

**Council for Educator Preparation**  
**Meeting Minutes**  
**External Stakeholders**  
**October 21, 2022 | 11:00 am - 1:30 p.m.**

- A. Call to order and attendance – Aimée Myers, Vice Chair
- a. In attendance: Elaine Zweig, Landon Turrubiarte, Rochelle Fouts, Aimée Myers, Gina Anderson, Lisa Huffman, Mandy Biggers, Sarah McMahan, Amanda Hurlbut, Becky Fredrickson, Joyce Armstrong (proxy for Lisa Grubbs), Marcus Rodriguez, Katie Loomis, Amy Lanier, Peggy Lisenbee, Amy Burke, Linda Kobler, Jerry Burkett, Noah Lelek, Sharla Snider, Minkowan Goo, Amy Hendrix Soto, Claudia Sanchez. Sharon Bailey.
- B. Approval of [Minutes from September](#) – Sarah McMahan moved that minutes be accepted, and Peggy Lisenbee seconded. Minutes were approved.
- C. Officer Reports
- a. Dean’s Report & Welcome – Lisa Huffman noted she wanted to allow time to conduct shareholder conversations and so did not offer a report.
  - b. Chair/Vice Chair Report – Aimee Myers noted there was no report and that the agenda would return to its usual format at the next session.
- D. Associate Dean’s Report - Gina Anderson noted two external stakeholders responded they would attend by Zoom, and welcomed Dr. Elaine Zweig of Collin College as the third shareholder in attendance on site. EZ introduced herself as a dual graduate of TWU with and master’s degree and doctorate. GA continued by contextualizing the demands on EPP professionals across the nation. She provided an overview of the composition of the CEP as comprising multiple programs across several colleges whose students seek teacher certification and professional certification in the state of Texas. She led attendees through the websites listed below to orient them to sources of information about the EPP. Further, she shared data on the current candidates in the various programs, distinguishing between the undergraduate and graduate pathways and participants, as well as areas of opportunities for growth, based on active enrollment/admissions. There was some discussion about where in the process numbers may fall off due to status of enrollment in classes when the data was pulled. GA offered the glossary document as a resource to stakeholders and members. She continued by introducing the topic of performance assessment as it is situated within Educator Preparation. She described the TWU program’s tack of attending to candidates’ performance throughout their career in the program, in a cyclical continuous improvement loop. She noted some of the ways this takes place include use of Swivl cameras to record their classroom performance along with self-reflection. GA reported on the statewide conversation regarding how to use performance assessments

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for EPP candidates, either as a high-stakes exit evaluation or as a programmatic component designed to integrate continuous improvement. GA mentioned the TWU EPP's ongoing community partnerships which extend even internationally. She then discussed the upcoming TEA audit and national accreditation audit as critical for improving processes and values.

- a. Structure of Educator Preparation Program (EPP) at TWU
    - i. [EPP Webpage](#)
    - ii. [Clinical Practice](#)
    - iii. [Admissions](#), [Advising](#), [Certification](#), [Test Prep](#)
  - b. Overview of EPP and Candidates
    - i. [Current initial certification and professional certification candidates](#)
    - ii. [Standard EPP terms and accountability measures](#)
    - iii. Performance Assessments
    - iv. Partnerships and Outreach
    - v. [AAQEP National Accreditation](#)
- E. Stakeholder Survey Results: Topics of Interest & How TWU Can Help – GA reviewed stakeholder responses to the survey issued, then discussed those listed in bold below, as ranked highest by responders. She observed that items 6-12 can be viewed as subcategories of items 1-5, and opened the floor to comment from attendees regarding areas of improvement in the top 5 areas. AM reported on the work of the COPE DEIJ committee which is focused on student experiences. She reported on the undergrad council and her upcoming workshop on combing diversity and equity with excellence. LK discussed efforts made in OEPS to make the office and its services more inviting and more supportive of their lives in addition to their academic concerns. She further praised Nausheen Qureshi and Marcus Rodriguez for their service and innovation. Stakeholder Landon Turrubiante, principal in Denton ISD, joined by Zoom and introduced himself, as did Rochelle Fouts of Amarillo College. After a break for lunch, GA invited Aimée Hendrix to share about her work on the culturally sustaining framework in the subcommittee during AY 2021-22. ASH spoke about the goals of that work to integrate the select dispositions fully within educator preparation pedagogy. She offered the example the value of taking an asset approach to diverse background and languages, noting the idea would be to take the framework as a guide to take back to individual programs and classes to use as a guide / set of standards. She offered further examples of ways the framework reimagines students as humans bringing experience and knowledge to classrooms, rather than as bodies to be managed in the classroom space. GA clarified that the framework informs all the work across the EPP, from initial to professional certification, and thanked ASH for her work. EZ shared her thoughts on the cultural competency issue touches on the current teacher shortage faced by districts across

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Texas and the US. She noted how important this area is to the field of education, around diversifying the teacher pipeline and preparing candidates to achieve greater success within diverse classrooms.

Regarding SEL, EZ spoke to the COVID-19 pandemic's impact on the learning of especially young children, and the need for teachers who have competency in SEL to meet children returning to classrooms after a traumatizing time that involved loss in a number of areas, from learning loss to the loss of routines and even family members. Katie Loomis spoke to the way in which SLIS has responded with book selection, while also noting SEL has become a controversial area intersecting with book banning. AM agreed with KL and remarked on the need to walk the walk around values, speaking to the experience of TWU students' grief around the loss of freedom of choice in book selection. Peggy Lisenbee agreed, and Sharla Snider commented on the need to emphasize the benefit mindset which focuses on communal good, not merely individual benefits. LH shared anecdotally and from a data perspective on the rise of mental health challenges children face. LT reported on conversations from his campus centering on the need to establishing time to address social aspect of SEL. He suggested morning greeting time / circle time is a time when students can check in with their teachers. He also noted the importance of shared celebrations, and of finding ways to put the learnings into practice, and described how this is happening in some schools in Denton ISD. He further noted that there remains the need for adults as well as students to learn self-regulation skills. AM thanked LT for his contributions, sharing her observation that students do not respond well to returning to schools which institute a "business as usual" ethos, post-pandemic. AH shared an example of work being done at the leadership level to build the capacity of other teachers to give struggling students a safe space. EZ contributed her observations that SEL competency needs to be extended to all classrooms. Joyce Armstrong observed that involving and assisting parents is a role teachers/schools can play, suggesting the potential value for the EPP instituting a track for developing teachers' capacity to strengthen partnerships with parents. LH confirmed the TWU role in strengthening the ecosystem that envelops community schools. GA observed there is potential for TWU's EPP to develop programming that could be beneficial in this way, whether through CPE or workshops for parents. JB shared that he is a certified Restorative Discipline Practices counselor. GA transitioned the conversation to touch on the Early Childhood priority, reporting on the new EC-3 Early Childhood degree in Literacy & Learning, and EZ observed this is another opportunity to involve parents. LH spoke about a program called Families Read Every Day (FRED) that focused on the reasons why reading to children is so beneficial, noting this sort of model might be revamped and tailored to current needs. SS described features of the EC-3 degree and spoke to the value of its focus

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on elevating the early childhood workforce who are more prepared to work effectively with young children than those who come through the academic pathway, and which has potential integration points with parental involvement initiatives. Discussion ensued with EZ about the potential enlivening education as a whole receives from a focus on early literacy. GA expressed appreciation for the cross-disciplinary reality of educator preparation, and transitioned the conversation to address classroom management. SMc spoke to the increased focus on providing candidates with greater opportunities to work in the field, as more practices prepares them for greater success. She noted that classroom management is a longtime issue for all new teachers, and spoke also to the value of the video component of self-assessment that the program uses to assist candidates with reflecting on and improving their abilities. EZ noted this aligns with the way students in CCs are able to be in real classrooms. AM observed the value of using avatars in the virtual classrooms, which is available at TWU. LH noted that TWU has expanded its contract with Mursion and plans to work with Towson U. to facilitate TWU in creating its own simulations. She encouraged CEP members to investigate this as a resource and a place to co-create simulations. GA welcomed Claudia Sanchez who introduced herself.

GA opened the topic of community engagement, and LT spoke to pre-pandemic activities such as inviting parents to campus to educate them about how to engage with the school and its processes. He noted that some difficulty was presented by finding a time to schedule such meetings, and also emphasized the importance of asking community members what they need (assessment!) before offering interventions. JA observed the traditional notion that school professionals have held that parents should come to them, rather than individualizing community interactions to the traditions and institutions where parents are. She encouraged conducting school-community meetings outside school walls (malls, grocery stores, churches, sports venues), while acknowledging the challenges this can present to school officials. GA thanked the stakeholders for their responses, presence, experiences from the field. She noted the conversation would continue.

- i. Seamless transfer of courses to TWU
- ii. Explore opportunities for:
  - 1. Teacher residencies
  - 2. Continuing Professional Education
  - 3. Grant partnerships
  - 4. GYO programs
- iii. Continuous improvement
  - 1. Cultural competency & equitable practices**
    - a. teaching**
    - b. curriculum**



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**c. pedagogy**

**d. hiring**

**e. access to resources for students & staff**

**2. Social-emotional learning (SEL)**

**3. Early Childhood literacy**

**4. Classroom management**

**5. Community engagement (which includes the profession)**

6. Working with differently-abled students

7. Content area competency

8. Curriculum alignment with standards

9. Professional Dispositions

10. Continuing professional development

11. Pedagogical competency

12. Accountability for student achievement

**F. Director's Reports**

a. Advising & Certification - Linda Kobler reported on the following items, providing background on the situation with delays in grading the STR exams. She also noted that advising is starting to pick up.

i. Test scores coming in slowly for Spring S.T.

ii. Test grading and release by Pearson is behind

iii. Many Reading Specialists EPP applications coming through

b. Clinical Practices - Sarah McMahan provided an overview of the areas listed below. She pointed out increasing numbers of internships vs. embarking on the traditional CST route. There has been a focus on assembling resources for funding CST and other aspects of the program. She noted numbers are strong. She asked members to share the CST flier linked to the agenda. She observed that this is the first semester since COVID's onset in which all students are placed in schools for Field Experiences. She reported on making early career teacher supports stronger, in addition to the New Teacher Academy.

i. Clinical Teaching

1. Fall 22 Data (63 CSTs and 14 interns)

a. Funding opportunities to support clinical candidates

i. Federal Work Study (25 candidates)

ii. Educational Aide in lieu of student teaching

iii. Educational Aide Exemption

iv. Scholarships/Grants

2. [Spring 23 Info](#)

a. All exam scores must be received by Dec.1, 2022 in order to be eligible for CST in SP23.

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- ii. Retention
  - 1. [Follow-up](#) recent graduates in 1st and 2nd year
- ii. Early Field Experiences (EFE)
  - 1. Initial Certification with EFE placed “in” K-12 settings (virtual EFE for only 2 classes)
  - 2. [Revised Process](#) for SP23
  - 3. In Development - EFE Handbook

b. Data and Assessment - Marcus Rodriguez presented the following items. He reviewed pass rate requirements set forth by the TEA. He reviewed updates to Title II reporting and ASEP updates on the EPP website where a link allows one to compare TWU’s EPP with other programs around TX. He pointed out links at the bottom that offer reports with greater granularity. Next, MR walked attendees through the workbook recording data for students’ performance for the 2021-22 AY, which includes comparisons between TWU rates and TEA standards, broken down demographically.

- i. [Accountability Definitions and Performance Indicators](#)
- ii. [TWU EPP Accreditation and Accountability](#)
- iii. [TEA - Accountability System for Educator Preparation](#)
- iv. [2021 - 2022 YTD TEA Pass Rates \(First Two Attempts\)](#)
- v. [2021 - 2022 YTD TExES YTD Pass Rate \(Gender; First Attempt\)](#)
- vi. [2021 - 2022 YTD TExES YTD Pass Rate \(Ethnicity; First Attempt\)](#)

**G. Committee Chairs’ Reports**

- a. Field Experiences and Clinical Practices Committee - Sarah McMahan reported on the committee’s primary focus as follows.
  - i. Focus this year is on EFE handbook
- b. Education Student Affairs Committee – Randa Keeley was traveling and unable to attend.
  - i. Anticipate appeals in early December
- c. Academic Programs Committee – Sharla Snider echoed ASH’s report, and spoke to the following items.
  - i. Framework for Culturally Sustaining Pedagogy developed fall21
    - 1. Initial review by EPP Council completed late spring22
    - 2. New committee and potential task force to be established fall22

**H. Unfinished Business**

- a. 2 student CEP member nominations (1 UG; 1 G) – AM mentioned that only 2 nominations have been made and asked GA regarding

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the process for appointing them. LH advised they be approved by the Executive Committee.

- b. Nominations for UG and Grad student CEP representatives.
  - i. We have only received one nomination. Link [HERE](#).

I. New Business

- a. [TEA's Effective Preparation Framework \(EPF\)](#) - GA described this item and its background, offering that next steps involve responding to the survey linked below. She expressed her appreciation of the framework, as well as her uncertainty with regard to how it would be used as an assessment tool. LH observed the change to this tool would involve mental and procedural shifts, making it difficult to imagine how it would be implemented, although it is in line with national accreditation practices. GA and LH also noted that terms require definition/clarification. GA drew attention to the term "internalization" as the new TEA approach to how teachers implement fidelity to standards. GA noted the deadline for submitting the survey is October 25th.
- b. Review and provide feedback of the EPF via [this survey](#)

J. Announcements

- a. Student Org volunteers needed for COPE Clothing Closet (email Aimee Myers) – AM asked members for recommendations of student volunteers. She noted there is not currently a need for donations, but the need is for (wo)manpower to help with management tasks. LH noted that Facilities will also help with moving items.

K. Adjournment - The meeting was adjourned at 1:18 p.m.