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***Supervision in Generic Special Education***

***Master’s Program Handbook***

***Revised 2.21.24***

**Department of Special Education**

**Texas Tech University**

**Box 1071**

**Lubbock, TX 79409-1071**

**(806) 742-1997**

**Fax (806) 742-2179**

[**www.educ.ttu.edu**](http://www.educ.ttu.edu/)

## Texas Tech University Generic Special Education-Supervision Program Handbook

### Welcome to the Generic Special Education-Supervision Program! This handbook provides you with all the information that you will need to guide you through this degree program. Contact the Graduate Advisor for the program, Dr. Robin Lock, at [robin.lock@ttu.edu](mailto:robin.lock@ttu.edu) if you need more information or have questions.

### **Goal of the M.Ed. in Special Education with a Concentration in Generic Special Education-Supervision**

The goal of the Master of Education in Special Education degree with a concentration in Generic Special Education-Supervision is to prepare professional educators with advanced competencies related to the supervision of Special Education Admission, Review, and Dismissal processes as well as the direction of other Special Education professionals. Graduates learn strategies to provide leadership on their campus or within their district to increase the provision of best practices in programming, instruction, and assessment to improve outcomes for students/clients in all relevant settings.

**Degree Offered**

The Master of Education in Special Education in **Generic Special Education-Supervision**. The degree program focuses on supervision of special education processes and programs while providing services for students identified with high incidence disabilities. Assessment techniques and collaboration with a wide range of professionals and parents form the foundation of this program.

**Career Opportunities**

Students in this degree program are **prepared to supervise** those who work with individuals with disabilities in a variety of settings, including the public schools, higher education, and the private sector. This degree does not result in Teacher Certification.

### **Admission Requirements**

* Fulfill all requirements set forth by the Graduate School
* Hold a bachelor’s degree
* Program Applications are accepted for Fall, Spring, and Summer semesters:
  + Deadlines for Admission are August 15 (Fall); January 1 (Spring), May 25 (Summer)

**Changing from the Generic Special Education-Supervision Program to the Educational Diagnostician Program**

Admission to the Educational Diagnostician Program from the Generic Special Education-Supervision Program is not automatic. You must apply to the Educational Diagnostician Program through the Texas Tech University Application site to begin the process. The following requirements must be completed prior to beginning the application for being considered for admission into the Educational Diagnostician Program.

* Must reside in Texas
* Fulfill all requirements set forth by the Graduate School
* Have at least 2 years of creditable teaching experience in Texas
* Hold a valid Texas teaching certificate
* Bachelor’s degree
* 3.0 or higher GPA\*\*

\*\* Applicants with a GPA below 3.0 will be required to take the GRE and perform at or above a score equivalent to a 3.0 GPA on the Verbal Reasoning, Quantitative Reasoning, and Analytic Writing sections of the GRE® (Graduate Record Examinations) revised General Test. The State Board for Educator Certification will use equivalency scores established by the Educational Testing Service, and the Texas Education Agency (TEA) will publish equivalency scores annually on the TEA website. Applicants with a GPA below 3.0 will be reviewed on a case-by-case basis and may be deferred to a later admission date.

**Generic Special Education-Supervision Program Policies**

Success in the Generic Special Education-Supervision M.Ed. Program consists of more than grades. Work habits and attitudes play a major role in the success of any Supervisor candidate. Any of the following actions will constitute a mandatory meeting with the faculty and possible dismissal from the Generic Special Education-Supervision Program:

1. Dishonesty (cheating, plagiarism, etc.).
2. Mistreatment of and/or disrespect for fellow candidates or faculty.
3. Abusing a fellow candidate or faculty member (including abusive language or bullying).
4. Violations of the rules, regulations, and principles in the *CEC Code of Ethics* and the *Texas Tech Code of Student Affairs*.
5. Failure to maintain an overall GPA of 3.0 or higher.
6. Unethical behavior as defined by ethical guidelines and practice (e.g., CEC).
7. Sexual harassment as defined by Texas Tech University.
8. Limited Prerequisite skills – knowledge of IEP development, PLAFP, CBM monitoring, and APA format

The Graduate School Catalog specifies the circumstances under which candidates may be placed on probation, suspension or dismissal. Additionally, the Generic Special Education-Supervision Program Faculty may recommend to probate, suspend, or dismiss from the program candidates who do not meet the program’s academic requirements, do not make satisfactory progress over time toward completion of the Generic Special Education-Supervision Master’s degree or who display inappropriate behaviors.

**Generic Special Education-Supervision** **Program Overall Outcomes**

Engage in the development of supervisory skills including collaboration with stakeholders to improve candidate skills in supervision others to provide assessment, planning, and instruction for students with disabilities in a classroom setting.

Standards Used:

# Council for Exceptional Children (CEC)

# Initial and Advanced Preparation Standards

**Collaborate**

* **SEDS.7.S1 Collaboration-** Communicate with team members to determine assessment needs
* **SEDS.3.K4 – Programs, Services, and Outcomes –** Characteristics of individuals with exceptional learning needs that affect the development of programs and services

**Plan and Implement Informal Assessments**

* **SEDS.7.S1 – Collaboration -** Communicate with team members to determine assessment needs
* **SEDS.7.S2 – Collaboration -** Communicate with team members to review assessment results
* **SEDS.7.S4 – Collaboration -** Assist teachers in interpreting data including large scale and individual assessments
* **SEDS.1:S3 – Assessment –** Assess basic academic skills formally and informally
* **SEDS.1.S4 – Assessment –** Select, administer, and score assessment instruments accurately

**Plan, Implement Formal Assessments**

* **SEDS.5.K4 – Leadership and Policy –** Models, theories, and philosophies that form the basis of assessment
* **SEDS.1.S10 – Assessment –** Use progress monitoring data to develop and revise individual goals
* **SEDS.1.S8 – Assessment –** Select accommodations and modification based on assessment results
* **SEDS.7.S2 Collaboration –** Communicate with team members to review assessment results.

**Generic Special Education-Supervision Master of Education Degree Program of Studies**

**Required Courses**

**EDSP 5300** Exceptional Children and Youth

**EDSP 5301** Educational Appraisal of Exceptional Children

**EDSP 5303** Applied Behavior Analysis in Special Education

**EDSP 5304** Instructional Strategies for Teaching Students with High Incidence Disabilities

**EDSP 5306** Instructional Strategies for Teaching Students with Low Incidence Disabilities

**EDSP 5307** Collaborative Problem Solving in Special Education

**EDSP 5308** Authentic Assessment for Students with Exceptionalities

**EDSP 5320** Children and Youth with Low Incidence Disabilities

**EDSP 5330** Children and Youth with High Incidence Disabilities

**EDSP 5093** Internship in Special Education for 3 hours

**EPSY 5331** Human Development in Education

**EPSY 5379** Introduction to Educational Research

A Comprehensive Examination project is required in the last semester of coursework.

**Total of 36 Hours**

**Program Requirements and Information**

1. Candidates without Special Education certification will be required to enroll in EDSP 5300 in the first semester of course work.
2. ­EDSP 5093– Coursework includes information about different forms of supervision, development of quality intervention plans, implementation of Special Education processes and procedures and overviews of formal assessments (Woodcock-Johnson, Wechsler, and Kaufman).
3. Students in the Generic Special Education-Supervision Program must become familiar with the CEC Educator’s Code of Ethics (<https://exceptionalchildren.org/standards/ethical-principles-and-practice-standards>)

# Master’s Comprehensive Examination Project

# Standards Used from the Council for Exceptional Children (CEC)

# ICC10S10 Communicate effectively with families and educators of individuals with exceptional learning needs from all backgrounds

# ICC8S4 Develops or modifies individualized intervention or assessment strategies using the collaborative consultation process

# ICC8S8 Evaluates instruction or therapy and monitor progress of individuals with exceptional learning needs

1. **Submit your application to graduate electronically** by the due date with the Graduate School.
2. Candidates are required to complete a single subject design procedure to evaluate the impact of an assessment plan and resulting instructional interventions developed through the collaborative consultation process. You have practiced for this project across a variety of courses including EDSP 5303 and EDSP 5307. The procedure should include:
3. An initial consultation with teachers to plan an assessment. Select only one academic skill to assess/work on during this process (e.g. 1 digit addition).
4. The assessment plan should include either a subtest from a formal instrument or an informal assessment technique.
5. Baseline data collection from the assessment which is presented in graph format.
6. An intervention plan developed with the teachers based on the data collected from the assessment plan.
7. Intervention data to show academic improvement which is presented in graph format.
8. A new plan for intervention based on intervention data collected.
9. Complete the Comprehensive Examination by gathering a minimum of 5 data points in each category (baseline, intervention, reversal OR baseline & intervention only) to demonstrate mastery of the following goals as addressed on the Comprehensive Examination rubric:

* **ED6S1: Communicate** with team members to determine assessment needs
* **ICC8S4 Develops or modifies individualized assessment strategies** using the collaborative consultation process
* **ICC10S7** Use group problem-solving skills to **develop, implement**, and **evaluate** collaborative activities
* **ACC4S2** Design and implement research activities to **examine the effectiveness** of instructional practices

1. Steps for Completion of the Comprehensive Examination:
   1. **Generate specific evidence** of mastery of the required subskills including:
      1. Written summaries of each area using the Evidence Template for the Comprehensive Examination
      2. Video evidence of the candidate actually performing the skills
   2. **Submit in a finished product**:
      1. Written summaries of behaviors that provide specific evidence of each descriptor on the Comprehensive Examination Rubric using the Scoring and **Evidence Template** for the Comprehensive Examination
         1. Describe exactly what is taking place in the video that provides evidence of mastery
         2. Avoid general descriptions like (“I’m nice to them.”)
      2. **A 7-8 minute video clip** which provide direct visual evidence of the candidate’s mastery of the each subskill.
         1. Areas for the video clips will include:
            1. Communicating in a team meeting setting
            2. Developing or modifying individualized assessment strategies in a team meeting setting
            3. Implementing the chosen intervention with an individual
            4. Explaining the effectiveness of the intervention in a team meeting setting
         2. Mark the evidence by stating the exact time that it takes place on each video using the time stamp.
         3. The entire segment of video clips may not exceed 8 minutes.
      3. Include both the baseline and intervention **graphs**
      4. Include all of the plans:
         1. **assessment,**
         2. **intervention, and**
         3. **future intervention plans**
      5. **Complete the written self-evaluation rubric rating your performance.**
   3. Turn in the finished product to your graduate advisor by the Comprehensive Examination due date for the semester.
2. The Rubric for Self-evaluation and Faculty Evaluation appears below.

**Comprehensive Project Grading Rubric**

**Both Self-evaluation and Faculty Evaluation**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subskill** | **Meets**  **Expectations -5** | **4** | **Minimal Expectation-3** | **2** | **Unacceptable-1** |
| **ICC10S10 Communicate** effectively with families and educators of individuals with exceptional learning needs from all backgrounds | \_\_\_\_Always pays close attention to speaker and maintains eye contact with speaker  \_\_\_\_Always summarizes or asks questions for clarification  \_\_\_\_Always uses I messages, states behaviors objectively  \_\_\_\_Always asks direct, informational questions | \_\_\_\_  \_\_\_\_  \_\_\_\_  \_\_\_\_ | \_\_\_\_Sometimes pays close attention to speaker  \_\_\_\_Sometimes offers advice, direction or labeling  \_\_\_\_Sometimes uses you messages and but instead of and statements  \_\_\_\_Sometimes asks questions | \_\_\_\_  \_\_\_\_  \_\_\_\_  \_\_\_\_ | \_\_\_\_Rarely pays attention to speaker  \_\_\_\_Often engages in directing, advising and labeling without regard  \_\_\_\_Has trouble maintaining eye contact and does not relate to the group  \_\_\_\_Does not ask direct questions |
| **SUBSKILL TOTAL** |  |  |  |  |  |
| **Possible Point Total for P1** | 20 PTS | 16 PTS | 12 PTS | 8 PTS | 4 PTS |
| **ICC8S4 Develops or modifies individualized intervention or assessment strategies** using the collaborative consultation process | \_\_\_\_Always identifies and prioritizes target behavior  \_\_\_\_Always operationally defines the target behavior  \_\_\_\_Always keeps meeting focus on the target | \_\_\_\_  \_\_\_\_  \_\_\_\_ | \_\_\_\_Sometimes identifies the target behavior  \_\_\_\_Sometimes refers to the definition of behavior  \_\_\_\_Sometimes keeps group focused on target behavior | \_\_\_\_  \_\_\_\_  \_\_\_\_ | \_\_\_\_Discusses a variety of behaviors  \_\_\_\_Does not have an operational definition for the target behavior  \_\_\_\_Allows the group to stray from discussing the target behavior |
| **SUBSKILL TOTAL** |  |  |  |  |  |
| **Possible Point Total for P2** | 35 PTS | 28 PTS | 21 PTS | 14 PTS | 7 PTS |
| **ICC8S8 Evaluates** instruction or therapy and monitor progress of individuals with exceptional learning needs | \_\_\_\_Always collects & graphs baseline data  \_\_\_\_Always presents intervention fidelity data  \_\_\_\_Always reports intervention data in a graph  \_\_\_\_Always makes a decision about future goals based on data | \_\_\_\_  \_\_\_\_  \_\_\_  \_\_\_ | \_\_\_\_Collects data but does not graph  \_\_\_\_Has intervention fidelity data but does not present it  \_\_\_\_Has progress monitoring data but does not present it in a graph  \_\_\_\_Makes some decisions based on presented data | \_\_\_\_  \_\_\_\_  \_\_\_\_  \_\_\_\_ | \_\_\_\_Does not collect data  \_\_\_\_Does not collect intervention fidelity data  \_\_\_\_Does not collect progress monitoring data  \_\_\_\_Makes data based on opinions rather than data |
| **SUBSKILL TOTAL** |  |  |  |  |  |
| **SUBSKILLS TOTAL** |  |  |  |  |  |

Possible Point Total: 55 pts 44 pts 33pts 22pts 11pts

1. A passing score of 44 points or more for the Comprehensive Examination will reflect the candidate’s ability to perform and describe the descriptors for the Collaborative Consultation skills in the four areas at the “Meets Expectations” level.