



## **ANNUAL ADVISORY BOARD MINUTES**

Education Department

Franciscan University of Steubenville

(CAEP R1.4, R2.1, R2.3, R3.1, R3.3, R4.2, R5.3, R5.4)

**Introduction:**

Franciscan University's partners are involved in ongoing decision-making about the education program, structure, and operations as they pertain to both Franciscan University coursework & clinical practice. Franciscan University engages partners in data informed decision-making for clinical teachers and their ongoing efforts to improve the education program. In 2021 an Advisory Board was established and is comprised of superintendents, building leaders, teachers, current Franciscan University candidates, and Franciscan University faculty. Annual meetings are held to review data from the prior year. Challenges and needs of school partners and discussion of Franciscan University program effectiveness occur during the meeting. Recommendations are developed by the Advisory Board which are relevant, and meaningful activities that support candidates' development are recommended and implemented by Franciscan University faculty.

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## Advisory Board Meeting

Education Department

Franciscan University

(CAEP R1.4, R2.1, R2.3, R3.1, R3.3, R4.2, R4.3, R5.3, R5.4)

### 2021 Advisory Board Meeting Minutes

November 04, 2021

#### Advisory Board Meeting Presentation:

[https://docs.google.com/presentation/d/1WWhoUx\\_QelO8R-kK4wBVeyk4qHpBwBxD6\\_zUzDZ4fZlo/edit?usp=sharing](https://docs.google.com/presentation/d/1WWhoUx_QelO8R-kK4wBVeyk4qHpBwBxD6_zUzDZ4fZlo/edit?usp=sharing)

#### 1. Advisory Board Membership

##### a. Administrators:

- Deanna Beall, Steubenville City McKinley STEM Principal, [dbeall@rollred.org](mailto:dbeall@rollred.org)
- Duran Morgan, Harrison Hills Superintendent, [dmorgan@hhcsd.org](mailto:dmorgan@hhcsd.org)
- Susan Nolan, Buckeye Local North Elementary Principal, [Susie.nolan@buckeyelocal.net](mailto:Susie.nolan@buckeyelocal.net)
- Maureen Taggart, Toronto City Superintendent, [Maureen.taggart@omeres.net](mailto:Maureen.taggart@omeres.net)
- Chrissy DiMichele, Bishop Mussio Junior High Assistant Principal, [cdimichele@bishopmussio.org](mailto:cdimichele@bishopmussio.org)

##### b. Teachers:

- Rachel Bodo, Indian Creek Intervention Specialist teacher, [Rachel.bodo@iclsd.org](mailto:Rachel.bodo@iclsd.org)
- Gaby DeJesus, Diocese of Pittsburgh teacher, [Gaby.dejesus21@gmail.com](mailto:Gaby.dejesus21@gmail.com)
- Aaron Foldi, Indian Creek Intervention Specialist teacher, [Aaron.foldi@iclsd.org](mailto:Aaron.foldi@iclsd.org)
- Amy Sedgmer, Harrison Hills Teacher, [asedgmer@hhcsd.org](mailto:asedgmer@hhcsd.org)
- Emma Simon, Steubenville City Schools teacher, [esimon@scsohio.org](mailto:esimon@scsohio.org)
- Mary Sollom, Catholic Central High School ELA teacher, [msollom@steubenvillecatholiccentral.org](mailto:msollom@steubenvillecatholiccentral.org)
- Mikayla Tice, Edison Local teacher, [Mikayla.tice@edisonwildcats.org](mailto:Mikayla.tice@edisonwildcats.org)

c. Current Franciscan University Candidates:

- Carly Laughery, Franciscan University Education student, [Cloughery001@student.franciscan.edu](mailto:Cloughery001@student.franciscan.edu)

d. Franciscan University Education Department staff:

- Barb Dray, Franciscan University Education Department secretary, [bdray@franciscan.edu](mailto:bdray@franciscan.edu)

e. Franciscan University Education Department faculty:

- Dr. George Ash, Chair of the Education Department at Franciscan University, [gash@franciscan.edu](mailto:gash@franciscan.edu)
- Dr. Tiffany Boury, Education faculty at Franciscan University, [tboury@franciscan.edu](mailto:tboury@franciscan.edu)
- Dr. Mark Miller, Director of Field and Clinical Education at Franciscan University, [mmiller@franciscan.edu](mailto:mmiller@franciscan.edu)
- Dr. Rebecca Rook, Director of Education at Franciscan University, [rrook@franciscan.edu](mailto:rrook@franciscan.edu)
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**2. Areas and topics presented to the committee:**

- a. A review of edTPA data. (R2.3) (R5.3)
- b. Examine how FUS (Franciscan University of Steubenville) EPP completers perform in the Field (RESA Data and Completer Survey Data). (R5.3)
- c. The difference between Early Field Experience and Clinical Experience (Field [EDU 109/209] vs. Student Teaching [EDU 411-415]). (R2.3)
- d. An introduction of Pre-CPAST and CPAST evaluation instruments. (R2.3)
- e. A review of current Pre-CPAST and CPAST data trends. (R2.2) (R3.3 and R5.3)

**3. Work performed by the Advisory Board committee:**

- a. The strengths of FUS education preparatory program (EPP) were reviewed and discussed by the advisory board by examining Pre-CPAST, CPAST, and edTPA data. (R1.4) (R2.3) (R3.1) (R5.3)
- b. The areas of concern of FUS education preparatory program (EPP) were discussed based on the data and survey responses by cooperating teachers, principals, and program completers. (R1.4) (R2.3) (R3.1) (R4.2) (R4.3)
- c. Potential solutions to themes were discovered during review of data and suggested to be implemented into the program. (R1.4) (R2.1) (R2.2 and R2.3) (R3.1) (R5.4)

**Student Teacher candidate needs that should be addressed by FUS:**

1. Define strategies to develop self-reflective practices. (R2.2 and R2.3) R4.2 (R4.3) (R5.4)
2. Develop the confidence to participate in conferencing with parents and the skills to create a dialog with parents. (R2.2 and R2.3) (R4.2) (R4.3) (R5.4)

- a. parent phone calls, IEP meetings. (R2.2 and R2.3) (R4.2) (R4.3) (R5.4)
- 3. Share resources and walkthroughs as to expectations for citing research-based practices and articulating the use of and support for student success for planning and teaching. (R3.1) (R5.4)
- 4. Demonstrating how to write and share meaningful feedback to students that address lesson goals and student needs effectively.
- 5. More preparation in the IEP process. (R2.2 and R2.3) (3.1) (R5.4)
  - a. Hold mock IEP conferences with school partners participating as Mentors. (R5.4)

**Course needs recommended by the Advisory Board for FUS to implement:**

- 1. Feedback:
  - a. Instruct FUS students how to deliver effective feedback. (R2.2)
- 2. Classroom management:
  - a. Strategies to deal with the root of the behavior problem and how to address these issues. (R2.2 and R2.3) (R4.2) (R4.3)
- 3. Reading programs:
  - a. Phonics, new Dibbles delivery should be stressed in reading courses.
- 4. What are they, and how are they used in the classroom to improve student academic performance? (R2.2 and R2.3) (R4.2) (R4.3)
- 5. Reading data: Local School District partners utilize specific curriculum and assessment techniques. Instruct FUS students how to interpret data from specific curriculum and assessment vendors. (R2.2 and R2.3) (3.1) (R4.2) (R4.3)

## 2022 Advisory Board Meeting

October 27, 2022

(CAEP R1.4, R2.1, R2.3, R3.1, R3.3, R4.2, R4.3, R5.3, R5.4)

### Advisory Board Meeting Presentation:

[https://docs.google.com/presentation/d/1EX1Ptv\\_dBjBUTZOoPDik8Q6rxj8pttjXhMfEsuMcASg/edit#slide=id.p](https://docs.google.com/presentation/d/1EX1Ptv_dBjBUTZOoPDik8Q6rxj8pttjXhMfEsuMcASg/edit#slide=id.p)

### 1. Advisory Board Membership (in attendance)

#### a. Administrators:

- Donnie Madzia, Harrison Hills Middle School Principal, [dmadzia@hhcsd.org](mailto:dmadzia@hhcsd.org)
- Scott Celestin, Buckeye Local School District, [scott.celestin@buckeyelocal.net](mailto:scott.celestin@buckeyelocal.net)
- Susan Nolan, Buckeye Local North Elementary Principal, [Susie.nolan@buckeyelocal.net](mailto:Susie.nolan@buckeyelocal.net)
- Maureen Taggart, Toronto City Superintendent, [Maureen.taggart@omeresanet.net](mailto:Maureen.taggart@omeresanet.net)

#### b. Teachers:

- Rachel Bodo, Indian Creek Intervention Specialist teacher, [Rachel.bodo@iclsd.org](mailto:Rachel.bodo@iclsd.org)
- Gaby DeJesus, Diocese of Pittsburgh teacher, [Gaby.dejesus21@gmail.com](mailto:Gaby.dejesus21@gmail.com)
- Carly Laughery, Indian Creek Intervention Specialist teacher [carly.laughery@iclsd.org](mailto:carly.laughery@iclsd.org)
- Emma Simon Ferguson, Steubenville City Schools teacher, [esimon@scsohio.org](mailto:esimon@scsohio.org)
- Mary Sollom, Catholic Central High School ELA teacher, [msollom@steubenvillecatholiccentral.org](mailto:msollom@steubenvillecatholiccentral.org)
- Mikayla Tice, Edison Local teacher, [Mikayla.tice@edisonwildcats.org](mailto:Mikayla.tice@edisonwildcats.org)

#### c. Current Franciscan University Student:

- Brigid Utz, Franciscan University Education student, [butz001@student.franciscan.edu](mailto:butz001@student.franciscan.edu)

#### d. Franciscan University Education Department staff:

- Barb Dray, Franciscan University Education Department secretary, [bdray@franciscan.edu](mailto:bdray@franciscan.edu)

#### e. Franciscan University Education Department faculty:

- Dr. Mark Miller, Director of Field and Clinical Education at Franciscan University, [mmiller@franciscan.edu](mailto:mmiller@franciscan.edu)
- Dr. Meg Reister, Director of Accreditation, Franciscan University, [mreister@franciscan.edu](mailto:mreister@franciscan.edu)

## 2 Areas and topics presented to the committee:

- A review of edTPA data. (R2.3) (3.1) (R5.3)
- Examine how FUS (Franciscan University of Steubenville) EPP completers perform in the Field (RESA Data and Completer Survey Data). (R 3.1) (5.3)
- The difference between Early Field Experience and Clinical Experience (Field [EDU 109/209] vs. Student Teaching [EDU 411-415]). (R2.3)
- A review of current Pre-CPAST and CPAST data trends. (R2.3, R3.3, R5.3)

## 3 Work performed by the Education Advisory committee:

- The strengths of FUS education preparatory program (EPP) were reviewed and discussed by the advisory board by examining Pre-CPAST, CPAST, and edTPA data. (R2.3) (R3.1) (R5.3)
- The areas of concern of FUS education preparatory program (EPP) were discussed based on the data and survey responses by cooperating teachers, principals, and program completers. (R2.3) (R3.1) (R4.2) (R4.3)
- Potential solutions to themes were discovered during review of data and suggested to be implemented into the program. (R2.3) (R3.1) (R5.3)

## Student Teacher candidate needs that should be addressed by FUS:

- Demonstrating how to write and share meaningful **feedback** to students that address lesson goals and student needs effectively. (R2.2)
- Add assignments that focus on developing rubrics, grading from the rubrics, and giving feedback based on the rubric. (R2.2)
- Student Teachers need to develop more ways to implement self-assessment for their students. Student Teachers primarily use “thumbs up” and then do not follow up with students in their classroom. (R2.3) (R5.4)
- Need to develop a more in-depth understanding of the socio-economic status of the area. This will enable the student teachers to thoroughly understand the daily challenges faced by schools, teachers, parents, and students. (3.1)
- Must participate more in team building/District Professional Development and parent/teacher activities. (R1.4) (R4.2) (R4.3)



**Course needs recommended by the Advisory Board for FUS to implement:**

Feedback:

- a. Instruct FUS candidates how to deliver effective feedback. (R2.3)
- b. Instruct candidates how to create, implement, and grade based on a rubric. (R2.2)
- c. Candidates can be given lessons or scenarios to develop effective feedback based on rubrics. (R2.3)

Classroom management:

- d. Strategies to deal with the root of the behavior problem and how to address these issues. This must be more than PBIS. (R4.2) (R4.3)

Socio-Economic Diversity

- e. Understanding the diversity of the student body Franciscan teacher candidates will interact with when entering the local school districts. (3.1)

## 2023 Advisory Board Meeting

November 8, 2023

(CAEP R1.4, R2.1, R2.3, R3.1, R3.3, R4.2, R4.3, R5.3, R5.4)

### Advisory Board Meeting Presentation:

[Educational Advisory Board Mtg Fall 2023.pptx](#)

#### 1. Advisory Board Membership (in attendance)

##### a. Administrators:

- Donnie Madzia, Harrison Hills Middle School Principal, [dmadzia@hhcsd.org](mailto:dmadzia@hhcsd.org)
- Recheal Fuscardo, Principal, St. Joseph The Worker, [rfuscardo@weirtonSTJoseph.net](mailto:rfuscardo@weirtonSTJoseph.net)
- Maureen Taggart, Toronto City Superintendent, [Maureen.taggart@omeres.net](mailto:Maureen.taggart@omeres.net)

##### b. Teachers:

- Alisha Steele, Harrison Hills Intervention Specialist, [asteel@hhcsd.org](mailto:asteel@hhcsd.org)
- Mark Masloski, Jefferson County ESC Intervention Specialist, [masloski@jcesc.org](mailto:masloski@jcesc.org)
- Mikayla Tice, Edison Local teacher, [Mikayla.tice@edisonwildcats.org](mailto:Mikayla.tice@edisonwildcats.org)
- Whitney Goff, Steubenville High School, ELA teacher, [whitney.goff@rollred.org](mailto:whitney.goff@rollred.org)

##### c. Current Franciscan University Student:

- Brigid Utz, Franciscan University Education student, [butz001@student.franciscan.edu](mailto:butz001@student.franciscan.edu)

##### d. Franciscan University Education Department staff:

- Barb Dray, Franciscan University Education Department secretary, [bdray@franciscan.edu](mailto:bdray@franciscan.edu)

##### e. Franciscan University Education Department faculty:

- Dr. Emily Sobeck, Interim Chair at Franciscan University, [esobeck@franciscan.edu](mailto:esobeck@franciscan.edu)
- Dr. Mark Miller, Director of Clinical Education at Franciscan University, [mmiller@franciscan.edu](mailto:mmiller@franciscan.edu)
- Dr. Meg Reister, Director of Assessment & Accreditation, Franciscan University, [mreister@franciscan.edu](mailto:mreister@franciscan.edu)
- Dr. Tiffany Boury, Professor, Franciscan University, [tboury@franciscan.edu](mailto:tboury@franciscan.edu)

#### 4 Areas and topics presented to the Advisory Board:

- a. A review of edTPA data. (R2.3) (3.1) (R5.3)
- b. A review of current Pre-CPAST and CPAST data trends. (R2.3) (R3.3) (R5.3)

- c. A review of focus group data and emergent themes. (R4.2)(R4.3)(R5.3)
- d. Update on targeted trends from previous Advisory Board meetings (R2.3) (R3.1) (R4.2) (R4.3) (R5.3)

## 5 Work performed by the Advisory Board:

- a. The strengths of FUS education preparation program (EPP) were reviewed and discussed by the Advisory Board by examining Pre-CPAST, CPAST, and edTPA data. (R2.3) (R3.1) (R5.3)
- b. The areas of concern of FUS education preparation program (EPP) were discussed based on the targeted areas from previous Advisory Board Meetings and input received from cooperating teachers, principals, and program completers. (R2.3) (R3.1) (R4.2) (R4.3) (R5.3)
- c. Potential solutions to themes were discovered during review of data and suggested to be implemented into the program. (R2.3) (R3.1) (R5.3)
- d. In general, the Advisory Board stressed the need for the EPP professors to partner in providing professional development and in letting schools know of these opportunities to take part in subject matter expert presentations and professional development. (R1.4) (R5.3)

## Student Teacher candidate needs that should be addressed by FUS:

- Exposure to *Science of Reading* should continue and consider *LETRS* training for pre-service teachers. (R1.1) (R1.2) (R1.3) (R1.4)
- **Classroom** management continues to be an issue. (R1.1) (R1.2) (R1.3) (R1.4) (R2.3) (R4.1) (R4.2) (R4.3)
- **Behavior and Social** Emotional training is needed. (R1.4) (R2.3) (R4.1) (R4.2) (R4.3)
- Teacher Self-Care – what is it and how can student teachers engage in it? (R1.4) (R2.3) (R4.1) (R4.2) (R4.3)
- Transient and SES student population needs – how can student teachers meet the needs of these populations? (R1.1) (R1.2) (R1.3) (R1.4) (R2.3)
- Theorists/Research vs. Implementation/Examples - more focus on application/scenarios as opposed to recalling theory (R1.1) (R1.2) (R1.3) (R1.4) (R2.3)
- Student teachers need more exposure to technological platforms and teaching technology utilized in the classrooms prior to field and student teaching. (R1.1) (R1.2) (R1.3) (R1.4) (R2.3)
- Consider lining up field 2 placements with the same places for student teaching so student teachers can acquire statistics about the school they are going to be student teaching in, can begin to form relationships, and have the opportunity to visit/work in the classroom prior to starting their student teaching placements (R1.1) (R1.4) (R2.1) (R2.2) (R2.3) (R3.2) (R3.3)(R5.3) (R5.4)
- Provide a workshop on social emotional learning/trauma-informed care from someone in the field to student teachers (R1.1) (R1.2) (R1.3) (R1.4) (R2.3)

- Provide question/answer opportunities with social workers, counsellors, and psychologists. (R1.1) (R1.2) (R1.3) (R1.4) (R2.3)
- Expose candidates to writing and submitting lesson plans online, online tools for behavior tracking, and engaging in parent communication. (R1.1) (R1.2) (R1.3) (R1.4) (R2.3)
- Give the student teachers practice on entering data into the online portal, such as, lunch count or student attendance. (R1.4) (R2.3)
- Within parent communication, show them how to construct an email and to share both positives and areas for growth. (R1.4) (R2.3)
- Give them practice with different learning management systems (e.g., Google Classroom, RenWeb). (R1.4)
- Give them practice with assessment data (e.g., collecting it, interpreting it, and entering it in portal). (R1.1) (R1.2) (R1.3) (R1.4)
- Expose student teachers to the curriculum being used by schools. Consider obtaining current curriculum schools are using to expose student teachers and field students to curriculum. (R1.2) (R2.1)

### Course needs recommended by the Advisory Board for FUS to implement:

- EDU 305: Teaching Language Arts could be broken into two parts so it is geared toward primary and MC/AYA. (R1.1) (R1.2) (R1.3) (R1.4)
- Develop subject expert Zoom workshops to address strategies and licensure specific needs. (R1.1) (R1.2) (R1.3) (R1.4)
- Provide training and support to access: (R1.4)
  1. Google- app through Clever
  2. Teacher Bloggers on TikTok
  3. Common Lit. – extended account: reading materials/classical and paired novel studies.
  4. No Red Ink
  5. IXL-Envision math and aligns to math and reading text
- Less emphasis on theorists and more emphasis on application of strategies, principles, and practices can occur in courses. (R1.1) (R1.2) (R1.3)
- Provide more practice in actually writing IEP goals, using student data, and finding what present level the students are working on in courses. (R1.1) (R1.2) (R1.3)
- Consider adding a workshop on trauma-informed instruction and/or social/emotional learning to the student teaching seminar. (R1.1) (R1.2) (R1.3)
- Have candidates get practice in doing lessons within the online system. CSC 155 focuses more so on building your ePortfolio but maybe there is room to engage in this sort of practice? (R1.1) (R1.2) (R1.3)
- Student Teaching Seminar or Student Teaching “boot camp” : guest speaker of principal explaining how she evaluates her teachers based on online assessment data. Meet cooperating teacher and share online assessment data as they plan online lessons for their students. (R1.1) (R1.2) (R1.3) (R1.4) (R2.1) (R2.2) (R2.3)
- Engage in more discussion on licensure, state reciprocity, ensure it is touched upon by every advisor, and consider students who may not plan to go into teaching right away...explore routes if not going into teaching right away during advising (R3.2)
- 
- Middle of program checkpoint: looking ahead to licensure. Explore alternative pathways / advising for those who may not want to get licensed. (R3.2)
- Consider bringing Masters back but in Special Education. (R1.1) (R1.2) (R1.3) (R1.4) (R5.3)

- Exposure to other ways to use your education degree – perhaps this can be done through diverse field. (R1.1) (2.3)

*Working Notes from Advisory Board Meeting from tables regarding slide # 11: Looking Ahead discussion at tables*

**Tiffany’s table**

| Questions to Ponder  | What we can do differently for student teachers  | What we can do differently when teaching in our courses   |
|--|--|---|
| What are some areas we need to focus on moving into next year? | The Science of Reading expectations are so lofty, a course is required to fully be prepared for today’s new reading programs.  | <a href="#">LETRS</a> training offered as a course<br>Divide EDU 305 into two courses: primary and middle/high school   |
| How can we help our student teachers or field students?        | 1. With COVID and student mental health issues, AYA candidates and all new teachers struggle with classroom management.<br>2. Behavior and Social Emotional training: Post COVID<br>3. Teacher Self-Care- Transient and SES student population needs | Develop subject expert Zoom workshops to address strategies and licensure specific needs.   |
| How can our partnership help your teachers and schools?        | Working with unfamiliar platforms prior to student teaching.   | Provide training and support to access:<br>1. Google- app through Clever<br>2. Teacher Bloggers on Tik Tok<br>3. Common Lit. – extended account: reading materials/classical and paired novel studies.<br>4. No Red Ink<br>5. IXL-Envision math and aligns to math and reading text |

**Emily’s and Mark’s tables**

| Questions to Ponder  | What we can do differently for student teachers   | What we can do differently when teaching in our courses  |
|--|---|--|
| What are some areas we need to focus on moving into next year? | Theorists/Research vs. Implementation/Examples - more focus on application/scenarios as opposed to recalling theory<br><br>Younger students come in with more behavioral needs. | Less emphasis on theorists and more emphasis on application of strategies, principles, and practices.<br><br>Share this awareness with the EPP’s candidates.<br><br>Provide more practice in actually writing IEP goals, using student data, and finding what present level the students are working on. |
| How can we help our student teachers or field students?        | Lining up fields with the same places for student teaching, statistics about the school they are going to be student  | Examine if this is something that could be possible in light of ensuring students participate  |

|   |  |   |
|---|--|---|
|   | <p>teaching in, opportunity to visit/work in the classroom prior to student teaching.</p> <p>Workshop on social emotional learning/trauma-informed care from someone in the field, PD for the schools.</p> <p>Question/answer opportunities with social workers, counsellors, psychologists.</p> | <p>placements that expose them to a variety of diverse environments.</p> <p>Consider adding a workshop on these topics to the student teaching seminar.</p> |
| How can our partnership help your teachers and schools? | Partner on professional development.   | Offer the opportunity for professional development if and when the EPP's school partners are able.  |

### Meg's table

| Questions to Ponder  | What we can do differently for student teachers   | What we can do differently when teaching in our courses   |
|--|---|---|
| What are some areas we need to focus on moving into next year? | <p>Expose candidates to writing and submitting lesson plans online, online tools for behavior tracking, and engaging in parent communication.</p> <p>Give them practice on entering data into the online portal, such as, lunch count or student attendance.</p> <p>Within parent communication, show them how to construct an email and to share both positives and areas for growth.</p> <p>Give them practice with different learning management systems (e.g., Google Classroom, RenWeb).</p> <p>Give them practice with assessment data (e.g., collecting it, interpreting it, and entering it in portal).</p> | <p>A lot of high schools use Google then they come here and FUS uses Microsoft. Have candidates get practice in doing lessons within the online system. CSC 155 focuses more so on building your ePortfolio but maybe there is room to engage in this sort of practice?</p> <p>Student Teaching Seminar or Student Teaching "boot camp" : guest speaker of principal explaining how she evaluates her teachers based on online assessment data. Meet cooperating teacher and share online assessment data as they plan online lessons for their students.</p> |
| How can we help our student teachers or field students?        | Expose student teachers to the curriculum being used by schools. Consider obtaining current curriculum schools are using to expose student teachers and field students to curriculum.   | <p>Engage in more discussion on licensure, state reciprocity, ensure it is touched upon by every advisor, and consider students who may not plan to go into teaching right away...explore routes if not going into teaching right away during advising.</p> <p>Middle of program checkpoint: looking ahead to licensure. Explore alternative pathways /</p>   |

|   |  |   |
|---|--|---|
|   |  | advising for those who may not want to get licensed.  |
| How can our partnership help your teachers and schools? | Make other schools aware your professors can give professional development. During the end of year, reach out to schools for summer professional development to offer their services to schools. | Consider bringing Masters back but in Special Education.<br><br>Exposure to other ways to use your education degree – perhaps this can be done through diverse field. |