Project Next Steps: Strengthening Preparation for Secondary Special Educators in Rural Schools

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NCATE ACCREDITED: Preparing Candidates to be “Effective-Reflective-Engaged”
California State University, Chico

Created by an 1887 legislative act as the Northern Branch State Normal School of California

California State University, Chico is the second-oldest campus in the CSU system - one of 23 campuses, and is located in Chico, California, about 90 miles north of Sacramento

Student population is 16,000 from 33 states and 57 nations

Combination of residential students and distance learners has led to on-campus supports along with efforts to make these supports available to remote students
CSU, Chico Special Education Service Area

The Special Education Program serves the mostly mountainous, 38,000 square mile area above red line; because of this, CSU, Chico entered into distance education early on, with satellite delivery of courses.

Now distance education is delivered in both synchronous and asynchronous video streamed format for remote learners.
CSU Chico Special Education Program Strengths 1995-2008
(before 325T Project)

• Multiple pathways to high-incidence K-12 certification with 60-75 candidates per year in combination of pathways with Bilingual certification option (for those qualified)
• Dual Credentialing: Multiple Subject/Education Specialist Program for 15 years; strong curriculum focus on K-6
• English learner emphasis and preparation in Guided Language Acquisition
• Integrated, continuous field and coursework
• Access to courses, utilizing technology for distant learning
• Service-Learning experience and use of pedagogy in student teaching
• Candidate retention services and outcomes (95% graduation rate since 1995)
Objective 1. Prepare training sites and candidates to meet the needs of diverse youth with high incidence disabilities, including English Learners, using Evidence-Based Practices. (Domain B & C)

Objective 2. Provide intensive training in core subject matter and Evidence-Based Practices. (Domain C)

Objective 3. Restructure and enhance a model integrated training program in order to prepare Highly Qualified secondary special educators. (Domain B)

Objective 4. Fashion a support network to ensure candidate retention and success in the preparation program and in the profession;

Objective 5. Reduce shortage of HQTs for youth with high incidence disabilities.
Objective 1: Prepare Secondary Sites Using Evidence-Based Practices


Project Activities in 2010-2011

1. Dr. Donald Deshler, Project Expert Consultant: Site visit and professional development for faculty and field partners (including individual meetings with faculty to review syllabi)
   ✗ Focus on EBP’s in literacy development provided impetus for site development; KU Center for Research on Learning
2. Site partners review of syllabi with faculty in after school sessions
3. Routine partnership meetings and annual feedback surveys
5. Summer Strategic Instruction Model (SIM) Training for cooperating teachers, paraprofessionals, principals representing the three partner sites (August 2011)
6. Implementation of SIM in targeted classrooms
Objective 2: Provide intensive training in Evidence-Based Practices

The basis for our transformative design is the (1) Report of the Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning, Transforming teacher education through clinical practice: A national practice to prepare effective teachers. Commissioned by NCATE, 2010; (2) KU Center for Research on Learning – Strategic Instruction Model (SIM); (3) Pianta, R., Hitz, R., and West, B (2010). Increasing the application of developmental sciences knowledge in educator preparation: Policies and Practice Issues. NCATE.

Emerging Project Activities in 2011-2012

1. Implementation of SIM in targeted general and special education classrooms in three secondary sites.
2. Align coursework assignments to site-based implementation of E-B practices.
3. Expand focus on pupil data to monitor use, efficacy of EBP’s.
4. Track school-wide data and measures including attendance and office referrals.
5. Provide opportunity for the trained cohort of cooperating teachers to attend the California S.I.M. conference in San Francisco in October. This “leadership team” to expand opportunities for additional cooperating teachers.
6. Build base of support for tiered intervention leadership teams through PLC’s in secondary schools.
Objective 3: Restructure and enhance a model integrated program to prepare HQ secondary special educators.

Research about adolescent development to guide our process and emerging program elements:


_New knowledge of adolescent development is especially important since the adolescent years are one of the most important periods of human cognitive, biological, and social growth and change. Adolescents have four basic developmental needs to connect to teacher preparation content:_

**Adolescent Needs:**

1. **Relationships**: I want to connect with others.
2. **Autonomy**: I want to be independent.
3. **Competence**: I want to experience success in what I do and feel like a worthwhile person.
4. **Relevance**: I am more motivated and challenged by skills and content that relate to my life experience.

**Program Elements:**

- Peer Interactions; Coop. Learning
- Differentiated Learning
- Basic literacy/math skills; SIM;
- Critical Thinking Skills
- Application to real-life; Service-Learning;
- Experiential learning
Scheduling a Dual Credential Program

- Integrating Field and Coursework Components
- Meeting the Unique Needs of the Secondary Schools
- Demands of general and special education content
- Depth vs. Breadth
- Licensure and Competencies
- Supervision and Teaching Schedules for faculty
## Integrated Single Subject with Education Specialist
### Mild/Moderate - Pilot Curriculum Sequence 2010-2011

<table>
<thead>
<tr>
<th>PRE-REQUISITES &amp; UNDERGRADUATE</th>
<th>SEMESTER 1 – Graduate Year</th>
<th>SEMESTER 2 - Graduate Year</th>
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<tbody>
<tr>
<td>SPED 569-Field Experience in Special Education</td>
<td>3 EDTE 672-Reading/Language Arts: ELL/Academic Access</td>
<td>4 SPED 691 Collaboration-Consultation; SPED Laws &amp; Regs</td>
</tr>
<tr>
<td>SPED 343-Overview of Special Education</td>
<td>3 *EDTE 533 Subject Specific Pedagogy</td>
<td>3 SPED 680-Autism (part II)</td>
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<tr>
<td>SPED 580-Introduction to Autism</td>
<td>2 SPED-692- Behavior Management (Exceptional Needs)</td>
<td>3 SPED 672 Curriculum and Instruction M/M</td>
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<tr>
<td>SPED 564-Managing Learning Environments</td>
<td>2 SPED 560 Math Pedagogy K-12</td>
<td>3 SPED 664 Academic Literacy &amp; Comm Skills</td>
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<tr>
<td>SPED 561 Curriculum and Instruction</td>
<td>3 SPED 501 Monthly Seminar</td>
<td>1 SPED 560 Assess &amp; Evaluation</td>
</tr>
<tr>
<td>SINGLE SUBJECT CSET EXAM &amp; CBEST</td>
<td>*Student Teaching: General Education Single Subject</td>
<td>9 *Student Teaching: Special Education</td>
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<tr>
<td>ACADEMIC UNDERGRADUATE MAJOR</td>
<td>PACT EVENT RICA (Reading Instruction Competence Assessment) Exam</td>
<td>SPED 501 Monthly Seminar</td>
</tr>
</tbody>
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### Fall 2011 Dual Credential Schedule (Draft)
**Single Subject/ Education Specialist Mild/Moderate**

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>8:00 am</td>
<td>Site- St.Tchg to 3:45</td>
<td>Site to 11:30 AM</td>
<td>Site to 3:30 PM</td>
<td>Site to 4 PM</td>
<td>Site to 12 PM</td>
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<td>9:00</td>
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<tr>
<td>12:00-3:00 pm</td>
<td>EDTE 673</td>
<td></td>
<td></td>
<td></td>
<td>SOED 692-12:30</td>
</tr>
<tr>
<td>4:00 pm</td>
<td>SPED 560-4:30</td>
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<td>SPED 501</td>
<td>EDTE 672</td>
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<tr>
<td>5:00 pm</td>
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<td></td>
<td>EDTE 533 (5:30)</td>
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<tr>
<td>6:00-8:20 pm</td>
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<td></td>
<td>EDTE 533</td>
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Thank you to OSEP and our Project Officer, Jennifer Coffey, for the opportunity to participate in the 325T Project and the support and encouragement to engage in continual program improvement!

The CSU Chico “Project Next Steps” Team