

**Council for Educator Preparation**  
**Meeting Agenda**  
Friday, September 22, 2023 | 9:30-11:30 AM

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

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- A. Call to order and attendance- **Chair Ilana Morgan called the meeting to order at 9:33 a.m. In attendance were: Ilana Morgan, Aimee Myers, Gina Anderson, Lisa Huffman, Randa Keeley, Peggy Lisenbee, Jennifer Martin, Rebecca Burton, Amy Lanier, Sharla Snider, Amanda Hurlbut, Minkowan Goo, Lisa Grubbs, Claudia Sanchez, Linda Kobler, Marcus Rodriguez, Sarah McMahan, Gage Jeter, Sarah Wainscott, Danelle Wolf, Ann Wheeler, Cecilia Holt. By Zoom: Amy Burke, Dawn Valentine, Heather Cato, Becky Fredrickson, Katie Loomis, Noah Lelek, and Aimee Hendrix-Soto.**
- B. Approval of [Final Report from May 2023](#)
- C. Officer Reports
- a. Dean's Report – **Lisa Huffman reported on developments in COPE and the EPP, especially filling members in on the following items. She described details of the program and offered a progress report on implementation. Areas of focus include PK-3 with SE, Elementary Ed with BL, SE, and others. She noted that 9 of 10 visitors at the outreach event in Houston the previous weekend completed applications. She noted that we have similar programs in other communities, including Denton, and that more events are planned online and onsite. She further clarified the EC-6 online two-year degree completion programs. She reported that since the pandemic, the push for online programs has grown, which poses some dilemmas regarding residential students who may want to take Zoom classes rather than in-person classes. Remote students will be given preference for Zoom classes, and if Zoom sections don't fill up, they can then be opened to others. She emphasized that the local/residential students benefit from the unique experience of participating in classes and activities on campus.**
    - i. Houston ISD GYO Grant Program
    - ii. Clarification RE: EC-6 two year online degree completion option and whether courses need to be offered fully online to anyone or only to distance students
  - b. Chair/Vice Chair Report – **Ilana Morgan & Aimee Myers reported on the items listed below. IM noted that she, Peggy Lisenbee, and OEPS staff member Nausheen Qureshi had piloted a new**

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process for organizing responsibility for conducting EPP candidate interviews, offering the rationale to distribute weekly responsibility across all departments with EPP components. IM shared the schedule template and analysis of the previous year's student numbers across the calendar. She reviewed the folder that Nausheen created for each department, which includes dates of student interviews, a sign-up sheet, and an informational video. Peggy Lisenbee reported on her department's experience, noting that her team members had a positive experience, and comments were that they felt empowered by the information provided and the process that allowed them to select their students during a delimited period of time. The folder also assembles student information like writing samples, interview questions, the rubric, and sample responses. IM asked for discussion and possibly a vote to adopt this new process going forward. PL noted that the process includes attention to equity across departments as it pertains to the quantity of interviews each week. GA offered some clarifying remarks. In response to RK's question about when the calendar assignments would be made, PL responded that they would be made at the first of the AY. In response to how small departments would handle lack of availability during an assigned week, PL responded that communication with the Interview Process Design Team would then be in order to adjust scheduling. In discussion, it was noted that the interview question is about teaching. Rebecca Burton of Collin College asked if 2-year partners/TWU external stakeholders could be helpful, and there was a positive response to her volunteering of faculty from CC. AM offered that teaming up with an experienced interviewer initially. LK reminded members that no one should inform students that they would hear their results within a week. Further discussion touched on student communications around admission, and IM noted there AM moved to accept, Gage Jeter seconded. The motion passed. She then reminded members to complete their committee assignment form. There was discussion about nominating student representatives, and it was agreed that this would be handled electronically in order to expedite the process. IM invited GA to provide background on a proposed change to the bylaws that would provide a mechanism that strengthens maintaining institutional knowledge. IM and GA will present language for a vote next time. IM then introduced Amy Burke and Heather Cato for to present the Data Dialogue.

- i. Introduce new members

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- ii. Reminder about TEA and Ed Prep terms and accountability measures (link above)
- iii. Report-out on how new sign-up process has worked for admissions interviews
  - 1. Vote
- iv. 2023-24 Committees - Chairs, membership
  - 1. [Google Form](#) Reminder
- v. 2023-24 Student Representative nominations
- vi. Recommended change to the bylaws

- D. Data Dialogue - **Amy Burke, Reading Specialist Certification, and Heather Cato (Literacy and Learning) presented improving data collection through revision of instruments for students, improved/clearer/more accessible communication, and expanded menu of approved media students can use for their submissions. HC described the benefits of select aspects of the new process, including the ways that podcasts encouraged students to integrate and more clearly articulate their own work vis-a-vis the canon of other researchers, and ways that using ChatGPT in “conversation” developed their own writing and comprehension. AB spoke to the way the improved process scaffolded their work. Many asked for their work as a template. LH noted she had resources for ethical and tailored use of ChatGPT for educators.**
- a. Future Data Dialogues: [Please sign up here.](#)

- E. Associate Dean’s Report - **Gina Anderson opened her remarks by applauding the progress of acceptance and celebration around sharing data collection, assessment, and continuous improvement. She let members know about the Resources site with articles and a place to suggest other topics for professional education. GA reported on the free test vouchers available for high-need area exams, noting it is incumbent on the students to initiate application, and that advisors and faculties need to refer students to the resource on the site. GA then spoke about the Professional Dispositions Policy which was revised to its current robust status, drawing members’ attention to the course-embedded assessments in initial and professional certification areas. She reviewed the webpage with information about the assessment, noting that whether looking through the lens of assessment or through the lens of correction of an infraction, the rubric is the same. GA then spoke to the work of the Culturally-Sustaining Framework Committee which had been put on pause due to the Texas legislature and passing of SB17. She noted she believes there is a way to legitimately reconvene this committee in compliance with the law, and opened the floor for comments. Aimee Hendrix reported that she might be interested in continuing as a co-chair if this committee’s work is restarted. She asked where**

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**DEIJ work can come in since research and pedagogy are protected, and SB17 pertains to programs. LH offered that national accreditation requires specific adherence to DEIJ as criteria, noting as long as it is explicitly tied to accreditation and curriculum and the field, there should be safe space to operate. What cannot be sanctioned is mandated participation or use of state funds. A key purpose of preparing teachers is to help them work inclusively with their students who come from diverse backgrounds and/or have conditions that marginalized them. AM spoke to the need to ensure that these efforts are endorsed by the administration. AHS expressed concern about SB17's penalties for violations, echoing the need to ensure administrative endorsement of efforts. GA noted the OGC would be happy to review proposals going forward. She then reported on the schedule and expectations for the upcoming TEA Continuing Approval Review. She let members know that the deep-dive will cover EC-6, with 15 candidate records requested. Five candidate records will be required from the other areas listed. She thanked members who have been helping assemble information for the initial Status Report. She then showed the list of required documents, many of which live in the OEPS, while others live at the department level. She noted that EC-6 will require matrices, as will some related programs. GA reported that Su-F24, she would like TWU's EPP to apply to become a regular member of AAQEP, at which time the clock starts for preparing for and completing their accreditation process. She observed that the timing appears to be very good.**

- a. Chat GPT/AI - [Resources](#)
- b. [What else do you want to learn about](#) this year?
- c. [Pearson Exam Vouchers](#)
- d. [Professional Dispositions Assessments and Reporting of Concerns for Individuals](#) (2 separate processes)
- e. Reconvene Culturally-Sustaining Framework Committee
- f. TEA Continuing Approval Review (State Accreditation/Audit)
  - i. [Progress Report](#)
  - ii. Dec 1: Status Report and Appendices Due
    1. Approx. 15 EC-6, 5 Principal, 5 Superintendent, 5 Reading Specialist, 5 School Librarian, 5 Ed Diag, and 5 School Counselor candidate names will be sent
  - iii. Dec. 14: Designated Candidate Files Due
    1. Cumulative file [documents](#) starting from admission to completion of program, observation documents, field and site supervisor training/credentials, etc.
- g. [EPP Calendar of Program Activities](#)
- h. AAQEP National Accreditation Possible Timeline
  - i. [Join as regular member - Summer or Fall 2024](#)

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- ii. [Possible site visit - Spring or Fall 2026](#) (if no optional proposal); Spring or Fall 2027 (if submitting optional proposal)

F. Director's Reports

- a. Advising & Certification - **Linda Kobler reported on the following items, noting she has begun offering early communication about exams that candidates must pass in order to qualify for CST and certification. She noted that test scores are coming in slowly, and reported on updating the EDUC 2003 PowerPoint as well as plans to return to in-person classes. She noted in SP24, school librarians will be required to demonstrate test readiness through passing a practice test as well as through attending a fourth class.**

- i. Adding test info to admission email
- ii. Running through list of Dec. grads, making sure all is OK (finished)
- iii. EPP admissions starting back up, apps, etc. coming in.
- iv. Test scores dribbling in, no rush yet.
- v. Updated PowerPoint slides shown in EDUC 2003, thinking of going back to in-person meetings to discuss admissions process.
- vi. Starting in spring 2024, practice test for school librarians will be required.

- b. Clinical Practices - **Sarah McMahan reported on the following items, asking members to emphasize with students that they must be more proactive about their exam schedules, especially in light of how long results can take for some of them. She offered more information on FBE as well as highlighted that there is an altered timeline for exams in the residency model.**

- i. Clinical Teaching (CT)

- 1. FA23 - 65 Clinical Student Teachers (CSTs); 15 Interns. We are having requests for placements all over TX (Austin area, San Antonio area, Houston area, S.TX area, W. TX area).
- 2. SP24 - Application Deadline is **Sept 22**. Please share [this info](#) with your students in the pipeline to CT.
  - a. [Info Sheet](#) - SP24
  - b. Deadline to pass exams for SP24 CT - **December 1, 2023** *\*Remind students some exams (BTLPT,STR, 7-12 ELAR) take up to 30 days to receive scores\*.*

- ii. Field-Based Experiences (FBE)

- 1. FA23 - >300 FBE applications (initial cert). Ms. Eshelman is working with districts to confirm placements by Oct. 6, 2023.

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2. Planning for SP24 - Instructors please complete this [form](#) (initial certification). SP24 deadline for FBE applications - January 23, 2024
  - iii. Expanding residency - FA23/SP24
  - c. Data and Assessment - **Marcus Rodriguez reported on results for the following areas, pointing out pass rates that were both strong and those that were struggling. He reminded members that programs with small student populations are given some leeway due to the TEA Small Group Exception, which requires a total population of students fewer than 11 OR passing at the benchmark rate. MR reminded members that accountability kicks in with students' second attempts. MR next reviewed problem areas broken down by gender and ethnicity, noting that these are on first attempts. Under ethnicity, the groups are smaller, but the lower performance rates were tied to Hispanic and African American students. LH noted that this data is an indicator to dig deeper into the reasons for these scores, and these lenses on data are part of national accreditation. Discussion ensued regarding the need to intervene either through the curriculum or after the first practice test to boost student success. MR reported on status of TK20 issues re: TEA exams on dyslexia which is closed for revisions and digital literacy which now requires an 80% score to pass. He let members know that initial certification students have been required to pay for TK20, while professional certification students are not. He reported that all students must have a TK20 account in order to be fully assessed for Professional Dispositions, and walked them through the web information.**
    - i. [Student Recent Change of Majors: To Education - Aug. '23](#)
    - ii. [Student Recent Change of Majors: Out of Education - Aug. '23](#)
    - iii. [TEA YTD Pass Rates - Aug. '23](#)
    - iv. [TExES YTD 2022 - 2023 Pass Rate \(Gender\) - Aug. '23](#)
    - v. [TExES YTD 2022 - 2023 Pass Rate \(Ethnicity\) - Aug. '23](#)
    - vi. [Tk20 Guide: Professional Dispositions](#)
    - vii. Tk20 Binders: TEA Trainings Update
- G. Committee Chairs' Reports - **IM noted these will resume Next Month, but asked SMC to share the link with the different pathways to CT.**
- a. Field Experiences and Clinical Practices Committee - Sarah McMahan
    - i. Nothing to report for this year. Last year we worked on a document outlining [pathways to CT](#)
  - b. Education Student Affairs Committee – Randa Keeley
    - i. Nothing to report for this year.

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- c. Academic Programs Committee – Aimee Hendrix-Soto & Aimée Myers
  - i. Nothing to report for this year.
  
- H. Unfinished Business
  - a. None
  
- I. New Business
  - a. Infographic of EPP Structure - SMC noted some members are working on this**
  
- J. Announcements
  - a. Fiercely Leading As Multicultural Educators (FLAME) - AM reported that TWU is forming this student affiliate of national group. LH reminded that student groups and some funding of them has been carved out by SB17.
  
- K. Adjournment
  - a. Motion to adjourn - LG
  - b. Motion seconded - AM
  - c. Meeting adjourned at 11:29