

James I. Perkins College of Education
EPP Advisory Committee AY 2015-2016
Spring Meeting
February 3, 2016
11:30AM – 1:30PM
Wyatt Room
Minutes

Committee Members Present:

Patty Berthot, John Cannings, David Flowers, David Goodman, Tracey Hasbun, Leah Kahn, Gene Moon, Michael Munro, Jannah Nerren, Barbara Qualls, Katie Snyder, Joe Strahl, Janet Tareilo, Morgan Wright

Committee Members Not Present:

Scott Bailey, Mary Catherine Breen, LaTonya Goffney, Lyndsey Kennon, Malinda Lindsey, Michael Martin, Erica Nugent, Kerry Roberts, Annemarie Story

Dr. Nerren began the meeting by asking attendees to complete a survey. She also led introductions by all committee members and informed the committee that those absent would be emailed minutes from the meeting. During the introductory time, Dr. Nerren reviewed the responsibilities of the committee and asked for nomination considerations for future members from each of the respective areas.

Dr. Nerren presented data collected from the PCOE December 2015 graduation regarding fields of study and certifications awarded. She also shared information about the number of current student teachers (210) and their areas of study. A discussion began about the areas of need for some of the school districts. Morgan Wright talked of the need for a Composite Science applicant to which Dr. Nerren shared that the PCOE does not offer that certification. David Flowers also shared his districts' need for 7-12 math applicants. The issue of recruitment was also part of the discussion. Leah Kahn shared that she was actively involved in recruitment strategies and Tracey Hasbun suggested working with those who write SPAs to develop ideas around recruitment efforts.

In a conversation about how to assist with the continuing issue of a teacher shortage, Dr. Nerren asked committee members to discuss what incentives would be available if a pre-service teachers wanted to student teach at one of the smaller area schools. She mentioned programs such as the former Project SFA Lead and the Confianza grant as being helpful to student teachers and their acquisition of a teaching position. Morgan Wright requested a continued conversation take place on how to offer specialized programs in his school district that might entice the placement of more student teachers. **Dr. Nerren offered to organize a meeting to foster such a conversation.**

Michael Munro stated his concern about high school students and how to encourage their interest in holding a position of service in a school district other than teaching such as working with the visually impaired. He also mentioned that this might be another way to "brand" SFA and increase student enrollment.

From the conversation on student teaching, the committee members were asked by Dr. Nerren to think of ideas that would assist the PCOE in the early and best placement of student teachers. She shared that this summer her office would be conducting a review of current and future school districts MOUs that would support student teachers from SFA. The suggestion was made that those school districts represented as members of the EPP Advisory Committee would be afforded preferential considerations at job fairs by being in the front of the area. **Dr. Nerren will contact David Gerrells with this proposal.** The topic of recruitment was continued with several ideas being generated around adding messages to the Student Teaching website such as “bubbles messages” stating, “Why should you teach at Woodville ISD?” or “Why would you teach at Huntington ISD?” These bubbles would also include links to the various schools, employee benefits, and school logos. **Joe Strahl mentioned that this would be easily done and he could begin work on this project.**

Another conversation regarding the placement of student teachers involved the possibility of programs being able to place their own students. Gene Moon shared that his department arranges the student teaching placements and faculty serve as their supervisors. He mentioned how this helps to cultivate relationships between the public schools and the university. David Goodman asked for further explanation of the process. **Dr. Nerren offered to plan a meeting to discuss the idea of faculty in the Department of Kinesiology and Health Science being able to assign placements and supervisor their own students.**

Another topic of conversation centered on the T-TESS. Dr. Nerren informed the committee that beginning in the fall of 2016, the PCOE is in the process of adopting the actual T-TESS indicators as a tool for assessing student teacher candidates. The Office of Assessment and Accountability will provide training for field supervisors and cooperating teachers. The intent is to provide student teachers with knowledge about the assessment process and instrument that will be used when they become teachers. Dr. Nerren mentioned that a pilot survey will be conducted before the implementation of the T-TESS as an assessment tool. The representatives from the school districts were in favor of this initiative. David Flowers offered the use of one of his principals as a guest speaker regarding this topic.

This conversation led to a discussion on the PCOE's practice of requiring the passing of content tests before a student can begin his/her student teaching. Dr. Nerren shared that this was not determined by TEA but individual educator preparation programs and that our programs' practice was determined by the Professional Educator's Council (PEC). She informed the group that TEA had placed a limit on the number of times a candidate could take a certification test (5 times); however, there was an appeals process offered by TEA. An appeals process in the PCOE is also available for seeking a student teaching placement but have failed a portion of the content tests.

Dr. Nerren mentioned several choices that could be brought to the PEC such as (1) not allowing student teaching to take place until all content tests had been passed, (2) having a screening process for considerations to be made if a student had not passed a content test but was allowed to student teach, and (3) enter all who meet the criteria into student teaching allowing candidates to pass their content tests before the end of student teaching. Members of the committee voiced their concerns about the

need to know content to be in classrooms and the impact on the reputation of SFA if students were not prepared. Dr. Nerren also mentioned that there might be a review process in place to help with the early detection of students who may be in jeopardy of not passing their content tests. Students, if removed from student teaching, could still earn a degree without certification.

Currently if a candidate enters student teaching and does not pass the content test in a timely manner, he or she is removed from student teaching. David Goodman raised the point that a timing difference of taking content tests and the reporting of the results does exist depending on the semester of student teaching. The information will be brought to the PEC for discussion and possible changes to the process. Dr. Nerren said she would review those gaps to help in making decision regarding the possible changes to the current system. Dr. Nerren will also review the GPA of the 21 students who brought forward an appeal to enter student teaching without having passed a portion of their content tests. Of the 21 appeals received in her office, 10 students have already passed their content tests.

Dr. Nerren closed the meeting by mentioning and inviting all the EPP committee members to an appreciation dinner being given to honor all of the supervisors and cooperating teachers who have assisted with student teachers this year. The banquet will be held on May 26, 2016, and invitations will follow.