

Council for Educator Preparation
Report-Out Minutes
Wednesday, April 24 2024 | 5:00-7:00 p.m.

<https://twu-edu.zoom.us/j/88498165518?pwd=cWhxNmxDaEtYME1sTThHQ2Ztc3lSQ09>

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

In attendance in person: Becky Fredrickson, Minkowan Goo, Claudia Sanchez, Rebecca Burton, Gage Jeter, Sarah McMahan, Amy Burke, Peggy Lisenbee, Lisa Huffman, Tayler Gill, Sarah Wainscott, Mandy Biggers, Kim Warr, Gina Anderson, Noah Lelek, Ilana Morgan, Marcus Rodriguez, Linda Kobler, Danelle Wolf, Lisa Grubbs, Jerry Burkett, Sharon Bailey. Zoom attendees: Amanda Hurlbut, Katie Loomis, Juan Araujo, Maria Peterson-Ahmad, Aimee Myers, Randa Keeley, Ann Wheeler, Elaine Zweig, Jennifer Martin, Dawn Valentine, Laura McKean

- A. Call to order and attendance - Ilana Morgan, Chair, opened the business part of the meeting at 5:21 p.m. after in-person attendees joined and went through the buffet. Introductions took place starting with Zoom attendees followed by in-person introductions.
- B. Please review [March 2024 minutes](#). Minutes were accepted without questions or discussion
- C. Officer Reports
 - a. Dean's Report & Welcome - Lisa Huffman welcomed stakeholders, faculty members, and the student representative. She acknowledged the reality of teacher shortages and at the same time the importance of classroom teachers. She thanked everyone for coming and giving their time to learning about the TWU EPP and offering their expertise towards improving it.
 - b. Chair/Vice Chair Report – Ilana Morgan & Aimee Myers
 - i. [Fall Stakeholder Meeting](#) - AM reported on the SWOT conducted in F23 meeting, She touched on patterns in strengths and weaknesses that were reported, noting that legislation and lack of funds were key external factors.
- D. Associate Dean's Report - Gina Anderson
 - Links to Important EPP Webpages - GA thanked attendees for coming, and encouraged external stakeholders to attend any and all CEP meetings throughout the year. She noted that the fall and spring meetings are designed with an external stakeholders focus, but all meetings are open. She drew attention to the following information resources, and outlined the meeting structure along with guidelines for small group discussions over their respective data sets.
 - i. [EPP Webpage](#)
 - ii. [Clinical Practice](#)
 - iii. [Admissions](#), [Advising](#), [Certification](#), [Test Prep](#)
 - iv. [TEA Data Dashboard](#)
 - v. Meeting & Data Sharing Structure -
 - 1. 5:00 - Seating, gathering food
 - 2. 5:20 - Quick introductions

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3. 5:25 - Group Instructions - GA provided instructions for the small-group work. She noted the EC-3 program is too new to have data for analysis, but there are 70 students enrolled and data will be available in the fall. Marcus Rodriguez guided attendees through the key points in the data sets, including benchmarks required for accreditation. He noted the granular pieces for each of the data sets. He mentioned that the primary and secondary groups take their exams at different times, so comparisons are not person-to-person but rather current year snapshots. He noted that the test data covers the first two pass rates.
 - a. [SOS Form](#)
 - b. [4 Data Groups](#)
 - i. [EC-6 & 4-8 Core Subjects; 4-8 ELAR](#)
 - ii. [6-12/7-12 Secondary Content Areas; All-Level](#)
 - iii. [Professional Certifications](#)
 - iv. [Principal & Teacher Surveys](#)
 1. [Guide for first-year teachers data set](#)
4. 5:30 - Group Work
5. 6:00 - Share out Group Work
 - a. Online EC-6, etc. - excellent results, hard to find a place to improve
 - b. Online 6-12, etc. - Opportunities for improvement: More field experiences, more time in the classroom to develop classroom management skills, opportunities to develop interviewing skills,
 - c. Online Professional Certification - Proud of pass rates in these areas and study guides, as well as a wide variety of offerings. Opportunities for improvement include keeping materials up-to-date.
 - d. Online Principal & Teacher Surveys - Opportunities for improvement include areas touching students with disabilities. One suggestion was to convene a “syllabi party” to help students develop interventions as part of their toolkits. Professionalism of first-year teachers was highly regarded by principals on their surveys.
 - e. In-Person EC-6, etc. - Opportunities for improvement include requesting more granular data from the state in order to dive deeper and fine-tune curricular improvements
 - f. In-Person 6-12, etc. - Opportunities for improvement include the chance to collaborate across content areas, thinking about how to stay in the know about student results and disseminate more widely.

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- g. In-Person Professional Certifications - Pass rates are pretty good, with consistency. Room for growth could be identified by getting more granular data
 - h. In-Person Principal Surveys - Perception of preparation was pretty consistent except for Hispanic and Latinx students who were rated low in emergent bilingual preparation for the classroom. There is a slight preference for males scoring and being scored higher (MR - it's a small pool). An opportunity would be to achieve greater consistency of terminology to help student interpretation of terms. It would be great to have disaggregated data for school district types (e.g., rural, urban, suburban)
6. GA reminded attendees to complete the SOS Google Form. LH noted it would be great to see trends over a period of years. Student representative Tayler Gill offered feedback especially regarding how some data by ethnicity gets buried, and also on her experience as a substitute with disabled students in every classroom and the importance of preparing candidates to manage classrooms with that particular diversity. GA also asked attendees to relate this evening's conversations and data to the SWOT analysis from the fall stakeholders' meeting.

6:30 - CEP business

E. No Director or Committee Reports

F. No New or Old Business

G. Announcements

- a. Gina Anderson reported on the following items, drawing the growing pipeline of paraprofessional candidates who need more advising and hand-holding to be admitted and achieve success. She reminded attendees about the extension of the extended expiration date for high-need exam vouchers from Pearson. She also touched on developments with CEP and plans for an assessment committee, and the planned migration to the new Watermark platform. Further, she reminded EPP coordinators of the accelerated deadline (May 31) for submitting final TEA audit materials. She explained the exciting development of TWU as a designated Reading Academies Provider, and announced the upcoming next steps towards national accreditation through AAQEP. She concluded her report with an appeal to attendees to participate in the public comment process for AAQEP, and reporting on the high-stakes decisions recently made by SBEC and SBOE, including the approval for parallel implementations of edTPA and PPR while waiting

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on a Texas-specific TPA assessment (which has been requested for multiple years).

- i. General Advising Demographic Trends
 1. Increased Need to Recruit/Advise Paraprofessionals
 2. Community College Transfer Enrollment Decline
- ii. Inform Advisees: Pearson Exam Vouchers for high-need, shortage areas of certification deadline extended to May 25, 2025.
- iii. Development of Assessment Committee for CEP
 1. Requires change of bylaws - small ad hoc committee of executive committee members - FA 2024 implementation
- iv. Watermark Tk20 is Sunsetting; Begin Migration to Watermark Student Licensure & Learning (S, L, & L) FA24
- v. Continuing Approval Review Next Steps Report Materials Due to Gina or Sharon no later than **May 31st.**
- vi. TWU EPP Selected as Reading Academies Provider
 1. 2024-2025 AY as Planning Year; FA 2025 Implementation
- vii. AAQEP National Accreditation Membership/Timeline Begins July 2024
 1. Tentative Timeline
 - a. Self-Report: Fall 2025
 - b. Site Visit: Spring 2026
- viii. [Public Comment](#) for AAQEP Standards Renewal
- ix. SBEC/SBOE Updates
 1. TAC 228 Redesign passed; many new requirements associated with field experiences and residencies
 2. TAC 230 barely passed; SBEC received criticism; PPR and edTPA now are both operationalized options while a TX version of a TPA is developed; revisiting the removal of teaching experience required to become school counselor
- b. Sarah McMahan reported on the following, offering comments on the impact of state changes on TWU's programs in clinical teaching and field-based experiences. She reminded attendees to look at professional dispositions and invited all to attend the EPP Awards ceremony.
 - i. Field Experience Updates
 - ii. Residency Program Updates
 - iii. EPP Awards [Ceremony](#) - April 29, 2024, Library 101
 - iv. [Course-Embedded Professional Disposition Assessments Due](#)
- c. Aimee Myers reported on development of the CRC framework, noting six different programs/departments are represented on the collective to ensure research-based practices are included.
 - i. Culturally-Responsive Collective Updates
- d. Sharla Snider - Aimee Burke reported on behalf of Sharla Snider, who was unable to attend.
 - i. [EC-3 Program Updates](#)
- e. Randa Keeley - presented update on how appeals are now being handled with the input from OGC

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- i. ESAC has reviewed and reevaluated language related to the student appeals process which has resulted in a reduced number of appeals from students.

H. Adjournment

- a. Motion to adjourn - Lisa Grubbs
- b. Motion seconded - Sarah McMahan
- c. Meeting adjourned at 6:53