

SFA Educator Preparation Advisory Council

November 10, 2021 11:30-1:00

Fall 2021

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AGENDA

MINUTES

POWERPOINT FROM MEETING

SUPPLEMENTAL MATERIALS

Shared at meeting

Stephen F. Austin State University
James I. Perkins College of Education (PCOE)
EPP Advisory Council Meeting Agenda
November 10, 2021 11:30am -1:00pm
BPSC – 2.201/ZOOM Meeting

- Welcome - Dr. Christina Sinclair, Associate Dean
 - Council Member Introductions
 - Approval of Spring 2021 Summary Notes
 - Dr. Judy Abbott, Dean
 - SFA, Educator Preparation, and PCOE updates
- Advisory Council Training
 - Review EPP Advisory Council purpose
- CAEP National Accreditation
 - Updates
 - Thank you
- TEA Information and Flexibility due to COVID-19
 - Certification, Testing, Clinical Teaching
- Clinical Teacher Pathways and Partnerships
 - Strategies that are working for districts
 - Recruitment strategies to fill open positions
 - Discussion of other creative solutions
- Candidate Data
 - TEA Principal and Teacher Survey and STAAR Student Growth Results
- How's It Going and How Can we Help?
 - Job Fair – Ours and yours?
 - Destini Walker, CCPD Career Coordinator
- Important Dates
 - **NEXT MEETING – March 2, 2022 – McKibben 131**
 - **Spring Teacher Job Fair- April 1st, 10:00-1:00**

Register for future events at [Handshake \(joinhandshake.com\)](https://www.joinhandshake.com)

Center for Career and Professional Development
Stephen F. Austin State University
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ccpd@sfasu.edu | www.sfasu.edu/ccpd
- Other Items

Stephen F. Austin State University
James I. Perkins College of Education (PCOE)
EPP Advisory Council Meeting Summary Notes

November 10th , 2021 11:30am - 1:00pm

BPSC 2.201/Zoom Meeting

In attendance: Judy Abbott, Carrie Baker, Deborah Buswell, Will Cauthen, David Flowers, Paula Harshbarger, Stacy Hendricks, Daya Hill, Summer Koltonski, Betsy Lock, Ronda McClain, Melanie Mercer, Betsy Mijares, Michelle Miller, Mark Montgomery, Amanda Moore, Barbara Morrison, Claire Murphy, Cindy Nerren, Summer Pannell, Cindy Phelps, Barbara Qualls, Susan Reilly, Amanda Rudolph, Christina Sinclair, Shelly Slaton, Julie Stadler, Joe Strahl, Michael Walker, Harold Whitaker, Tingting Xu, Terry Young

Not in attendance: MaryAnn Bentley, Nathan Boughton, Erik Buchanan, Zach Crawford, Jill Gaston, Karen Hickman, Steve Johnson, Daniel Lopez, Marty Moffett, Chay Runnells, David Russell, John Seybold, Reid Spivey, Jay Thornton, Elaine Turner, Jeffery Van Meter, Sarah Wright

Welcome – Dr. Christina Sinclair, Associate Dean

- Council Member Introductions
- Approval of Spring 2021 Notes
 - Deborah Buswell makes motion to approve notes
 - Claire Murphy seconds this motion, motion passes
- Dr. Judy Abbott, Dean
 - Lower number of face-to-face courses than expected in educator preparation, expect more courses face-to-face in the spring
 - News on changes in leadership on campus, nearly 100 faculty and staff members took advantage of a voluntary incentivized retirement program
 - Enormous number and practices and policies that have changed, lots of evolution going on throughout the campus
 - Ed Prep changes – COE serves as “Mothership” in educator preparation across colleges on campus
 - We successfully completed all CAEP Accreditation requirements and will be accredited for the next 7 years

Advisory Council Training

- EPP Advisory Council Purpose: To assure that appropriate stakeholders including school and community partners are involved in program evaluation, improvement, and identification of models of excellence.
- CAEP Accreditation action report summary

- CAEP Accreditation was granted at both the initial and advanced levels
- Next site visit will be Spring 2028
- Thank you to council members and CAEP site visit participants

Certification and Testing Info – Carrie Baker

- Certification and testing waivers issued by TEA in Spring 2020 have expired
 - Candidates must complete coursework, field experience (clinical teaching/practicum), testing and degree requirements in order to be recommended for certification.
- Testing waiver in place for three semesters by SFA has expired
 - Candidates must complete the content test prior to clinical teaching
 - Students have to meet all requirement to be eligible for employment
- Important for districts to know that even though some of them may have flexibility with some TEA traditional rules because they are districts of innovation, our students don't have that flexibility and we have to meet all TEA certification requirements. This includes a bachelor's degree and testing.
- Ronda McClain: With BSIS (EC-6, middle level grades, special education certs), have put in place with their unit that they pass content exam during field 1 and STR (science of teaching reading) during field 2. In the hopes that when they reach clinical teaching, all the have left is edTPA.

Clinical Teacher Pathways and Partnerships – Michelle Miller

- Higher education is changing, as well as this generation of students
- Students are asking “what can you do for me” instead of “what can I do for you”
- Clinical teaching is the only internship that is not paid, professionals in other internships are paid
- Needs from districts are changing
- Texas Educator Data
 - Houston ISD 700 openings
 - Killeen ISD 100 openings
 - Waco ISD 200 openings
 - Since 2014 – 27% decrease in # of newly certified teachers
- Paid Clinical Teaching Experiences in Partnership with Current District
 - Provides financial support to candidate through clinical teaching semester
 - Allows students to focus on EPP requirements while learning at the district
 - Provides extensive supports and mentorship through district personnel and administrators
 - 15-16 weeks semester (75 days)
 - After 75 days are met for the program, students stay with the district until the end of the semester (typically an additional week or two)
 - Districts will:
 - Establish a funding source through paraprofessional funding. This funding is being renamed for the paid clinical teaching experience. Also

- determine the number of internships you'd like to fund. The current district doing this started out with 10 positions, increasing that number every year. SFA is one of five universities asked to participate.
 - Establish an application/screening process
 - Provide opportunities for growth, communication and feedback
 - Provide onboarding and orientation
 - Foster the district/mentor teacher and clinical teacher relationship
 - District level observations, feedback, and planning
 - If hired, comes in as a step 1 salary grade instead of step 0
- Carrie Baker – this is notably easier for larger districts to do because TEA says field supervisor can't be on the campus as the student. It's usually someone in HR or administration who is the field supervisor in this case. Smaller districts have tried this and we can't make it work with the TEA rule in place.
- District benefits:
 - This shows that you are invested in your teachers
 - Increases the likelihood of retaining the clinical teacher
 - Builds foundational relationships and support that the clinical teacher will consider when looking for a "school home"
 - Adds additional hands in the classroom to help close COVID gap
 - Allows the district to model behaviors and teaching styles that they value in their district
 - Access to this new teacher pool because they are at your district
- Clinical Teacher benefits:
 - financial support during clinical teaching
 - a caring and invested district
 - Strong mentorship
 - Increased confidence in the classroom
 - Sense of investment with the district and its students
- SFA student 5-year retention rate is well over state average at 82%
- Dr. Abbott – model slightly different than using paraprofessional funding in other states.
 - If there is a critical opening, they pull one teacher out of a classroom. The two open classrooms each have a designated clinical teacher with the supervisor being the teacher that stepped out. That teacher that steps out of their classroom also has the opportunity to pursue professional development, and someone from HR can step in and be the clinical supervisor. This can lead to retention of those clinical teachers.
 - Wants to address the environment of the current workplace. Is there something we can be doing differently, focusing on retention and meeting the needs of the workplace?
- SFA Clinical Teachers & Education Aides –
 - Number of educational aides who completed clinical teaching while in paraprofessional positions
 - Fall 2021 – 20
 - Spring 2022 – 30 as of 11/9

- New Guidelines for paraprofessionals working during clinicals
 - Be employed in para- position 6 months prior to clinical teaching and be certified as an educational aide
 - Need to be in grade and content area in which they are seeking certification for entire school day
 - Open to suggestions to enhance clinical experience
 - Creating a partnership for students with school district that we have no experience with is not always ideal
- Encourage educational aides/paraprofessionals to enroll in one of our online programs
 - Core Subjects EC-6
 - All Areas of Middle Level Grades (4-8)
 - Special Education

Candidate Data – Christina Sinclair

- TEA Principal survey
 - 81% of first-year teachers were appraised as “sufficiently prepared” or “well prepared” by their EPP (70% required by TEA)
- TEA Teacher Survey
 - 83% of first-year teachers responded that they were “sufficiently prepared” or “well prepared” by their EPP (70% required by TEA)
- K-12 Student Growth Results
 - The growth of students taught by beginning teachers as indicated by the STAAR Progress Measure, determined at the student level and aggregated at the teacher level.
 - The first two academic years for which the Texas Education Agency (TEA) has data necessary to calculate this performance standard following the 2019-2020 academic year will be reporting years only and will not be used to determine accreditation status
 - Dr. Abbott – This is a great example of the state investing in the connections between EPP’s, public schools and their teachers’ work with children.
- Annual LBB Performance
 - Certification rate of 93.1%

Destini Walker – CCPD

- Job fair coming up in Spring 2021 on Friday April 1st, 10 am-1 pm
 - Grand and Twilight Ballrooms

No items from the floor

Meeting adjourned 12:52

Next meeting: March 2, 2022

STEPHEN F. AUSTIN STATE UNIVERSITY
NACOGDOCHES, TEXAS

**SFA Educator Preparation
Advisory Council**

November 10, 2021

11:30-1:00



sfasu.edu



Stephen F. Austin State University

Educator Preparation Program

Challenging Minds, Changing Lives -
One Lumberjack at a Time



Welcome

- Introductions
- Approval of summary notes
- Dr. Abbott ---News & Updates
 - SFA
 - Educator Preparation
 - Perkins College of Education





EPP Advisory Council Purpose

- TO ASSURE THAT APPROPRIATE STAKEHOLDERS INCLUDING SCHOOL AND COMMUNITY PARTNERS ARE INVOLVED IN PROGRAM EVALUATION, IMPROVEMENT, AND IDENTIFICATION OF MODELS OF EXCELLENCE.





ACCREDITATION ACTION REPORT

James I. Perkins College of Education
Stephen F. Austin State University
Nacogdoches, Texas

Accreditation Council October 2021
Accreditation Application Date:

*This is the official record of the Educator Preparation Provider's accreditation status.
The Educator Preparation Provider should retain this document for at least two accreditation cycles.*

ACCREDITATION DECISION

Accreditation is granted at the initial-licensure level. This Accreditation status is effective between Fall 2021 and Fall 2028. The next site visit will take place in Spring 2028.

Accreditation is granted at the advanced-level. This Accreditation status is effective between Fall 2021 and Fall 2028. The next site visit will take place in Spring 2028.

SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL-LICENSURE LEVEL	ADVANCED-LEVEL
STANDARD 1/A.1: Content and Pedagogical Knowledge	Met	Met
STANDARD 2/A.2: Clinical Partnerships and Practice	Met	Met
STANDARD 3/A.3: Candidate Quality, Recruitment, And Selectivity	Met	Met
STANDARD 4/A.4: Program Impact	Met	Met
STANDARD 5/A.5: Provider Quality Assurance and Continuous Improvement	Met	Met





Thank You

Thank you CAEP Site Visit Participants!

"Alone we can do
so little; together
we can do so
much."

Helen Keller



EPP Advisory Council Members

David Flowers—Huntington ISD Supt

Cindy Nerren—Lufkin ISD—Principal

Sarah Wright—Magnolia ISD

Nathon Boughthon—Cleveland ISD, Asst Supt

Jeff Van Meter—Wylie ISD, Asst Principal

MaryAnn Bentley—SFA Field Supervisor

⊗ **A big
thank
you**
for all your
support.



P-12 Partner Schools

Thank You

Colleen Hill –Garrison ISD --Principal

Stephen Autrey—NACISD –Principal

Andrea Dickson—Brazosport ISD –HR

Paula Harshbarger—NACISD—Principal

Alex Rivera-Pagan—Garland ISD—HR

Kurt Stephens—Lufkin ISD—Deputy Supt

Greg Lozano—CY Fair ISD—HR

Shayla McGrew—Pearland ISD –Principal

Michelle Martin –Cy Fair ISD—HR

Shelly Slaton—Lufkin ISD—Asst Supt



Cooperating Teachers

Anna Osterman—Northside ISD (San Antonio)

Jeff Bellgardt—Mt. Enterprise ISD

Kiera Cox—Austin ISD

Robin Hornback—Humble ISD

Shelly Binford—Central Heights ISD

Thank You



Certification and Testing Information

- Certification and testing waivers issued by TEA have expired
 - Candidates must complete coursework, field experience (clinical teaching/practicum), testing and degree requirements in order to be recommended for certification.
- Testing waiver issued by SFA has expired
 - Candidates must complete the content test prior to clinical teaching.



Clinical Teacher Pathways and Partnerships



SFA Clinical Teachers as Educational Aides

- Number of educational aides who completed clinical teaching through their education educational aide duties:
 - Fall 2021- 20
 - Spring 2022 – 30 as of 11/9/2021
- **New guideline for paraprofessionals working during clinical teaching**
 - Be employed in the para position at **least 6 months prior to clinical teaching and certified as an educational aide**
 - Perform instructional duties such as lesson planning, delivering instruction, implementing classroom management plan, grading, etc. **in the grade and content area in which they are seeking certification for the entire school day.**
- Any suggestions on enhancing this experience?
- **Encourage your educational aides/paraprofessionals to enroll in one of our online certification programs!**
 - Core Subjects EC-6
 - All Areas of Middle Level Grades (4-8)
 - Special Education



Candidate Data

- TEA Principal Survey
- TEA Teacher Survey
- Student Growth Results
 - Based on STAAR results



TEA Principal & Teacher Survey Results

Principal Survey

81% of first-year teachers were appraised as "sufficiently prepared" or "well prepared" by their EPP.

- 70% required by TEA

Teacher Survey

83% of first-year teachers responded that they were "sufficiently prepared" or "well prepared" by their EPP.

- 70% required by TEA



K-12 Student Growth Results

TAC 229(a)(3)

- Summary:

- The growth of students taught by beginning teachers as indicated by the STAAR Progress Measure, determined at the student level and aggregated at the teacher level.
- The first two academic years for which the Texas Education Agency (TEA) has data necessary to calculate this performance standard following the 2019-2020 academic year will be reporting years only and will not be used to determine accreditation status

- SFASU Results

- 79.90% of beginning teachers from the EPP met the individual performance threshold
- 70% required by TEA



FY 2021 Annual LBB Performance Measure Report (1 Year After Graduation)

LBB Performance Measure Report	
Total Teacher Education Graduated	379
Total Graduates Certified	353
Certification Rate	93.1
Not Certified but Recommended	0
Not Certified but Recommended Percent	0
Not Recommended but Tested	26
Not Recommended but Tested Percent	6.9
Not Recommended or Tested	0
Not Recommended or Tested Percent	0.0



How's it going?

How can we help?

- SFA Teacher Job Fair
 - Destini Walker – Career Coordinator, Center for Career and Professional Development
- Let us help you promote your upcoming job fairs
 - Email information to edcertfield@sfasu.edu



SFA Spring 2022 Teacher Job Fair

April 1st, 10:00am – 1:00pm

BPSC

Grand and Twilight Ballrooms

<https://www.sfasu.edu/ccpd>

**Center for Career and Professional Development
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Celebrations/ Points of Pride/Questions



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Items from the Floor





Adjourn

Next Meeting:

March 2, 2022

THANK YOU!



TEACHER RECRUITMENT: ADDRESSING THE NEEDS AT YOUR DISTRICT

November 18, 2021

A creative way to encourage district administrators to think outside the box and share ideas on attracting quality educators to their districts.

Today's Agenda

- ◆ Introduce strategies that are working for other districts
- ◆ Offer other recruitment strategies to fill open positions
- ◆ Show EEP Advisory Council how similar models could work for them
- ◆ Encourage districts and administrators to come up with creative solutions for the teacher shortage in Texas

Texas Educator Data

- Houston ISD 700 openings
- Killeen ISD 100 openings
- Waco ISD 200 openings
- Since 2014- 27% decrease in the number of newly certified teachers.

(Lopez, 2021)

Hot topics that we should be addressing as educators:

01

Other than the pandemic, why are we experiencing such a large shortage of teachers?

02

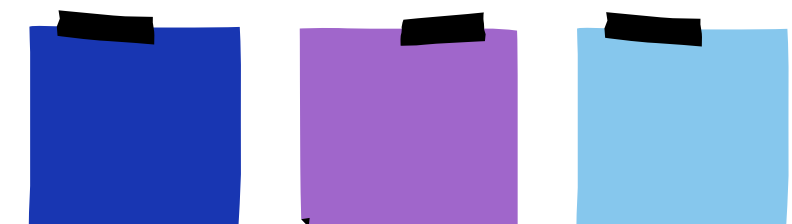
What is your district doing to recruit new teacher candidates?

03

What partnerships do you have in place to increase new teacher initiatives?

04

What steps does your district need to take to attract candidates at the clinical teaching level?



What is working for other districts that might work for you?

Let's begin.





Paid Clinical Teaching Experiences

- Provides financial supports to the candidate through the clinical teaching semester
- Allows the students to focus on the EPP requirements
- Provides extensive supports and mentorship through district personnel and administrators
- 15-16 weeks semester (75 days)
- After the 75 days are met for the program, the student stays with the district until the end of the semester

Districts will...

- Establish a funding source
- Determine the number of internships to fund
- Establish an application process/screening process
- Provide opportunities for growth, communication, and feedback
- Think of this as a two-way interview that last an entire semester
- Provide onboarding and orientation
- Foster the district/mentor teacher and clinical teacher relationship
- District level observations, feedback, and planning
- If hired, comes in as a step 1 salary grade instead of step 0

District Benefits

- This shows that you are invested in the teacher
- Increases the likelihood of retaining the clinical teacher
- Builds foundations relationships and supports that the clinical teacher will consider when looking for a "school home"
- Adds additional hands in the classroom to help close this COVID gap
- Allows the district to model behaviors and teaching styles that they value in their district
- Access to this new teacher pool because they are at your district



Clinical Teacher Benefits

- Financial support during clinical teaching
- A caring and invested district
- Strong mentorship and supports
- Increased confidence in the classroom
- Sense of investment with the district and its students



Focusing on the Longterm

Preparation Route	First Year of Teaching	Total	1 Year		2 Year		3 Year		4 Year		5 Year	
			Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All routes	2019-20	21,669	19,933	92.0%								
	2018-19	21,848	19,788	90.6%	18,270	83.6%						
	2017-18	24,262	21,890	90.2%	19,847	81.8%	18,353	75.6%				
	2016-17	23,603	21,260	90.1%	19,226	81.5%	17,464	74.0%	16,078	68.1%		
	2015-16	23,984	21,627	90.2%	19,629	81.8%	17,867	74.5%	16,213	67.6%	14,883	62.1%
	2014-15	23,734	21,325	89.9%	19,335	81.5%	17,661	74.4%	16,011	67.5%	14,522	61.2%

(2021)

SFA student 5 year retention rate is well over state average at 82%.

References

(2021). Retrieved 3 November 2021, from <https://tea.texas.gov/sites/default/files/teacher-retention-by-preparation-route-tgs210603.pdf>

Lopez, B. (2021). The pandemic's toll on educators has made Texas' teacher shortage worse. Retrieved 3 November 2021, from <https://www.texastribune.org/2021/09/09/texas-teachers-shortage-covid-19/>