

James I. Perkins College of Education

Advisory Committee for Educator Preparation Programs

November 12, 2014

Meeting Minutes

Dr. Nerren called the meeting together with an introduction of the committee members. Lunch was provided as well as folders with the information for the meeting. Dr. Nerren also addressed the intent and necessity for the meeting.

The PowerPoint presentation from TEA was introduced and each slide explained. Dr. Nerren shared that the college would be moving from NCATE to CAEP accreditation standards. There was some discussion of the change to the admission standards in teacher education, from a GPA of 2.5 to 2.75. Many of the committee members spoke of how this was a welcomed surprise. Katie Snyder explained the 10% “bubble” rule that may provide a university some room in allowing candidates into teacher ed who did not have the required 2.75 GPA.

Dr. Nerren also led the discussion about the information provided regarding the demographic data of student teacher placements sites, certifications offered in the PCOE, and the number of student teachers in the fall and expected student teachers in the spring.

Dr. Nerren led the committee in a discussion about field-based experiences and the use of technology (FEM) to gather the required data. There were a few concerns raised about the online program and possibly the needs for some training in this area. The committee also discussed the meaning of diverse experiences for student teachers. The discussion included how to provide diverse experiences and what was available in some districts (PROJECT Lead in NISD) and that considerations should be made regarding travel costs attached to these experiences. Dr. Qualls mentioned that the cultures of the schools need to also be considered. Dr. Goffney mentioned that there was some advantage to having students in a school for an extended time for candidates to become familiarized with the culture of the schools and many times principals are ready to hire candidates because of this familiarity. Dr. Bailey shared this type of continuation might be a disservice to some candidates who might want a different kind of student teaching experience. Dr. Moon suggested that by being placed in different areas, candidates might actually “be successful where they are not comfortable.”

Dr. Nerren discussed how CAEP standards required an EPP to prove that diversity experiences were provided to all pre-service candidates. The committee members spoke of what diversity experiences should look like. A key in this process will be how the communication efforts transpire understanding that perceptions of both the students and the school districts must be taken into consideration.

During the meeting, the PBIC program was discussed. The conversations centered on graduation rates, hiring trends, and how the EPP wanted to ensure the quality of the students. Alternative certification programs and how these programs differed from traditional preparation programs were also topics discussed by the committee. A concern did arise regarding the enculturation process that takes place in

traditional programs. Student teachers learn about unspoken codes and morays that take place while becoming a part of the campus. Dr. Nerren spoke of how this knowledge would be helpful in preparing students with the required dispositions.

The topic of needing more Bilingual certified teachers was also addressed during the meeting. While the CONFianza grant does provide assistance for those seeking an ESL certification, it does not help in meeting the need for bilingual teachers. All of the superintendents present spoke of how this need would be a constant in the future.

Dr. Nerren introduced the topic of field supervision and the need to provide continued professional development for mentor and supervising teachers. Support, communication, and training were points taken by the committee members. More preparation and instruction were issues that needed more discussion. Dr. Nerren shared that more electronic training would be forthcoming and additional online forms would be available in the future. While there may be a few “quirks” in the system, Dr. Nerren felt there would be a level of capacity built within time.

Continuing with the issue of field supervision, Dr. Nerren shared that beginning in Fall 2015, the state will require all field supervisors to hold a valid teaching certificate. This topic created a great deal of discussion for the committee members regarding differing state certifications as being valid in Texas, the meaning of a lifetime certificate for those who may not have been in a classroom recently, and how this decision by the state will impact the number of available field supervisors. Dr. Nerren also shared that for initial certifications, remote supervisions will no longer be an acceptable form of completing the required observations.

Dr. Nerren closed the meeting by asking the committee members to share their beliefs about the skills needed by the graduates of the teacher education programs from SFA. The following were the comments shared.

Successful candidates could improve their knowledge of:

- the meaning of rigor;
- classroom management skills;
- current trends in teaching;
- innovative ways to engage students in the learning process;
- becoming a facilitator of learning; and the
- new accountability system.

The committee members were thanked for their attendance and contributions during the discussions. Another meeting is planned for the spring.