Perkins College of Education Educator Preparation Program (EPP) Advisory Council

FEBRUARY 7TH, 2019
PERKINS COLLEGE OF EDUCATION
EDUCATOR PREPARATION PROGRAM (EPP)
ADVISORY COUNCIL MTG

ARE THERE TOPICS OR QUESTIONS YOU CAME HERE HOPING TO DISCUSS AND/OR LEARN MORE ABOUT TODAY?
WELCOME/LUNCH

DR. JUDY ABBOTT, DEAN

JAMES I. PERKINS COLLEGE OF EDUCATION
Changing Lives One LUMBERJACK at a Time!

JAMES I. PERKINS COLLEGE OF EDUCATION
APPROVAL OF SUMMARY NOTES
ADVISORY COMMITTEE PURPOSE

PREPARING THE BEST EDUCATORS FOR OUR CHILDREN!
PURPOSE OF THE SFA EPP ADVISORY COUNCIL

• TO ASSURE THAT APPROPRIATE STAKEHOLDERS INCLUDING SCHOOL AND COMMUNITY PARTNERS ARE INVOLVED IN PROGRAM EVALUATION, IMPROVEMENT, AND IDENTIFICATION OF MODELS OF EXCELLENCE.
SFA EPP ADVISORY COUNCIL

• INTRODUCTIONS
COUNCIL FOR THE ACCREDITATION OF EDUCATOR PREPARATION (CAEP) TIMELINE

SPRING 2021: CAEP VISIT

SUMMER 2020: SELF-STUDY REPORT DUE

DATA CYCLES:

FALL 2018, SPRING 2019, FALL 2019
TEA EVALUATION OF EPPS
FOUR AREAS

• **STANDARD 1 – PASS RATE PERFORMANCE** STANDARD IN ACCOUNTABILITY SYSTEM FOR EDUCATOR PREPARATION (ASEP) 80% FOR EACH ACADEMIC YEAR;

• **STANDARD 2 – PRINCIPAL APPRAISAL REQUIRED** OF ALL PRINCIPALS IN TEXAS WHO HAVE 1ST YEAR TEACHERS EVALUATING THE PREPARATION OF THE CANDIDATES BY THE EPP;

• **STANDARD 3 – STUDENT ACHIEVEMENT** OF THE STUDENTS TAUGHT BY BEGINNING TEACHERS FOR THE FIRST 3 YEARS FOLLOWING CERTIFICATION; AND

• **STANDARD 4 – FIELD SUPERVISION** OF BEGINNING TEACHERS: OBSERVATIONS CONDUCTED BY THE FIELD SUPERVISOR FOR ALL CANDIDATES ON A PROBATIONARY CERTIFICATE (FREQUENCY/DURATION/QUALITY) AND UPLOADED INTO EDUCATOR CERTIFICATION ONLINE SYSTEM. **EXIT SURVEY** WILL BE REQUIRED FOR ALL CANDIDATES PRIOR TO APPLYING FOR STANDARD CERTIFICATION.
SFA EPP CANDIDATE DATA REPORTS
CERTIFICATION DATA

KATIE MARTIN

Changing Lives
One LUMBERJACK at a Time!
CERTIFICATION RECOMMENDATIONS FROM
9/1/2018 – 1/31/2019

<table>
<thead>
<tr>
<th>Secondary and All-Level</th>
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<tbody>
<tr>
<td>Art EC-12</td>
<td>2</td>
</tr>
<tr>
<td>Dance 6-12</td>
<td>1</td>
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<tr>
<td>Deaf and Hard of Hearing EC-12</td>
<td>1</td>
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<tr>
<td>English Language Arts and Reading 7-12</td>
<td>5</td>
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<td>History 7-12</td>
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<td>7</td>
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<tr>
<td>Social Studies 7-12</td>
<td>1</td>
</tr>
<tr>
<td>Special Education EC-12</td>
<td>4</td>
</tr>
<tr>
<td>Speech 7-12</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Students with Visual Impairments</td>
<td>1</td>
</tr>
<tr>
<td>Theatre EC-12</td>
<td>4</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>53</strong></td>
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<table>
<thead>
<tr>
<th>Elementary and Middle Level Grades</th>
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<tr>
<td>Core Subjects EC-6</td>
<td>73</td>
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<tr>
<td>Core Subjects 4-8</td>
<td>7</td>
</tr>
<tr>
<td>English Language Arts and Reading 4-8</td>
<td>2</td>
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<tr>
<td>Mathematics 4-8</td>
<td>5</td>
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<td>Science 4-8</td>
<td>1</td>
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<tr>
<td>Social Studies 4-8</td>
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<td><strong>Total</strong></td>
<td><strong>89</strong></td>
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<th>Professional</th>
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<tbody>
<tr>
<td>Educational Diagnostician</td>
<td>3</td>
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<tr>
<td>Master Math 4-8</td>
<td>1</td>
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<tr>
<td>Master Reading EC-12</td>
<td>1</td>
</tr>
<tr>
<td>Principal</td>
<td>91</td>
</tr>
<tr>
<td>Reading Specialist</td>
<td>4</td>
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<tr>
<td>School Counselor</td>
<td>4</td>
</tr>
<tr>
<td>Superintendent</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>112</strong></td>
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</table>

**Total Certifications Recommended = 254**
# POST-BACCALAUREATE INITIAL CERTIFICATION INTERNS

**FALL 2018**

<table>
<thead>
<tr>
<th>Central Heights ISD</th>
<th>Pottsboro ISD</th>
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<tr>
<td>Cleveland ISD</td>
<td>Quinlan ISD</td>
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<tr>
<td>Houston ISD</td>
<td>Spurger ISD</td>
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<tr>
<td>Katy ISD</td>
<td>Woden ISD</td>
</tr>
<tr>
<td>Nacogdoches ISD</td>
<td></td>
</tr>
</tbody>
</table>
PCOE Educator Preparation
Candidate Data

Carrie Durrett
CLINICAL TEACHER DATA
SPRING 2019

• 203- TOTAL

• ASSIGNED TO LOCAL ISDS-78 (30 MI OR LESS FROM NACOGDOCHES)

• GREATER EAST TX-34

• DALLAS AREA – 44

• HOUSTON AREA – 35

• OTHER OOA -12
# TEXES EXAM PASS RATES

<table>
<thead>
<tr>
<th>Pedagogy &amp; Professional Responsibilities (PPR)</th>
<th>NON-PPR Acceptable: 75%</th>
<th>All: 93%</th>
<th>All: 91%</th>
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</thead>
<tbody>
<tr>
<td>Acceptable: 85%</td>
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<tr>
<td>Demographic Group</td>
<td>Applied</td>
<td>Admitted</td>
<td>Retained</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------</td>
<td>----------</td>
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</tr>
<tr>
<td>All</td>
<td>934</td>
<td>915</td>
<td>1179</td>
</tr>
<tr>
<td>Female</td>
<td>747</td>
<td>735</td>
<td>933</td>
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<tr>
<td>Male</td>
<td>187</td>
<td>180</td>
<td>246</td>
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<tr>
<td>African American</td>
<td>114</td>
<td>111</td>
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<tr>
<td>Hispanic</td>
<td>115</td>
<td>116</td>
<td>167</td>
</tr>
<tr>
<td>Other</td>
<td>39</td>
<td>39</td>
<td>49</td>
</tr>
<tr>
<td>White</td>
<td>666</td>
<td>649</td>
<td>818</td>
</tr>
</tbody>
</table>
TEA
PRINCIPAL APPRAISAL

- USED TO MAKE DATA INFORMED DECISIONS FOR THE PURPOSE OF CONTINUOUS PROGRAM IMPROVEMENT
- MAY – JUNE THE SURVEY IS SENT TO PRINCIPALS BY TEA
TEA PRINCIPAL SURVEY

• 1ST YR TEACHERS ARE RATED IN THE FOLLOWING AREAS:
  • CLASSROOM ENVIRONMENT
  • INSTRUCTION
  • STUDENTS WITH DISABILITIES
  • ENGLISH LANGUAGE LEARNERS
  • INTEGRATE TECHNOLOGY INTO C&I
  • USE TECHNOLOGY TO COLLECT, MANAGE, AND ANALYZE DATA
  • SEE HANDOUTS
TEA
PRINCIPAL APPRAISAL

• POLL EVERY WHERE QUESTIONS:
• DESCRIBE THINGS YOU THINK WE CAN DO TO IMPROVE OVERALL?
• DESCRIBE SPECIFIC THINGS WE CAN DO TO BETTER SUPPORT THE FOLLOW SFA PREPARED TEACHER DEMOGRAPHIC GROUPS:
  • MALES
  • AFRICAN AMERICAN
  • HISPANIC
• HOW ARE PRINCIPALS TRAINED TO USE THE APPRAISAL INSTRUMENT?
• DO YOU THINK WE SHOULD MEET WITH PRINCIPALS? WHY OR WHY NOT?
PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES (PPR)
PASS RATE

• KNOWLEDGE OF EDUCATIONAL THEORY AND PEDAGOGY.
  • 100 MULTIPLE-CHOICE QUESTIONS

• COVERS FOUR KEY DOMAINS:
  • INSTRUCTION AND ASSESSMENT DESIGN
  • CLASSROOM MANAGEMENT
  • IMPLEMENTATION OF INSTRUCTION AND ASSESSMENT
  • EDUCATORS' PROFESSIONAL RESPONSIBILITIES

• SEE HANDOUT
<table>
<thead>
<tr>
<th>Program</th>
<th>Taken</th>
<th>Passed</th>
<th>% Pass (85% min criteria)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, Food &amp; Natural Resources (6-12)</td>
<td>2</td>
<td>1</td>
<td>50.00%</td>
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<tr>
<td>Core Subjects (4-8)</td>
<td>2</td>
<td>2</td>
<td>100.00%</td>
</tr>
<tr>
<td>Core Subjects (EC-6)</td>
<td>7</td>
<td>5</td>
<td>71.43%</td>
</tr>
<tr>
<td>Music (EC-12)</td>
<td>3</td>
<td>2</td>
<td>66.67%</td>
</tr>
<tr>
<td>Physical Education (EC-12)</td>
<td>1</td>
<td>1</td>
<td>100.00%</td>
</tr>
<tr>
<td>Social Studies (4-8)</td>
<td>2</td>
<td>2</td>
<td>100.00%</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>13</td>
<td>76.47%</td>
</tr>
<tr>
<td>Program</td>
<td>Taken</td>
<td>Passed</td>
<td>% Pass (85% min criteria)</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------</td>
<td>--------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Core Subjects (EC-6)</td>
<td>35</td>
<td>27</td>
<td>77.14%</td>
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<tr>
<td>Mathematics (4-8)</td>
<td>3</td>
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<td>100.00%</td>
</tr>
<tr>
<td>Music (EC-12)</td>
<td>2</td>
<td>2</td>
<td>100.00%</td>
</tr>
<tr>
<td>Science (4-8)</td>
<td>1</td>
<td>1</td>
<td>100.00%</td>
</tr>
<tr>
<td>Social Studies (4-8)</td>
<td>2</td>
<td>2</td>
<td>100.00%</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>35</td>
<td>81.40%</td>
</tr>
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</table>
TAC 228.35
CANDIDATES EMPLOYED AS CERTIFIED EDUCATIONAL AIDES

- AS OF JANUARY 2019, CANDIDATES EMPLOYED AS CERTIFIED EDUCATIONAL AIDES MAY SATISFY THEIR CLINICAL TEACHING ASSIGNMENT REQUIREMENTS THROUGH THEIR INSTRUCTIONAL DUTIES.
TAC 228.35
CANDIDATES EMPLOYED AS CERTIFIED EDUCATIONAL AIDES

• THINGS TO CONSIDER:

• ALL REQUIREMENTS FOR EDUCATIONAL AIDES COMPLETING CLINICAL TEACHING WILL REMAIN THE SAME:

  • SEMESTER LONG, FULL DAY ASSIGNMENT
  • TWO SEMESTER, HALF DAY ASSIGNMENT
  • 3 FORMAL OBSERVATIONS (INCLUDING A PRE AN POST CONFERENCE)
  • 1 INFORMAL OBSERVATION
  • COOPERATING TEACHERS MUST HOLD A STANDARD CERTIFICATE AND HAVE A MINIMUM OF THREE YEARS OF EXPERIENCE
QUESTIONS FOR THE GROUP

• SHOULD THE CANDIDATE'S EDUCATIONAL AIDE POSITION BE IN THE CONTENT AREA AND GRADE LEVEL OF THE CONTENT AREA THE CANDIDATE IS SEEKING

• WHY OR WHY NOT?
PROPOSED AMENDMENT TO TAC 227.10
ADMISSION CRITERIA

• (4) FOR AN APPLICANT WHO WILL BE SEEKING AN INITIAL CERTIFICATE IN THE CLASSROOM TEACHER CLASS OF CERTIFICATE, THE APPLICANT SHALL HAVE SUCCESSFULLY COMPLETED, PRIOR TO ADMISSION, AT LEAST:

• (A) A MINIMUM OF 12 SEMESTER CREDIT HOURS IN THE CONTENT AREA EXCEPT FOR MATHEMATICS OR SCIENCE AT OR ABOVE GRADE 7

• (B) 15 SEMESTER CREDIT HOURS IN THE CONTENT AREA FOR MATHEMATICS OR SCIENCE AT OR ABOVE GRADE 7; OR

• (C) A PASSING SCORE ON THE APPROPRIATE SUBJECT MATTER EXAMINATIONS AS SPECIFIED IN THE FIGURE PROVIDED IN THIS SUBSECTION FOR THE CALENDAR YEAR DURING WHICH THE APPLICANT SEEKS ADMISSION;
PROPOSED AMENDMENT TO TAC 227.10
ADMISSION CRITERIA

• SUBJECT MATTER EXAMINATION WILL SHIFT AWAY FROM CERTIFICATION EXAMS WHERE CONTENT AND CONTENT PEDAGOGY WERE INCLUDED TO SUBJECT MATTER EXAMS THAT WOULD BE USED FOR PRE-ADMISSION PURPOSES AND ISSUANCE OF THE CERTIFICATION
## Content Areas Offered at SFA Included in the Subject Matter Examination Proposal

<table>
<thead>
<tr>
<th>Elementary and Middle Level Grades</th>
<th>Secondary</th>
<th>All-Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Subjects EC-6</td>
<td>Agriculture, Food, and Natural Resources 6-12</td>
<td>ART EC-12</td>
</tr>
<tr>
<td>Core Subjects 4-8</td>
<td>Business and Finance 6-12</td>
<td>LOTE-French EC-12</td>
</tr>
<tr>
<td>English Language Arts and Reading 4-8</td>
<td>Chemistry Grades 7-12</td>
<td>LOTE-Spanish EC-12</td>
</tr>
<tr>
<td>Mathematics 4-8</td>
<td>Dance 6-12</td>
<td>Music EC-12</td>
</tr>
<tr>
<td>Science 4-8</td>
<td>English Language Arts and Reading 7-12</td>
<td>Physical Education EC-12</td>
</tr>
<tr>
<td>Social Studies 4-8</td>
<td>Family and Consumer Sciences, Composite 6-12</td>
<td>Theatre EC-12</td>
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<tr>
<td></td>
<td>History Grades 7-12</td>
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</tr>
<tr>
<td></td>
<td>Hospitality, Nutrition, and Food Sciences Grades 8-12</td>
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<td></td>
<td>Human Development and Family Studies Grades 8-12</td>
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<td></td>
<td>Journalism 7-12</td>
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<td>Life Science Grades 7-12</td>
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<td>Physical Science Grades 6-12</td>
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<td></td>
<td>Social Studies Grades 7-12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speech Grades 7-12</td>
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## Content Areas Offered at SFA Not Included in the Subject Matter Examination Proposal

<table>
<thead>
<tr>
<th>Deaf and Hard of Hearing EC-12</th>
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</thead>
<tbody>
<tr>
<td>Special Education EC-12</td>
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</table>
PRINCIPAL AS INSTRUCTIONAL LEADER

- TEXES 268 AND PERFORMANCE ASSESSMENT FOR SCHOOL LEADERS (PASL)
- THE NEW TEXES 268 EXAM WILL INCLUDE SELECTED-RESPONSE AND CONSTRUCTED-RESPONSE QUESTIONS
- CONSTRUCTED-RESPONSE QUESTIONS ASSESS CONTENT FROM THE FOLLOWING DOMAINS:
  - SCHOOL CULTURE
  - LEADING LEARNING
  - HUMAN CAPITAL
PRINCIPAL AS INSTRUCTIONAL LEADER

- PERFORMANCE ASSESSMENT FOR SCHOOL LEADERS (PASL)
  - An assessment that will allow candidates to demonstrate the application of knowledge and skills identified as relevant and important to beginning school leaders

- The PASL contains three tasks requiring written commentary and submission of artifacts

- The tasks
  - Task 1: Problem solving in the field
  - Task 2: Supporting continuous professional development
  - Task 3: Creating a collaborative culture
    - A video of the candidate facilitating a collaborative team during the practicum is required in Task 3

- Who is exempt from taking the PASL?
  - Candidates who complete the Texes 268 exam, coursework and practicum by August 31, 2019 and are recommended for certification by October 30, 2019
RECRUITING, TRAINING AND RETAINING QUALITY TEACHERS

GROW YOUR OWN

TEA GRANT

CYCLE 2
Discussion Topic Results
Fall 2018 Mtg

SEE HANDOUT
EMPLOYMENT NEEDS?

• WHAT ARE YOUR GREATEST EMPLOYMENT NEEDS?

• WHAT CAN WE DO TO HELP MEET YOUR EMPLOYMENT NEEDS?

• DON’T FORGET OUR FACEBOOK PAGE @ SFA EDUCATOR PREPARATION
Huntington Elementary School
1st Grade
Contact Lisa
214-429-7771
lisa.morgan@huntingtonisd.com
Huntington ISD
3rd Grade ESL
Contact: Randi Darragh
903-655-5200 or rdarragh@hendersonisd.org

Carpenter Elementary needs our help again!
Thanks to all of the shares, we were able to find a teacher within 24 hours. Let's do it again.
Please share on your personal pages.

August 29, 2018
NACOGDOCHES ISD
Carpenter Elementary - Immediate Openings
Kindergarten
2nd Grade
Please contact Summer Davis at (936) 234-1671 or (936) 569-5070 x6202

SFA Educator Preparation
Published by Carrie Baker [?] · August 29, 2018
SFA Educator Preparation
Published by Carrie Baker [?] · January 7, 2019
SFA Educator Preparation
Published by Carrie Baker [?] · January 7 at 3:43 PM
Here’s an exciting opportunity with Henderson ISD
Henderson ISD
Wylie Elementary School
Immediate Opening
3rd Grade ESL
Contact: Randi Darragh
903-655-5200 or rdarragh@hendersonisd.org
IMPORTANT DATES

• TEACHER JOB FAIR— MARCH 1

• CLINICAL TEACHERS
  • FIRST DAY JAN 7
  • LAST DAY MAY 8TH
  • SEMINAR MAY 9TH BPSC

• NEXT MEETING — FALL 2019
SPRING TEACHER JOB Expo
Friday March 1
Brandi Derouen
DerouenB@SFASU.EDU
Assistant Director of Career Services, Student Affairs
QUESTIONS?
OTHER ITEMS
ADJOURN

THANK YOU!
EDTPA INFORMATION

- STANFORD CENTER FOR ASSESSMENT, LEARNING, AND EQUITY (SCALE)

- USED BY TEACHER PREPARATION PROGRAMS THROUGHOUT THE UNITED STATES.
EDTPA INFORMATION

• A PERFORMANCE-BASED, SUBJECT-SPECIFIC PORTFOLIO
• FOCUSED ON: PLANNING, INSTRUCTION, AND ASSESSMENT
• SCORED BY HIGHLY TRAINED EDUCATORS
EDTPA IMPLEMENTATION TIMELINE FOR TEXAS EPPS

2018-19—Introductory Participation
2019-20—Exploratory Participation
2020-21—Exploratory Participation
2021-22— Full Implementation (by all EPPs)
2022-23—Consequential Participation
ROUND TABLE DISCUSSION

BENEFITS

• DESCRIBE WAYS YOUR DISTRICTS BENEFIT FROM PARTNERING WITH US (SFA ED PREP PROGRAMS)

• HOW CAN WE BE A BETTER PARTNER TO YOU?
ROUND TABLE DISCUSSION
EMPLOYMENT NEEDS

• WHAT ARE YOUR GREATEST EMPLOYMENT NEEDS? (TEACHER AND/OR ADMINISTRATOR VACANCIES YOU NEED US TO HELP YOU FILL)

• WHAT CAN WE DO TO HELP YOU MEET EMPLOYMENT NEEDS?
SFA EDUCATOR PREP ON FACEBOOK

• SEND YOUR EMPLOYMENT NEEDS TO US ON FACEBOOK

• WE HAVE REACHED AS MANY AS 3000+ PEOPLE WITH EMPLOYMENT POSTS
ROUND TABLE DISCUSSION
FUTURE AGENDA ITEMS

• WHAT ITEMS WOULD YOU LIKE TO HAVE ON THE AGENDA FOR OUR FALL 19 MEETING?
CO-TEACH PILOT PROJECT

• THREE CLINICAL TEACHERS CURRENTLY

• SFA LAB SCHOOL & TJR ELEM
  • DRS. AKERSON AND MONTGOMERY
  • FIELD SUPERVISOR: MARY ANN BENTLEY
CO-TEACH PILOT PROJECT

• WOULD YOU LIKE TO BE PART OF CO-TEACHING PROJECT BY HOSTING CLINICAL TEACHERS?

[Logos and text on the slide]
T-TESS OBSERVATION TRAINING

• FIELD SUPERVISOR OBSERVATION TRAINING (INITIAL TEACHER CANDIDATES)
  • PROVIDED BY DRS. WILLEY AND BAILEY
  • 10 FIELD SUPERVISORS—JANUARY 10, 2018
  • 8 SUPERVISORS TRAINED AT THEIR REGION ESC

• FIELD SUPERVISOR COACH TRAINING (ADVANCED PROGRAM CANDIDATES)
  • PROVIDED BY DR. WILLEY
  • 8 FIELD SUPERVISORS TRAINED
QUESTIONS

• HOW CAN WE BE A BETTER PARTNER TO YOU?
• FUTURE AGENDA ITEMS?
TESTING REQUIREMENTS FOR A STANDARD PRINCIPAL CERTIFICATION

- TEXES PRINCIPAL 268 AND THE PERFORMANCE ASSESSMENT FOR SCHOOL LEADERS (PASL)

- CANDIDATES WHO PASS THE 268 BY 8/31/2019 EXEMPT FROM THE PASL IF:
  
  - CERT REQUIREMENTS COMPLETED BY 8/31/2019
  - REC FOR CERT BY 10/30/2019

- TEXES 268 OFFERED FREE TO ELIGIBLE CANDIDATES –
  
  - DECEMBER 2018 – FEBRUARY 2019
  
  - ELIGIBLE CANDIDATES = NOT ATTEMPTED THE TAXES PRINCIPAL 068 EXAM.

- THE PASL WILL BECOME AVAILABLE TO CANDIDATES IN FALL 2019
NATIONAL ACCREDITATION STANDARDS

• COUNCIL FOR THE ACCREDITATION OF EDUCATOR PREPARATION
  • HTTP://CAEPNET.ORG

• SPECIALIZED PROGRAM ASSOCIATION (SPA) STANDARDS

• ISTE –NATIONAL LEVEL TECHNOLOGY STANDARDS
CAEP AREAS FOR IMPROVEMENT (AFI)

• THE UNIT DOES NOT:
  • REGULARLY AND SYSTEMATICALLY ASSESS PROFESSIONAL DISPOSITIONS OF ALL ADVANCED PROGRAM CANDIDATES.
  • SYSTEMATICALLY SHARE ASSESSMENT DATA WITH FACULTY ACROSS INITIAL PROGRAMS TO SUPPORT CONTINUOUS IMPROVEMENT. (ITP)
CAEP AREAS FOR IMPROVEMENT (AFI)

• THE UNIT DOES NOT:

SYSTEMATICALLY COLLECT DATA FOR SOME ASSESSMENTS TO IMPROVE THE UNIT AND ITS PROGRAMS. (ADV)

ENSURE THAT ALL CANDIDATES HAVE FIELD EXPERIENCE AND CLINICAL PRACTICE WITH P-12 STUDENTS FROM DIFFERENT SOCIO-ECONOMIC GROUPS, AND DIVERSE ETHNIC/RACIAL GROUPS, AND ENGLISH LANGUAGE LEARNERS AND STUDENTS WITH DISABILITIES. (ITP) (ADV)
QUALITY ASSURANCE SYSTEM

• ANNUAL COLLEGE WIDE DATA DAY
• PROFESSIONAL EDUCATORS COUNCIL
• ED PREP PROGRAM ADVISORY COUNCIL
• CAEP ASSESSMENT COMMITTEE
• COLLEGE ASSESSMENT OVERSIGHT COMMITTEE
SFA EPP INITIAL CERT BENCHMARKS AND ASSESSMENTS

• HTTP://COE.SFASU.EDU/DOCUMENTS/SFA_EPP_INITIAL_CERT_BENCHMARKS_AND_ASSESSMENTS.PDF

• SEE ADMISSION CRITERIA HANDOUT

• ADMISSION PROCESS IS PAPERLESS (DEMO)
SUMMARIZED UNIT DATA

• HTTP://COE.SFASU.EDU/STUDENTS/UNIT-DATA
ROUND TABLE DISCUSSION

• DESCRIBE STRENGTHS YOU SEE RELATED TO OUR ADMISSION REQUIREMENTS, BENCHMARKS, AND/OR ASSESSMENTS FOR INITIAL LICENSURE TEACHER CANDIDATES.

• DESCRIBE WAYS YOU THINK WE COULD IMPROVE/CHANGE OUR ADMISSION REQUIREMENTS, BENCHMARKS, AND/OR ASSESSMENTS FOR INITIAL LICENSURE TEACHER CANDIDATES.
ROUND TABLE DISCUSSION

• T-TESS USAGE IN CLINICAL TEACHING
• WHAT SHOULD A CLINICAL TEACHER SCORE TO PASS?

NEEDS IMPROVEMENT, DEVELOPING, PROFICIENT, ACCOMPLISHED, DISTINGUISHED
ROUNDTABLE DISCUSSION

• WHAT DO SFA PREPARED CANDIDATES DO WELL?

• WHAT DO SFA PREPARED CANDIDATES NEED TO BE ABLE TO DO BETTER AS THEY BECOME NEW TEACHERS ON YOUR CAMPUSSES?

• ARE THEIR THINGS YOU WOULD LIKE TO SEE US DO TO BETTER PREPARE OUR TEACHER CANDIDATES?
SFA PREPARED NON-TEACHER CANDIDATE GLOWS AND GROWS

- PRINCIPAL
- SUPERINTENDENT
- EDUCATIONAL DIAGNOSTICIAN
- READING SPECIALIST
- SCHOOL COUNSELOR
- SCHOOL PSYCHOLOGIST
- K-12 VISUALLY IMPAIRED (AD-ON LICENSURE)