

# Campbellsville University

## School of Education

### Rejoinder

#### MODERATE AND SEVERE DISABILITIES GRADES P-12

4/12/19

1) The template does not identify all the attributes for this program (see Program Identification section of the template).

The Moderate to Severe Disabilities program (P-12) is available as a stand-alone certification, as a component to the Teacher Leader Master of Arts in Special Education (TLMASE), and as a specialty track for the Master of Arts in School Improvement (MASI) degree. All courses are offered online only.

#### Program Identification

**Name of the Program Category:** Moderate and Severe Disabilities

**Grade Levels: (check all that apply)**

☐ B-P ☐ P-5 ☐ 5-9 ☐ 5-12 ☐ 8-12 ☒ P-12

**Program Classification: (check all that apply)**

☒ Graduate Level ☒ Graduate Level – Cert Only

**Program Degree/Award Level: (check all that apply)**

☒ Master's for Rank II ☒ Master's for Rank I

☐ 5<sup>th</sup> year non-degree for Rank II ☐ 6<sup>th</sup> year non-degree for Rank I

**Program Route: (check all that apply)**

☐ Traditional

**Program Sites: (check all that apply)**

☐ Main/Residential Campus ☐ Off-Site Campus (list each location)

Campus Name	City
Name each campus	

**Delivery Modes: (check all that apply)**

☐ Face-to-Face Only ☒ Online Only ☐ Hybrid

2) The curriculum contracts (Cert only, Rank I Master's, Rank II TL Master's) do not clearly identify all the admission and exit criteria for the program.

The current curriculum contracts for each MSD certification earning option for the 2018-2019 academic year include the following admission (Candidate Assessment Point 5- CAP 5), Mid-point review (CAP 6), and Exit (CAP 7) requirements:

Moderate Severe Disabilities, P-12 Certification Only		
CAP 5 - Entrance Requirements Application	CAP 6 – Mid-Point Continuation	CAP 7 – Exit Requirements <i>To Be Completed in ED 705, Effective Professional Development</i>
<p>_____ Master's Degree or Planned 5<sup>th</sup> Year Program</p> <p>_____ Copy of valid Teacher's Certificate (LBD certification)</p> <p>Official Transcript(s) _____Y _____N</p> <p>Cumulative GPA 2.75 or 3.0 on last 30 hours ____Y ____N GPA_____ Review date: __/__/__</p> <p>Disposition Recommendation (self) _____ (overall rating)</p> <p>_____ KY Code of Ethics (signed)</p> <p>_____ Character &amp; Fitness(signed)</p> <p>_____ Diversity Survey Signed</p> <p>_____ Curriculum Contract/Guide sheet (signed)</p>	<p>_____ GPA (minimum 3.0)</p> <p>_____ Credit Hours Completed (minimum 15 credit hours)</p> <p>_____ Two Disposition Recommendations (1) _____ (self) (2) _____ (faculty)</p> <p><i><b>Praxis Disclaimer:</b> Teacher certification requirements are subject to change. Before registering for the test(s) please refer to the KY Education Professional Standards Board website at <a href="http://www.kyspsb.net">http://www.kyspsb.net</a> for current requirements or contact 502-564-4606 or toll free 888-598-7677.</i></p>	<p>Transcript Review _____ GPA (minimum 3.0) _____ Transcript Attached</p> <p>_____ Two Disposition Recommendations (1) _____ (self) (2) _____ (faculty)</p> <p>_____ CA-1 Form Completed (attached)</p> <p>_____ Exit/Completer Survey</p> <p>_____ Application for Additional Credentials</p> <p>_____ Official Transcript Request</p> <p>MSD _____ Alternate Assessment Project Grade (3.0) _____ IEP (3.0) _____ Case Study (3.0) _____ Field Hours _____ Praxis II (5545); <b>158 passing score</b></p>

### Teacher Leader Master of Arts in Special Education - MSD

CAP 5 - Entrance Requirements Application	CAP 6 – Mid-Point Admission to Candidacy	CAP 7 – Exit Requirements CAP 7 will be implemented in last course
<p>Bachelor's Degree from accredited institution                  State       Degree</p> <p>Official Transcript    Y    N</p> <p>Teaching Certificate or Statement of Eligibility    Y    N</p> <p>Cumulative GPA 2.75 or 3.0 on last 30 hours   Y    N                  GPA       Review date: __/__/__</p> <p>Three (3) Disposition Recommendations: immediate supervisor, colleague, self                  (1)       (2)       (3)       </p> <p>      One-page essay on rationale for graduate study</p> <p>      KY Code of Ethics (signed)</p> <p>      Character &amp; Fitness (signed)</p> <p>      Diversity Survey (signed)</p> <p>      Criminal Background Check (if not currently teaching)</p> <p>      Signed Statement of Acknowledgement/Commitment (see reverse)</p> <p>      Signed Curriculum Contract</p>	<p><b>CAP 6 will be implemented after the completion of 15 credit hours</b></p> <p>Transcript Review                  GPA (minimum 3.0)                  Transcript Attached</p> <p>      Credit Hours Completed (15-18 earned hours)</p> <p>Disposition Recommendations:                  Self                  Professor</p> <p>      Online Candidate Assessment</p> <p>      Field Hours Completed</p> <p>      Signed Curriculum Contract (updated, attached)</p> <p>      Praxis II Exam                  5545 (158 <b>passing score</b>)</p> <p><i>NOTE:                  Praxis II exam must be taken and passed before candidate can apply for MSD certification</i></p> <p><i><b>Praxis Disclaimer:</b> Teacher certification requirements are subject to change. Before registering for the test(s) please refer to the KY Education Professional Standards Board website at <a href="http://www.kyspsb.net">http://www.kyspsb.net</a> for current requirements or contact 502-564-4606 or toll free 888-598-7677.</i></p>	<p><b>Graduation Application: completed and on file with the Office of Student Records</b></p> <p>Transcript Review                  GPA (minimum 3.0)                  Transcript Attached</p> <p>      Disposition Recommendations                  (1)       (faculty);                  (2)       (faculty)                  (3)       (self)</p> <p>      Field Hours Completed – 80</p> <p>      TL Master Action Research Project Grade</p> <p>      Oral Presentation of MARP</p> <p>      CA-1 Form Completed and Attached</p> <p>      Exit/Completer Survey</p> <p>      Transcript Request</p> <p>      Application for Additional Credentials</p> <p>MSD</p> <p>      Alternate Assessment Project Grade (3.0)</p> <p>      IEP (3.0)</p> <p>      Case Study (3.0)</p> <p>      Field Hours</p>



SED 760 (Applied Behavior Analysis) requires 8 total clinical hours. The details are noted in the table below.

Candidates will participate in **8 hours** of field experience in SED 760. Candidates will observe students with moderate to severe disabilities in various settings including but not limited to classroom, community-based setting, and dining/cafeteria. The instructor will provide additional details for the observation hours. The special education program chair will randomly contact P-12 instructors to follow-up on the candidates' field placement/experiences. Use pseudo-names when you write about learners, teachers, and districts to maintain confidentiality. See the field hour requirement document for details (located on the University web page). Logs must be kept of the field experiences. Submit the original log to the Special Education Program office (or FAXed—270 -789-5508). Submit a copy of the log and a 2-3-page reflection of the field experience to the professor. The form must be completed in order to receive credit for the course. A rubric for this assignment is included on the course page.

Field experiences:

After consulting with a classroom teacher, identify a child or youth whom has a behavior that can be targeted for change. **(KTS 1; InTASC 1,2,)** Observe the student in three separate settings (i.e. on the playground, in the general education setting, at lunch), pinpoint the behavior, collect data and write measurable objectives. **(KTS 4; INTASC 9)** Develop a collaborate plan (Task D) and discuss the interventions with the classroom teacher. **(KTS 3; InTASC 3)**

SED 780 (MSD Graduate Practicum) requires 30 hours per the most recent syllabus and includes the following specific components for designated Field/Clinical experiences:

#### SED 780 Field Experience (100 Points)

Candidates will participate in thirty (30) hours of field experience. Candidates will observe students with moderate to severe disabilities including students with autism in various settings; including but not limited to classroom, community-based setting, dining/cafeteria. Course instructor will be responsible for assigning/scheduling the field experiences for this course. The instructor will provide details for the observation hours. Substitute a pseudonym (mock) for real names when you write about learners and teachers to keep confidentially. Field experience summary form must be kept of the field experience. The original and the reflection must be sent to the Special Education Program office. A copy of the form and the reflection/analysis of the observations need to be sent to the professor (highly important). The form must be completed in order to receive credit. A Walk-Through instrument designed by the course instructor will be utilized to evaluate the candidate's instructional practices. Both the classroom teacher and the course instructor will evaluate the candidate. In addition, during the teaching of the lessons, the School of Education Classroom Observation instrument, based on the ten (10) Kentucky Teacher Standards, will be used for evaluative purposes.

Field experiences:

- o Shadow a teacher for students with MSD and ASD at each level; elementary, middle and high. Observe the instructional practices, classroom management techniques, IEP progress monitoring. Write a comparison/contrast reflection. (6)
- o In consultation with the classroom teacher at the high school level, identify a youth that will benefit from a person-centered plan. Discuss the possible post-secondary transitional needs for the student. (2)

- o Shadow a speech language pathologist/therapist and discuss language needs of students with moderate and severe disabilities and students with autism. (2)
- o Research person-centered planning. With parent/guardian, and ARC/IEP team, develop a person-centered plan for the student. (4)
- o Develop three lesson plans and teach two focusing on language and social skills. Complete Tasks A1, A2, and C. (3)
- o Interview a general education teacher discussing (1) their role in the ARC team meetings for students with moderate to severe disabilities and ASD, (2) their instructional practices, accommodations and modifications for students with moderate and severe disabilities and ASD. (3)
- o In a collaborative/co-teaching setting, observe for social interactions between all students in the classroom. Discuss observational data with the two teachers. Write a reflection. (3)
- o Interview (1) a parent/guardian of a student with moderate to severe disabilities or autism, (2) a community agency representative, and (3) a vocational rehabilitation representative. Discuss person-centered planning with each interviewee. Write a reflection. (4)
- o Interview an evaluator (i.e., school psychologist) and discuss assessment practices, IEP development, and eligibility determination. Write a reflection. 3

4) It is not clear how the performance data on the PGP is analyzed and used for program improvement.

In the spring of 2019, a review of the documents needed to gain successful admittance into our graduate programs yielded the removal of the current Professional Growth Plan on file with the applicant's school, or if the candidate was not employed, the completion of the School of Education Pre-Professional Growth Plan, in our CAP 5 Entrance requirements. Our rationale for the removal of this piece includes the acknowledgement that data from the updated Disposition Form completed following each course by all instructors, yields more complete and accurate evidence for a candidate's growth within our programs than the Professional Growth Plan that is often aligned with standards and activities chosen within a specific district and may not be related to graduate coursework.

5) Additional information is needed to describe how the reliability and validity for the IEP rubric has been established and supported. Also, it is not clear how the performance data on this assessment is used for continuous improvement of these programs.

Following an analysis of the effectiveness of our graduate programs at meeting the Advanced CAEP Standard One expectations, the results revealed areas for improvement that are outlined in the Graduate Improvement Plan. The Graduate Programs Improvement Plan was submitted in the winter of 2019 along with the CAEP Advanced Standard One's Self-Study document and implementation began within the Graduate Faculty Committee in February 2019. Items within this plan include reviewing all program syllabi, standards alignment, objectives, clinical hours requirements, and assessments, as well as piloting and further revision of updated documents. The reliability and validity for the IEP rubric and the MSD program/certification in general was established within the timeline determined by the plan and Graduate Committee members and is set to begin in the fall of 2019. Instructors within the MSD certification courses will collaborate to review and update the IEP assessment and rubric, ensuring appropriate

alignment to objectives and standards. The Graduate Committee members will then complete a validity review using the Lawshe Method. The results will be shared with all committee members and items for removal will be addressed. Following the revisions to the assessment/rubric, multiple MSD instructors will score the same assessment with the rubric to ensure results are reliable. Furthermore, any future additional instructors added to the course will be trained on use of the rubric.

Following the revision of the assessment rubric, the IEP scoring results will be reviewed by the graduate committee and faculty member groups within our data analysis sessions (data for all CAPs throughout the School of Education are placed for analysis on a pre-determined yearly cycle). Generally, an advanced program committee analyzes the results of assessments within CAP 7 requirements for each program or certification, and findings are shared during monthly faculty meetings.

6) It is unclear why in the Summary Analysis section of the template there is a reference to the IECE KTS standards.

The key assessments of the program are noted in the CAP 7 exit requirements and are aligned with the Kentucky Teacher Performance Standards. Mention of the IECE standards in the Summary Analysis section pertain to other activities and assessment embedded within coursework for the MSD certification, such as creating a lesson plan, which may involve candidates incorporating IECE standards as needed. Specifically, for candidates teaching within the early childhood setting, IECE standards may be identified within a lesson plan they create for their MSD coursework. However, these standards are not specifically covered within the objectives and are not applicable to educators teaching students outside of that age group.

7) Additional information is needed to describe how the program assessment data were used to improve these programs. The information provided in the response describe a generic process but do not provide a specific example.

The initial implementation of the Graduate Improvement Plan involves revision and alignment with standards via task and rubric of the identified major assessments required for successful completion of the MSD certification in our final Candidate Assessment Point. The remaining steps of the plan involve collecting and analyzing data from the revised, piloted assessments. This will require the graduate committee to establish new methods for ensuring the timely analysis of the following MSD assessments: IEP, Cast Study, Alternate Assessment, Praxis, and Dispositional Scores. With the implementation of annual analysis of the major MSD assessments, further revisions to assessments and rubrics may occur. Due to the lower numbers of candidates enrolled and completing the MSD certification, any analysis of data from prior years may not have been completed in an annual format. Incorporating an annual review should provide relevant evidence to determine the impact of our assessments in assisting candidates in successfully completing our program requirements. Specifically, MSD candidates' Praxis scores should inform our program's effectiveness (courses and main assessments) in preparing candidates for the exam and successful transition into an MSD placement.

8) Clinical educators are not identified for SED 720, 740, 750, 770. Information for Sonya Anglin is incomplete.

Please see the submitted spreadsheet (MSD Rejoinder Items) for current clinical educators for these identified courses, as well as the completed information for Sonya Anglin.

9) The assessments identified on the spreadsheet do not match those identified in the program template.

Specific MSD certification assessments have been updated within the spreadsheet submission (MSD Rejoinder Items). These assessments are required for successful completion of the MSD certification and reflect MSD course/certification-only assessments. Specific assessments that may also be assessed alongside MSD assessments but are not a part of the core MSD coursework, such as the Master's Action Research Project- Teacher Leader Program core assessment and the Culminating Project- Master's in School Improvement core assessment, are described and submitted within separate Program Submissions.

10) While the ILA standards are indicated on the spreadsheet, there are no courses in the MSD coursework included.

The Graduate Programs Improvement Plan's implementation began within the Graduate Faculty Committee in February 2019. Items within this plan include reviewing all program syllabi, standards alignment, objectives, clinical hours requirements, and assessments, as well as piloting and further revision of updated documents. Specifically, all MSD syllabi (SED 720, SED 730, SED 740, SED 750, SED 760, SED 770, SED 780) will be aligned with the ILA 2017 standards. This includes all course objectives, tasks, and rubrics. Members of our graduate faculty specifically involved in teaching these courses are currently working on revising MSD syllabi. Each syllabus will be reviewed and approved within the graduate department by the fall 2019. An example of the upcoming revisions and alignment is present for the ILA standards in the submitted SED 730 syllabus.

11) The spreadsheet does not demonstrate alignment between the courses and the KTS except SED 720.

Following the Graduate Programs Improvement Plan, all MSD syllabi (SED 720, SED 730, SED 740, SED 750, SED 760, SED 770, SED 780) will be aligned to the current KTPS/InTASC standards within course objectives, tasks, and rubrics. Members of our graduate faculty specifically involved in teaching these courses are currently working on revising MSD syllabi. Each syllabus will be reviewed and approved within the graduate department and ready for use by fall 2019.

12) The CEC standards are not identified on the spreadsheet demonstrating alignment with the courses in the MSD program.

Following the Graduate Programs Improvement Plan, all MSD syllabi (SED 720, SED 730, SED 740, SED 750, SED 760, SED 770, SED 780) will be aligned to the current Advanced CEC standards and specialty set items as necessary. Members of our graduate faculty specifically involved in teaching these courses are currently working on revising MSD syllabi. The spreadsheet submitted contains what major assessment pieces within each course have been aligned thus far to the Advanced CEC standards (See MSD Rejoinder Items spreadsheet). This includes all course objectives, tasks, and rubrics. Each syllabus will be reviewed and approved within the graduate department and ready for use by fall 2019.



13) It is unclear how the CEC standards identified on the table in the syllabus are aligned with the course tasks. Rubrics provided in the syllabus do not demonstrate alignment with the standards. How will their performance data be used to determine candidate progress on the standards?

Following the Graduate Programs Improvement Plan, all MSD syllabi (SED 720, SED 730, SED 740, SED 750, SED 760, SED 770, SED 780) will be aligned to the current Advanced CEC standards and specialty set items as necessary. Members of our graduate faculty specifically involved in teaching these courses are currently working on revising MSD syllabi. Each syllabus will be reviewed and approved within the graduate department and ready for use by fall 2019. See one example syllabus (SED 730) provided as a model of future standards and objectives alignment.

Specifically, MSD course syllabi will display an alignment table that shows which standards are assessed in each objective/task. These same CEC standards found in the alignment table will be visible in the rubrics for each assessment. Once the rubrics are revised to reflect the standards assessed within them, the graduate faculty members will analyze candidate performance (annually) to determine what changes may need to occur to instruction or further assessment/rubric revision.

14) The syllabi for SED 740, 750, 760, 770 do not clearly demonstrate alignment with the CEC standards. Standards are listed but neither the course objectives or the course requirements demonstrate alignment with the CEC standards.

Following the Graduate Programs Improvement Plan, all MSD syllabi (SED 720, SED 730, SED 740, SED 750, SED 760, SED 770, SED 780) will be aligned to the current Advanced CEC standards and specialty set items as necessary. Members of our graduate faculty specifically involved in teaching these courses are currently working on revising MSD syllabi. Each syllabus will be reviewed and approved within the graduate department and ready for use by fall 2019. See one example syllabus (SED 730) provided as a model of future standards, objectives, and overall course requirements alignment. Specifically, MSD course syllabi will display an alignment table that shows which standards are assessed in each objective/task. These same CEC standards found in the alignment table will be visible in the rubrics for each assessment.