

Council for Teacher Education: March 6th, 2018

Secondary K-12 Education Program Needs Statement & Special Education Exceptional Learner Course Request

Background: Each secondary K-12 program is unique and has identified different needs from the Professional Education Sequence. Currently 11 credit hours are required from the professional education sequence (TCH 212, 216, 219 & EAF, choice of either 228, 231, 235) not included in the hours count are the two PSY classes (required 110, 215). Programs cannot add hours to their major sequence without great difficulty. The strength of the ISU model is that secondary education majors are housed in their academic disciplines. These secondary education K-12 programs are overseen, managed, and directed by experts in their content/teaching discipline. Candidates have depth of content knowledge and breadth in teacher preparation. Programs appreciate the flexibility and autonomy to opt in or out of the sequence as is appropriate for their teacher candidates and understand that all data gathering assessments, clinical experiences, and standards will be met by programs if they do not require courses from the professional education sequence. Programs regularly adjust (content, pedagogy & assessments) to meet the changing needs of teacher candidates, the profession, and content advances affecting classroom instruction.

Secondary K-12 Need: It has come to the attention of Secondary K-12 Education Programs that candidates need a Special Education course concerning the Exceptional Learner. There is a gap in the effective preparation of 21st century teachers and therefore programs are asking for College of Education support. This gap is evident as programs review SPA standards, IPTS and edTPA demands. Alumni feedback reflects this; teacher advisory councils suggest this; and, our observations of teacher candidates in the field indicate the lack of preparedness of our Secondary K-12 graduates to successfully satisfy the needs of all students in inclusive and diverse classrooms. As content experts our programs are exposing students to differentiated instruction and reaching the needs of all learners but there is a depth of exposure we are under prepared to provide. **We are requesting a course working with exceptional learners, which programs can select if they feel it meets the needs of their teacher candidates, be added to the list of the Professional Education Sequence. This course should not be mandated or required but included as an additional option for programs to build as part of their Professional Education Sequence. This course would include:** IEP, 504, Gifted, Special Needs, technology, Accommodations, Language Acquisition, ELL, ESL, Classroom and Community Diversity, Special Education, Classroom Management, Legal and Ethical Issues, Professionalism, and Grade Calculation etc.

Rationale / Data Support:

1. Programs reviewed, identified, and compiled evidence from their SPA standards to support the need for a course on the Exceptional Learner.
2. Programs reviewed, identified, and compiled evidence from the IPTS to support the need for a course on the Exceptional Learner.
3. Programs reviewed and identified how edTPA has several rubrics associated with exceptional learners. ELL, ESL, Special Education, and differentiation is a core of edTPA assessment rubrics. Programs are having to provide first hand exposure to topics and approaches perhaps better coming in collaboration with Special Education.

Professional Education Course Sequence Menu (11 hours): Secondary K-12 Programs will identify the sequence that is appropriate for their students from the following courses.

1. TCH 212 (2 credits, 20 diverse clinical hours)
2. TCH 216 (3 credits, U-High Teaching / “Formative Pedagogy” assessment)
3. TCH 219 (3 credits)
4. EAF 228/231/235 (3 credits, 10 diverse clinical hours)
5. SED Proposed Course: Exceptional Learner (3 credits)

Next Steps:

1. Programs will need to review course syllabi, discuss as a program, and commit to the appropriate sequence.
2. The major program change request will need to be submitted, considered across the university, and approved.
3. Depending on acceptance and program adoption, SED could begin offering the Exceptional Learner course for the Professional Education Sequence: Spring 2019.