

EPP Meeting
September 7, 2016
11:30 am-1:00 pm
Summary Meeting Notes

In Attendance: Gary Applewhite, Scott Bailey, Mary Catherine Breen, Jay Forrest, Mike Gencarelli, Pam Grossman (via Skype), Tracey Hasbun, Stacy Hendricks, Sarah Holtman, Eric Holton, Leah Kahn, Barbara Lazarine, Nick Luggiero, Michael Martin, Gene Moon, Michael Munro, Jannah Nerren, Barbara Qualls, Mary Running, Sarah Wright, Morgan Wright

Welcome:

- Introductions were made by stating the individual's name, position and school.
- Open-ended introduction discussion of immediate resignation issues for the first week or two of school.
 - Nacogdoches ISD noted several teachers leaving within the first couple of weeks of school.
 - Wells ISD mentioned how hard it is for smaller schools to find quality teachers in certain content areas even when offering a \$9000 stipend.
 - One school district (CyFair) stated that they don't touch individuals in contract after the July 7th deadline.
 - Lufkin noted training principals and others hiring to recognize quality applicants and how important it is to have structure built in within the first two weeks of school.

TEA Advisory Committee Training

- Discuss the need/requirement for a variety of committee members (public/private schools, superintendents, assistant superintendent, principals, teachers, and faculty).
- Links
 - Handbook EPP: Practices, Policies, and Procedures for EPP can be found on the SFA website under the College of Education. This information has been agreed and approved by vote.
 - "Become a Student": houses student teacher and field supervisor information.
 - Admission Criteria:
 - Discussion on TSI complete
 - Do we have data of those that have met the TSI standard and gone through the program?
 - Most verbally agreed that TSI is the low hanging fruit but not sure that there is a better predictor for educators.
 - One stated that hard work trumps smarts.
 - It was discussed that the program/courses would eventually weed out those that didn't belong.

- An individual stated that the “passion to teach” was the most important indicator to him.
- Be careful with the standards. It can be a double-edged sword due to the need for growth in enrollment and growing alternative certification programs.

Field Based Experiences & Field Supervision

- SFA requires many field experience hours. In fact, programs require more than the limit set by TEA. However, the amount of hours varies by program/area.
- Most require 3 semesters of field based hours (part time and student teaching).
- In student teaching, TEA requires 12 weeks but SFA requires 15 weeks.
- The Office of Assessment and Accountability is working on a “Preferred Providers” list which is a list of extra information from our partnering districts that house our candidates. An email will be sent to those partnering districts requesting a blurb of information about “why student teachers should come to work at your school?”

Student Teachers

- 142 student teachers this Fall
- Discussion on the content areas (no ag students)
- It was noted that the content areas are low numbers for secondary student teachers.
- Those getting degrees in math/science and other specific areas are getting jobs at refineries for more money. We can’t do anything about that.
- Programs such as Ready, Set, Teach are good for high school students wanting to pursue education. It also helps districts “grow their own.”
 - Interest was sought about a program such as this. Woodville is focused in this area with 22 students. Contact individuals at school districts were requested.
 - It was mentioned that a distance education course for a program such as this would be excellent for districts.
- The group questioned whether the low numbers are an SFA issue or a state or national issue. It was mentioned that this was a discussion for legislatures as we need to be advocates.
- Some noted possible reasons such as “RIF scared” from several years ago, loss of funding (grants), etc. However, it was stated that this is forcing districts to hire earlier and earlier.
- Graph was shown on the drop in enrollment for the Perkins College of Education as well as by departments over the last several years.
- There is training in mental and emotional health for initial certification which is held in student teaching.

Ethics and the EPP

- A committee was created to discuss ethical issues and solutions to better inform students. From that committee, it is a recommendation to have a seminar during student teaching (See ethics seminar handout).
 - An important piece within the seminar would be case studies.
 - One idea for a case study was to have candidate's pair up and analyze the others facebook/social media page.
 - It was mentioned that if this was huge for SFA that 3 to 4 hours one time would not be sufficient.
 - Dr. Nerren mentioned that it was a several prong approach with an online piece as a follow up from the seminar.
 - Several individuals noted that this needed more time/attention than a once or twice meeting.
- Texas leads the nation per capita for ethics violation. Many districts have lost teachers for ethical issues which has led districts or areas within districts to create policies regarding the ethical issues. Dr. Nerren is requesting a copy of those policies for her information to share with students.
- There was a discussion about the fact that ethical issues involve multiple topics and not just inappropriate relationships/texting, etc. In fact, Dr. Qualls mentioned a teacher's driving record that might have driving responsibilities of students.
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Other discussion

- T-Tess -- this is the selected observation instrument (PEC) by supervisors for pilot this fall and will be re-evaluated at the end of the semester. It is planned for use Program-wide in the spring.
- May 4 -- Partners in Education banquet, important opportunity to recognize students/cooperating teachers/supervisors.

Adjourned at 1:02 PM