

Advisory Board Minutes

The meeting was called to order by Dee Dee Cain at 4:30.

Members Present:

Ellen Barnett-Teacher Mountain Springs Elementary Cabot

Alicia Brown-Undergraduate Faculty University of Central Arkansas

Dee Dee Cain-Special Education Program Coordinator University of Central Arkansas

Janet Filer-ELSE Department Chair University of Central Arkansas

Patty Kohler-Evans-Graduate Faculty University of Central Arkansas

Hailey Hughes-Teacher Bigelow High School

Courtney Leach-Parent/Community Connections

Keith Lenz-Special Education Graduate Program Director University of Central Arkansas

Kim McClain-Teacher Julia Lee Moore Elementary Conway

April Pearson-Teacher Perryville High School

Susan Perry-Undergraduate/Graduate Faculty University of Central Arkansas

Derrick Preziosi-Teacher Bentonville

Deanna Rice-Undergraduate/Graduate Faculty University of Central Arkansas

Stefanie Sorbet-Program Coordinator K-6 Elementary University of Central Arkansas

Mission Statement University of Central Arkansas College of Education Elementary, Literacy, and Special Education Department

The mission of the advisory board is to coordinate with stakeholders around the state who are committed to special education. The purpose of the advisory board is to share ideas that are going on at the university level, school systems levels, parent perspectives, and current university students.

Special Education Updates

Dr. Keith Lenz-Graduate Program Coordinator for Special Education

*The alignment of the 23 High Leverage Practices with CEC Standards are being explored and integrated into the current undergraduate and graduate programs at the University of Central Arkansas.

*Model programs such as the University of Florida and the CEC which include the Inclusive Class model are being explored.

*Cedar Center Crosswalk Modules with evidenced based practices are being explored. There's a huge initiative to include modules for disciplinary literacy.
(<https://cedar.education.ufl.edu/high-leverage-practices/>)

Dee Dee Cain-Undergraduate Program Coordinator Special Education

Gate Keeping continues to be the guide for licensure and is being updated constantly as changes within the program occur.

The Science of Reading will have a new format for the fall which will include fluency, vocabulary, and comprehension. Our current students are passing. Hailey Hughes, a former student, was asked her opinion about the test that she recently completed. Her statements included the fact that the writing format of the test was hard to follow, she was prepared for the test but wasn't provided as much test preparation as needed in vocabulary, fluency and comprehension.

Dr. Susan Perry stated that in her 4311 class, she has started asking students to analyze current Foundations of Reading assessment questions. Students will use their analysis to write new test questions related to differing content areas.

*Content testing areas for Science and Social Studies aren't strong with our students and more preparation needs to be done by teachers by taking the test themselves to get more knowledge about what the students should be prepared for.

*Discussed the role of PLC's both at the college level and how they can be coordinated with schools throughout the state. Some questions asked were how the special education faculty is included in the public schools. UCA is aligning classes with the PLC State requirements being embedded in the curriculum. (Pre-referral/progress monitoring/RTI/)

Derrick Peziosi explained that in his district they currently are doing virtual PLC's. Every Friday at the school level sped teachers discuss paperwork/student problems. Twice a month PLC's are done at the district level to discuss the new state initiative with the inclusive classroom model push.

*Spring 2022 Intern II students can get a provisional license if they are within 2 standard measurements lower the requirement ***

Key Assessments were discussed for the program and whether or not they aligned with what special education teachers do once they graduate. Hailey Hughes stated that the Student Impact assignment did not align with what she had to do in the classroom. She was able to make the Unit Key Assessment match what she did in the classroom. Hailey also said that the new addition of Alternate Pathways needed to be included in the IEP process.

Students are given a Program Evaluation upon finishing the program and results will be evaluated.

Currently the special education department is aligning the matrix of classes offered with the High Leverage Practices and should be completed for review by May.

Courtney Leach-Parent

Courtney felt like the students needed some exposure in class about how to meet with parents and address family needs. She feels like this is a key issue in making parents understand the process of how different special education programs work. She also talked about a parent survey that could be developed on strengths and weaknesses of the programs. Kim McClain stated that a parent survey is still conducted at annual reviews but whether or not the results are given back to them is a question.

Mentors and the MAT Program

Dr. Lenz posed the question on what would be the best way for the MAT to get some good mentors for the program. Many times the students in the MAT Program are the only special education teachers in the building if they are in a small district. It was discussed that maybe mentors could be accessed virtually. Several teachers seemed interested in helping with that.

Action item:

Get a working group of recent graduates, 2 university folks and mentors to look at our model assessments and assignments to see where we need to work.

Dee Dee Cain, Instructor

AR CEC President-Elect

UCA SCEC Advisor

Advisor K-6

Compass Academy Board Member

Department of Elementary, Literacy & Special Education

University of Central Arkansas

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