

Council for Educator Preparation

Meeting Agenda

Friday, October 8, 2021 | 9:00-11:00 AM

Via Zoom <https://twu-edu.zoom.us/j/95888069083?pwd=UTdBTU5qTnVDZnhuaytOYU01RFV3dz09>

Meeting ID: 958 8806 9083 | Passcode: 511977

- A. Call to order and attendance: CB called the meeting to order at 9:00 and turned the floor over to Dean Huffman, who commemorated Peggy Malone, who passed away last weekend, noting that services will take place this coming weekend.
 - a. In attendance: Karen Dunlap, Lisa Huffman, Gina Anderson, Maria Peterson-Ahmad, Becky Fredrickson, Noah Lelek, Sarah Wainscott, Randa Keeley, Minkowan Goo, Laura Trujillo-Jenks, Aimee Myers, Peggy Lisenbee, Amanda Hurlbut, Brandon Bush, Sarah McMahan, Melinda Cowart,
- B. Approval of Minutes from the [September 10, 2021 Full Council meeting](#) - KD moved that the minutes be accepted as submitted, and MG/PL seconded that motion. The minutes were passed unanimously
- C. Approval of Agenda - BF moved that the agenda be accepted, and MB seconded her. The agenda was accepted.
- D. Officer Reports
 - a. [Field Experiences and Clinical Practices Committee](#)-- Sarah McMahan offered her report on this committee, noting she had been re-elected as its chair for the coming year. Their main work will be attending to the Early Field Experiences Matrix.
 - b. Education Student Affairs Committee--Becky Fredrickson reported that the meeting took place to elect a chair, a position she will fill for the coming year. She thanked Brandon Bush for his instrumental help with TK20.
 - i. ESAC met on 9/28/21 to elect a chair
 - ii. The ESAC discussed the one student appeal and it was resolved.
 - iii. Meetings will be held as needed to address appeals
 - c. Academic Programs Committee— Sharla Snider will join the committee a bit late, and could report on this during her presentation under New Business.
 - d. Professional Dispositions Ad Hoc Committee - Randa Keeley reported on the assessment instrument, which is being fine-tuned, and other goals for the committee.
- E. Dean's Report - Dean Lisa Huffman reported that enrollment looks favorable for most programs, especially in the first-time-in-college students, noting that focus should be on keeping these students through admission. She further reported that the community colleges continue to be a source for students in areas, for example, of completers with ADs from CCs. She also noted that accountability at the state level
- F. Associate Dean's Report - Gina Anderson reported on the following items.
 - a. AAQEP - GA reported on continuing efforts to institute habits of continuous improvement within the EPP, and noted she will serve on an assessment team with AAQEP at the University of Houston in the near future.
 - b. Self-Study Reports- GA touched on work underway with the various programs, and a follow-up/refresher meeting on October 18th. She noted that the new, national standards alignment process dovetails with the typical summer ritual of revisiting state standards.
 - c. T-TESS T-CAR - GA described this exploration of using the T-TESS instrument with a video component as part of assessment of candidates, as well as a reflective practice for self-improvement. At TWU, part of the current process involves ensuring documentation is in place, in addition to those on file by the coordinators at SHSU.
 - d. [CREA Project Invitation to Focus Groups](#) - GA encouraged faculty members to participate in this process, and to encourage appropriate student participation.
 - e. [Weekly TEA Newsletter](#) - GA reminded participants to sign up for this newsletter and keep an eye on it for trends and regulations.
 - f. SBEC Meetings - GA noted she attended the most recent meeting, and encouraged committee members to attend virtually.
 - i. Updates from 10/1 meeting - GA reported on key items from this meeting, such as the \$1.1B in funding earmarked for residency programs across the state. RPs are considered a best practice, although they are expensive and can be challenging to implement. The question for TWU is how to structure such programs for its typical students. ASEP status will continue as "not rated" under accountability measures, and new measures will not be implemented until a more complete dataset is

available. She reported on a proposed framework for EPPs in Texas, which provides a common language and standards whose final draft is anticipated for the December meeting, to be passed early next year. There was discussion of alternative assessment models that would be more cost-effective than the current Pearson model, and are looking for data for a decision in Fall 2022. SHSU will provide an update at the December meeting, as the T-TESS/TCAR model in which TWU is a participant will be an important component. GA encouraged committee members to listen to the portion of the SBEC meeting with testimony by a student who failed the Pearson assessment, focusing on her experience to illustrate reasons why an alternative would be considered valuable. Virtual observations ~ 1 actual could be replaced with 2 virtual (discussion on this). SBEC does not know what authors of the bill planned so they will bring this back to the table for clarification. Discussion included a self-report process. CB requested that the meeting on October 18th be recorded, and that samples be made available, if possible. GA said the team would offer examples, especially in response to specific requests based on questions that are challenging. She stated the data already exists, and part of the role of the team leading the process is to offer support with couching the data in the most meaningful way that demonstrates success, challenges, and efforts aligned with continuous improvement. She agreed to record the meeting on October 18th. Ilana Morgan posed a question regarding how students can opt out of the study once the deadline to do so has passed. GA said that, yes, students can opt out, but encouraged her (and, by extension, all faculty involved) to coach students to hang in with this professional development opportunity that prepares them for the current and future practice of receiving coaching to continuously grow as professionals. IM raised further questions about how video-ing will be conducted, expressing concern about the ethical use of the videos, once created. GA directed IM and others with those tactical questions to Linda Moore, who is managing the effort. MB asked whom to ask regarding self-study data, since BB is leaving at the end of October. GA responded this will be addressed in upcoming transition planning, and questions should be posed to BB ASAP.

- ii. December 10 last meeting of 2021; 2022 dates TBA
- iii. [Webcast access](#)
- g. CEP Stakeholders Meeting ~ next month. We will send out a survey to remind them about the date, time, value, what they would like to know/see. We will send a packet of information in advance. The meeting will take place over the lunch hour.
- h. Consideration of New CEP Subcommittee - Assessment
 - i. Proposed start Fall 2022
 - ii. Bylaws will need to be revised to reflect this addition.
 - iii. Ad hoc committee can be formed ASAP ~ This would be a group of colleagues that would examine data and help us continue to look at assessment across our EPP. Aimee Myers felt that this is a good idea so that we make sure that people who are on the ground and doing the work are making the informed decisions. We will look at this at the December meeting.
- i. Advisor Search ~ many are virtual and people are working remotely. The position is not currently advertised as virtual so we are looking to revise our advertisement.
- j. Director Search ~ we will miss Brandon. He has served our EPP in many ways. His work in onboarding with applications, field binders, and all the data in Tk20 for all reporting. This has been so important. We are hoping to hire for the data piece quickly and then redefine what we might need to the manager part of what Brandon also does. Thank you to Brandon and his staff in the transition plan.
- k. Noah asked how AAQEP and the self-study worked together ~ the self-study format looks at state standards and AAQEP standards. These are what we will be using or reviewed upon when they do the national piece. This will help us to evaluate ourselves for that visit. This is very common. We were doing this every summer with most of our programs. Most of our secondary or all-level programs were not a part of that process. TEA makes it more streamlined but

AAQEP is broader. Our self-study marries that into one self-investigation. This is probably what you do as you prepare for your institutional report and is geared toward education. It will help you as you prepare to grow your program and help us as we better prepare for AAQEP. LH added that this is closing the loop on the assessment cycle. The paperwork was formatted to use the more global language that AAQEP uses. This will give us a baseline. These can be bullet points. It is not meant to be many pages. This is just a baseline to see how we can support and grow all of our programs. CB has not started her study. She appreciates the help being offered in the meeting on October 18. Can it be recorded (as she has class during that meeting)? GA said we could record it. CB asked for a sample for sharing to understand how to answer the questions. GA said no one has turned it in early. Since it is a new format, this will be the sample. We can share what example type responses will look like. No program is going to be penalized or “marked down” based on this self-study. It just will show us how assessment literate we are about our own programs. We just have not been. These practices are very common. It is important to me that this becomes our regular practice. All of these sections in the self-study are not new or need to be recreated. If you do not know how to answer this, it is important for us to know so we can get you this information as well (if through a webpage or a report). You can summarize and use bullet points, linking to handbooks. We hope by meeting, and are needing more examples to share, this will help. Once you get started, you will see it is not going to be that difficult ~ that’s what I hope will happen. We will meet on the 18th and go from there.

1. Ilana Morgan ~ asking about opting out of the study. What happens if they have missed that date? They can still opt out. What do I tell them? GA ~ I encourage the student to hang in there and move forward for this opportunity for professional development. Revisit all of the positives illustrating why it would be important to participate. If they do not want to, they can still opt out. This will be a requirement in the spring. It is important and will be beneficial. It is not going to be a huge undertaking. It is one additional part ~ it can be overwhelming to some but I hope your candidate will be
 - m. How do I direct them about storage ~ on their personal cell phones? Is there direction from the study about how to do this? GA ~ Dr. Linda Moore, an adjunct faculty member, is coordinating this project, and is having a meeting coming up (IM ~ I was at that meeting yesterday ~ I want to make sure that they are in line with the ethical storage and use of the photos). GA ~ contact Linda Moore
 - n. Mandy Biggers ~ who do we reach out to after Brandon leaves? GA ~ we are determining this. We will be sure to share who will be the person to get you the data from this point forward. We will make sure you get that data in time for your self-study. It will be a good time to get that data now.
- G. Director’s Reports
- a. Advising & Certification - Brandon Bush reported on receiving two passing STR scores, noting the last domain was the lowest-scored. He suggested reaching out to Linda Kobler for more data, as needed. As this is his final CEP meeting, Karen Dunlap and others thanked him for his service and assistance.
 - b. Clinical Practices - Sarah McMahan reminded attendees that placements for the spring CST is underway, and she asked CEP members to share with their department members that students must have passed all their exams in order to be eligible to be placed. She reported on FWS funds available, and on the department’s efforts with districts and MOUs.
 - i. MOUs
 - ii. [Spring 22 Information](#)
 - iii. FWS FA21 - 40 eligible candidates
- H. Chair/Vice -Chair Report - Nothing to report.
- I. Business
- a. New Business - Sharla Snider (with assistance from Jennifer Quong) presented on the proposed PK-3 degree, which is designed to help students pass a new exam keyed to early childhood education and development. BS in L&L. Bachelor of Science in Early Childhood Development: PK-3, with either specialization in special education or bilingual/ESL. Highlighted courses focus heavily on the youngest learners (age 3-4 years). Learning Theory and Technology have been removed as separate courses, as these are of necessity integrated throughout the coursework. Melinda Cowart asked about the courses that will lead to ESL and Special Education specializations, and SS

pointed them out, offering to share alignment charts. SS noted that these courses are taught across COPE departments, like other degree plans which are interdisciplinary. She added that they are working through the internal process currently. Amanda Hurlbut asked in the chat re: the PPR alignment so students can pass the EC-12 exams, too. RK asked about courses covering working with children with neuro-atypical learning needs. SS responded that this is embedded within courses in the degree, as it is part of the content exam and part-and-parcel of the discipline students are pursuing. Further discussion centered on the options of ESL and SE, and how students might find themselves pursuing one or the other based on their exam scores and interests. SS thanked RK for her feedback, and said she would take her observations back to the design team for consideration. There was further discussion of the challenges candidates face with the content area exams. GA suggested submitting the course as it stands, keeping the SE and ESL tracks, and waiting until there is data on candidates' performance on the exams, while adding a third track of core subjects. SS expressed concern about potential confusion at the advising level. LH agreed that waiting to have data on passing rates is a good idea, since EC degrees with SE and/or ESL is an expected competency from such a degree. The refinement that seems to work is to keep the degree's name without specifying areas of specialization.

- i. PK-3 degree
 - b. Recruitment and Retention - GA reported on what she has learned from BF about her and LTJ's (and others') efforts recently, especially with community colleges around the state, which are going well.
 - c. Old Business - None
 - d. Information only - None
- J. Adjournment - CB adjourned the meeting at 10:25 a.m.