

PROFESSIONAL EDUCATION UNIT QUALITY ASSURANCE COMMITTEE – YEAR THIRTEEN
MONDAY, APRIL 18, 2016
1:15 PM – W274-N

Members Present:

Jim Mensch, PEAT Representative
Shanna Harper, Alcorn Middle School
Cassy Paschal, Oak Pointe Elementary School
Mary Ann Byrnes, Assistant Dean, College of Arts and Sciences
Tommy Hodges, ITE Representative
Christian Anderson (in place for Doyle Stevick), EDLP Representatives
Craig Wheatley, White Knoll High School
Nicole Spensley, Office of Institutional Research and Assessment
Regina Wragg, Coordinator of the Office of Assessment and Accreditation
Lisa Peterson, Accreditation Coordinator

Program Representatives: Bill Brown, Early Childhood Special Education; Nate Carnes, Middle Level Education

I. Call To Order

Jim Mensch called the meeting to order at 1:15 pm.

II. Welcome and Approval of Minutes

Craig Wheatley moved to approve the minutes. Nicole Spensley seconded the motion. The minutes were subsequently approved.

III. QCom Rubric Discussion of Technology Component

- Regina Wragg & Lisa Peterson distributed the updated rubrics to everyone to review/revise.
- Nicole Spensley: Possibly add in wording on variety of technological systems,
- Regina: A PDS liaison principal and two of our supervisors noted that some of our students aren't best prepared for technology or know how to use for measurement. Regina's proposal was to host/ask some of our PDS schools to host drop-ins to learn and use what types of technology their schools are using.
- Cassy Paschal added that she sees this as a job at the internship...within her district, the different types of technology are vastly different in the elementary grades along. Would want the students to do the basics.
- Craig Wheatley then added that in Lexington One, they have some student teachers at his school right now that seem to not want to embrace the technology.

There are some science teachers are embracing the iPads and some that will not touch them. A lot of schools are also going to Chrome and Google based.

- Regina Wragg: We will need to review with our districts and determine what we are using. Cassy Paschal then added that her district has an instructional technology department that would be a great resource.
- Tommy Hodges: The term “rigorously” is ambiguous. In the middle, one or the other but not both to delineate levels. There are a lot of different expectations...the goal is to make sure all are aligned, but we have to tread lightly on how many items we list in the rubric.
- Cassy Paschal: Would be concerned about a degree program integrating this on what they are already doing with the limited staff they already have. Feasibility?
- Regina Wragg: What initiated the question was the Steering Committee for CAEP. Partners in the field were also saying this, but this issue essentially came out of CAEP. All of the SPAs do not have a technology component.
- Jim Mensch: We can make a case that technology should be an important topic that our students should learn. This rubric is and should be continuously changing...do we want to do this and is this something we want to try for a year or two?
- Jim Mensch then made the motion that we table this and will discuss again in May after everyone goes and back and discusses with their departmental colleagues. All were in favor.

IV. Review of Secondary Science (MAT/MT) – Christine Lotter

- Unlike other Secondary programs, Science has a predominance of MAT students and lower MT numbers. MT students finish the program within a year after majoring in a Science area. As part of the MT requirements, they ensure students are given science research strategies. Enrollment has been up and down over the years, and is ultimately a very small program. Most MAT students are Biology students.
 - 2014: 7 MAT, 4 MT
 - 2015: 8 MAT, 3 MT
 - 2016: 7 MAT, 1 MT
- MAT: Two clinical experiences: Internship A & B...one can choose a middle school if they want, but they typically go to two high schools.
- Revised MT program
 - Now has 12 hours of cognate courses
 - Methods course adopted now and going into 2017 science standards. Methods course now has an assignment that shows a model-based concept over time...the students build on that through data analysis and come up with a model at the end of the program that they then teach part of during their internship. Students are also placed in diverse learning experiences/internships.
- Key Assessments:

- Dictated by NSTA standards
- Assessment 1: The Praxis II recently changed from one Biology and General Science exam to content specific exams such as Biology, Chemistry, etc. All students have passed the required exams.
- Assessment 2: Undergraduate Science GPA/Course alignment chart
- Assessment 3: 10-day model-based inquiry unit – about 80% of students are successful in using part of this in their internship.
- Assessment 4: Laboratory Safety Module and Student Teaching observation rubric - observation to ensure students are being safe and modeling safe environment
- Assessments 5, 6, 7: Electronic Portfolio - pre and post student learning, shows professional growth...they work on this throughout the whole program using Google sites and are then assessed in Chalk & Wire.
- Challenges
 - Small numbers...Dr. Lotter has been attempting to obtain additional grants/funding to help with the small numbers.
 - NSF S-STEM Grant (2007-2013)- 50 MAT students funded
 - NSF Noyce Track 1 Grant (2010-2015)- 67 students funded
 - EDSE 210/310/410 (2010-present)
 - Duke Endowment Grant—Middle level scholarships and advertisement (www.teachscienceandmath.org)
 - Reapplied to Noyce in 2015—not funded (Students could take a 1-hour course to gain some experience in the classroom to see if they would be interested.)
 - PACE program – students that have a degree in a Science field or have taken required number of hours can begin working as a teacher while obtaining their certification so this causes a lot of students to choose this route
 - Finding coaching teachers that are modeling reform teaching practices (new standards and science practices) – professional development for these teachers is needed
- Questions/Comments:
 - Craig Wheatley: Is the portfolio assignment something new? This is great to show to potential employers. Christine Lotter: No, it has been required by students for many years. It was revamped/realigned with the new standards recently though. Curriculum is not an NSTA standard, but she felt that this was important.
 - Jim Mensch: Is the issue with the low numbers a nationwide issue and not just USC? Christine Lotter: Yes, this is a nationwide issue. The scholarships do help out, but it is a struggle. A lot of students decide later that they want to become teachers. New faculty would have to be brought in if a lot of changes were made with the Secondary program area. A lot of teachers are brought in internationally since there are so many teachers that are needed. One option could be an accelerated program even more accelerated than our current MT program that could possibly be offered online.

- Regina Wragg: Could there be recruitment efforts that are specific for identifying students early? Christine Lotter: Teacher Cadet Program would be a good program to become a part of. To complete with PACE, they would need more funds for assistantships so the students are also paid.
- Jim Mensch: Do students take a technology course and do you keep track of graduates? Christine Lotter: Yes, all students take a specific science technology course in the summer. We do not track our graduates well...we are small, so we do know where all the students go but not everyone is systematically tracked. IT would be easy to implement this since Christine does keep track of most of the graduates. This is an area they are looking to enhance.
- Regina Wragg: Do you place your own interns? Christine Lotter: Yes, as often as they can. She sends the list to Beth Looney and Beth does the actual contacts with districts. OCE sends evaluations out at the end of each internship.
- Regina Wragg: Any issues with diversity in experiences? Christine Lotter: No, we do not really have an issue with that. Jim Mensch: Diversity is difficult with the low numbers...mostly white females, but not all.
- Christian Anderson: Are there any outliers in the nation that are bringing in bigger numbers? Christine Lotter: The shorter the programs are, the better they do. Location is a big factor too...in Atlanta, there are a lot more graduates because it's such a large location.

V. Committee Consensus on Programs –

- Strengths
 - Clinical experiences throughout the program that are tied to courses, overall high scores on all assessments, including Praxis exams
 - Willingness to look at alternatives such as an accelerated degree
 - Electronic Portfolio, data collection
 - Strong leadership and willingness to reach out to colleagues at other colleges since it is a small program and she takes on most/all of the leadership – should be recognized for her willingness to recognize and try to resolve this problem – she is well known throughout the Science field and passionate
- Challenges
 - Low enrollment numbers
 - Recruitment- lose many students to PACE program or other science jobs
 - Faculty capacity
- Recommendations
 - Contact Dr. Alan White, Associate Dean for Undergraduate STEM Education, to discuss recruitment opportunities and linkages with what you both are currently doing in your respective programs.

- Continue to reach out to colleagues in other Science areas throughout the state such as you did with Clemson to increase enrollment and assist with recruitment.
- Begin to strategically track graduates out into the field.
- Consider looking at University 101 as an avenue for recruiting Science students early that may be interested in teaching.

VI. Review of Early Childhood Special Education (MEd) – Bill Brown

- History:
 - An MEd Emphasis Area (no certification since 1995 and not included in NCATE because it was not an initial certification)
 - With United States Department of Education funding (1997-2014) graduated over 80 MEd students with an emphasis in Early Childhood Special Education
 - Extensive committee work with South Carolina Department of Education Office of Certification to propose an “add-on certification” including the following courses
 - Introduction to Early Childhood Special Education (EDEX 530)
 - Procedures in Early Childhood Special Education (EDEX 630)
 - Partnerships in Early Childhood Special Education (EDEX 692)
 - Advanced Procedures in Early Childhood Special Education (EDEX 891)
 - Social Emotional Development and Guidance for Young Children (EDEX 640)
 - Practica in Early Childhood Special Education (EDEX 713)
 - South Carolina Department of Education implements “add-on certification” and “grandfathers” in all teachers who have worked with young children with developmental delays for 3 out of the last 5 years (final date for “grandfathering” process is July 1, 2018 and then teachers will need to take courses and Early Childhood Special Education Praxis)
 - Several Early Childhood Special Education courses have been modified for on-line and hybrid classes
 - First CAEP SPA report for MEd in Early Childhood Special Education submitted August 2014; received “Nationally Recognized with Conditions” primarily due to a) lack of data and b) some items on rubrics addressing multiple CEC standards. Response to Conditions submitted, with data, in March 2016.
 - There is a 5 course curriculum for Early Childhood Special Education and next year will have add-on certification. Currently the courses do not

coincide with add-on requirements...USC was originally the only ECSE emphasis in the state...this has now changed with the add-on certification.

- Future:
 - Project CREATE (flow through funding from United States Department of Education to South Carolina Department of Education for teachers who are working out of their field) will fund working teachers to earn “add-on certification” and MEd with an emphasis on Early Childhood Special Education...for example, if there is someone in a preschool program but does not have this add-on certification, CREATE will provide funding for these 5 courses and will also fund their MEd.
 - New Special Education website to launch soon (Chris Christle will be launching this which will include ECSE information)
 - Continue to revise core courses in Early Childhood Special Education – most importantly, the Social and Emotional course which will include all social skills that students may have difficulty with
 - Collaborating with Early Childhood Education colleagues to develop and promote two options for Early Childhood Education students (1) integration of “add-on certification” courses with Bachelor’s degree initial certification degree in Early Childhood; and (2) establishment of an MEd in Early Childhood Special Education so that students with an undergraduate Early Childhood Education degree can complete an MEd in Early Childhood Special Education in one year following their graduation. This is in the early processes and hope that this moves forward in the next year or so.
- Goals:
 - To better meet the needs of young children with diverse learning needs in South Carolina public schools, and increase the probability of inclusive programming for young children with developmental disabilities.
 - To prepare a cadre of teachers skilled in addressing the needs of young children with a broad spectrum of diverse learning needs.
 - To prepare teachers who can serve as both general education and special education teachers of young children, thereby addressing statewide shortages in ECSE, and increasing employability of EC graduates.
 - We talk about diversity narrowly with gender and race...one component of diversity is intellectual ability. About 6% nationally and in SC of 3-5 year olds not in Kindergarten yet are receiving SPED services. We want to increase the number of EC special educators to better service these students.
- Questions/Comments:

- Lisa Peterson: Do you believe that there will be an increase in the number of ECSE students once the waiver is over in 2018? Bill Brown: Yes, I do not see any increases until after this time. We will have other competition as well though...Clemson is designing a program.
- With continuing to revise courses, is add-on certification driving these revisions? Bill Brown: Yes, with a notion of expanded concept and social/emotional development. With respect to our practicum, we have a graduate that is assisting with these revisions.
- Cassy: Is the coursework differentiated at all based on disability areas such as Autism? Bill Brown: The notion here is with older children, you get certified in different disability areas, but with younger children, we focus on developmental delays because we are not always sure of the disability area in these early years. We really should be identifying sooner rather than later, but there is a hesitation with parents to too quickly diagnose these students. There is a focus on severe/multiple disabilities and we do have coursework in autism now as well.
- Regina Wragg: We know that you have small program numbers...do you have a handle on where your students are at a now? An alumni contact system? Bill Brown: For the 3 years following their graduation, we track them for the federal government. Of those 80 students, all of the students except for 1 who went to Europe we have kept track of. The students are teaching in-field...occasionally we hear about a student who wants to go up in age though. EC is Birth-8 years old, but we do have students that are now working with high school. Primary contact is email or we see at conferences.
- Mary Ann Byrnes: Do you see a need for more ECSE teachers in the state in 3-5 years? Bill Brown: Believes that it will increase. The 1st law was passed in 1986 that 3 year olds will have a right to an education... Herman Knopf is in ECE and has taken polls to see who would be willing to add this area on. We do not have any info from the State Department that shows how many are retiring, but I do think that there is going to be an increase because many are reaching the age of retirement.
- Jim Mensch: Is it easy to place students? Bill Brown: He was doing this by himself for 20 years and would have to limit where to go, but now there is another person assisting with this...when they have placed students, people love it because it gives them another hand. Quality of sites are not an issue.

VII. Committee Consensus on Programs

- Strengths:
 - They have good future plans set in place. The option for the one year MEd degree after graduation for ECE students will be very appealing since you will be teaching these students no matter what classroom you are in/even if you do not become a SPED teacher.
 - Overall high scores on assessments & exams from the little data we have, but low enrollment.
 - Program Coordinator Katie Wolfe was very willing to revise rubrics to meet the needs of revised SPA reports. Very knowledgeable of the content area. There are a lot of standards they are required to meet as a part of their SPA and they effectively met all of these standards with their revised rubrics.
 - Strong leadership in the field – key in developing that certification

Challenges/Areas for Improvement:

- Low enrollment- will hopefully pick up after the waiver implemented by the South Carolina Department of Education ends in 2018.

Recommendations:

- Continue to collaborate with other programs across the state and nationally for recruitment
- Implement formal site evaluations
- As enrollment increases, continue to adjust future plans based on student needs.

VIII. Schedule for May 9th Meeting – last meeting of the semester

- Secondary English (MAT/MT)
- Secondary Social Studies (MAT/MT)

IX. Adjournment

Jim Mensch adjourned the meeting at 3:00 pm.