

SECTION I - CONTEXT

KSC Post-Baccalaureate Special Education Certification Program (PB SPED)

1. Description of any state or institutional policies that may influence the application of CEC standards.

NO CHANGES TO SECTION, SEE PREVIOUS REPORT

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

The Internships in Special Education I and II are designed to facilitate candidate development of knowledge and skills in a flexible, integrated, and seamless fashion. Candidates build skills as they progress through the program by completing work sample assignments, reviewing evaluations of skills on the *Field Work Evaluation* form, and documenting this work in their *Special Educator Portfolio*.

All candidates complete foundational summer coursework and within these courses students have early field experiences including site visits to special education programs and student case studies for a total of 10-15 hours. All candidates have had significant previous work in schools. They also complete preliminary work on their portfolios to prepare them for the Internship I and II experiences. The Internship I and II experiences are equivalent in clock hours to the undergraduate special education program and are distributed over the entire academic year. Since this is a one year program, candidates' field experiences are concentrated in the internship and connected to concurrent coursework. The internship clock hour requirement was approved by the Director of KSC Teacher Education and Graduate Studies and meets state certification guidelines for field experiences in special education (see below). For Alternative IV candidates who work in a special education teaching position, the time on-the-job is utilized to meet the initial certification in special education competencies. Candidates are required to attend a seminar throughout the year which focuses on problem solving and skill development. Below are the clock hours required for combined Internships I and II:

Minimum Clock Hour Requirements

Candidate does not have current or prior teacher certification - 700 hours (25 hrs per wk/ 28 wks, I & II)

Minimum Clock Hour Requirements

Candidate has current or prior teacher certification - 400 hours (14 hrs per wk/28 wks, I & II)

In order to formalize the Internship experience all candidates and site representatives work during the summer to complete a *Post-Baccalaureate Special Education Internship I Cooperative Agreement* between the cooperating school district and KSC. All candidates in PB SPED are assigned a KSC Supervisor and a site based Cooperating Professional which now mirrors all field experiences at KSC. Previously, site based personnel were referred to as Mentors. Cooperating Professionals possess required knowledge and skills in special education, and KSC faculty members consult with school district personnel (e.g., advisory board members, school principals, special education directors) to select Cooperating Professionals that are a good fit for each candidate. This is one of the most important steps in the program because KSC relies on solid collaboration with school districts to support the success of candidates. Cooperating Professionals are required to attend training sessions at KSC to assist with the evaluation of a candidate's performance in relation to KSC competencies.

The program quickly establishes a baseline of special education skills as candidates enter the fall Internship I experiences. The baseline knowledge and skills are assessed in the beginning of Internship I through a self assessment of knowledge and skills in the context of CEC Standards. This self-assessment is revisited again at the end of Internship I and again at the end of Internship II in connection with the final portfolio exhibition and evaluation. The KSC Supervisor coordinates all aspects of the experience and works closely with the candidate and Cooperating Professional.

The fall Internship I experience focuses on foundation instruction (Standards 4 and 7), language (Standard 6), and assessment (Standard 8) skills. Social and behavior issues (Standard 5) are introduced in the context of the work

on instruction and assessment. Foundational collaborative and professional behaviors are also assessed during Internship I. Further special education content knowledge is explored through the *Special Education Process Work Sample* (program Assessment #2). This extensive case study experience shows candidates strengths and weaknesses in knowledge and skills in an applied manner. Candidates also concurrently take the *Assessment and Evaluation in Special Education* course (EDUCSP 520) during the Internship I experience which helps to connect the knowledge they are gaining about assessment with the students they are working with in the field. This has proven to be a very effective way for candidates to attain foundational assessment knowledge and skills as it gives candidates a context to connect this work.

At the end of the Internship I experience, candidates and a KSC supervisor meet to discuss and document growth in special education skills. The portfolio tool and the field work evaluation tool are used to stimulate this discussion (see next section for KSC faculty role in evaluation of candidate). In the spring Internship II experience candidates extend their instruction and assessment skills established in the fall and build on their strengths and focus energies on improving weaker skill areas. These skill strengths and weaknesses are documented in the *Internship Action Plan* which includes activities all candidates will complete during Internship II as well as individually designed activities to either extend special education skills or target areas for improvement. This approach helps KSC faculty to fill competency gaps for candidates and provides more advanced candidates an opportunity to extend their special education work. It is important to note that all candidates complete a series of work samples during the Internship II. An emphasis on social and behavior issues (Standard 5) and collaboration (Standard 10) takes place during the Internship II. All candidates take a specialized course in transition planning (EDUCSP 525) where, as in EDUCSP 520, candidates learn about transition content knowledge and skills while they complete the field experience.

KSC Supervisors provide the primary evaluation of the candidate during the field experience which includes a field work evaluation for Internship I and II, Portfolio evaluations, observations, and work sample evaluations. The Cooperating Professional also completes a field work evaluation during Internship I and II, observations, and provides preliminary evaluations on various work samples for the Internship. Candidates are also required to self-assess their skills in the context of the field experience. The Cooperating Professional documents and self-assessments are submitted to a KSC Supervisor, who reviews all documents to make final evaluations of performance during the field experience. The KSC Supervisor follows up with the Cooperating Professional and candidate throughout the Internship to obtain an accurate picture of candidate performance.

The culminating experience for the program and internships involves a portfolio exhibition which takes place at the end of the Internship II. At this session, students discuss their growth as a beginning special educator in the context of sharing artifacts that demonstrate competence. Cooperating Professionals are also invited to attend this final experience. All candidates have an exit interview with the KSC supervisor at the end of the Internship II to discuss future goals for professional development, job prospects, as well as review the year's progress.

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program.

NO CHANGE

4. Description of the relationship of the program to the unit's conceptual framework.

NO CHANGE

5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system.

NO CHANGES