**Inclusive Ed Advisory Board Meeting Minutes**

Monday, April 18, 2022 4-5:15 pm on Zoom

Members present: Grace Vercauteren, Natalie Gillin

Faculty Present: Dr. Kelly Kelley, Dr. Adrienne Stuckey

Minutes: Motion and second to approve minutes – N/A

1. Welcome and Introductions
   1. Welcome from Dr. Stuckey & Dr. Kelley
   2. Introductions
   3. Advisory Board Purpose
   4. Announcements – N/A

**Initial Content Shared:**

* BSEd in IE with two add-on areas
* Graduate school details and options
* Overview of our SPED faculty and what they teach
* Upcoming program changes (SPED 240 is the new SPED 339, SPED 430 is PES, adding SPED 413 for transition, PSY 323 removed as PES, SPED 497 Seminar 1: added for course credit, one full week in schools during Intern 1 to complete EDRD 440 and SPED 497, SPED 312 at Catamount School)

1. Old Business/Updates/Status of tasks
   1. Xx updated the group on xx – N/A
   2. Status of tasks from previous meeting - N/A
2. Current Program Status
   1. Summary of program data – see above
   2. Summary of other kinds of status review – N/A
   3. Summary of board feedback – see below – questions posed and notes on response.

**Board Feedback**

**What do you plan to do with your degree, and where?**

Student 1: Take degree to GA in a few years, move back to hometown, elementary, self-contained K-5, using adapted curriculum licensure, has a permit to rent a space out for a coffee shop for individuals with disabilities

Student 2: General education classroom with inclusion of adapted curriculum (more moderate and severe included), really wants to make sure she helps with K-2 and social development

**Did you choose Inclusive Ed/WCU *because of, in spite of, or indifferent to* the fact that you'd get SPED + ELED licensure?**

**Student 1:** Knew she wanted to be a SPED teacher, but you get an opportunity to get dual licensure and get two different jobs (built in Plan B until you find your dream job)

**Student 2:** Initially looking for general education license with SPED minor (decided on WCU because of the program)

**Did you choose Inclusive Ed/WCU *because of, in spite of, or indifferent to* the fact that the SPED licensure is K-12?**

**Student 1:** Because of (it is a K-12 degree and doesn’t limit you)

**Student 2:** Indifferent (knew she wanted to do elementary and SPED)

**Did you choose Inclusive Ed/WCU *because of, in spite of, or indifferent to* the fact that the SPED licensure is general curriculum (mild-to-moderate, focused on children seeking general education HS diplomas)?**

**Student 1**:Indifferent (knew wanted to do SPED)

**Student 2**:Indifferent (wanted to do SPED either way), looking back more in spite of with the adapted curriculum content felt more prepared

**Did you choose Inclusive Ed/WCU *because of, in spite of, or indifferent to* the fact that there's an adapted curriculum add-on?**

**Student 1:** Indifferent, but if this option would have been brought to me sooner, I would have been sold to WCU, found out with Summer GAP program about the adapted curriculum

**Student 2:** Indifferent, didn’t know about it until my first advising meeting, decided then and there I wanted to add on adapted curriculum

**Did you choose Inclusive Ed/WCU *because of, in spite of, or indifferent to* the fact that there's a gifted curriculum add-on?**

**Student 1:** Indifferent

**Student 2:** Indifferent (great option, but not what I want to be doing with my degree)

**How do you describe your major to your friends and family? What kinds of questions do they ask you about it? How do you answer them?**

**Student 1**: They usually are confused with what Inclusive Ed really is, but then I explain the dual licensure option with gen and sped together. Then they ask about the student teaching and how to do both. The scheduling has been touch and go sometimes there. What kind of students do you deal with? What kind of disabilities have you taught? How are their disabilities similar or different? But I tell them I don’t think any of them are the same and its harder to answer in layman’s terms.

**Student 2**: What’s special education? They usually say, well then you are a double major. I say no. Then we talk about the adapted add on and then they ask if I am a triple major. I answer no, but I usually take 18-21 credit hours each semester. So what do you want to do with that degree? Are you teaching special education or elementary school? I answer, I want to do both and include students in my general education classroom. It is hard to explain to someone who doesn’t understand our major.

**When during your program did you learn to lesson plan (when did you start to get feedback and when did it *start* to make sense)?**

Student 1: Wrote my first lesson plan in SPED 311 (first semester, sophomore)

Student 2: SPED 344 with Assistive Tech, started understanding by second lesson in there and had a good template in this course

**When during your program did you become *confident* inlesson planning?**

Student 1: SPED 312 junior year, started understanding better in Intern 1 halfway through and got a lot of feedback there

Student 2: Confident in most parts of the lesson, actually teaching my lessons in SPED 312 and teaching at Cullowhee Valley

**What was and/or still is, hard or confusing about lesson planning for you?**

Student 1: Was it an effective lesson? I don’t really know sometimes. The format of lesson plan is still confusing. Differentiating the lessons with different grade levels [in a multi-grade group like is common in self-contained or resource pull-out settings] is still confusing.

Student 2: Using all the different templates for lesson plans, different pieces of the plan beyond just teaching the vocabulary

**When during your program did you learn to lesson plan *sequences* (3 or more lessons on the same skill, developing mastery over time)?**

Student 1: EDRD 440 is when we started sequencing lessons.

Student 2: GV SPED 312 – did a themed unit that helped

**What was and/or still is, hard or confusing about planning lesson *sequences* for you?**

Student 1: Going back and fixing or making changes for prerequisite skills needed to start with day 2 teaching.

Student 2: Block and using different lesson plan templates there than what I did from all my other classes

**When during your program did you start to hear about asset-based and culturally relevant instructional approaches?**

Student 1: Could not really give an exact course

Student 2: EDCI 190 and 201 more awareness

**When during your program did you start to think for yourself about asset-based and culturally relevant instructional approaches?**

Student 1: Intern 1 (Block was waived), you don’t think about it until you are “wearing your teacher hat”

Student 2: EDEL 390 started hearing asset-based and hadn’t been introduced to that turn until that course, for both once I got into Block and writing lesson plans (within my placement I noticed it and thinking about it without even being told to for accommodating my students)

**What was and/or still is, hard or confusing about asset-based and culturally relevant instructional approaches?**

Skipped this question based on time constraints.

**How have your TESOL course and World Language courses impacted your knowledge & skills for asset-based and culturally relevant instructional approaches?**

Student 1: ENGL 413 (F2F with Petrone), Took SPAN 101, CSD 451 Sign Language, student teaching experiences and shared classroom teacher resources, websites from TESOL courses, turning on Spanish subtitles for students, collaborating with my parents have also helped with incorporating culture into my current classroom

Student 2: Did not take a TESOL course, Took a grammar course instead (Prof Callahan), looking at dialect and understanding that in the classroom, two semesters of Spanish which was helpful (spoken is easier for me than written)

**Ideas and Suggestions for Service Learning and Field Experiences? (UP, TRUE, LEAP, TCS, Full Spectrum Farms, Special Olympics, etc.)**

Student 1: The availability of the programs to meet the hours in a flexible way is *a challenge for students who need to work for money during their first three years* (in preparation to not work with Intern 1 & 2). It would be nice if you could do *paid hours* at some of these places to count as service learning as well. [Dr. Kelley is already thinking a lot about this and agrees this is a great idea to keep working on]. GV suggested incentivizing the service with supplies for the classroom. It feels like the field experiences and service-learning hours compete with each other.

Student 2: Likes that most of it is built into the curriculum. GV had not heard of LEAP & Full Spectrum farms. She recommends making the variety of options available and clear earlier (including personal visits to the early classes in the ed program). Agrees that it feels like the field experiences and service-learning hours compete with each other.

1. New Business Items
   1. Summary of item – N/A
2. Follow up Tasks
   1. Summary of item –N/A

The meeting adjourned at 5:15 pm.