

Council for Educator Preparation Fall 2021 - Annual External Stakeholders Meeting Meeting Minutes

November 5, 2021 | 11:30-1:30 PM

Via Zoom <https://twu-edu.zoom.us/j/97758860776?pwd=aXliMFFoTCtFRWN3MndCcDdGTUtTUT09>

Meeting ID: 977 5886 0776 | Passcode: 314423

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- A. Call to order - Cathy Banks called the meeting to order at 11:33 a.m. thanking stakeholders for their participation.
- B. Introductions and Purpose for a Stakeholders Meeting - Cathy Banks introduced herself, and invited others to do the same.
 - a. In attendance: Cathy Banks, Karen Dunlap, Danielle Wolf, Randa Keeley, Lisa Grubbs, Amanda Hurlbut, Sarah McMahan, Beck Fredrickson, Maria Peterson-Ahmad, Ilana Morgan, Noah Lelek, Bud Nauyokas, Gina Anderson, Elaine Zweig, Sharla Snider, Rochelle Fouts, Melinda Cowart, Lisa Huffman joined the meeting after completing her role in another meeting. Sharon Bailey attended and recorded minutes.
- C. Approval of Minutes - KD moved that the minutes be approved, and BF seconded the motion. Minutes were approved.
- D. Approval of Agenda - KD moved that the agenda be approved, and IM seconded the motion. The agenda was approved.
- E. Dean Welcome-Lisa Huffman - joined the meeting and thanked stakeholders for their valuable contribution to the TWU EPP and its understanding of the impact it has through the teachers it educates.
- F. Associate Dean for Educator Preparation & Partnerships Welcome-Gina Anderson thanked external stakeholders to this semi-annual meeting especially focused on their concerns and input. She noted that they are welcome at any of the CEP's monthly meetings conducted during the fall and spring semesters.
 - a. Structure of Educator Preparation Program (EPP) at TWU - GA provided an overview of the EPP at TWU, referencing the sites listed and introducing key personnel as appropriate.
 - i. [EPP Webpage](#)
 - ii. [Clinical Practice](#)
 - iii. [Admissions](#), [Advising](#), [Certification](#), [Test Prep](#)
 - b. Overview of EPP and Candidates - GA reviewed the list of certification pathways, along with statistics describing current students, referencing the sites listed. She offered the glossary of EPP terms and accountability measures for reference, pointing out the role of TEA in requiring performance indicators for TWU and EPPs across Texas. She noted the importance of understanding that both the aggregate group of candidates must meet standards, and the demographic subgroups must as well. She further described the accountability measure in place with school principals who evaluate first-year teachers who are graduates of the TWU program. She drew attention to the remaining indicators listed on the document, including the Student Growth Rate of

- Beginning Teachers, which is not yet in force. She touched on the sanction process in place for failing to meet established standards.
- i. [Current initial certification and professional certification candidates](#)
 - ii. [Standard EPP terms and accountability measures](#)
 - iii. [Accreditation and Accountability](#) - GA pointed out this web page, noting TWU is in good standing with TEA and fully accredited by the state.
 - iv. Performance Assessments - GA returned to this item to provide perspective on this aspect of EPPs, as well as TWU's efforts, including the commitment to including video assessments, which may become a state requirement in the near future.
 - v. Partnerships and Outreach - GA informed attendees of the robust partships TWU's EPP has, locally, statewide, and even internationally.
 - vi. [AAQEP National Accreditation](#)- GA went on to discuss plans to enter into this process seeking national accreditation, which would serve to recognize TWU's EPP further for its quality, although it is not required in the state of Texas.
- c. Stakeholder Topics of Interest (Survey Results) and how TWU can Help - GA reviewed the common responses from stakeholders to TWU's EPP survey, inviting those in attendance to speak on these topics. Rochelle Fouts mentioned her excitement about the new partnership between Amarillo College and TWU (as well as with other community colleges around the state) to support a smooth pathway for students with ADs in education to complete their certification with TWU. She invited SM and BF to speak regarding these partnerships, and BF described the partnerships that help TWU create great teachers across the state, where they live.
- i. Quality of prospective teacher candidates - What observations can stakeholders offer regarding teacher candidate quality? BN reported hearing from superintendents about their concern regarding the teacher shortage, and the challenge of getting more teachers trained and in the classroom. GA observed this is a concern TWU shares, as well, noting efforts to make decisions in the process that might facilitate teacher candidate enrollment. LH added that the crisis has national proportions, and reported there is proposed legislation at the state level that contemplates financial support in the form of loan forgiveness and other measures, to encourage people to join the profession. She welcomed the contribution of ideas from stakeholders, too, in this arena. GA added examples of financial supports available at TWU for candidates in the

- EPP at TWU, including bilingual education support, which is a high-need area.
- ii. **EC-3 degree** - GA remarked that one responded asked how the landscape will look with EC-6 and EC-3 degree plans both on offer in the state. GA noted TWU is in the process of authorizing a new EC-3 degree plan, spearheaded by Sharla Snider. SS placed the move to institute this degree in context of legislation passed in 2019 to institute universal EC education. She described the distinguishing features of the EC-3 degree plan, specifically with the focus on training teachers techniques for effectively teaching children of this age. She emphasized the value of this specialization and the effectiveness of the skills geared to this age group, as well as the importance of it to meet demands for teachers with these skills.
 - iii. **Innovative recruiting strategies** - GA invited comments from stakeholders and Dean Lisa Huffman on this topic. LH noted recruitment needs to take place at multiple levels, from HS to community colleges, to the paraprofessionals already working in schools who are interested in certification. She asked for sharing of ideas for further innovation in recruitment to expand the pipeline. BN observed that CTE and dual-credit courses in HS would promote education as a career to high schoolers before their senior year, when college-bound students may have already decided on a career path. He also noted sharing positive stories about teaching as a career and the impact that schools have on individuals and communities. LH added that telling the story better would be beneficial, including focusing on the many career paths available in the field of education. EZ observed the impact of outreach programs of the past, in which representatives from community and four-year institutions actually visit students and make presentations to classrooms. LH mentioned that the P-Tech program might allow a conversation of that type to take place. GA chimed in to describe the TWU-DentonISD partnership as part of a Grow Your Own-funded program which involves identifying interest in and/or aptitude for teaching in students as young as kindergarten age. BF remarked on the TeachersCan! efforts and wondered if it were still happening, and saying it seemed to find traction with students. GA reported that it initially launched just as the pandemic shutdown occurred, and encouraged participants to access its resources online. Melinda Cowart shared experience of another program conducted in DallasISD in the past, Tomorrow's Teachers, formatted like a club in schools.

- iv. Need for high-quality, virtual instruction/teaching strategies - GA reported this is a strength TWU was able to deploy during the pandemic, and is developing more resources. BN noted this is well-developed and a resource for teachers.
- v. Socio-emotional curriculum/requirements for educator preparation - GA touched on TWU's plans to formalize inclusion of this focus. SS noted these are elements of early childhood education at TWU that include bridging to the home.
- vi. Need for teachers to better understand and manage their personal finances, budgeting, investing, insurance, retirement planning - GA observed that highlighting this information would lower barriers to entering the profession, as well as make it more sustainable.
- vii. Ways to partner to attract and recruit high-quality, prospective teachers to the field
- viii. Ways to elevate the teaching profession
- ix. Teacher shortage
- x. Ways to speed up the preparation, certification, and placement of teachers - Amanda Hurlbut commented on this issue, noting that speeding up the process may be counterproductive in the end. Acknowledging that it is a multifaceted problem, especially in the context of a teacher shortage when pressure to produce candidates quickly is understandable. She noted that students in the context of COVID-19 feel less confident due to fewer field experiences. LH countered with the concern that raising barriers could erode the program's attractiveness / competitiveness. She suggested that, instead, a longer and more structured induction period after certification and placement --essentially, an intentional and robust mentorship program-- might be the support new teachers need. KD asked what community college partners are seeing, and how TWU might partner with them in support of candidates, expressing her own take that pre-certification --and, thus, lower-stakes-- practicing is more beneficial to teachers. BN responded that he is hearing from superintendents who are facing severe teacher shortages, and described proposals being considered to install pre-degree students as teachers who will then receive support to complete their degree plans and certification. GA reported hearing from principals that dispositions (teamwork, understanding diverse backgrounds and learning capabilities, maturity, professionalism, etc.) are needed going into the classroom, while content and practices can be acquired/refined through mentoring. LH observed the

movement in the EPP field is towards a practice-based approach.

- xi. Transfer agreements from CC students with AAS degree to TWU - **Elaine Zweig reported on the wave of students who wish to teach EC with child development focus, and the disconnect between the community college programs with the EPP program at TWU. She described students who want to go into public school teaching rather than child care or child development career paths. Discussion ensued, with SS describing some of the architecture included in the proposed EC-3 degree plan, as well as thoughts being included in department discussions of ways to bridge the disconnect EZ mentions. EZ expressed enthusiasm for this approach, in that many students wish to complete degrees and certification at TWU. SS noted the multiple impacts the degree offers, including a career path and liveable wage for those who work in the field of education and care for young children.**
- xii. GA concluded discussion on survey responses by thanking stakeholders for their candor, experience, and “notes from the field,” which will become considerations for the EPP moving forward. CB also offered her thanks, and reminded them that the next SH meeting is scheduled for an evening in the spring. She invited SHs to provide feedback about what time of day works best.

G. Executive Committee Officer Reports

- a. Field Experiences and Clinical Practices Committee-Sarah McMahan reported on efforts to
- b. Education Student Affairs Committee - Becky Fredrickson reported on the committee’s work hearing student appeals.
- c. Academic Programs Committee—Sharla Snider reported on efforts to include culturally responsive teaching in the curriculum.
- d. Professional Dispositions Ad Hoc Committee – Randa Keeley reported on the committee’s charge to develop a more proactive assessment process/tool.
- e. Directors’ Reports
 - i. Educator Preparation Services (Advising & Certification) – Gina Anderson reported on Dr. Renee Blanchard’s hire to manage data in the OEPS since BB’s departure. The position has been posted, as well, and applications are being accepted. In addition, a re-titled advisor position will be re-posted shortly, and longtime advisor Linda Kobler has been installed in BB’s office and will work collaboratively with the reorganization of that division of the EPP.

- ii. Clinical Practices – Sarah McMahan reported on work with school partners to strengthen relationships that support development of high-quality candidates, and welcomed feedback for strengthening the program that would have an impact on students.
 - f. Chair/Vice Chair Report Cathy Banks & Karen Dunlap - **Nothing to report.**
- H. Business
 - a. Old Business - CB issued a reminder to sign up for the EPP interviews, and GA asked her to reiterate the expectations and bylaw requirements for CEP members. CB noted that council members are required by the bylaws to conduct at least five interviews, and to attend meetings regularly.
 - b. New Business - None
 - c. Information - GA provided the following information
 - i. Stay Up-to-Date on TWU's Educator Preparation Program via our Newsletter. Next issue will be in January.
 - ii. Subscribe [here](#) for [TEA's Weekly Newsletter for EPPs](#)
- I. Adjournment - CB adjourned the meeting at 1:13 p.m.