

New Business Item 20-34

Introduced April 16, 2021

Approved April 16, 2021

TITLE: Consideration of Provisional Approval of the University of Hawaii at Manoa's College of Education Added Field Program in Special Education Mild/Moderate and Special Education Severe/Profound

The Hawaii Teacher Standards Board approves the request from the University of Hawaii at Manoa's College of Education for the COE Department of Special Education's Post Baccalaureate Program in Special Education to offer a new track to be used to add Special Education to an existing Hawaii teaching license.

The program may recommend candidates for licensure in the following fields:

- Special Education Mild/Moderate PK-3, K-6, 6-12
- Special Education Severe/Profound PK-3, K-6, 6-12

Details of the program, coursework, assessments, and faculty are attached.

This program track will become part of the College of Education's accreditation review in 2028.

The HTSB Executive Director will inform the program of this decision, post information to the HTSB website, and inform the Department of Education and Charter Schools about this new route to special education licensure.

Submitted by: Branden Kawazoe

Referred to: Teacher Education Committee



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MĀNOA

MEMORANDUM

March 15, 2021

TO: Dr. Lynn Hammonds, Executive Director
Hawai'i Teachers Standards Board

FROM: Amelia Jenkins *Amelia Jenkins*
Interim Associate Dean for Academic Affairs

The College of Education, University of Hawai'i at Manoa, is requesting that the Hawai'i Teachers Standards Board approve the new add-a-field licensure request in the specialty area of Special Education. The Department of Special Education offers a Post Baccalaureate in Special Education: Mild/Moderate and Severe/Autism tracks, which are approved for initial teacher licensure. We are submitting 18-credits of coursework from that HTSB approved program to be considered for add-a-field in either mild/moderate or severe disabilities. The coursework and required assessments are the same as offered in the PB SPED program, excluding a focus elective, field experiences, and student teaching for the add-a-field option.

We look forward to receiving your approval to add this program to our list of approved education licensure programs. The completed *HTSB Educator Preparation Added or New Fields Program Review Template* is attached. Also included for your review are: (1) a list of faculty, (2) the department organizational chart, and (3) the required assessments: Dispositions and assignments in courses SPED 601, 603, 614, 618, and 620.

Should you have any questions please contact Amelia Jenkins, Interim Associate Dean for Academic Affairs, at 956-4278/7704 or by email at amelia@hawaii.edu.

HAWAII TEACHER STANDARDS BOARD
EDUCATOR PREPARATION ADDED OR NEW FIELD(S)
PROGRAM REVIEW TEMPLATE

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CONTACT AND CONTEXT INFORMATION

1. Unit name and address

Name	College of Education University of Hawai'i at Mānoa
Address	1776 University Ave., Everly Hall - Room 128, Honolulu, HI 96822

2. Unit administrator

Name	Nathan M. Murata
Title	Dean
Email address	nmurata@hawaii.edu
Telephone number	808-956-7703

3. Program Administrator, if different from Unit Administrator

Name	Amelia Jenkins
Title	Interim Associate Dean for Academic Affairs
Email address	amelia@hawaii.edu
Telephone number	808-956-7704

4. Name of new program or field(s) to be added to existing program.

Name of Program	License Field(s)	License Level(s)	Projected Implementation Date
Severe Disabilities/Autism Special Education	SPED Severe/Profound	P-3, K-6, 6-12	August 01, 2021
Mild/Moderate Disabilities Special Education	SPED Mild/Moderate	P-3, K-6, 6-12	August 01, 2021

Ex. Master's of Education

STEM

6-12, 6-8

7/1/2018

5. If this is a new program, attach an organizational chart of your institution/agency and, if applicable, college/school/department showing the placement of this program.

Organizational chart attached.

6. Justification for implementing the program. Summarize the current market for this program's completor employment outlook and any other contexts that shape the program.

Given the chronic and severe shortage of licensed special educators in Hawaii, many special education positions are staffed by educators who are teaching out-of-field. The University of Hawai'i at Manoa special education recruitment specialist reports that she receives 20-30 requests per year from licensed teachers for a program that will allow them to add the field of special education to their licenses. Currently, the only program we can offer these educators seeking to obtain a special education license is a 4-semester 31-credit Post-Baccalaureate program (plus 4 credits of prerequisite coursework). The add-a-field options that we are requesting (Special Education - Mild/Moderate Disabilities; Special Education - Severe/Profound Disabilities) include all but one of the required Post-Baccalaureate coursework, requiring a 3-semester 18-credit program. All of the Post-Baccalaureate coursework includes field-based assignments; additional field work and student teaching are, therefore, not included in the proposed Add-a-Field options.

ADDING A NEW PROGRAM, ADDED FIELD PROGRAM, OR NEW FIELDS TO EXISTING PROGRAM

To add a new license field or program during a continuing state approval term, Hawaii approved units are required to submit information regarding coursework, faculty, and assessments/rubrics that are in addition to or different from unit criteria approved at the most recent unit review.

Coursework Specific to New Program: List courses in table and describe or attach course syllabi.

Course/Seminar/Experience	Description
SPED- Mild/Moderate Disabilities	
* SPED 603: Principles of Behavior	
* SPED 611: Methods and Strategies --Mild/Moderate	
* SPED 613: Advanced Assessment/Curriculum Dev. - Mild/Moderate	
* SPED 621: Language Arts Strategies: Students with Mild/Moderate	
* SPED 601: Technology for Diverse Learners	
* SPED 620: Strategies Across Content Area	Course syllabi are attached.
SPED- Severe Disabilities/Autism	
* SPED 462: Assessment, Planning, Instruction - Severe/Autism	
* SPED 603: Principles of Behavior	
* SPED 614: Assessment and Instruction - Severe/Autism	
* SPED 618: Adaptations and Special Procedures - Severe/Autism	
* SPED 630: Positive Behavior Support	
* SPED 632: Language/Communication Intervention in Special Education	

Assessments/rubrics Specific to New Program: List when assessments are administered and describe each assessment. Attach template and grading rubric for each assessment.

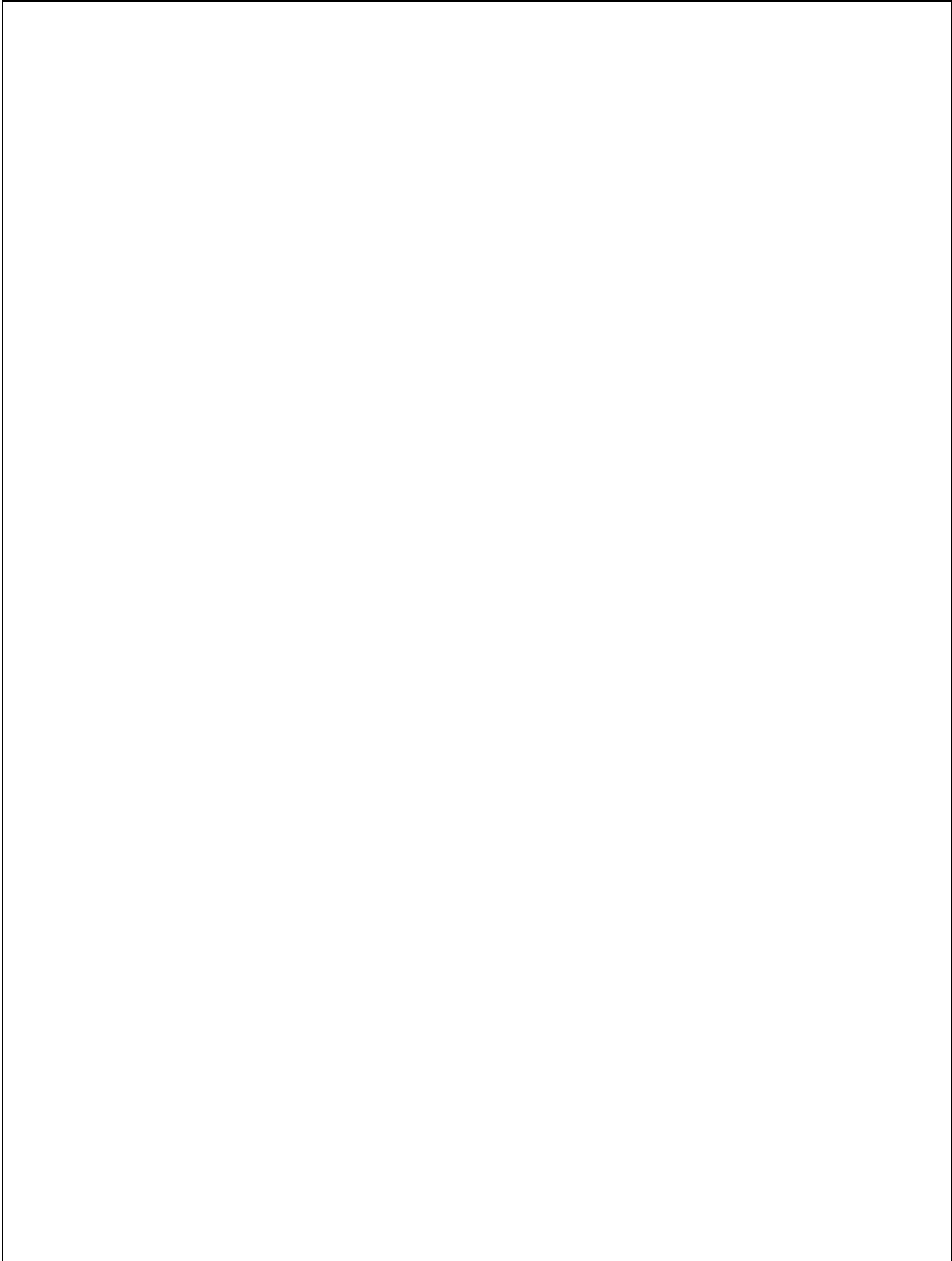
Name Of Assessment	When the Assessment is Administered	Description
Assessment of content knowledge	Mild/Mod - 3rd Semester Severe/Prof - 2nd Semester	Mild/Mod - SPED 620: Effective practices synthesis paper Sev/Prof - SPED 618: Case study
Assessment of candidate ability to plan instruction	1st Semester	SPED 603: Intervention Project
Assessment of student teaching	n/a	Candidates for licensure will already have completed a student teaching; Student teaching not required for Add-a-Field
Assessment of candidate effect on student learning	Mild/Mod - 3rd Semester Severe/Prof - 2nd Semester	Mild/Mod - SPED 601: Technology project Sev/Prof - SPED 614: Instructional programs
Assessment on candidate dispositions	2nd Semester	Dispositions Rating form

Faculty Specific to New Program: List faculty names and either complete table or attach roster that includes this information.

Faculty Member Name	Highest Degree & Area of Concentration	Role in Program	Professional Experience Relevant to Program
See Attachment			

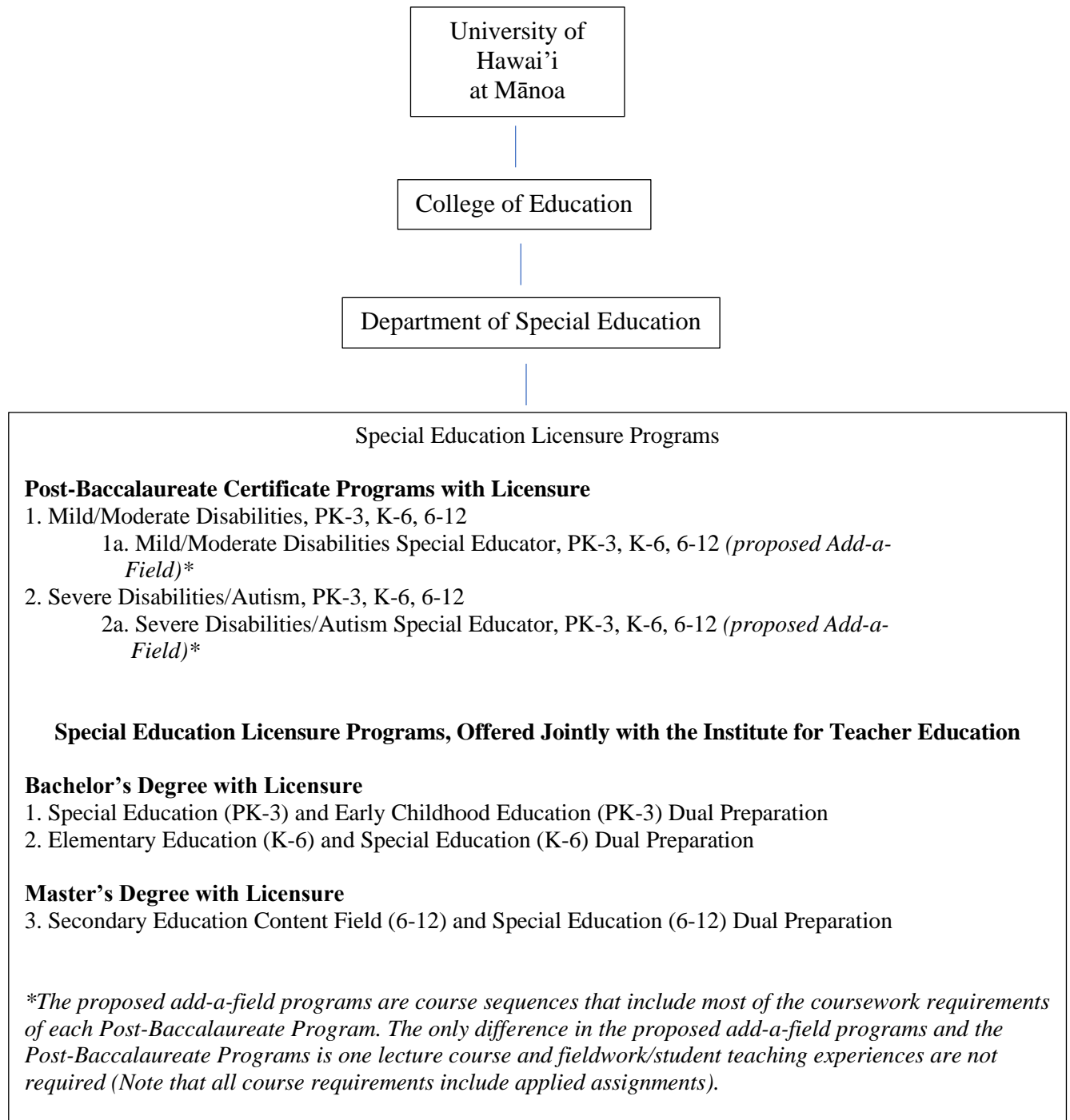
Additional Information Helpful to the Review Team

Note that these are the required courses in the University of Hawaii at Manoa Post-Baccalaureate in Special Education State Approved Teacher Education Program, except for a 3-credit focus course in preschool or secondary special education. Field experiences and student teaching are not required because add-a-field candidates are already licensed teachers. All courses required in this program include "applied" assignments.



Department of Special Education
College of Education
University of Hawai'i at Mānoa

UHM/Program Organization Chart



SPED 601 Final Project Description & Rubric

Objectives for this assignment:

- To apply the **technology skills** and **instructional and assistive technology concepts** you have learned in SPED 601 to a practical project that is useful for your student(s).
- To use the **assistive features of digital tools** to support students and address IEP objectives.
- To use the UDL Design Cycle to integrate a technology strategy in a way that supports learning goals for a student(s).
- To reflect on the process of creating your project.

Components of the Project

1. **THE TECHNOLOGY PROJECT** (10 points)

The “technology project” is the product you create (for or with a student or child). To create this technology project, you will use technologies and universal design strategies we have learned in class. You can do a project similar to the *Do It Yourself projects* for this course or design a project that uses a combination of the ideas/technologies you learned about.

If you are a teacher, student teacher or work with students in some other capacity	If you do not work at a school
Develop a technology project with (or for) a student or students in your class. The project should incorporate concepts we have studied in SPED 601, including the use of assistive features with instructional strategies and application of Universal Design for Learning principles to support academic, behavioral or social objectives.	Please contact me to discuss alternate ways to do this project if you do not work at a school and have no access to a classroom.

Things to consider as you develop your technology project.

- Consider the UDL Design Cycle (from Module 1). What are your goals for the lesson or project and how can you reduce barriers and support student needs/preferences? *OPTIONAL: If you would like you can use this [UDL Design Worksheet](#) to plan your project.*
- What are the IEP objectives for your selected student(s)? How can you support the student’s strengths and incorporate elements that will be engaging for the student?
- For this project, which specific skills do you want to address for the student(s) you will work with? Consider academic, social and behavioral skills.
- Think about the process of creating this project with your student(s). Consider how to break the project down into steps (if necessary) and work over a span of time.

2. **FINAL PAPER** (20 points)

In this paper, describe the **process of making your project and your reflections about how the process went.** (See required elements for final paper on p.2.)

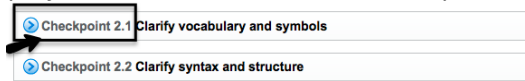
Required Elements for the Final Paper:

I. Introduction & Background

- a) Describe the **student(s)** you worked with and the skills you were supporting with this project. Be specific in your description of academic and/or behavioral/social objectives.
- b) Describe **the goals of the lesson or project** for your student(s). (Step 1 of UDL Design Cycle - Goals)
- c) Describe how you selected **instructional and/or assistive technology** to address barriers, student needs and/or preferences. (Step 2 of UDL Design Cycle)

II. Process and Connections to SPED 601 concepts

- c) Describe the **PROCESS of developing and creating the project** with the student (Step 4 of UDL Design Cycle - Methods).
- d) Select **at least three specific UDL checkpoints** and **explain how** the process of making this project addressed those checkpoints (<http://www.udlcenter.org/aboutudl/udlguidelines>)
NOTE: *Be specific and detailed. Identify the specific checkpoints such as 2.1, etc. and state how/why the process of making the project addressed the selected checkpoints.*



III. Synthesis and Reflection

- e) Reflect on the **process and outcome**.
 - What did you learn through the process of making this project?
 - What worked and what would you change if you did the project again?
 - What were the outcomes for the student(s) you worked with?

You are not limited to these sections, but you should include the info above. You can use your own headings/sub-headings within your paper if you prefer.

Rubric for SPED 601 Final Project

1. TECHNOLOGY PROJECT (10 points)

Needs Development (1-3 pts)	Acceptable (4-7 points)	Excellent (8-10 points)
<p>The project is not well-developed.</p> <ul style="list-style-type: none"> Digital tools are used but do not clearly support learning objectives. Use of digital tools is not well-connected to specific objectives Connections to UDL are weak or inadequate 	<p>The project is adequately developed</p> <ul style="list-style-type: none"> Digital tools are used along with instructional strategies to support learning objectives. Assistive features of technology are utilized to reduce barriers and support student(s). Use of digital tool(s) supports objectives for student(s); (Project can support academic, behavioral, and/or social objectives.) Digital tools are used in alignment with UDL principles and as part of the UDL Design Cycle. 	<p>The technology project is thoughtfully designed and developed.</p> <ul style="list-style-type: none"> Digital tools are used along with instructional strategies to support learning objectives. Assistive features of technology are well-utilized to reduce barriers and provide supports for student(s). Use of digital tool(s) supports objectives for student(s); (Project can support academic, behavioral, and/or social objectives.) Digital tools are used in alignment with UDL principles and as part of the UDL Design Cycle. Project is a thoughtful application of technology to support student(s).

2. FINAL PAPER (20 points)

Needs Development (1-9 pts)	Acceptable (10-15 points)	Excellent (16-20 points)
<p>The paper plan lacks one or more of the required elements (a-e)</p> <p>The paper is disorganized or lacks detail.</p>	<p>The paper addresses most of the required elements and includes:</p> <ol style="list-style-type: none"> Brief description of the student(s) that the project was created with/for Objectives or intended outcomes of the project, including the skills addressed How the project reduced barriers and addressed support needs and preferences of student(s) Description of the process of developing and creating technology project Description of how the project addresses Universal Design for Learning principles and guidelines (some information provided, but lacks specificity) Adequate reflection on the process of creating the project <p>The paper is organized.</p>	<p>The paper addresses all the required elements and includes:</p> <ol style="list-style-type: none"> Brief description of the student(s) that the project was created with/for Objectives or intended outcomes of the project, including the skills addressed How the project reduced barriers and addressed support needs and preferences of student(s) Clear and detailed description of the process of developing and creating technology project Description of how the project addresses Universal Design for Learning principles and guidelines (provide specific information) Thoughtful reflection on how the process of creating the project (what worked or could be changed) <p>The paper is organized and well-written.</p>

SPED 603: Behavior Intervention Project – Description & Rubric

The candidate will develop four positive behavioral interventions for common or actual behavioral needs in a general education field setting, special education field setting, clinic setting, or a home/community setting. The four interventions will be:

- a. One intervention that addresses a group/class-wide behavioral need.
- b. One intervention that addresses an individual's behavioral need and must improve.
- c. One intervention addressing a functional living skill or academic skill.
- d. One intervention addressing a social skill.

Plans must demonstrate an accurate application of each intervention procedure, include a fidelity checklist and data collection plan, and a meaningful analysis and interpretation of the data.

Rubric (see next page)

InTASC Standard	Project Components	Target (2)	Acceptable (1)	Unacceptable (0)
InTASC Standard 8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. Score: _____	Intervention Procedures	♦ Candidate clearly described all aspects of the intervention in detail including instructional strategy, motivation strategies, reinforcement, environmental arrangements, etc. ♦ Candidate used terminology appropriately.	♦ Candidate described all aspects of the intervention including instructional strategy, motivation strategies, reinforcement, environmental arrangements, etc. ♦ Candidate used terminology appropriately.	♦ Candidate did not clearly describe the intervention procedures or procedures were not included.
InTASC Standard 6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	Description of data, Presentation of data (graphs, charts), Baseline & Intervention Data Anecdotal record; Interpretation of intervention results	♦ Candidate reported 3+ baseline points across a minimum of 3 days for all interventions; ♦ Candidate reported stability in baseline as evident by the data; ♦ Candidate labeled graphs and charts clearly and accurately (e.g., axes, title, coding system); ♦ Candidate reported detailed anecdotal information.	♦ Candidate reported 3+ baseline points across a minimum of 3 days for all interventions; ♦ Candidate reported stability in baseline; ♦ Candidate labeled graphs and charts accurately (e.g., axes, title, coding system); ♦ Candidate reported some anecdotal information. ♦ Candidate wrote an analysis of the findings from this project.	♦ Candidate reported using an inadequate number of data points; ♦ Candidate constructed graphs and/or charts poorly ♦ Candidate displayed data in an unclear manner; ♦ Candidate included scant or no anecdotal information. ♦ Candidate wrote a discussion/reflection that is scant and does not provide evidence of analyses and reflection.

InTASC Standard	Project Components	Target (2)	Acceptable (1)	Unacceptable (0)
Score_____		<p>◆ Candidate wrote a clear evidence of analyses of the findings from this project.</p> <p>◆ Candidate wrote a discussion/reflection that provides insights regarding the effectiveness or need to adjust practices in the future.</p>	<p>◆ Candidate wrote a discussion/reflection that provides insights regarding the effectiveness or need to adjust practices in the future.</p>	

Total Points: ____

Target: 4
Acceptable: 3
Unacceptable: <3

SPED 614 – Instructional Programs Assessment

Description of Assessment

Develop two individual instructional plans. The plans must address the following strategies/content areas to individualize instruction and enhance critical thinking, problem solving, and performance skills:

- a) chaining and self help or school routines
- b) errorless instruction and functional academics

All programs are to be implemented in inclusive school or community activities/settings. Each instructional plan must include (a) behavioral objective, (b) scheduling matrix indicating when the skills will be taught, (c) modifications of learning environments (d) stimulus control procedures (e.g., explicit modeling, efficient guided practice, etc.), (e) consequences for a correct response, incorrect or partial response, and no response, (f) maintenance and generalization techniques, (g) data collection procedures, and (h) data sheets and graphs. All elements must be labeled (plans, data sheets, and graphs) with appropriate identification information (student name [an alias must be used for the assignment], plan name, author, plan start date, plan completion date).

Instructional Programs Rubric

Scoring Rubric for Instructional Programs

Criterion	Target	Acceptable	Unacceptable
Appropriateness of objectives	<p>* All objectives are stated in the context of functional, age-appropriate, and meaningful activities; They are particularly well-suited to the unique needs and characteristics of the student</p> <p>*All objectives are properly formatted and specify meaningful conditions, an operational response, and a measurable criterion</p> <p>16-18 pts.</p>	<p>* Most or all objectives are stated in the context of functional, age-appropriate, and meaningful activities</p> <p>* Most or all objectives are properly formatted and specify meaningful conditions, an operationalized response, and a measurable criterion.</p> <p>12-15 pts.</p>	<p>* Most objectives are isolated skills; They are not functional, age-appropriate, or meaningful</p> <p>* Objectives are poorly written and/or some components are missing (conditions, response, criterion)</p> <p><12 pts.</p>
Thoroughness of instructional plan	* Instructional plans are written as general case plans	* Instructional plans are written as general case plans	* Instructional plans are not formulated as general case

	<p>and include all components (occasions for instruction, stimulus control, generalization, reinforcement, corrections, data collection sheet, and graph).</p> <p>* Plans are written with such clarity that any knowledgeable professional could implement them accurately</p> <p>25-27 pts.</p>	<p>and include all components (occasions for instruction, stimulus control, generalization, reinforcement, corrections, data collection sheet, and graph)</p> <p>21-24 pts.</p>	<p>plans and/or do not include all components (occasions for instruction, stimulus control, generalization, reinforcement, corrections, data collection sheet, and graph)</p> <p><21 pts.</p>
Accuracy of instructional techniques	<p>* Techniques are described thoroughly, correctly, and clear precision</p> <p>* Reflects an exceptional understanding and application of the techniques</p> <p>28-30 pts.</p>	<p>* Techniques are thoroughly and correctly described</p> <p>* Reflects a solid understanding of the techniques</p> <p>24-27 pts.</p>	<p>* Techniques are not full described or not completely accurate</p> <p><24 pts.</p>
Accuracy of graphs and presentation of data	<p>* Graphs are correctly constructed and well-designed to represent the nature of the data</p> <p>* Data are accurately charted and described</p> <p>* Presentation reflects an excellent understanding of the data</p> <p>34-40 pts.</p>	<p>* Graphs are correctly constructed</p> <p>* Data are accurately charted and described</p> <p>27-33 pts.</p>	<p>* Graphs are not correctly constructed and/or data are not accurately charted/described</p> <p><27 pts.</p>
Appropriateness of data interpretation and recommendations	<p>* Descriptions of student progress reflect in-depth understanding of data analysis</p>	<p>* Descriptions of student progress reflect a reasonable interpretation based on the characteristics</p>	<p>* Descriptions of student progress fail to provide a reasonable interpretation of</p>

SPED 618 Case Study Project – Description & Rubric

The *Case Study Project* includes a description of the student with severe disabilities or autism spectrum disorders and an individualized support plan. Candidates describe the student, his/her characteristics and the impact of those characteristics on the student's learning and life experiences. Candidates use this information to develop an individualized support plan in the areas of cognitive/academic, communication, social and motor skills that will increase the student's access to inclusive environments. The *Case Study Project* also includes a plan for training and monitoring classroom staff including paraeducators to learn and implement the supports.

Case Study Description

SPED 618 – The *Case Study Project* is a required assignment. Each student completes a *Case Study Project* that includes a comprehensive case study and individualized plan for a student with severe disabilities/autism spectrum disorders who has significant social/educational needs. (Your case study target student should be the same one that you have used in the two previous assignments.) Complete an individualized plan that does the following: (a) fully describes (i.e., what, how, when, who) 1-5 instructional strategies, supports/adaptations and materials for each of the following domains: cognitive/academic, communication, social and motor skills (all supports should increase the student's access to inclusive environments), (b) provides a rationale for the selected strategies/supports matching each to the individual's characteristics and needs previously identified, and (c) includes a plan for training and monitoring classroom staff to learn and implement this individualized plan.

SPED 618 Case Study Project Rubric

CEC Standard InTASC Standard	Project Components	Target (2)	Acceptable (1)	Unacceptable (0)
<p>CEC Standard 1: Learner Development & Individual Learning Differences</p> <p>InTASC Standard 1: Learner Development</p> <p>◆ The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p>Score _____</p> <p>InTASC Standard 2: Learning Difference</p> <p>◆ The teacher uses understanding of</p>	Description of Student & Setting	<p>◆ Candidate wrote an in depth description of the student that demonstrated an exceptional understanding of the similarities and differences in the target student's development and characteristics and the impact of these differences on his/her participation in inclusive environments including home and community</p> <p>◆ Candidate described the target student and setting indicating a strong need for an instructional support plan to support participation in inclusive environments including home and community</p>	<p>◆ Candidate wrote a description of the student that demonstrated a basic understanding of the similarities and differences in the target student's development and characteristics and the impact of these differences on his/her participation in inclusive environments including home and community</p> <p>◆ Candidate described the target student and setting indicating a need for an instructional support plan to support participation in inclusive environments including home and community</p>	<p>◆ Candidate wrote a description of the students that did not demonstrate or demonstrated a limited understanding of the differences in the target student's development and characteristics and the impact of these differences on his/her participation in inclusive environments</p> <p>◆ Candidate described the target student and setting that did not provide sufficient evident to support the need of an instructional support plan to participate in inclusive environments</p>

CEC Standard InTASC Standard	Project Components	Target (2)	Acceptable (1)	Unacceptable (0)
individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. Score_____				
CEC Standard 5: Instructional Planning & Strategies InTASC Standard 7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. Score:_____	Description of Instructional Strategies a. Cognitive/Academic b. Communication c. Social d. Motor	♦ Candidate wrote a detailed description of instructional strategies including assistive technologies for each of the areas (cognitive, communication, social, motor[if applicable to student]) that was aligned with specific needs and abilities of the student and that could be implemented with fidelity ♦ Candidate described instructional strategies that included evidence-based strategies including motivational procedures aligned with the specific student	♦ Candidate wrote a basic description of instructional strategies including assistive technologies for each of the areas (cognitive, communication, social, motor[if applicable to student]) that was aligned with specific needs and abilities of the student and that could be implemented with fidelity ♦ Candidate described instructional strategies that included evidence-based strategies including motivational procedures aligned with the specific student	♦Candidate wrote a description of instructional strategies that was either not aligned with the needs and abilities of the students and/or were not adequately described to be implemented with fidelity ♦Candidate described instructional strategies that were not evidence-based and/or did not include motivational procedures aligned with the specific student

CEC Standard InTASC Standard	Project Components	Target (2)	Acceptable (1)	Unacceptable (0)
CEC Standard 2: Learning Environments InTASC Standard 3: Learning Environments ♦ The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. Score_____	Description of Supports/Adaptations& Materials a. Cognitive/Academic b. Communication c. Social d. Motor	♦ Candidate wrote a detailed description of the supports/adaptations & materials for each of the areas (cognitive/academic, communication, social, motor[if applicable]) that were culturally relevant to the student ♦ Candidate wrote a detailed description of the supports/adaptations & materials for each of the areas (cognitive/academic, communication, social, motor[if applicable]) that promoted independence and/or interdependence and were strongly aligned with the specific needs of the student	♦Candidate wrote a description of the supports/adaptations & materials for each of the areas (cognitive/academic, communication, social, motor[if applicable]) necessary to address the identified deficits and that were culturally relevant to the student ♦Candidate wrote a description of the supports/adaptations & materials for each of the areas (cognitive/academic, communication, social, motor[if applicable]) that promoted independence and/or interdependence and are aligned with the specific needs of the student	♦Candidate wrote a description of supports/adaptations & materials for each of the areas (cognitive/academic, communication, social, motor[if applicable]) that were not culturally relevant to the student ♦Candidate wrote a description of the supports/adaptations & materials for each of the areas (cognitive/academic, communication, social, motor[if applicable]) that did not promote independence and/or interdependence and were not aligned with the specific needs of the student
N/A	Rationale for Strategies/Supports/ Adaptations	♦Candidate wrote a strong rationale supporting need for specific instructional strategy, supports, and adaptations that are clearly aligned with	♦Candidate wrote a rationale supporting need for the identified instructional strategy, supports, and adaptations	♦Candidate wrote a rationale that did not support the need for the identified instructional strategy, supports, and

CEC Standard InTASC Standard	Project Components	Target (2)	Acceptable (1)	Unacceptable (0)
		the student's needs and abilities	that are aligned with the student's needs and abilities	adaptations that are not aligned with the student's needs and abilities Or candidate wrote a rationale that loosely supported the need for the instructional strategy, supports, and adaptations and that were loosely aligned with the student's needs and abilities
CEC Standard 7: Collaboration InTASC Standard 10: Leadership & Collaboration ♦ The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. Score_____	Plan for Training/Monitoring Staff	♦ Candidates described a detailed plan for training paraeducators and other classroom staff to implement the intervention strategies and supports including adaptations, materials, and environmental supports ♦ Candidates described in detail training and collaboration activities with families, and other personnel who work with the student in the plan that are culturally responsive to ensure the intervention and supports are useful at home and in the community	♦ Candidates described a plan for training paraeducators and other classroom staff to implement the intervention strategies and supports including adaptations, materials, and environmental supports ♦ Candidates described training and collaboration activities with families, and other personnel who work with the student and the plan that are culturally responsive to ensure the intervention and supports are useful at	♦ Candidates either did not describe a plan or described an incomplete plan for training paraeducators and other classroom staff that lacked sufficient information on implementing the intervention strategies and supports and/or did not include useful information on adaptations, materials, and environmental supports ♦ Candidates either did not describe or described with insufficient detail

CEC Standard InTASC Standard	Project Components	Target (2)	Acceptable (1)	Unacceptable (0)
			home and in the community	training and collaboration activities with families, and other personnel who work with the student and the plan and the plan is not culturally responsive to ensure it is useful at home and in the community

Effective Practices Synthesis Paper – Description & Rubric

The *Effective Practices Synthesis Paper* is a synthesis of evidence-based information on strategies for teaching content areas math, science, and social studies. To complete the *Paper* the candidate (a) finds a minimum of eight studies (four each from two of the following areas: math, science, social studies) that describe teaching methods in these areas for students with disabilities, from educational journals (approved by the instructor), (b) critically reflects on effective practices for teaching math, science and social studies to diverse student populations and (c) describes how the research could be put into practice in a public-school setting.

Effective Practices Paper Description

SPED 620 – *Effective Practices Synthesis Paper* includes a synthesis of information on teaching methods and effective practices for teaching content areas: math, science, social studies that you have researched, analyzed, and described the application for a public school setting. You are required to: (a) find a minimum of eight studies (four each from two of the following areas: math, science, social studies) that describe teaching methods in these areas for students with disabilities, from educational journals (approved by the instructor), (b) critically reflect on effective practices for teaching math, science and social studies to diverse student populations and (c) describe how the research could be put into practice in a public school setting.

Your paper should include the following:

- Introduction/Rationale that describes the student population and characteristics that warrant intervention
- Description of at least 8 effective practices
- Effective practices are appropriately cited
- A summary of the effective practice from the articles and a synthesis of this knowledge gained
- A description of the application of the practice in a public-school setting

SPED 620 Effective Practices Paper Rubric

InTASC Standard	Paper Components	Target (2)	Acceptable (1)	Unacceptable (0)
<p>InTASC Standard 1 Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p>Score_____</p>	Introduction/Rationale	<p>◆ Candidate wrote a compelling rationale for the use of research-based practices.</p> <p>◆ Candidate described in detail (with supporting research cited) the student population and characteristics that warrant intervention.</p>	<p>◆ Candidate wrote a rationale for use of research-based practices.</p> <p>◆ Candidate described (with some research cited) the student population and characteristics that warrant intervention.</p>	<p>◆ Candidate wrote a rationale that is not convincing.</p> <p>◆ Candidate described characteristics of student population are vague, or are not supported by research.</p>

<p>InTASC Standard 2 Learning Differences</p> <p>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p>Score_____</p>				
<p>InTASC Standard 8 Instructional Strategies</p> <p>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and</p>	<p>Description of the Effective Practice</p>	<p>◆ Candidate described thoroughly the effective practices (instructional strategies). ◆ Candidate described thoroughly and with detail the studies employing the practice. ◆ Candidate described practices</p>	<p>◆ Candidate described effective practices and matched practices (instructional strategies) with the research articles cited.</p>	<p>◆ Candidate described effective practices but did not match practices (instructional strategies) with the research studies outlined. ◆ Candidate wrote an incomplete or underdeveloped description that</p>

<p>their connections, and to build skills to apply knowledge in meaningful ways.</p> <p>Score____</p>		<p>and aligned them with the research cited.</p>		<p>indicates a lack of understanding of the effective practice.</p>
<p>InTASC Standard 7: Planning The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p>Score____</p>	<p>Implications for Practice</p>	<p>◆Candidate wrote a strong summary that demonstrated an insightful synthesis of the information on effective practices, including thoughtful application of the effective practices in a school setting. ◆Candidate provided examples to support their understanding for the use of the effective practices.</p>	<p>◆ Candidate wrote an adequate summary of the articles that synthesized the information and provided an overall picture of the effective practices and how those practices enhance student’s critical thinking, problem solving, and/or performance skills ◆ Candidate conveys an adequate understanding of the application of the practices.</p>	<p>◆ Candidate wrote a summary that lacks synthesis of how the practice may be applied, or makes statements unsupported by the literature. ◆Candidate wrote a summary that lacks implementation information.</p>

NA	Source number and quality	<ul style="list-style-type: none"> ◆ More than 4 sources, based on EBP methods ◆ Includes primary research articles from high quality journals, as well as primary articles from juried publications. 	<ul style="list-style-type: none"> ◆ Minimum of 4 sources that are based on EBP methods ◆ Includes primary articles from well-respected journals in the field (including online journals). 	<ul style="list-style-type: none"> ◆ Fewer than 4 sources and/or sources not appropriate (not based on EBP methods). ◆ Over-reliance on low quality journals and/or sources that are exceptionally brief or are non-credible online sources.
NA	Organization and Style	<ul style="list-style-type: none"> ◆ Organizational pattern has clear introduction of the purpose of the paper, and follows a coherent pattern that leads to the conclusion. ◆ No spelling, grammatical, citation, or reference errors; Creative language use; smooth transitions. 	<ul style="list-style-type: none"> ◆ A basic organizational plan is obvious throughout. ◆ Contains very few spelling or grammatical errors; appropriate citations & references; transitions included. 	<ul style="list-style-type: none"> ◆ Disorganized or organizational plan is inconsistent. ◆ Contains spelling or grammatical errors, incorrect citations and/or references; lack of transitions.



Professional Dispositions Assessment

Place a check next to the evaluator completing this form

	First Name	Last Name	Signature
<input type="checkbox"/> Teacher Candidate			
<input type="checkbox"/> COE Instructor/Supervisor			
<input type="checkbox"/> Mentor Teacher (if applicable)			
<input type="checkbox"/> Other (if applicable)			

COE Course:	Semester/Year:	Date:
Placement Information (if applicable)		
School Name:		
Subject:	Grade Level:	

Overview and Directions

Establishing and maintaining appropriate professional dispositions is essential to being a successful teacher. Teacher candidates must demonstrate appropriate dispositions in all aspects of their professional lives, including: UHM classes, field-based courses, public and private settings, face-to-face and online. This assessment is a tool to reflect on candidate performance, engage in relevant discussion about dispositions, and help candidates work to maintain and/or develop appropriate dispositions. Candidates, UHM faculty, and applicable school partner personnel (mentor teachers, principals) may initiate the use of this form at any time and as program policies dictate. This assessment will be completed during all field and student teaching experiences.

Candidates/applicants are scored on their professional dispositions using the following rubric. **For each disposition note a check in the "Meets Expectation" column if the indicated "Meets Expectation" criteria are met. Specific and observable written evidence must be included in the comments if the candidate/applicant is being scored either "Needs Improvement" or "Exceeds Expectation."**

N = Not Applicable or not observed (in cases where specific dispositions may not apply)

NI = Needs Improvement. Does not meet all of the indicated criteria. Comments are required.

ME = Meets Expectations. Meets all of the indicated criteria.

EE = Exceeds Expectations. Performs above and beyond all of the indicated criteria. Comments are required.

Signatures acknowledge that all relevant parties have discussed and understand the assessment.

1 – Professionalism	N	NI	ME	EE
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Consistently attends and actively/appropriately participates in UHM and field-based courses. Is honest and reliable, punctual, meets program requirements and deadlines, and produces quality work. Dresses appropriately. 				
Comments				



2 – Communication (verbal and nonverbal)	N	NI	ME	EE
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Listens openly, communicates respectfully in different contexts (face-to-face/online, formal/informal, classroom/outside classroom, public/private settings, etc.), responds appropriately to the feedback and the opinions of others, asks for help when necessary, and respects and protects confidentiality as appropriate. Communicates clearly and effectively. Communicates in a timely and responsive manner, and is proactive in communicating unavoidable absences, tardies, schedule changes, etc. 				
Comments				
3 – Collaboration	N	NI	ME	EE
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Initiates and/or positively contributes to collaborative efforts with others. Actively participates in problem solving. 				
Comments				
4 – Reflection	N	NI	ME	EE
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Engages in purposeful reflection in order to promote meaningful intellectual, emotional, and social growth. Monitors the impact of his/her actions and interactions on others and adjusts behavior accordingly. 				
Comments				
5 – Diversity	N	NI	ME	EE
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> Values diversity and is positively responsive to other cultures, languages, and multiple perspectives, including those perspectives that are different than their own. Models and acts with empathy. 				
Comments				
Overall Assessment	N	NI	ME	EE
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments				

Add-a-Field Proposal: Mild/Moderate Disabilities and Severe/Profound Disabilities

Faculty Specific to New Program

Faculty Member Name	Highest Degree & Area of Concentration	Role in Program	Professional Experience Relevant to Program
Mild/Moderate Disabilities Track			
Black, Rhonda	EdD, Vocational Special Education	Instructor, Field Supervisor	Taught special education 9 years; Teaching special education in higher education since 1996.
Brennan, Kimberly	PhD, Special Education	Instructor, Field Supervisor	Taught special education 8 years; Teaching special education in higher education since 2010.
Cook, Sara	PhD, Mild/Moderate Disabilities	Instructor, Field Supervisor	Special education teacher & consultant 8 years; Teaching special education in higher education since 2014.
Dazzeo, Robin	MET, Special Education	Instructor, Field Supervisor	Taught special education 6 years; Teaching special education in higher education since 2020.
Knox, Rockey	EdD, Special Education	Instructor, Field Supervisor	Taught special education 4 years; Teaching special education in higher education 2010-2015, 2018-present.
Meng, Paul	PhD, Special Education	Instructor, Field Supervisor	Behavior interventionist and special education teacher 6 years; Teaching special education in higher education since 2019.
Nozari, Maryam	PhD, Special Education	Instructor, Field Supervisor	Child psychologist and psychometrist 2 years; preschool teacher 3 years; Teaching special education in higher education since 2020.
Ornelles, Cecily	PhD, Special Education	Instructor, Field Supervisor	Taught special education 3 years & general education/preschool education 3 years; Teaching special education in higher education since 1997.
Ortogero, Shawna	PhD, Exceptionalities	Field Coordinator, Instructor, Field Supervisor	Special education teacher and administrator 16 years; Teaching special education in higher education since 2007.

Oshita, Linda	PhD, Education	Instructor, Field Supervisor	Taught special education 4 years; Teaching/advising/coordinates special education in higher education since 2002.
Rao, Kavita	PhD, Special Education & Technology	Instructor, Field Supervisor	Educational technology specialist 13 years; Teaching special education in higher education since 2009.
Reed, Rachelle	PhD, Education	Instructor, Field Supervisor	Elementary education, special education, and reading teacher 4 years; Teaching special education in higher education since 2001.
Rogers-Rodrigues, Heather	MEd, Mild/Moderate Special Needs	Instructor, Field Supervisor	Taught special education 17 years; Teaching special education in higher education since
Royer, David	PhD, Special Education	Instructor, Field Supervisor	General education and special education 8 years; Teaching special education in higher education since 2016.
Wilkins, Kevin	MS, Educational Administration	Instructor, Field Supervisor	Special education teacher and administrator 18 years; Teaching special education in higher education since 2018.
Severe/Profound Disabilities Track			
Awana, Chantelle	MEd, Special Education	Instructor, Field Supervisor	Taught special education 8 years; Teaching special education in higher education since 2015.
Chandler, Laura	MEd, Severe Disabilities	Instructor, Field Supervisor	Taught special education 8 years; Teaching special education in higher education since 2018.
Conradi, Lyndsey	PhD, Special Education Severe	Instructor, Field Supervisor	Taught special education 6 years; Teaching special education in higher education since 2020.
Heine, Rumi	MEd, Special Education	Instructor, Field Supervisor	Taught special education 8 years; Teaching special education in higher education since 2016.
Huntington, Rachelle	PhD, Special Education & Applied Behavior Analysis	Instructor, Field Supervisor	Taught special education 1 year; Behavior analyst 3 years; Teaching special education in higher education since 2015.
Ninci, Jennifer	PhD, Educational Psychology,	Instructor, Field Supervisor	Substitute and student teacher in special education 2 years; Behavior analyst 3 years;

	Special Education		Teaching special education in higher education since 2016.
Taylor, Gregory	PhD, Special Education	Instructor, Field Supervisor	Taught special education 7 years; Family teacher 3 years; Teaching special education in higher education since 2012.
Wells, Jenny	PhD, Exceptionalities	Instructor, Field Supervisor	Special education teacher and administrator 16 years; Teaching special education in higher education since 2005.