

Preparing New Pathways for Future EBD Teachers

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Guiding Questions

- How is the UMN-TC's Emotional Behavior Disorder post-baccalaureate licensure program designed to meet the demand for (a) more special education teachers, (b) teachers who stay in the profession, and (c) a more diverse group of special educators entering the work force in MN?
- Why is the program classified as *non-conventional*?
- How do we ensure that candidates recommended for licensure meet these standards?

Historical Context of UMN-TC's EBD Non-Conventional Licensure Program

The UMN-TC's Conventional EBD program was approved by MnBOT. However, Northeast Metro District 916 expressed a need for a new pathway to licensure for the paraprofessionals to complete while working in the district.

EBD Non-conventional program submitted for MnBOT review in 2014 and conditionally approved. Five partner districts identified and recommended employees for the new pathway; 23 candidates were admitted into the nonconventional program that began Fall semester, 2014.

EBD proposal fully approved in July, 2015. All 23 candidates remain in the program and will complete their second year of coursework and student teaching in 2015-16.

****Begin recruiting partner districts and 2nd cohort Fall, 2015 to begin Fall semester, 2016.**

Program Features

- **Accessible, 2-year, cohort-based, standard-aligned licensure/MEd program**
- **Prepares teachers to work in high need area with students with Emotional Behavior Disorder**
- **Emphasis is on developing competencies in classroom practices with a focus on effective behavior support/intervention and rigorous academic instruction**
- **Outstanding residency-type preparation designed to prepare candidates who will remain in the profession for many years**
- **Integrated preparation between university and school district partners offers both research-based theory and concepts as well as daily opportunities for practice and weekly opportunities for coaching and feedback**

EBD Non-conventional Candidates

- 23 candidates, including 7 (30.4%) students of color: including Somali American, Latina, African American.
- Mean age = 34; range is 25 - 59 years.
- Mean GPA = 2.95.
- All candidates are employed as educational assistants (paraprofessionals) in one of 5 school districts (Intermediate School District 917 [Apple Valley], Minneapolis, Mounds View, Northeast Metro 916, 622)

Program Design

Sem	1 Focus: Behavior Intervention Planning and Implementation	2 Focus: IEP Process	3 Focus: Instructional Planning and Implementation	4 Student Teaching
	<p>EPsy 5614 Assessment & Due Process in Special Education (3 cr)</p> <p>EPsy 5657 Interv. for Beh. Problems in School Settings (3 cr)</p> <p>EPsy 5637 Foundations of Sp Ed Online Module (1 cr)</p> <p>EPsy 5763 Practicum in Special Education: Behavior Intervention Planning and Implementation (2 cr)</p>	<p>EPsy 5611 Research Practices (3 cr)</p> <p>EPsy 5656 Advanced Issues in Emotional Behavior Disorders (3 cr)</p> <p>EPsy 5638 IEP Writing Online Module (1 cr)</p> <p>EPsy 5764 Practicum in Special Education: IEP Process (2 cr)</p>	<p>EPsy 5658 Characteristics of Moderate/Severe EBD (3 cr)</p> <p>EPsy 5629 Strategic Instructional Methods for Students Academically At-Risk (3 cr)</p> <p>EPsy 5765 Practicum in Special Education: Instructional Planning and Intervention (2 cr)</p> <p>EPsy 5991: Independent Study in Standards of Effective Practice (1 cr)</p>	<p>EPsy 5618 Specialized interventions for students with disabilities in reading and written language (3 cr)</p> <p>EPsy 5619 Specialized interventions for students with disabilities in math (3 cr)</p> <p>EPsy 5708 EBD Student Teaching (3 cr)</p>

Research Supports Integrated Model

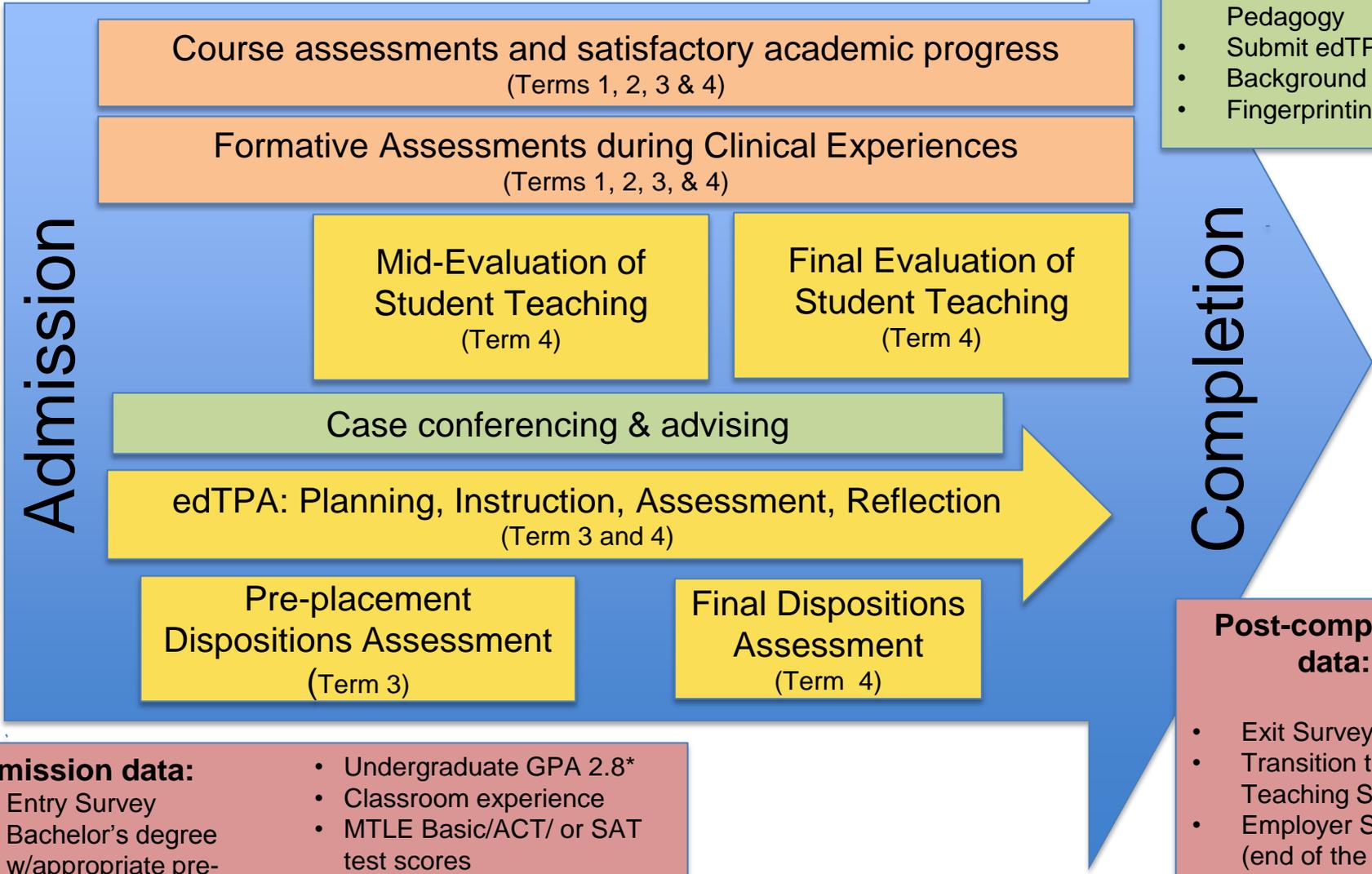
"Many teacher educators argue that student teachers **see and understand** both theory and practice differently if they are taking coursework concurrently with fieldwork. Research on the outcomes of teacher education efforts lends support to this idea that carefully constructed field experiences can enable new teachers to reinforce, apply, and synthesize concepts they are learning in their coursework (Denton, 1982; Denton and others, 1982; Henry, 1983; Ross and others, 1981; Baumgartner, Koerner, and Rust, 2002; Sunal, 1980)." (p. 401, emphasis original).

Darling-Hammond, L. & Hammerness, K. with Grossman, P., Rust, F., & Shulman, L. (2005). The design of teacher education programs. In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp. 390-441). San Francisco: Jossey-Bass.

Program Accountability and Assessment of Candidates

U of M- TC Non-conventional Initial Licensure Programs

- U of M-TC Licensure recommendation:**
- Transcript Review
 - MTLE-Content & Pedagogy
 - Submit edTPA
 - Background check
 - Fingerprinting



Admission

Completion

Course assessments and satisfactory academic progress
(Terms 1, 2, 3 & 4)

Formative Assessments during Clinical Experiences
(Terms 1, 2, 3, & 4)

Mid-Evaluation of Student Teaching
(Term 4)

Final Evaluation of Student Teaching
(Term 4)

Case conferencing & advising

edTPA: Planning, Instruction, Assessment, Reflection
(Term 3 and 4)

Pre-placement Dispositions Assessment
(Term 3)

Final Dispositions Assessment
(Term 4)

- Admission data:**
- Entry Survey
 - Bachelor's degree w/appropriate pre-
 - Undergraduate GPA 2.8*
 - Classroom experience
 - MTLE Basic/ACT/ or SAT test scores

- Post-completion data:**
- Exit Survey
 - Transition to Teaching Survey
 - Employer Survey (end of the first year)

Mid-term Evaluation

- MTLE Basic Skills tests:
 - All candidates have taken
 - 15/23 failed one or more tests and will re-take and pass prior to Dec 2015
- Advisory Board Review Conclusions:
 - The program is high-quality, rigorous, and representative of the excellence expected and delivered at the University of MN-TC.
 - A detailed list and timeline of candidate responsibilities for each semester will be provided to each host teacher prior to the beginning of each semester.
 - Host teachers requested additional guidance for effectively supporting candidates and strategies for planning and delivering co-taught lessons.
 - We are working with one of the partner districts to develop materials and a venue to effectively respond to this request by September 2015.
 - Candidates have requested guest speakers on timely subjects such as changes in restraint and seclusion rules in the state and trauma-informed teaching. We are working to honor these requests with highly qualified guest speakers by June 2015 and will continue to respond to similar requests throughout Year 2.
 - Program staff will continue to hold regular meetings and provide email opportunities for partners, employers, and host teachers to provide input and feedback, as indications were that these were useful and appreciated in Year 1.

Candidate statements

Key Lessons Learned So Far

- Importance of the district partner
- Importance of weekly observation/coaching
- Idiosyncratic challenges
- Individualized needs/nature of coaching, weekly goal setting, support
- ***Therefore, small cohort or small Instructor:Student ratio necessary
- SEP Portfolio

Summary

- **100% of 23 candidates successfully completed Year 1 and are enrolled for Year 2, including the 30% of candidates who are of color**
- **5 districts, 16 schools From South Minneapolis to Apple Valley and Little Canada to Mounds View and Circle Pines**
- **This coming year: Academic Instruction, Student Teaching, EdTPA, MTLE Pedagogy, JOB INTERVIEWS, Commencement**