- A. Improvement on Licensure (or Certification) Standards

As part of the Masters comprehensive exam, all Intervention Specialist students are required to create an iWebfolio account and submit artifacts from their classes throughout their MA Intervention Specialist program. Each artifact for iWebfolio is directly tied to one of the six CEC Advanced Standards (see below).

CEC Advanced Standards

Advanced Standard 1: Leadership and Policy

Special educators in advanced programs learn to use their deep understanding of the history of special education, current legal and ethical standards, and emerging issues to provide leadership. Special educators promote high professional self-expectations and help others understand the needs of individuals with exceptional learning needs. They advocate for educational policy based on solid evidence-based knowledge to support high quality education for individuals with exceptional learning needs. As appropriate to their role, they advocate for appropriate resources to ensure that all personnel involved have effective preparation. Special educators use their knowledge of the needs of different groups in a pluralistic society to promote evidence-based practices and challenging expectations for individuals with exceptional learning needs. They model respect for all individuals and ethical practice. They help to create positive and productive work environments and celebrate accomplishments with colleagues. They mentor others and promote high expectations for themselves, other professionals and individuals with exceptional needs.

Advanced Standard 2: Program Development and Organization

Special educators apply their knowledge of cognitive science, learning theory and instructional technologies to improve instructional programs. They advocate for a continuum of program options and services to ensure the appropriate instructional supports for individuals with exceptional learning needs. They help design and deliver, as appropriate to their role, ongoing results-oriented professional development designed to support the use of evidenced-based practices at all relevant organizational levels. They use their understanding of the effects of cultural, social and economic diversity and variations of individual development to inform their development of programs and services for individuals with exceptional learning needs. Special educators continuously broaden and deepen their professional knowledge, and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies and assistive technologies to support access to learning. They use their deep understanding of how to coordinate educational standards to the needs of individuals with exceptional learning needs to help all individuals with exceptional learning needs to access challenging curriculum standards.
Advanced Standard 3: Research and Inquiry

Research and inquiry inform the decisions of special educators who have completed advanced programs in guiding professional practice. Special educators know models, theories, philosophies and research methods that form the basis for evidence-based practices in special education. This knowledge includes information sources, data collection and data analysis strategies. Special educators evaluate the appropriateness of research methodologies in relation to practices presented in the literature. They use educational research to improve instructional techniques, intervention strategies and curricular materials. They foster an environment supportive of continuous instructional improvement, and engage in the design and implementation of action research. Special educators are able to use the literature to resolve issues of professional practice, and help others to understand various evidence-based practices.

Advanced Standard 4: Individual and Program Evaluation

Evaluation is critical to advanced practice of special educators. Underlying evaluation is the knowledge of systems and theories of educational assessment and evaluation, along with skills in the implementation of evidence-based practices in assessment. Effective special educators design and implement research activities to evaluate the effectiveness of instructional practices and, as appropriate to their role, to assess progress toward the organizational vision, mission and goals of their programs. It is critical in evaluation that nonbiased assessment procedures are used in the selection of assessment instruments, methods and procedures for both programs and individuals. With respect to evaluation of individuals, special educators prepared at the advanced level are able to apply their knowledge and skill to all stages and purposes of evaluation including: prereferral and screening, preplacement for special education eligibility, monitoring and reporting learning progress in the general education curriculum and other individualized educational program goals.

Advanced Standard 5: Professional Development and Ethical Practice

Special educators are guided by the professional ethics and practice standards. Special educators have responsibility for promoting the success of individuals with exceptional learning needs, their families and colleagues. They model and promote ethical and professional practice. Special educators plan, present and evaluate professional development, as appropriate to their roles, based on models that apply adult learning theories and focus on effective practice at all organizational levels. Special educators model their own commitment to continuously improving their own professional practice by participating in professional development themselves.

Advanced Standard 6: Collaboration

Special educators prepared at the advanced level have a deep understanding of the centrality and importance of consultation and collaboration to the roles within
special education and use this deep understanding to integrate services for individuals with exceptional learning needs. They also understand the significance of the role of collaboration for both internal and external stakeholders, and apply their skill to promote understanding, resolve conflicts and build consensus among both internal and external stakeholders to provide services to individuals with exceptional learning needs and their families.

They possess current knowledge of research on stages and models in both collaboration and consultation and ethical and legal issues related to consultation and collaboration. Moreover, special educators prepared at the advanced level have a deep understanding of the possible interactions of language, diversity, culture and religion with contextual factors and how to use collaboration and consultation to enhance opportunities for individuals with exceptional learning needs.

➢ B. Improvement on Organizational Structure and Instructional Delivery

Converted the hybrid program to entirely online course delivery (effective Spring 2012) for the preparation of Special Education Intervention Specialists with an emphasis on scientifically-based intervention strategies, teacher leadership and instructional coaching competencies that support the fidelity of interventions across settings and service providers, and progress monitoring and evaluation strategies that inform the accountability for achieving adequate yearly progress.

Rationale for program delivery change: There were 11 Intervention Specialist students who applied and were accepted into the program in 2009. In the Fall of 2011, 5 students successfully graduated the MA Intervention Specialist program. Data was collected to determine the retention challenges. It was determined that because the program was designed for full time teachers, an online program would be more conducive to the busy teacher student/schedule.

➢ C. Improvement on Curriculum and Course Content

Restructured the program to include separate Literacy and Numeracy courses offered through the English and Mathematics departments, two leadership courses woven into one course due to redundancy, and the inclusion of a coaching practicum to be completed at the end of the program. The course schedule now requires completion of the following courses (*34 credit hour program)

SRM 600 Introduction to Graduate Research (3)
EDSE 670 Legal and Policy Foundations of Special Education (3)
EDSE 672 Leadership in the School community (3)
EED 610: Interventions in Literacy (3)
MED 645: Interventions in Mathematics (3)
EDSE 673 Research and Reflective Practice (3)
EDSE 675 Issues in Special Education Assessment (3)
EDSE 676 Assessment and Interventions for Students with Challenging
Behaviors (3)
EDSE 677 Transition to Adulthood for Youth with Exceptionalities (3)
EDSE 678 Leadership Strategies in Significant Support Needs/Autism (3)
EDSE 679 Interventions for Students with Culturally and Linguistic Differences (3)
*EDSE 696 Practicum in Instructional Coaching (1-9)
*(1-9 variable credit hours with a minimum of 1 credit is required)

Restructured and defined the Admissions requirements to include the following:

- A bachelor’s degree from an accredited college or university in teacher education or a related field.
- Provide evidence of licensure/endorsement as a special education generalist teacher or documented evidence of 24 semester hours of college level coursework from a regionally credited college or university in each of the areas (overview of special education; behavior; assessment and identification of children with disabilities; differentiating instruction for learners with diverse needs; transition and secondary services; reading, math; and oral and written language) with 2.6 overall degree GPA – which may include a maximum of 6 semester hours of documented professional development or work experience.
- All official transcripts.
- Grade point average (GPA) of 3.0 in the last 60 semester hours of academic work OR GRE scores of 900 or above and a 3.5 on Analytical Writing.
- Resume.
- A minimum of two letters of recommendation are required.
- A 1-2 page statement of educational goals and philosophy (this should focus on who you are as an educator and how the intervention specialist program can assist you with your future goals).

Doing What Works Curriculum Enhancement
1. Six of the ten Intervention Specialist course syllabi were revised to include content from the Doing What Works
2. The project had two primary goals. The first goal focused on revising all Intervention Specialist courses so that they clearly address and include evidence-based practices derived from the Doing What Works system of resources. Four objectives were associated with this goal: 1) Intervention Specialist instructors will review the DWW practices and identify those resources that are appropriate for teaching specifically in his/her course; 2) Intervention Specialist instructors will receive training from DWW contractors in specific areas designed to improve the delivery of evidence-based practices in their courses; 3) Intervention Specialist instructors will revise their course syllabi to
reflect the embedding of the DWW tools and practices and; 4) Intervention Specialist instructors will identify at least one course requirement that will require the demonstration of application of at least one evidence-based practice, either with students or in a coaching/training capacity.

- **D. Improvement on Student Support**

The following resources are available for student support:

1. Intervention Specialist student list serv
2. Current website for prospective and incoming students
3. Academic advisor- Dr. Tracy Mueller
4. Program handbook

- **E. Program Evaluation**

Program evaluation consists of the following three processes:

1. Student grades for classes (Must be C or better, GPA must maintain a 3.0 average)
2. Student reviews are conducted periodically for identifying concerns and recognizing students who demonstrate high quality performance in the program. Using the attached (see below- Appendix A. School of Special Education)
3. All Intervention Specialist students are required to complete a comprehensive exam to determine knowledge and skills demonstrated by program participants, and their impact on K-12 student learning and results through the iWebfolio process that includes Council for Exceptional Children Specialist standards reflection.

The comprehensive exam requires all students to create an iWebfolio account and submit artifacts (identified assignments) from their classes throughout their MA Intervention Specialist program. Each artifact for iWebfolio is directly tied to one of the six CEC Advanced Standards (see above). The iWebfolio is used as the cumulative capstone of the MA program and will be required to graduate. Each assignment must be graded as proficient in all areas of the iWebfolio rubric. The student's iWebfolio assignment for each Intervention Specialist class is graded in the portfolio using a rubric designed to measure the attainment of the course goals.

The comprehensive exam requires the Intervention Specialist candidates to upload the designated iWebfolio artifact, along with a brief reflection that discusses the relationship of the standard to the class artifact/overall class experience. For example EDSE 670 requires the Policy Issues Analysis and a Reflection about the relationship between this class and assignment to the CEC Advanced Standard 1: Leadership and Policy. The objective of the reflection is for the student to describe how the class prepared the Intervention Specialist candidate to meet the Advanced Standard and thus apply it to his/her own work in the field of education.

**Comprehensive Grading Process:**
1. After classes are completed, the students will upload the designated artifact (see list below).

2. Once an artifact is uploaded, the student will write their CEC Standards/class reflections for each class (6 total- see below). They only need to be 1-2 paragraphs. These reflections should be a brief reflection that discusses the relationship between the class content/assignment and the CEC Advanced Standard that is assigned to that class:

3. Once this step is complete, the student will email the professor of record for the course and ask that they grade the artifact. **If** it is graded as proficient then the student has passed that portion of the process and does not need to do anything else for that class. **If it is NOT proficient, the student must contact the professor and find out what needs to be done so that it is proficient.**

4. Once all artifacts are graded as proficient or better and the student is in the last semester of their program (i.e., almost all courses have been completed), the student will request to complete the comprehensive exam by submitting the necessary paperwork.

5. Once all artifacts are graded as proficient or better, two independent faculty members will review your portfolio to see that all artifacts are uploaded and graded as proficient or better. If they are then you will receive a passing grade for the comprehensive exam.

The artifacts for each class and Advanced Standard are listed below:

EDSE 670: Policy Issues Analysis & CEC Advanced Standard 1 Reflection
EDSE 672: Problem of Practice Case Study & CEC Advanced Standard 4 Reflection
EDSE 673: Action Plan Final Paper & CEC Advanced Standard 3 Reflection
EED 610: General Essay & CEC Advanced Standard 2 Reflection
EDSE 676: Coaching Project & CEC Advanced Standard 5 Reflection
EDSE 679: Literature Review & CEC Advanced Standard 6 Reflection
Appendix A. School of Special Education Student Feedback Form

Degree Program ____________________________________________

Name of Student ___________________________ Date _________________________

Student’s Advisor ___________________________ Evaluator _____________________

Please provide information regarding the above named student for each of the following areas of performance. Circle the number of the descriptor that most clearly reflects your impression of the student. **Please rate this student in relation to other students with whom you have worked.** The descriptors are:

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<th>Not enough information</th>
<th>Well below expectations</th>
<th>Below expectations</th>
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<th>Above expectations</th>
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Comments: (please use the reverse side if necessary)

This student should be:

- [ ] Encouraged to continue
- [ ] Reviewed after another semester
- [ ] Offered remedial assistance
- [ ] Discouraged from continuing in the program
- [ ] I do not know the student well enough to make a recommendation at this time.