

Council for Educator Preparation
Meeting Minutes

FRIDAY, JANUARY 17, 2025 | 9:30-11:30 AM

In attendance: In Person - Aimee Myers, Jerry Burkett, Leann Hodges, Marcus Rodriguez, Lisa Grubbs, Juan Araujo, Minkowan Goo, Claudia Sanchez, JaNiece Elzy, Ann Wheeler, Lily Frank, Brigitte Vittrup, Katie Loomis, Amy Lanier, Gina Anderson, Elisa De La Rosa, Linda Kobler, and Sharon Bailey; on Zoom - Kelley Schlomach, Randa Keeley, Amanda Hurlbut, and Kim Warr.

- A. Please review the report-in-lieu-of-meeting for [December 13, 2024](#). KL moved that the report be approved, and LG seconded the motion. The report was approved.

- B. Resources
 - a. [EPP Definitions and Accountability Measures](#)
 - a. [EPP Staff Activity Calendar](#)
 - b. [EPP Staff Activity Calendar](#)[EPP Student Activity Calendar](#)

- C. Officer Reports
 - a. Dean's Report – Brigitte Vittrup provided a report on activities that affect EPP faculty and courses at the university and community level, including a program that focuses on competency-based education (CBE), as well as initiatives to increase enrollment. She noted that COPE numbers remain steady for enrollment. She provided some details around the development of a program initiative for CBE, noting that the new COPE development director is researching funding sources, and that the College of Nursing's accrediting body now requires a focus on CBE. It is anticipated that this new focus will bolster enrollment and support growth at all levels.
 - b. Chair/Vice Chair Report – Aimee Myers provided some details about the following items, noting the new micro-credential is ready for student application and enrollment. Gage Jeter was unable to attend due to a work commitment. She reminded members about the schedule of the upcoming April partners meeting. She responded to LK's question saying that the micro-credential is a non-curricular certification based on extra curricular activities. AM also spoke about a new course she has developed.
 - i. COPE [Urban Education Micro-Credential](#) accepting applications until April
 - ii. Partners Meeting- April 23

- D. Associate Dean's Report - Gina Anderson provided information on the following items.
 - a. [AACTE/National Issues](#) - GA began by touching on the following national issues that impinge on Educator Preparation Programs. She encouraged members to continue to/begin to get involved with AACTE as a flagship national advocacy organization for EPP.
 - i. Teacher Apprenticeships
 - ii. Funding for Ed Prep
 - iii. Value of IHE Ed Prep Programs

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- iv. Loan Forgiveness
- v. USDE
- vi. Anti-DEI legislation
- b. AAQEP - GA introduced the value of seeking national accreditation through AAQEP, noting that it positions TWU's program favorably in comparison to other universities in Texas. GA reviewed the crosswalk for Standard 2, noting a call to meet with key faculty has gone out to ensure alignment. She reminded members that the program has not been nationally accredited for many years. She responded to a question from KL regarding the differences between CAPE and AAQEP accreditation processes, stating that CAPE's standards are prescriptive to the degree that the particularity of a program's context is not considered. On the other hand, AAQEP emphasizes process data and attends to each program's story and context.
 - i. [New 2025 standards](#) have been published; we will still be under the old [2018 standards](#) for our review.
 - 1. [Comparison Crosswalk](#)
 - ii. Review [Standard 2a-2f](#)
 - 1. Confirm alignment for these standards; both UG and MAT/PBITC tabs
 - 2. Attend to red font where alignment is uncertain
 - 3. Standards evidence must represent ALL initial teacher education candidates
 - 4. [Full list of initial teacher certification programs](#)
 - iii. Jan-Jun 2025: Write Self-Study; **will call meeting with key ed prep faculty teaching courses addressing standards to ensure alignment of all standards**
 - iv. June 2025: Self-Study Complete-ness review
 - v. Fall 2025: Submit Self-Study
 - vi. Spring 2026: Site visit
- c. TEA/SBEC Updates - GA reported on planned updates to TEA's CAR (audit) with the leadership of a national consulting firm. She highlighted the draft rubric, noting that it is very early in the process.
 - i. Continuing Approval Review (CAR - Audit) via new [Effective Preparation Framework \(EPF\)](#)
 - 1. Redesign underway - rubric [example](#)
 - 2. TPI-US contracted to redesign and administer
 - 3. 3rd party tech assistance and professional services providers being vetted
 - 4. New CAR will inform Commendations recognitions
 - ii. Application for **Enhanced** Standard Certificate for Residents Submitted in December - GA reported on submission of this application by Sarah McMahan, presenting some of the

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implications for students, programs, and school districts, with the potential to disadvantage students in the program.

1. If approved/selected, initial teacher candidates can choose from 2 standard certification pathways:
 - a. All EPP requirements met and successful completion of one semester clinical student teaching or two semesters of paid internship (MAT/PBITC): regular, standard certificate
 - b. All EPP requirements met and successful completion of two semesters of residency: **enhanced** standard certificate

Will result in one less test (no PPR or Texas Test for Educator Proficiency - T-TEP - performance
- iii. Grant Opportunity for Development Team, On-Boarding, and Training for the T-TEP - On a related item, GA spoke about the new licensure process that will be developed to substitute for Pearson's edTPA. Further, she informed members of additional service opportunities with TEA through committee work. She announced the upcoming Bilingual Special Education Certification that is in the planning stages. In response to a question from MR, GA provided background on TPI, the organization that is slated to work with TEA in revising the CAR-Audit process.
 1. 6-8 EPPs will be selected
 2. One faculty or staff member the selected EPP will serve on Dev Team
 3. Provides funding for on-boarding and training
- iv. TEA Mentorship Training Advisory Committee
 1. Result of input from Teacher Vacancy Taskforce regarding need for induction support
 2. Develop comprehensive teacher competencies and training for state of TX
 3. Contracting with US PREP and Reg 13 (Austin) to develop website, LMS, training content, facilitate focus groups, and train Reg 13 staff
 4. Stakeholders can apply to serve on committee
- v. Forthcoming Bilingual Special Education Certification in early stages of planning
 1. Standards draft will focus on:
 - a. Legal and Ethical Guidelines
 - b. Knowledge of Students and Factors that Influence Learning
 - c. Language and Literacy Development
 - d. Content Knowledge and Instructional Practices
 - e. Student Support, Collaboration, and Professional Responsibilities

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- d. TAFE Conference - GA debriefed members about this conference attended by 900+ high school students in December, noting that the goal is to establish an ongoing partnership. There will be more information after a follow-up meeting to refine and improve.
 - i. Debrief Mtg in January or February
- e. EPP Staff Changes - GA provided the following details regarding changes affecting the EPP staff and students. There are new staff lines opening up to accommodate retirements and changes in the OEPS. In addition, for students, testing timelines are proposed for residents which will be enacted once reviewed and approved by GYO partners (ISDs). She invited discussion, and there were no further questions.
 - i. Manager, Clinical Practices (JAQ and budget of 65K approved; requisition submitted; should be posted soon)
 - ii. Move Katy from Academic Certification Analyst III to Coordinator of Field Experiences (Judy's title); she will continue to coordinate testing but will be transitioning out of advising
 - iii. Reclassify Academic Certification Analyst III position to Advisor II position
- f. *Proposed Revision of Testing Timeline for Residents***
 - i. Draft
 - 1. For Residents who begin residency I in FA: Passing exam scores for STR, Content, and Supplemental must be received by the Office Of Ed Prep Services by July 1 to begin residency I in the Fall semester. PPR must be passed by December 1 to move into residency II in SP.
 - 2. For Residents who begin residency I in SP: Passing exam scores for STR, Content, and Supplemental must be received by the Office Of Ed Prep Services by December 1 to begin residency I in the Spring semester. PPR must be passed by July 1 to begin residency II in the FA.
 - ii. Interim Dean has reviewed and unofficially approved
 - iii. Juan and Maria meeting with GYO ISDs soon - anticipate changes to be well-received
 - iv. Present to Full Council as an Exec Committee recommendation - no vote needed.
- E. Unit Reports
 - a. Advising & Certification - Linda Kobler reported on the following items, noting the first week of the semester has had some unique challenges. She reported that all fall graduates who applied for their certificates have been awarded them.
 - i. Current challenges
 - ii. Certification, admission, and enrollment status

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- b. Clinical Practices - Sarah McMahan was unable to attend, but provided the following data, which AM reported on for members. AM reminded members that FE cannot be required of students unless it is included within the course description, and she encouraged conveying to adjuncts the link to check course descriptions.
 - i. Clinical Teaching - SP25
 - 1. 77 Clinical Student Teachers; 5 residents; 4 new interns; 1 EAE
 - ii. Clinical Teaching - FA25
 - a. Application window open Feb 1 - 22. Candidates planning to complete clinical teaching in FA25 must apply via TK20. Deadline to **pass & report scores for all** exams (interns and CST) is July 1, 2025. Deadline to pass content, supplemental, and STR (if applicable) exams is July 1, 2025 for residents.
 - iii. Field-Based Experiences
 - 1. [Process for SP25 Applications due Jan 24, 2025](#)
- c. Data and Assessment - Marcus Rodriguez reviewed the data sets as follows, which reflects numbers as of January 6, 2025. He drew attention to both acceptable and below-acceptable pass rates. LK and Amanda Hurlbut shared the status and background of a student whose circumstances affect the TWU PASL pass rate. There was some discussion of how scoring is handled. MR continued reporting on highlighted fields which reflect changes from the November reporting, noting all areas meet required thresholds, although BTLTP is at the low end of what is acceptable. He further reported on pass rates as parsed by both gender and ethnicity, drawing attention to those areas where first-attempt scores are marginal or below required scores. Elisa De La Rosa observed that students in Dance who are ELLs struggle with the PPR exam due to the language barrier. MR responded with reviewing the scores for Hispanic/Latine students and reminded members that these are scores for first attempts, while second attempt scores impact the EPP's overall score. Discussion followed regarding the lived experience of students, especially those who have hesitated to document their status as ELLs yet share with faculty confidentially that they are. Comments ensued acknowledging that standardized tests are notoriously inflexible for students with those kinds of experiences and floating possible ways to address the challenges. MR stated he can pull specific data as requested. MR further reported on the status of sending out the pre-assessment for the Data Literacy instrument, as well as the plan for reporting results on the post-assessment in student TK20 binders. MR responded to a question from BV regarding the changeover from TK20 to Student Learning & Licensure, stating that a full transition will take place by the fall of 2025, and that students will not be required to pay twice. Both platforms are Watermark products.
 - i. [Student Recent Change of Majors: To Education - Dec. 2024](#)
 - ii. [Student Recent Change of Majors: Out of Education - Dec. 2024](#)
 - iii. [TEA YTD Pass Rates - Dec. 2024](#)

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- iv. [TExES YTD 2023 - 2024 Pass Rate \(Gender\) - Dec. 2024](#)
 - v. [TExES YTD 2023 - 2024 Pass Rate \(Ethnicity\) - Dec. 2024](#)
 - vi. Digital Literacy Updates
 - 1. Pre-Assessment (email to be sent in the morning, Jan. 15)
 - a. Initial Certification Program
 - b. Professional Certification Programs
 - c. Assessment link from Fall 2024 will be disabled
 - 2. Post-Assessment
 - a. Updated links in Tk20 Binders for all programs
 - vii. Tk20 Binder Release Dates:
 - 1. Initial Cert. Program: First week of February
 - 2. Professional and Non-Teaching Cert. Program: Last week of January
- F. Committee Chairs' Reports
- a. Academic Programs - Gage Jeter was unable to attend due to a work commitment, and AM reported on the following items. KL asked whether there was an AI policy, and AM responded it is being developed for the university. BV mentioned there is a virtual roundtable being held by the university in the near future. AM mentioned that she and GJ will attend a special AI session geared towards educator preparation courses and students.
 - i. AI resource repository (specific to ed prep)
 - 1. GJ attending ISTE Transforming Teacher Preparation webinar on Weds, 1/15, at 9:00 a.m.
 - 2. Jan. Goal: Create shared Google Drive folder and begin locating/adding potential resources (seeking input from EPP faculty)
 - ii. Develop application or process for "on-demand" requests made to Dean's Office for financial assistance
 - 1. Committee meeting ASAP to discuss kinds of information needed from students who are applying for financial assistance, as well as what kinds of assistance are available. (i.e., TEA certification fee, 240 Tutoring, Watermark SLL account, etc.)
 - 2. Jan. Goal: bring draft of survey/form to next CEP exec meeting for review
 - b. Student Affairs - Lisa Grubbs reported on the following items.
 - i. Revise Application Interview Questions and Rubric
 - ii. Meeting with Gina soon to finalize what can and cannot be asked during the interview
 - c. Field Experiences - Sarah McMahan was unable to attend due to a work commitment, and AM drew members' attention to the following items.
 - i. Committee is reviewing FBE questions and proposing revisions to be presented at the Feb. meeting.
 - d. Assessment - JaNiece Elzy-Palmer presented the following information, and AM noted that this is a new committee.
 - i. Devise process for addressing ASEP data concerns
 - ii. Committee discussed difficulties in the professional development assessment

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- iii. Meeting with Gina to discuss possible external link that can be place in Canvas so it will be accessible in one place and helps people remember
- iv. Trying to add Marcus admin permissions so he has access to that data immediately

G. New Business

- a. Reading Academies - Dr. JaNiece Elzy-Palmer reported on receiving approval for this state initiative for EPPs. As a site, TWU is in the planning period with a goal to have the program up and running in Fall 2025 to provide workshops for students to receive certificates. An adjunct will likely be hired to manage the program and to pilot with 10 students initially. Discussion included noting that this person will be hired as program staff, like field supervisors, and that hurdles for approval of program leads are high. Note that costs cannot be passed along to students.
- b. EPP Interviews- Program Schedules, 3 year plan - AM reported on this on behalf of Peggy Lisenbee, noting that this plan has only been in place for a short period of time. The plan is to give the process 3 years before altering it, and AM encouraged all to step up to do their share of interviews to maintain equitable distribution of the workload. JA added that last-minute requests for conducting interviews do happen, and given that these take 15 minutes and are great experiences, there is a real need for faculty to step up when asked.

H. Old Business - The following item was

- a. Notify your advisees about the [Pearson Exam Vouchers](#) for high-need, shortage areas of certification. The vouchers expire May 2025.

I. Announcements

- a. COPE [Urban Education Micro-Credential](#) accepting applications until April
- b. COPE Awards - KL noted she still needs committee members

J. Adjournment - KL moved to adjourn, an Minkowan Goo seconded the motion, and the meeting was adjourned.

K.