

Council for Educator Preparation

Meeting Agenda

September 10, 2021 - Zoom Meeting

FIRST 15 MINUTES of the meeting will be dedicated to orientation/reorientation of all CEP members. Expectations:

- Attend all scheduled meetings or send a proxy.
 - Ex-officio members may send proxies as well.
 - All members and proxies can access previous agendas and minutes via the [EPP Governance webpage](#).
 - Contribute and let us know what is going on in the departments and programs you represent. Participation and investment in the Council is crucial.
 - Stay in communication with each other and the chairs of each subcommittee and CEP officers, especially if you have questions or need clarification.
 - Participate on subcommittee by attending meetings and contributing to the needs of the EPP.
 - Sign up for at [least 5 interviews](#), per semester, for EPP candidates.
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A. Call to order, attendance - Chair Cathy Banks called the meeting to order at 9:01 a.m. She referenced the tradition for the first meeting of a new AY of covering what is entailed in being a member of the CEP. She explained how membership is allocated among participating departments, noting the loss of members from departments whose enrollment has fallen below the threshold warranting a representative. CB encouraged new members to review past minutes in the shared folder, and emphasized the importance of members bringing relevant information to the attention of the CEP. Further, she referred members to the membership form, especially its question about committee service, noting it should be completed by September 17th, so that subcommittees could meet prior to the Executive Committee meeting scheduled for October 4th. The goal would be to elect SC chairs who can attend the EC meeting. CB went on to review the requirement that CEP members serve during candidate interviews. Introductions followed: Cathy Banks, Div of Mathematics, Aimee Myers, TE and Curriculum & Instruction, Peggy Lisenbee, L&L, Early Childhood Component, Sarah McMahan, TE & Director of CP, Lisa Grubbs, C&D Program in HDFS&C, Sharla Snider, Interim Chair for L&L (with guest, Program Coordinator, Jennifer Kwan), Brandon Bush, Director for OEPS, Maria Peterson-Ahmand, TE, Special Education, Peggy Malone, TE, Educational Leadership, Minkowan Goo, TE, Special Education Program Coordinator,

Amanda Hurlbut, TE, C&I, Ed Leadership, Laura Trujillo-Jenks, TE Interim Director & Ed Leadership, Randa Keeley, TE, Ph.D. Special Ed, Ilana Morgan, Dance, Noah Lelek, Theatre, Lisa Huffman, Dean of COPE, Amy Burke, L&L, and Melinda Cowart, TE, Bilingual Education. Ex officio member Gray Scott, Gray Scott, Director of Academic Assessment and Accreditation, arrived late.

- B. Approval of Minutes from April 21, 2021 - LTJ moved that the minutes be approved, and IM seconded. Minutes were approved.
- C. Approval of Agenda - There was no discussion of the agenda, and it was accepted unanimously as written on motion by LTJ and second by IM.
- D. Officer Reports
 - a. Field Experiences and Clinical Practices Committee--Sarah McMahan reported on the committee's work that led to drafting the referenced matrix, which has been submitted to GA. More work is anticipated.
 - i. Draft Matrix EFE
 - b. Education Student Affairs Committee—Peggy Malone reported on the committee's work evaluating testing processes, and its status.
 - i. Status of EPP Testing Processes Comparative Review
 - 1. Purpose of the Review
 - a. In support of future TWU work supporting certification candidates
 - b. Focused on testing processes, resources, and practices supporting education certification candidates
 - 2. Final Report
 - a. Pending committee approval before submission to Dr. Anderson
 - c. Academic Programs Committee- LTJ reported for Becky Fredrickson that the committee will meet shortly.
 - d. Professional Dispositions Ad Hoc Committee – Randa Keeley reported on the work of the ad hoc committee on a process for assessing professional dispositions, noting the assistance of Lisa Alford and Sarah McMahan. She noted next steps will be to develop a ratings system that will be summative rather than quantitative.
 - i. Overview of Draft Assessment
 - 1. Purpose
 - 2. Status
 - ii. Next Steps:
 - 1. Design summative review to ensure student proficiency at program completion
 - 2. Review and revise the current policy for disposition infractions.
- E. Dean's Report – Lisa Huffman offered news that enrollment is up dramatically, due in part to university support, community college transfers, and adding

Education degree name. Tuesday there will be a signing ceremony for MOU with them. She encouraged other areas to consider developing degrees with Education in the name, or a combined degree (e.g., Math and Education). Research shows students want to be teachers in particular areas. To change the name of a degree, the process involves consulting curriculum development, and essentially requires paperwork, but NOT the SIP code (which introduces more complexity). LH noted she would like enrollment to be up in all areas, and referenced the story on teacher shortages statewide in The Texas Tribune yesterday. She reiterated that working with AD holders from community colleges means we have to work differently, such as offering classes online. She further reported that TWU's teacher graduates have a retention rate of 80%, which is significantly greater than other institutions statewide.

- F. Associate Dean's Report – Lisa Huffman reported on behalf of Gina Anderson.
- a. CEP Member Requirements - Lisa Huffman reiterated that CEP has important duties attached to interviewing students, offering a diversity of perspectives. She also encouraged robust, two-way communication facilitated by members, between the CEP and their departments, even basic information such as where to locate minutes. She also touched on the plan for a participation assessment, primarily on attendance.
 - i. Training / review expectations for each subcommittee
 - ii. [Membership Agreement Form](#)
 - iii. Member responsibility for sharing meeting agenda items and outcomes
 - iv. CEP Members Participation Assessment – plans for the coming year
 - b. Professional Dispositions Assessment Draft
 - c. AAQEP - LH touched on the work done by GA, BB and others to facilitate departmental self-assessments, noting the deadline to submit an application is looming, at which time the accreditation clock starts. She described the process that follows, noting that more and more peer institutions are considering moving to the AAQEP model for accreditation, which makes TWU a PIONEER in adopting it. She again noted that the TWU EPP will benefit from national accreditation, inasmuch as competitors in the space (including those outside of university settings) are already nationally accredited. She mentioned there are more opportunities to attend AAQEP training on Texas-based processes.
 - d. OEPS Advisor Search - LH reported on efforts to hire this additional resource.
 - e. Test Preparation - Suggestions to Improve Candidate Success - LH reported on this, with support from BB. Once methods courses get their own block of numbers, they could be co-recommended with the 3003 block, so that students would receive content refreshers at the same

time, re-inscribing the content as they prepare to take core subject exams. LH noted re-thinking sequencing of courses is important to do, and blocking courses is common. She touched on the admissions test requirement, noting that other EPPs in Texas have eliminated this step, and might present an insurmountable roadblock to our student population, although she also acknowledged that it's important to assess incoming students in order to advise and support them. LTJ asked whether the discussion on these items could begin at the department level before moving to the CEP, and LH agreed that would be appropriate in order to explore ramifications of taking that decision. LH encouraged departments to ask what can be done to help students be successful, especially "non-traditional" students, who make up a large percentage of TWU's candidates.

- i. Content Methods / EDUC 3003 block
- ii. Reestablish an admissions test requirement?

G. Director's Reports

- a. Advising – Brandon Bush BB reported on ramping up verifications in the 3000s, and his monthly practice of reviewing status in the report referenced below. He also reaches out to students to identify preparation methods they use to be successful, especially with Pearson exams. He complimented the ESAC Committee on their hard and substantive work. He made an appeal for members to serve on this committee, in order to offer students a fair hearing on appeals and dispositional issues.
 - i. [August 2021 Report](#) on Change of Majors and Pass Rates
- b. Clinical Practices – Sarah McMahan - SMc reported on fall numbers, which are much higher than in the spring. She noted some students are eligible for federal work study (FWS) funds. She described participation in the T-TESS/TCAR pilot before providing key information for all committee members regarding the spring CST timeline. She emphasized that all exams must be PASSED by the December 15th deadline, including STR (which must be taken by November 15th), and asked members to make sure candidates in programs be informed. SMc reported on processes involved in coordinating EFEs, which are rockier than normal due to the continuing pandemic-based challenges.
 - i. FA21 CST (82), Interns (6), Pioneer BOLD (8)
 1. 2 new supervisors (out of area and DFW area)
 2. 2 supervisors became certified T-TESS appraisers (June21)
 3. TTESS/TCAR pilot
 4. FWS Funds
 - ii. SP22
 1. [Informational Sheet](#)
 2. CST SP22 Application Sept 1- 20
 3. Deadline for all exams to be passed: December 15, 2021

- a. STR - (11/15/2021–11/28/2021)
- b. Scores posted - 12/10/21
- iii. [Early Field Experiences](#) - FA21
 - 1. EDUC 4113/4243/5133/5143 (30 hours; 15 which can be virtual and 15 F2F)
- iv. Chair/Vice-Chair Report - [Cathy Banks](#) - Noted that Vice-Chair [Karen Dunlap](#) is unable to attend. She drew attention to the linked documents below, such as the Meeting Dates and the Membership list, which includes term information and sub-committee assignments. She encouraged members to review the bylaws, as well. She noted that members may return to the CEP if reappointed by their deans. She asked members to nominate students to fill the non-voting roles of student representatives on the CEP, and asked that those nominations be emailed to her.
 - i. [Meeting Dates for 2021-22](#)
 - ii. [Bylaws](#)
 - iii. [Membership for 2021-22](#)
 - 1. [Subcommittees](#)
 - 2. [Term Limits](#)
 - 3. Student Representatives--one UG and one Grad.
Nominations are needed.

H. Business

- a. New Business [RK](#) reported on the following program, a master's degree that includes graduate-level courses in place of the undergraduate ones originally offered for the bachelor's. She noted that there is still more work to be done to get the degree plan approved through appropriate channels. It has been approved by the CEP Executive Committee. [LH](#) noted that the CEP's role is to monitor alignment and recommend for approval, rather than to vet a proposal which, by the time it reached the CEP, has been reviewed by faculty experts in the department and college. Motion to accept by _____ was seconded by _____. The motion passed unanimously.
 - i. [4+1 EC-6 Core Subjects with Special Ed Leading to BS in Ed and M.Ed. in Special Ed](#) [Randa Keeley](#)
- b. Recruitment and Retention
 - i. None
- c. Old Business
 - i.
- d. Information Only
 - i. [BB](#) reported that September 26, 2021, the STR exam goes live, meaning students must pass both the multiple choice and constructed response sections. The understanding to date is the state may make adjustments to accustom EPPs and their

candidates to the new requirements, but the stakes are increasing incrementally. He noted it takes 30 days to turn around final STR (and other constructed response exams) test scores, hence the November 15th deadline for candidates wanting to student teach in Spring 2022. He referenced TWU scores as of August, and noted students are doing well. There followed some detailed discussion of how the state aggregates exam pass/fail for individual students. LH reported on the bottom line heard at a recent meeting, which essentially states that students who cannot pass the STR cannot be certified to teach in Texas.

- I. Adjournment - CB adjourned the meeting at 10:09 a.m.