

**Western Carolina University
Special Education Program**

Advisory Board

Minutes

April 28, 2020 – 3:30 pm

Join Zoom Meeting

<https://wcu.zoom.us/j/5484957748>

- I. Welcome and Introductions/ Members in attendance
 - a. Amanda parks
 - b. Lee Nickles
 - c. Karena Cooper-Duffy
 - d. Tammy Barron
 - e. Amy Chambers
 - f. Jill Demarco
 - g. Jessica Perry
 - h. Alex Raxter
 - i. Adrienne Stucky
 - j. Kylie Kluttz
 - k. Anita Coggins
 - l. Heather Acrey
 - m. Ansley Parker
 - n. Lu Cabading
 - o. Amy Sheets
 - p. Dale Carpenter
 - q. Karen Stockton
 - r. Charmion Rush
 - s. Sarah Tatham
 - t. T Mason
 - u. Chris Cutchall
 - v. Lisa Bloom
 - w. Carolyn Barbee
 - x. Jessica Jones
 - y.
- II. Program Highlights
- III. Advisory Board Member Input
 - a. What are current areas of concern in special education and/or gifted education that we need to make sure are covered in an MAED program?

- i. IEP paperwork
 - ii. Distant learning
 - iii. Self-care/managing work load
 - iv. Managing teacher assistants
 - v. Staff management
 - vi. Research – EDRS 602 was my most beneficial class
 - vii. Along with IEP paperwork – the law is an important aspect. I became a SPED teacher because of my son.
 - viii. Communication with families
 - ix. Trauma and mental health needs of students
 - x. I think it is really critical that we make sure to address the special populations of gifted learners in any master's program for AIG and how those populations demonstrate their giftedness differently from the "standard" we've come to expect in classrooms.
 - xi. Increase in students with mental illness and intellectual disability
 - xii. Also, equity access for gifted learners should be included...
 - xiii. Supporting gifted learners as they make transitions from elementary school to middle school and to high school.
 - xiv. Differentiating in general education classrooms for students with moderate disabilities/collaborating with general education teachers. Increased knowledge of inclusive practices would benefit in creating less restrictive instructional approaches.
 - xv. Effective co-teaching for EC
 - xvi. collaboration with related service people
 - xvii. on that same note how a diagnosis can impact community services...either ID or mental illness
- b. What could we change or add to our MAED program to add benefit to teachers and their students?
- i. I think some cohorts would be beneficial, one different years track- 2 year completion track, 3 year completion track, etc. I liked being able to take classes as I was able but I think connecting with other teachers throughout the entire program would have been very valuable.
 - ii. Adding more technology application practices
 - iii. Vertical planning
 - iv. Cohorts are great for support during and after.
 - v. my interns have requested more help on trying to write an IEP. They say they don't receive much instruction for that – more for interns not MAED.
 - vi. Helping students and families walk through the transition process. With the RTLE grant we focus a lot on transition and many of the scholars wish they had more info on transition and how to help families with that process. Seems to be an area that is lacking as they complete their programs
 - vii.

- c. What benefits does having a master's degree bring to the classroom?
 - i. keeps you up to date on research based interventions
 - ii. knowledge in the area is much deeper and broader. Teacher Leadership increases
 - iii. I think having training for teachers in public speaking/ so that they can lead in their schools/ advocate for students/ help other teachers feel better equipped to work with students with a variety of needs
 - iv. Being a current teacher to apply research based intervention
 - v. How to discuss disabilities with families
 - vi. So much application of current research!!!
 - vii. Greater research base for curriculum development
 - viii. In regards to addition to the program- I think a class or every a seminar that focuses on how to discuss disabilities with families.
 - ix. Allows the teacher to take teaching and understanding of learning process to the next level
 - x. Leadership. confidence, leads to more reflective teacher practice
 - xi. Benefits: Keeps me reflecting on my practices
 - xii. helps with not only the foundation but the deep knowledge as well, especially when the person does not have a background in special education such as myself
 - xiii. Confidence, new strategies to apply to my own classroom, new research based techniques. :)
 - xiv. I could not have done this without financial support in the form of a scholarship. Please keep those! :) And, thank you so much
- d.
- IV. Rubric Validation
 - a. Lee Nickles lead a session to validate 2 Rubrics. EDRS 602 and SPED 640/620.
 - b. EDRS 602 was validated first and SPED 640/620 was second.
 - c. Lee Nickles will compile the results and share.

Invitation: WCU Special Education Program needs your input. We invite you to be a member of the Special Education MAED Advisory Program to provide advice and input so we can improve.