

**CEAP Partnership Forum
Special / Inclusive / Gifted Education Programs
Monday, March 23, 2020
Zoom Meeting 4:00 – 5:00 PM**

2.19.2020 - 75 Invitations were delivered originally.

3.17.2020 - All invitations were resent denoting the shift to virtual meetings given COVID 19.

3.24.2020 - Reminder was sent to all invitees regarding meeting.

3.24.2020 – Jessica Frier, EC teachers at Valley Springs PEP Program, former CE of 3 Adapted Curriculum Interns, was the 1 Clinical Educator to attend. Below are our questions and her comments.

What have been the highlights of your experiences as a clinical educator of our interns?

- Have realized how quickly intern expectations and learning outcomes change
- What interns learn is ever changing and they bring new ideas into CE's classrooms.
- CE's learn new knowledge and best practices to add to their programming

What have been the greatest challenges in your experiences as a clinical educator?

- Allowing interns to make mistakes and find their independence
- Some of my interns have struggled with preparation and timely completion of tasks
- Have fought the urge to parent them, to correct them and direct their actions
- Realize it's a lot for interns to take multiple classes and do internship requirements too
- Have tried to not tell them what to do but support their time management and skill acquisition

In what ways have you felt well prepared / supported to mentor your interns?

- **With G interns who are lead teachers in their classrooms**

- **With UG interns working with lead teachers in their classrooms**

- Worked as an intern under my Clinical Education, Pam Moser
- Learned from her to be supportive but also to challenge interns
- Ask them questions, give suggestions for change, allow them to try new methods / materials/ management techniques
- When interns are allowed to handle challenging behaviors, it gives them feedback on their actions and success
- Have a lot of PEP / EC support to help her mentor our interns

In what ways could we assist you with stronger preparation / support for further improved mentoring?

- **Have you participated in CE Orientations?**

- Wasn't aware of and hasn't participated in CE Orientations
 - May have been at times when she couldn't attend. Daytime? Online?
- Can't think of anything else.

The following dispositions are expected of all developing professionals in the College of Education and Allied Professions.

- Oral Communication Skills
- Written Communication Skills
- Professionalism
- Positive and Enthusiastic Attitude
- Preparedness in Teaching and Learning
- Appreciation and Value for Cultural and Academic Diversity
- Collaboration with Stakeholders
- Self-regulated Learner Behaviors/Taking Initiative

- Social and Emotional Intelligence

How have your interns done in these areas?

- Thinking of the last 2 interns, they did really well with all of these.
- They were prepared for teaching
- They had to have an appreciation for cultural and academic diversity, given working with students with significant disabilities and diverse backgrounds
- Effective at collaborating with stakeholders
- A lot of these are really important when working in special ed and with students in the Adapted Curriculum.
- They do well taking initiative.
- They definitely do well in these professional skills

edTPA requires interns to have competencies in planning, instruction, and assessment. From what you've seen, in which of these areas do interns do well and in which areas do they need to learn more?

- I've gotten really great, thorough lesson plans from interns.
- Plans are comprehensive. WCU is doing really well preparing interns to plan strongly.
- Assessment is another strength area. Interns put assessments in plans and use them to assess student progress.

When faced with difficult situations or conflicts, how well do our interns demonstrate independent and collaborative problem solving?

- Feel like this is another area where interns excel.
- Try to help by asking questions to guide their thinking and decision making
- The longer interns work in the room, I see more of their independence in problem solving.

In what other ways are our interns well prepared when starting their internship experiences?

- Interns are excited about the field which reflects in their teaching
- Interns are ready to do all facets involved in special education; individualized teaching, adapting materials, differentiation, etc.

In what other areas do our interns need the most learning / support during their internship experiences?

- Interns felt the most pressure / stress when they were completing their "portfolios". (edTPA/Assessment Portfolios?)
- Some really worried but did really great.
- Felt like support was needed but assessments didn't allow her to provide much.

What is new in your schools that we should know about and how can we address it in our programs?

- Talk more about virtual learning ☺
 - A lot of free resources right now.
 - Use the Unique Curriculum
 - Figuring out how to help parents access curriculum from home.
- PEP program is going to be on a "job track". Will have academics in early part of high school then work more on an occupation track focused on work experience. Will give them more employment options when they graduate.

Thanked Ms. Frier for meeting with us and providing her feedback. Ended early to allow her time to join the Project Interact advisory board scheduled at the same time.