

Council for Educator Preparation
Meeting Minutes
Friday, November 22, 2024 | 9:30-11:30 AM

In attendance: Noah Lelek, Lisa Grubbs, Juan Araujo, Randa Keeley, Katie Loomis, Lily Frank, Marcus Rodriguez, Minkowan Goo, Ann Wheeler, Linda Kobler,

By Zoom: April Estrada, Peggy Lisanbee, Vicki Baker, Kelly Schlomach, Holly Hansen-Thomas, Amy Lanier, JaNiece Elzy, Dawn Valentine, Jennifer Baadsgaard, Becky Fredrickson

- A. Noah Lelek presided over the meeting, opening it at 9:30. Please review [minutes from the October 25, 2024 meeting](#). The minutes were approved.
- B. Resources
 - a. [EPP Definitions and Accountability Measures](#)
 - b. [EPP Staff Activity Calendar](#)
 - c. [EPP Student Activity Calendar](#)
 - d. [AAQEP Resource Guide](#)
- C. Officer Reports
 - a. Dean's Report – Brigitte Vittrup was unable to attend
 - b. Chair/Vice Chair Report – Aimee Myers & Gage Jeter were unable to attend. NL proceeded with the following:
 - i. Introduce our new Student Representatives
 - 1. Kelly Schlomach (graduate)
 - 2. Lillian Frank (undergraduate)
- D. Associate Dean's Report provided by Juan Araujo, as Gina Anderson is on FMLA. JA reported on the following items, noting an official message to students is contemplated for the EPP newsletter to go out in January 2025. He reported on conversations with US PREP in consideration of joining the program. He reported on the upcoming TAFE Conference scheduled for Saturday, December 7. SB reported on celebrity speakers bowing out and on need for setup volunteers on December 6. JA noted there is a need for 70 volunteer judges to help meet the needs of future teachers. JA continued reporting on feedback from community partners at the last CEP meeting around the importance of preparing candidates for teaching with current technologies, including and especially AI. JA moved on to present the TWU AAQEP Alignment Matrix, a document prepared by GA that is yet to be finalized with input from all programs within the EPP. JA reviewed the alignment columns touching on the entities to which TWU is accountable and the types of data that constitute evidence demonstrating competence, progress, etc. for various audiences (perspective column). JA noted that missing information from columns is content for specific courses that align with requirements. He noted that recent rulings like SB17 do not apply to content taught in classes that prepare teachers for today's Texas classrooms. He further touched on areas of content that will need to remain in place to ensure continuous measurement against standards. He let attendees know that for following CEP meetings, this document will be reviewed, and any changes should be sent to him while GA is on leave.
 - a. EPP response to importance of teachers and professional/school leaders
 - i. Official response to be included in Winter 2025 EPP Newsletter

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- b. US PREP to support Residencies
 - c. TAFE Conference Updates
 - i. Volunteers Needed
 - d. CEP Partner Input Evidence to Improve Continuous Improvement
 - i. Example: CEP Partners encouraged competent and ethical use of AI in classroom instruction. How will we use this in future planning/implementation in our EPP?
 - e. AAQEP Standard 1 Review
 - i. [Standard 1a-1f](#)
 - ii. Confirm alignment for these standards; both UG and MAT/PBITC tabs
 - iii. Attend to red font where alignment is uncertain
 - iv. Standards evidence must represent ALL initial teacher education candidates
 - v. [Full list of initial teacher certification programs](#)
 - f. EPP Celebration TBD in 2025
- E. Director's Reports
- a. Advising & Certification - Linda Kobler reported on the following items, noting that she currently has applications for 15 undergraduate applications, 10 librarian applications, with some school counselors and principals pending.
 - i. Still heavy advising
 - ii. Admitting to EPP as fast as we can
 - b. Clinical Practices - Sarah McMahan reported on the following items. She noted that attendees should tell students about the December 1 deadline for PASSING scores on ALL exams in order to be eligible for spring placement. LK and JA discussed concerns of students who don't pass exams in time, and how to help them continue through the spring until they qualify. Katie Loomis asked when librarians can start taking their test; LK said that grades must be published demonstrating the students' status as passing. LK reminded attendees that large numbers of students coming in at once can cause a backlog of responses.
 - i. Field-Based Experiences
 - 1. SP25 directions will be sent to professors (initial cert) by the first of December.
 - ii. Clinical Teaching Info SP25
 - 1. As of now, we have 26 eligible CSTs and 2 interns. The deadline for clinical teachers to pass ALL exams is December 1, 2024.
 - c. Data and Assessment - Marcus Rodriguez reviewed and reported on the following items, highlighting some of the areas of concern. Vicki Baker noted that three more students have taken and passed the test since the first of the month on the report. He reminded that first attempts do not count in terms of TWU's accountability, but we do track it for gender and ethnicity. JA add some context regarding the requirements for scores and noted clear plans should be in place for students whose scores on the first attempt are below the 80% cut rate. In conclusion, MR drew attendees attention to TK20 instructions for benchmark courses where professional disposition assessments are reported. He emphasized that students are required to have a TK20 account and he has reached out to

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graduate students. He cautioned attendees that the interface for dispositions in benchmark courses is archaic, but that instructions can be helpful. He asked that there is a separate link to report infractions, and they should email MR.

- i. [Student Recent Change of Majors: To Education - Oct. '24](#)
- ii. [Student Recent Change of Majors: Out of Education - Oct.rev '24](#)
- iii. [TEA YTD Pass Rates 2024 - 2025 - Oct. '24](#)
- iv. [TExES YTD 2024 - 2025 Pass Rate \(Gender\) - Oct. '24](#)
- v. [TExES YTD 2024 - 2025 Pass Rate \(Ethnicity\) - Oct. '24](#)
- vi. [TWU EPP Professional Dispositions form - Tk20 Instructions for benchmark courses](#) (non-infraction) due Dec. 6 (Friday)
 1. If submitting an EPP Professional Disposition regarding a student that committed an **infraction**, please message me for the external Google form link (do not use the Tk20 form for infractions).

F. Committee Chairs' Reports

- a. Academic Programs - Gage Jeter, Chair, was unable to attend. JA offered a brief recap of the charge for this subcommittee, outlined below.
 - 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 - Lisa Grubbs, Chair, reported that the subcommittee has met once, noting that they are looking at redoing the interview questions and rubric. JA offered it would be prudent to include a question about plans to apply for residency or clinical student teaching. Ann Wheeler asked about the timing of students beginning that conversation. KL observed prospective students would not understand the question, and LK noted that the decision path is different for each option and affects how advisors guide students. SMC asked that we work towards a shared vocabulary for TWU's residency-type program, as the current arrangement of this new route does not yet comport with TEA's requirements for a "true" residency program. She noted that it is important to not mislead students, and JA noted an application will be developed to TEA for approval. LK noted that some guardrails need to be placed around frequency of student decisions re: residency/CT.
 - i. Revise Application Interview Questions and Rubric
- c. Field Experiences - Sarah McMahan reported on the following items.
 - i. Working on revising FBE observation/reflection questions in Tk20. This will be ready to present at a future SP25 CEP meeting.
- d. Assessment - JaNiece Elzy, Chair, reported that as a new committee, they are feeling their way and will report further as work gets underway.
 - i. Devise process for addressing ASEP data concerns

G. New Business

- a. No new business

H. Old Business - JA reported on items a-d

- a. EC-6 has a two-year online degree completion option - courses need to be offered online and, preferably, asynchronously

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- b. Follow 2 separate processes for Professional Dispositions Assessments and Reporting of Concerns for Individuals
 - i. Course-Embedded Assessments
 - ii. Reporting Concerns On Demand
- c. Notify your advisees about the Pearson Exam Vouchers for high-need, shortage areas of certification. The vouchers expire May 2025.
- d. EPP Entrance Interviews- check schedule for the week your program is signed up, program leaders check for any empty weeks that still need interviewers
 - i. [EPP interview schedules](#)
 - ii. [Sign Up Guide for Program Leaders](#)
 - iii. [Guide for conducting interviews](#)
- e. EPP Awards scheduled for Monday, April 28, 2025, in the Joyce Thompson Lecture HGall, Blagg-Huey Library #101

I. Announcements

- a. Mometrix - JA reminded attendees that this is a new resource; LK reminded attendees that students need to supply advisors with documentation that tests have been passed. KL noted that Mometrix is available through the TWU Library.
- b. COPE Awards - KL asked for a volunteer chair

J. **Adjournment** - the meeting was adjourned at 10:25 a.m.