

**Stephen F. Austin State University  
James I. Perkins College of Education (PCOE)  
EPP Advisory Council AY 19-20  
Fall Meeting Summary Notes  
October 24th, 11:30am -1:00pm 2019  
Steen Library, Wyatt Rm**

In attendance: Judy Abbott, Carrie Baker, MaryAnn Bentley, Romulo Crespo, David Flowers, Brandon Fox, David Goodman, Paula Harshbarger, Stacy Hendricks, Daya Hill, Kathy Jost in place of Barbara Lazarine, Katie Martin, Ronda McClain, Marty Moffett, Claire Murphy, Barbara Qualls, Sharon Rice, Christina Sinclair, Julie Stadler, Joe Strahl, Jay Thornton, Pam Vaughn, Harold Whitaker, Sarah Wright, Tingting Xu

Not in attendance: Linda Black, Deborah Cady, Will Cauthen, Zach Crawford, Jay Forrest, Karen Hickman, Eric Holton, Sarah Hottman, Steve Johnson, Daniel Lopez, Glen McCuller, Betsy Mijares, Jim Moore, G.W. Neal, Cindy Nerren, Susan Reily, Kristi Shofner, Reid Spivey, Terry Young

Meeting called to order: 11:37PM

- Welcome / Lunch
  - Dr. Judy Abbott, Dean, PCOE
  - Approval of Fall 2019 Summary Notes
    - Dr. Qualls made motion to approve notes as corrected; MaryAnn Bentley second the motion.
    - All were in favor; none were opposed; none abstained.
  - SFA, Educator Preparation, and PCOE updates
    - Dean Abbott explained the PCOE reorganization indicating the change includes moving from five units to four units.
    - Two possible new unit names are: Department of Education Studies; which will have all undergraduate degrees and graduate degrees with teacher related certification while the Department of Human Services and Leadership Studies will include educator preparation related graduate degrees and advanced licensures that are for non-teacher roles.
  - Advisory Committee Training
    - Member introductions took place.
      - Dr. Sinclair pointed out Dr. Brandon Fox is the department chair for the newly formed unit that includes elementary and secondary programs.
      - Dr. Fox indicated he looked forward to working with everyone and that there would be follow-up with

partner schools on EdTPA and processes related to clinical teaching.

- Dr. Sinclair indicated the purpose of the SFA EPP Advisory Council is to:
  - Assure that appropriate stakeholders including school and community partners are involved in program evaluation, improvement, and identification of models of excellence.
  - The Advisory Members per TAC §228.20(b) can include:
    - Local School and district Representatives, Higher Education Representatives, Regional Education Service Center Representatives, Business and Community Representatives.
  - Basic Duties of Advisory the Committee Per TAC §228.20(b)
    - Collaboration
    - Meet at least twice a year.
    - Assist in the design, deliver, evaluation, and major policy decisions of the EPP
    - Keep agendas, minutes, and sign-in sheets for auditing purposes.
  - Accountability
    - Provide support for the EPP to meet all TEA standards.
    - Accountable for the quality of the program and the candidates that the program recommends for certification.
- JacksTeach
  - Dr. Sinclair explained that JacksTeach was a new program at SFA and introduced Co-Directors:
    - Dr. Lisa Beverly
    - Dr. Jo Taylor
    - Dr. Christina Sinclair
      - Drs. Beverly and Taylor discussed the UTEACH Program indicating SFA is now an approved replication site called JacksTeach.
      - JacksTeach is designed to increase the pool of STEM teachers in Texas.
      - Dr. Beverly indicated they will be looking to partner with area school districts to ensure candidates get field experiences throughout the program.
  - JacksTeach Steering Committee members include:
    - Dr. Debbie Pace
    - Ms. Jana Redfield

- Dr. Chrissy Cross
    - Ms. Adrienne Aul
    - Ms. Carrie Baker
  - Master Teachers include
    - Dr. Nola Schmidt
    - Dr. Stacia Prince
- Candidate Data Reports:
  - Dr. Sinclair indicated the EPP regularly reports data to members as it relates to the Accountability System for Educator Preparation (ASEP) in Texas.
  - Dr. Sinclair reviewed members on the Four Standards TEA expects all EPPs to meet to maintain full accreditation.
    - STANDARD 1 – Pass rate performance standard in accountability system for Educator Preparation (ASEP) 80% for each academic year
    - STANDARD 2 – Principal survey required of all Principals in Texas who have 1<sup>st</sup> year teachers for the purpose of evaluating the preparation of the candidates by the EPP.
      - Drs. Abbott and Sinclair emphasized how critical the Principal survey is to the EPP.
      - Dr. Fox indicated he was open to feedback on how to improve, and encouraged members to please reach out so we can have direct interactions about strengths and weaknesses.
    - STANDARD 3 – Student achievement of the students taught by beginning teachers for the first three years following certification;
      - Dr. Sinclair indicated while in TAC this standard was not consequential for EPPs yet.
    - STANDARD 4 – Field Supervision:
      - Observations conducted by the Field Supervisor for all candidates on a probationary certificate (frequency/duration) uploaded into the Educator Certification Online System.
      - Exit survey to determine field supervision quality required for all candidates prior to applying for a standard certification.
  - Summarized unit candidate data are available at <http://coe.sfasu.edu/students/unit-data>
  - PCOE certification data, clinical teacher placements

- Fall 2019 Clinical Teacher total:139
- Local ISDs (30 miles or less from SFA) 43
- All others in Greater East Texas, Dallas Area, Houston Area and other areas
- Katie Snyder Martin discussed the EPP Admissions information and let members know she can and has posted their positions on our Facebook site:  
<https://www.facebook.com/PCOEedprep/>
  - We have reached 600+ viewers in one week; email [edprep@sfasu.edu](mailto:edprep@sfasu.edu) to fill positions.
- Julie Stadler explained testing so far for Spring 2020 semester included 84 candidates testing to date.
- TEA Principal Appraisal
  - The Principal Appraisal from 18-19 will not be consequential for EPPs.
  - The EPP met TEA performance criteria for 2018-19.
- Fall 2019 Educational Aide and Agreement w ISDs
  - Fall 2019 Educational Aides for Clinical Teaching total 14
  - Districts with Clinical Teachers would also be an Educational Aide include:
    - Deleon
    - Henderson
    - Humble (2)
    - Klein
    - Livingston
    - Mabank
    - Whitney
    - Martinsville (2)
    - Nacogdoches
    - Palestine
    - Temple
    - Waco
  - The committee reviewed and provided feedback on the agreement form.
  - Kathy Jost, Principal at Coston Elem in Lufkin ISD suggested that on the Educational Aide Agreement form, on page 2 under “The Campus Principal and District is asked to...” section, #2, third bullet, replace “should not have his/her own classroom” with “cannot have his/her own classroom.”
- Partnering with ISDs to Recruit, Prepare and Retain Quality Teachers
  - Dr. Sinclair indicated the TEA-Grow Your Own Grant Application was being prepared for submission and to date included a partnering with the following ISDs on a yearlong clinical teacher placement:
    - Center
    - San Augustine

- Brookeland
- Jasper
- Martinsville
- Dr. Sinclair lead an activity that created the opportunity for committee feedback on the Preparation of New Teachers. The following questions were asked and a summary of member feedback is at the end of this document.
  - What is/are the critical knowledge, skills, and dispositions for new teachers?
  - How are we/the EPP doing to prepare knowledgeable new teachers who can perform the critical skills and dispositions identified above?
  - What questions do you have for us about the ways we prepare teachers?/What do you wonder about related to the way we prepare teachers? What would you like to see us do to better prepare teachers in the areas you identified?
- Important Dates Shared
  - Clinical Teachers' first and last days: Dec 4<sup>th</sup> last day of Fall 19, January 13 first day of Spring 20
  - Clinical Teacher Seminar: Dec 5<sup>th</sup> 8:30 Twilight
  - Spring Teacher Job Fair- March 20<sup>th</sup>, 9:30-12:00 HPE Complex/Gym  
The Spring Teacher Job Fair will be held March 20, 2020 – registration is open:  
[https://app.joinhandshake.com/career\\_fairs/9909/employer\\_preview?token=D7a0JnY6zjK\\_pWBNNczW0hO\\_Fxmyo3vRfH9WuNjcK6laaf--2zg82w](https://app.joinhandshake.com/career_fairs/9909/employer_preview?token=D7a0JnY6zjK_pWBNNczW0hO_Fxmyo3vRfH9WuNjcK6laaf--2zg82w)



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Meeting adjourned: 1:04PM

- **NEXT MEETING –February 13<sup>th</sup> 2019 Steen Library Wyatt Rm**

**EPP Advisory Council Meeting  
Summary of Feedback Session  
10-24-19**

**FEEDBACK FROM EPP ADVISORY COUNCIL ON THE PREPARATION OF  
TEACHERS**

**Procedure/Set-up of the room:**

The Texas Teacher Evaluation and Support System (T-TESS) observation rubric used in clinical teaching and by K-12 partner schools was used as a framework to guide feedback from K-12 advisory council members.

The four domains of the T-TESS written on large posters supported by an easel. Each poster/easel set-up listed the name of the domain at the top with each indicator below it. Participants had a T-TESS rubric in hand and a marker.

The eight K-12 advisory board members were given a marker and asked to use it to indicate their answers to each question asked by the associate dean.

SEE T-TESS Rubric for the full description of domains and indicators

**Participants:** Included 8 K-12 public school partners.

**Question 1: What is/are the critical knowledge, skills, and dispositions for new teachers?**

- Results below are in Tables 1-4 in the “Critical skills for new teachers” column.

**Question 2: How are we doing to prepare knowledgeable new teachers who have the knowledge, skills and dispositions you identified in #1 as being critical for new teachers?**

- Results below are in Tables 1-4 in columns titled “Needs improvement, Meets Expectations, and Above Expectations.”

**Question 3:** This was a set of three questions: What questions do you have about the ways we prepare teachers? What do you wonder about related to the ways we prepare teachers? What would you like to see us do better to prepare teachers?

- Results are the written responses below each table.

**RED = over 30% of participants selected the response**

**Advisory Council Results show the percentage of advisory members and their responses.**

<b>Table 1. Domain I Planning</b>				
	<b>Critical skills for new teachers</b>	<b>Needs Improvement</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>
<b>1.1 Standards and alignment</b>	50%	12.5%	25%	0
<b>1.2 Data and assessment</b>	25%	37.5%	0	0
<b>1.3 Knowledge of students</b>	50%	25%	25%	0
<b>1.4 Activities</b>	50%	37.5%	12.5%	25%

**Planning:**

What questions do you have about the ways we prepare teachers?

What do you wonder about related to the ways we prepare teachers? What would you like to see us do better to prepare teachers?

**Advisory Council members written responses:**

- Providing exercises to pre-service teachers on designing and delivering aligned lessons and student activities – alignment to the content, context (format/givens) and cognition types in the TEK. Exercise includes vetting student activities to ensure alignment to the 3 C's.
- Break the TEK down into specific learning targets. Design common formative assessments on the learning targets for intentional interventions.
- Ensure teachers understand the importance of using student data (assessment loop) to make instructional adjustments
- Bring ESC7 (or principal) to discuss DMAC
- For differentiation
  - Have students visualize specific students or groups of students you know will struggle on the initial 1<sup>st</sup> teach
  - Pre-plan for the students who will exp. Difficulty
  - Also preplan for the extension activities. The pre-planning allows for a proactive approach to facility
- Better feedback about their activities aligning to the rigor of the standard and scaffolding

<b>Table 2. Domain II Instruction</b>				
	<b>Critical skills for new teachers</b>	<b>Needs Improvement</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>
<b>2.1</b> Achieving expectations	0	50%	12.5%	0
<b>2.2</b> Content knowledge and expertise	0	25%	25%	12.5%
<b>2.3</b> Communication	0	0	37.5%	0
<b>2.4</b> Differentiation	37.5%	50%	12.5%	0
<b>2.5</b> Monitor and adjust	87.5%	12.5%	50%	0

**Instruction**

- What questions do you have about the ways we prepare teachers?
- What do you wonder about related to the ways we prepare teachers?  
What would you like to see us do better to prepare teachers?

**Advisory Council members written responses:**

- Need to help to recognize students who are confused and how to deal with it
- Incoming teachers need more knowledge of strategies to meet the needs of diverse learners SPED, ELL, 504



<b>Table 3. Domain II Learning Environment</b>				
	<b>Critical skills for new teachers</b>	<b>Needs Improvement</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>
<b>3.1</b> Classroom environment, routines and procedures	75%	0	50%	0
<b>3.2</b> Managing student behavior	100%	93.7%	0	0
<b>3.3</b> Classroom culture	50%	37.5%	0	0

### **Learning Environment**

What questions do you have about the ways we prepare teachers?

What do you wonder about related to the ways we prepare teachers? What would you like to see us do better to prepare teachers?

#### **Advisory Council members written responses:**

- They need very practical classroom strategies to manage student behavior
- Do you share strategies for managing behavior?
- They need equity vs. equality training
- Need much more exposure and discussion about classroom behavior. Especially the very difficult students.
- Have you had guest principles talk to them regarding what we see are the 1<sup>st</sup> year problems?

<b>Table 4. Domain IV Professional Practices and Responsibility</b>				
	<b>Critical skills for new teachers</b>	<b>Needs Improvement</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>
<b>4.1 Professional demeanor and ethics</b>	0	37.5%	12.5%	0
<b>4.2 Goal setting</b>	0	37.5%		0
<b>4.3 Professional development</b>	0	0	12.5%	0
<b>4.4 School community involvement</b>	0	12.5%	12.5%	0

**Professional Practices and Responsibility:**

What questions do you have about the ways we prepare teachers?

What do you wonder about related to the ways we prepare teachers? What would you like to see us do better to prepare teachers?

**Advisory Council members written responses:**

NONE at the time