

MAED Comprehensive Education Advisory Board Meeting Minutes

Tuesday, 2/24/2024

Members present:

- Karena Cooper-Duffy
- Kristy Doss
- Jennifer Barrett-Tatum
- Brad Witzel
- Malinda Pennington
- Charmion Rush

Absent:

Guests:

- Brandi Stephenson
- Elizabeth Turnmire
- L. Sarena Myers
- Wendy Fitch
- Lynn Womack
- Margie Stebbeds
- Rhyna Simmers

Minutes: Motion and second to approve minutes

1. Welcome and Introductions

- a. Welcome from Karena Cooper-Duffy
- b. Introductions
- c. Advisory Board Purpose
 - i. To learn about needs and exciting new opportunities that are happening in the schools. In addition we are excited to share how we have used your feedback from last year and seek your input on items we are considering here at WCU.
- d. Announcements from community partners:
 - Margie - Increasing ADM in some places. More children qualifying for EC Services. More mental health issues increasing. The severity of issues is higher than in the past. Severe and profound 1%, but now have to complete state and federal forms to complete to identify numbers of students and stay in the 1%. Have to look closely at ways to accommodate students more – 55% and below. 59% in general education? How to accommodate for this?
 - Rhyna – K-3 – dual setting – ASD, IQ 60-70 but still self-contained because of needs in Henderson County.

- Sarena – AIG – well check – starts identifying children at a younger age. Universal screener in place for 2nd grade – good for EC with Cogat. Twice-exceptional are now being identified in 2nd. Intellectually gifted but not achieving academically. Teachers do not understand children who are twice exceptional. Now, teachers do not understand this – so how to build that understanding? Everyone can benefit from this. Next five years, there will be a lot of changes in how to meet the needs of these students. Diversity – melting pot. Making sure that everyone is identified.
- Malinda – language issue screener (CELF 5)
- Wendy – Cleveland County – shortage of special education teachers – 2nd year growing exceptional education teachers – support program – 5 at ECU – the shortage is 8 vacancies.

2. Old Business/Updates/Status of tasks

a. Discussion about Skills in Master-Level Teachers – Master teachers need to be able to...

- Wendy – the master level teachers need to know how to complete the manifestations determination of different disabilities
- Rhyna – too much emphasis on AU – but LD was more significant – primary education ability.
- Margie – address behavioral issues and services, executive function, more than academics – behaviors that can help academics.
- Brandi – look at data, progress monitoring data, error analysis, and take that information to make goals. More than IEPs. All the data and effectively guiding the team to determine present levels of performance.
- Margie – have a background in executive functioning, self-regulation, and how to help children.
- Wendy – the understanding of the impact of trauma
- Malinda – Universal understanding of criteria for identification – MTSS – tier 1, 2, 3. Firm understanding of behaviors and academics. Part of the general curriculum.
- Margie – MTSS – small district – no specialist – gen ed teacher – how does someone fit all of this into their work? Ideas and discussion for how it can be done.
- Rhyna – data collection for RTI process, how to help prove that kids need support – need enough data.
- Sarena – things are not in isolation – should be throughout the day – lead other teachers – it fits in here; it works with this aspect.

3. Current Program Status

a. Summary of program data

- Student Learning Outcomes Karena – valid and reliable – products and indicators. Each SLO was shared with the board and members were given the opportunity to share their thoughts about the SLO (is it important, should we keep it?) the data we collect or on the improvements we are making. Do they have any suggestions for improvements.

b. Summary of other kinds of status review

N/A

c. Summary of board feedback

- EDCI 616 No comments for teacher leadership
- SLO for the SPED 620 / 640 is very important.– Rhyna & others - very helpful assignments on differentiation – so important as teachers differentiate all day long.
- SLO for EDCI 610 – research methods – Elizabeth – completely changed Elizabeth’s point of view about Action Research in the classroom – understanding research in general – should and can go together – teacher-researcher. Sarena – summer was fast – out of comfort zone – read for research and find relevant information – valid and reliable value of scholarly articles You can back up what you are doing in your classroom.

4. New Business Items

a. Summary of item

- Curriculum Changes
- Removed portfolio.
- Adding non-licensure people to add on a master’s degree or those in adult services.
- Field experience updates
- STEM MAED only K12
- Literacy MAED only K9
- No longer AIG in MAED Elementary Education
- National Board Certification Support throughout MAED Program – apply for and submit materials.
- Professional Dispositions Assessment from UNC-Charlotte

b. Participant Feedback for National Board Certification

- Sarena – fabulous – just finished renewal – need readers to help those going through the process. Renewals – add this to our National Board preparation
- Malinda – Wake County – retreat day – bring your materials with you – brainstorm, reading, lots of different backgrounds of teachers coming together.
- Lynn – NB – is an assessor – candidates really want readers and a support group – make an area on canvas for communicating – more opportunities to connect with others – middle grades stem.
- Elizabeth – great idea – would improve enrollment – no master’s degree pay, the importance of online collaboration – building a family – canvas idea
- Charmion – what does collaboration look like?
- Lynn – no place for meeting up – would be nice to gather.
- Charmion – when the course is over – continuing the friendships/partnerships.
- Rhyna – grant support would be nice – affording to go through the process is too challenging.

c. Disposition Assessment Form from UNC-Charlotte?

- Elizabeth – appreciates the details – requires people to be informed – interactions, speaking, communications, raise the level of teacher leadership which is important
- Margie – looks good – professional communication and interactions – more and more people are not able to do this.
- Wendy – assessment piece where you conference with the student and then address – the behavior of concern and take care of it – concern, expectations for what you should do differently, and how can we help support you with changing this behavior
- Malinda – as an administrator – self-reflection is important – communication & collaboration.
- Margie – would like to give it to the beginning teachers.
- Elizabeth – apathy among teachers recently – this document could raise the bar – if you are apathetic this could change your practices.
- Sarena – observation tool - are you seeing these things when you go out to look at others in the classes that you observe – look-fors in the classes and schools – what was happening – what does it look like – for discussion

5. Follow-up Tasks

- Jennifer – talk to donors about funding the costs of NBC for our MAED students.
- Consider how our program can help those seeking NB Renewal
- Kristy – add dispositions to teacher leadership course?

The meeting adjourned at 5:00.