

SPED Program Meeting

April 30, 2013

In attendance: Anderson, Baxter, Beattie, Browder, Flynn, Jordan, Lo, O'Brien, Sherry, Spooner, Wakeman, Wood, C., and Wood, W.

Meeting called to order at 12:35.

1. **Minutes for Approval** (none) – The previous meeting was a working meeting.
2. **SACS data** (*Drs. Baxter and Anderson*): The faculty have been given the report of the SACS data. Dr. Browder said that for 2012, 100% of Ph.D. passed SACS objectives. New for 2012 was co-teaching (peer observation done by the faculty). The program has no need to change the SACS assessment data; goals have been achieved. Per the SACS university team: we cannot use a mix of 1 and 2. Based on their feedback, Dr. Browder made edits and has sent those edits to the faculty. She has sent the faculty an email about this; she would like a formal endorsement from them. The general consensus from the faculty was an endorsement of changing the rubric. Let the minutes reflect that the faculty have reviewed the Ph.D. data.

Re: M.A.T./M.Ed.: Dr. Baxter told the faculty that there are some data points that are not in TaskStream. She then reviewed some data on the screen. Undergrad data: total undergrads admitted Su '12, F '12 and Sp '13: 44 (3 more than last academic year). Of these 44, 10 are Adapted Curriculum majors, 34 are General Curriculum majors... many AC majors interested in obtaining both licenses. Of these 44, 73% (32) were Transfer students with most or all of their elective credits completed (up from 53% last year); 27% (12) were traditional undergrads who began at UNCC freshman year (down from 44% last year). Of the 32 transfer students, 16% (5) registered for SPED 3100 Su '12; 41% (13) registered for either SPED 3173 or SPED 3175 or both F '12; SPED 3100 was only offered Su '12 or Sp '13.

Data was reviewed for SPED M.A.T. and M.Ed.; also for SPED Adapted Curriculum and General Curriculum programs. There is no data yet for the Dual program. Graduate Certificate: SLO #1 – Topical paper (Evidence 2): Data is below expected performance outcome requirements. Face-to-face (seated) and Distance Ed. SPED Graduate Certificate data was reviewed (end-of-semester data). Discussion Question: Is the topical paper a valid measure of content knowledge for mid-point data for SLO #1? The meeting was opened for discussion. Dr. Browder doesn't think we look very good as a program if we lower our criteria. We should apply evidence-based practices to the writing class. Dr. Jordan doesn't think writing instruction should be a part of another class; it should be separate. Dr. Baxter is not sure that we can correct writing in a 3 ½ month time. She asked the question: "Is writing the only way we evaluate depth of knowledge?"

3. **edTPA** (*Drs. Wakeman and Baxter*): Dr. Wakeman distributed three handouts: 1) SPED edTPA Transition Plan: Undergraduate AC and GC, 2) SPED edTPA Transition Plan: Graduate GC, and 3) SPED edTPA Transition Plan: Graduate AC.

First discussed was the Undergraduate AC and GC plan. Dr. Anderson commented that the student teaching experience is totally changed. Another topic discussed was the fact that some of the school districts are not allowing videotaping. Dr. Baxter told the group that every faculty member will be going for edTPA training eventually. May 13th will be a work day.

Dr. Wakeman asked the faculty to review the handouts and make any necessary adjustments (for example, what did the faculty say that they could do that perhaps they now find that they can't?... what do they now realize that they can do that is not currently showing on the handouts?) Discussion ensued. Dr. Sherry thinks they should plan on an early fall training session. Dr. Wakeman told the faculty that they should see either her or Dr. Baxter if they don't have a context for this (before the May 13th work day).

4. **Other business:** not covered

Meeting was adjourned at 1:52