

Special Education Advisory Board  
Part 1: Undergraduate Advisory Board Discussion (Agenda and Notes)  
Part II: Graduate Programs Advisory Board Discussion (Agenda and notes)  
Department of Elementary, Literacy and Special Education  
Advisory Board Meeting January 21, 2020

Minutes

**Overall Comments**

*Meeting started: 4:35 pm*

Welcome

Janet Filer

Introductions

Dee Dee Cain

Role of advisory Board

Janet Filer

Special Education Updates

Dee Dee Cain & Keith Lenz

- Licensure
- Standard
- UCA Changes
- SOR

**Undergraduate Programs**

Alicia Brown & Dee Dee Cain

- K-12 SPED Report
- CAEP
- Minor & Endorsement
- Board Feedback

# Graduate Programs

Keith Lenz, Janet Filer, &  
Patty Kohler Evans

- MSE Program Report
- CAEP/SPA
- MAT
- Endorsements

*Graduate program coordinator (Lenz) and faculty (Filer, Kohler-Evans) briefly reviewed status of and enrollment in initial and advanced licensure special education programs. Reviewed issues of online coursework and internship supervision and mentoring. Discussed enrollment fluctuations related to Birth to Kindergarten Integrated GC endorsement.*

## Board Feedback

*Discussed: "How should we support and improve the mentoring of our graduate internships?" Given online nature of program, we have supported one supervisor visit to each MAT intern (an initial licensure program). Interns select a mentor, but often appropriate mentor with special education background is not available in schools. How should we be identifying mentors and how should we prepare them to be mentors? The consensus of advisory board was that supervisors and local mentors should have experience and a background in serving students in the type of setting that the intern will be teaching. If there are no mentors in the building where the intern is teaching, then mentors in other district schools or at the district office should serve as mentors. Engaging principals in the evaluation process, since they already have to evaluate teachers in their buildings would be a good way to involve uniformed leadership about special education issues. There was widespread concern across board members about the degree to which the TESS model applied to special education. Administrators as mentors might be a good way to go for the MSE and GC students doing internships in their classrooms.*

*Discussed: ADE has a statewide initiative underway regarding professional learning communities (PLCs). How should we prepare special education teachers to participate in PLCs? Advisory board members reported what they were just getting started with PLC work. Focus was on looking at school data, looking at student performance in department meetings, then special educators working in subject area department meetings and identifying students with IEPs and identifying what they could do with those students in ways that were consistent with school and department goals (e.g., if improving reading of informational text, based on ACT*

*Aspire scores, was school goal, what actions should be taken at department level and special education program level to support school goal attainment)*

Other

Dr. Filer asked members if there ways that we could better serve them

*One board member expressed concern that one university supervisor appeared to no understand the type of special education setting that one intern was working in and felt that supervisor was on a different page with expectations than classroom teacher and intern. Recommended greater attention to supervisors background and classroom expectations. UCA faculty responded that increasing supervisor and mentor readiness has become an area of continuous improvement across undergraduate and graduate programs.*

Adjourn

*Ms. Cain thanked all participants for the rich discussion*

*Adjourned at 5:55 pm*