

Council for Educator Preparation
Meeting Agenda
Friday, September 27, 2024 | 9:30-11:30 AM

- A. Please review the [May 2024 Report in Lieu of Minutes](#) - Aimee Myers opened the meeting at 9:30 a.m. and after introductions, invited attendees to review the May report. Juan Araujo moved to approve the report, and Lisa Grubbs seconded the motion. The motion passed.

In attendance: Aimee Myers, Gage Jeter, Leanna Hodges, Annette Torres Elias, JaNiece Elzy, Marcus Rodriguez, Lisa Grubbs, Sharon Bailey, Minkowan Goo, Becky Fredrickson, Sarah McMahan, Marcus Bourland, Amy Burke, Jennifer Quong (for Peggy Lisenbee), Brigitte Vittrup, Ann Wheeler, Amy Hurlbut, KKatie Loomis, Juan Araujo, Jerry Burkett, Randa Keeley, Noah Lelek, Ilana Morgan, Gina Anderson, Linda Kobler. On Zoom: Cecilia Holt, Vicki Baker, Amy Lanier, Danelle Wolf, Rebecca Burton, Leah Zavala.

- B. Resources - AM drew attendees attention to the resources below. GA provided a gloss on the EPP Staff Activity Calendar and the EPP Student Activity Calendar, noting the latter is required of EPPs by the TEA.
- a. [EPP Definitions and Accountability Measures](#)
 - b. [EPP Staff Activity Calendar](#)
 - c. [EPP Student Activity Calendar](#)
- C. Officer Reports
- a. Dean's Report – Brigitte Vittrup provided a brief report, letting attendees know that the EPP enrollment comprises 43% of the college enrollment overall this fall. She reported that the college is moving forward with hiring an in-house recruitment and retention ambassador to work with all schools within the college.
 - b. Chair/Vice Chair Report – Aimee Myers introduced the theme of Collaboration for the CEP during the coming year, thanking GA for her ideas. She reminded attendees of the committee sign-up form sent earlier by SB. She introduced the plan to add an Assessment subcommittee and referred to the draft language linked below. There was no discussion, and a Ilana Morgan moved that it be approved, which was seconded by Annette Torres Elias. The motion passed. AM continued with her interest in creating a CEP handbook, for which she plans to reach out for insights to the membership. Next, she noted the need for nominations for a CEP Vice-Chair. AM nominated Gage Jeter and there were no other nominations. KL moved to accept the nomination, and LG seconded. The motion passed. AM continued by addressing the nomination process for student representatives, noting the nomination forms are due in one week (October 4), and that members should ensure students are available during meetings. In response to a question from LH, AM explained that Student Reps bring their perspectives, thoughts, questions, and ideas to the CEP table.
 - i. Welcome! Theme of 2024-2025 is- Collaboration
 - ii. Reminder to sign up for committees
 - iii. [Assessment Subcommittee addition to bylaws](#)
 - iv. CEP Handbook
 - v. Vice-Chair Nominations

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vi. [Student Representatives](#)

D. Associate Dean's Report - Gina Anderson provided her report on the following items.

a. Accreditation Updates - She reported the successful completion of TEA's audit for accreditation that takes place every five years. Annual accreditation ranking data has been submitted for AY 2023-24, and looks good. GA announced the intention to pursue national accreditation through AAQEP for initial certification programs, explaining the three-year cycle as outlined below, which has certain data submission milestones. She further explained the option of submitting the QAR nine months prior to the site visit, which would also require additional levels of review at the university level, e.g., by Mark Hamner's office. GA contextualized AAQEP for those unfamiliar with the organization and highlighted resources where more can be learned, noting that all on CEP will be involved, and that extensive stakeholder involvement will be required as part of the site visit. She forecast the site visit would be scheduled in March-April 2026. She drew attention to the linked TWU EPP AAQEP crosswalk between TWU practices and AAQEP requirements. She noted there will be common, key assessments that are requirements across disciplines whose students are in the EPP. She also noted how Texas/TEA is ahead of many states in that it deploys annual surveys of principals and first-year teachers regarding how well the EPP prepared the teachers. She thanked members for their participation and adoption of data-based assessments of their program and student performance.

i. TWU EPP Timeline – Seeking Accreditation for Initial Teacher Cert Programs (undergrad and MAT/PBITC)

1. 3 Year Data Cycle (22-23, 23-24, 24-25)
2. Sept. 2024-June 2025: Prepare Quality Assurance Review (Self-Study)
3. June 2025 – “Completeness” Review by AAQEP and TWU Office of Institutional Research & Data Management
4. Fall 2025 – Quality Assurance Review Submitted and Under Review
5. March/April 2026 – TWU EPP Site Visit

ii. [TWU EPP AAQEP Standards Alignment/Crosswalk](#) (DRAFT)

b. SBEC Updates - GA continued with the following update on state decisions which affect key areas of educator preparation. For example, she reported on the TAC 228 decision to count towards clinical hours any professional learning communities, extended days (e.g., band and other extracurricular commitments), and anything involving students. This is a pivot from the original, more limiting proposal, and SMC noted there were vocal proponents for the revision that was accepted. GA reported the large turnout of organizations in attendance at the last SBEC meeting who expressed serious concern about the number of uncertified individuals being placed as teachers of record. She reported that around 50% of new teachers of record from the previous year were uncertified. She expressed key concerns that these uncertified educators are being placed in the neediest communities, tend not to stay very long

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in the profession, and do not have the skills needed to serve the students in their classrooms.

- i. TAC 228 amended the definition of school day as it relates to hours counted toward clinical teaching requirements.
 - ii. Continued state-wide concern about the large and growing number of uncertified teachers in TX. Roughly half of all newly hired teachers are uncertified.
- c. TAFE Conference - GA reported on this upcoming event which will host 700-1,000 high school students. She thanked those already helping with logistics and volunteers. JA added that student volunteers are needed to serve as judges of HS student presentations (posters, talks, etc.). Leah Zavala added from her experience that no real specialization is needed to be judges, noting that 12 of the 14 secondary campuses will be competing. JA said he would send faculty a form to share with students they can complete.
- i. Sat., Dec. 7th at TWU
- d. CEP Subcommittee Charges - GA continued by sharing CEP leadership's thinking about AY 2024-25 charges for the subcommittees, as noted below. Re: AI, GJ noted that Dr. Daniel Ernst has convened a university-wide committee addressing AI use and policy, and AH praised the presentation Maria Peterson arranged by a professor from Auburn.
- i. Academic Programs
 1. Develop application or process for "on-demand" requests made to Dean's Office for financial assistance
 2. AI resource repository (specific to ed prep)
 - a. Free ISTE AI module for EPPs - complete [Interest Form](#)
 - ii. Student Affairs - GA pointed out that there are limitations with the current questions and rubric, and a refresh is needed to align with student current capacities and experience.
 1. Revise Application Interview Questions and Rubric
 - iii. Field Experiences - GA introduced these items and also noted that TWU is the only north Texas university on the TEA's list of vetted residency programs.
 1. Committee needs to review the [Residency Infographic](#) to ensure it captures our residency program before posting on the website.
 2. [Pathways to certification](#) - Needs to be reviewed and recommend changes
 3. Revise FBE reflection questions in Tk20.
 - iv. Assessment - GA noted this new subcommittee will convene to engage with data provided by MR to address areas of concern; she also noted its charge would likely evolve.
 1. Devise process for addressing ASEP data concerns
- e. Changes to CEP agenda items/format - GA continued by touching on the following changes in support of more focused and meaningful exchanges during CEP meetings.
- i. Data Dialogue - Transition Focus to AAQEP Crosswalk/Evidence
 - ii. Add Open Dialogue/EPP Exchange to the Agenda

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- iii. Limit Subcommittee Reports to 3 minutes
Director's Reports
- E. Advising & Certification - Linda Kobler provided a report on the following items, noting the current progress on the 4+1 plan for EC-6 Sped to earn a M.Ed. in Sped. RK added that the plan is progressing and in the process of aligning curriculum requirements. GA and LK noted this could become the model for other Sped programs. GA emphasized how impressive it is that no TWU graduates were on the revocations and surrenders list. BV thanked LK and her team for offering the weekend Advising hours.
 - a. Bit of a lull, waiting for spring registration
 - b. Plan for 4+1 EC-6 Sped to M.Ed. in Sped in the works
 - c. Some evening and Saturday advising appointments
 - d. Went through certificate revocations and surrenders, none were our students.
- F. Clinical Practices - Sarah McMahan provided an update on the following items. She reported that the state has increased the number of hours certain FBE courses must fulfill, and so those adjustments have been made. She reported on the five residents in place for the year, the first cohort ever. She noted there are 25 supervisors, some of whom are faculty. She reviewed the testing policy and offered the case that supports it, in that it results in greater success during the first year of teaching.
 - a. Field-Based Experiences
 - i. Placements coming in. Instructors please be sure to share [this information](#) with students about documenting hours.
 - b. Clinical Teaching Info SP25
 - i. The deadline to PASS all exams is December 1, 2024. Please remind all candidates of our testing policy. Please make sure you [share this information](#) with all prospective clinical teachers.
- G. Data and Assessment - Marcus Rodriguez provided his report on the data included on the following linked spreadsheets. GA noted how remarkable the AY 2023-24 stats are. MR explained how practice testing is gauged by TEA and what benchmarks are required. He highlighted some items, such as School Librarian (84%) and Principal as Instructional Leader (85%). AW asked how to see the rate of change for a particular exam, and GA said it is possible by sending a special request to MR for disaggregated data. MR drew attention to areas where averages are highlighted because they are lower than the benchmark. For example, first attempts for School Librarian, Principal, and PE are lower than that benchmark. He did caution that some pools in the ethnicity breakdown are small and possibly less concerning. All the same, School Librarian first attempts for African American and Hispanic students were lower than the goal. A handful of core subject tests also had moderately large pools with lower than goal first attempt scores. ATE asked regarding pulling information on timing of exams.
 - a. [Student Recent Change of Majors: To Education - Aug. '24](#) -
 - b. [Student Recent Change of Majors: Out of Education - Aug. '24](#)
 - c. [TEA YTD Pass Rates 2023 - 2024 - Aug. '24](#) - PPR & Content: see spreadsheet for details.
 - d. [TEExES YTD 2023 - 2024 Pass Rate \(Gender\) - Aug. '24](#) - PPR: 94% F/100% M; Content: also looking good. See spreadsheet for details.

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- e. [TEXES YTD 2023 - 2024 Pass Rate \(Ethnicity\) - Aug. '24](#) - 89% H/93% AA; Content: also looking good. See spreadsheet for details.
- H. Committee Chairs' Reports (**limited to 3 minutes or less**) - AM invited subcommittees to convene briefly to select a chair and schedule a meeting. GA explained that the following are set committees (per bylaws) and the EPP Awards subcommittee is a volunteer committee.
 - a. **Academic Programs** - Gage Jeter
 - i. Develop application or process for "on-demand" requests made to Dean's Office for financial assistance
 - ii. AI resource repository (specific to ed prep)
 - 1. Free ISTE AI module for EPPs - complete Interest Form
 - b. **Student Affairs**
 - i. Revise Application Interview Questions and Rubric
 - c. **Field Experiences**
 - i. Create Residency Infographic
 - ii. Revise FBE observation/reflection questions in Tk20.
 - d. **Assessment**
 - i. Devise process for addressing ASEP data concerns
- I. New Business
 - a. GYO Program Updates - Juan Araujo announced developments in preparing students to be PK-6 teachers, with a GYO grant for \$125k to fund three students, and to include 7 additional students who are ZTG (Zero Tuition Guaranteed). He provided a status update on the Houston ISD, Aldine ISD, and Tomball ISD GYO programs. He noted that with future opportunities to provide GYO programs for additional ISDs need to be carefully assess to ensure there is sufficient capacity, both financial and human, to provide students with successful experiences. BV reported that GYO students are now close to 10% of the student population in the School of Education, which has been a boost after some enrollment decline. About half of 75 PK-3 students currently enrolled are GYO students, per Jennifer Quong.
 - b. AY 2024-25 - Establish an Assessment Committee for CEP
 - i. Requires change of bylaws - small ad hoc committee of executive committee members - FA 2024 implementation
 - c. EPP Awards - Ilana Morgan reported on this event, noting nominations are due in March.
 - i. [Nominations](#)
 - ii. Identify date ASAP
 - iii. [Form committee](#)
- J. Old Business
 - a. Follow 2 separate processes for [Professional Dispositions Assessments and Reporting of Concerns for Individuals](#) - GA reminded members of the two processes listed below. KL asked where the PD policy originated, and GA responded that TEA requires EPP to have one.
 - i. Course-Embedded Assessments
 - ii. Reporting Concerns On Demand

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- b. Notify your advisees about the [Pearson Exam Vouchers](#) for high-need, shortage areas of certification. The vouchers expire May 2025. AM reminded attendees of these as a resource for students.
 - c. EPP Entrance Interviews- check schedule for the week your program is signed up, program leaders check for any empty weeks that still need interviewers. AM - referred members to this process, pointing out that the sign-up sheet and instructions are linked below. IM walked members through the spreadsheet that records departments that need to sign up and open opportunities. GJ offered a testimonial about how easy and enjoyable it is. LK added a plea that faculty refrain from providing a time estimate for their admission to the EPP.
 - i. [EPP interview schedules](#)
 - ii. [Sign Up Guide for Program Leaders](#)
 - iii. [Guide for conducting interviews](#)
- K. Announcements
- a. Refreshments - AM announced that budget constraints have resulted in curtailing refreshments for the regular CEP meetings, although the October and April stakeholder meetings will continue to offer meals to attendees.
 - b. COPE Clothes Closet - AM announced closure of the COPE Clothes Closet in light of a university-wide effort.
 - c. Katie Loomis announced the COPE awards committee that holds its event in late April/early May.
- L. Adjournment