

Council for Educator Preparation

Meeting Minutes

Thursday, April 27, 2023 | 5:00-7:00 pm

[EPP Definitions & Accountability Measures](#)

Via Zoom:

<https://twu-edu.zoom.us/j/85081886447?pwd=TWJQLOFZa09iTWZNR2hoeUJqUEM4Zz09>

- A. Call to order and attendance - Chair Ilana Morgan called the meeting to order at 5:03 p.m. In attendance were: Gina Anderson, Lisa Huffman, Laura McKean, Zathzy Romero, Sarah McMahan, Katie Loomis, Amy Lanier, Becky Fredrickson, Lisa Grubbs, Peggy Lisenbee, Aimee Myers, Amana Hurlbut, Noah Lelek, Jerry Burkett, Aimee Hendrix, Maria Peterson-Ahmad, Sharla Snider, Marcus Rodriguez, Rebecca Burton, Linda Kobler, Minkowan Goo, Elaine Zweig, Mandy Biggers, Amy Burke
- B. Approval of Minutes from March - SMc moved that the minutes be approved, and KL seconded the motion. The minutes were approved.
- C. Officer Reports
 - a. Dean's Report – Dean Lisa Huffman was unable to attend due to a work travel commitment in Oregon.
 - b. Chair/Vice Chair Report – Ilana Morgan & Aimee Myers - IM ad AM welcomed stakeholders, expressing appreciation for their unique perspectives from their locations in the field of Educator Preparation. IM drew attendees' attention to the link in the header of the agenda for TEA definitions and accountability measures. She then asked attendees to introduce themselves briefly.
 - i. Welcome
 - ii. Introductions
 - iii. Reminder to Periodically Review Def. & Accountability Measures - always linked in agenda header
- D. Associate Dean's Report - Gina Anderson provided her overview of the following items. Welcoming all attendees, she reminded the group that all are stakeholders in the shared purpose of improving educator preparation at Texas Woman's University. She noted that periodically all would receive monthly invitations to monthly meetings, while continuing to host meetings accommodating the schedules of those external to TWU in the fall and spring semesters. She spoke to the importance of stakeholders responding to surveys and attending as many meetings as possible in serving their roles. She introduced the meeting's content saying there would be a wealth of data shared, and then began walking attendees through data sources and their significance. Continuing with her overview, she demonstrated features of the linked TEA Accountability System for Educator Preparation Data Dashboard (ASEP data) which is critical to measuring compliance and performance of EPPs in Texas, including TWU's. GA drilled down into a couple of the TEA dashboards, noting TWU's very high pass rate and demonstrating the interactivity of the dashboard which allows comparisons across programs and across

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periods. She then handed the floor over to Sarah McMahan to review key EPP data at TWU.

- a. Welcome to all
- b. Internal & External Stakeholders form ONE Council
- c. Purpose of Meeting Today - Data Sharing & Feedback for Continuous Improvement
- d. [TEA Accountability System for Educator Preparation Data Dashboard](#)
- e. Clinical Teaching and First-Year Teacher [Data Slides](#) - Sarah McMahan reviewed feedback resulting from instruments submitted by principals who employ TWU candidates and graduates. She noted that candidates are fully back on-site for the first semester since the COVID-19 pandemic struck. She then described Clinical Student Teacher formats available to candidates at TWU, from the traditional to part-time to intern options, as well as the option that serves paraprofessionals. She described the new-to-TWU, state-funded Educational Aid Exemption program, which is becoming popular with candidates, although it is competitive, as well. She highlighted the fact that all TWU supervisors are T-TESS trained evaluators, which enables them to provide meaningful and apt feedback to candidates. Next, SMc touched on the importance of the Professional Dispositions Assessment, along with other valuable features of the EPP that uniquely prepares candidates for their first day as a teacher of record, such as the annual workshop for early-career teachers and the video recording requirement for self-reflection and assessment. Following this, SMc provided an overview of 2021-22 data compiled from various sources. She shared Exit Survey Data from CSTs, which scored TWU at 99% for key benefits of the program. She then shared the TEA dashboard including Exit Survey data, with a comparison to statewide averages and a neighboring institution's. SMc then provided an overview of the New Teacher Satisfaction Survey results for the same period. She noted that the response rate was low, but some key information was gleaned. Candidates perceived they would benefit from greater exposure to special student populations, as well as more opportunities to practice classroom management, especially in working with students who have behavioral issues. She then showed attendees the TEA dashboard reflecting First Year Teacher data compared with statewide averages. In addition, she shared areas in which improvements are planned. She then

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reviewed results from the Principal Survey of TWU's first-year teachers. Feedback reflected that improvements could be made in the areas of teachers receiving more opportunities to practice in areas such as differentiation. SMC wrapped up this section by concluding that TWU's EPP is committed to improving. She then returned to an overview of the TWU EPP Professional Disposition Assessment and Rubric, noting that candidates are assessed four times over the course of their TWU career on the 10 dispositions. She pointed out that the majority of TWU candidates score Accomplished or Proficient in each. She concluded by welcoming comments and questions.

- f. [Newly Certified and New Hires Data Dashboard](#) - Marcus Rodriguez provided an overview of this TEA site and the kinds of information that can be sourced here. He noted that the glossary of terms is a helpful page for understanding the significance of the data presented on other pages. MR walked attendees through the TEA statewide data for teachers newly certified for a given period and a breakdown of the types of certifications they received. He pointed out that a large portion of these teachers did not have standard TEA certifications. MR then reviewed the dashboard of newly certified teachers by EPP which provides active counts back to 2009-10, for trend information. MR then reviewed the New Hires by LEA (ISDs, e.g.) dashboard, which shows the types of certifications new hires had at a given LEA, again reflecting a current trend of hiring more teachers without certification. A further dashboard shows new hire data by EPP and LEA, which shows the LEA/ISDs that are hiring TWU candidates, and using this dashboard, he demonstrated an alternate view that offers more of a table than bar graph output.
- g. [March 2023 Exam Pass Rate Data](#) - Marcus Rodriguez then presented an overview of this data, starting by reminding attendees to refer to the link in the agenda header that offers glosses on EPP terms and accountability measures. He walked attendees through the latest results on exam pass rates according to candidates' gender and ethnic backgrounds, emphasizing the value of helping students to succeed on their first exams. There being no questions, he concluded his presentation. GA noted for attendees how critical collecting the data and meeting TEA standards is for the EPP, also reminding them of the schedule on which the data is collected and the importance of TWU's stringent testing policies.

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- h. [Survey Results/Stakeholder Input for Continuous Improvement](#) - GA opened the floor for discussion of the survey results from the last two semesters, using the linked table as a point of reference. She reported on TWU activities touching on areas ranked as key by stakeholders on the survey, as listed in the right-hand column of the table. Faculty members contributed to listings on activities, and discussion ensued touching on navigating DSS requirements when working with candidates with disabilities. SMc chimed in on the conversation regarding providing candidates more experience with differentiation, noting plans are underway to include clinical field experiences that involve them in practicing the principles of differentiation. GA provided an update on TEA's emphasis on EPPs developing residency programs, noting that the TWU EPP is working on a proposal to TEA, while also capturing results of a residency already underway with Leander ISD. She also contextualized TWU's approach to residency programs in regard to its student population. LMc of Region 11 observed that EPPs would benefit from partnering with the service centers, as they can facilitate partnerships between EPPs and ISDs. She touched on the common theme of affordability of EPPs for prospective students, and noted that the revamping of the Houston ISD presents opportunities to make the program more accessible through the TWU Houston campus and online completion. GA then introduced the topic of the teacher shortage, which raises the questions of recruitment and retention, especially of candidates of color. AH spoke to plans underway in her area, including her early career teacher mentorship program.
- i. [Opportunities for Partnerships](#)

- E. Program Area Reports - Reports were tabled in the interest of time
 - a. Core Subjects (EC-6 and 4-8): Aimee Myers, Becky Fredrickson, Laura Trujillo-Jenks, and Sarah McMahan
 - b. Dance Ed: Ilana Morgan
 - c. Educational Leadership: Jerry Ausburn and Amanda Hurlbut
 - d. Literacy & Learning: Amy Burke, Sharla Snider, Amy Hendrix, and Peggy Lisenbee
 - e. School Counseling: Lisa Grubbs
 - f. School Librarian: Katie Loomis
 - g. Science Ed: Mandy Biggers

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- h. Special Ed: Randa Keeley, Minkowan Goo, and Maria Peterson-Ahmad
 - i. Theatre Ed: Noah Lelek
- F. Unfinished Business
- a. N/A
- G. New Business
- a. N/A
- H. Announcements
- a. **Course Embedded Professional Dispositions Assessments - Sarah McMahan**
 - b. **May meeting will be report-only**
- I. Adjournment