

Council for Educator Preparation
Meeting Agenda
Friday, January 12, 2024 | 9:30-11:30 AM

[TEA and Educator Preparation Program Definitions and Accountability Measures](#)

- A. Call to order and attendance - Chair, Ilana Morgan
- B. Approval of [November 17, 2023 minutes](#)
- C. Officer Reports
 - a. Dean's Report – Lisa Huffman
 - b. Chair/Vice Chair Report – Ilana Morgan & Aimee Myers
 - i. Introduction of student representatives
 - 1. Liliana Cruz, Undergraduate Student Representative
 - 2. Taylor Gill, Graduate Student Representative
 - ii. Suggested committee addition- requesting an ad hoc assessment committee to
 - a. Revise Digital Literacy Assessment
 - b. Make suggestions based on External Stakeholder data
- D. Associate Dean's Report - Gina Anderson
 - a. Reminders
 - b. TEA Continuing Approval Review (Audit) Progress
 - i. January dates - next steps
 - c. SBEC Update
 - i. TEA Staff changed the February SBEC meeting date from the 9th to the 16th.
 - 1. The majority of EPP representation will be at AACTE.
 - 2. [Submit public comment by January 29th.](#)
 - ii. [Proposed Repeal of and New 19 TAC 228 - EPP Requirements](#)
 - 1. Definitions:
 - a. Term “clinical experience” would provide a common term to include clinical teaching, internship, practicum, and residency.
 - b. Term “authentic school setting” does **not** include professional development activities, workdays when students are not present, tutoring, before/after school experiences. This applies to FBE as well as clinical teaching, etc.
 - c. Conference periods, lunch periods, professional development, and extracurricular activities do **not** count as part of the school day when determining the length of clinical teaching or internship.
 - d. Effective Preparation Framework (EPF) will include terms and requirements surrounding analysis,

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- co-teaching, enactments, performance tasks, and representations.
- e. School day and school year would only be in the context of the K-12 school calendars and not the university calendar.
- f. Additional Approval for Residencies:
 - i. In addition to completing application in compliance with residency requirements, a post-approval site visit demonstrating compliance would occur when EPP produces residency completers.
 - ii. Key personnel from residency partnerships will be required to meet with EPP on a quarterly basis as part of Governance definition (compliance for Continuing Approval Review - audit).
- 2. Minimum EPP Requirements
 - a. More stringent test approval and test readiness requirements
- 3. Coursework and Training
 - a. Educator Effectiveness must be measured in placement/assignment
 - b. Performance tasks, evaluation tools, and required demonstration of proficiency must be included.
 - c. Performance tasks integrated throughout the curriculum and within the first 150 hours.
 - d. FBE hours increase from 30 to 50 hours
 - e. Require coursework on how to use OERS that were approved by SBOE (specific list) and prohibit three-cueing into reading instruction
 - f. EPPS expected to reinforce the iterative process of and relationship between coursework, practice, and coaching.
 - g. Require candidate training on how to assess students who are receiving virtual instruction and how to implement virtual curriculum.
- 4. Required Clinical Experiences
 - a. Establish residency as an optional, **alternative, certification route**
 - b. Limit internship, clinical teaching, or practicum to in-person PK-12 setting and not virtual learning environment.

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- c. Establishes detailed requirements for residencies; 750 hours total; 400 hours that include co-teaching; 21 hours per week minimum of instructional time.
 - d. Clinical teaching assignments must now allow for co-teaching opportunities.
 - 5. Support for Candidates Via Coop Teachers/Mentors/ Site Supervisors
 - a. EPP and district/campus admin co-determine selection criteria and co-select the assignment of mentors, coop teachers, site supervisors; for residents, this will include a scoring rubric
 - b. EPPs will provide evidence-based training
 - 6. Host Teacher (for Residents) Qualifications
 - a. Same as those for clinical teachers and interns with the addition of training by the EPP twice a year and following a co-teaching model
 - 7. Field Supervisors of Residents
 - a. Must be trained annually by EPP and renew TEA-approved training every 3 years, **unless** they already hold valid T-TESS certification.
 - 8. Field Supervisors of clinical teachers and interns
 - a. must provide informal observations and ongoing coaching in addition to the formal observations. First informal observation must be in person; subsequent informal observations can be virtual.
 - b. Formal observations for Interns increased from minimum of 3 to 5
- iii. [Proposed Revisions to 19 TAC 230 - EPP Assessments & Certificates](#)
 - 1. Add Residency as a Standard Certificate
 - 2. Reduce wait time of fourth attempt waiver from 45 to 30 days
 - 3. New assessments would align with new certificates (see below).
 - 4. Recently adopted tests
 - a. EC-12 Special Education Specialist (9/1/2025)
 - b. EC-12 Ed and SPED Supplemental will no longer be operational after 8/31/2025.
 - c. Last operational date of 8/31/2025 also for ELAR 7-12 and PE EC-12 and will be replaced with updated exams; expected 9/1/2024.
 - d. New exam implementation of 9/1/2027 for Reading Specialist and School Librarian.

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5. Pedagogy Exam Proposal
 - a. SBEC directed TEA Staff to develop perf assessment as certification exam
 - b. SBOE directed TEA Staff to develop alternatives to edTPA, including the requirement of a performance assessment as part of the program curriculum.
 - c. Residents would be required to take a content pedagogy exam.

Timelines for Pedagogy Examinations for Educator Certification

	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Pedagogy and Professional Responsibilities (PPR) edTPA	PPR required	PPR required	PPR required	PPR required (last operational date 8/31/26)		
	edTPA optional	edTPA optional	edTPA optional	edTPA optional	TPA required: edTPA option (All Complete = Pass)	TPA required: edTPA option (Cut Score = Pass)
Texas-specific TPA (TxTPA)	Procurement processes to develop TxTPA begin	TxTPA in development	TxTPA in development	TxTPA in development	TPA required: TxTPA pilot option (All Complete = Pass)	TPA required: TxTPA option (Cut Score = Pass)
Career and Technical Education (CTE) Fields	PPR exam or edTPA option	PPR exam, PPR for T&I, or edTPA option	PPR exam, PPR for T&I, or edTPA option	PPR exam, PPR for T&I, or edTPA option	PPR exam, PPR for T&I, or edTPA option	PPR exam, PPR for T&I, or edTPA option

- iv. [Proposed Amendments to EC-6 Certificates & Supplemental](#)
 1. Current Core Subjects subsection FA/H/PE content would be removed.
 2. EC-6 Core Subjects with STR (9/1/2027)
 3. EC-6 Core Subjects with STR & SPED (9/1/2027)
 4. EC-6 Core Subjects with STR & Bilingual Ed (9/1/2028)
 5. EC-6 Core Subjects with STR & ESL (9/1/2028)
 6. EC-12 Bilingual Ed + SPED Supplemental (9/1/2026)
 - a. Rationale for all: Reduce number of tests and costs

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- d. Houston ISD GYO Grant Program
 - i. Around 3 met EPP Admission Requirements
 - 1. Wrapping up final steps/interviews
 - ii. Still recruiting
 - 1. EC-6 SPED, Bilingual & ESL
 - 2. 4-8 SPED
 - 3. EC-3 SPED

- E. Director's Reports
 - a. Advising & Certification - Linda Kobler
 - b. Clinical Practices - Sarah McMahan
 - i. Field-Based Experiences Spring 2024
 - 1. [Process](#) for Students. Deadline is **Jan. 26, 2024**
 - 2. [Information](#) for Instructors
 - ii. Clinical Teaching Info FA24
 - 1. [Information Sheet](#) for candidates in the pipeline to clinical teach in FA24. Application deadline is Feb 22, 2024
 - 2. Deadline to pass exams for FA24 Clinical Teaching - July 1, 2024
 - c. Data and Assessment - Marcus Rodriguez
 - i. Student Recent Change of Majors: To Education - Dec. '23 (none)
 - ii. [Student Recent Change of Majors: Out of Education - Dec. '23](#)
 - iii. [TEA YTD Pass Rates - Dec. '23](#)
 - iv. [TEExES YTD 2023 - 2024 Pass Rate \(Gender\) - Dec. '23](#)
 - v. [TEExES YTD 2023 - 2024 Pass Rate \(Ethnicity\) - Dec. '23](#)
 - vi. TExES Certification Exam Changes (**Expiring** → **New**)
 - 1. Physical Education EC-12
 - a. PE EC-12 Exam **158** → PE EC-12 Exam **258**
 - 2. Health EC-12
 - a. Health EC-12 Exam **157** → Health EC-12 Exam **257**
 - 3. ELAR 7-12
 - a. ELAR 7-12 Exam **231** → ELAR 7-12 Exam **331**
 - 4. Last date candidates can attempt expiring exams: **9/1/2024**. New Exams **9/2/2024**
 - 5. Last date candidates can be recommended using expiring exam(s)'(s) passing score(s): **9/1/2025**. Starting **9/2/2025**, issuance of the aforementioned certificates will require passing scores on the new exams
 - vii. Tk20 Binders in progress
 - viii. Link for public comment:
[https://tea.texas.gov/About-TEA/Laws-and-Rules/SBEC-Rules-\(TAC\)/Proposed-State-Board-for-Educator-Certification-Rules/](https://tea.texas.gov/About-TEA/Laws-and-Rules/SBEC-Rules-(TAC)/Proposed-State-Board-for-Educator-Certification-Rules/)

- F. Committee Chairs' Reports
 - a. Field Experiences and Clinical Practices Committee - Sarah McMahan
 - i. Charges:
 - 1. Develop a residency "package" of information to share with districts, which would include strategic staffing models.

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2. Create an infographic of all the different pathways to complete clinical teaching and work with Josh Flanagan to publish via EPP webpage.
 - ii. Update: Met on [11.3.23](#) and discussed our task to identify high-quality PreK programs for field-based experiences. We have already started our work. Our work will continue to (1) devise infographic for pathways to clinical teaching and (2) devise 1 pager for residency pathways. Our committee is working on all tasks and will hopefully have a draft to present to the full council in March.
 - b. Education Student Affairs Committee – Randa Keeley
 - i. Charges:
 1. First and prompt responders to all EPP student appeals – work via email. All committee members are required to respond within 24 hours.
 2. Review EPP policies and webpages – suggest revisions, if appropriate.
 - ii. Update:
 1. ...
 - c. Academic Programs Committee – Aimee Hendrix-Soto & Aimée Myers-
 - i. Charge(s)
 1. Revise Digital Literacy Assessment (requesting an ad-hoc assessment committee)
 2. Culturally Responsive Teaching Framework
 - ii. Update:
 1. Got final revision suggestions from OGC based upon SB17
 2. Sent out recruiting materials for the Culturally Responsive Collective
 3. Meeting Jan 31 to make revisions to framework and align more closely with AAQEP & review collective volunteers
- G. Data Dialogues
- i. Lisa Grubbs, School Counseling
 - ii. [Please sign up here.](#)
- H. New Business
- a. Development of Assessment Committee for CEP
 - i. Requires change of bylaws - small ad hoc committee of executive committee members (IM, GA, AM, others who are more familiar with the digital literacy assessment)
 - ii. Include SWOT Analysis
 - b. Other stakeholder input - Sharla Snider
 - i. Enrollment
 - ii. Bilingual
 - iii. Community Colleges
 - iv. ISD Partners
 - c. Stakeholder input- Peggy Lisenbee
 - d. EPP Awards - We need members to serve on the planning committee. Please complete [the form](#) if you are interested in serving.
- I. Old Business
- a. Houston ISD GYO Grant Program Updates

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- b. EC-6 has a two-year online degree completion option - courses need to be offered online and, preferably, asynchronously
- c. Follow 2 separate processes for [Professional Dispositions Assessments and Reporting of Concerns for Individuals](#)
 - i. Course-Embedded Assessments
 - ii. Reporting Concerns On Demand
- d. Notify your advisees about the [Pearson Exam Vouchers](#) for high-need, shortage areas of certification

J. Announcements

- a.
- b. ...

K. Adjournment

- a. Motion to adjourn
- b. Motion seconded
- c. Meeting adjourned at _____