

**Stephen F. Austin State University**  
**James I. Perkins College of Education (PCOE)**  
**EPP Advisory Council Meeting Summary Notes**  
**November 10<sup>th</sup> , 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 1<sup>st</sup>, 10 am-1 pm
  - Grand and Twilight Ballrooms

**No items from the floor**

**Meeting adjourned 12:52**

**Next meeting: March 2, 2022**