TRANSFORMING CLINICAL PRACTICE THROUGH PARTNERSHIPS: CONTINUING TO BUILD THE BRIDGE

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S-TEN Professional Development Webinar Series
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School of Education
THE WORLD WITHIN REACH
Program Descriptions

Primary programs leading to certification in the Division of Special Education

- Special Education and Literacy I
  - Students previously certified
  - 43 credit program
  - Results in MS in Special Education and Literacy

- Special Education and Literacy II
  - Career changers
  - 67 credit program
  - MS Special Education and Literacy
# Courses by Semester

## SPECIAL EDUCATION AND LITERACY I

### FALL 1
- **ERDG 500**: Classroom Literacy Instruction
- **ESPE 652**: Math and Inquiry Instruction for Students with Disabilities
- **ESPE 653**: Managing School and Classroom-wide Student Behavior
- **ESPE 655**: Assessment of Students with Disabilities

### SPRING
- **ERDG 601**: Practicum: Instruction to Prevent Literacy Difficulties
- **ERDG 619**: Practicum: Writing in the Classroom
- **ESPE 650**: Instructional Environments and Practices for Students with Disabilities
- **ESPE 669**: Educating Students with Emotional Disorders and Challenging Behavior: Advanced Tiers of Support

### SUMMER
- **ERDG 620**: Practicum: Differentiated Instruction and Coaching
- **ESPE 651**: Developing Reading Comprehension and Content Knowledge for Students with Disabilities

### FALL 2
- **ERDG 610**: Literacy and Society
- **ESPE 654**: Teaching Students with Severe and Multiple Disabilities
- **ESPE 680A**: Clinical Internship: Teaching Students with Disabilities
- **ESPE 681**: Clinical Internship Seminar: Teaching Students with Disabilities

## SPECIAL EDUCATION AND LITERACY II

### SUMMER 1
- **ESPE 560**: Introduction to Human Exceptionality
- **ERDG 655**: Early Literacy Development, B-2

### FALL 1
- **ERDG 500**: Classroom Literacy Instruction
- **EPSY 615**: Application of Cognitive Theories to Content Area Instruction
- **ESPE 653**: Managing School and Classroom-wide Student Behavior
- **ESPE 657**: Practicum: Effective Teaching and Curricula for Diverse Learners

### SPRING 1
- **ERDG 610**: Literacy and Society
- **ESPE 652**: Math and Inquiry Instruction for Students with Disabilities
- **ESPE 655**: Assessment of Students with Disabilities
- **ESPE 669**: Educating Students with Emotional Disorders and Challenging Behaviors: Advanced Tiers of Support

### SUMMER 2
- **EPSY 521**: Child Development
- **ESPE 656**: Teaching Written Expression to Students with Disabilities

### FALL 2
- **ERDG 580**: Practicum: Teaching Students with Diverse Learning Needs
- **ERDG 601**: Practicum: Instruction to Prevent Literacy Difficulties
- **ESPE 650**: Instructional Environments and Practices for Students with Disabilities
- **ESPE 651**: Developing Reading Comprehension and Content Knowledge for Students with Disabilities

### SPRING 2
- **ERDG 619**: Practicum: Writing in the Classroom
- **ESPE 654**: Teaching Students with Severe and Multiple Disabilities
- **ESPE 680A**: Clinical Internship: Teaching Students with Disabilities
- **ESPE 681**: Clinical Internship Seminar: Teaching Students with Disabilities

### SUMMER 3
- **ERDG 620**: Practicum: Differentiated Instruction and Coaching
Graduate Level Clinically Rich Teacher Preparation Pilot Program (GLCRTCPPP)

- Funded by NYSED Race to the Top Monies
- Cooperative Partnership between University at Albany (SUNY) and Amsterdam High School

Amsterdam High School
- 1,200 students
- Approximately 60% Free and Reduced Lunch
- 40% Hispanic/Latino
- Accountability Status – Focus High School
- 65% Graduation Rate

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University at Albany Clinically Rich Pilot Program

- Adolescent Generalist Special Education
- 67 credit master’s program
- Three certifications
- Evidence based practices with focus on literacy
- Multiple field experiences culminating in a full year residency
- Embedded university supervisor
- Emphasizes professionalism, problem-solving and resiliency

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Clinically Rich Attributes

- Full-year, full-time placement (September – June)
- Embedded coaching from dedicated, on-site supervisors
- Resident fellows are included as members of the faculty
- Dedicated space for supervisors, collaboration and coaching
- Cohort model
- Connections with students and the community
Impacts on School

- Growth!!! – learning from each other
- Energy
- Exposure to research-based, current pedagogy
- Reflection
- Collaboration
- Teacher leadership
- Innovation and utilization of technology
- Focus on literacy
- Exposure to diverse role models
Impacts on Students

- Personalized and differentiated instruction
- Engagement
- Positive behavior
- Performance
- Diverse role models
- Resident fellows’ enthusiasm is contagious!
What Worked?

- A true partnership
- Critical mass of resident fellows and resources
- Supervisor embedded in school
- Selective admission of resident fellows
- Four semesters of coursework and multiple field experiences completed before the residency
- Focused Mentor teacher meetings
- Professional Development
- Regular contact and communication fostered sense of teamwork and shared vision
Lessons Learned and Challenges

**Lessons Learned**
- Professional Growth
- Connections with students and community
- Relationships with faculty
- Intensive mentoring
- Importance of University supervisor
- Extended practicum experience

**Challenges**
- Funding
- Program resources
- Building initial relationships with faculty/administration
- Uncertainty

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Program Shifts from Critical Components

Critical Components identified from the GLCRIPTPP experience:

- Extended practicum experience
- Embedded supervision
- Mentor coaching
- Professional development on-site
- Shared vision and collaboration
Practicum Enhancements

Extended practicum experiences
- Student teaching placements (SEL II)

Supervisor continuity
- Assigned to the same schools over time

Mentor-teacher generated professional development
- Topics developed during group meetings

Development of a PLC
- General / special educators, field supervisors, administration, university faculty
- Innovations in practicum experiences

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In order for SEL II students to experience an entire year of clinical practice, the Practicum Loop Model was developed.

- SEL II candidates begin the school year working with a general education mentor in a general education classroom
  - Concurrently, a SEL I candidate works with identified students in the general education classroom in the role of a Special Education consultant teacher

- At the mid-point of the school year, the SEL II candidate replaces the SEL I intern assigned to the general education class as the special education consultant teacher
  - The SEL II candidate gains a new special education mentor teacher and works for the duration of the year as the Special Education Intern
Benefits of the Practicum Loop Model

35 week clinical experience
- 15 weeks in the capacity of general education teacher
- 20 weeks in the role of special education intern

Experience the classroom in the role of the general education teacher and special education consultant
- Working with same students over time
- Collaboration with SEL 1 intern
- Efficient and effective interactions

Continuity in practicum experience
- “hit the ground running”
- Shadowing previous intern

Progress monitoring and IEP development

Increased “time” during internship
During the summer of 2014 the first Summer Institute took place.

**Summer Institute Format**
- 2-day workshop at the University
- 2 sessions (July and August)
- Stipends for participation

**Participants**
- Mentor teachers (26 of 30) from 4 school districts
- University Supervisors (10 of 10)

**Objectives**
- Program overview/ changes
- Evaluate current strengths and challenges
- Collaborate on new protocols
- Getting to know each other
- Inter-district conversations
Continuing to Build the Bridge

Calibration of assessment procedures
- Training on use of instruments
- Development of new protocols

Ease of communication when problem-solving
- Efficient, mutually respecting

Collaboration with district administration for Summer Institute II
- Co-presenting professional development topics

Incorporating district needs into practicum placements
- Matching district need with student interest

A mutual commitment between districts and university
- On-going relationship building