

Comprehensive Education MAT Advisory Board Minutes

April 15, 2024

Members present: Karena Cooper-Duffy, Kelly Doppke, Delrose Stephens, Malinda Pennington, Charmion Rush.

Absent: Jennifer Tantum-Barrett,

Minutes: Motion and second to approve minutes

1. Welcome and Introductions
 - a. Welcome from Karena
 - b. Introductions
 - c. Advisory Board Purpose: Asking for feedback from MAT program to improve. Meeting new CAEP requirements and this involves collaborating with school partners. https://docs.google.com/presentation/d/16KASQ64P-wwKptgTEv943LUJq6ZR-k9RtQHFcr_sNU/edit?usp=sharing
 - d. Announcements
 - a. All EC classroom have live teachers!! Jackson. Resource positions CVS, SMHS, Fairview. Adapted classrooms - need certified staff.
 - b. Need certified teachers
 - c. All students who did not have access to internet access. Now have access to internet. Hot spots for 27 families
 - d. Need mentors at CMS.
 - e. Kids who have come off of their IEP.
 - f. 54% kids scored proficient on EOG last year
 - g. Lack of teachers, need adapted teachers. Need quality teachers.
2. Old Business/Updates/Status of tasks
 - a. Karena updated the group on SLO's and rates
3. Current Program Status
 - a. Summary of program data: Karena review continuous improvement plan and data Review
 - i. Leadership-60% target; above 80 from all
 - ii. Diversity-100%; above 80% from all
 - iii. edTPA-100%; above 80% achieved 38 score
 - b. Summary of board feedback
SLO Data Feedback:
 - Good focus on leadership and using research.
 - Diversity instruction varies on the school. Some schools this is very important and using an ICS model. Smaller schools are already struggling and are having trouble meeting equity, diversity and inclusion.
 - edtpa – this is the most challenging task to complete. Alumni reported that she learned a great deal from the experience. Really know how to teach now. Rush is good at supporting her students.
 - c. FIELD EXPERIENCES
Review Dispositions used to evaluate MAED student progress throughout the program
(Feedback on the dispositions)

<https://education.charlotte.edu/resources/professional-dispositions-plan-and-information/>

[Assessment-of-Professional-Education-Dispositions-APD Updated-2023 \(5\).docx](#)

New partnerships in the STEM program with Science professors for mentoring.

iv. FEEDBACK on the review of the disposition

- i. 6 & 7 seem redundant
- ii. 6 & 7 rate 2 different dispositions.
- iii. Students should be doing a self-assessment of the dispositions at the beginning of the program. This helps teachers know what is required throughout their program. This creates a baseline so they know where they are when they start the program and know what is expected when they end the program.
- iv. Overall the folks at the meeting supported the use of the document. They said it was thorough and looked good. It is long.

4. New Business Items

a. What are the needs of the school partners in relation to teacher preparation?

- a. Get folks licenses in an expedient fashion. Residency program is cumbersome.
- b. Schedule of courses vs taking the PRAXIS & Pearson exams.
- c. Doing the homework and do edTPA, write IEP, teach, take PRAXIS too much at one time.
- d. Alternate license - folks have MAED yet having to get a license, need a CRT
- e. What is "Alternate License"? Not traditionally licensure. Doing residency
- f. Teaching in AC class there are no breaks to allow planning, CRT work, etc.

b. MAT Curriculum changes

- 1) ENGLISH concentration is being removed due to low enrollment.
- 2) Comprehensive Portfolio is being removed

3) To stay competitive with other universities in the UNC system and increase recruitment of MAT Special Education graduate students the Special Education program is moving 2 courses from Phase 1 of the MAT to Phase 2 of the MAT. This will enable special education teachers to earn their initial teaching license faster. Specifically, the Special Education concentration is moving 2 classes from the

General Curriculum and Adapted Curriculum concentrations from Phase 1 to Phase 2

39 total hours for the MAT in special education

was 30 credits for phase 1, now 24 credits for phase 1

was 9 hours for phase 2, now 15 credits for phase 2

- c. Feedback from the partners regarding the curriculum changes
 - a. -Create a document to show students doing residency license their options to get a license including the Certification only option. Schools do not have this information.
 - b. - Recruitment materials to share with schools about certification option.
 - c. - Invite Kelly to do the recruit special education teachers for SYLLABUS FOR SPED 495

5. Follow up Tasks

- a. Summary of item

The meeting adjourned at _5:08 p.m._ time