

Council for Educator Preparation
Meeting Agenda
Friday, February 23, 2024 | 9:30-11:30 AM

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

- A. Call to order and attendance - Chair, Ilana Morgan called the meeting to order at 9:34. In attendance in person were: Ilana Morgan, Jerry Burkett, Katie Loomis, Jennifer Martin, Randa Keeley, Marcus Rodriguez, Ann Wheeler, Sarah Wainscott, Sarah McMahan, Becky Fredrickson, Claudia Sanchez, Minkowan Goo, Tayler Gill, Aimee Burke, Juan Araujo, Sharon Bailey, Gage Jeter, and Amanda Hurlbut. On Zoom, attendees were: Laura McKean Bud Nauyokas, Michelle Ferrer, Aimee Hendrix, Lisa Grubbs, and Amy Lanier.
- B. Approval of [January 2024 minutes](#): _____ moved to approve the minutes, and _____ seconded the motion. The minutes were approved.
- C. Officer Reports
- a. Dean's Report – Lisa Huffman was unable to attend
 - b. Chair/Vice Chair Report – Ilana Morgan (Aimee Myers unable to attend)
 - i. Results of SWOT analysis summary from the previous meeting with stakeholders will be delivered at the next meeting from Aimee Myers
 - ii. Change reminder - March & April meetings
 - 1. March 8th Full Council Meeting - To be conducted via Google Form (vs. meeting Friday before Spring Break)
 - 2. April Exec Committee moved from the 22nd to the 15th
 - 3. April 24th at 5pm - Full Council and Stakeholders
- D. Associate Dean's Report - Gina Anderson was unable to attend
- a. **TEA Continuing Approval Review (Audit) Progress - Linda K.** reported on the TEA Continuing Approval Review, providing details about the TEA's findings and remedies that are underway as a result.
 - 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.

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- 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).
 - 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 - Sarah M.**

provided a report on the following items on the statewide agenda for education governance bodies. She pointed out key problems with proposed changes in the areas of redefining educational settings and curtailing what constitutes clinical teaching hours. She reminded attendees that many of the specifics are already on board at TWU, although at some levels, revamping will be required. She noted that the residency programs component had been approved, but there are no guidelines from TEA pending state board approval and infrastructure retooling to administer. LK pointed out several of the challenges that state administrators will face, and processes that will likely change once the pathway is rolled out. SMC touched on additional changes noted below. One area she highlighted was a new requirement to work more collaboratively with schools and districts in selecting site mentor teachers. Another dealt with the requirement that supervisors be trained in T-TESS. She informed attendees that currently edTPA has not been approved, noting that could change if SBOE so decides in April 2024. Student representative Tayler Gill asked whether she would be grandfathered in to the EPP, given she was admitted under previous rules. LK opined that she would, if historic practice proves a predictor.

 - 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

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- 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
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

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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
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 - Linda K.** reported on the following items. Jennifer Martin raised the question about whether a number of required hours would be part of the equation for the calculation, which would be especially important for communicating to students what is expected. Becky Fredrickson and LK

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discussed the history of the 2.75 minimum GPA for admittance. IM noted this item needs clarification and perhaps further revision.

- 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. was unable to attend, and Aimee Burke provided the following reports.

- i. Eligibility extends to summer enrollment
- ii. Original deadline of certification by FA 25 waived

e. TEA Approved Provider for Reading Academies - Sharla S. was unable to attend, and Aimee Burke provided the following updates. She noted that, if approved, TWU is not obligated to institute the program.

Downsides for students include the additional cost to participate and the fact that credit lives outside their program credits. A question was raised about whether already-certified teachers could attend, but JA said it was designed for undergraduate students.

- 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. provided updates on the following items.

- 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
 4. Ann Wheeler
 5. Heather Cato
 6. Lisa Huffman

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7. Gina Anderson

- g. April CEP Meeting - Will share ASEP Data with External Stakeholders - Ilana M. & Marcus R.** reported that this will be shared at the April stakeholder meeting.
 - h. New data management platform investigation - Marcus R.** reported on the progress being made with this initiative, which will be shared at the April stakeholder meeting. He reported on meetings to date with Qualtrics and Watermark's new platform, noting perceived drawbacks that representatives are in the process of responding to. He noted that the TK20 contract extends to June 2025, and explained a potential scenario for transitioning to a new platform. AH asked a question regarding the cost to students who have already paid for a TK20 platform under a new contract.
 - i. Qualtrics Classroom
 - ii. Watermark Student Learning & Licensure (SLL)
 - iii. Tevera
- E. Director's Reports
- a. Advising & Certification - Linda Kobler reported that advising is in a holding pattern at this time, while also addressing TEA audit follow-up.
 - b.
 - c. Clinical Practices - Sarah McMahan reported on activities in the area of placing students. She reminded attendees that students in courses requiring FBEs must record their participation in TK20 AND on a hard-copy log. She also reminded participants of lag time involved in scoring certain tests that need to be passed in order to be eligible for CST.
 - 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.
 - d. Data and Assessment - Marcus Rodriguez provided a report on results for the following reports, noting that (i) accounts for the first 2 attempts, for which TWU is accountable to achieve a pass rate of 80%. Content exam pass rates that are problematic include BLPT-Spanish, and he noted the student is already on a success plan. Others highlighted were Music Ed and Texas Assessment of Sign Communication. In reporting on data assessed by gender, MR reported that Health/PE/Fine Arts and Social Studies were lower. For females, some areas with lower scores are ELAR, Music Ed, and Health/PE/Fine Arts, School Librarian, and STR. In reporting on data parsed by ethnicity, MR drew attention to a trend of lower scores for White students, as well as other areas needing attention. LK added that gender and ethnicity are student self-identified categories.

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MR reported he is working on Title II reporting which will be submitted at the end of April.

- 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

F. Committee Chairs' Reports

- a. Field Experiences and Clinical Practices Committee - Sarah McMahan reported on accomplishments under the committee charges, thanking Claudia Sanchez for creating the one-pager and Mandy Biggers for creating the pathways infographic.
 - 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 reported on the following issues addressed in relation to the charges of the committee. As a result of a large number of appeals submitted last year, and with GA’s recommendation, the policy and concerns were submitted to the OGC for review. OGC recommended maintaining the current language for reasons noted below.
 - 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. 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.

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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 was unable to attend) reported on the following updates in relation to the committee’s charge. She reminded attendees of the purpose of inaugurating a Culturally Responsive Collective and reported on the status of work to-date.
 - 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. ...

G. Data Dialogue

- i. ELDR Program - ELO and Principal certification - Jerry Burkett and Amanda Hurlbut presented on this program’s use of data for decision-making and improvement. JB noted that PAIL and PASL test scores have been key in updating curriculum to meet contemporary needs in school leaders. Reporting included a focus on the increasingly high hurdles for becoming a school principal or district superintendent which have led to low numbers in the program. AH stated that one strength of the TWU program is its requirement that students pass exams prior to graduation, meaning they can be hired as soon as they graduate, fully qualified. AH further reported on program improvements that resulted from auditing its processes, which anchor students more fully in present practices and connect involved faculty to compensation for their supervision duties. Changes included establishing a cohort system to increase the number of students in classes, which should be in evidence after a couple of transition semesters. JM commented that the data is being used very successfully to manage course planning.
- ii. [Please sign up here](#) for future sessions.

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- H. New Business - IM touched on these items
 - a. Development of Assessment Committee for CEP Requires change of bylaws - small ad hoc committee of executive committee members - FA 2024 implementation
 - i. Include SWOT Analysis
 - b. EPP Awards - Please share the [nomination link](#) with colleagues and students in the EPP. Nominations due March 22.
 - i. April 29, 2024 Ceremony
 - c. Katie Loomis reported that the COPE awards are scheduled for April 30
- I. 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. MR noted these vouchers are good until May 2024
- J. Announcements
 - a. [Idea?](#) - Sample Advising follow-up email re: EPP Interviews - SMC explained the idea of sending a follow up email to candidates with key details, and IM noted it had been discussed to have Nausheen send out the email - need to follow up with her
- K. Adjournment
 - a. Motion to adjourn RK
 - b. Motion seconded SMC
 - c. Meeting adjourned at 10:56 a.m.