: Practicum A (Classroom Management), ED 521: Practicum B (English Language Learners/Learning), and ED 522: Practicum C (Curriculum Development). In each 25 hour practicum course, candidates will observe (12 hours) a cooperating teacher providing differentiated instruction to students, and candidates will perform (13 hours) appropriate learning activities to assigned students that will provide experiences in the full range of service delivery options, including general education classroom and resource room.

-Candidates will be allowed to enroll in final directed teaching, SPED 591/592 when they complete all required courses and other exams such as CSET. Unless these requirements are cleared, the campus view, database of the POC, will put a hold of the candidate's account until they're cleared. | credential programs for the remainder of the academic year and pending CTC approval. With CTC approval, a lockstep curriculum will be implemented in Fall 2015. | Curriculum

II. f. M/M Gate Chart |
| Evidence for training and helping of candidates to develop research-based strategies for improving student learning was inconsistent. candidates in the Education Specialist Mild/Moderate Disabilities program, completers and adjunct faculty were unable to identify research-based strategies for | **Research-Based Strategies**

-Candidates will demonstrate competency in understanding, interpreting, and applying research based strategies, such as differentiated instruction and UDL for | Course syllabi for SPED 541, 561,591, and 592 have been revised with | I. b. SPED541
I. d SPED561
I. e. SPED591
I. f. SPED592 |

improving student learning	improving student learning through course assignments, discussion and directed teaching experience in SPED 531, 561, 591 and 592.	appropriate assignments, course contents, and readings to prepare candidates to practice research based strategies and will be implemented in Spring 2015.	
Standard 8: District-Employed Supervisors Information regarding a process for selecting knowledgeable cooperating teachers was not implemented consistently across all programs. Established criteria for selecting District-employed cooperating teachers were followed inconsistently. Thus, some cooperating teachers did not hold the requisite credential for the credential area of the candidate in their classroom. Evaluation procedures were not always clearly communicated to the cooperating teacher.	**Criteria for Cooperating Teachers** SOE faculty and credential coordinator have revised the policies and forms regarding cooperating teacher hiring, evaluation, and training and these changes are reflected in the supervisor section of the Directed Teaching Handbook. -Coordinating teacher and field supervisor selection criteria includes they should have a valid teaching credential for the credential area of the candidate in their classroom. -	Cooperating teacher and field supervisor selection and evaluation criteria and forms have been developed and implemented in Fall 2014. -Cooperating teacher and field supervisor responsibilities, including candidates evaluation procedures, have been developed and implemented in July 2014.	VI. a. Cooperating Teacher criteria VI. b. Fall 2014 Cooperating Teachers VII. a. Field Supervisor Criteria VII. c. Fall 2014 Field Supervisors V. g. Roles and Responsibilities

Some candidates in the dual credential program (leading to both the Multiple Subjects and Education Specialist Mild/Moderate Disabilities credentials) reported that they did not have an understanding of the full range of delivery options for services available to students with Mild/Moderate Disabilities, they received limited exposure to field placements appropriate for the Education Specialist Mid/Moderate Disabilities credential and most of their placements were more appropriate for the Multiple Subjects program.	Students who are enrolled in the Dual program will complete half of their placement in a multiple subject classroom setting and half in a special education setting.	The Policy for Dual Candidate Placement was established and implemented in Fall 2014	VIII. c Candidate Placement policy
A number of district employed personnel stated they did not receive any information from the School of Education on required activities or procedures to follow with the candidate, nor did they receive information in a timely manner on how candidates should be evaluated. Cooperating teachers reported that they felt that communication from	Cooperating teachers and field supervisors training will be provided in the beginning of each semester so that they clearly understand their roles and responsibility. Supervisor roles and the appropriate evaluation forms will be provided and discussed.	The first Cooperating teachers and field supervisor trainings were provided on September 11, 2014. Changes in fieldwork practices were communicated as the credential analyst reviewed revised forms in directed teaching handbook along with	V. c. Fall 2014 Directed Teaching Training Agenda V. d. Fall 2014 Directed Teaching Training Attendees

		contact information of SOE faculty members and credential analyst.	
Pacific Oaks was inconsistent and found it difficult to know what procedures to follow. CTC TEAM REPORT PG 19-20		Directed Teaching Timeline was developed and provided to candidates, cooperating teachers, and field supervisors at the Directed Teaching Orientation meeting in 9/11/2014.	V. b. Directed Teaching Timeline
Standard 9: Assessment of Candidate Competence Many of the signature assignments in the Education Specialist Mild/Moderate Disabilities program are not tied to the program standards and not tied to the program standards and thus do not assess candidate competencies.	Standards Matrix will be completed, clearly demonstrating how each standard is addressed in each course. --All course syllabi will be completely revised with appropriate assignments, course contents, and readings aligned to CCTC standards by 10/1 and will be used in the spring semester, 2015.	All key assignments and rubrics have been revised will be implemented in spring semester, 2015.	I.o. Signature Assignments Standards Matrix for Program Standards and M/M Standards I. a-n. Program Syllabi as listed

			below: SPED531, SPED541 SPED551, SPED561 SPED591. SPED592 SPED642, SPED529 SPED562, ED520 ED521, ED522, ED531, ED548
The Education Specialist Mild/Moderate Disabilities credential program candidates also complete the *Teaching Performance Assessment* but the assessment is not designed to assess competencies related to the Education Specialist Mild/Moderate Disabilities credential. Supervisors employed by the school of education did not hold an appropriate credential authorization or experience. CTC TEAM REPORT PG 20-21		Cooperating teacher and field supervisor selection criteria developed. Evaluation forms developed. Both implemented in Fall 2014	VI. a. Cooperating Teacher criteria VI. b. Fall 2014 Cooperating Teachers VII. a. Field Supervisor Criteria VII. c. Fall 2014 Field Supervisors

Program Standards

CTC Stipulations	POC's Action Plan	Progress as of December 2014	Attachments
Program Standard 1: Program Design, Rationale and Coordination There is <u>no evidence that course content reflects the</u> full range of service delivery options <u>for the education of students with mild moderate disabilities</u>. <u>Candidates in the dual credential program participate in practicum experiences that reflect general education, however practicum experiences for teaching students with mild moderate disabilities was not evident.</u> Interviews with candidates indicated that <u>practicum experiences did not reflect a variety of the models of service delivery for students with mild/moderate disabilities.</u>	Through the redesign of course syllabi, course content in this program will provide candidates with the opportunity to experience a full range of service delivery options in instructing students with M/M disabilities. Please note that course additions and changes will be guided by data collected and analyzed for continuous improvement of the EdSp program. As an early fieldwork, candidates are required to observe and work with students for 75 hours in various ranges of service delivery options through ED 520: Practicum A (Classroom Management), ED 521: Practicum B (English Language Learners/Learning), and ED 522: Practicum C (Curriculum Development). In each 25 hour	Course assignments, discussion topics, and reading lists in ED 520, 521, and 522 and SPED 591 and 592 syllabi are revised and attached. The new courses will be	I. j. ED520 I. k.ED521 I. l. ED522 I. e. SPED591 I. f. SPED592

CTC TEAM REPORT PG 26	practicum course, candidates will observe (12 hours) a cooperating teacher providing differentiated instruction to students, and candidates will perform (13 hours) appropriate learning activities with assigned students that will provide experiences in the full range of service delivery options, including general education classroom and resource room.	implemented in Spring 2015.	
	In Directed Teaching placements, candidates will be placed in an elementary school for SPED 591 and a junior/high school for SPED 592 to ensure candidates are exposed to various k-12 environments. For students in the dual credential program, the credential analyst made arrangements with school administrators that candidates will be in special education placements at least half of the hours.	The Candidate Placement Policy was implemented in the Fall 2014 semester and is attached.	VIII. c. Candidate Placement policy

VIII. b. Fall 2014 Placement Sites |
| | Candidates are required to complete ED 520, 521, and 522 before enrolled in SPED 591: Directed Teaching I. ED 520, 521, and 522 are early practicum courses and will expose candidates to various service delivery models so that they are prepared to take SPED 591/592, which is a final student teaching. | A course sequence for the Preliminary EdS has been established. The unit has discontinued enrollment of new students. With CTC approval, a lockstep curriculum will be implemented in Fall 2015.

Advising sheets have been | II. d. M/M Advising Sheets / Program Sequence

II. e. M/M Lockstep Curriculum

II. f. M/M Gate Chart |

		revised to reflect the changes in sequences of courses and are attached.	
Program Standard 2: Professional, Legal and Ethical Practices			
<u>Evidence</u> from course syllabi and interviews with faculty, candidates and completers <u>did not indicate any reference to IFSPs, or "candidate's information on laws and regulations as they pertain to promoting teacher behavior that is positive and self-regulatory as well as promoting safe educational environments."</u> Although candidates write about ethical standards of teaching, there is <u>no evidence that they demonstrate "ethical standards, of teaching, of evidence based educational practices in relation to theories, research and regulations necessary to the provision of services to individuals with disabilities and their families"</u>. CTC TEAM REPORT PG. 27	Assignments, class discussion topics, and reading list in SPED 531 and field work courses (ED 520, 521, and 522 and SPED 591 and 592) will be developed in ways that candidates demonstrate their competencies in legal mandates as well as ethical standards. Please note that one of the SOE faculty just joined in late August and is still revising course syllabi. SOE faculty clearly understands that candidates' competencies can only be demonstrated through various forms of specific course assignments and directed teaching. SOE faculty will complete all course syllabi by 11/1 and will explain more in detail how candidates will demonstrate competencies through specific course assignments in the next report. --Demonstrate understanding of IFSP, IEP, and ethical standards through course assignments and	Course assignments, class discussion topics, and reading list of SPED 531, 551, 561, 591, and 592 have been revised and will be implemented in Spring 2015. Courses now address and require candidate demonstration of competencies in legal mandates as well as ethical standards for students with m/m disabilities through specific course. Sample student work will be provided in the next report.	I. a. SPED 531 I. c. SPED 551 I. d. SPED 561 I. e. SPED 591 I. f. SPED 592

	discussion in SPED 531, 551 and field work courses. --Demonstrate knowledge of legal mandates as well as ethical standards and abilities to use evidence based educational practices in SPED 591/592. --Develop IEP, ITP, and IFSP in collaboration with families and various professionals in ED 522 and SPED 561,591, and 592. --Demonstrate competency in understanding research based practice and application of those practices in real settings through coursework in SPED 591/592.		
Program Standard 3: Educating Diverse Learners <u>No evidence was found regarding strategies taught to candidates to demonstrate teaching and engaging English language learners with disabilities with regard to academic language development and principles/practices for English language usage.</u> CTC TEAM REPORT PG. 27	Assignments, class discussion topics, and reading list in ED 531: English Learner Methodology and SPED 561, 591, and 592 will be developed in ways that candidates demonstrate their competencies teaching academic language development for English language learners. --Demonstrate understanding of English language learner's acquisition of language and their	Course assignments, class discussion topics, and reading list of SPED 561, 591, and 592 have been revised and will be implemented in Spring of 2015. Courses now address and require demonstration of	I. a. SPED531 I. d. SPED561 I. e. SPED591 I. f. SPED592 I. m. ED531

	pragmatic use ED531: English Learner Methodology. --Develop and implement language testing and SDAIE strategies in SPED 531 and ED 531. --Develop and implement research based instructional adaptation strategies for English learners in language arts and other content areas in SPED 561, 591 and 592.	competencies in teaching academic language development for English language learners with m/m disabilities. Sample student work will be provided in the next report.	
Program Standard 4: Effective Communication and Collaborative Partnerships The SPED 551/351 course presents candidates with strategies for communicating with parents of students with disabilities and their families. During the interview, the course instructor emphasized the importance of building respectful communication relationships. However <u>the content of the syllabi did not match the content of the course as presented by the course instructor. The course syllabus was found to be incomplete and missing information regarding the content of the course sessions.</u>	SOE faculty understand that interpersonal communication is critical for all program candidates and will develop coursework and field-based experiences that will engage candidates in various opportunities to communicate with a variety of stakeholders and families in writing and in person in designing, implementing and evaluating appropriate integrated services based on individual student needs across their life spans. --Assess family strengths and needs through parent interview and utilize the information to effectively support students with m/m disabilities in SPED 551.	Course assignments, class discussion topics, and reading list of SPED 551 have been revised and will be implemented in Spring 2015. Courses now address and require candidate demonstration of communication competencies in collaborating with various professionals in special education, including parents. Sample student work will be provided in	I. c. SPED551 I. e. SPED591 I. f. SPED592 I. l. ED522

The team was <u>not able to locate evidence regarding where the program has provided opportunities for candidates to establish and work in partnerships to design, implement and evaluate appropriate integrated services based on individual student needs.</u> In addition the team was <u>not able to locate where candidates were informed of the importance of communicating effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners.</u> CTC TEAM REPORT PG 27	--Participate in mock IEPs and articulate the roles of all related service personnel and parents who serve on these teams in SPED 551. --Demonstrate understanding of the role of the family with regard to these legal requirements through course assignments, class discussions, and fieldwork experience in SPED 551, 591, and 592. --Develop ITP and assess students' vocational skills and community resources in collaboration with families and various professionals in SPED 529: Advanced Transition and Career Planning. --Develop and implement lesson plans with a general education teacher in ED 522 and SPED 561, 591, and 592.	the next report.	
Program Standard 5: Assessment of Students There is <u>no evidence that the program provides opportunities for using formal assessments to evaluate students' needs and strengths.</u> There was also <u>a lack of evidence that candidates acquire knowledge</u>	In order to address the recommendations from CTC reviewers regarding assessment of students, SOE faculty will split SPED 561: Instruction and Assessment of Students with Mild to Moderate Disabilities into two courses which will be launched in Spring 2015: SPED 561: Advanced	Course assignments, class discussion topics, and reading list of SPED 531,551,561,591,592 and SPED 562: Assessment Methods in Special	I. a. SPED 531 I. d. SPED 561 I. c. SPED551 I. e. SPED 591 I. f. SPED 592 I.i. SPED 562

and skills necessary to assess students in a comprehensive manner. The team members were unable to find evidence that candidates have knowledge of required statewide assessments and local, state and federal accountability systems. There is no evidence that the candidates have the knowledge and/or skills to participate in decision making regarding eligibility and services. CTC TEAM REPORT PG 27	Instruction of Students with Mild/Moderate Disabilities and SPED 562: Advanced Assessment Methods in Special Education. --Design and conduct comprehensive assessments, including formal/informal assessment, in SPED 562: Assessment Methods in Special Education, SPED 561, 591, and 592. --Demonstrate understanding of progress monitoring and decision-making process regarding eligibility and services through course assignments/discussions and fieldwork experience in SPED 531, 551, 561, 591, and 592. --Write specific goals and objectives based on multiple sources of assessment and communicate them to parents and other professionals in SPED 561, 551, 591, and 592. --Demonstrate understanding and working knowledge of statewide testing such as CST, CMA,	Education have been revised and will be implemented in Spring 2015. Courses now address and require candidate demonstration of assessment and instruction of students with m/m disabilities. Sample candidate work will be provided in the next report.	

	CAPA and CASHEE, common core assessments through course assignments/discussions and fieldwork experience in SPED 562: Advanced Assessment Methods in Special Education and SPED 591/592. Candidates will be required to take assessment course before taking SPED 561. This way, candidates will be prepared to develop research based instructions based on comprehensive assessment data that they collected. With this change, candidates will be provided more opportunities to demonstrate their competencies in assessment and instruction of students with m/m disabilities.		II. d. M/M Advising Sheets / Program Sequence II. e. M/M Lockstep Curriculum II. f. M/M Gate Chart
Program Standard 6: Using Educational and Assistive Technology Candidates complete SPED 642/442 Educational and Assistive Technology for Program Planning and Transitions. Candidates read numerous articles about the use of technology. However the team was	In order to address the recommendations from CTC reviewers regarding assistive technology and transition, SOE faculty will split SPED 642: Educational and Assistive Technology for Program Planning and Transitions into two courses which will be launched in Spring 2015 SPED 529: Advanced studies of Transition and career	Course assignments, class discussion topics, and reading list of SPED 642 and SPED 529 have been revised and will be implemented in Spring 2015. Course now address	I. g. SPED 642 I.h. SPED 529

not able to locate evidence that the "candidates demonstrate knowledge of assistive technology including low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities". CTC TEAM REPORT PG 28	planning and SPED 642: Advanced Studies of Assistive Technology and Real World Application. With this change, candidates will be provided more opportunities to demonstrate their competencies in assistive technology and transition. --Adapt instructional techniques and materials for learners with diverse needs to enhance development in areas of written expression, spelling, social studies, science by utilizing assistive technology in SPED 642.	and require candidate demonstration of competencies in assistive technology and transition for students with m/m disabilities. Sample candidate work will be available in the next report.	
Program Standard 7: Transition and Transitional Planning It is <u>unclear</u> from the program documentation, including review of course syllabi and candidate and faculty interviews, <u>how the program provides opportunities for candidates to plan, implement and evaluate transitional life experiences for students with disabilities across the lifespan. Documentation did not indicate how the program assures that each candidate collaborates with personnel from other educational and community agencies	In order to address the recommendations from CTC reviewers regarding assistive technology and transition, SOE faculty will split SPED 642: Educational and Assistive Technology for Program Planning and Transitions into two courses which will be launched in Spring 2015 SPED 529: Advanced studies of Transition and career planning and SPED 642: Advanced Studies of Assistive Technology and Real World Application. With this change, candidates will be provided more opportunities to demonstrate their competencies in assistive technology and transition.	Course assignments, class discussion topics, and reading list of SPED 551 & 592 have been revised and will be implemented in Spring 2015. Courses now address and require candidate demonstration of competencies in transition and transitional planning for students with m/m disabilities. Sample student work will be	I. g. SPED 642 I. h. SPED 529 I. c. SPED 551 I. f. SPED 592

to plan for successful transitions by students. Documentation did not indicate how the program assures that each candidate demonstrates the knowledge and ability to teach students appropriate self-determination and expression skills. CTC TEAM REPORT PG 28	--Assignments, class discussion topics, and reading list in SPED 529: Transition and Career Planning, and SPED 551 and 592 will be developed in ways that candidates demonstrate their competencies in transition and transitional planning. --Assess vocational and community life skill needs in collaborating with other professionals and families in SPED 529: Transition and Career Planning. --Create and implement instructional plans relevant for transitional life experiences based on vocational and community life skill assessment in SPED592. --Develop and implement an ITP in collaboration with families and other professionals based on assessment data in SPED 592. --Demonstrate understanding of students' self-advocacy and self-determination skills in SPED 529: Transition and Career Planning through course assignments and discussions. --Involve students in ITP process as appropriate in SPED 592 and articulate the importance of	available in next report.	

	student involvement to families and other professionals.		
Program Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning Program documentation, including review of course syllabi and interviews with candidates and program faculty, did not provide the team with evidence which identifies how "candidates demonstrate the ability to participate effectively as a team member/case manager for the IEP/transition planning process from pre-referral interventions and requisite assessment processes through planning of specially designed instruction to support access to the core curriculum. Although there are assignments in various courses for students to reflect, discuss and create these situations, there is no evidence that they actually participate in "real world" authentic experiences. **CTC TEAM REPORT PG 28**	Assignments, class discussion topics, and reading list in SPED 529: Transition and Career Planning, and SPED 531,561, 591, and 592 will be developed in ways that candidates demonstrate their competencies in case management and supporting students access to core curriculum. Advanced Direct Teaching, candidates will be provided carefully designed opportunities to apply their content knowledge in real setting and demonstrate their competencies. --Demonstrate understanding of pre-referral through IEP process in SPED 531 through course assignments/discussion. --Demonstrate skills in case management and IEP/transition planning team participation through case studies, mock IEP and pre-referral assessment meetings, class assignments, and field work experience in SPED 551, 531, 561, and 591/592. --Demonstrate competency of case management	Course assignments, class discussion topics, and reading list of SPED 531, 551, 561, 591, 592 and SPED 562: Advanced Assessment Methods in Special Education have been revised and will be implemented in Spring 2015. Courses now address and require candidate competency of case management of their own IEPs/ IFSPs and post-secondary planning for students with m/m disabilities. Sample candidate work will be available in the next report.	I. a. SPED 531 I. c. SPED 551 I. d. SPED 561 I.e. SPED 591 I. f. SPED 592 I. i. SPED 562

	of their own IEPs/ ITPs with cooperating teachers in SPED 591 and 592. --Develop core curriculum instructional programs based on various assessment data in SPED 562: Advanced Assessment Methods in Special Education.		
Program Standard 9: Preparation to Teach Reading-Language Arts It is <u>unknown</u> from the program documentation provided, including review of course syllabi and candidate and faculty interviews <u>how candidates are provided with research-based systematic, explicit instruction to meet the needs of students with special needs and students who have no communication skills. Strategies for instruction and assessment of writing, listening and speaking applicable for students with special needs and students who have no communication skills were not apparent.</u> CTC TEAM REPORT PG 28	Candidates are required to demonstrate competencies in providing access for ALL students with diverse backgrounds and various language arts abilities, including those with no communication skills in SPED 561, 591, 592 and ED 531. --Develop and implement a differentiated lesson plan based on research based practice to accommodate a student with m/m disabilities, preferably a student with limited communication skills in SPED 561, 591, and 592. --Develop and implement research-based systematic, explicit instruction to meet the needs of various students with special needs, including students who have limited communication skills in SPED 561, 591, and 592.	Course assignments, class discussion topics, and reading list of SPED 561, 591, and 592 have been revised and will be implemented in Spring 2015. Courses now address and require candidate demonstration of competencies in providing access for ALL students with diverse backgrounds and various language arts abilities, including those with no communication skills. Sample candidate work will be provided in the next report.	I. d. SPED 561 I. e. SPED 591 I. f. SPED 592

	--Develop an integrated lesson plan of balanced language arts instruction—specifically, reading, writing, speaking, listening, and literature in ED 531.		
	--Develop a lesson plan in a core curriculum by utilizing ongoing assessments, both formal and informal to determine students' progress towards state adopted content standards related to Language Arts in ED 531 and SPED 561 and 591.		
Program Standard 11: Typical and Atypical Development			
It is <u>unknown how candidates demonstrate skills required to ensure that the intervention and/or instructional environment are appropriate to the student's chronological age, developmental differences, and disability-specific needs.</u> Although there are indications candidates write papers and describe "real or made" –up students, there is <u>no evidence they are applying or demonstrating these competencies with actual students.</u> CTC TEAM REPORT PG 28	Candidates will take ED 548 Cognitive Development and Math, in which they will learn about typical and atypical development from infant through adulthood. --the process of identifying disability characteristics begins in SPED 531 and continues throughout the program as candidates learn the legal qualifying characteristics for students with m/m disabilities. --Demonstrate understanding of learning characteristics of students with LD and other m/m disabilities and research based strategies for working with these individuals in a variety of	Course assignments, class discussion topics, and reading list of SPED 531, 561,591, and 592 have been revised and will be implemented in Spring 2015. Courses now address and require candidate demonstration of competencies in understanding the legal qualifying characteristics for students with m/m disabilities. Sample candidate work will be	I. n. ED548 I. a. SPED 531 I. d. SPED 561 I. e. SPED 591 I. f. SPED 592 I. j. ED520 I. k. ED521 I. l. ED522

	service delivery options through course assignments, discussions and field work experience in SPED 531, 561, 591, and 592. --Write a case study, which requires candidates discuss how typical and atypical development impacts readiness for school and ability to perform school tasks in SPED 591. --Develop safe and effective learning environments, considering students' developmental stages and its impacts on their learning with actual students in SPED 591/592. -- Demonstrate understanding of learning characteristics of such students, specifically those with LD, ASD, and ED, and other M/M disabilities, and understanding the implications for service delivery options and instructions through course assignments and field work experience in ED 520, 521, and 522.	available in the next report.	
Program Standard 12: Behavioral, Social, and Environmental Supports for Learning Program documentation for this standard in incomplete. The syllabus for SPED 541 has content missing for	Candidates will demonstrate knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in all students,	Course assignments, class discussion topics, and reading list of SPED 541, 591, and 592 have been	I. b. SPED541 I. e. SPED591 I. f. SPED592

discussions listed as TBD. In addition, when interviewed, <u>candidates were unable to articulate how to assess, plan, or provide academic and social skill instruction to support positive behavior in any student</u>. It is <u>not apparent</u> after reviewing documentation <u>how candidates are introduced to the concept of self-regulatory behavior.</u> CTC TEAM REPORT PG 29	including students who present complex social communication, behavioral and emotional needs through course assignments, discussion, and field experience in SPED 541, 591, and 592. --Develop a social skills curriculum to facilitate students learning appropriate social behavior in a range of school and non-school settings in SPED 541. --Make appropriate behavioral and instructional adaptations to support positive student behaviors in SPED 591 and 592. --Demonstrate understanding of several self-regulation strategies, including setting goals, self-monitoring, self-instruction, and self-reinforcement through course assignments, discussion, and field work experience in SPED 541, 591, and 592.	revised and will be implemented in Spring 2015. Courses now address and require candidate competencies in implementing systems that assess, plan, and provide academic and social skill instruction to support positive behavior in all students. Sample candidate work will be available in the next report.	
Program Standard 13: Curriculum and Instruction of Students with Disabilities The team members could not determine from the program documentation provided, including review of course syllabi, candidate and faculty interviews, <u>how</u>	The program will provide opportunities for candidates to demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of research based pedagogical approaches to instructions that provide students with disabilities	Course assignments, class discussion topics, and reading list of SPED 561, 591, and 592 and SPED 562: Assessment Methods	I. d. SPED 561 I. e. SPED 591 I. f SPED 592 I. i. SPED 562

candidates demonstrate their skills to develop, implement, adapt, modify and evaluate a variety of pedagogical approaches to instruction. Although candidates create lesson plans, the team found no evidence that the candidates demonstrate skills for co-teaching and consultation and the application of a variety of pedagogical approaches to instruction that provide students with disabilities with equitable accesses. Team members were unable to determine from the program documentation provided, including a review of the syllabi and interviews with candidates, cooperating teachers and program faculty, how candidates "demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments

CTC TEAM REPORT PG 29 | with equitable access to the core curriculum.

--Develop and implement a differentiated lesson plan based on formal and informal assessment data and considering diverse needs of individual students, including language development in SPED 561 and SPED 562: Assessment Methods in Special Education. Candidates will demonstrate this competency in a variety of educational environments such as resource rooms and inclusive classrooms.

--Develop and implement research based instructional plans for students with m/m disabilities in a variety of educational environments with a general education and cooperating teacher in SPED 561, 591 and 592.

--Monitor student progress based on IEP goals and make appropriate recommendations based on assessment and best practice model in SPED 561, SPED 562: Assessment Methods in Special Education, and SPED 591/592.

--Collaborate effectively with general education colleagues and other professionals to assure a seamless educational and behavioral experience for those students who move between settings in SPED 591/592. | in Special Education have been revised and will be implemented in Spring 2015. Courses now address and require candidates to develop, implement, adapt, modify, and evaluate a variety of research based pedagogical approaches to instructions that provide students with disabilities through specific course assignments in the next report. | |

	--Co-teach a core curriculum with a general education teacher in SPED 591/592.		

Program Standard 14: Creating Healthy Learning Environments The team member <u>could not determine</u> from the program documentation provided, including review of course syllabi, <u>how candidates acquire knowledge of diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities. Evidence was not provided to allow the team to identify where candidates learn about common, chronic and communicable diseases of children and adolescents, nor how to make referrals when these diseases are recognizable at school.</u> CTC TEAM REPORT PG 29	Candidates will demonstrate their understanding of importance and influence of diverse family structures and ecological system on students' learning through course assignments, discussion, and field work experience in SPED 551, 591, and 592. --Evaluate families' strengths and needs based on a family evaluation form and applying this knowledge in developing effective and safe learning environments for students with special needs in SPED 529: Advanced Studies of Transition and Career Planning and SPED 551,591, and 592. --Demonstrate understanding of common and communicable diseases of students and how to handle appropriately through course assignments, discussions, and a short essay in ED 570 Healthy Children and & Classroom Communities. --Complete a short essay on the support systems for student health in local districts and communities to learn how to use them effectively in making referrals through course assignments, discussions, and a short essay in ED 570.	Course assignments, class discussion topics, and reading list of SPED 551, 591, 592 have been revised and will be implemented in Spring 2015. Course now address and require candidates to demonstrate their understanding of importance and influence of diverse family structures and ecological system for students with disabilities through specific course assignments in the next report.	I. c. SPED551 I. e. SPED591 I. f. SPED592

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Program Standard 15: Field Experience in a Broad Range of Service Delivery Options It is <u>not clear</u> <u>how the practicum and student teaching are directly related to the program and assignments and class activities. Some candidates indicated they had completed the practicum, but still had a majority of classes to take</u>.	Assignments, weekly discussion topics, course readings, and field work experience will be revised in a way that course content logically and developmentally lead to direct teaching experience, by being aligned to CTC standards.	A course sequence for the Preliminary M/M EdS has been established. The unit has discontinued enrollment of new students. With CTC approval, a lockstep curriculum will be implemented in Fall 2015	II. d. M/M Advising Sheets / Program Sequence II. e. M/M Lockstep Curriculum II. f. M/M Gate Chart IV.a. Student Practicum Handbook
In addition, many <u>candidates reported that the practicum did not provide them with planned experiences that gave them the "full range of the service delivery system, the providers of such services, and parents and families"</u>.	Field work courses, Practicum Handbook, and Directed Teaching Handbook will be completely revised to address these critical concerns. Practicum Experience Requirements Form was developed to ensure students will be exposed to full range of the service delivery models. Clear visiting expectations and responsibilities for cooperating teachers and field supervisors have been developed.	The Student Practicum Handbook and Directed Teaching Handbook have been revised and will be implemented Spring 2015.	V. a. Directed Teaching Handbook IV. e. Practicum Experience Requirements VII. b. Field Supervisor visitation policy

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Candidates and cooperating teachers reported that <u>university supervisors did not observe during the practicum or student teaching.</u>

In addition, many <u>candidates reported they had to arrange their own placements for field experiences/student teaching.</u>
CTC TEAM REPORT PG 29-30 | Field supervisors will be required to complete observation forms for every visit and submit at least eight observation forms at the end of the semester along with final student evaluation form.

Credential analyst's roles, including being the only personnel who's required to locate student teaching sites, will be clearly stated in Directed Teaching Handbook and will be communicated to candidates. | Expectations and responsibilities for Cooperating Teachers and field Supervisors have been development and implemented in Fall 2014 | V. g. Roles and Responsibilities

V. c. Fall 2014 Directed Teaching Training Agenda

V.d. Fall 2014 Directed Teaching Training Attendees

VIII.c. Candidate Placement Policy |
| **Program Standard 16: Assessment of Candidate**

Review of faculty vita indicates that the <u>supervisors for Education Specialist do not hold the appropriate credential authorization</u>. | Only field supervisors and cooperating teachers meeting criteria will be selected. | Field supervisor and cooperating teacher selection criteria have been developed and implemented in Fall 2014 | VI. a. Cooperating Teacher criteria

VI. b. Fall 2014 Cooperating Teachers |

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			VII. a. Field Supervisor Criteria VII. c. Fall 2014 Field Supervisors
In addition the team <u>did not find evidence of the evaluation of candidates in the practicum or directed teaching experiences.</u>	Candidate final evaluation procedure and form will be developed and will be completed by field supervisor at the completion of SPED 591 and 592. Candidate final evaluation form will be developed and implemented in spring semester,	Candidate mid-term observation form has been developed and implemented in Fall 2014semester. Candidate final evaluation form and procedure developed and scheduled for implementation in Spring 2015	V.e. Candidate, Cooperating Teacher, Field Supervisor Mid-Point and Final Evaluation Form
Candidate interviews and review of documents indicated that an <u>individual development plan with recommendations for further study during the candidate's Induction Program was not prepared</u> CTC TEAM REPORT PG 30	Candidate Improvement Action Plan and action plan template will be developed for candidates' and will be completed by field supervisor at the following directed teaching. A copy will be provided to the candidates.	Candidate Improvement Action Plan will be developed and implemented in spring semester, 2015.	X.c. Directed Teaching Handbook, page 17: Candidate Improvement Action Plan

MILD / MODERATE DISABILITES STANDARDS

CTC Stipulations	POC's Action Plan	Progress	Attachments
M/M Standard 2: Assessment and Evaluation of Students with Mild/Moderate Disabilities The team members were <u>unable to determine</u> from a review of course syllabi, interviews with candidates and faculty <u>how the program prepares candidates to make appropriate decisions on the basis of a variety of non-biased standardized techniques, instruments and processes.</u> Additionally, it is <u>unknown how candidates are prepared to create and implement standards-based assessments and utilize a range of approaches to assess the developmental, academic, behavioral, social, communication, career and community life skill needs of students.</u> CTC TEAM REPORT PG 30	Course assignments, class discussion topics, and reading list in SPED 531, SPED 562 Advanced Assessment Methods in Special Education, SPED 529: Advanced Transition and Career Planning, and SPED 591/592 will be developed in ways that candidates demonstrate their competencies in a variety of assessment instruments and processes. --In SPED 562, Advanced Assessment Methods in Special Education and field experiences and SPED 591/592, candidates will analyze formal and informal test data and write an IEP based on a variety of formal and informal assessments and CA Standards. --Candidates will complete a full assessment of a student with a m/m disability by administering, scoring, and interpreting formal assessment instruments, modifying existing assessment tools to accommodate language needs, determining current level of functioning, and making determinations about instruction based on the assessment in SPED	Course assignments, discussion topics, and reading lists in SPED 531, 561, 591, and 592, ED 530, SPED 562: Advanced Assessment Methods in Special Education, and SPED 529: Advanced Transition and Career Planning have been revised will be used in Spring semester, 2015. Sample candidate work will be available in the next report.	I. a. SPED 531 I. d. SPED 561 I. e. SPED 591 I. f . SPED 592 I. h. SPED 529 I. i. SPED 562

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	562, Advanced Assessment Methods in Special Education. - Candidates will conduct career and community life skills assessment, including choosing appropriate tools and adapting them for cultural and family differences in SPED 529: Advanced Studies of Transition and Career Planning. -Candidate will assess students' reading and writing skills, plan research based interventions to meet the needs of students with m/m disabilities in SPED 561. -Candidates will create and implement standards-based assessments and utilize a range of approaches to assess the development, academic, behavioral, social communication skill needed in SPED 562: Advanced Assessment Methods in Special Education, SPED 529: Advanced Studies of Transition and Career Planning, and SPED 541.		
M/M Standard 3: Planning and Implementing Mild/Moderate Curriculum and Instruction After a review of course syllabi, interviews with candidates and faculty, the team found <u>no evidence</u> that the prepares <u>candidates to select curricula and to use evidence-based</u>	When completely revised, courses in the program will provide candidates with ample, planned opportunities to develop a variety of evidence-based and effective teaching practices that promote the achievement of student outcomes in a variety area, including reading/language arts though course	Course assignments, discussion topics, and reading lists for SPED 561: Advanced Instruction of Students with M/M Disabilities, SPED 591/592: Directed Teaching	I. d. SPED 561 I. e. SPED 591 I. f. SPED 592 I. i. SPED 562 I.c. SPED 551

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instructional strategies that meet the diverse learning characteristics of students with mild/moderate disabilities across an array of environments and activities. There is also <u>no evidence that candidates are prepared to use standards-based assessment data to collaboratively develop appropriate instructional plans.</u> Interviews with candidates, completers, cooperating teachers and faculty <u>did not produce evidence that the program prepares candidates to have knowledge of evidence-based curricula and instructional methods that are effective with students with mild/moderate disabilities, including specially-designed curricula and methods for reading/language arts instruction for students with mild/moderate reading disorders. Candidates and completers were not able to identify any strategies and interventions for students who are not responding to the current</u>	assignments and discussions (ex, SPED 561,592, and 592). --Candidates will utilize standards-based assessment data to collaboratively develop IEP goals, adaptations and instructional plans based on research-based interventions through course assignments to meet the needs of diverse learning characteristics of students with mild/moderate disabilities across an array of environments and activities in SPED 562: Advanced Assessment Methods in Special Education and SPED 591/592. --Candidates will develop curricula and instruction methods based on evidence-based practices and will modify them based on individual students' needs, including those with math and reading disorders in SPED 561. --Candidates will conduct academic and behavior assessment with one student who doesn't respond to the current instructional environment and design appropriate instructional/behavior support plan based on the assessment data and research based practices in SPED 561 and 541. Candidates will demonstrate this competence with general education teachers and families. --Candidates will adapt instructional techniques and materials to meet the needs of diverse learning	SPED 562: Advanced Assessment Methods in Special Education, SPED 551: Advanced Communication and Collaboration Skills for Special Education, and ED531: Advanced English Learner Methodologies have been revised and will be implemented in Spring 2014. Sample student work will be available in the next report	

instructional environment. Finally, there is <u>no indication that the program prepares candidates to create instructional and behavior support partnerships with parents/families.</u> CTC TEAM REPORT PG 30	characteristics of students with mild/moderate disabilities across an array of environments and activities in areas of reading and literacy, written expression, spelling in ED531: Advanced English Learner Methodologies and SPED 561.		
M/M Standard 4: Positive Behavior Support The team found no evidence that <u>candidates are prepared to participate in manifestation determination hearings or school wide behavior support processes.</u> CTC TEAM REPORT PG 30, 31	--Candidates will demonstrate understanding of problem behaviors through behavior assessment in SPED 541. --Candidates will research their school district's policy on discipline of students with m/m disabilities and manifestation determination hearings in SPED 541. -- Candidates will demonstrate knowledge of school-wide behavior support process through course discussions and assignments in SPED 541, 591, and 592.	Course assignments, class discussion topics, and reading lists of SPED 541, SPED 591, and SPED 592 have been revised to address and require candidate competencies in understanding, developing and implementing positive behavior support interventions for students with m/m disabilities through specific course assignments in the next report. Sample student work will be available in the next report.	I. b. SPED 541 I. e. SPED 591 I. f. SPED 592
M/M Standard 5: Specific Instructional Strategies for Students with Mild/Moderate			

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Disabilities	When completely revised, this program will provides instruction leading to candidate knowledge of research-based instruction and skills in teaching language arts and mathematics with a focus on accessing the general curriculum.	Course assignments, class discussion topics, and reading list of SPED 561, SPED 591, and SPED 592 have been revised to address and require candidate competencies in implementing research based instructional strategies for students with m/m disabilities through specific course assignments in the next report.	I. d. SPED 561 I. e. SPED 591 I. f. SPED 592
After careful review of syllabi, speaking with candidates, completers and faculty, specific instructional strategies were not identified. No one was able to identify any evidence-based methods or strategies for teaching reading, writing or math to students with mild/moderate disabilities. CTC TEAM REPORT PG 31	--Candidates will develop and implement evidence-based methods for teaching reading to students with m/m disabilities as well as math strategies in ED548, SPED561, 591, and 592. --Candidates will demonstrate competencies in a wide range of research based pedagogical strategies in math through course assignments and discussions in ED548: Cognitive Development and Math. --Candidates will develop research-based interventions and design differentiated lesson plans with evidence of universal design for learning in reading, writing, and math in SPED 561.		
M/M Standard 6: Case Management The team found no evidence that candidates acquire knowledge of case management practices and demonstrate competencies such as the ability to provide	Course assignments, class discussion topics, and reading list in SPED 531, 551, 591, and 592 will be developed in ways that candidates demonstrate their competencies in the ability to provide consultation,	Course assignments, class discussion topics, and reading list of SPED 531,541,551,561, 591, and 592.have been revised	I. a. SPED531 I. b. SPED541 I. c. SPED551 I. d. SPED 561

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consultation, resource information and materials regarding individuals with exceptional needs to their parents and to staff members; monitoring of pupil progress on a regular basis; participation in the review and revision of IEP's as appropriate; and referral of pupils who do not demonstrate appropriate progress to the IEP team. CTC TEAM REPORT PG 31	resource information and materials regarding individuals with exceptional needs to their parents and to staff members; monitoring of pupil progress on a regular basis; participation in the review and revision of IEP's as appropriate; and referral of pupils who do not demonstrate appropriate progress to the IEP team. --Candidates will develop differentiated lesson plans for a student with M/M disabilities in collaboration with general education teacher in SPED 561. --Candidates will develop vocational skill and community resource assessment in collaboration with families and provide community resources to families in SPED 551. --Candidates demonstrate competencies in the IEP referral, the assessment and IEP timeline and how to coordinate IEP process and participate in manifestation determination hearings through course assignments/discussions in SPED 531, 541, 551, 591, and 592. --Candidates will write IEP reflective journal and demonstrate comprehensive understanding of IEP process in SPED 591. --Candidates will complete a progress monitoring project and demonstrate competency in progress	to address and require candidate competencies in the ability to provide consultation, resource information and materials for parents of students with m/m disabilities through specific course assignments in the next report. Sample student work will be available in the next report.	I. e. SPED 591 I. f. SPED592

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	monitoring and revise lesson plans accordingly in SPED 562: Assessment of Student with M/M disabilities and SPED 591.	

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