Year 1 Review Guide

Grantees funded through the 325T priority are required to spend the first year of the project in planning for program improvement. The purpose of this guide is to ensure that the activities planned by grantees reflect the underlying purposes and requirements of the 325T priority. This guide specifies the expected outcomes of this planning year, will serve as a foundation for discussion between the Project Director and the OSEP Project Officer, and will be a component of the review process conducted by reviewers convened by OSEP. Where appropriate, each section below includes a reference to the requirements in the absolute priority for 325T Special Education Preservice Program Improvement Grants.

The Report
Please use this guide as a framework for organizing the Year 1 Report. Five Domains of Improvement comprise the framework. Use bullets or write a short narrative under each domain question. Descriptions should be succinct, but yet provide enough information for reviewers to understand the components of your program. The report should also include a) a Syllabi Revision Summary to list all courses in the program and the status of revision, and b) a five-year timeline of project activities.

The Review
Following the submission of the report, a teleconference will be scheduled with the 325T grantee, peer reviewers and the grantee’s project officer. A presentation should be prepared using these four major areas: Existing program, project activities under the five domains, implementation challenges, and future plans. (We strongly recommend using a PowerPoint presentation.)

Date of Submission: September 28, 2012

Date of Review: (To be determined with Project Officer)

Award #: 325T11

Name of Institution:

Project Director(s):

Project Officer:

Project Performance Period (five-year period): 10/01/11 – 9/30/16
Five-year Timeline Included (Requirement #1): Yes No

A. Improvement on Licensure (or Certification) Standards
1. Describe how you have or will realign your program with your State’s licensure or certification requirements to enable scholars to be highly qualified in accordance with section 602(10) of IDEA and 34 CFR 300.18 (Requirement (a)6i).
2. Describe how your program will ensure that scholars are equipped with the knowledge and skills necessary to assist children in meeting State academic achievement standards (Requirement (a)6ii).

B. Improvement on Organizational Structure and Instructional Delivery
1. Describe how your program will integrate coursework with practicum opportunities that will enhance the competencies of beginning special education teachers to collaborate and work with regular education teachers and other personnel to provide effective services and instruction in academic subjects to children with high incidence disabilities in K-12 regular education classrooms and address the challenges of serving high-need children with disabilities (Requirement (a)2). *(For example, describe any changes in the formats in which content/courses are delivered, such as co-teaching and on-line courses.)*
2. Describe how your improved or restructured program will include field-based training opportunities in diverse settings including schools in high-need LEAs, high-poverty schools, and low performing schools, including the persistently lowest-achieving schools (Requirement (a)5).
3. Describe how representatives of relevant academic departments with expertise in the core academic subjects will be involved in the partnership (Requirement (b)1,2,3).
4. Describe your preliminary plans to institutionalize/maintain your redesigned program once Federal funding ends (Requirement (a)8).

C. Improvement on Curriculum and Course Content *(attach the syllabi summary sheet listing courses and status of revision)*
1. Describe how the curriculum and course syllabi have been revised to integrate evidence-based interventions (for example, literacy, behavior, assessment, instructional practices, inclusive strategies) that improve outcomes for children with high-incidence disabilities into the improved or restructured program (Requirement (a)1; Program Performance Measure #1).
2. Describe how the curriculum and course syllabi have been revised so that faculty utilizes existing high-quality training resources on evidence-based interventions, such as those developed by OSEP-funded Centers (e.g., IRIS Center; National Center on Response to Intervention). (Requirement (a)1)
3. Describe how you will: (a) incorporate universal design for learning principles into curricula and instructional practice; and (b) integrate instructional and assistive technologies into the delivery of services (Requirement (a)2).
4. Describe how your program will integrate coursework with practicum opportunities that will enhance the competencies of beginning special education teachers to support and work with parents and families of children with disabilities (Requirement (a)2).

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1 Designated requirements may be found in the FY 2011 Application for New Grants under IDEA
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5. Describe how your improved or restructured program will prepare special education teachers to address the specialized needs of high-need children with disabilities by identifying the competencies that special education teachers need to work effectively with this population (Requirement (a)3).

6. Describe your plan to ensure that program faculty have the necessary supports, knowledge, and skills to implement the new interventions and curriculum in the improved or restructured program (Requirement (c)).

D. Improvement on Student Support

1. Describe how your improved or restructured K-12 teacher preparation program includes induction and mentoring for program participants in LEAs (Requirement (a)1).

2. Describe how your program will provide support systems (including tutors, mentors, and other innovative practices) to enhance retention in and successful completion of the program (Requirement (a)7). (For example, describe any changes in your student retention activities.)

3. Describe how your improved or restructured program will provide extended clinical learning opportunities, field experiences, or supervised practica and ongoing high quality mentoring and induction opportunities in local schools (Requirement (a)4).

4. Describe how you will utilize resources from the National Center to Inform Policy and Practice in Special Education Professional Development (NCIPP.org) in designing the program to provide extended clinical learning opportunities, field experiences, or supervised practica (Requirement (a)4).

E. Program Evaluation

1. Describe how you will collect, analyze, and use data, including data on student achievement and student growth to improve instructional practices and interventions. (Requirement (a)2) Program Performance Measure #2) (For example, describe your plans to measure or evaluate the impact of your program changes on K-12 student performance.)

2. Describe how you will measure the extent to which evidence-based interventions are integrated within the improved or restructured program (Requirement (d)1).

3. Describe how you will collect and analyze data on faculty members’ implementation of the improved or restructured program (Requirement (d)2).

4. Describe how you will collect and analyze data on scholars’ competencies (Requirement (d)3).

5. Describe how you will collect and analyze data on the quality of services provided by program graduates, including data on their students’ outcomes (e.g., academic, social, emotional, behavioral) and student growth (Requirement (d)4).

6. Describe how you will use the results and findings from program evaluation activities to inform and validate any proposed changes to the improved or restructured program (Requirement (d)5).

7. Describe your plans for reporting evaluation results to OSEP in your annual and final performance reports (Requirement (d)5). (Note: Grantees are encouraged – but not required – to engage in data collection activities after the completion of the grant).
325T Syllabi Revision Summary

The purpose of the 325T Syllabi Revision Summary is to organize in a useful format the syllabi revision work that is required under the 325T priority. The 325T Syllabi Revision Summary should accompany the a) 325T Program Improvement Year I Review report due by September 28, 2012 and b) the syllabi submitted with the Annual Performance Report for Continuation Funding.

In addition, for the purpose of reporting on OSEP’s performance measures, 325T FY 2011 grantees must submit all syllabi for courses required for program completion shortly after the due date of the annual performance report (May 1, 2013). Syllabi from all 325T grants will be reviewed either by an independent science panel or by OSEP staff. All five areas of evidence-based practices (Literacy, Behavior, Assessment, Inclusive Strategies, and Instructional Practices) should be evident in syllabi across the program and are evaluated as such by at least a majority of the science panel. All five areas are not required to be included within each syllabus. Rather, syllabi across your program must reflect evidence-based practices. The five areas are not intended to represent the only areas of evidence-based practices, but are representative of the essential knowledge and skills in a high-incidence, teacher preparation program for special educators.

The following table includes two examples that show acceptable responses on the status of syllabi revision.

<table>
<thead>
<tr>
<th>Syllabi Revision Summary</th>
<th>(Check one and describe the status)</th>
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<tbody>
<tr>
<td>Course Title</td>
<td>Evidence-Based Practices Included</td>
</tr>
<tr>
<td>EDSE 662</td>
<td>a) Literacy</td>
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<tr>
<td></td>
<td>b) Behavior</td>
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<tr>
<td></td>
<td>c) Assessment</td>
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<td></td>
<td>d) Inclusive Strategies</td>
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<tr>
<td></td>
<td>e) Instructional Practices</td>
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<tr>
<td>EDUC 500</td>
<td>a) Literacy</td>
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<td></td>
<td>b) Behavior</td>
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<td>c) Assessment</td>
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<td>d) Inclusive Strategies</td>
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<tr>
<td></td>
<td>e) Instructional Practices</td>
</tr>
</tbody>
</table>

*Indicate those areas of evidence-based practice revised in the course by using bold font.

1. If revised previously, explain why and date.
2. If in process, indicate expected revision completion date.
3. Revision of this course syllabus is complete.