TITLE II: Students with Disabilities Committee

Charge

September, 2010

The Title II Institutional and Program Report Card on the Quality of Teacher Preparation, in response to the Higher Education Act of 1965, as amended in 2008 by the Higher Education Opportunity Act, is a federal mandate from the United States Department of Education, Office of Postsecondary Education, aimed at increasing accountability for and transparency of teacher preparation at colleges and universities across the country. These data on the quality of teacher preparation will be reported annually to the Secretary of Education, who will compile an annual report to Congress. The first Secretarial report is due April 30, 2011.

Data generated from institutional reports will focus on areas not previously included in Title II, and work surrounding students with disabilities represents a critical component. It is essential that every teacher candidate who graduates from SUNY Cortland have the knowledge, dispositions and skills to effectively plan for and teach students with disabilities. With increasing accountability of teachers for improving K-12 student academic achievement, we as preparers of teachers need to insure that students with disabilities have skilled teachers who can effectively work with students of all ability level.

Charge to the Title II: Students with Disabilities Committee:

The Title II: Students with Disabilities Committee is charged with examining all our teacher education programs to determine:

1. How and how well we prepare all teacher candidates to effectively teach students with disabilities
2. How and how well we prepare all teacher candidates to participate as members of individualized education program teams as defined in Section 614(d)(1)(B) of the Individuals with Disabilities Education Act.*
3. How and how well we prepare teacher candidates to use the principles of universal design for learning.

The Committee would need to be comprehensive in examining teacher education at SUNY Cortland, with the goal of preparing a report describing the current status of our teacher education programs with regard to these new mandates, as well as establishing a plan and timeline for improvement if any of these elements are not currently in place. In addition, several examples of SUNY Cortland’s most successful strategies in meeting these mandates should be included in the report. This report should be due to the Assistant Provost for Teacher Education’s office by April 15, 2011.
*The term ‘individualized education program team’ or ‘IEP Team’ means a group of individuals composed of the parents of a child with a disability; not less than 1 regular education teacher of such child (if the child is, or may be, participating in the regular education environment); not less than 1 special education teacher, or where appropriate, not less than 1 special education provider of such child; a representative of the local educational agency who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; is knowledgeable about the general education curriculum; and is knowledgeable about the availability of resources of the local educational agency; an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above; at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and whenever appropriate, the child with a disability.