

# Experimental/Nonconventional Licensure in Emotional Behavior Disorders (EBD)

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in Collaboration with NE Metro Intermediate District 916



UNIVERSITY OF MINNESOTA

**Driven to Discover<sup>SM</sup>**

# Goal of Nonconventional EBD Licensure Program

- Outstanding residency-type preparation of paraprofessionals who have at least 1 year classroom-based experience working with students with moderate to severe EBD
- Up to 30 highly competent, fully licensed EBD teachers who are likely to stay in the field



# Overview of Program

- 4 semesters
- Didactic, Online, and Clinical Competency-Based Field Experience first 3 semesters
- Student teaching 4<sup>th</sup> semester
  - Different classroom than 1<sup>st</sup> 3 semesters
  - Elementary, MS, HS
  - across continuum of students with mild to severe EBD
- Standards of Effective Practice integrated throughout program in project-based learning format and assessed via portfolio



# Program

Sem	1 Focus: Behavior Intervention Planning and Implementation	2 Focus: IEP Process	3 Focus: Instructional Planning and Implementation	4
	<p>EPsy 5637 Foundations of Sp Ed Online Module (1 cr)</p> <p>EPsy 5614 Assessment &amp; Due Process in Special Education (3 cr)</p> <p>EPsy 5657 Interv. for Beh. Problems in School Settings (3 cr)</p> <p>EPsy 5763 Clinical Core Competencies: Behavior Intervention Planning and Implementation (2 cr)</p> <p>Standards of Effective Practice</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 Clinical Core Competencies: 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 Clinical Core Competencies: Instructional Planning and Intervention (2 cr)</p> <p>EPsy XXXX: 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>



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# Clinical Competency-Based Field Experience

Unsatisfactory (1pt)	Developing (2pt)	Proficient (3pt)	Exemplary (4pt)
<ul style="list-style-type: none"><li>○ Teacher displays minimal knowledge of how students learn, and/or of the developmental characteristics of children and adolescents with Emotional Behavior Disorders</li></ul>	<ul style="list-style-type: none"><li>○ Teacher displays generally accurate knowledge of how students learn, and of the developmental characteristics of children and adolescents with Emotional Behavior Disorders</li></ul>	<ul style="list-style-type: none"><li>○ Teacher displays thorough understanding of how students learn, of the typical developmental characteristics of children and adolescents with Emotional Behavior Disorders as well as exceptions to general patterns. Understanding is somewhat evident in teacher's planning and implementing of instruction.</li></ul>	<ul style="list-style-type: none"><li>○ Teacher displays knowledge of how students learn, and the typical developmental characteristics of children and adolescents with Emotional Behavior Disorders, exceptions to the patterns, and the extent to which each student follows patterns. Teacher integrates such knowledge when planning and implementing instruction.</li></ul>



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	<p>Standards of Effective Practice </p>			



# Standards of Effective Practice

Some addressed in coursework (5614, 5765, and 5708)

- Standard 2: Student Learning
- Standard 3: Diverse Learners
- Standard 4: Instructional Strategies
- Standard 5: Learning Environment
- Standard 7: Instructional Planning
- Standard 8: Assessment
- Standard 9: Reflection and Professional Development



# Standards of Effective Practice

Others addressed with project-based learning and assessed in SEP portfolio (EPsy XXXX, Semester 3)

- Standard 2: Student Learning
- Standard 3: Diverse Learners
- Standard 4: Instructional Strategies
- Standard 5: Learning Environment
- Standard 6: Communication
- Standard 7: Instructional Planning
- Standard 8: Assessment
- Standard 9: Reflection and Professional Development
- Standard 10: Collaboration, Ethics, & Relationships



# SEP Project-Based Portfolio Components

## SEP Portfolio Components

1. Three student profiles	11
2. Sociogram of schooling and services	14
3. Parent and Student interview	16
4. General Education, Special Education, Collegial Consultation	18
5. Instructional Planning-Video segment	19
6. Academic Language: What it is and How to teach it	23
7. Culturally Relevant Pedagogy: A professional collaboration	24
8. Professional ethics and Professionalism	26
9. Minnesota based Native American Project	28



# Sample Project-Based Portfolio Component: Professional Ethics and Professionalism (Indicators in Standards 9 and 10)

## Preparation (readings listed):

**Read state code of ethics, data privacy rules, districts rules for teachers, mandated reporting rules, district contracts on teacher expectations**

**Read report on teen aged substance abuse**

Steps to learn about professional ethics and professionalism:

- Working in collaboration with a small group, review the expectations, rules, and ethical obligations of teachers in your setting. Make a list of issues needing clarification.
- Invite the building's union steward, or a representative from administration to review the policies and discuss any questions. Engage in a conversation about how these rules improve professional interactions and support student learning.
- Individually prepare a brief summary of how these obligations are the same and different from the obligations of a paraprofessional. Submit a summary of all topics covered during the small group ethics and professionalism discussions.



# Sample Scoring Rubric for Portfolio Item #8

<b>Scoring Rubric for the professional ethics and professionalism assignment</b>			
<b>The portfolio materials provide evidence that candidate does . . .</b>	<b>Not in evidence</b>	<b>Doesn't Meet</b>	<b>Meets</b>
9K. understand standards of professional conduct in the Code of Ethics for Minnesota Teachers in part 8700.7500;			
9L. understand the responsibility for obtaining and maintaining licensure, the role of the teacher as a public employee, and the purpose and contributions of educational organizations;			
10C. understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy,			
10E. understand the influence of use and misuse of tobacco, alcohol, drugs, and other chemicals on student life and learning;			
10F. understand data practices;			
10L. understand mandatory reporting laws and rules			
10M. understand the social, ethical, legal, and human issues surrounding the use of information and technology in prekindergarten through grade 12 schools and apply that understanding in practice.			



# Experimental Licensure Program Evaluation

## Formative

- I. Candidate progress reviews
- II. University instructor/coach/evaluator interviews
- III. Candidate focus groups
- IV. Host teacher and district admin interviews

## Summative

- I. Retention and completion rates
- II. Passage on MTLEs
- III. Entry and Exit Surveys and Interviews
- IV. Transition to Teaching Survey (at end of first year of teaching)
- V. Employer Survey (after first year of teaching)
- VI. Follow-up Graduate Surveys (up to 5 years)



# Thank you!

***Please*** contact me at  
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with ANY questions or concerns

