

Council for Educator Preparation
Report-Out Agenda
Friday, March 8, 2024 | 9:30-11:30 AM

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

- A. Please review [February 2024 minutes](#).

- B. Officer Reports
 - a. Dean's Report – Lisa Huffman
 - b. Chair/Vice Chair Report – Ilana Morgan and Aimee Myers
 - i. At the end of the 23/24 academic year, we will be changing vocabulary and council meeting practices from “voting” to language and practices associated with “advising” and “recommending” as per our TEA Programs Specialist.
 - ii. Change reminder - April meetings
 - 1. April Exec Committee moved from the 22nd to the 15th
 - 2. April 24th at 5pm - Full Council and Stakeholders

- C. Associate Dean's Report - Gina Anderson
 - a. TEA Continuing Approval Review (Audit) Progress**
 - i. Closing Meeting conducted February 20 with EPP Leadership, OEPS & OCP staff, and EC-6 and Prof. Cert. Program Coordinators
 - 1. Commendations in the areas of Governance, Curriculum, Professional Conduct, Complaint Procedures, and the number of collaborative recommendations (for candidate certification) between various stakeholders in the School Counselor program. All initial teacher cert field-based and clinical practices were in compliance, too.
 - a. Special thanks to EC-6 faculty, Dr. Jennifer Martin, and Dr. Sarah McMahan for the commendations in curriculum and initial teacher areas!
 - 2. All Post-Bac Programs (prof certs, MAT, and PBITC): Digital Literacy Pre-Assessment as part of the application process = non-compliance due to 19 TAC 227.17(f) Formal Admission: No Coursework or Training Prior to Admission. A pre-assessment is considered coursework.
 - a. Moving Digital Literacy Pre-Assessment out of application effective immediately for all programs (UG and PB).
 - b. Embed in the first course (or another appropriate course) right after admission. Post-assessment can continue during clinical teaching, residency, internship, or professional practicum.
 - i. New and improved assessment will be ready for FA 2024.
 - 3. Next Steps Document due by 5 pm Friday, June 21st; EPP Deadline, Monday, June 10th (gives Gina time to review before deadline).

DATE Executive Committee Meeting Agenda, cont'd.

- a. Gina will be communicating with staff and program coordinators (and others as needed) to discuss evidence of completion for other areas of non-compliance.
- b. Letters and other examples of evidence will also need to be submitted.
 - i. Per Gina's requests and instructions (shared in separate communications with program coordinators and/or staff), evidence will need to be saved as pdf copies, and sent to Sharon referencing the aligning Component to provide evidence of compliance.

b. SBEC Update From Meeting Last Friday, Feb. 16th

- i. [TAC 228 passed with no changes](#)
- ii. Definitions:
 - 1. 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.
 - 2. 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.
 - 3. Effective Preparation Framework (EPF) will include terms and requirements surrounding analysis, co-teaching, enactments, performance tasks, and representations.
 - 4. School day and school year would only be in the context of the K-12 school calendars and not the university calendar.
 - 5. Additional Approval for Residencies:
 - a. Candidates must choose residency certificate or standard certificate at admission.**
 - b. In addition to completing application in compliance with residency requirements, a post-approval site visit demonstrating compliance would occur when EPP produces residency completers.
 - c. 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).
- iii. Minimum EPP Requirements
 - 1. More stringent test approval and test readiness requirements
- iv. Coursework and Training

**DATE Executive Committee
Meeting Agenda, cont'd.**

1. Educator Effectiveness must be measured in placement/assignment
 2. Performance tasks, evaluation tools, and required demonstration of proficiency must be included.
 3. Performance tasks integrated throughout the curriculum and within the first 150 hours.
 4. FBE hours increase from 30 to 50 hours
 5. Require coursework on how to use OERS that were approved by SBOE (specific list) and prohibit three-cueing into reading instruction
 6. EPPS expected to reinforce the iterative process of and relationship between coursework, practice, and coaching.
 7. Require candidate training on how to assess students who are receiving virtual instruction and how to implement virtual curriculum.
- v. Required Clinical Experiences
1. Establish residency as an optional, **alternative, certification route**
 2. Limit internship, clinical teaching, or practicum to in-person PK-12 setting and not virtual learning environment.
 3. Establishes detailed requirements for residencies; 750 hours total; 400 hours that include co-teaching; 21 hours per week minimum of instructional time.
 4. Clinical teaching assignments must now allow for co-teaching opportunities.
- vi. Support for Candidates Via Coop Teachers/Mentors/ Site Supervisors
1. 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
 2. EPPs will provide evidence-based training
- vii. Host Teacher (for Residents) Qualifications
1. 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***
- viii. Field Supervisors of Residents
1. Must be trained annually by EPP and renew TEA-approved training every 3 years, **unless** they already hold valid T-TESS certification.
- ix. Field Supervisors of clinical teachers and interns

**DATE Executive Committee
Meeting Agenda, cont'd.**

1. 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.
 2. Formal observations for Interns increased from minimum of 3 to 5
 - x. TAC 230 paused edTPA and TxTPA indefinitely; ***PPR continues***
 - xi. Residents will not be required to take a pedagogy exam.
 - xii. Will become effective FA 2024 unless rejected by SBOE in April.
 - xiii. Significant speculation that SBOE will reject the repeal and redesign of TAC 228 and send it back to SBEC for revision.
- c. Per TAC 228: GPA calculation for EPP Admission for all initial teacher certification candidates, effective immediately**
- i. UG: 2.75 from currently enrolled coursework OR last bachelor's degree OR last 60 SCHs OR overall (as long as overall is not lower than 2.5)
 - ii. MAT/PBITC: Last 60 SCHs OR last Master's degree OR overall (as long as overall is not lower than 2.5).
- d. Houston ISD GYO Grant Program Update - Sharla S.**
- i. Eligibility extends to summer enrollment
 - ii. Original deadline of certification by FA 25 waived
- e. TEA Approved Provider for Reading Academies - Sharla S.**
- i. Application submitted - H. Cato and J. Elzy co-developers
 - ii. 60 hours of training
 - iii. 10 modules within Canvas
 - iv. 2 new 3 SCH Saturday courses to be developed; will require FBEs and 2 observations per course
 - v. 1 new adjunct hire to serve as Cohort Leader who will lead courses and observe students
 - vi. 2 artifacts to be submitted and assessed internally and externally
 - vii. Optional for students
 - viii. 2 options - Complete semester before student teaching or during Residency I
 - ix. Curriculum and Training Free for EPPs (otherwise \$3K per person)
- f. Application for National Accreditation via AAQEP in July 2024 - Ilana M.**
- i. Supported by Interim Provost
 1. EPP will have to fund increased membership cost and hiring of any other staff needed (eg., Director of Assessment) via designated tuition and other sources.
 - ii. AAQEP Symposium April 4-5 in Orlando
 1. Gage Jeter
 2. Sarah McMahan
 3. Sharla Snider

**DATE Executive Committee
Meeting Agenda, cont'd.**

4. Ann Wheeler
5. Heather Cato
6. Lisa Huffman
7. Gina Anderson

g. April CEP Meeting - Will share ASEP Data with External Stakeholders - Ilana M. & Marcus R.

h. New data management platform investigation - Marcus R.

- i. Qualtrics Classroom
- ii. Watermark Student Learning & Licensure (SLL)
- iii. Tevera

D. Director's Reports

- a. Advising & Certification - Linda Kobler
- b. Clinical Practices - Sarah McMahan
 - i. Field-Based Experiences Spring 2024
 1. Placements are coming in from the districts. As a reminder, please remind students to log their hours in TK20 (as well as the hard copy log)
 - ii. Clinical Teaching Info FA24
 1. Feb 22 is the deadline for students to apply for FA24 clinical teaching.
 2. Beginning residency program - we anticipate having 5-6 residents starting in FA24.
- c. Data and Assessment - Marcus Rodriguez
 - i. [Student Recent Change of Majors: To Education - Jan. '24](#)
 - ii. [Student Recent Change of Majors: Out of Education - Jan. '24](#)
 - iii. [TEA YTD Pass Rates - Jan. '24](#)
 - iv. [TExES YTD 2023 - 2024 Pass Rate \(Gender\) - Jan. '24](#)
 - v. [TExES YTD 2023 - 2024 Pass Rate \(Ethnicity\) - Jan. '24](#)
 - vi. Title II Reporting Part II - Narratives

E. 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.
 2. Create an infographic of all the different pathways to complete clinical teaching and work with Josh Flanagan to publish via EPP webpage.
 - ii. Field Experiences and Clinical Practices Committee Update:
 1. [Residency One-pager](#) was created and has been shared with several area districts.
 2. [Infographic of pathways](#) for clinical teaching has been drafted.
- 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.

DATE Executive Committee Meeting Agenda, cont'd.

2. Review EPP policies and webpages – suggest revisions, if appropriate.
 - ii. Education Student Affairs Committee Update:
 1. The update regarding appeals is as follows:
 2. OGC recommended that we not revise our existing TWU EPP complaint policy. *The TWU EPP complaint policy requires that Level One complaints be filed “[w]ithin 15 days of the date the stakeholder first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance.” **Untimely filings “may be dismissed, on written notice to the stakeholder, at any point during the complaint process.”***
 3. Students may not file an appeal against TWU EPP Policies unless it is within 15 days of their acceptance into the EPP.
 4. Students may only appeal if some calculation error or technological glitch has occurred related to their testing experience, scores or grades, or GPA calculation.
 - c. Academic Programs Committee – Aimee Hendrix-Soto & Aimée Myers-
 - i. Charge(s)
 1. Culturally Responsive Collective
 - a. We have made revisions to the wording and framework
 - b. We have reviewed all faculty & staff who applied to be in the Culturally Responsive Collective
 - c. We are firming up the expectations for the Collective in order to email them details before they officially sign up
 2. Revise Digital Literacy Assessment.
 - a. Resident ISTE Certification experts (Karen D., Heather C., Amanda H., and Peggy L.) are helping develop a new assessment - ready for FA 2024.
 - ii. Academic Programs Committee Update:
 1. ...
 2. ...
 - d. Culturally Responsive Collective
 - i. Charge(s):
 1. ...
 - ii. Culturally Responsive Collective Update:
 1. ...
- F. Data Dialogue
- i. [ELDR Program](#) - ELO and Principal certification
 - ii. [Please sign up here](#) for future sessions.
- G. New Business
- a. Development of Assessment Committee for CEP
 - i. Requires change of bylaws - small ad hoc committee of executive committee members - FA 2024 implementation
 - ii. Include SWOT Analysis

**DATE Executive Committee
Meeting Agenda, cont'd.**

- b. EPP Awards - Please share the [nomination link](#) with colleagues and students in the EPP. Nominations due March 22.
 - i. April 29, 2024 Ceremony

H. Old Business

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

I. Announcements

- a. [Idea?](#) - Sample Advising follow-up email re: EPP Interviews
- b. ...

J. Adjournment

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