

Council for Educator Preparation
Meeting Minutes
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-Elect Aimee Myers called the meeting to order at 9:31 a.m. and welcomed everyone, asking attendees to enter their name and position and affiliation in the chat. In attendance were: Jennifer Baadsgaard, Sharon Bailey, Mandy Biggers, Amy Burke, Jerry Burkett, Minkowan Goo, Lisa Grubbs, Aimee Hendrix-Soto, Magda Hernandez, Cecelia Holt, Lisa Huffman, Amanda Hurlbut, Gage Jeter, Randa Keeley, Linda Kobler, Amy Lanier, Peggy Lisenbee, Jennifer Martin, Laura McKean, Sarah McMahan, Liliana Menjivar Cruz, Aimee Myers, Bud Nauyokas, Maria Peterson-Ahmad, Marcus Rodriguez, Sharla Snider, Sarah Wainscott, Ann Wheeler, Leah Zavala, Elaine Zweig.
- B. Approval of [November 17, 2023 minutes](#) - AM asked for a motion to approve the November members. LG moved and SMc seconded to approve the minutes.
- C. Officer Reports
- a. Dean's Report – Lisa Huffman joined the meeting a bit late. She thanked all for their hard work on EPP efforts.
 - b. Chair/Vice Chair Report – Aimee Myers reminded members that student representatives have been elected. TG was unable to attend.
 - 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 - AM opened discussion about establishing an ad hoc committee for the following revision. AH offered to chair and suggested Marcus Rodriguez as a member, in light of ISTE national standards also needing revision. AM noted she would like clarity on the committee's charge before voting on its establishment.
 - a. Revise Digital Literacy Assessment
 - b. Make suggestions based on External Stakeholder data
- D. Associate Dean's Report - Sarah McMahan presented the report for Gina Anderson. She began by reporting on the completion of the TEA audit submissions, noting overall outcomes will be available in the spring. She thanked all involved for their work over an intense couple of weeks. She recapped the purpose of the SBEC, which is an advisory committee to SBOE in Texas, made up of appointees, whereas SBOE members are elected. She spoke to the implications of the changed date for the February SBEC meeting, which now coincides with a key national conference for professionals in teacher education. She noted that statewide EPP leaders have prepared a strategy to ensure testimony can be provided even in light of that date conflict. She proceeded to walk attendees through the following proposed changes for SBEC

DATE Executive Committee Meeting Agenda, cont'd.

consideration at the February meeting. She highlighted items with potential impact such as instructional hour requirements, residency programs certifications and structure, restrictions on what kind of contact hours may be counted in field experience tallies, the number of required FBE hours, and others. She also noted that the TWU EPP already meets many of these criteria, but there are some that will require increased personnel hours and dollars to cover those hours. SMc drew attention to changes in tests and their respective change timelines. She pointed out the chart, below, which shows proposed implementation of either edTPA or the Texas version over the next few years. She drew member attention to the link for public comment, which is active. Gage Jeter noted the public comment link in the SBEC document is not working. She also reported on the Houston ISD GYO grant.

E.

- 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, 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

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

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.
 - 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

DATE Executive Committee Meeting Agenda, cont'd.

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

- 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
- 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

F. Director's Reports

- a. Advising & Certification - Linda Kobler provided the following report
 - i. Still admitting to the EPP with last-minute work taking place today
 - ii. A Dallas College recruitment is planned for the week of January 15
 - iii. The latest orientation took place on January 10
- b. Clinical Practices - Sarah McMahan reported on the following items. She encouraged attendees to continue to remind students about deadlines and requirements for FBEs and CST.
 - 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 provided a detailed report on the data from the following. He shared another link to public comment for SBEC in the chat. He reported one student left Education to General Studies, one to Music Education, and one to History. He reported on the first 2 attempts pass rates for December 2023, explaining the impact to TWU's benchmarks for TEA accreditation. Most numbers were in acceptable ranges, with the exception of Texas Assessment of Sign Communication. In the gender and ethnicity pass rate reports, he noted these are first attempts only, and drew attendees' attention to changes since the last report. Regarding ethnicity reporting, he noted these are

DATE Executive Committee Meeting Agenda, cont'd.

first attempts which do not count against TWU's accreditation. MR observed these are the kinds of metrics he will work on with the proposed ad hoc committee. He pointed out that several exams, listed below, are expiring to be replaced by new exams. He noted plans are underway to contact the list of students affected by these changes.

- 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. [TExES YTD 2023 - 2024 Pass Rate \(Gender\) - Dec. '23](#)
- v. [TExES 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

G. Committee Chairs' Reports

- a. Field Experiences and Clinical Practices Committee - Sarah McMahan provided the following report on committee activities in response to charges for the current year.
 - 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. 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 provided the following brief update, asking for feedback from attendees on the topic of appeals.
 - 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.

DATE Executive Committee Meeting Agenda, cont'd.

- ii. Update:
 - 1. ...
 - c. Academic Programs Committee – Aimee Hendrix-Soto & Aimée Myers-
 - i. Charge(s) - Aimee Myers reported on the following items, noting there are 33 applicants for the Collective and a meeting will be scheduled to review.
 - 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 later in January to make revisions to framework and align more closely with AAQEP
- H. Data Dialogues
- i. Lisa Grubbs, School Counseling - LG presented an overview of continuous improvement data collection and evaluation conducted within the program. She noted that School Counseling will no longer require two years of teaching or a teaching certificate to pursue the degree. This has led to curriculum and programming challenges in meeting gaps in students' experience and knowledge which now needs to be built into the curriculum. In response to a question from SMc, she noted that it is difficult to project how the new Texas rules will affect enrollment. AM thanked those who have signed up for the spring Data Dialogues.
 - ii. [Please sign up here.](#)
- I. 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 provided details on the new program that leads to EC certification with 12 new students enrolled in the current academic year. She anticipates they will enroll in the EPP in the coming year semester. SS noted the partnership with Cecilia Holt and _____ISD that is developing further. She reported on this program's part in the Houston GYO grant, as well as touching on other partnerships with ProsperISD, Houston Community College, and others. She informed the new program is undergoing some changes to adapt to student needs, such as adding a bilingual track and a "no track" track that will help with articulation for community college students coming into the TWU program. She also noted self-study will begin in the fall to prepare for accreditation application with NASCE.
 - i. Enrollment
 - ii. Bilingual
 - iii. Community Colleges
 - iv. ISD Partners

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

- c. Other stakeholder input - Peggy Lisenbee thanked all for help with student interviews for the program. She reminded attendees that there are weeks which still need to be filled with interviewers. She announced that in the fall the new process will be handed off to CEP members to sign up independently, rather than being managed by PL and IM.
 - d. SMC encouraged members to join the committee for the EPP Awards - We need members to serve on the planning committee. Please complete [the form](#) if you are interested in serving.
 - i. Ceremony will likely be April 29 or 30
- J. Old Business - AM reminded attendees about the following items
- a. Houston ISD GYO Grant Program Updates
 - 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
- K. Announcements - There were no announcements
- a.
 - b. ...
- L. Adjournment
- a. Motion to adjourn - Sarah McMahan
 - b. Motion seconded - Lisa Grubbs
 - c. Meeting adjourned at 10:33 a.m.