

Council for Educator Preparation
Meeting Minutes
Friday, November 17, 2023 | 9:30-11:00 AM

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

In attendance were: Gina Anderson, Juan Araujo, Sharon Bailey, Mandy Biggers, Rebecca Burton, Becky Fredrickson, Tayler Gill, Minkowan Goo, Lisa Grubbs, Lisa Huffman, Amanda Hurlbut, Randa Keeley, Linda Kobler, Noah Lelek, Peggy Lisenbee, Katie Loomis, Jennifer Martin, Laura McKean, Sarah McMahan, Liliana Menjivar Cruz, Ilana Morgan, Aimée Myers, Maria Peterson-Ahmad, Marcus Rodriguez, Claudia Sanchez, Sharla Snider, Dawn Valentine, and Ann Wheeler.

- A. Call to order and attendance - Chair, Ilana Morgan opened the meeting at 9:30, and Aimee Myers asked everyone to introduce themselves in the chat for the benefit of the new Student Representatives, Liliana Cruz and Tayler Gill.
 - a. Zoom meeting due to heat issue:
<https://twu-edu.zoom.us/j/88498165518?pwd=cWhxNmxDaEtYME1sTTtHMQZzc3lSQT09>
- B. Approval of [Minutes from October 20, 2023](#) - _____ moved to approve the minutes, and Juan Araujo seconded the motion. The minutes passed unanimously.
- C. Officer Reports
 - a. Dean's Report – Lisa Huffman - reported on the status
 - b. Chair/Vice Chair Report – Ilana Morgan & Aimee Myers
 - i. Aimee - Announce selected student representatives
 1. Liliana Cruz, Undergraduate Student Representative - ELAR 7-12, FLAME member and substitute teaches in CFB ISD.
 2. Tayler Gill, Graduate Student Representative - BA from Texas Tech in 2022, currently an MAT student in her first year; she hopes to be an EC-6 teacher and to add certifications in ESL and SPEC
 - ii. Present language for [bylaws changes](#) to rename & clarify roles & term limits of Chair & Chair-Elect - Ilana Morgan opened the discussion of proposed bylaws. SMC moved to approve the changes to the bylaws, seconded by Lisa Grubbs. Vote on Zoom poll resulted in 17 votes to accept the changes, which constituted a majority vote (22 voting members, including student representatives).
 - iii. Links to CEP [roster](#) and list of [committee assignments](#) - IM then asked attendees to review their committee assignments, and asked AM to work with students to select theirs.

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- iv. Suggested committee charges - IM drew attention to the following committee charges and asked that leaders discuss at next committee meetings to edit, add to, and finalize.
 - 1. Field Experiences:
 - a. Develop a residency “package” of information to share with districts, which would include strategic staffing models, by **February 2024**.
 - b. Create an infographic of all the different pathways to complete clinical teaching and work with Josh Flanagan to publish via EPP webpage, by **May 2024**.
 - 2. Education Student Affairs:
 - a. First and prompt responders to all EPP student appeals – work via email. All committee members are required to respond within **24 hours**.
 - b. Review EPP policies and webpages – suggest revisions, **if appropriate, by May 2024**.
 - 3. Academic Programs:
 - a. Reconvene Culturally Sustaining Framework committee work (can establish ad hoc, if desired); now called ***Culturally Responsive Teaching Collective***.
 - b. Revise Digital Literacy Assessment **by May 2024**.

- D. Associate Dean’s Report - Gina Anderson offered her report on the following items, thanking members for their contributions to the council’s impact on Educator Preparation at TWU.
 - a. Reminders - GA asked members to review the linked interest survey. She asked all to remind their advisees about the free vouchers available from Pearson for one-time, free, first-attempts on test exams in high-need areas. She noted the link to instructions for students to apply. GA followed this with reminding members of the course-embedded PD assessments, which is a requirement for all candidates, both initial and professional. She then noted that She pointed out the links listed below for accessing this information. She went on to encourage faculty in designing assignments that will surface students’ issues with presence and delivery early. She reviewed grading expectations, and noted the difficulties that grade inflation can cause with student expectations when they do not do well on exams and submit appeals. Student LC noted that at times receiving an A eliminates the possibility to explore what could be done better. AM observed that when all students do well in a class, it could be evidence for strong scaffolding for success in the course. SMc commented that it is

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important for students to have more opportunities to practice leading classrooms in order to develop their capacity to do so. GA reported on the convening of the Culturally Responsive Teaching Collective, a renewal of the work of another subcommittee. She said she has been in contact with the OGC and co-chairs, all of whom are committed to working within parameters of HB17 passed by the Texas State Legislature earlier this year. She noted the focus will be on encouraging belonging-ness for all students, and pointed out that TEA requirements and national standards require the areas of cultural competency be included in pedagogical instruction. GA further reported on the need for the EC-6 2-year degree plan courses targeting students across the state need to be developed to be delivered in an asynchronous format in order to fulfill TWU's commitment to these students. She touched on the Houston ISD partnership, as shown below.

- i. Complete [Interest Survey](#) to share what you'd like to learn about this year.
- b. Notify your advisees about the [Pearson Exam Vouchers](#) for high-need, shortage areas of certification
- c. Follow 2 separate processes for [Professional Dispositions Assessments and Reporting of Concerns for Individuals](#)
 - i. Course-Embedded Assessments
 - ii. Reporting Concerns On Demand
- d. Identifying student concerns early
 - i. design assignments with grading criteria and rubrics that are rigorous, include presentations, are application/performance-based, and capture professional dispositions as aligned/embedded across the program (see above).
 - ii. Avoid/resist grade inflation.
 1. A grade of "C" indicates satisfactory performance; "B" is above average/good performance; "A" indicates excellent performance.
- e. Reconvening Culturally-Sustaining Framework Committee
 - i. OGC guidance
 - ii. Aimee Hendrix-Soto & Aimee Myers Co-Chairs
- f. EC-6 has a two-year online degree completion option - courses need to be offered online and preferably asynchronous
- g. Houston ISD GYO Grant Program Updates
- h. TEA Continuing Approval Review (Audit) Progress - GA spent some time reviewing this requirement and processes involved in this work. She thanked her team and Program Coordinators for their assistance, reviewing the deadlines for the various submissions. She reminded departments that they may be called upon to quickly turn around documents for the Candidates submissions starting December 1. She wrapped up her report by inviting members to

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sign up for professional newsletters like that of the TEA, and covered the planned schedule for entering into the process for AAQEP national accreditation.

- i. 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, 2. and 5 School Counselor candidate names will be sent
 - ii. Dec. 14: Designated Candidate Files Due
 1. Cumulative file documents starting from admission to completion of program, syllabi, observation documents, field and site supervisor training/credentials, etc.
 - i. Make sure you are subscribed to the [TEA EPP Newsletter](#) and [TEA ECE Newsletter](#) (as appropriate).
 - j. AAQEP Symposium April 4-5, 2024
 - i. New attendees at symposium:
 1. Sarah McMahan
 2. Gage Jeter
 3. Ann Wheeler
 4. Lisa Huffman
 5. Sharla Snider
 6. Heather Cato
 7. Gina Anderson
 - ii. [Join as regular member - Summer or Fall 2024](#)
 - iii. [Possible site visit - Spring or Fall 2026](#)
- E. Director's Reports
- a. Advising & Certification - Linda Kobler presented her report on the following items, noting that admissions are ongoing, with 82 admitted to-date. She said she was pleased that the TWU EPP does not admit students until they are admitted to the university, unlike in peer programs. TWU's process makes sense and serves students better in terms of their TEA records and reflecting their actual professional history. LK reported that Respondus is working well in replacing Examity. She noted that test scores are coming in and there are some that are on the cusp of not making the December 1 deadline for spring CST assignments. LK reported that her team is quite busy with appointments for admission. GA observed that an admissions count of 82 is quite solid.
 - i. Admitted 82 people this year to date, still on-going
 - ii. Respondus seems to be working well
 - iii. Practice and real tests coming in, some seem to be taking practice tests rather late.
 - iv. Ran a spot check of EDUC 4333 Capstone course for Spring, and most enrolled were never admitted to EPP in the first place.

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- b. Clinical Practices - Sarah McMahan presented the following items, emphasizing the passing deadline for students to be eligible for Spring CST is December 1. She strongly encouraged all to be proactive in reminding students to plan for the exams as early as possible. She reported the revisions to the Professional Growth Pathway will align it more with T-TESS dimensions. She also invited feedback from faculty about FBEs, and noted how important these are for students. She reported her openness to talking with faculty who are planning to implement FBEs in order to facilitate a scaffolded experience. GA commended SMC and the FBE processes for affording students real classroom management opportunities.
 - i. Reminders: All exams must be PASSED by 12.1.23 in order to be eligible for clinical teaching in SP24.
 - ii. Process to revise Professional Growth Plan underway
 - iii. Residency Meetings with districts
- c. Data and Assessment - Marcus Rodriguez presented data from the following areas. He noted the pass rate record for the current AY come from TEA, and TWU's current numbers for EC-6 are below the required benchmark of 80% due to two failing second attempts as of October. He noted PPR and Content Pedagogy are well above the 80% benchmark. He reviewed first-attempt data for programs parsed by gender and ethnicity, noting that the PE and SS in EC-6 are bringing averages down for female students. He noted STR and Music are within range for professional certifications currently, although PE for EC-12's one test-taker failed to date. MR pointed out that Hispanic students and White students were below the benchmark in Core Subjects EC-6, and other areas are also when reviewed according to ethnicity. In EC-12 for PE, students are not performing to benchmark for first-attempts; second attempt low scores will begin to affect TEA accreditation. MR pointed out major changes by students who have left the EPP, and in October two students have exited EDUC/EPP. He continued, pointing out the link to the Professional Dispositions guide for TK20, emphasizing that students must have a paid TK20 account. He noted that most initial certification students have paid accounts, but that professional certification students may not. He can provide links to the application for an account for those students. In conclusion, he reminded that the survey results are available at the link below for the annual first-year teachers and principal evaluations issued by the TEA. He described the purpose and processes for the survey, and summarized the TWU results, which are used for continuous improvement of the EPP, as well as being among the indicators used to determine the EPP's accountability rating. A score of 2 or higher is required to remain in the acceptable category. Principals assessed as follows. Hispanic/Latino teachers were rated lowest of

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the ethnic groups, with particular challenges identified in the area of Planning and Students with Disabilities. Black teachers scored lowest in Emergent Bilingual skills, and White teachers did as well. He noted with the gender report that 100 female teachers were reported on, while only 5 male students were, thus male scores were overall higher. Aggregate scores showed highest scores in PPR, with two lowest in EBS and SD. First-year teachers' ratings of the TWU EPP are also broken down by ethnicity and gender, and their perceptions are akin to the principals' with areas of SD and EBS lowest, and PPR. MR noted that overall, TWU scores were well above the lowest required scores, but that the EBS and SD areas clearly need attention. Juan Araujo asked for historic records to compare trends. GA noted that TWU's trending mirror the rest of the state. She reminded attendees that historic trends can be accessed by the front-facing [TEA dashboard](#). Another source of more data from TEA is [here](#).

- i. [Student Recent Change of Majors: To Education - Oct. '23](#)
- ii. [Student Recent Change of Majors: Out of Education - Oct. '23](#)
- iii. [TEA YTD Pass Rates - Oct. '23](#)
- iv. [TExES YTD 2022 - 2023 Pass Rate \(Gender\) - Oct. '23](#)
- v. [TExES YTD 2022 - 2023 Pass Rate \(Ethnicity\) - Oct. '23](#)
- vi. [Tk20 Guide: Professional Dispositions](#)
- vii. [2022-2023 Evaluation of EPPs by Teachers Survey and Principal Survey Results](#)
 1. [Data Guide](#)

F. Committee Chairs' Reports

- a. Field Experiences and Clinical Practices Committee - Sarah McMahan reported on the following items.
 - i. Met on [11.3.23](#) and discussed our task to identify high-quality PreK programs for field-based experiences. We have already started our work. Our work will continue to (1) devise infographic for pathways to clinical teaching and (2) devise 1 pager for residency pathways.
- b. Education Student Affairs Committee – Randa Keeley reported that the committee has met and are working on their charges.
- c. Academic Programs Committee – Aimee Hendrix-Soto & Aimée Myers reported on the following items
 - i. Met to discuss new restrictions from SB17
 - ii. Reinvented taskforce to the “Culturally Responsive Collective.”
 - iii. Reaching out to individuals who were interested last spring, drafting email and recruitment materials to send to GA and OGC for approval

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- iv. Meeting later in November to make revisions to framework and align more closely with AAQEP

G. Data Dialogues - Dr. Noah Lelek, Interim Division Head for Theater, provided a presentation on that department's data process

- a. Alumni are in great places
- b. Many students are not getting the EPP certification, but ARE going into education. He plans to discuss more intentionally.
- c. Pass rates are at 100%, and he believes that discussion among students facilitates this
- d. Noted that clear, deep, constant communication about testing is crucial for success
- e. Assessment of first-year students, especially with first-time-in-college students helps with their success
- f. Some discussion followed around how competition with rehearsal time can make it difficult to convey other information with students
- g. Future Data Dialoguers
 - i. [Please sign up here.](#)

H. Unfinished Business

- a.
- b.

I. New Business

- a. Infographic of EPP Structure - SMC noted this is a work in progress
- b. Other stakeholder input - IM and GA spoke to community stakeholder feedback and opportunities to engage, especially around paid residency programs for TWU EPP students
- c. EPP Awards - need members to serve on the committee. Please complete [the form](#) if you are interested in serving.
 - i. SMC described this process and invited volunteers to assist with this - including students - to use the form above

J. Announcements

- a. [Idea?](#) - Follow-up EPP Interviews
 - i. SMC proposed an email that can go out to interviewees after their interview
 - 1. Work continues on this
 - 2. Peggy Lisenbee announced that interviewers are needed for December 4
- b. Grad Council Restart Program - Randa Keeley announced that this is available, with details to follow. She also noted there is an accelerated graduation policy in the works. She invited feedback on these possible changes prior to the Executive Committee of the Graduate Council