

Attention: Committee on Teacher Education

Re: Proposal for License Addition/Minor in Secondary Education/Exceptional Needs (Mild Intervention)

Date: March 20, 2011

From: Gretchen Butera, Associate Professor of Special Education & Regina Weir, Visiting Instructor of Special Education

Description of License Addition in Secondary Special Education

Rationale: After consultation with the Secondary Education Council (SEC) in the fall of 2010 and critical personnel in room 1000, we would like to request support from the CTE to pilot a new license addition program in special education for students in the Community of Teachers (CoT) program. Due to the complexity of teaching in secondary education settings there is a need for teachers who are highly qualified in a content area/s and special education. In addition, there is a shortage of math and science teachers who are qualified to teach special education students at the secondary level. We believe a license addition in special education along with a content area specialty would address an important need in the field of education.

We propose piloting this addition to a small cohort of (10-12) students from the CoT program. As CoT faculty members we feel that it makes most sense to offer this initial program for students in CoT. (In addition, currently all secondary special education students must go through the CoT program to receive a degree in special education.) As we get a better sense of how to advise students and support the needs of the students enrolled, we hope to extend this unique program to secondary education majors as a whole in the School of Education.

Working under consultation with Denise Wyatt and Tim Niggles in room 1000, we developed a draft program of study for students to follow related to the special education license addition. The students will be waived from the typically required K306 course to take our required prerequisite K205. Then students will be guided through the program by taking three one credit seminar courses on important topics: Collaboration, Families, and Transition Across the Lifespan. In addition students will take four three credit courses to focus on what we feel is the core of their special education program: 1. Instructional Strategies, 2. Assessment, 3. Assistive Technology, and 4. Classroom Management.

Students will complete the special education license addition by student teaching with a special education mentor and a content area mentor. We propose that students teach eight weeks in their content area and eight weeks in special education. In many cases students may work with a special education mentor who also co-teaches with their general education mentor. In this situation, students may be in the same setting working under different teachers for sixteen weeks.

We plan to work with the content area programs to determine how the special education courses might overlap or compliment each other's coursework. For example, a 1 credit Classroom Management course is required in math and science content areas. We hope to allow the required 3-credit K344 Classroom Management course to count for the 1-credit requirement in their content area. We will work with each program to better understand potential overlaps. Our proposal lays out what we consider to be the core of the special education license addition.

It is our hope that this program will also increase collaboration between programs in the School of Education. As time goes on there may be the possibility to really explore how methods courses could overlap and potentially be co-taught between special education instructors and content areas instructors, thus modeling a service delivery model that is critical in secondary education settings.

Currently we have piloted three new courses, Math for Inclusion, Science for Inclusion, and Language Arts for Inclusion, as a way to begin thinking about potential overlaps between content area methods courses and special education. All three courses were developed in collaboration with PHD students in special education and respective content areas. In the future that we hope to build on this initial collaboration in the license addition program.

We would like to begin piloting this program for the 2011/12 school year. Typically students who are recruited for this program will be entering the CoT program during their sophomore year and will be advised of this option at this time. During the spring of their sophomore year students will begin course work and continue taking no more than 4 additional credits each semester for the license addition. Students will be advised to take classes during the summer to keep their coursework manageable during the fall and spring semesters. Below is a chart of how we think students will complete the coursework if they begin during the spring of their sophomore year.

(Version 1 with K205 after 371)

Anticipated Semester	Course #	Course Name	Additional credits per semester
Spring of Sophomore year	K371	Assessment and Individualized Instruction	3
Summer Sophomore/Junior year	K205 K490	Intro to Exceptional Children (Prereq) Seminar: Families, Schools and Society	Prereq-3 1
Fall Junior year	K352 K490	Instructional Strategies (K371 Prereq.) Seminar: Collaboration	3 1
Spring Junior year	K344 K490	Classroom Management Seminar: Transition From Secondary School to Society	3 1
Summer Junior/Senior year or Fall of Senior year	K361	Assistive Technology	3

Spring Senior year	M470	Student Teaching Practicum in Special Education (8 weeks)	8
			26 Total Credits

(Version 2 with K205 first)

Anticipated Semester	Course #	Course Name	Additional credits per semester
Fall of Sophomore year	K205	Intro to Exceptional Children (Prereq)	3
Spring of Sophomore year	K371	Assessment and Individualized Instruction	3
Summer Sophomore/Junior year	K490 K490 K490	Seminar: Collaboration Seminar: Families, Schools and Society Seminar: Transition From Secondary School to Society	1 1 1
Fall Junior year	K352	Instructional Strategies (K371 Prereq.)	3
Spring Junior year	K344	Classroom Management	3
Summer Junior/Senior year or Fall of Senior year	K361	Assistive Technology	3
Spring Senior year	M470	Student Teaching Practicum in Special Education (8 weeks)	8
			26 Total Credits

We look forward to any feedback or comments you might about this program option.