



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS™

WELCOME

College of Education

Strategic
Partners
Education
Advisory
Council

for Life's Next Chapter™

Texas A&M University-Central Texas **SPEAC Meeting**

When: Friday, April 7th, 2017

Where: Warrior Hall Multipurpose Room

Time: 10:00 a.m. – 11:30 a.m.

We greatly appreciate your dedication, commitment, and service. We look forward to seeing you in a few weeks!

Please see attached Parking Pass
(place on your dashboard)

If you have any questions, please contact:
Director of Educator Preparation Services
Dr. Amber Lynn Diaz
(254) 519-5791
amberlyndiaz@tamuct.edu



TEXAS A&M
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Strategic Partners Education Advisory Council (SPEAC)

Agenda

Date: April 7, 2017

Time: 10:00 a.m. to 11:30 p.m.

Location: Texas A&M University-Central Texas, Warrior Hall Multipurpose Room

Welcome & Call to Order

Dr. John Craft - SPEAC Co-Chair; Killeen ISD Superintendent

Approval of Minutes (Appendix A)

SPEAC Materials Discussion

Introduction

Dr. Edward Hill - SPEAC Co-Chair; TAMUCT College of Education Dean

Introduction & Appreciation

Recognition of SPEAC Members

Nominations for SPEAC Co-Chair Start Spring 2018

Advisory Council Roles & Responsibilities

Amber Lynn Diaz - Director of Educator Preparation Services & Certification Officer

SPEAC Handbook – Serves as Training for the Advisory Council

SPEAC & CAPS Membership (Appendix B) - Commitment Form

Advisory Members Code of Ethics (Appendix B) - Code of Ethics Form

Review of Program Operation, Evaluation, & Advisement

Teacher Preparation Program

Dr. Agnes Tang; Coordinator

Master in Education with Teacher Certification Program

Dr. Stephen Anderson; Coordinator

Reading Specialist Preparation Program

Dr. Stephen Anderson; Coordinator

School Counselor Preparation Program

Dr. Genna Vivona; Coordinator

Principal Preparation Program

Dr. Todd Duncan; Coordinator

Matthew Widacki; Principal CAPS Co-Chair

Superintendent Preparation Program

Dr. Todd Duncan; Coordinator

Michael Novotny; Superintendent CAPS Co-Chair

Program Advisement

Dr. Amber Lynn Diaz - Director of Educator Preparation Services & Certification Officer

Texas A&M University – Central Texas Pass Rates

2017 – 2018 Memorandum of Understanding (Draft)

New Educator Preparation Program Requirements

EdTPA

Collaboration/Question & Answer Session

Dr. Edward Hill

Educator Preparation Programs Collaboration Form

Next Meetings: November 03, 2017 10:00 a.m. & April 6, 2018 10:00 a.m.

SPEAC

Strategic Partners Education Advisory Council
Handbook



TEXAS A&M
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Texas A&M University-Central Texas

Strategic Partners Education Advisory Council (SPEAC)

SPEAC Rationale

A need exists for key stakeholders in Central Texas to engage in public discussions about shifts that are occurring in education and identify ways in which PK-12 and higher education can work collaboratively to prepare new teachers and leaders who are prepared to address these changes.

SPEAC Purpose

To support the mission of Texas A&M University-Central Texas and the College of Education Educator Preparation Programs' efforts to prepare new teachers and leaders who are teaching our nation's students to be college and career ready.

SPEAC Mission

Develop educators and leaders who are fully prepared to facilitate the critical learning work of school communities, ensuring student and school success in the midst of a constantly changing environment.

A&M-Central Texas Mission

Texas A&M University-Central Texas is an upper-level university offering junior and senior-level coursework needed to successfully complete baccalaureate degrees and all coursework leading to the completion of graduate degrees. The University is committed to high quality, rigorous, and innovative learning experiences, and prepares students for lifelong learning through excellence in teaching, service, and scholarship.

College of Education Mission

The mission of the College of Education is to provide students in professional education and other human services with a quality education through academic, cultural, and leadership experiences, and to provide leadership through scholarship and service to the extended community and profession. Programs in College of Education prepare students for challenging, gratifying, and socially significant careers in education, counseling, and psychology. In addition to its teaching function, the program has a strong service commitment to public schools and human service agencies.

College of Education Information

The College of Education includes the Curriculum & Instruction Department, Educational Leadership, the Psychology and Counseling Department, and Educator Preparation Services Department (EPSD). Please refer to the following page for contact information for each Educator Preparation Program at A&M-Central Texas or by visiting our website at: <http://www.tamuct.edu/departments/education/index.php>

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School Counselor

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Educator Preparation Services Department

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Educator Preparation Services Director
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Ms. Elizabeth Glenn
Certification Testing & Field Placement
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educatorprep@tamuct.edu
Phone: 254-519-5464 Fax: 254-519-5786

Educator Preparation Program Accountability & Accreditation

Accountability [TAC §229]

A&M-Central Texas Educator Preparation Programs are evaluated annually by the following Four Standards:

Standard 1 – Pass Rate performance standard in Accountability System for Educator Preparation (ASEP) 80% for each academic year;

Standard 2 – Principal Survey required of all principals in Texas who have 1st, 2nd, or 3rd year teachers evaluating the preparation of the candidates by the Educator Preparation Program (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. An Exit Survey will be required for all candidates prior to applying for standard certification.

Accreditation Status [TAC §229.4(b-f)]

A&M-Central Texas Educator Preparation Programs receive an Accreditation Status based on the 4 Standards as:

- Accredited – Not Rated
- Accredited
- Accredited – Warned
- Accredited – Probation
- Not Accredited – Revoked

A&M-Central Texas Educator Preparation Programs have the status of Accredited. Please refer to (Appendix A) for the 2016 TEA Accreditation Notice.

Consumer Information

The following list of data for A&M-Central Texas Educator Preparation Programs can be found on the TEA website at:

http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Consumer_Information_about_Educator_Preparation_Programs.aspx

- Educator Preparation Compliance Reports
- Educator Preparation Accreditation Ratings
- Results of Certification Examinations
- Annual Performance Report
- Performance on the Appraisal System for Beginning Teachers
- Quality of Candidates Admitted
- Exit Survey Results from Program Participants
- Title II State Report

Governance of Educator Preparation Programs [TAC §228.20]

Texas A&M University-Central Texas will operate advisory councils to meet the following Texas Administrative Code (TAC) requirements:

(a) Preparation for the certification of educators may be delivered by an institution of higher education, regional education service center, public school district, or other entity approved by the State Board for Educator Certification (SBEC) under §228.10 of this title (relating to Approval Process).

(b) The preparation of educators shall be a **collaborative effort** among public schools accredited by the Texas Education Agency (TEA) and/or TEA-recognized private schools; regional education service centers; institutions of higher education; and/or business and community interests; and shall be delivered in cooperation with public schools accredited by the TEA and/or TEA-recognized private schools. An advisory committee with members representing as many as possible of the groups identified as collaborators in this subsection shall assist in the **design, delivery, evaluation, and major policy decisions** of the educator preparation program (EPP). The approved EPP shall approve the **roles and responsibilities** of each member of the advisory committee and shall meet a **minimum of twice** during each academic year.

(c) The governing body and chief operating officer of an entity approved to deliver educator preparation shall provide sufficient support to enable the EPP to meet all standards set by the SBEC and shall be accountable for the quality of the EPP and the candidates whom the program recommends for certification.

(d) All EPPs must be implemented as approved by the SBEC as specified in §228.10 of this title.

(e) Proposed amendments to an EPP must be submitted to the TEA staff and be approved prior to implementation. Significant amendments, related to the five program-approval components specified in §228.10(a) of this title, must be approved by the SBEC to become effective. The EPP will be notified in writing of the approval or denial of its proposal within 60 days following a determination by the SBEC.

Please refer to (Appendix A) for Topics Required in Advisory Council Agendas & Meetings

SPEAC Focus

Input during Strategic Partners Education Advisory Council meetings will be focused on:

- Improvement of teaching, learning, and leading within teacher and leader preparation programs;
- Reporting of relevant information to the public regarding the effectiveness of teacher and leader preparation programs; and
- Identification of research related questions about teacher and leader preparation effectiveness that can be pursued by higher education.

SPEAC Outcomes

Information generated by the Strategic Partners Education Advisory Council will be used by Texas A&M University-Central Texas, Central Texas School Districts, and Central Texas Community Constituents to:

- Make systemic changes to the curriculum within teacher and leader preparation programs;
- Generate teacher and leader preparation reports that will be disseminated to the public;
- Pursue external resources to support changes to the teacher and leader preparation programs; and
- Implement research studies to meet the needs of our Central Texas Community.

Strategic Partners Education Advisory Council Membership

Advisory Council Membership [TAC §228.20(b)]

The Strategic Partners Education Advisory Council is Co-Chaired by Dr. John Craft, Superintendent of Killeen Independent School District and Dr. Edward Hill, Dean of A&M-Central Texas College of Education.

The Strategic Partners Education Advisory Council is comprised of members representing the following stakeholders:

- Local School District Representatives (superintendents, directors, principals, teachers, counselors, specialists, etc.)
- Higher Education Representatives
- Regional Education Service Center Representatives
- Business & Community Representatives

Please refer to (Appendix B) for a Spreadsheet of all current SPEAC members.

All Strategic Partners Education Advisory Council members must complete a SPEAC Commitment Form as evidence of membership. The SPEAC Commitment Form documents the required membership information for TEA pertaining to a Continuing Compliance Review. SPEAC members must attend the **two meetings** each year they commit to serve.

If a SPEAC member is absent for **2 consecutive meetings**, they will be removed from the SPEAC Membership Roster.

Please refer to (Appendix B) for the SPEAC & CAPS Commitment Form.

Strategic Partners Education Advisory Council Duties

SPEAC Collaboration

The Strategic Partners Education Advisory Council will be concerned with the establishment or revision of educator preparation programs, the assessment of educator preparation program outcomes, and the alignment of educator preparation programs with state and national standards for educators. The SPEAC will assist in the design, delivery, evaluation, and major policy decisions of A&M-Central Texas Educator Preparation Programs.

SPEAC Accountability

- SPEAC will provide sufficient support for A&M-Central Texas Educator Preparation Programs to meet all TEA standards outlined in the Texas Administrative Codes.
- SPEAC will be accountable for the quality of A&M-Central Texas Educator Preparation Programs.
- SPEAC will be accountable for the quality of the candidates that A&M-Central Texas Educator Preparation Programs recommend for certification.

SPEAC Roles & Responsibilities

SPEAC Roles & Responsibilities [TAC §228.20(b)]

The Strategic Partners Education Advisory Council is a collection of individuals that bring expertise and knowledge to effectively guide the development and implementation of strong Educator Preparation Programs at Texas A&M University-Central Texas.

Council Roles & Responsibilities

The Strategic Partners Education Advisory Council (SPEAC) will:

- a. Develop policy concerning educator preparation at A&M-Central Texas and communicate such policies to internal and external constituents, including faculty, staff, students, and PK-12 school partners;
- b. Coordinate and review assessment processes and results to assure candidates meet national, state, and A&M-Central Texas standards;
- c. Consider possible deficiencies in programs, and plan, recommend, initiate, and monitor program improvements;
- d. Consult regularly with PK-12 school partners to guarantee that educator preparation at A&M-Central Texas is responsive to the changing demands of public education and make recommendations for improvements to A&M-Central Texas Educator Preparation Programs based on those consultations;
- e. Report information and decisions made through the Educator Preparation Council, the Curriculum Council, the Academic Council, the Senate Council, and the Graduation Council; and
- f. Consider any other matters affecting A&M-Central Texas Educator Preparation Programs.

SPEAC Leadership

SPEAC is lead through a Co-Chair partnership. The College of Education Dean will always serve as a Co-Chair and the second Co-Chair will commit to serve for **two years**, with the option for a third year renewal. The second Co-Chair will be selected through a nomination process during the fall SPEAC Meeting and a voting process during the Spring SPEAC meeting. The Co-Chair will officially serve and lead the following fall SPEAC meeting.

The SPEAC Co-Chair's primary role is to oversee and guide the work of the council as developed in a yearly scope of work. Additionally, the Co-Chair's will facilitate discussion among peers during the council meetings. Core responsibilities include:

- a. Draft annual goals for review;
- b. Develop meeting agendas and lead meetings;
- c. Ensure committee work is pursued between meetings;
- d. Review and approve committee reports;
- e. Assign tasks to committee members;
- f. Serve as liaison between the council, university, and school districts; and
- g. Where appropriate, develop policy, procedures, or recommendations to the university or school districts.

SPEAC Membership Responsibilities

- a. Make a serious commitment to participate actively in committee work;
- b. Volunteer for and willingly accept assignments and fulfill them within reasonable timeliness;
- c. Stay informed about committee matters, prepare well for meetings;
- d. Get to know other committee members and build a collegial working relationship that contributes to consensus;
- e. Accept and agree to the Code of Ethics as a part of their leadership role of the organization; and
- f. Act on behalf of the organization and not on personal interest or that of a related external constituent.

Please refer to (Appendix B) for the SPEAC & CAPS Commitment Form.

Council Structure

The SPEAC comprises of seven (7) sub-councils: The Educator Preparation Council (EPC) and six (6) Certificate Area Practitioner Sub-Groups (CAPS). The SPEAC may establish ad hoc councils as needed to address emerging issues. The programmatic work is accomplished through the following sub-councils who will set their own meeting schedules, but meet at least once each semester. The chair of each subcommittee must be a member on the Strategic Partners Education Advisory Council. The A&M-Central Texas Strategic Partners Education Advisory Council meets twice a year (November and April). All SPEAC agendas, minutes, and sign-in sheets are maintained for auditing purposes.

The next meeting is scheduled for November 3, 2016 at 9:30 a.m. in Warrior Hall Multipurpose Room.

Educator Preparation Council

The A&M-Central Texas Educator Preparation Council (EPC) is a policy-making and review body with oversight of any matter related to the preparation of PK-12 education professionals including undergraduate and graduate programs. The EPC will be concerned with the establishment or revision of educator preparation program admission requirements, the assessment and recommendation for admission of program candidates, and the alignment of programs with state standards and TEXES competency standards. The EPC will assist in the design, delivery, evaluation, and major policy decisions of the A&M-Central Texas Educator Preparation Programs.

The EPC will be accountable for the quality of the candidates admitted into an A&M-Central Texas Educator Preparation Programs for certification. Furthermore, the EPC reviews candidates GPA following reporting of grades for candidates that are ready for a field placement or internship. Its ultimate goal is to improve the quality of A&M-Central Texas Educator Preparation Programs to ensure the highest level of student success for the education profession.

The Dean of the College of Education or his/her designee chairs the Educator Preparation Council. The EPC is composed of the A&M-Central Texas Educator Preparation Program Coordinators and one faculty member from each academic discipline that supports certification by an Educator Preparation Program. The length of member service from each academic discipline is determined by the respective department chair. Additionally, the Associate Provost and Associate Vice President for Academic Affairs, Executive Director of Enrollment Management, University Registrar, and Director of Graduate Studies also serve on the Educator Preparation Council. The Director of Educator of Preparation Services/Certification Officer and the Coordinator of Certification Testing and Field Placement serve as ex officio members.

The Educator Preparation Council serves as the appellate body for those candidates who have been denied admission to an A&M-Central Texas Educator Preparation Program or a field placement or internship. The Educator Preparation Council also serves as the council that will discuss and respond to candidate complaints.

Educator Preparation Council Roles & Responsibilities

The Educator Preparation Council (EPC) will:

- a. Develop policy concerning educator preparation at A&M-Central Texas and communicate such policies to internal and external constituents, including faculty, staff, students and PK-12 school partners;
- b. Be responsible for all issues related to educator preparation and certification, including the approval of courses, programs, and degree requirements;
- c. Coordinate and review candidate admission and assessment results to ensure candidates meet Educator Preparation Program admission standards;
- d. Determine the admission of students into Education Preparation Programs and to Clinical Teaching;
- e. Process any Educator Preparation Program Complaints;
- f. Consider any other matters affecting A&M-Central Texas Educator Preparation Programs; and
- g. Make decisions presented to the Educator Preparation Council where possible by consensus.

The A&M-Central Texas Educator Preparation Council meets five times a year in the months of August, November, January, March, and May. All EPC agendas, minutes, and sign-in sheets are maintained by the Educator Preparation Services Department for auditing purposes.

Please refer to (Appendix B) for a Spreadsheet of all current EPC members.

Certificate Area Practitioner Sub-Groups (CAPS)

Certificate Area Practitioner Sub-Groups (CAPS) are advisory councils that are program specific. The advisory members that serve on these councils have explicit knowledge and expertise in the certificate area. The CAPS are focused on the roles in program planning, decision-making, policy formation, and program evaluation. The CAPS advisory council for each certificate area meets twice a year.

Please refer to (Appendix B) for a Spreadsheet of all current CAPS members.

Please refer to (Appendix B) for the SPEAC & CAPS Commitment Form.

Educator Code of Ethics [TAC §247.1]

All of A&M-Central Texas Educator Preparation Programs enforce the Texas Educators' Code of Ethics. All EPP Candidates, Faculty, and Staff initial the Texas Educators' Code of Ethics & Standard Practices and sign an acknowledgement statement annually. The Texas Educators' Code of Ethics and Standard Practices Forms are maintained by Educator Preparation Services for auditing purposes.

Please refer to (Appendix B) for the Advisory Member Texas Educators' Code of Ethics and Standard Practices Acknowledgement Form.

Educator Preparation Program Operation

The operations and effectiveness of A&M-Central Texas Educator Preparation Programs are reviewed consistently. In order to meet [TAC §228.20] Topics Required in Advisory Council Agendas and Meetings (found also in Appendix A), the A&M-Central Texas Educator Preparation Programs Operation must include the following information:

- A. Number of Current Candidates
- B. Admission Criteria (note any changes from previous year)
- C. Curriculum (note any changes from previous year)
- D. Candidate mastery of content – How will the candidates' progress be benchmarked and assessed throughout the program?
- E. Input on Field-Based Experiences for this Academic Year [TAC §228.2]
 - 1) Anticipated number of candidates doing field-based experiences
 - 2) Number of and sites to be recommended for field-based experiences
 - 3) Candidate experiences and interaction with field-based experiences
 - 4) Verification and documentation processes for field-based experiences
 - 5) Diversity of student populations on campuses where field-based experiences occur
- F. Field Supervision
 - 1) Field Supervisor/Cooperating Teacher/Mentor/Site-Supervisor Training
 - a. Schedule
 - b. Content of Training
 - 2) Number of Observations Required
 - 3) Observation Schedule
 - 4) Process for Observations
 - 5) Feedback from Observations (candidate and campus administrator)
- G. Program and Curriculum Evaluation
 - 1) Systematic Plan for Continuous Improvement
 - a. Frequency of evaluation
 - b. Who will be involved?
 - c. Data to be collected by the program
 - d. Internal review of program and curriculum
 - e. External review of program and curriculum
 - f. How data will be prepared for sharing
 - g. With whom it will be shared
 - h. Process for program response to data
 - i. Advisory committee feedback
 - 2) Characteristics of Evaluation Structures and Processes
 - a. Evaluation of Candidates, Certification Groups, and Program Components
 - b. Alignment of Evaluation with Program Standards and Goals
 - c. Development of Program Evaluation
 - d. Influence of Stakeholders on Evaluation
 - e. External Influences on Program Evaluation

Please refer to:

Appendix C for Teacher Educator Preparation Program Operation Information
Appendix D for Reading Specialist Educator Preparation Program Operation Information
Appendix E for School Counselor Educator Preparation Program Operation Information
Appendix F for Principal Educator Preparation Program Operation Information
Appendix G for Superintendent Educator Preparation Program Operation Information

Educator Preparation Program Complaint Process

As defined by TAC 228.70: a candidate or former candidate in an Educator Preparation Program (EPP), an applicant for candidacy in an EPP, an employee or former employee of an EPP, a cooperating teacher, a mentor, a Director of Educator Preparation Services in a school district, charter school, or private school may submit, in accordance with subsection (c)(1) of this section, a complaint about an EPP for investigation and resolution.

Any of the above aforementioned, hereinafter referred to as the complainant, who have a complaint may seek resolution without fear of retaliation. If the complainant is a current A&M Central Texas student, you **must follow the University Student Complaint Procedure**. This information can be found at: <http://www.tamuct.edu/departments/studentconduct/grievance.php>.

For more information, please contact the Associate Dean of Student Affairs at (254) 501-5877.

All other complainants, please follow the guidelines listed below.

Filing a Complaint

A formal public complaint is a signed written statement of complaints or concerns regarding the customer service provided by employees of the College of Education-Educator Preparation Programs. A formal written public complaint must include the facts upon which the complaint is based.

Please provide a written and signed copy of the A&M Central Texas College of Education-Educator Preparation Program Complaint Form to the College of Education-Educator Preparation Services in person or by mail, fax, or email to:

Educator Preparation Services

College of Education
1001 Leadership Place
Warrior Hall 322 G
Killeen, TX 76549
Phone: (254) 519-8737
Fax: (254) 519-5788
Email: educatorprep@tamuct.edu

Anonymous or unsigned complaints will not be processed. It is also important to know that the sender of complaints that are received by fax or email must be verified. The sender must provide a full name, address, and phone number that matches the information found on the A&M Central Texas College of Education-Educator Preparation Program Complaint Form. Verification of sender will be conducted by phone and documented in an email reply message to sender.

Complaint Procedures

Texas A&M University-Central Texas College of Education has established the following procedures for responding to a formal complaint from the public regarding an issue involving the College of Education – Educator Preparation Programs.

1. Any complainant, wishing to submit a complaint shall initially file a formal complaint using the A&M Central Texas College of Education Educator Preparation Program Complaint Form to the Director of the Educator Preparation Services.
 - a) If the complaint is against the Director of the Educator Preparation Services, then the complainant should notify in writing the Dean of the College of Education.

2. The A&M Central Texas College of Education-Educator Preparation Program Complaint Form must be signed and dated by the complainant, and submitted within 30 business days of the alleged incident. The Director of Educator Preparation Services will make a determination on a case-by-case basis as to whether complaints submitted after the deadline will be considered.
3. The Director of Educator Preparation Services will acknowledge receipt of your complaint within 10 working days. After the complaint is received, an investigation will take place. The investigative period may last up to 30 business days; extenuating circumstances may cause a deviation from the defined time frames. The Director of Educator Preparation Services shall conduct the investigation or appoint a university or system investigator, if necessary. The Director of Educator Preparation Services will take reasonable measures to avoid any and all conflicts of interest in selecting the investigator. The investigator will gather all facts pertaining to the complaint and submit those in writing to the Director of Educator Preparation Services. This procedure ensures thorough investigations, affording all involved parties an opportunity to submit evidence relevant to the complaint.
4. The Director of Educator Preparation Services shall send a written resolution to the complainant with the outcome(s), reason(s) for the decision, any remedies afforded, if any, and notice of the appeals process. The Director of Educator Preparation Services shall also forward a copy of the resolution to the employee overseeing the area or individual and be kept on file.

Appeal

1. If the complainant wishes to file an appeal of the resolution, the complainant shall notify the Dean of the College of Education in writing with a copy of the initial A&M Central Texas College of Education Educator Preparation Program Complaint Form and copy of the Director of Educator Preparation Services' written resolution. The written appeal must be signed by the complainant, and submitted within 10 business days of the Director of Educator Preparation Services' resolution. The Dean of the College of Education will make a determination on a case-by-case basis as to whether appeals submitted after the deadline will be considered.
2. An investigation shall follow the submission of the appeal. The Dean of the College of Education will present the findings of the investigation to the Educator Preparation Council (EPC). Within 30 business days of receiving the appeal, the EPC shall submit their decision in writing to the complainant with the outcome(s), reason(s) for the decision, any remedies afforded, if any. Extenuating circumstances may cause a deviation from the defined time frames. The EPC shall also forward a copy of the resolution to the Department of Educator Preparation Services to be filed. The resolution or outcome from the appeal is final and not appealable.

Additional information for complainants who have complaints or questions specifically related to Educator Preparation Programs can be found by visiting the A&M University website at:

<http://www.tamuct.edu/departments/educatorpreparationservices/complaintprocess.php>

TEA Complaint

If any complainant has an unresolved complaint and appeal decision regarding the A&M Central Texas College of Education Educator Preparation Program and wishes to report it to the Texas Education Agency (TEA), the complainant will need to follow the required steps outlined by TEA. Information can be found on the TEA website at:

http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Complaints_Against_Educator_Preparation_Programs/



Please use a current version of Acrobat Reader to complete this form.

Complainant Contact Information

Name: _____ Student ID: _____
Mailing Address: _____ City, State: _____
Phone: _____ Cell Phone: _____ Email: _____
Complainant's Role: Candidate Former Candidate Applicant
 Employee Former Employee Cooperating Teacher Mentor Teacher
 Administrator of Other:

School Information of Placement (if applicable)

District: _____ School: _____
Mailing Address: _____ City, State: _____
Phone: _____ Extension: _____ Website: _____
Principal Name: _____

Complaint Description

Certain information is necessary for the College of Education to review a complaint. Please fill out this form carefully and as completely as possible. A&M-Central Texas can only accept complaints that allege a violation of an issue over which the A&M-Central Texas Educator Preparation Services has the jurisdiction or authority to regulate. The complaint form must be submitted within 30 business days of the alleged violation. Determination as to whether complaints submitted after this deadline will be considered on a case-by-case basis by the administrator.

Please select all areas that apply:

<input type="checkbox"/> EPP Admission Policy	<input type="checkbox"/> Denied EPP Admission	<input type="checkbox"/> Other (please briefly describe)
<input type="checkbox"/> EPP Program Requirements	<input type="checkbox"/> Removed from Program	
<input type="checkbox"/> EPP Field-Based Observations	<input type="checkbox"/> EPP Practicum	
<input type="checkbox"/> EPP Clinical Teaching	<input type="checkbox"/> EPP Internship	
<input type="checkbox"/> EPP University Field Supervisor	<input type="checkbox"/> EPP Observation & Feedback	
<input type="checkbox"/> EPP Program Faculty	<input type="checkbox"/> EPP Certification	

All fields are required.

Describe the alleged violation (nature of the problem). Please be concise and specific as you summarize the complaint within the space provided.

Describe the facts on which the allegation is based. Please be specific.

What are the significant dates and events related to the allegation? Please be specific.

Describe the documents that you wish to attach to support the described facts.

Describe your efforts to resolve the complaint in other ways.

Provide any other additional information that would be important to consider.

Complainant's Signature

Date

Office Use Only

Date Received

Date Candidate Verified
(if applicable)

Acknowledge Receipt to
Candidate Date

Date Written Response Sent

This student complaint procedure complies with Texas Administrative Code (TAC) §228.70. Not all complaints fall under the authority of A&M-Central Texas Educator Preparation Programs. A&M-Central Texas has jurisdiction to investigate allegations of noncompliance regarding specific laws and rules, generally related to state and federal requirements. Complaints may address Educator Preparation Program requirements listed in Texas Administrative Code (TAC) §§ 227, 228, 229, ethics (TAC 247), fingerprinting (TAC §§227, 232) and certification (TAC §§230, 231, 232, 239, 241, 242)

Appendix A - Advisory Council Information

Topics Required in Advisory Council Agendas & Meetings

TEA Accreditation Letter

SPEAC Minutes 04.08.16 (for approval)

SPEAC Member Acknowledgement of Code of Ethics (New)

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Topics Required in Advisory Council Agendas & Meetings

- I. Advisory Committee Training
 - A. Current Accreditation Status of Program
 - B. Roles in Program Planning
 - C. Roles in Program Decision-Making
 - D. Roles in Policy Formation
 - E. Roles in Program Evaluation
 - F. Number of Meetings
 - G. How and when meetings will be conducted

- II. Review of Program Operation
 - A. Number of Current Candidates
 - B. Admission Criteria (note any changes from previous year)
 - C. Curriculum (note any changes from previous year)
 - D. Candidate mastery of content – How will the candidates' progress be benchmarked and assessed throughout the program?
 - E. Input on Field-Based Experiences for this Academic Year [TAC §228.2]
 - 1) Anticipated number of candidates doing field-based experiences
 - 2) Number of and sites to be recommended for field-based experiences
 - 3) Candidate experiences and interaction with field-based experiences
 - 4) Verification and documentation processes for field-based experiences
 - 5) Diversity of student populations on campuses where field-based experiences occur
 - F. Field Supervision
 - 1) Field Supervisor/Cooperating Teacher/Mentor/Site-Supervisor Training
 - a. Schedule
 - b. Content of Training
 - 2) Number of Observations Required
 - 3) Observation Schedule
 - 4) Process for Observations
 - 5) Feedback from Observations (candidate and campus administrator)
 - G. Program and Curriculum Evaluation
 - 1) Systematic Plan for Continuous Improvement
 - a. Frequency of evaluation
 - b. Who will be involved?
 - c. Data to be collected by the program
 - d. Internal review of program and curriculum
 - e. External review of program and curriculum
 - f. How data will be prepared for sharing
 - g. With whom it will be shared
 - h. Process for program response to data
 - i. Advisory committee feedback
 - 2) Characteristics of Evaluation Structures and Processes
 - a. Evaluation of Candidates, Certification Groups, and Program Components
 - b. Alignment of Evaluation with Program Standards and Goals
 - c. Development of Program Evaluation
 - d. Influence of Stakeholders on Evaluation
 - e. External Influences on Program Evaluation

TEA Accreditation Letter



1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

January 19, 2017

Via Email with delivery/read receipt

Dr. Amber Lynn Diaz
Texas A&M University – Central Texas

Dear Dr. Diaz:

This is official notification that your program has been recommended by TEA staff to be assigned the following status under the Accountability System for Educator Preparation at the March 3, 2017 State Board for Educator Certification (SBEC) meeting:

ACCREDITED

This recommended accreditation status is based on 2015-2016 academic year data and the rules that were in effect during the 2015-2016 academic year. If the recommendation is approved by the SBEC, the status will be effective from the date it is approved by the SBEC until the next annual accreditation ratings are approved by the SBEC based on 2016-2017 academic year data. After the SBEC takes action on this recommendation, accreditation statuses for all educator preparation programs (EPPs) will be posted on the EPP Consumer Information web page at http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Consumer_Information_about_Educator_Preparation_Programs.aspx.

Additionally, your program did not meet the required performance standard of 80% in the following certification field(s) and academic year(s):

Year	Certification Field	Taken	Passed	Percent
2016	School Counselor (EC-12)	4	3	75
2016	Social Studies (7-12)	2	1	50

Programs are encouraged to develop an action plan to address deficiencies in certification field performance, but an action plan for certification field performance is not required at this time.

Please share this information with appropriate members of your staff. If you have any questions regarding this notification, please contact Dr. Mike Vriesenga at michael.vriesenga@tea.texas.gov or 512-463-8911.

Sincerely,

Tim Miller, Ed.D.
Director of Educator Preparation and Program Accountability



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS™

Strategic Partners Education Advisory Council (SPEAC)

Meeting Minutes

Date: April 08, 2016

Time: 10:00 a.m. to 11:30 a.m.

Location: Texas A&M University-Central Texas, Warrior Hall Multipurpose Room

Welcome & Call to Order

Dr. John Craft - SPEAC Co-Chair and Killeen ISD Superintendent welcomed everyone to the meeting. He discussed his appointment to serve as the Co-Chair for SPEAC. He presented the minutes from the November 13, 2015 meeting for approval. Minutes were located in (Appendix A) of the SPEAC materials. The minutes were unanimously approved following a motion from Neil Jeter and a second from Everett Young. No discussion. All in favor.

Dr. Craft shared some of the Central Texas School District 2016-2017 calendars and discussed the change for school district attendance requirements from 180 days to 75,600 minutes. Intent of the Legislation as understood would give districts more flexibility. KISD has shortened their school year to 172 days having no impact on their employees, while still meeting the requirement of 75,600 minutes during a school year.

Dr. Craft discussed how the SPEAC materials are distributed and should be retained for use during a TEA Continuing Compliance Review. He shared that the materials presented will continue to be in paper format, but working on moving to a digital format in the future. Everett Young shared that he would like the digital format to be available. Dr. Diaz stated that printing is difficult because we are not aware of how many members will be in attendance. We would like to be consumer friendly and would not want to waste any materials in preparation for the meeting. She encourages everyone to utilize the calendar invites. By accepting the invite, you are letting us know you will be in the meeting. She also shared that she has been discussed with Dr. Schilke the possibility of streaming the meeting in future, as well as, ensuring all of the SPEAC materials are on our university website.

Dr. Craft introduced Dr. Jeffrey Kirk, Dean of the College of Education, thanking him for his service on the board.

Dr. Jeffrey Kirk shared some information about the beginning of SPEAC and the work that has been accomplished during the last four years through this advisory council. He shared that the success of our Educator Preparation Programs are directly related to the formation of strong community relations and partnerships TAMUCT has with the Central Texas community. He shared that the SPEAC Members significantly contribute to the success of TAMUCT and thanked them on behalf of the University.

Recognition of SPEAC Members & Guests

Dr. Jeffrey Kirk introduced some important guests: Katie Grooms Principal of Saint Joseph Catholic School. Al Waite, retired teacher and future University Field Supervisor for TAMUCT. Diane Waite, retired administrator and University Supervisor for TAMUCT. Dr. Kirk thanks everyone for their service to the council.

Dr. Kirk introduced Dr. Eddins for an update on the Doctoral Program collaboration with Corpus Christi. Dr. Eddins stated that there is a need for a terminal degree and there is a need for it in our area. Serious thoughts regarding the implementation of the program went into effect about 2 years ago. She stated that we are beginning the process with the Higher Education Coordinating Board at this time. Dr. Eddins mentioned that some of the council members may have recently received a survey, because previous data was rather old.

The survey will be utilized to measure the need for such a program. The response to the survey has been extremely positive. This will be a quality program in which SPEAC will be highly involved.

Dr. Kirk introduced Dr. Jerry Jones, as the new Interim Dean for College of Education. Dr. Jones shared his gratitude for the work that Dr. Amber Lynn Diaz has been involved with. He also shared that we have developed a search committee for a new dean and that he will be filling in until the position is filled.

Dr. Jerry Jones introduced Dr. Amber Lynn Diaz, Director of Educator Preparation Services & Certification Officer.

Advisory Council Roles & Responsibilities

Dr. Amber Lynn Diaz shared with the SPEAC Members the purpose of the Advisory Council and the development of the SPEAC Handbook as part of the required Advisory Training. She also discussed with the SPEAC Members the importance of their roles and responsibilities of serving on this council. Those roles and responsibilities are located on pages 9-11. She informed the members to retain all copies of the SPEAC Materials provided as they will be extremely beneficial during the TEA Compliance Review process as it should provide the pertinent information needed.

Dr. Amber Lynn Diaz discussed the information in the actual SPEAC Handbook. She discussed how this handbook serves many functions. It will first and foremost serve as a foundation for the collaboration and commitment of SPEAC. Secondly, it will serve as a resource documenting the procedures and practices of the advisory committee. Dr. Diaz also shared how this handbook would be considered their training, as well as, a guide for understanding the components of the areas of work that need to be discussed. She welcomed any feedback or necessary changes to be sent to her via email. Dr. Diaz emphasized the importance of consistent SPEAC Membership and participation.

Commitment Form

Dr. Diaz asked all present members to complete the Commitment Form if they had not previously done so. She shared with the members the importance of attendance and participation at both of the meetings each year. She asked the members if they were no longer able to commit the time to SPEAC, to please think of someone that would be a possible replacement. She also asked if they had any recommendations for CAPS members for the following groups: Elementary, Secondary, Special Education & Educational Diagnostician, Reading Specialist, and School Counselor. She requested the members in attendance turn the Commitment Form into Melissa Barlow along with their name tag at the end of the meeting.

Advisory Code of Ethics

Dr. Diaz shared the importance that the SPEAC members were aware of the Code of Ethics the Educator Preparation Programs Faculty, Staff, and Students must adhere to. This is an acknowledgement that you are aware of the requirements for our Educator Preparation Programs here at A&M-Central Texas.

She asked the SPEAC members if they had any questions in regards to the purpose of the advisory council or the TAMUCT advisory council structure. Members did not have any questions for Dr. Diaz.

Review of Program Operation, Evaluation, and Advisement

Initial Teacher Educator Preparation Program

Dr. Diaz introduced Dr. Amanda Allen; Coordinator Teacher Preparation Program. Dr. Allen stated that at this time the process for admission is to wait to the end of the semester to check a student's GPA. We need to change that to the time of application. She also stated that TEA said that we are to use an overall GPA at time of application as opposed to program GPA. Students fill out a survey at the end of their clinical teaching semester. They would like to revamp those questions due to the nature of the questions. She also stated that the CAPS minutes show that they have discussed increasing the GPA to 3.00. The current program has 2.75 GPA. She would like to have some thoughts from the council regarding this potential change on their notepads to be given at the end of the meeting.

Post-Baccalaureate Teacher Educator Preparation Program

Dr. Diaz introduced Dr. Stephen Anderson; Coordinator Post-Baccalaureate Teacher Educator Preparation Program. Dr. Stephen Anderson would like to thank Dr. Diaz, Melissa Barlow and Elizabeth Glenn for all their

work in getting the Master in Education with Teacher Certification Program up and running. Dr. Anderson would like the council to answer some questions regarding the M.Ed. with Teacher Certification program. He mentions that the program is has been up and running for 3 years. The first year there was one (1) candidate, in the second year there were three (3) candidates, and for the third year we have forty-five (45) candidates. He would like to ask the SPEAC members when they believe the best time for candidates to apply would be. "Now", stated Dr. Craft. Dr. Craft emphasized that the best date would be by July 12th. This does not mean they would not hire after that date. Stephanie Kucera responded, "Region 12 candidates should plan on a position as soon as February". Dr. Anderson lets the council know that they will be evaluating the program and admission changes. That information will be presented at the Fall SPEAC Meeting.

Dr. Anderson asked a question, Is there a need for Reading Specialists in your districts? Jason Gilstrap, Superintendent from Rogers ISD stated, "There is a need for Reading Specialist profession; however encourages candidates to be open minded". If there is still a need what positions are they taking? Neil Jeter, Superintendent from Troy ISD stated, "They are in a coaching position for other teachers".

School Counselor Educator Preparation Program

Dr. Diaz introduced Genna Vivona; Coordinator School Counselor Educator Preparation Program. She stated that she finished her doctoral degree in August and had not had a CAPS meeting yet. She shared how she learned a lot of information about TEA guidelines and how it impacts her program tremendously. She stated there is a real need to think about the requirements for School Counselor admissions and make sure that those candidates have at least 2 years creditable teaching experience and be a certified teacher. She would like more feedback regarding this requirement and if you feel there is the need as well. CACREP (Council for Accreditation of Counseling and other Related Educational Programs) wants all counselors to be fully trained and licensed which would help make our program stronger. Dr. Kirk asks if CACREP would like the program to be a 60 hour program as opposed to our current 48 hour program. Dr. Vivona stated that would be the intent and we would need to make some changes to get there.

Principal Educator Preparation Program

Dr. Diaz introduced Dr. Susan Humiston, Coordinator Principal Educator Preparation Program. Dr. Susan Humiston stated she would give an overview of CAPs meeting that took place on March 7th. She discussed that the current program is called Educational Administration and that the CAPS members discussed the importance of the program to demonstrate the work the students are actually learning. The new program will be called a Master of Education in School Leadership. She also shared how the Principal CAPS group recommended a change in the current admission requirement of needing two years of teaching experience to be admitted to the program. Dr. Jerry Jones asked why the felt there should be that change when it is required for the students to be certified. Dr. Humiston stated that most of the candidates already have two years, but this would allow students that worked oversees or had not reached to 2 year mark to still apply to the program. Dr. Humiston discussed the work that had been done to compile an accurate list of alumni and thanked the Principal CAPS members for their hard work to get the missing documentation.

Superintendent Educator Preparation Program

Dr. Diaz introduced Dr. Eddins. Dr. Eddins shared how the schedule Superintendent CAPS meeting that was scheduled for March 11th had to be completed via email as she was stuck on I35 and could not make it to the meeting. She shared the Superintendent Meeting Minutes and discussed the change that would be made moving forward would be that the two years of leadership experience was going to be removed as an admission criteria to participate in the program. She also shared that prior to a superintendent practicum, that some input be given by the superintendent to strengthen the relationship and success of the practicum. In addition, the superintendent candidates will still be required three face to face observations, but the observations would no longer require a 50 minute duration, but the three observations will need to total 135 minutes. Lastly, Dr. Eddins shared an email that would be coming regarding the required site mentor training.

Program Advisement

Texas A&M University-Central Texas Pass rates for 2015-2016

Dr. Diaz shared the program pass rates for the University. Dr. Jerry Jones commented on the low pass rate for the Social Studies certification exam and shared how the degree was changed and important coursework was removed. He also shared that this is something that he has known for some time and that we are addressing the deficit in coursework and training.

Memorandum of Understanding with Local School Districts

Dr. Diaz shared with the members that there is a current MOU with local school districts. She requested that any feedback for changes be emailed to her by June 1st.

Dr. Diaz allowed the SPEAC Members to respond to questions, concerns, and make any recommendations.

Dr. Diaz asked the members to provide some written feedback and comments to generate stronger collaboration after hearing the program updates. She asked the members to write down anything they needed from us and if there were items that needed to be considered for future meetings.

Dr. Diaz shared that the next SPEAC Meeting will be November 4th, 2016.

College of Education - Texas A&M University-Central Texas

1001 Leadership Place, Killeen, TX 76549



Texas A&M University-Central Texas

Educator Preparation Program

Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards

(1) Professional Ethical Conduct, Practices and Performance.

- _____ Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
- _____ Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
- _____ Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
- _____ Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
- _____ Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
- _____ Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
- _____ Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
- _____ Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
- _____ Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
- _____ Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
- _____ Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
- _____ Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
- _____ Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.
- _____ Standard 1.14. The educator shall not assist another educator, school employee, contractor, or agent in obtaining a new job as an educator or in a school, apart from the routine transmission of administrative and personnel files, if the educator knows or has probable cause to believe that such person engaged in sexual misconduct regarding a minor or student in violation of the law.

(2) Ethical Conduct Toward Professional Colleagues.

- _____ Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
- _____ Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
- _____ Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
- _____ Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
- _____ Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
- _____ Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
- _____ Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.



Texas A&M University-Central Texas Educator Preparation Program Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards

(3) Ethical Conduct Toward Students.

- _____ Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
- _____ Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
- _____ Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
- _____ Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
- _____ Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
- _____ Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
- _____ Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
- _____ Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
- _____ Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
 - _____ (i) the nature, purpose, timing, and amount of the communication;
 - _____ (ii) the subject matter of the communication;
 - _____ (iii) whether the communication was made openly or the educator attempted to conceal the communication;
 - _____ (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
 - _____ (v) whether the communication was sexually explicit; and
 - _____ (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

I affirm that I will comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom, as set forth by the Texas Administrative Code §247.2. As a Texas educator, in maintaining the dignity of the profession, I shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. In exemplifying ethical relations with colleagues, I shall extend just and equitable treatment to all members of the profession. In accepting a position of public trust, I shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. In fulfilling responsibilities in the community, I shall cooperate with parents and others to improve the public schools of the community.

I hereby affirm that I have read and thoroughly understand the Texas Educators' Code of Ethics TAC 247.2 and shall abide by all enforceable standards of this rule.

Printed Name

Signature

Date

Please check the applicable box.

Candidate

Faculty

Staff

Field Supervisor

Community Member

Appendix B - Advisory Council Membership

Strategic Partners Education Advisory Council Members
Educator Preparation Council Members
Certificate-Area Practitioner Sub-Group Council Members
SPEAC & CAPS Commitment Form

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Texas A&M University-Central Texas

Strategic Partners Education Advisory Council Members

First	Last	Entity/Organization	Title/Position
Ann	Farris	City of Killeen	Assistant City Manager
Terry	Griffin	Harker Heights Elementary	Assistant Principal
Jeff	Kirk	TAMUCT	Asst. Provost/Associate VP Academic Affairs
Amber Lynn	Diaz	TAMUCT	Certification Officer, Director of EPS
Deborah	Davis	TAMUCT	Chair/C&I
Gail	Cox	Temple College	Chair/College of Education
Erica	Lynch	MCEC	Military Child Education Coalition
Richard	Schilke	TAMUCT	Assistant VP for Technology Enhanced Learning
Mary	Keller	MCEC	Chief of Curriculum Development
Jerry	Jones	TAMUCT	Dean, College of Arts & Sciences
Edward	Hill	TAMUCT	Dean, College of Education
Stephanie	Kucera	Region 12 Service Center	Director Academic Services
Laura	Lamper	Central Texas College	EC Professor, CTC
Michael	Engen	Ft. Hood Garrison	Education Services Officer
Kim	Anderson	Belton ISD	Executive Director of Curriculum & Instruction
Amanda	Allen	TAMUCT	Faculty, C&I
Steve	Anderson	TAMUCT	Faculty, C&I
Christina	Hamilton	TAMUCT	Faculty, C&I
Agnes	Tang	TAMUCT	Faculty, C&I
Todd	Duncan	TAMUCT	Faculty, EDAD
Bobbie	Eddins	TAMUCT	Faculty, EDAD
Ausfin	Vasek	TAMUCT	Faculty, EDAD
Allen	Redmon	TAMUCT	Faculty, English
Mienie	Roberts	TAMUCT	Faculty, Math
Vivona	Genna	TAMUCT	Faculty, School Counseling
Kellie	Cude	TAMUCT	Director of Graduate Studies
Julie	Burke	Killeen ISD	HR
Michele	Gilmore	Killeen ISD	HR
Eva	Bark	City of Killeen	HR
Betty	Price	Copperas Cove Chamber	President
John	Crutchfield	Greater Killeen Chamber	President/CEO
Matthew	Widacki	Killeen ISD	Principal
Robert	White	McGregor ISD	Principal
Everett	Young	US Army-Education Services	Guidance Counselor
Christine	Parks	Temple ISD	Principal
Kevin	Sprinkles	Academy ISD	Superintendent
Susan	Kincannon	Belton ISD	Superintendent
Joe	Burns	Copperas Cove ISD	Superintendent
John	Craft	Killeen ISD	Superintendent, SPEAC Co-Chair
Joe	Craig	Rogers ISD	Superintendent
Michael	Novotny	Salado ISD	Superintendent
Robin	Battershell	Temple ISD	Superintendent
Bobby	Ott	Temple ISD	Assistant Superintendent
Neil	Jeter	Troy ISD	Superintendent
Susan	Florence	TAMUCT	University Field Supervisor
Al	Waite	TAMUCT	University Field Supervisor
Diane	Waite	TAMUCT	University Field Supervisor
Lacy	Freeman	Copperas Cove ISD	DoDEA Grant Coordinator
Jill	Ross	Belton ISD	Principal
Amanda	Morris	Lampasas ISD	Teacher
Kelly	Avritt	Copperas Cove ISD	Director of Student Services
John	Avritt	Copperas Cove ISD	School Counselor

Texas A&M University-Central Texas Educator Preparation Council Members

First	Last	Entity/Organization	Title/Position
Agnes	Tang	TAMUCT	Teacher Program Coordinator
Allen	Redmon	TAMUCT	Chair English Department, English Program
Amber Lynn	Diaz	TAMUCT	Director of EPSD, Certification Officer
Austin	Vasek	TAMUCT	Principal/Superintendent Program
Cadra	McDaniel	TAMUCT	History/Political Science Program
Clifton	Jones	TAMUCT	Executive Director Enrollment Management
Deborah	Davis	TAMUCT	C&I Department Chair
Elizabeth	Glenn	TAMUCT	Coordinator of Field Placement and Testing
Genna	Vivona	TAMUCT	School Counselor Coordinator
Jeffrey	Kirk	TAMUCT	Assistant Provost & Associate Vice President
Jerry	Jones	TAMUCT	Dean, College of Liberal Studies
Kellie	Cude	TAMUCT	Director of Graduate Studies
Lester	Lugo	TAMUCT	University Registrar
Melissa	Barlow	TAMUCT	Senior Administrative Assistant EPSD
Mienie	Roberts	TAMUCT	Faculty, Math Program
Stephen	Anderson	TAMUCT	M.Ed./Reading Specialist Program Coordinator
Todd	Duncan	TAMUCT	Principal/Superintendent Program Coordinator

Texas A&M University-Central Texas
 Certificate Area Practitioner Sub-Group
 Teacher CAPS Council Members

First	Last	Entity/Organization	Title/Position
Agnes	Tang	TAMUCT	Undergraduate Teacher Chair
Amanda	Allen	TAMUCT	Undergraduate Teacher
Blassingame	Jamie	TAMUCT Filed Supervisor	Undergraduate Teacher
Deborah	Davis	TAMUCT	Undergraduate Teacher
Denetra	Moore	Killeen ISD	Undergraduate Teacher
Florence	Susan	TAMUCT Filed Supervisor	Undergraduate Teacher
Gail	Cox	Temple College	Undergraduate Teacher
Janell	Frazier	Central Texas 4C Head Start	Undergraduate Teacher
Jennifer	Davis	TAMUCT Adjunct	Undergraduate Teacher
Laura	Lamper	Central Texas College	Undergraduate Teacher
Stephen	Anderson	TAMUCT	Graduate Teacher Chair
Amber Lynn	Diaz	TAMUCT	Graduate Teacher
Christina	Hamilton	TAMUCT	Graduate Teacher
McBurnett	Lisa	TAMUCT Adjunct	Graduate Teacher
Robert	Burns	Killeen ISD	Graduate Teacher

Texas A&M University-Central Texas
Certificate Area Practitioner Sub-Group
School Counselor CAPS Council Members

First	Last	Entity/Organization	Title/Position
Carolyn	Greer	Fort Worth Counseling Support Services	School Counselor
Daniel	Helvetius	Secondary Counselor	School Counselor
Genna	Vivona	TAMUCT	School Counselor
Hannah	Jones	TAMUCT Student	School Counselor
Luz	Rubianes	Elementary Counselor	School Counselor
Pauline	Mosley	TAMUCT	School Counselor
Shannon	Lumae	KISD Counseling and Guidance	School Counselor
Yesim	Saatci	TAMUCT	School Counselor

Texas A&M University-Central Texas
 Certificate Area Practitioner Sub-Group
 Principal CAPS Council Members

First	Last	Entity/Organization	Title/Position
Beth	Aycock	Salado ISD	Principal Co-Chair (Elementary)
Chris	duBois	Belton ISD	Principal
Todd	Duncan	TAMUCT	Principal Co-Chair
Jennifer	Conner	Belton ISD	Principal
Joe	Gullekson	Killeen ISD	Principal
Kayleen	Love	Copperas Cove ISD	Principal
Keonna	White	Belton ISD	Principal
Robert	White	McGregor ISD	Principal Co-Chair (High School)
Kristina	Carter	Temple ISD	Principal
Leah	Smith	Holland ISD	Principal
Miguel	Timarky	Copperas Cove ISD	Principal
Mike	Quinn	Killeen ISD	Principal
Austin	Vasek	TAMUCT	Principal Co-Chair
Matt	Widacki	Killeen ISD	Principal Co-Chair (Middle School)

Texas A&M University-Central Texas
Certificate Area Practitioner Sub-Group
Superintendent CAPS Council Members

First	Last	Entity/Organization	Title/Position
Joe	Burns	Copperas Cove ISD	Superintendent
John	Craft	Killeen ISD	Superintendent
Todd	Duncan	TAMUCT	Superintendent Co-Chair
Kevin	Sprinkles	Academy ISD	Superintendent
Michael	Novotny	Salado ISD	Superintendent Co-Chair
Neil	Jeter	Troy ISD	Superintendent
Robin	Battershell	Temple ISD	Superintendent
Susan	Kincannon	Belton ISD	Superintendent
Austin	Vasek	TAMUCT	Superintendent Co-Chair



Thank you for your willingness to serve on one or more of these very important council(s). Your input is invaluable. We would like to invite you to start and/or continue working with us. If you are willing to commit, we have one year and two year options. If you are unable to continue at this time, we would appreciate your suggestions for suitable replacements. We will be happy to contact them about serving in our partnership.

Printed Name: _____ Organization: _____

Address: _____ Title/Position: _____

State: _____ Zip: _____

Email: _____ Phone: _____

I would like to commit and serve on SPEAC for:

_____ Two (2) years beginning: _____

_____ One (1) additional year beginning: _____

_____ Decline to continue for now

I would like to commit and serve on the following CAPS for:

_____ Two (2) years beginning: _____

_____ One (1) additional year beginning: _____

_____ Decline to continue for now

- | | |
|----------------------|---|
| _____ Principal | _____ Special Education/Educational Diagnostician |
| _____ Superintendent | _____ Reading Specialist |
| _____ Counselor | _____ Field Supervision |
| _____ Elementary | _____ Secondary |

Additionally, I would like to recommend the following individuals:

	Printed Name	Contact Information/Organization
SPEAC	_____	_____
	_____	_____
	_____	_____
CAPS	_____	_____
	_____	_____
	_____	_____

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Appendix C – Teacher Certification

Undergraduate Teacher Educator Preparation Program Operation Review Fall 2016

University Field Supervisor Training Agenda

Spring 2016 Program Evaluation Report

Spring 2016 Cooperating Teacher Evaluation Report

Spring 2016 University Field Supervisor Evaluation Report

Undergraduate Teacher Educator Preparation Program Operation Review Spring 2017

Certificate Area Practitioner Sub-Group (CAPS) 02.27.16 Meeting Minutes

University Field Supervisor Training Agenda

Cooperating Teacher Training Agenda

Fall 2016 Program Evaluation Report

Fall 2016 Cooperating Teacher Evaluation Report

Fall 2016 University Field Supervisor Evaluation Report

Graduate Teacher Educator Preparation Program Operation Review 2015-2016

2015-2016 Program Evaluation Report

2015-2016 Cooperating Teacher Evaluation Report

2015-2016 University Field Supervisor Evaluation Report

Certificate Area Practitioner Sub-Group (CAPS) 02.27.16 Meeting Minutes

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Texas A&M University-Central Texas Educator Preparation Program Operation Review
Bachelor's in Interdisciplinary Studies with Teacher Certification Fall 2016

Prepared by: Dr. Agnes Tang

A. Number of Current Candidates

There are 84 candidates seeking an initial teaching certification. 32 students were admitted in the Fall 2015 Semester and 22 Students were admitted in the Spring 2016 Semester.

B. Admission Criteria that has changed from 2015-16

There were no changes to the admission criteria.

C. Curriculum changes for 2015-16

There were no changes in the curriculum for the year 2015-16, or 2016-17.

D. Candidate Mastery of Content (How will the candidates' progress be benchmarked and assessed throughout the program?)

The following courses of the Teacher Educator Preparation Program allow candidates to demonstrate mastery of learning in Teacher Standards, Professional Pedagogy & Responsibility Standards, and Technology Standards in a variety of ways (e.g., papers, products, portfolios, presentations, and exams). The course assessments reflect mastery of program and state standards through an assigned grade given by the course instructors according to criteria set forth in each course syllabus. Throughout our program there are several assignments that carry such weight that not completing them at acceptable levels will prevent a candidate to move forward in the program.

EDU 320 - Contextual Factors Project

This is a benchmark assignment that measures the pre-service teacher's ability to recognize the differences among students and determine differentiation.

EDU 320 - Technology Lab.

This lab serves as the foundation for developing a working understanding of how technology may be used to increase student learning and motivation, access to information, and the ability to create useful records of student achievement. This course is highly important and has been documented by CAPS members the critical need for new teachers to be technologically equipped. This portion of the course must be passed in order for the student to pass the course.

EDUK 330 - Lesson planning

This benchmark assignment measures the pre-service teacher's ability to write lesson plans with clear and measurable objectives.

EDUK 330 - Classroom Management Project

This benchmark assignment measures the pre-service teacher's ability to develop classroom management plans for effective and consistent management of the classroom learning environment.

EDUK 404(EC-6) & 430(7-12) Field experience

In this course, candidates are required to complete 60 hours of documented observations with evaluation forms completed by the cooperating teacher. This course also requires the preservice teacher to complete a unit plans and learn how to design an effective learning environment.

EDUK 435 - Teacher Work Sample

The Teacher Work Sample is a reflection of the critical elements necessary to be successful in teaching. It is completed during the clinical teaching semester and is based on the clinical teaching experience. The Teacher Work Sample is the physical representation based on each clinical teacher's instruction of students and a personal reflection of their teaching experience utilizing the decision making process, best instructional practices, and quality assessment. The specific elements assessed through the Teacher Work Sample include: contextual factors of students and schools, development of learning goals, creation of an assessment plan, design for instruction, instructional decision making, analysis of student learning, and self-evaluation and reflection.

EDUK 490 – Clinical Teaching

During this course, the candidate fully demonstrates the ability to: deliver effective instructional plans, demonstrate knowledge of students and of student learning, model content knowledge and expertise, build a structured learning environment, utilize data-driven practices, and practice professional responsibilities.

While course assessments demonstrate candidate mastery of concepts learned in a particular course, the work of a teacher requires an integration of knowledge and skills; therefore the following program benchmarks are also utilized to demonstrate candidate proficiency: Formal Observations, Interactive Conferences, Weekly Reflections, Cooperating Teacher Quick Check Forms, and Cooperating Teacher Evaluations.

E. Input on Field-Based Experiences for this Academic Year [TAC §228.2]

The University Field Supervisors meet twice during the summer to discuss the evaluation tools for the clinical teaching experience. The current Teacher Observation Form reflects the current teaching standards, as well as, alignment to the T-TESS Evaluation Rubric.

1. Anticipated number of candidates doing field-based experiences

There were 15 candidates in the Teacher Educator Preparation Program that completed their Clinical Teaching in the Spring of 2016.

2. Number of candidates and sites for field-based experiences Spring 2016.

Belton ISD	Cove ISD	Killeen ISD	Lampasas ISD	San Saba	Temple ISD
3 (Spring 2016)	2 (Spring 2016)	7 (Spring 2016)	1 (Spring 2016)	1 (Spring 2016)	2 (Spring 2016)

3. Candidate experiences and interaction with field-based experiences

Candidates in the Teacher Education Preparation Program complete evaluations on their Cooperating Teacher(s), University Field Supervisor, and the Teacher Educator Preparation Program. Please refer to Teacher Education Preparation Program Evaluation Reports found in (Appendix C).

4. Verification and documentation processes for field-based experiences

All of the Formal Observations, Quick Check Forms, and Weekly Reflections are submitted to the Educator Preparation Services Department (EPSD) for validations, verification, scanning, and filing into the candidate certification record. During the verification process, EPSD checks dates, times, and signatures. The Director of Educator Preparation Services reviews all observations and will address any areas of concern.

5. Diversity of student populations on campuses where field-based experiences occurred (Spring 2016)

The following table outlines the state, district, and campus demographic information for the Clinical Teacher practicum sites during the Spring 2016 semester. The information reported was taken from the 2015-2016 Texas Academic Performance Report found at:

<https://rptsrv1.tea.texas.gov/perfreport/src/2016/campus.srch.html>

Please refer to the following page.

Diversity of Student Populations for Clinical Teachers Fall 2016

State & District	Campus	African American %	Hispanic %	White %	American Indian %	Asian %	Pacific Islander %	Two or More Races %	Economically Disadvantage %	English Language Learners %	Mobility Rate %
State of Texas		12.6	52.2	28.5	0.4	4.0	0.1	2.1	59.0	18.5	16.5
Belton		6.6	32.0	55.0	0.6	1.8	0.2	3.8	46.1	7.2	19.2
	Belton High School	7.6	32.1	53.9	0.7	1.6	0.2	3.9	40.4	5.4	22.4
	Lakewood Elem	1.5	12.8	76.9	0.8	2.1	0.2	5.7	30.1	1.4	12.3
	Southwest Elem	6.8	67.9	21.7	0.5	0	0	3.0	87.8	32.1	19.6
	Miller Heights	13.6	44.1	36.8	0.6	0.3	0	4.6	78.0	5.2	25.9
CCISD		18.4	24.3	44.3	0.6	1.6	1.7	9.2	54.1	3.8	19.1
	Martin Walker	13.3	21.7	47.8	1.1	2.9	3.5	9.7	54.9	5.8	20.6
	Williams/ Ledger	18.2	28.4	42.6	0.1	0.4	1.4	8.8	65.9	6.1	28
Killeen ISD		34.1	28.9	24.9	0.6	2.4	1.7	7.4	56.5	9.3	28.5
	Cedar Valley El	29.4	28.7	27.0	1.0	2.2	2.9	8.7	54.9	8.3	23.3
	Harker Heights EL	18.0	44.8	26.5	1.7	0.7	1.5	6.8	83.0	24.5	10.0
	Harker Heights HS	29.6	24.2	34.1	0.8	4.0	1.0	6.3	27.7	3.0	17.9
	Maxdale EL	41.9	25.9	19.9	0.6	3.0	2.4	6.4	62	11.2	28.0
	Palo Alto MS	50.8	25.9	14.0	0.7	1.9	1.6	5.0	67.0	9.9	26.9
	Pershing Park ES	27.9	43.0	16.7	0.6	1.7	1.9	8.2	69.8	26.4	28.0
	Shoemaker HS	45.7	26.8	15.5	0.6	2.8	2.1	6.5	54.1	5.8	24.8
Lampasas ISD		2.7	26.0	65.6	0.7	1.0	0.5	3.6	52.1	3.0	14.7
	Taylor Creek ES	4.1	19.4	70	0.4	0.4	1.2	4.7	52.5	4.1	19.2
Temple ISD		27.6	42.6	24.3	0.4	1.8	0.2	3.2	75.8	10.3	26.9
	Jefferson ES	26.0	49.9	21.2	0.4	0.4	0.1	2.0	84.0	18.9	24.6
	Thornton ES	28.0	29.0	32.7	1.5	4.2	0.7	3.9	66.8	5.2	23.8

F. Field Supervision

1. Field Supervisor & Cooperating Teacher Training

A&M-Central Texas Teacher Certification Educator Preparation Program (EPP) ensures that the clinical teacher has been assigned an appropriate cooperating teacher. The Teacher Certification Educator Preparation Program Coordinator evaluates cooperating teachers through feedback from the candidates, as well as, feedback from the University Field Supervisors. Additionally, the Teacher Certification EPP ensures the cooperating teacher is an active part of the field-experience team by establishing a solid foundation of communication and collaboration. The Teacher Certification EPP requires the Cooperating Teacher to attend Cooperating Teacher Training or provide verification of district Mentor Training. Throughout the practicum, the cooperating completes and submits Quick Check Feedback Forms so that there are frequent opportunities for collaboration.

Field Supervision [TAC §228.35(f)]

The purpose of field supervision is to support the clinical teacher and increase teacher preparation. A&M-Central Texas Educator Preparation Services Department hires and trains University Field Supervisors for the Teacher Certification Educator Preparation Program. Our University Field Supervisors are experienced educators and all hold a valid Texas Teaching Certificate, advanced credentials, and documented years of experience.

All of the University Field Supervisors are trained and aware of the requirements. The University Field Supervisor Training takes place annually in August and at the date of hire if after August. The Educator Preparation Services Department Director conducts the training utilizing the TEA developed University Field Supervisor Training. [Please refer to the attachments for a copy of the University Field Supervisor Training Agenda.](#)

Cooperating Teacher Training [TAC §228.35(e)]

A&M-Central Texas Teacher Certification Educator Preparation Program is responsible for providing training that relies on scientifically-based research to every cooperating teacher. The cooperating teachers supporting our Clinical Teachers attend a face-to-face training or may substitute proof of prior training or district Mentor Training. All cooperating teachers submit an Acknowledgement of Training Form to the Educator Preparation Services Department that is placed in the candidate certification record. [Please refer to the attachments for a copy of the Cooperating Teacher Training Agenda.](#)

The content of the University Field Supervisor and Cooperating Teacher training can be requested from the Educator Preparation Services Department.

2. Number of Observations Required

The candidates in the A&M-Central Texas Teacher Educator Preparation Program have a minimum of four formal 45 minute face-to-face observations which document instructional practices observed. Following the formal observation, a required interactive conference to takes place.

3. Observation Schedule

A&M-Central Texas hosts a Clinical Teacher Orientation followed by an opportunity for the clinical teachers to meet their University Field Supervisors known as the "Meet & Greet". Immediately following the Meet & Greet is the Cooperating Teacher Training. The Clinical Teacher Orientation, Meet & Greet, and Cooperating Teacher Training all take place within the first 3 weeks of the assignment. This provides the University Field Supervisor and the Clinical teachers an opportunity to make initial contact. The "Meet & Greet" provides the opportunity to discuss observation scheduling, paperwork submission expectations, and weekly reflections. The first observation is within the first 6 weeks of the practicum.

4. Process for Observations

The University Field Supervisor works with each clinical teacher to schedule observations. The University Field Supervisor documents instructional practices observed on the A&M University-Central Texas Teacher Observation Form. They then provide written feedback after the observation in an interactive conference with the clinical teacher. A copy of the written feedback is provided to the clinical teacher, cooperating teacher, Campus Administrator, and to the Educator Preparation Services Department for the candidate record.

5. Feedback from Observations (candidate and campus administrator)

A&M-Central Texas Educator Preparation Services Department monitors and verifies that the candidate observation takes place within the first 3 weeks of placement and that all observations and required documentation and signatures are obtained. Historically, our candidates do very well in the field. One area that a majority of our candidates struggle with is classroom management.

G. Program & Curriculum Evaluation

1. Systematic Plan for Continuous Improvement

- a. Frequency of evaluation
 - Annual Program Evaluation
 - Annual Mentor Evaluation
 - Annual University Field Supervisor Evaluation
 - Semi-Annual CAPS Review
- b. Who will be involved?
 - Candidates
 - Cooperating Teachers
 - University Field Supervisors
 - CAPS Members
- c. Data to be collected by the program
 - Program Survey Data
 - Cooperating Teacher Survey Data
 - University Field Supervisor Survey Data
 - Percentage of Candidates Employed
 - Passing Rates
- d. Internal review of program and curriculum
 - TExES Scores – Analysis of the scores by standard, domain, and competency. These are looked at in relationship to the curriculum map showing where the content is introduced, practiced, and mastered. The department reviews this data at the yearly C&I Retreat.
- e. External review of program and curriculum
 - The external program review was completed by the Dean in 2014.
- f. How data will be prepared for sharing
 - All program evaluation data will be shared and discussed at the CAPS Meeting for collaboration, discussion, and policy formation. The CAPS Chair will compile the minutes for presentation and discussion with the members of SPEAC.
- g. With whom it will be shared
 - All Teacher Educator Preparation Program data will be shared with the CAPS Members, EPC Members, and SPEAC Members.
- h. Process for program response to data
 - The program will analyze data during the CAPS meeting and determine strengths and areas for improvement.
- i. Advisory committee feedback
 - The program coordinator will present information at the SPEAC meeting and elicit collaboration from the members based on specific focus questions determined from the CAPS meeting. During the November SPEAC Meeting, advisory committee feedback was given on current needs. Those comments can be found in the SPEAC Minutes found in Appendix A. There was not any specific advisory feedback for the Teacher Educator Preparation Program since the advisory feedback was general and not program specific.

2. Characteristics of Evaluation Structures and Processes

The Initial Teacher Certification Education Preparation Program will be working to analyze, collaborate, and develop a strategic plan for this next section of the program and curriculum evaluation.

- a. Evaluation of Candidates, Certification Groups, and Program Components
- b. Alignment of Evaluation with Program Standards and Goals
- c. Development of Program Evaluation
- d. Influence of Stakeholders on Evaluation
- e. External Influences on Program Evaluation

Attachments

University Field Supervisor Training Agenda

Cooperating Teacher Training Agenda

Spring 2016 Program Evaluation Report

Spring 2016 Cooperating Teacher Evaluation Report

Spring 2016 University Field Supervisor Evaluation Report

CAPS Meeting Agenda & Minutes (Please refer to the CAPS Meeting on 01/26/2017 p. 105)



University Field Supervisor Training
Initial & Professional Class Certification
September 1, 2016
Agenda

- I. Welcome & Introductions
- II. University Field Supervisor Training (TEA required training)
 - a. Qualifications for University Field Supervisors
 - b. Standards for University Field Supervisors (Program Specific)
 - c. Responsibilities for University Field Supervisors (Program Specific)
 - d. Current Certification Requirements
 - e. Comments on Feedback Summary (Proposed revisions to TAC 229)
- III. Proposed Revisions to TAC 228
- IV. University Field Supervisor Evaluations (Program Driven)
 - a. Candidates specifically evaluate University Field Supervision performance.
 - b. University Field Supervision evaluation tools, data analysis, and related materials must be uploaded to the T-Drive.
 - c. University Field Supervision should be discussed at the next CAPS advisory meeting to develop a plan for meeting TAC 228 requirements.
- V. Candidate Forms & Records
 - a. All candidate forms, observations, and related documents must be submitted to the Educator Preparation Services Department within 5 business days of receipt.
 - b. Educator Preparation Services Department maintains all A&M University-Central Texas Candidate Records.
- VI. Visitation Report Program & Administrative Specific
 - a. Maintain a Visitation Log for each candidate for their record.
 - b. Submit the TAMUCT with Point-to-Point Travel Request Form Monthly (Senior Administrative Associate)
 - c. Submit Completed Visitation Log with Length of Visit/Observation/Conference
 - i. Initial Teacher Certification (4 at 45 minutes each)
 - ii. Professional Class Certification (3 for a total of 135 minutes)
- VII. Cooperating Teacher/Mentor/Site-Supervisor Training (Program Driven)
 - a. Initial Teacher Certification Cooperating Teacher Training – August 11th
 - b. Master with Initial Teacher Certification Mentor Training – August 27th
 - c. Professional Class Certifications
 - i. Must provide training to all Mentors/Site-Supervisors
 - ii. Discuss program requirements
 - iii. Discuss length of Practicum or Internship
 - iv. Mentor/Site-Supervisor Conference with Candidate (highly important)
 - v. Provide Best Practices for Assisting Candidates
 - vi. Procedures for Issues with Candidates
 - vii. Forms – What does your program use to document?
 - viii. All Mentor & Site-Supervisor training materials must be uploaded to the T-Drive.
- VIII. Questions



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Cooperating Teacher/Mentor Training
January 7, 2017
4:30 p.m. – Warrior Hall Room 417
Agenda

- I. Dinner
- II. Introductions
- III. Training PPT
- IV. Review of Clinical Teacher Requirements and Procedures
 - a. Cooperating Teacher Letter
 - b. Cooperating Teacher Information Form (due January 11, 2016)
 - c. Talent Release – Photos (due today)
 - d. Mentoring Training Verification Form (due today)
 - e. Roles & Responsibilities
 - f. Lesson Plans – Cooperating Teacher's Signature
- V. Cooperating Teacher Forms
 - a. 3 Week Report on Clinical Teacher's Progress (due 02/01, 04/11)
 - b. Clinical Teacher Weekly Conference Form (every Monday by 5:00)
 - c. Quick Check Feedback Form when University Field Supervisor observes the Clinical Teacher
 - d. Cooperating Teacher's Assessment of Clinical Teacher Preparedness (due 03/11, 05/04 for 2 placements and 05/04 for 1 placement)
- VI. Questions and Answers
- VII. University Field Supervisor Meeting



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Evaluation of the Teacher Education Program
Spring 2016 Candidates

In an effort to improve the preparation of teachers at TAMUCT, we asked for feedback on various aspects of candidate's professional development.

Demographic Information

1. Level	Candidates
Elementary	6
Secondary	4
All-level	4
2. Gender	Candidates
Female	11
Male	3
3. Ethnicity	Candidates
White	11
Black	1
Hispanic	2
Asian or Pacific Islander	0
American Indian or Alaskan Native	0
Other	0
4. Student	Candidates
Traditional Student	14
Non-traditional Student	0

5. Grade Point Average	Candidates
3.5 - 4.0	13
3.0 - 3.4999	1
2.5-2.999	0
6. Candidates actively seeking a teaching position?	
Yes	12
No	2
Accepted Positions as of 05/11/2016 (100%)	
Western Hills Elementary School, Temple ISD	
Willow Springs Elementary, Killeen ISD	
Peebles Elementary, Killeen ISD	
Palo Alto Middle School, Killeen ISD	
Central Texas College	
Haynes Elementary, Killeen ISD	
Cedar Valley Elementary, Killeen ISD	
Clarke Elementary School, Killeen ISD	
Harker Heights Elementary School, Killeen ISD	
Sugar Loaf Elementary School, Killeen ISD	
Belton ISD	
Martin Walker Elementary, Copperas Cove ISD	

The TAMU-CT Teacher Education Program requires the following professional education courses. Please rate the extent to which each of the following courses did what they said they were going to do. If you did not take the course, please leave the item blank.

Course Evaluation	5	4	3	2	1	N/A
7. Reading 351 Content Area Reading Instructional strategies which promote comprehension; vocabulary development, study skills, and test-taking strategies; and adaptation of materials for diverse secondary and middle school learners.	12	2	0	0	0	0
8. Reading 409 Reading and Writing Across the Curriculum An examination of factors which influence text difficulty and the use of textbooks, reference materials, "real world" materials to teach content area subjects. Includes developmental reading for adolescents.	7	5	0	0	0	2
9. Education 320 The Introduction to Teaching Professional Development I An introduction to the professional practices of teachers, including models of instruction, effective teaching practices, applications of educational technology, and the basic principles of classroom management.	8	2	1	3	0	0
10. Education 320 Technology Lab	6	1	5	1	0	1
11. Education 330 Learners and the Learning Environment Professional Development II An examination of classroom practices appropriate for diverse learners. Topics will include modifying instruction, measurement and assessment, and demonstration of effective teaching practices.	7	4	3	0	0	0
12. Education 404 Early Childhood Environments Examining and creating learning environments for EC-6 students from a theoretical and practical point of view.	1	2	1	4	2	4
13. Education 415 Elementary Curriculum, Assessment, & Instruction Application of knowledge of developmental stages, learner needs, the state expectation of TEKS in the core content areas, effective teaching practices, interdisciplinary planning, and problem-bases learning approaches	1	2	0	0	0	11
14. Education 430 Application of Effective Teaching Practices Professional Development II Field-based experiences are provided in school settings where students will plan and deliver units of instruction, examine various models of instruction, analyze classroom management strategies, and demonstrate competencies in effective teaching practices.	4	3	1	0	0	6
15. Education 435 Issues in Professional Development Professional Development IV Students synthesize and validate concepts encountered during teaching practicum. Focuses on the professional issues related to teaching and the school environment.	5	5	2	1	1	0
16. Education 440 Technology Application and Integration for Classroom Teachers educators to plan, organize, deliver, and evaluate instruction for diverse learners through the effective use and integration of current technology. The use of technology for ethical and professional communication with colleagues, community, and students is also addressed.	2	5	2	1	3	1
17. Education 490 Clinical Teaching Supervised practicum in teaching in the public schools at the appropriate level. Students are required to demonstrate proficiency in the application of effective teaching practices and classroom management strategies.	14	0	0	0	0	0

The candidates rated the extent to which each of the following courses prepared them for clinical teaching and to become a professional educator.

Course Preparation Evaluation	5	4	3	2	1	N/A
18. Education 320 Introduction to Teaching	5	4	1	2	1	1
19. Education 330 Learners and the Learning Environment	5	7	1	0	0	1
20. Education 404 Early Childhood Environments	2	3	3	3	1	2
21. Education 415 Elementary Curriculum, Assessment, & Instruction	2	3	0	0	0	9
22. Education 430 Application of Effective Teaching Practices	2	7	0	0	0	5
23. Education 435 Issues in Professional Development	8	3	2	1	0	0
24. Education 440 Technology Application and Integration for Classroom Teachers	3	4	2	2	2	1
25. Education 490 Clinical Teaching	13	1	0	0	0	0

The goals of the TAMU-CT Teacher Education Program follow. The candidates evaluated the extent to which they believed the TAMU-CT Teacher Preparation Program helped them to achieve each goal.

The TAMU-CT Teacher Education Program strives to develop teachers who:	5	4	3	2	1	N/A
26. Possess appropriate knowledge and abilities in specific content areas or teaching fields.	6	7	1	0	0	0
27. Communicate effectively with students, parents, and other professionals.	8	5	0	0	1	0
28. Apply the principles of instructional planning in the development of curriculum.	11	3	0	0	0	0
29. Utilize effective teaching practices.	12	2	0	0	0	0
30. Formally and informally evaluate student performance and use the results of such assessment in the instructional decision-making process.	9	5	0	0	0	0
31. Promote critical thinking and participatory citizenship.	9	4	0	0	1	0
32. Are skilled in the use of instructional technology.	8	4	1	0	1	0
33. Are proficient in mathematical skills.	4	5	2	1	1	1
34. Operate within the legal guidelines and uphold the ethics of the teaching profession.	12	1	0	0	1	0
35. Demonstrate concern for students' general welfare.	10	3	0	0	1	0

The TAMU-CT Teacher Education Program strives to develop teachers who:	5	4	3	2	1	N/A
36. Are committed to continued professional growth and development.	13	1	0	0	0	0
37. Use an understanding of human developmental processes to nurture student growth through developmentally appropriate instruction.	8	6	0	0	0	0
38. Consider environmental factors that may affect learning in designing a supportive and responsive classroom community that promotes all students' learning and self-esteem.	9	5	0	0	0	0
39. Appreciate human diversity, recognize how diversity in the classroom and the community may affect learning and create a classroom environment in which both the diversity of groups and the uniqueness of individuals are recognized and celebrated.	10	4	0	0	0	0
40. Understand how learning occurs and applying this understanding to design and implement effective instruction.	11	3	0	0	0	0
41. Understand how motivation affects group and individual behavior and learning and applying this understanding to promote student learning.	9	5	0	0	0	0
42. Please evaluate the level to which you believe the TAMU-CT Teacher Education Program has prepared you to understand learners.	9	5	0	0	0	0

Please evaluate the extent to which the TAMU-CT Teacher Education Program helped you to develop the following competencies for **enhancing student achievement**.

Competencies for enhancing student achievement.	5	4	3	2	1	N/A
43. Use planning processes to develop outcome-oriented learning experiences that foster understanding and encourage self-directed thinking and learning in both individual and collaborative settings.	7	7	0	0	0	0
44. Use effective verbal, nonverbal, and media communication techniques to shape the classroom into a community of learners engaged in active inquiry, collaborative exploration and supportive interactions.	8	6	0	0	0	0
45. Use a variety of instructional strategies and roles to facilitate learning and to help students become independent thinkers and problem solvers who use higher-order thinking in the classroom and in the real world.	10	3	1	0	0	0
46. Use a variety of instructional materials and resources (including human and technological resources) to support individual and group learning.	8	5	1	0	0	0
47. Use process of formal and informal assessment to understand individual learners, monitor instructional effectiveness, and shape instruction.	9	5	0	0	0	0
48. Structure and manage the learning environment to maintain a classroom climate that promotes the lifelong pursuit of learning and encourages cooperation, leadership, and mutual respect.	10	3	0	0	0	0
49. Please evaluate the level to which you believe the TAMU-CT Teacher Education Program has prepared you to enhance student achievement.	11	3	0	0	0	0
50. Act as reflective practitioner who knows how to promote his or her own professional growth and can work cooperatively with other professionals in the system to create a school culture that enhances learning and encourages positive change.	10	4	0	0	0	0

Please evaluate the extent to which the TAMU-CT Teacher Education Program helped you to develop the following competencies for **understanding the teaching environment**.

Competencies for enhancing student achievement.	5	4	3	2	1	N/A
51. Know how to foster strong school-home relationships that support student achievement of desired learning outcomes.	10	3	1	0	0	0
52. Understand how the school relates to the larger community and knows strategies for making interaction between school and community mutually supportive and beneficial.	9	4	1	0	0	0
53. Understand requirements, expectations, and constraints associated with teaching in Texas, and applying this understanding in a variety of contexts.	12	2	0	0	0	0
54. Please evaluate the level to which you believe the TAMU-CT Teacher Education Program has prepared you to understand the teaching environment.	12	2	0	0	0	0
55. Rate the overall quality of your college preparation in general education requirements.	10	3	0	0	0	1
56. Rate the adequacy of the advising you received from members of the education faculty.	8	2	1	3	0	0

Comments...

No Comment
I have been asked to apply to various positions in the BISD school district and told I could be hired at the middle school level by the curriculum administrator.
No Comment
No Comment
No Comment
No Comment
Thank you for all you have done!
Keep doing what ya'll are doing.
No Comment
No Comment
No Comment
No Comment
No Comment
Come see me in the classroom when you would like and watch some fun tactics with my students.

The student comments have not been edited and are presented as submitted.



Teacher Education Program
Spring 2016 Candidates Questionnaire Responses
Cooperating Teacher Assessment by Clinical Teacher

Questions (5=Agree – 1=Disagree)	5	4	3	2	1
1. The Cooperating Teacher gave me adequate explanation of my duties and responsibilities.	16	6	3	1	1
2. The Cooperating Teacher often observed my teaching and provided feedback on each lesson.	22	2	2	1	0
3. The Cooperating Teacher provided me a place to work.	23	2	2	0	0
4. The Cooperating Teacher was available to me for special problems and concerns.	25	0	2	0	0
5. The Cooperating Teacher was able to communicate effectively with the TAMUCT University Supervisor and myself.	22	3	2	0	0
6. The Cooperating Teacher's suggestions, comments, and feedback were helpful.	21	2	4	0	0
7. The conferences I had with the Cooperating Teacher were helpful.	19	2	4	0	2
8. The Cooperating Teacher provided me with a copy of the Teacher's Edition of textbooks utilized in the classroom.	24	2	1	0	0
9. The Cooperating Teacher recognized and allowed for differences and flexibility in teaching ideas and methods.	23	1	2	1	0
10. My Cooperating Teacher showed genuine interest in my growth and development as a teacher.	21	4	1	0	0
11. In general, the personality of the Cooperating Teacher facilitated my role as a clinical teacher.	21	3	1	1	0
12. The Cooperating Teacher conducted a formal mid-point evaluation with me.	19	4	2	1	0
13. The Cooperating Teacher conducted a formal final evaluation with me.	20	3	2	2	0
14. Overall, I would rate the Cooperating Teacher as effective and supportive.	20	3	3	1	0

Spring 2016 Candidates Feedback Cooperating Teacher Assessment by Clinical Teacher

<p>██████████ was amazing and she knows so much! It was amazing having her as a Cooperating Teacher.</p>
<p>██████████ was the best! She really is an expert in her field and we both learned to use a lot of technology together!</p>
<p>This cooperating teacher was amazing. She opened up her classroom to me so willingly and involved me in anything that she could. I would definitely try to get clinical teachers into her class.</p>
<p>She was a little hesitant to pass over the class to someone else but eventually came around and became a great Cooperating Teacher.</p>
<p>The only comment I had was nothing against my cooperating teacher. She was not informed that she would have me until after the first meetings. This might have helped the earlier stages of my process but I would suggest any student teacher to ask for her assistance. It was a great experience.</p>
<p>She was an excellent teacher, she supported me, and helped me grow as a teacher.</p>
<p>My cooperating teacher met everything that would benefit any other future educator in the Education Program at Texas A&M University-Central Texas.</p>
<p>Amazing teacher, very supportive! I learned a great deal from her.</p>
<p>██████████ was a great Cooperating Teacher. She was very supportive and flexible during my full teach. She worked with on improving my management skills. She was always there when I needed help or had a questions. She was a tremendous asset in helping me grow as a teacher.</p>
<p>My cooperating teacher was a fantastic teacher. I learned so much from him and the whole math team at the school. Being with this teacher really helped with my growth and I am prepared to take over in my own classroom.</p>
<p>Wonderful Experience!!</p>
<p>She's great!</p>
<p>She was great, very easy to work with and made me feel at home and encouraged.</p>
<p>My teacher was rarely in the room, he took an 8-week vacation when I transferred to his room. I would not put another student teacher with this cooperating teacher.</p>
<p>She's fantastic!!!</p>
<p>██████████ was absolutely amazing. I would highly recommend using her again.</p>
<p>██████████ provided me with a great experience in classroom management. Her students were very active and difficult to manage. This helped to understand how important classroom management is. She was very supportive and always there when I needed help.</p>
<p>I would have liked to receive more feedback after teaching my lessons.</p>
<p>She was an excellent cooperating teacher! I was always given immediate feedback and she provided me with excellent ideas and strategies to use in my own classroom.</p>
<p>My clinical teaching experience with my cooperating teacher was better than I expected. Without a doubt the best part of school.</p>
<p>My clinical teaching experience was better than I could have expected. I am very pleased with my school and all of the teachers there.</p>
<p>██████████ was a great cooperating teacher. She really allowed me to grow and practice the instructional techniques and practices that I was learning in the program.</p>
<p>██████████, really allowed me the space to grow and learn how to participate in ARD meetings. She was very patient with me in regards to learning about the IEP and ARD paperwork. She really included me on the team.</p>
<p>She is amazing and the love and compassion she has for students comes first. If she sees something that a clinical teacher is doing which puts her students at a disadvantage, then she will call it out and help people correct it. She is an amazing person and her feedback was very valuable.</p>
<p>██████████ has been teaching for over a decade and I think she has gotten complacent in her ways. Procedures are not in place half the time so students do what they want at times. In regards to their learning and growth, there are some that are slipping through the cracks but will get passed on.</p>
<p>Lori Maedgen was amazing and she knows so much! It was amazing having her as a Cooperating Teacher.</p>
<p>██████████ was the best! She really is an expert in her field and we both learned to use a lot of technology together!</p>

The student comments have not been edited and are presented as submitted.

Teacher Education Program University Field Supervisor Evaluation by Clinical Teacher Spring 2016 Candidates

Think of the interactions you had with your University Field Supervisor when answering the following questions:

- 1 **Almost Always** – All or almost all of the time the action was performed by the field supervisor
- 2 **Frequently** – Most of the time the action was performed by the field supervisor
- 3 **Occasionally** – Some of the time the action was performed by the field supervisor
- 4 **Rarely** – Infrequently or never the action was performed by the field supervisor

To what extent did the University Field Supervisor...	1	2	3	4
1. Share with you the expectations for your performance in the classroom?	13	2	0	0
2. Base observation feedback on the expectations for your performance in the classroom?	14	1	0	0
3. Provide you written documentation of his/her report or checklist of his/her observations of your performance in the classroom?	15	0	0	0
4. Hold an interactive conference with you after each observation?	15	0	0	0
5. Offer written feedback on your performance in the classroom within one week of the observation?	15	0	0	0
6. Includes specific strategies that address your strengths and weaknesses in his/her feedback about your performance in the classroom?	15	0	0	0
7. Respond to your needs, for example, help you to solve problems, develop an individualized plan or act as your advocate?	13	2	0	0
8. Provide multiple means for you to contact him/her, such as e-mail, telephone, texting, and face-to-face interaction?	15	1	0	0
9. Offer you opportunities to reflect on your performance in the classroom?	15	0	0	0
10. Ask you for ways he/she can support you?	13	2	0	0
Total Scores	142	8	0	0

Please select Yes or No in answering the following questions about the quality of University field supervision received by the beginning teacher.	Yes	No
11. Did you ever communicate with your field supervisor by email, text or telephone call?	15	0
If yes to #11, did your supervisor respond to your communication within two school/business days?	15	0
12. Did you ever communicate with your field supervisor by email, text or telephone call?	15	0
13. The field supervisor formally observed me teaching a minimum of three times.	15	0
14. The field supervisor observed me teaching for a minimum of 45 minutes during at least 3 formal observations.	15	0

Teacher Education Program
University Field Supervisor Evaluation by Clinical Teacher
Spring 2016 Candidates

██████████ provided everything that will help me and other future educators to effective teachers.

She was really helpful and gave me some pointers on how I could make my classroom better. I've tried some of her suggestions and was extremely happy about the results I received in the classroom.

Very supportive, she helped me grow tremendously. She was always there when I had questions, and provided me with constructive feedback in a way that I could take it and grow from it without breaking me down. She is an amazing person!

She was a great field supervisor! She was always there when I emailed her and offered assistance when I needed. She was always willing to work with me when scheduling observations. ██████████ was also there to give me feedback and identify my areas of strength as well.

I had an amazing experience with my mentor teacher. She was always available for assistance, and went above and beyond in our meetings to ensure that I was comfortable in the class room, complimenting my positives, and giving detailed ways to improve. Her experiences in the class room that she shared also help as she was a former employee of the school that I was assigned.

Great time with ██████████.

No Comments

My Field Supervisor provided me with great feedback that helped me improve as a teacher

██████████ was amazing with her feedback and was always very encouraging when I was down on myself. I was my biggest critic but she lifted me up by highlighting the high points. She said there were always more high points than low points which made me feel better.

She was sometimes a little short with you. But, she would send articles that went with along with what you wanted to work on for your goals, which was helpful.

She was very helpful throughout the entire process. She was more than willing to offer assistance and answer any questions.

She was great. However, some of her comments were too "in a perfect world".

I feel like it would be beneficial to meet us before PD 4. I am a very happy person and I had a very hard day and was told I looked miserable. I tried to tell her how my day was gone and was told it was all an excuse. That hurt me pretty deep because I am not one who makes excuses. If she would have known me a little better I feel that wouldn't have been an issue. My cooperating teacher also had an issue with my supervisor coming in and not being super friendly. She felt like there should have been a little more consideration for all that she is doing.

██████████ always gave me good feedback and the opportunity for me to vent about any concerns that I had.

No Comments

Texas A&M University-Central Texas Educator Preparation Program Operation Review

Bachelor's in Interdisciplinary Studies with Teacher Certification Spring 2017

Prepared by: Dr. Agnes Tang

A. Number of Current Candidates

There are 84 candidates seeking an initial teaching certification. Out of that number, 11 candidates applied during the spring 2017 semester and were accepted for the Teacher Educator Preparation Program. Formal admission took place at the Educator Preparation Council Meeting on March 8th, 2017.

B. Admission Criteria that has changed from 2016-2017 for 2017-2018

There are no changes to the admission criteria; however, there is an adjustment to the application process. In the past, applicants to the TEP have to submit passing score on Writing (THEA, Accuplacer, ASSET or COMPASS), two written essays, as well as passing an on-site writing assessment. This practice is not only redundant, but creates unnecessary stress on our applicants. In a program coordinators' meeting in Nov 2016, it has been determined that the on-site writing assessment should be eliminated as part of the standardized application process across all certification programs at TAMUCT.

C. Curriculum that has changed from 2016-2017 for 2017-2018

1. To better prepare students for the TExES content exams, the TEP has made revisions to our courses for 2017-2018:
 - a. Addition of EDUC 3360 Arts for Educators
 - b. Addition of EDUC 4325 History for Educators
 - c. Creation of READ 3320 to replace RDGK 311 and RDGK 384
 - d. Creation of SPED 4383 to replace ESPK 4363 & 4365These changes have been approved by the University Curriculum Committee.
2. New course prefixes. E.g. EDUK → EDUC; RDGK → READ; ESPK → SPED; MTHK → MATH
3. 4-digit course numbers – e.g. EDUK 320 → EDUC 3320

D. Candidate Mastery of Content (How will the candidates' progress be benchmarked and assessed throughout the program?)

The following courses of the Teacher Educator Preparation Program allow candidates to demonstrate mastery of learning in Teacher Standards, Professional Pedagogy & Responsibility Standards, and Technology Standards in a variety of ways (e.g., papers, products, portfolios, presentations, and exams). The course assessments reflect mastery of program and state standards through an assigned grade given by the course instructors according to criteria set forth in each course syllabus. Throughout our program there are several assignments that carry such weight that not completing them at acceptable levels will prevent a candidate to move forward in the program.

EDU 320 - Contextual Factors Project

This is a benchmark assignment that measures the pre-service teacher's ability to recognize the differences among students and determine differentiation.

EDU 320 - Technology Lab.

This lab serves as the foundation for developing a working understanding of how technology may be used to increase student learning and motivation, access to information, and the ability to create useful records of student achievement. This course is highly important and has been documented by CAPS members the critical need for new teachers to be technologically equipped. This portion of the course must be passed in order for the student to pass the course.

EDUK 330 - Lesson planning

This benchmark assignment measures the pre-service teacher's ability to write lesson plans with clear and measurable objectives.

EDUK 330 - Classroom Management Project

This benchmark assignment measures the pre-service teacher's ability to develop classroom management plans for effective and consistent management of the classroom learning environment.

EDUK 404(EC-6) & 430(7-12) Field experience

In this course, candidates are required to complete 60 hours of documented observations with evaluation forms completed by the cooperating teacher. This course also requires the preservice teacher to complete a unit plans and learn how to design an effective learning environment.

EDUK 435 - Teacher Work Sample

The Teacher Work Sample is a reflection of the critical elements necessary to be successful in teaching. It is completed during the clinical teaching semester and is based on the clinical teaching experience. The Teacher Work Sample is the physical representation based on each clinical teacher's instruction of students and a personal reflection of their teaching experience utilizing the decision making process, best instructional practices, and quality assessment. The specific elements assessed through the Teacher Work Sample include: contextual factors of students and schools, development of learning goals, creation of an assessment plan, design for instruction, instructional decision making, analysis of student learning, and self-evaluation and reflection.

Proposed changes for Spring 2017 – After consulting with TEA, the faculty determined the elements being assessed in the Teacher Work Sample need to better reflect the PPR Exam students have to take for their certification; therefore, beginning Spring 2017, the Teacher Work Sample will be re-organized to mirror PPR standards. This assessment change will not alter the content of EDUK 435.

EDUK 490 – Clinical Teaching

During this course, the candidate fully demonstrates the ability to: deliver effective instructional plans, demonstrate knowledge of students and of student learning, model content knowledge and expertise, build a structured learning environment, utilize data-driven practices, and practice professional responsibilities.

While course assessments demonstrate candidate mastery of concepts learned in a particular course, the work of a teacher requires an integration of knowledge and skills; therefore the following program benchmarks are also utilized to demonstrate candidate proficiency: Formal Observations, Interactive Conferences, Weekly Reflections, Cooperating Teacher Quick Check Forms, and Cooperating Teacher Evaluations.

E. Input on Field-Based Experiences for this Academic Year [TAC §228.2]

The University Field Supervisors meet twice during the summer to discuss the evaluation tools for the clinical teaching experience. The current Teacher Observation Form reflects the current teaching standards, as well as, alignment to the T-TESS Evaluation Rubric.

1. Anticipated number of candidates doing field-based experiences

There were 15 candidates in the Teacher Educator Preparation Program that completed their Clinical Teaching in the Fall of 2016. There are 33 candidates that are in Clinical Teaching in the Spring of 2017. There are 23 candidates that will in Clinical Teaching during the Fall of 2017.

2. Number of candidates and sites for field-based experiences Fall 2016, Spring 2017, and Fall 2017

Belton ISD 2 (Fall 2016) 1 (Spring 2017) 2 (Fall 2017)	Cove ISD 3 (Fall 2016) 4 (Spring 2017) 3 (Fall 2017)	Gatesville ISD 1 (Spring 2017)	Georgetown 1 (Fall 2016)	Jarrell 1 (Spring 2017)	Killeen ISD 5 (Fall 2016) 16 (Spring 2017) 9 (Fall 2017)
Lampasas ISD 1 (Fall 2016) 3 (Spring 2017)	Rogers ISD 1 (Spring 2017)	Round Rock 2 (Fall 2017)	San Saba 1 (Spring 2017)	Temple ISD 2 (Fall 2016) 4 (Spring 2017)	

3. Candidate experiences and interaction with field-based experiences

Candidates in the Teacher Education Preparation Program complete evaluations on their Cooperating Teacher(s), University Field Supervisor, and the Teacher Educator Preparation Program. Please refer to Teacher Education Preparation Program Evaluation Reports found in (Appendix C).

4. Verification and documentation processes for field-based experiences

All of the Formal Observations, Quick Check Forms, and Weekly Reflections are submitted to the Educator Preparation Services Department (EPSD) for validations, verification, scanning, and filing into the candidate certification record. During the verification process, EPSD checks dates, times, and signatures. The Director of Educator Preparation Services reviews all observations and will address any areas of concern.

5. Diversity of student populations on campuses where field-based experiences occurred (Spring 2017)

The following table outlines the state, district, and campus demographic information for the Clinical Teacher practicum sites during the Spring 2017 semester. The information reported was taken from the 2015-2016 Texas Academic Performance Report found at:

<https://rptsvr1.tea.texas.gov/perfreport/src/2016/campus.srch.html>

Please refer to the table on the next page for the Diversity of Student Populations for Clinical Teachers Spring 2017.

Diversity of Student Populations for Clinical Teachers Spring 2017

State & District	Campus	African American %	Hispanic %	White %	American Indian %	Asian %	Pacific Islander %	Two or More Races %	Economically Disadvantage %	English Language Learners %	Mobility Rate %
State of Texas		12.6	52.2	28.5	0.4	4.0	0.1	2.1	59.0	18.5	16.5
Belton ISD		6.6	32.0	55.0	0.6	1.8	0.2	3.8	46.1	7.2	19.2
Copperas Cove ISD	Miller Heights ES	13.6	44.1	36.8	0.6	0.3	0	4.6	78.0	5.2	25.9
	Copperas Cove HS	18.4	24.3	44.3	0.6	1.6	1.7	9.2	54.1	3.8	19.1
	Fairview/Jewell ES	22.3	22.0	44	0.7	1.7	1.4	7.9	43.9	1.1	12.7
	Williams/ Ledger ES	19.7	22.4	44.7	0.0	0.9	1.8	10.5	78.1	4.4	29.7
Gatesville ISD		18.2	28.4	42.6	0.1	0.4	1.4	8.8	65.9	6.1	28
	Gatesville MS	2.3	21.8	70.1	0.7	0.7	0.0	4.4	51.7	3.9	12.5
	Gatesville MS	2.0	20.0	72.0	0.9	1.1	0.0	4.1	52.3	5.1	12.8
Jarrell ISD		3.7	46.3	45.3	0.1	0.4	0.1	4.1	58.4	14.3	13.7
	Jarrell HS	4.1	40.8	50.8	0.0	1.0	0.0	3.3	51.0	3.6	10.8
Killeen ISD		34.1	28.9	24.9	0.6	2.4	1.7	7.4	56.5	9.3	28.5
	Bellaire ES	44.8	26.0	18.8	0.5	2.8	1.8	5.3	66.1	10.5	35.4
	Carvazos ES	12.0	31.6	45.6	0.7	0.8	2.3	7.0	61.5	9.7	26.2
	Eastern Hills MS	19.8	30.8	37.6	1.0	1.9	1.6	7.3	58.8	7.5	9.3
	Harker Heights HS	29.6	24.2	34.1	0.8	4.0	1.0	6.3	27.7	3.0	17.9
	Hay Branch ES	47.7	23.4	15.4	0.3	1.1	2.1	10.0	82.1	6.5	30.1
	Manor MS	45.6	30.2	15.1	0.3	2.1	2.1	4.7	62.4	10.7	25.4
	Maxdale ES	41.9	25.9	19.9	0.6	3.0	2.4	6.4	62	11.2	28.0
	Montague Village	20.6	27.3	44.2	0.2	0.5	0.8	6.6	67.4	5.0	32.3
	Palo Alto MS	50.8	25.9	14.0	0.7	1.9	1.6	5.0	67.0	9.9	26.9
	Shoemaker HS	45.7	26.8	15.5	0.6	2.8	2.1	6.5	54.1	5.8	24.8
	Trimmier ES	28.4	51.6	13.5	0.5	1.4	0.7	4.0	68.7	39.9	24.1
Lampasas ISD		2.7	26.0	65.6	0.7	1.0	0.5	3.6	52.1	3.0	14.7
	Hannah Springs ES	2.0	30.7	61.6	0.2	1.3	0.2	4.1	64.4	6.2	15.0
	KlineWhitis ES	1.2	29.7	64.1	0.7	1.2	0	3.1	56.7	4.8	15.1
	Lampasas HS	3.0	25.6	67.0	0.6	1.3	0.3	2.2	42.3	0.9	14.5
Rogers ISD		2.4	28.0	68.1	0.3	0.6	0.0	0.6	46.2	3.8	7.4
	Rogers ES	2.9	27.3	68.8	0.3	0.5	0.0	0.3	51.9	5.7	5.2
San Saba		0.5	53.4	44.1	0.4	0.7	0.0	0.8	61.9	18.7	11.2
	San Saba ES	0.3	57.5	39.7	0.3	1.1	0.0	1.1	73.9	30.7	11.6
Temple ISD		27.6	42.6	24.3	0.4	1.8	0.2	3.2	75.8	10.3	26.9
	Jefferson ES	26.0	49.9	21.2	0.4	0.4	0.1	2.0	84.0	18.9	24.6
	Temple HS	26.7	41.2	26.8	0.3	1.7	0.2	3.2	62.2	4.5	21.4
	Western Hills ES	35.9	34.7	26.0	0.0	0.7	0.2	2.4	87.2	1.9	30.7

F. Field Supervision

1. Field Supervisor & Cooperating Teacher Training

A&M-Central Texas Teacher Certification Educator Preparation Program (EPP) ensures that the clinical teacher has been assigned an appropriate cooperating teacher. The Teacher Certification Educator Preparation Program Coordinator evaluates cooperating teachers through feedback from the candidates, as well as, feedback from the University Field Supervisors. Additionally, the Teacher Certification EPP ensures the cooperating teacher is an active part of the field-experience team by establishing a solid foundation of communication and collaboration. The Teacher Certification EPP requires the Cooperating Teacher to attend Cooperating Teacher Training or provide verification of district Mentor Training. Throughout the practicum, the cooperating completes and submits Quick Check Feedback Forms so that there are frequent opportunities for collaboration.

Field Supervision [TAC §228.35(f)]

The purpose of field supervision is to support the clinical teacher and increase teacher preparation. A&M-Central Texas Educator Preparation Services Department hires and trains University Field Supervisors for the Teacher Certification Educator Preparation Program. Our University Field Supervisors are experienced educators and all hold a valid Texas Teaching Certificate, advanced credentials, and documented years of experience.

All of the University Field Supervisors are trained and aware of the requirements. The University Field Supervisor Training takes place annually in August and at the date of hire if after August. The Educator Preparation Services Department Director conducts the training utilizing the TEA developed University Field Supervisor Training. [Please refer to the attachments for a copy of the University Field Supervisor Training Agenda.](#)

Cooperating Teacher Training [TAC §228.35(e)]

A&M-Central Texas Teacher Certification Educator Preparation Program is responsible for providing training that relies on scientifically-based research to every cooperating teacher. The cooperating teachers supporting our Clinical Teachers attend a face-to-face training or may substitute proof of prior training or district Mentor Training. All cooperating teachers submit an Acknowledgement of Training Form to the Educator Preparation Services Department that is placed in the candidate certification record. [Please refer to the attachments for a copy of the Cooperating Teacher Training Agenda.](#)

The content of the University Field Supervisor and Cooperating Teacher training can be requested from the Educator Preparation Services Department.

2. Number of Observations Required

The candidates in the A&M-Central Texas Teacher Educator Preparation Program have a minimum of four formal 45 minute face-to-face observations which document instructional practices observed. Following the formal observation, a required interactive conference to takes place.

3. Observation Schedule

A&M-Central Texas hosts a Clinical Teacher Orientation followed by an opportunity for the clinical teachers to meet their University Field Supervisors known as the "Meet & Greet". Immediately following the Meet & Greet is the Cooperating Teacher Training. The Clinical Teacher Orientation, Meet & Greet, and Cooperating Teacher Training all take place within the first 3 weeks of the assignment. This provides the University Field Supervisor and the Clinical teachers an opportunity to make initial contact. The "Meet & Greet" provides the opportunity to discuss observation scheduling, paperwork submission expectations, and weekly reflections. The first observation is within the first 6 weeks of the practicum.

4. Process for Observations

The University Field Supervisor works with each clinical teacher to schedule observations. The University Field Supervisor documents instructional practices observed on the A&M University-Central Texas Teacher Observation Form. They then provide written feedback after the observation in an interactive conference with the clinical teacher. A copy of the written feedback is provided to the clinical teacher, cooperating teacher, Campus Administrator, and to the Educator Preparation Services Department for the candidate record.

5. Feedback from Observations (candidate and campus administrator)

A&M-Central Texas Educator Preparation Services Department monitors and verifies that the candidate observation takes place within the first 3 weeks of placement and that all observations and required documentation and signatures are obtained. Historically, our candidates do very well in the field. One area that a majority of our candidates struggle with is classroom management.

G. Program & Curriculum Evaluation

1. Systematic Plan for Continuous Improvement

- a. Frequency of evaluation
 - Annual Program Evaluation
 - Annual Mentor Evaluation
 - Annual University Field Supervisor Evaluation
 - Semi-Annual CAPS Review
- b. Who will be involved?
 - Candidates
 - Cooperating Teachers
 - University Field Supervisors
 - CAPS Members
- c. Data to be collected by the program
 - Program Survey Data
 - Cooperating Teacher Survey Data
 - University Field Supervisor Survey Data
 - Percentage of Candidates Employed
 - Passing Rates
- d. Internal review of program and curriculum
 - TEXES Scores – Analysis of the scores by standard, domain, and competency. These are looked at in relationship to the curriculum map showing where the content is introduced, practiced, and mastered. The department reviews this data at the yearly C&I Retreat.
- e. External review of program and curriculum
 - The external program review was completed by the Dean in 2014.
- f. How data will be prepared for sharing
 - All program evaluation data will be shared and discussed at the CAPS Meeting for collaboration, discussion, and policy formation. The CAPS Chair will compile the minutes for presentation and discussion with the members of SPEAC.
- g. With whom it will be shared
 - All Teacher Educator Preparation Program data will be shared with the CAPS Members, EPC Members, and SPEAC Members.
- h. Process for program response to data
 - The program will analyze data during the CAPS meeting and determine strengths and areas for improvement.
- i. Advisory committee feedback
 - The program coordinator will present information at the SPEAC meeting and elicit collaboration from the members based on specific focus questions determined from the CAPS meeting. During the November SPEAC Meeting, advisory committee feedback was given on current needs. Those comments can be found in the SPEAC Minutes found in Appendix A. There was not any specific advisory feedback for the Teacher Educator Preparation Program since the advisory feedback was general and not program specific.

2. Characteristics of Evaluation Structures and Processes

The Initial Teacher Certification Education Preparation Program will be working to analyze, collaborate, and develop a strategic plan for this next section of the program and curriculum evaluation.

- a. Evaluation of Candidates, Certification Groups, and Program Components
- b. Alignment of Evaluation with Program Standards and Goals
- c. Development of Program Evaluation
- d. Influence of Stakeholders on Evaluation
- e. External Influences on Program Evaluation

Attachments

University Field Supervisor Training Agenda

Cooperating Teacher Training Agenda

Fall 2016 Program Evaluation Report

Fall 2016 University Field Supervisor Evaluation Report

CAPS Meeting Agenda & Minutes (Please refer to the CAPS Meeting on 01/26/2017 p. 105)



Evaluation of the Teacher Education Program
Fall 2016 Candidates

In an effort to improve the preparation of teachers at TAMUCT, we asked for feedback on various aspects of candidate's professional development.

Demographic Information

1. Level	Candidates
Elementary	10
Secondary	2
All-level	

2. Gender	Candidates
Female	10
Male	2

3. Ethnicity	Candidates
White	11
Black	1
Hispanic	2
Asian or Pacific Islander	0
American Indian or Alaskan Native	0
Other	0

4. Student	Candidates
Traditional Student	8
Non-traditional Student	4

5. Grade Point Average	Candidates
3.5 - 4.0	7
3.0 - 3.4999	4
2.5-2.999	0

6. Candidates actively seeking a teaching position?	
Yes	1
No	1

Accepted Positions as of 12/08/2016 (100%)
Clifton Park Elementary, Killeen ISD
Cedar Valley Elementary, Killeen ISD
Killeen High School, Killeen ISD
Oveta Culp Hobby Elementary, Killeen ISD
Saegert Elementary, Killeen ISD
Duncan Elementary, Killeen ISD
Haybranch Elementary, Killeen ISD
Shoemaker High School, Killeen ISD
Fairview/ Miss Jewel Elementary, Copperas Cove ISD
Substitute Position, Temple ISD

The TAMUCT Teacher Education Program requires the following professional education courses. Please rate the extent to which each of the following courses did what they said they were going to do. If you did not take the course, please leave the item blank.

Course Evaluation	5	4	3	2	1	N/A
7. Reading 351 Content Area Reading Instructional strategies which promote comprehension; vocabulary development, study skills, and test-taking strategies; and adaptation of materials for diverse secondary and middle school learners.	8	4	0	0	0	0
8. Reading 409 Reading and Writing Across the Curriculum An examination of factors which influence text difficulty and the use of textbooks, reference materials, "real world" materials to teach content area subjects. Includes developmental reading for adolescents.	9	1	0	0	0	2
9. Education 320 The Introduction to Teaching Professional Development I An introduction to the professional practices of teachers, including models of instruction, effective teaching practices, applications of educational technology, and the basic principles of classroom management.	7	4	1	0	0	0
10. Education 320 Technology Lab	8	3	0	0	0	1
11. Education 330 Learners and the Learning Environment Professional Development II An examination of classroom practices appropriate for diverse learners. Topics will include modifying instruction, measurement and assessment, and demonstration of effective teaching practices.	5	3	3	0	0	1
12. Education 404 Early Childhood Environments Examining and creating learning environments for EC-6 students from a theoretical and practical point of view.	6	3	0	0	0	3
13. Education 415 Elementary Curriculum, Assessment, & Instruction Application of knowledge of developmental stages, learner needs, the state expectation of TEKS in the core content areas, effective teaching practices, interdisciplinary planning, and problem-bases learning approaches	4	1	0	0	0	7
14. Education 430 Application of Effective Teaching Practices Professional Development II Field-based experiences are provided in school settings where students will plan and deliver units of instruction, examine various models of instruction, analyze classroom management strategies, and demonstrate competencies in effective teaching practices.	7	4	0	0	0	1
15. Education 435 Issues in Professional Development Professional Development IV Students synthesize and validate concepts encountered during teaching practicum. Focuses on the professional issues related to teaching and the school environment.	11	1	0	0	0	0
16. Education 440 Technology Application and Integration for Classroom Teachers educators to plan, organize, deliver, and evaluate instruction for diverse learners through the effective use and integration of current technology. The use of technology for ethical and professional communication with colleagues, community, and students is also addressed.	5	4	1	2	0	0
17. Education 490 Clinical Teaching Supervised practicum in teaching in the public schools at the appropriate level. Students are required to demonstrate proficiency in the application of effective teaching practices and classroom management strategies.	12	0	0	0	0	0

The candidates rated the extent to which each of the following courses prepared them for clinical teaching and to become a professional educator.

Course Preparation Evaluation	5	4	3	2	1	N/A
18. Education 320 Introduction to Teaching	6	3	0	0	0	3
19. Education 330 Learners and the Learning Environment	7	2	0	0	0	3
20. Education 404 Early Childhood Environments	9	0	0	0	0	3
21. Education 415 Elementary Curriculum, Assessment, & Instruction	5	0	0	0	0	7
22. Education 430 Application of Effective Teaching Practices	8	2	0	0	0	2
23. Education 435 Issues in Professional Development	11	1	0	0	0	0
24. Education 440 Technology Application and Integration for Classroom Teachers	6	3	2	1	0	0
25. Education 490 Clinical Teaching	12	0	0	0	0	0

The goals of the TAMUCT Teacher Education Program follow. The candidates evaluated the extent to which they believed the TAMUCT Teacher Preparation Program helped them to achieve each goal.

The TAMUCT Teacher Education Program strives to develop teachers who:	5	4	3	2	1	N/A
26. Possess appropriate knowledge and abilities in specific content areas or teaching fields.	10	2	0	0	0	0
27. Communicate effectively with students, parents, and other professionals.	9	3	0	0	0	0
28. Apply the principles of instructional planning in the development of curriculum.	8	4	0	0	0	0
29. Utilize effective teaching practices.	10	2	0	0	0	0
30. Formally and informally evaluate student performance and use the results of such assessment in the instructional decision-making process.	10	2	0	0	0	0
31. Promote critical thinking and participatory citizenship.	10	2	0	0	0	0
32. Are skilled in the use of instructional technology.	11	1	0	0	0	0
33. Are proficient in mathematical skills.	4	3	3	2	0	0

34. Operate within the legal guidelines and uphold the ethics of the teaching profession.	11	1	0	0	0	0
35. Demonstrate concern for students' general welfare.	12	0	0	0	0	0
The TAMUCT Teacher Education Program strives to develop teachers who:	5	4	3	2	1	N/A
36. Are committed to continued professional growth and development.	12	0	0	0	0	0
37. Use an understanding of human developmental processes to nurture student growth through developmentally appropriate instruction.	11	1	0	0	0	0
38. Consider environmental factors that may affect learning in designing a supportive and responsive classroom community that promotes all students' learning and self-esteem.	11	1	0	0	0	0
39. Appreciate human diversity, recognize how diversity in the classroom and the community may affect learning and create a classroom environment in which both the diversity of groups and the uniqueness of individuals are recognized and celebrated.	10	2	0	0	0	0
40. Understand how learning occurs and applying this understanding to design and implement effective instruction.	11	1	0	0	0	0
41. Understand how motivation affects group and individual behavior and learning and applying this understanding to promote student learning.	10	2	0	0	0	0
42. Please evaluate the level to which you believe the TAMUCT Teacher Education Program has prepared you to understand learners.	12	0	0	0	0	0

Please evaluate the extent to which the TAMUCT Teacher Education Program helped you to develop the following competencies for **enhancing student achievement**.

Competencies for enhancing student achievement.	5	4	3	2	1	N/A
43. Use planning processes to develop outcome-oriented learning experiences that foster understanding and encourage self-directed thinking and learning in both individual and collaborative settings.	10	2	0	0	0	0
44. Use effective verbal, nonverbal, and media communication techniques to shape the classroom into a community of learners engaged in active inquiry, collaborative exploration and supportive interactions.	10	2	0	0	0	0
45. Use a variety of instructional strategies and roles to facilitate learning and to help students become independent thinkers and problem solvers who use higher-order thinking in the classroom and in the real world.	10	2	0	0	0	0
46. Use a variety of instructional materials and resources (including human and technological resources) to support individual and group learning.	11	1	0	0	0	0
47. Use process of formal and informal assessment to understand individual learners, monitor instructional effectiveness, and shape instruction.	10	2	0	0	0	0
48. Structure and manage the learning environment to maintain a classroom climate that promotes the lifelong pursuit of learning and encourages cooperation, leadership, and mutual respect.	11	1	0	0	0	0

49. Please evaluate the level to which you believe the TAMUCT Teacher Education Program has prepared you to enhance student achievement.	11	1	0	0	0	0
50. Act as reflective practitioner who knows how to promote his or her own professional growth and can work cooperatively with other professionals in the system to create a school culture that enhances learning and encourages positive change.	11	1	0	0	0	0

Please evaluate the extent to which the TAMUCT Teacher Education Program helped you to develop the following competencies for **understanding the teaching environment**.

Competencies for enhancing student achievement.	5	4	3	2	1	N/A
51. Know how to foster strong school-home relationships that support student achievement of desired learning outcomes.	8	4	0	0	0	0
52. Understand how the school relates to the larger community and knows strategies for making interaction between school and community mutually supportive and beneficial.	9	3	0	0	0	0
53. Understand requirements, expectations, and constraints associated with teaching in Texas, and applying this understanding in a variety of contexts.	11	1	0	0	0	0
54. Please evaluate the level to which you believe the TAMUCT Teacher Education Program has prepared you to understand the teaching environment.	12	0	0	0	0	0
55. Rate the overall quality of your college preparation in general education requirements.	12	0	0	0	0	0
56. Rate the adequacy of the advising you received from members of the education faculty.	10	2	0	0	0	0

Beneficial Content Questionnaire Comments

Describe courses or content included in the requirements that you think are especially beneficial.

I am eternally grateful that I chose to be a part of the education program at TAMUCT. I have been trained and grown immensely as a result of the program. Dr. Diaz was vital and invaluable as a caring and uplifting professor. PD1 was helpful in understanding the basics of teaching as well as the technology class. The professors were always available and ready to assist in questions that I had. In PD4, the binder given to us in the beginning already organized neatly and it was easier to adapt to all of our paperwork requirements. Dr. Diaz and Dr. Davis were very helpful and encouraging.

The first reading class with Dr. Davis built a solid foundation of knowledge for the program.

The Capstone reading class with Dr. Tang was extremely beneficial for experience, collaboration, and application of knowledge with support and feedback in a real classroom. She is amazing.

Dr. Lake's content area reading class was full of ideas, resources, and activities. She is fabulous.

PDIII was also especially beneficial. Dr. Diaz is wonderful.

All four of these professor's gave us clear instruction to prepare us to give in class presentations which gave us the opportunity to learn optimally because the things I teach, I know best.

I think the reading courses we had were the most beneficial and rigorous of all the courses. The Professional Development classes were also extremely helpful in teaching us about classroom management, the why's of teaching, and also objective. The first technology class was most helpful in teaching us about different technological tools that we can use in the classroom. One class that I really enjoyed was the reading class with Professor Lake. She was a really knowledgeable professor and knew what she was talking about and I enjoyed the course a lot.

Reading 311 was very beneficial. Dr. Davis really introduced us to the profession and prepared us for everything else that was to come. I was fortunate enough to have Dr. Diaz teach my PD3 class, and it was so beneficial to have someone so trusting of my knowledge and ability before I started clinical teaching. Dr. Tang was awesome in all of my reading classes. She really worked one on one with us to prepare us. I feel really prepared to enter the profession because of these classes!

All of the courses are beneficial for future teachers. The courses help with the understanding with the education process.

CAPSTONE is a great way for students to get an idea of the ELAR block. Students will benefit from learning guided reading and maintaining a class.

Technology classes helped with incorporating technology in lessons.

The PD courses have helped me developing me as a professional and gaining useful information about the variety of technologies used in the classroom. The reading courses have developed my understanding the important steps of reading and becoming a proficient teacher. Student teaching was a vital part of program and helped me use what I had been taught in real world situation.

I really liked Reading 311 with Dr. Davis because it gave us a really good insight into how the program would be. It showed us how we were to act as teachers and the work that would be required of us. The courses started off strong and continued to increase in rigor and helped us become successful. Dr. Tang's ELL class was also very awesome because she gave us the ability to truly understand what it feels like to be a ELL in a mainstream classroom. . DR. DIAZ, IS AWESOME! She made us feel like the effective teachers we were. She lifted us up and gave us confidence in our practice. It was nice that we got to have her for multiple classes so that she could truly get to know us and help us better.

I found all the courses that I took in the past to be very beneficial to me. I just was not too happy about taking the technology class for the last semester. I feel like it was placed in the wrong time for the semester. Also, it was too crazy having the class every night on Tuesday for 3 hours.

I think the technology components of the courses are definitely beneficial because it provides teachers with essential resources and activities to have in their classrooms before they begin student teaching. I also think that developing unit plans, lesson plans, and classroom management plans were essential in being successful during student teaching and after graduation.

I think that the reading classes were a great help to this program. They really prepared me to be in the classroom. The professional development classes were also very beneficial. They allowed me to be ready for all of the business behind teaching.

Professional Development courses were all very helpful when developing knowledge of professional practice and ethics.

I really liked all of the reading courses that were provided at the university. I learned so many beneficial strategies to use in the classroom and particularly liked going to IDUMA to teach full reading blocks and guided reading for the writing process.

Technology classes were beneficial at the start of the teaching program, but not the end.

Describe courses or content not presently included in the requirements that you think would be beneficial for future students.

I felt that secondary elements were often overlooked and not really mentioned or reinforced. I feel like the education program needs to be more involved and congruent with the content area classes for secondary. They felt like they were completely separate and it felt like they were not a part of the education program. There also needs to be more focus on secondary education in the program, specifically with having more classes focused on secondary education. I only took 1 secondary social studies class that helped me write social studies lesson plans but not a unit plan. I felt like I needed more reinforcement of secondary education practices.

All the courses needed are provided.

The math classes we were required to take didn't exactly hit the helpful things that would have been beneficial to us as a whole. I think a lot more about how to teach the math would have been extremely helpful. Going into all of our jobs, I think that's what a lot of us fear. Teaching math is daunting especially with all the new techniques. I think the idea of the math course was there, but the professor wasn't that helpful in that course. I also think something that would have really helped us with learning more about RTI's would have been helpful. In my placement, I realized how much of that is required for teachers to pay attention to everyday and just touching on the subject was not enough. There needs to be more information on what is required of a teacher daily. We hit on a lot of the big things that were necessary, but not enough of the small things that teachers are required to do every day.

I would have benefitted from more math experience. I feel so prepared to teach reading but not math. I actually had a job interview and did not get the job because it was a math class, and I do not have math experience. The way the math classes were taught were just to prepare us for the test. Then, our math class that was supposed to teach us how to teach math was not beneficial. We did not learn many strategies to teach math.

There aren't any courses that I think need to be in the requirements for future teachers.

Having more of a focus on math and science would be helpful. We would have more experience with teaching the math and science content.

The content math course needs to be divided to focus on the different grade levels being taught.

I would have liked a course that geared us on daily things that teachers will need to do such as writing RTIs, doing At-Risk folders, etc. That is the only thing that I worry about entering the workforce this upcoming semester.

I am not really sure.

I think that more practice in unit plans would have been beneficial for secondary teachers as well as more support on helping English Language Learners.

More math classes I believe would be beneficial. This would allow us to be prepared to teach math at any grade level with a deeper knowledge of the content.

None at this time.

Describe courses or content included in the requirements that you think are not beneficial for future students.

I feel that there could have been more communication when it came to out of class elements such as our certification exams. Also, I felt like the curriculum across the professional development classes could have been more aligned. There were times where we were either repeating certain competencies we already knew and times where we were not prepared for certain assignments. I would have liked to apply my knowledge earlier in the program.

None seemed that they were NOT beneficial, but some could have been much more beneficial.

I think PD II was helpful for objective writing and a LITTLE bit of classroom management. However, it didn't prepare us for the unit plan we needed to write for PD III. Unfortunately, PD III was basically a repeat of PD II. Thankfully, we had an amazing professor (Dr. Diaz) in PD III that understood we didn't need to repeat things already done. She wanted us to get the most out of our courses and repeating what we had just done was not that. Also, the social studies content class WAS AWFUL!!!! We were asked to do things we had not already done like the unit plan, however, she had expected us to know this with no teaching on it. She had a guest come in to describe the UBD plan to us, but that presentation was dismal. Also, what she took off for in grades, was stuff that was acceptable in ALL our other classes. Such as objectives. As previously stated, objectives were drilled in our head every. single. class. We knew our objectives and how to write them and what they needed. However, that was not what she wanted. So, I think our courses need to make sure that everything aligns. Alignment is drilled in our head and I think what's required of us should definitely be aligned. The technology class we took during PD 4, our last semester, was pointless. We had already taken a technology class in PD 1. The teacher wanted to teach us a lot of the same things. There were definitely some different technologies she presented, but they were few and could have been in the first technology class. Also, it was a lot to have a class every Tuesday night for so long during our clinical teaching. We are full teaching every day and planning lessons and that was just a lot for most of us to be at and be present at. The math class we had with Hamilton was not beneficial either. We really needed a math class that helped us learn how to teach math. This wasn't that class. We read things in textbooks and then talked about what the chapters talked about. We needed more opportunities to learn about TEKs and how to teach them, etc.

The Professional Development classes are not well aligned. We wrote objectives in PD1. Then, in PD2, that's all we did. PD2 did not go into unit planning the way it should have. Then, PD3 felt like a repeat of PD2. The last technology class felt like a repeat of our PD1 lab. We were very overwhelmed with all the extra assignments of that class during our clinical teaching.

I think that all of the courses are relevant. However, I think that the content needs to change. PD 3 felt like a repeat of PD 2. We literally did all of the same assignments in the two classes.

We also didn't ever learn how to do a unit plan. We had it explained to us, but never had a chance to practice with it.

The Social Studies Instruction class did not include enough content. The class was primarily a repeat of Content Area Reading. In content area reading we learned how to combine reading with every subject that teachers teach. We did the same thing in Social Studies Instruction.

The technology lab for the clinical teacher was also a repeat from the technology lab required in PD 1. The technology lab for clinical teaching should be more support for the teacher work sample.

PD3 and PD2 both had similar content, and it would have been beneficial to learn unit planning in PD2. EDUK 440 offered a content that would have been useful in early classes, but did not seem to fit during the final semester.

I do think however that the tech class that we did this final semester with Dr. Jackson should have been taken during PD 1 instead of the one that we took then. I feel that the special education class that we took was necessary but it didn't make a huge impact on me. I think maybe that if it was geared toward mainstream teachers and taught us more about the RTI process and at-risk students, then it would have been more beneficial to me as a mainstream teacher.

I felt like we were doing the same class over in PD 3 like we did in PD2. It was the same repeat in assignments and use of the book. Dr. Diaz is a great teacher and I was happy to have her as a teacher. I am just not sure why PD 3 was the same information as PD 2.

PD 3 felt like a repeat of PD 2 in regards to completion of assignments, but I really liked the reflections and content learned on contextual factors.

The technology course during student teaching would have been more beneficial if we would have taken it prior to student teaching. The other courses were great.

There were a few math courses that were not beneficial at all. I don't know that it was the content or the way it was delivered, but I did not benefit or learn any new strategies to teach math in a meaningful way. I believe it was the 3rd math class in the sequence.

What are the strengths of the professional development field experiences?

The field experience was incredibly beneficial. After meeting many teachers that had alternative certifications, I realized even more how vital the education program was. It was priceless to have a classroom already set up to teach in and be more comfortable as time went on. It was beneficial to have our university supervisor help and guide our lessons and encourage us.

Applying knowledge in a real-world classroom with observations and feedback clarifies my strengths and weaknesses and allows me to improve.

The professors are really helpful throughout the courses. Dr. Diaz and Dr. Tang are really helpful and I'm so glad that we had them. I also think the real life experiences we had were helpful. We were given a lot of opportunities to go out in the real classrooms and learn firsthand experiences.

I think TAMUCT has an AWESOME relationship with KISD. When I interviewed for jobs, I had so many experiences to pull from! I love that I got to work with students of all ages and different content areas! I wish I could have gone and worked with students in math and science, but I did get to work with students in reading and social studies. It was very beneficial!

Each student see's things that gives them experience. Experience is key for life in general, experience will trump knowledge. Not only do students see/experience classroom environments, they also get ideas for how they want to decorate their classroom.

Student teaching experience gives a clear depiction of real world expectations. All literacy classes.

They were very organized and prepared. They went above and beyond to help in all situations and were available thru either email or phone.

The strengths of the professional development field experiences are that it allows us to apply the knowledge that we have obtained in real situations, feel out our own styles of teaching and who we are as teachers, and to collaborate with experienced teacher to help us grow. The professors are also all super encouraging and helpful whenever we needed.

Some of the strengths are organization and flexibility.

Being able to have the gradual process of taking on class periods and then being able to observe made the process less stressful and gave me time to prepare for full-teach. Also, doing the teacher work sample gave me an opportunity to gather my thoughts together on how I teach and what I believe, and also be reflective and use data.

They are very organized and prepared to help us in any way. I felt completely comfortable stepping into field placement. They were passionate and caring. This allowed me to be more confident and ready.

The field experiences allow us to gain so much information about the profession. We are able to make connections with educators and take training courses. Having firsthand experience in the classroom has been extremely beneficial. We were provided great field supervisors that were available to us at all times!

What suggestions do you have to improve the field experiences (including clinical teaching) part of the professional development sequence?

I think that the field supervisors could be more updated on the changes in the program. I think that there could have been more explanation and reinforcement in the beginning of clinical teaching.

The professional development sequence could be improved by teaching one lesson plan format consistently, then introducing more later in the sequence and giving students the choice between two or three because trying to decipher lesson plans formats while still learning the complexities of the components is distracting early on, and later as understanding develops, it would be highly beneficial to be able to choose the format that works best for you rather than struggling through a format that is difficult for you.

I think the field experiences were really beneficial. I don't think a lot more would have helped. I really enjoyed each of our field experiences we were given, especially clinical teaching.

I think there should be a chance for us to work with students in math. I also think that when we did our clinical teaching, if we were in a placement that was only ELA, we should have gotten to teach in the math class as well.

There should be more alignment within the program. The professional development department needs to work together so they are not teaching the same thing.

EDUK440 should be placed in a different place.

EDUK 440 should be placed in a different cluster.

I believe that when we entered PD 3, we were given a repeat of PD 2. This was only because we were supposed to learn what we learned in PD 2 to PD 3.

I liked all the opportunities to gain more experience in the field, the more hands on experience the better. I just would have liked more hands on experience during my second to last semester. I was really overwhelmed to be thrown to the sharks during my 16 weeks of clinical teaching.

All I would suggest would be to end student teaching before thanksgiving break so that teachers could use that week after to work on their teacher work sample and finalize any paper work they need.

I know that going to two placements is beneficial because we get to see different grade levels, but I think those grade levels should be our choice. I only had one placement and loved it. I think getting to stay in that classroom during the 16 weeks allowed me to gain a deeper understanding of student learning and environment. I was able to make connections I didn't think were possible in such little time.

I do think that the conferences sheets need to be tweaked in some way. Teachers did not like filling out an action plan, then later returning to those sheets. There isn't a lot of time in the day and going back through documentation was rather difficult. They did like using the strengths and approximation sections.

Please feel free to make any additional comments that might help us in evaluating the Texas A&M University-Central Texas Teacher Education Program.

Overall, I am grateful for the growth I have experienced in the program.

The last math methods class was not as organized as it should have been. The hands on materials provided were wonderful, but we did not get as much of a chance to use it as I had hoped. Feedback was not clear enough to be truly helpful.

Hire more professors, good ones, that use common sense!

I love, love, LOVE the professors. They all made this experience worthwhile and possible. They are the best part of this program. I wish that the school offered more testing times for our certification exams because that was a little stressful. But overall this is a great program and I learned a lot.

I felt like the Math class with Dr. Hamilton was real disappointing. I love Math, but I wanted to skip this class every day. Whenever she would give us a test, it would be nothing like what we discussed in class. It felt like it was a Math test for a completely different class.

There needs to be more support for secondary teachers. It felt like the majority of the program was structured for elementary teachers, and secondary teachers were mostly left to figure out how to complete higher-level assignments such as lesson plans and unit plans with little or no practice. I would say that if the education program could coordinate with the specific degree area that the secondary teachers are majoring in, then maybe these teachers could get more support in their subject classes and practice making lessons in that specific field.

I love this program! I don't think that I would be prepared without this program!

Great faculty and staff. Dr. Diaz, Dr. Davis, and Mrs. Barlow were especially helpful throughout the process. Thanks again.

The student comments have not been edited and are presented as submitted.

Teacher Education Program University Field Supervisor Evaluation by Clinical Teacher Fall 2016 Candidates

Think of the interactions you had with your University Field Supervisor when answering the following questions:

- 1 **Almost Always** – All or almost all of the time the action was performed by the field supervisor
- 2 **Frequently** – Most of the time the action was performed by the field supervisor
- 3 **Occasionally** – Some of the time the action was performed by the field supervisor
- 4 **Rarely** – Infrequently or never the action was performed by the field supervisor

To what extent did the University Field Supervisor...	1	2	3	4
1. Share with you the expectations for your performance in the classroom?	10	1	1	0
2. Base observation feedback on the expectations for your performance in the classroom?	11	0	1	0
3. Provide you written documentation of his/her report or checklist of his/her observations of your performance in the classroom?	11	0	1	0
4. Hold an interactive conference with you after each observation?	11	0	1	0
5. Offer written feedback on your performance in the classroom within one week of the observation?	11	0	1	0
6. Includes specific strategies that address your strengths and weaknesses in his/her feedback about your performance in the classroom?	11	1	0	0
7. Respond to your needs, for example, help you to solve problems, develop an individualized plan or act as your advocate?	11	0	1	0
8. Provide multiple means for you to contact him/her, such as e-mail, telephone, texting, and face-to-face interaction?	10	1	1	0
9. Offer you opportunities to reflect on your performance in the classroom?	11	0	1	0
10. Ask you for ways he/she can support you?	10	1	1	0
Total Scores	167	4	9	0

Please select Yes or No in answering the following questions about the quality of University field supervision received by the beginning teacher.	Yes	No
11. Did you ever communicate with your field supervisor by email, text or telephone call?	12	0
If yes to #11, did your supervisor respond to your communication within two school/business days?	12	0
12. Did you ever communicate with your field supervisor by email, text or telephone call?	12	0
13. The field supervisor formally observed me teaching a minimum of three times.	12	0
14. The field supervisor observed me teaching for a minimum of 45 minutes during at least 3 formal observations.	12	0

Teacher Education Program
University Field Supervisor Evaluation by Clinical Teacher
Fall 2016 Candidates

She did a fantastic job. Gave great constructive feedback.

No Comments

██████████ was extremely helpful in my growth. She gave me a lot of guidance and encouragement in and outside of our conference. I contribute a lot of my personal growth to her guidance and help.

██████████ is such a great listener and super understanding. She helped make the stressful experience 2n-worry some. She gave great recommendations and ideas to make my instruction stronger and she helped me to 2t be so hard on myself as a growing teacher.

It was extremely helpful to have a supervisor that was a principle in the grade level are teaching so that I could get specific feedback and advice!

No Comments

My supervisor was awesome! She is so very supportive and encouraging. I felt confident knowing I had her in my corner!

██████████ was awesome and her feedback was helpful in my clinical teaching.

She was wonderful! She allowed me to talk about how things were going and what I felt was needed. Then she would provide a lot of feedback in a helpful way that prepared me to teach!

██████████ is an amazing supervisor! Please continue to use her as long as she is willing!

██████████ was an amazing field coordinator. I truly enjoyed our discussions and her constructive feedback because she was supportive, thorough and helpful.

You were great. You asked all the right questions. Thank you.

The student comments have not been edited and are presented as submitted.

Texas A&M University-Central Texas Educator Preparation Program Operation Review

Master's in Education with Teacher Certification Fall 2016

Prepared by: Dr. Amber Lynn Diaz

A. Number of Current Candidates

There are **33 candidates** in the M.Ed. Teacher Preparation Program seeking initial teaching certification. Of the 30 candidates, 27 were employed as Interns on a Probationary Certificate during the 2016-2017 academic year. The 27 Interns are expected to complete their program and certification requirements in June 2017.

The Educator Preparation Council (EPC) accepted **13 candidates** on November 2, 2016. The following table outlines the candidates' certification area. These candidates will be eligible for participation in an Internship upon successful completion of coursework and training in the Fall of 2017.

0 - EC-6 Core Subjects	1 - SPED/EC-6/ESL	1 - ELAR/SS 4-8/ESL	1 - ELAR 7-12
9 - EC-6/ESL	0 - 4-8 Core Subjects	0 - Math 4-8/ESL	1 - Social Studies 7-12

B. Admission Criteria that has changed from 2015-2016 for 2016-2017

There are not any changes in the admission criteria for candidates seeking a teacher certification through the post baccalaureate route for the 2016-2017 school year.

C. Curriculum that has changed from 2015-2016 for 2016-2017

Since the start of the Masters in Education with Teacher Certification Educator Preparation Program in 2014, candidates were only required to take EDUK 599 - Internship in Teaching for 1 semester. TEA requires candidates participate in a year-long internship, therefore, the candidates were technically not getting course credit for the Spring semester of their Internship. In addition, this was problematic because there was not a way to meet the field supervision requirements without the candidates enrollment in a course. The C&I Department created a new course EDUK 596 – Internship 2. In addition, there were additional changes in all three degree plans as highlighted in yellow below.

For the 2016-2017 school year, all candidates regardless of admission to the University or the Masters in Education with Teacher Certification Educator Preparation Program will be required to take EDUK 596 - Internship in Teaching 2. There are some students that will need course substitutions due to the degree changes.

Additionally, the candidates that have been admitted to this program did not receive the required coursework and training prior to the start of the Internship. Dr. Amber Lynn Diaz provided an additional 45 face-to-face hours of instruction to candidates during the Fall 2016 semester to make up the deficit in hours.

There is an urgent need to make changes to the Masters in Education with Teacher Certification Educator Preparation Program. The plan is to develop a Degree option that is Teacher Certification specific, Master of Education in the Art of Teaching.

Master in Curriculum & Instruction Degrees With Teacher Certification Comparison Chart

Concentration:	Elementary Education w/ Certificate 2014	Elementary Education w/ Certificate 2016	Secondary Education w/ Certificate 2014	Secondary Education w/ Certificate 2016	Special Education w/ Certificate 2014	Special Education w/ Certificate 2016
Content Area Courses			12	9		
EDTK 549 or EDUK 550	3	removed				
EDUK 500		3		3		3
EDUK 502	3	3				
EDUK 511	3	3	3	3	3	3
EDUK 512 or 522	3	3				
EDUK 514	3	3	3	3	3	3
EDUK 538	3	3	3	removed	3	removed
EDUK 545	3	3	3	3	3	3
EDUK 596		3		3		3
EDUK 598	3	3	3	3	3	3
EDUK 599	3	3	3	3	3	3
ESPK 505	3	3	3	3	3	3
ESPK 511					3	3
ESPK 513					3	3
ESPK 515					3	3
RDGK 570	3	3	3	3	3	3
RDGK 574 or 575	3	removed				
RDGK 575					3	removed
TOTAL	36	36	36	36	36	36

D. Candidate Mastery of Content

The following courses of the Master's Degree in Education with Teacher Certification require candidates to demonstrate mastery of learning in Teacher Standards, Professional Pedagogy & Responsibility Standards, and Technology Standards in a variety of ways (e.g., papers, products, portfolios, presentations, and exams).

EDUK 511	Methods of Effective Teaching
ESPK 505	Introduction to Exceptional Learners
EDUK 514	Creating and Managing the Learning Environment
RDGK 570	Literacy Development
EDUK 599	Internship in Teaching 1
EDUK 596	Internship in Teaching 2

The course assessments reflect mastery of program and state standards through an assigned grade given by the course instructors according to criteria set forth in each course syllabus.

While course assessments demonstrate candidate mastery of concepts learned in a particular course, the work of a teacher requires an integration of knowledge and skills; therefore the following program assessments are utilized to demonstrate candidate proficiency in teaching: Adherence to the Code of Ethics, Lesson Plans, Formal Observations, Interactive Conferences, Weekly Reflections, Professional Roles & Responsibilities Assessment, Action Plans, and Mentor Teacher Evaluations.

Please refer to the attachments for a copy of the Internship 1, Internship 2, and the Mentor & Field Supervisor Documentation Requirements.

E. Input on Field-Based Experiences for this Academic Year [TAC §228.2]

The data collection period for input from the Intern Teachers took place in May 2016 upon completion of the year-long Internship. This data was utilized to start the process to make necessary program changes.

1. Anticipated number of candidates doing field-based experiences

We currently have **27 candidates** in Internship 1 as identified in the following table. These candidates will be eligible for their standard teacher certification upon successful completion of the year-long Internship in May 2017.

A total of **3 candidates** will start their Internship in the Spring (2017). One of our candidates was hired on an emergency certificate and was hired as a long-term substitute for the Fall (2016) semester and is eligible for a Probationary Certificate in the Spring (2017). There are 2 additional candidates that will begin the Internship I in the Spring (2017) and will complete Internship 2 in the Fall (2017). These candidates will be eligible for their standard teacher certification upon successful completion of the year-long Internship in December of 2017.

2. Number of candidates and sites for field-based experiences Fall 2016

Lampasas ISD	Cove ISD 2 Interns	Gatesville ISD	Killeen ISD 21 Interns	Belton ISD 2 Interns	Temple ISD 1 Intern
Florence ISD	Salado ISD	Waco ISD	Academy ISD	Diocese Of Austin 1 Intern	

3. Candidate experiences and interaction with field-based experiences

Candidates in the Masters in Education with Teacher Education Preparation Program complete evaluations of their Mentor Teacher, University Field Supervisor, and the Masters in Education with Teacher Certification Educator Preparation Program upon completion of the year-long Internship. The evaluation data for the 2016-2017 school year will be presented at the November SPEAC Meeting.

4. Verification and documentation processes for field-based experiences

The Director of Educator Preparation Services serves as the professor for the EDUK 599 course and reviews the candidates Weekly Reflections, Observations, Lesson Plans, and Professional Roles & Responsibilities Forms. Any areas that are deficit are addressed. In some instances, a Notice of Concern or Deficiency Notice is required.

All of the Observations, Professional Roles & Responsibilities Forms, and Weekly Reflections are submitted to the Educator Preparation Services Department (EPSD) for validation, verification, scanning, uploading, and filing into the candidate Certification Record. During the verification process, EPSD checks dates, times, information, and signatures.

5. Diversity of student populations on campuses where field-based experiences occurred (Fall 2016)

The following table outlines the district and specific campus demographic information for the Internship sites during the Fall (2016). The information utilized in the following table was reported in the 2015-2016 Texas Academic Performance Report found at: <https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/index.html>.

Diversity of Student Populations for Interns Fall 2016

District	Campus	African American %	Hispanic %	White %	American Indian %	Asian %	Pacific Islander %	Two or More Races %	Economically Disadvantage %
Belton ISD	Belton HS	7.6	32.1	53.9	0.7	1.6	.2	3.9	40.4
	Chisholm Trail ES	6.5	42.4	47.3	.7	.3	.1	2.7	71.1
Copperas Cove ISD	Cove Jr. High	16.7	21.6	48.3	0.9	1.8	1.6	9.1	57.0
	Williams Ledger ES	18.2	28.4	42.6	0.1	0.4	1.4	8.8	65.9
Diocese Of Austin	Santa Cruz Catholic								
Killeen ISD	Bellaire ES	44.8	26.0	18.8	0.5	2.8	1.8	5.3	66.1
	Brookhaven ES	37.5	30.6	19.9	0.2	1.9	1.8	8.2	37.5
	Early College HS	31.9	34.0	24.3	0.7	3.5	2.8	2.8	50.0
	Haynes ES	30.1	26.8	31.2	0.7	2.4	2.1	6.6	50.0
	Iduma ES	38.0	25.2	23.2	1.1	1.8	1.9	8.8	54.9
	Ira Cross ES	53.4	24.9	14.2	0.0	1.5	1.2	4.8	53.4
	Liberty Hill MS	38.8	28.1	19.5	0.7	3.5	1.5	7.9	44.2
	Live Oak Ridge MS	46.6	26.2	16.3	0.6	2.4	1.6	6.2	46.6
	Nolan MS	36.6	40.7	13.5	0.4	2.1	1.5	5.2	75.0
	Oveta Culp Hobby ES	21.2	23.1	41.0	0.2	2.6	2.4	9.5	67.0
	Patterson MS	34.9	29.6	22.1	0.7	2.7	2.0	8.0	46.7
	Pershing Park ES	27.9	43.0	16.7	0.6	1.7	1.9	8.2	69.8
	Saegert ES	35.2	26.4	22.8	0.8	1.9	2.4	10.5	48.1
	Shoemaker HS	45.7	26.8	15.5	0.6	2.8	2.1	6.5	54.1
Priority Charter	Sugar Loaf ES	40.1	28.2	18.3	0.8	1.3	1.7	9.7	75.6
	Timber Ridge ES	33.9	29.0	22.9	0.8	2.7	1.3	9.5	40.8
	West Ward ES	34.3	38.3	15.9	0.0	0.7	2.0	8.7	95.4
	Cove Academy	18.7	23.2	49.7	0.0	0.6	0.0	7.7	42.6
Temple ISD	Temple HS	26.7	41.2	26.8	0.3	1.7	0.2	3.2	62.2

F. Field Supervision

1. Field Supervisor & Mentor Teacher Training

A&M-Central Texas Masters in Education with Teacher Certification Educator Preparation Program (EPP) ensures that the intern teacher has been assigned an appropriate mentor. The Masters in Education with Teacher Certification Educator Preparation Program Coordinator evaluates Mentors through feedback from the candidates, as well as, feedback from the University Field Supervisors. Additionally, the Masters in Education with Teacher Certification EPP ensures the mentor is an active part of the field-experience team by establishing a solid foundation of communication and collaboration. The Masters in Education with Teacher Certification EPP requires the Mentor Teacher to attend Mentor Training or provide verification of district Mentor Training. Throughout the internship, the mentor completes and submits Professional Roles & Responsibilities Forms. This allows the Mentor to have frequent opportunities for collaboration.

Field Supervision Continued

Field Supervision [TAC §228.35(f)]

The purpose of field supervision is to support the new educator and increase teacher retention. A&M-Central Texas Educator Preparation Services Department hires and trains University Field Supervisors for the Masters in Education with Teacher Certification Educator Preparation Program. Our University Field Supervisors are experienced educators and all hold a valid Texas Teaching Certificate, advanced credentials, and documented years of experience.

All of the University Field Supervisors are trained and aware of the requirements. The University Field Supervisor Training takes place annually in August and at the date of hire if after August. The Educator Preparation Services Department Director conducts the training utilizing the TEA developed University Field Supervisor Training. [Please refer to the attachments for a copy of the University Field Supervisor Training Agenda.](#)

Mentor Teacher Training [TAC §228.35(e)]

A&M-Central Texas Masters in Education with Teacher Certification Educator Preparation Program is responsible for providing training that relies on scientifically-based research to every mentor teacher. The Mentor teachers that supporting our Interns attend a face-to-face training or may substitute proof of district mentor training. All mentor teachers submit an Acknowledgement of Training Form to the Educator Preparation Services Department that is placed in the candidate certification record. [Please refer to the attachments for a copy of the Mentor Teacher Training Agenda.](#)

The content of the University Field Supervisor and Mentor Teacher training can be requested from the Educator Preparation Services Department.

2. Number of Observations Required

The candidates in the A&M-Central Texas Teacher Educator Preparation Program have a minimum of four formal 45 minute face-to-face observations in the Fall and four formal 45 minute face-to-face observations in the Spring which document instructional practices observed. Following the formal observation, a required interactive conference to takes place. This interactive conference follows the formal observation as in most cases is done immediately. However, it is always completed within the same day.

3. Observation Schedule

A&M-Central Texas hosts an Intern Orientation followed by an opportunity for the Interns to meet their University Field Supervisors known as the "Meet & Greet". The Orientation, Meet & Greet, and Mentor Training all take place within the first 3 weeks of the assignment. This provides the University Field Supervisor and the assigned Intern an opportunity to make initial contact. The "Meet & Greet" provides the opportunity to discuss observation scheduling, paperwork submission expectations, and weekly reflections. The first observation will take place within the first 6 weeks of the assignment.

4. Process for Observations

The University Field Supervisor works with each intern to schedule observations. Observations take place during the following months: September, November, December, January, February , and April.

The University Field Supervisor documents instructional practices observed on the A&M University-Central Texas Teacher Observation Form. They then provide written feedback after the observation in an interactive conference with the Intern. A copy of the written feedback is provided to the Intern, Intern's Mentor, Intern's Campus Administrator, and to the Educator Preparation Services Department for the candidate record.

5. Feedback from Observations (candidate and campus administrator)

A&M-Central Texas Educator Preparation Services Department monitors and verifies that the Intern observation takes place within the first 3 weeks of placement. The EPSD monitors completion of all eight formal observations and ensures all required information on the observation form is complete.

G. Program & Curriculum Evaluation

1. Systematic Plan for Continuous Improvement

- a. Frequency of evaluation
 - Annual Program Evaluation (May 2016)
 - Annual Mentor Evaluation (May 2016)
 - Annual University Field Supervisor Evaluation (May 2016)
 - Semi-Annual CAPS Review – CAPS met on February 27, 2016 and that information was presented at the April SPEAC Meeting. CAPS has not met again since that time. A CAPS meeting will be scheduled for the Spring.
- b. Who will be involved?
 - Candidates
 - Mentor Teachers
 - University Field-Supervisors
 - CAPS Members
 - Director of Educator Preparation Services
- c. Data to be collected by the program
 - Program Survey Data
 - Mentor Survey Data
 - University Field Supervisor Survey Data
 - Percentage of Candidates Employed
 - Passing Rates
- d. Internal review of program and curriculum
 - TExES Scores – Analysis of the scores by standard, domain, and competency. These are looked at in relationship to the curriculum map showing where the content is introduced, practiced, and mastered. The department reviews this data at the yearly C&I Retreat.
- e. External review of program and curriculum
 - An external review for the Masters in Education with Teacher Certification Educator Preparation Program has not been completed.
- f. How data will be prepared for sharing
 - All program evaluation data will be shared and discussed at the CAPS Meeting for collaboration, discussion, and policy formation. The CAPS Chair will compile the minutes and present and discuss with the members of SPEAC.
- g. With whom it will be shared
 - All Masters in Education with Teacher Certification Educator Preparation Program data will be shared with the CAPS Members, EPC Members, and SPEAC Members.
- h. Process for program response to data
 - The program will analyze data during the CAPS meeting and determine strengths and areas for improvement.
- i. Advisory committee feedback
 - The program coordinator will present information at the SPEAC meeting and elicit collaboration from the members based on specific focus questions determined from the CAPS meeting.

Program & Curriculum Evaluation Continued

2. Characteristics of Evaluation Structures and Processes

Since the Masters in Education with Teacher Certification Educator Preparation Program is relatively new, the Coordinator leading the development of a strategic plan to provide information for these required components. This information will be made available at the November SPEAC Meeting.

- a. Evaluation of Candidates, Certification Groups, and Program Components
- b. Alignment of Evaluation with Program Standards and Goals
- c. Development of Program Evaluation
- d. Influence of Stakeholders on Evaluation
- e. External Influences on Program Evaluation

Attachments

Internship 1 Documentation
Internship 2 Documentation
Mentor & University Field Supervisor Documentation
University Field Supervisor Training (August 8, 2016)
Mentor Training Agenda (August 27, 2016)
M.Ed. Teacher Program Evaluation 2015 - 2016
University Field Supervisor Evaluation 2015 - 2016



Student Name:

Intern Teaching Forms		Notes
	Field Observation Log (30 Hours)	
	Statement of Eligibility	
	Completed Statement of Eligibility	
	Educator Certificate – Probationary	
	Talent Release	
	Disclosure & Acknowledgement Agreement	
	Code of Ethics	
	Pre-Internship Checklist	
	Employment Contract	
	Proof of Liability Insurance	
	ISD Calendar	
	Intern's Weekly Schedule	
	Beginning of the Year Checklist	
	Responsibility Agreement	
	Intern Profile	
	Weekly Reflections Week 1 – Week 14	
	Lesson Plan 1	
	Lesson Plan 2	
	Lesson Plan 3	
	Lesson Plan 4	
	Observation of Mentor by Intern September	
	Observation of Mentor by Intern October	
	Observation of Mentor by Intern November	
	Observation of Another Teacher Fall	
	Professional Opportunities	
	Fall Action Plan for Professional Growth	
	School District Professional Development Hours	



Texas A&M University-Central Texas
Education Preparation Program & Certification
Internship II Documentation

Student Name:

	Intern Teaching Forms	Notes
	Code of Ethics	
	T-Cert Certificate	
	Weekly Reflections Week 1 – Week 14	
	Lesson Plan 5	
	Lesson Plan 6	
	Lesson Plan 7	
	Lesson Plan 8	
	Observation of Mentor by Intern January	
	Observation of Mentor by Intern February	
	Observation of Mentor by Intern April	
	Observation of Another Teacher Spring	
	Professional Opportunities	
	Spring Action Plan for Professional Growth	
	School District Professional Development Hours	
	T-TESS Goals	
	T-TESS Walkthrough	
	T-TESS Evaluation	



Student Name:

	Mentor & Field Supervisor Documentation	Notes
	Mentor Teacher Information	
	Talent Release	
	Mentor Training Verification	
	Observation 1	
	Quick Check 1	
	Observation 2	
	Quick Check	
	Observation 3	
	Quick Check 3	
	Observation 4	
	Quick Check 4	
	University Field Supervisor Log (Fall)	
	Observation of Intern by Mentor September	
	Observation of Intern by Mentor October	
	Observation of Intern by Mentor November	
	Observation 5	
	Quick Check 5	
	Observation 6	
	Quick Check 6	
	Observation 7	
	Quick Check 7	
	Observation 8	
	Quick Check 8	
	University Field Supervisor Log (Spring)	
	Observation of Intern by Mentor January	
	Observation of Intern by Mentor February	
	Observation of Intern by Mentor April	



University Field Supervisor Training
Initial & Professional Class Certification
August 8, 2016
Agenda

Texas A&M University-Central Texas
utilizes the TEA Statewide
University Field Supervisor Training.

- I. Welcome & Introductions
- II. Lunch
- III. University Field Supervisor Training
 - a. Qualifications for University Field Supervisors
 - b. Standards for University Field Supervisors (Program Specific)
 - c. Responsibilities for University Field Supervisors (Program Specific)
 - d. Current Certification Requirements
 - e. Comments on Feedback Summary (Proposed revisions to TAC 229)
- IV. Proposed Revisions to TAC 228
- V. University Field Supervisor Evaluations (Program Driven)
 - a. Candidates specifically evaluate University Field Supervision performance.
 - i. TEP Example Provided
 - b. University Field Supervision evaluation tools, data analysis, and related materials must be uploaded to the T-Drive.
 - c. University Field Supervision should be discussed at the next CAPS advisory meeting to develop a plan for meeting TAC 228 requirements.
- VI. Candidate Forms & Records
 - a. All candidate forms, observations, and related documents must be submitted to the Educator Preparation Services Department within 5 business days of receipt.
 - b. Educator Preparation Services Department maintains all A&M University-Central Texas Candidate Records.
- VII. Visitation Report Program & Administrative Specific
 - a. Maintain a Visitation Log for each candidate for their record.
 - b. Submit the TAMUCT with Point-to-Point Travel Request Form Monthly (Senior Administrative Associate)
 - c. Submit Completed Visitation Log with Length of Visit/Observation/Conference
 - i. Initial Teacher Certification (4 at 45 minutes each)
 - ii. Professional Class Certification (3 for a total of 135 minutes)
- VIII. Cooperating Teacher/Mentor/Site-Supervisor Training (Program Driven)
 - a. Initial Teacher Certification Cooperating Teacher Training – August 11th
 - b. Master with Initial Teacher Certification Mentor Training – August 27th
 - c. Professional Class Certifications
 - i. Must provide training to all Mentors/Site-Supervisors
 - ii. Discuss program requirements
 - iii. Discuss length of Practicum or Internship
 - iv. Mentor/Site-Supervisor Conference with Candidate (highly important)
 - v. Provide Best Practices for Assisting Candidates
 - vi. Procedures for Issues with Candidates
 - vii. Forms – What does your program use to document?
 - viii. All Mentor & Site-Supervisor training materials must be uploaded to the T-Drive.
- IX. Questions



Mentor Training

M.Ed. Teacher Certification Educator Preparation Program

August 27, 2016 9:00 a.m. – Warrior Hall Multipurpose Room

Agenda

- I. Breakfast
- II. Introductions
- III. Review of Mentor Folder Documents
 - a. Mentor Welcome Letter
 - b. Mentor Information Form (due today)
 - c. Talent Release – Photos (due today)
 - d. Mentoring Training Verification Form (due today)
 - e. Responsibility Agreement (due 09/01)
 - f. Lesson Plans – Mentor's Signature Required
- IV. Training PPT
- V. Mentor Teacher Forms
 - a. Observation of the Intern
Due: September, October, November, January, February, April)
 - b. Professional Practices & Responsibilities
Due: Every time Field Supervisor observes the Intern (8 total)
 - c. Action Plan
Due: Fall December 3rd / Spring 2017 May 6th
 - d. Mentor's Assessment of Intern Teacher Preparedness
Due: Fall December 3rd / Spring 2017 May 6th
- VI. Other Mentor Forms
 - a. W9
 - b. Notice of Concern
 - c. Deficiency Notice
- VII. Questions and Answers
- VIII. Intern & Field Supervisor Meeting
- IX. Intern Orientation (Intern Teacher's Only)



Evaluation of the M.Ed. Teacher Education Program
2015 - 2016 Candidates

In an effort to improve the preparation of teachers at TAMUCT, we asked for feedback on various aspects of candidate's professional development.

Demographic Information

1. Level	Candidates
Elementary	2
Secondary	1
All-level	

2. Gender	Candidates
Female	3
Male	0

3. Ethnicity	Candidates
White	2
Black	1
Hispanic	0
Asian or Pacific Islander	0
American Indian or Alaskan Native	0
Other	0

4. Student	Candidates
Traditional Student	3
Non-traditional Student	0

5. Grade Point Average	Candidates
3.5 - 4.0	3
3.0 - 3.4999	0
2.5-2.999	0

6. Candidates actively seeking a teaching position?	
Yes	0
No	3

The TAMUCT M.Ed. Teacher Education Program requires the following professional education courses prior to the Internship. Please rate the extent to which each of the following courses did what they said they were going to do.

Course Evaluation	5	4	3	2	1	N/A
7. Education 511: Methods of Effective Teachers Study research on effective teaching practices with an emphasis on direct instruction. Learn mastery learning, assessment of learning and use of assessment to guide instruction. Apply technology and effective teaching practices to the design and delivery of instruction.	1	1	1	0	0	0
8. ESPK 505: Introduction to Exceptional Learners Study learner characteristics and an examination of instructional techniques that promote academic, personal, and social growth in exceptional learners also examination of the process and procedures relating to the services provided to learners with disabilities.	1	0	1	0	1	0
9. EDUK 514. Creating and Managing Lear Environment A study of the research on creating and maintaining a positive learning environment. Additional topics for study include: cultural dimensions of classroom management; motivating student achievement; fostering cooperation among students; reinforcing appropriate behavior; ethics and law governing teacher-student relations. Students will apply teaching and classroom management practices in a clinical laboratory setting.	2	0	1	0	0	0
10. Reading 570: Literacy Development Models of the reading and writing processes. Includes characteristics of emergent, early, transitional and fluent literacy; instructional strategies in reading and writing; phonics instruction and strategies for teaching English language learners; the essential knowledge and skills in the language arts curriculum.	3	0	0	0	0	0
11. Education 599: Internship in Teaching I Interns must demonstrate proficiency in applying effective teaching practices and classroom management strategies in a school classroom.	3	0	0	0	0	0

The candidates rated the extent to which each of the following courses prepared them for the Internship and to become a professional educator.

Course Preparation Evaluation	5	4	3	2	1	N/A
12. Education 511: Methods of Effective Teachers	1	1	1	0	0	0
13. ESPK 505: Introduction to Exceptional Learners	0	1	0	1	1	0
14. Education 514. Creating and Managing Lear Environment	1	1	1	0	0	0
15. Reading 570: Literacy Development	2	1	0	0	0	0
16. Education 599: Internship in Teaching	3	0	0	0	0	0

The goals of the TAMUCT M.Ed. Teacher Education Program follow. The candidates evaluated the extent to which they believed the TAMUCT M.Ed. Teacher Preparation Program helped them to achieve each goal.

The TAMUCT M.Ed. Teacher Education Program strives to develop teachers who:	5	4	3	2	1	N/A
17. Possess appropriate knowledge and abilities in specific content areas or teaching fields.	2	0	1	0	0	0
18. Communicate effectively with students, parents, and other professionals.	2	0	0	0	1	0
19. Apply the principles of instructional planning in the development of curriculum.	2	0	0	0	1	0
20. Utilize effective teaching practices.	2	0	0	1	0	0
21. Formally and informally evaluate student performance and use the results of such assessment in the instructional decision-making process.	2	0	0	0	1	0
22. Promote critical thinking and participatory citizenship.	2	0	1	0	0	0
23. Are skilled in the use of instructional technology.	1	1	0	0	1	0
24. Are proficient in mathematical skills.	0	2	0	0	1	0
25. Operate within the legal guidelines and uphold the ethics of the teaching profession.	2	1	0	0	0	0
26. Demonstrate concern for students' general welfare.	2	0	0	1	0	0
The TAMUCT M.Ed. Teacher Education Program strives to develop teachers who:	5	4	3	2	1	N/A
27. Are committed to continued professional growth and development.	2	0	1	0	0	0
28. Use an understanding of human developmental processes to nurture student growth through developmentally appropriate instruction.	2	0	0	0	1	0
29. Consider environmental factors that may affect learning in designing a supportive and responsive classroom community that promotes all students' learning and self-esteem.	2	1	0	0	0	0
30. Appreciate human diversity, recognize how diversity in the classroom and the community may affect learning and create a classroom environment in which both the diversity of groups and the uniqueness of individuals are recognized and celebrated.	2	0	1	0	0	0
31. Understand how learning occurs and applying this understanding to design and implement effective instruction.	2	0	1	0	0	0
32. Understand how motivation affects group and individual behavior and learning and applying this understanding to promote student learning.	2	1	0	0	0	0
33. Please evaluate the level to which you believe the TAMUCT Teacher Education Program has prepared you to understand learners.	2	0	1	0	0	0

Please evaluate the extent to which the TAMUCT M.Ed. Teacher Education Program helped you to develop the following competencies for **enhancing student achievement**.

Competencies for enhancing student achievement.	5	4	3	2	1	N/A
34. Use planning processes to develop outcome-oriented learning experiences that foster understanding and encourage self-directed thinking and learning in both individual and collaborative settings.	2	1	0	0	0	0
35. Use effective verbal, nonverbal, and media communication techniques to shape the classroom into a community of learners engaged in active inquiry, collaborative exploration and supportive interactions.	1	1	0	0	1	0
36. Use a variety of instructional strategies and roles to facilitate learning and to help students become independent thinkers and problem solvers who use higher-order thinking in the classroom and in the real world.	1	1	0	0	1	0
37. Use a variety of instructional materials and resources (including human and technological resources) to support individual and group learning.	1	1	0	1	0	0
38. Use process of formal and informal assessment to understand individual learners, monitor instructional effectiveness, and shape instruction.	3	0	0	0	0	0
39. Structure and manage the learning environment to maintain a classroom climate that promotes the lifelong pursuit of learning and encourages cooperation, leadership, and mutual respect.	2	0	1	0	0	0
40. Please evaluate the level to which you believe the TAMUCT Teacher Education Program has prepared you to enhance student achievement.	1	1	1	0	0	0
41. Act as reflective practitioner who knows how to promote his or her own professional growth and can work cooperatively with other professionals in the system to create a school culture that enhances learning and encourages positive change.	3	0	0	0	0	0

Please evaluate the extent to which the TAMUCT Teacher Education Program helped you to develop the following competencies for **understanding the teaching environment**.

Competencies for enhancing student achievement.	5	4	3	2	1	N/A
42. Know how to foster strong school-home relationships that support student achievement of desired learning outcomes.	2	0	0	0	1	0
43. Understand how the school relates to the larger community and knows strategies for making interaction between school and community mutually supportive and beneficial.	1	1	0	1	0	0
44. Understand requirements, expectations, and constraints associated with teaching in Texas, and applying this understanding in a variety of contexts.	1	0	1	1	0	0
45. Please evaluate the level to which you believe the TAMUCT Master of Education with Teacher Certification Program has prepared you to understand the teaching environment.	1	1	0	1	0	0
46. Rate the overall quality of your college preparation in general education requirements.	2	0	1	0	0	0
47. Rate the adequacy of the advising you received from members of the education faculty.	2	0	1	0	0	0

Beneficial Content Questionnaire Comments

Describe courses or content included in the requirements that you think are especially beneficial.

RDGK 570 was especially helpful for me to understand how to help students learn to read better. I feel that it would have been a better course if it was designed specifically to the grade level since so much of it was helping students who are also learning on the developmental level of the traditional early reader. EDUK 514 Creating and Managing Learning Environments was a beneficial course as it included much of Dr. Wong's book about the establishment of classroom procedures and expectations.

The internship in teaching class was the very most beneficial class I have taken thus far. Having a university supervisor has been incredibly beneficial if for nothing than to be observed monthly and have the opportunity to reflect on the happenings of classroom life weekly.

EDUK 511 Methods of Effective Teaching / EDUK 514 Creating and Managing Lear Env / EDUK 599 Internship in Teaching / ESPK 505 Intro To Except Learners / RDGK 570 Literacy Development

I think that the behavior management and the reading course was extremely beneficial.

Describe courses or content not presently included in the requirements that you think would be beneficial for future students.

The ESPK class required in the summer did nothing to prepare me for the classroom environment of an inclusion class. Yes, I learned some of the laws that are associated with special education environments, but only on a rudimentary level at best. I would expect a graduate classroom to have reading that involved these simple principles, but a much more in depth study during the class time. The application of these laws was not really discussed. I was desperate for this kind of instruction, especially at the beginning of the school year. Not only was this course inappropriate for new teachers, it was ineffective, boring, and unproductive. / / The domains of the Texas Education Administration should be taught early. I learned that they existed during the first week of school during the PDAS training the district gave. Of course the district assumes that Texas certified teachers know these principles before they get there. Because of this gap, I did not understand the purpose of these principles until recently, far beyond the time that it would have been beneficial to implement them into my own teaching or recognize that some of them were already being done. / / The TEKS of each grade level or subject level should be broken down so that the content can be more accessible to new teachers. This was done very briefly in the reading class, but since that was not within the scope or sequence of that course, it was a five minute crash course in how to use Bloom's Taxonomy to create levels of learning for each of the TEKS. / / In my opinion, each of the courses should involve a technology component. This is not to say that classes should be taught on blackboard. Rather, there should be requirements that have the students create lesson plans that involve technology. Not one time did I have to create a lesson plan that had my students using technology. This was to my absolute detriment when I was finally teaching in the fall. In fact, I felt that the program discouraged the use of technology in my classroom. Besides the use of technology, I had no way of knowing how creative I was allowed to be in my lesson plans. It was not until I had been teaching for several months that I figured out that I could use games and activities to teach the content. Yes, we had been exposed to some of the cooperative learning structures of Kagan's teaching, but quite frankly, even many of those have been used so many times on these kids that they are no longer engaging (think-pair-share, for example, is like pulling teeth to get middle school students to do because they have think-pair-shared to the high heavens in elementary school.) Additionally, my exposure to Kagan's cooperative learning structures was largely taught because the textbook was read to us. Most people need the content modeled in order to really understand how it is going to work. / / One major thing I wish I had was someone to sit down with me and tell me that in order to survive the year, I was going to need to get a hold of some good resources. There is no need to recreate the wheel in content activities if they already exist. This obviously costs cash that many new teachers do not have right off the bat, but I wish someone would have said that it was a good investment to have a running "wish list" of books that I would like to collect so that when I assessed that students needed extra help with summarizing something, I had several resources that would provide content for my students to summarize. I desperately needed direction on selecting and understanding what made a specific resource a good one. / / I think it would have been nice to hold the initial meeting for the internship class before school started. I know this seems like I am trying to nitpick, but really, that first week is so overwhelming that the information went in one ear and out the other.

Describe courses or content not presently included in the requirements that you think would be beneficial for future students. (Continued)

Fund of Bil/ESL (Reading, Writing, Listening/Telpas) / RTI Process (What to look for in students records) / Elementary Teach Math and Science / I would have liked to have been able to do a "real" lesson plan or possibly added more time observing a classroom. I feel like I got a lot of knowledge but when I was done with the summer courses I still felt clueless as to what to do in the classroom.

Describe courses or content included in the requirements that you think are not beneficial for future students.

I touched on this mostly in the last section. Without needing to list all of the courses that I felt were below par, if it was not listed as a benefit, I generally feel that it was not beneficial. I can go into gory detail about why this is, but I feel that is unnecessary. Essentially, these candidates come into the program with little or no teaching experience and are trying to learn to be teachers in ten weeks. If it is not benefiting them, do not include it. If the professor chooses not to prepare for a lesson that day, cancel class. I really feel that I speak for everyone when I say that students do not expect to come to class to have their time wasted. I come to class with my homework done, my assignment read, and the expectation that my money is being used to educate me. If it will not personally influence my life as a future teacher, I do not need to know about it. Please do not print out endless amounts of information about things that I may or may not experience in my career just because you want to give me a "heads up" about what we may experience someday. Those first four summer classes should be FAST-PACED survival information. I expected to be extremely busy during those classes, while instead I would come home and cook a nice meal and watch Netflix. I had no idea how to spend that time more wisely because I had no homework and no way of knowing how busy the life of a teacher would be. I did not feel that these courses were taught on a graduate level, nor did they really attempt to prepare me for teaching.

All are beneficial

I'm not sure if its a requirement for all classes but I feel like over the summer we did things like article analysis in each class where we could have spent that time doing an assignment that may have helped in the classroom more? Or perhaps like the bulletin board we spent oh so much time on? Because it was so much of our grade, I feel like instead of doing a bulletin board for the sped class we could have gone over maybe what kind of paperwork for documentation we needed to keep and things like that. This has REALLY been a struggle for me this year because I have students that I KNOW need help but I don't even know where to begin and when I've asked they're like "where's your documentation?" I'm not sure what exactly I'm supposed to be providing!

What are the strengths of the Internship?

Having a university supervisor and a good mentor is absolutely key for this internship. I felt that I was able to get some incredible support and help through this course as well as key information that existed as a learning gap from previously taken courses. My university professor provided critical and detailed feedback that I was able to take to heart. The real-time constructive feedback was really where most of my learning in this program has taken place. The opportunity to have this one-on-one third party feedback was invaluable in my development this year. In addition, the meetings with Dr. Diaz, though few, were great to check-in and make sure that everything was on track.

I can also really appreciate Elizabeth and Melissa for always being available to answer any and all questions in a very prompt and professional manner, even through my frustrations.

The University team Dr. Diaz, Ms. Glenn, and Mrs. Barlow / Pre-Test Provided on content and par and feedback from these test. / University Supervisor / Weekly Reflections

I think the strengths are that you're actually out there and doing it! I mean honestly no better way to learn than to be in the thick of it.

What suggestions do you have to improve the Internship?

I would prefer if the class met at least once per month, even if it was a brief Skype meeting. I would have loved to have the opportunity to visit with Dr. Diaz a little more often and get her feedback about specific things.

I felt a little lost on occasion about what was due at the end of each semester. Perhaps this is because the beginning meeting was such a whirlwind for me.

The internship should be considered 6 credit hours. It's difficult to take 2 classes while you are in an internship and for Grad students if you do not maintain 6 credit hours you are not considered full time and you are not eligible for financial aid.

I feel like it was fine? I mean I felt like if I had needed help via the school I could have always asked someone! I think that's the most important part. I was lucky enough to have a pretty amazing mentor which took care of most of my overall questions so I didn't need to turn to anyone else.

Please feel free to make any additional comments that might help us in evaluating the Texas A&M U

Despite the many setbacks and frustrations I have had with the content and other aspects of this program, I feel that I have learned a lot this year and am still able to pursue competency as a teacher.

The student comments have not been edited and are presented as submitted.

Teacher Education Program University Field Supervisor Evaluation by Intern 2015 - 2016 Candidates

Think of the interactions you had with your University Field Supervisor when answering the following questions:

- 1 **Almost Always** – All or almost all of the time the action was performed by the field supervisor
- 2 **Frequently** – Most of the time the action was performed by the field supervisor
- 3 **Occasionally** – Some of the time the action was performed by the field supervisor
- 4 **Rarely** – Infrequently or never the action was performed by the field supervisor

To what extent did the University Field Supervisor...	1	2	3	4
1. Share with you the expectations for your performance in the classroom?	3	0	0	0
2. Base observation feedback on the expectations for your performance in the classroom?	3	0	0	0
3. Provide you written documentation of his/her report or checklist of his/her observations of your performance in the classroom?	3	0	0	0
4. Hold an interactive conference with you after each observation?	3	0	0	0
5. Offer written feedback on your performance in the classroom within one week of the observation?	3	0	0	0
6. Includes specific strategies that address your strengths and weaknesses in his/her feedback about your performance in the classroom?	3	0	0	0
7. Respond to your needs, for example, help you to solve problems, develop an individualized plan or act as your advocate?	3	0	0	0
8. Provide multiple means for you to contact him/her, such as e-mail, telephone, texting, and face-to-face interaction?	3	0	0	0
9. Offer you opportunities to reflect on your performance in the classroom?	3	0	0	0
10. Ask you for ways he/she can support you?	3	0	0	0
Total Scores	30	0	0	0

Please select Yes or No in answering the following questions about the quality of University field supervision received by the beginning teacher.	Yes	No
11. Did you ever communicate with your field supervisor by email, text or telephone call?	3	0
If yes to #11, did your supervisor respond to your communication within two school/business days?	3	0
12. Did you ever communicate with your field supervisor by email, text or telephone call?	3	0
13. The field supervisor formally observed me teaching a minimum of three times.	3	0
14. The field supervisor observed me teaching for a minimum of 45 minutes during at least 3 formal observations.	3	0

Teacher Education Program
University Field Supervisor Evaluation by Intern
2015 - 2016 Candidates

██████ is amazing! I learned from her each and every time she was in my classroom. It is not always easy taking criticism, but ██████ delivers it in a way that makes it honest but kind!

██████████ was an excellent University Supervisor she was always very supportive.

██████████ was an amazing support as well. She always had great advise on how to deal with certain situations, as she got to see my special friends up close and personal this year. I really felt like she was an asset in my corner. I'm thankful to have had her :)

The student comments have not been edited and are presented as submitted.

Texas A&M University-Central Texas Educator Preparation Program Operation Review

Master's in Education with Teacher Certification Spring 2017

Prepared by: Dr. Amber Lynn Diaz

A. Number of Current Candidates

There are **33 candidates** in the M.Ed. Teacher Preparation Program seeking initial teaching certification. Of the 30 candidates, 27 were employed as Interns on a Probationary Certificate during the 2016-2017 academic year. The 27 Interns are expected to complete their program and certification requirements in June 2017.

The Educator Preparation Council (EPC) accepted **13 candidates** on November 2, 2016 and **14 candidates** on March 8, 2017. The following table outlines the candidates' certification area. These candidates will be eligible for participation in an Internship upon successful completion of coursework and training in the Fall of 2017.

0 - EC-6 Core Subjects	2 - SPED/EC-6/ESL	1 - ELAR/SS 4-8/ESL	2 - ELAR 7-12
14 - EC-6/ESL	1 - History 7-12	1 - Math 4-8/ESL	6 - Social Studies 7-12

B. Admission Criteria that has changed from 2016-2017 for 2017-2018

There are not any changes in the admission criteria for candidates seeking a teacher certification through the post baccalaureate route for the 2016-2017 school year.

C. Curriculum that has changed from 2016-2017 for 2017-2018

Since the start of the Masters in Education with Teacher Certification Educator Preparation Program in 2014, candidates were only required to take EDUK 599 - Internship in Teaching for 1 semester. TEA requires candidates participate in a year-long internship, therefore, the candidates were technically not getting course credit for the Spring semester of their Internship. In addition, this was problematic because there was not a way to meet the field supervision requirements without the candidates enrollment in a course. The C&I Department created a new course EDUK 596 – Internship 2. In addition, there were additional changes in all three degree plans as highlighted in yellow below.

For the 2016-2017 school year, all candidates regardless of admission to the University or the Masters in Education with Teacher Certification Educator Preparation Program will be required to take EDUK 596 - Internship in Teaching 2. There are some students that will need course substitutions due to the degree changes.

Additionally, the candidates that have been admitted to this program did not receive the required coursework and training prior to the start of the Internship. Dr. Amber Lynn Diaz provided an additional 45 face-to-face hours of instruction to candidates during the Fall 2016 semester to make up the deficit in hours. In addition, EDUK 545 Advanced Instructional Strategies was made available online in the Spring (2017) to provide the additional 45 hours of coursework and training that was missing.

There continues to be a need to develop a degree that is Teacher Certification specific, Master of Education in the Art of Teaching. Since the degree has not been fully developed or approved, there were some curriculum changes made to ensure all candidates meet the required coursework and training prior to the start of the Internship. Candidates will be required to complete all 6 courses before they are eligible to participate in an Internship on the Intern Certificate.

Master in Curriculum & Instruction Degrees With Teacher Certification Comparison Chart

Concentration:	Elementary Education w/ Certificate 2014	Elementary Education w/ Certificate 2016	Secondary Education w/ Certificate 2014	Secondary Education w/ Certificate 2016	Special Education w/ Certificate 2014	Special Education w/ Certificate 2016
Content Area Courses			12	9		
EDTE 5349 or EDUC 5350	3	removed				
EDUC 5300		3		3		3
EDUC 5302	3	3				
EDUC 5311	3	3	3	3	3	3
EDUC 5312 or 5322	3	3				
EDUC 5314	3	3	3	3	3	3
EDUC 5338	3	3	3	removed	3	removed
EDUC 5345	3	3	3	3	3	3
EDUC 5385		3		3		3
EDUK 598	3	3	3	3	3	3
EDUC 5384	3	3	3	3	3	3
SPED 5305	3	3	3	3	3	3
SPED 5311					3	3
SPED 5313					3	3
SPED 5315					3	3
READ 5370	3	3	3	3	3	3
READ 5374 or 5375	3	removed				
READ 5375					3	removed
TOTAL	36	36	36	36	36	36

D. Candidate Mastery of Content

The following courses of the Master's Degree in Education with Teacher Certification require candidates to demonstrate mastery of learning in Teacher Standards, Professional Pedagogy & Responsibility Standards, and Technology Standards in a variety of ways (e.g., papers, products, portfolios, presentations, and exams).

EDUC 5300	Foundation & History of Education
EDUC 5345	Advanced Instructional Strategies for Diverse Learners
EDUC 5311	Methods of Effective Teaching
SPED 5305	Introduction to Exceptional Learners
EDUC 5314	Creating and Managing the Learning Environment
READ 5370	Literacy Development
EDUK 5384	Internship in Teaching 1
EDUK 5385	Internship in Teaching 2

The course assessments reflect mastery of program and state standards through an assigned grade given by the course instructors according to criteria set forth in each course syllabus.

While course assessments demonstrate candidate mastery of concepts learned in a particular course, the work of a teacher requires an integration of knowledge and skills; therefore the following program assessments are utilized to demonstrate candidate proficiency in teaching: Adherence to the Code of Ethics, Lesson Plans, Formal Observations, Interactive Conferences, Weekly Reflections, Professional Roles & Responsibilities Assessment, Action Plans, and Mentor Teacher Evaluations.

E. Input on Field-Based Experiences for this Academic Year [TAC §228.2]

The data collection period for input from the Intern Teachers took place in May 2016 upon completion of the year-long Internship. This data was utilized to start the process to make necessary program changes.

1. Anticipated number of candidates doing field-based experiences

There are **27 candidates** in Internship 2 as identified in the following table. These candidates will be eligible for their standard teacher certification upon successful completion of the year-long Internship in May 2017.

There are **3 candidates** in Internship 1 and will complete Internship 2 in the Fall (2017). These candidates will be eligible for their standard teacher certification upon successful completion of the year-long Internship in December of 2017.

We have ? candidates that were admitted in 2015-2016 that continued to take courses and complete testing. In addition, we admitted **27 candidates** in the 2016-2017 year. Upon successful completion of testing and coursework, there will be ?? candidates eligible for an Internship in the Fall (2017).

2. Number of candidates and sites for field-based experiences Spring 2017

Spring 2017					
Lampasas ISD	Cove ISD	Gatesville ISD	Killeen ISD	Belton ISD	Temple ISD
	3 Interns		24 Interns	2 Interns	1 Intern
Florence ISD	Salado ISD	Waco ISD	Academy ISD	Diocese Of Austin	

Fall 2017					
Lampasas ISD	Cove ISD	Gatesville ISD	Killeen ISD	Belton ISD	Temple ISD
	1 Interns		2 Interns		
Florence ISD	Salado ISD	Waco ISD	Academy ISD	Diocese Of Austin	

3. Candidate experiences and interaction with field-based experiences

Candidates in the Masters in Education with Teacher Education Preparation Program complete evaluations of their Mentor Teacher, University Field Supervisor, and the Masters in Education with Teacher Certification Educator Preparation Program upon completion of the year-long Internship. The evaluation data for the 2016-2017 school year will be presented at the November SPEAC Meeting.

4. Verification and documentation processes for field-based experiences

The Director of Educator Preparation Services serves as the professor for the EDUK 599 course and reviews the candidates Weekly Reflections, Observations, Lesson Plans, and Professional Roles & Responsibilities Forms. Any areas that are deficit are addressed. In some instances, a Notice of Concern or Deficiency Notice is required.

All of the Observations, Professional Roles & Responsibilities Forms, and Weekly Reflections are submitted to the Educator Preparation Services Department (EPSD) for validation, verification, scanning, uploading, and filing into the candidate Certification Record. During the verification process, EPSD checks dates, times, information, and signatures.

5. Diversity of student populations on campuses where field-based experiences occurred for Spring 2017

The following table outlines the district and specific campus demographic information for the Internship sites during the Spring (2017). The information utilized in the following table was reported in the 2015-2016 Texas Academic Performance Report found at: <https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/index.html>. The Director of Student Services provided the demographic information for Mae Stevens Elementary School in Copperas Cove ISD due to the missing data on the report.

Diversity of Student Populations for Interns Fall 2016									
District	Campus	African American %	Hispanic %	White %	American Indian %	Asian %	Pacific Islander %	Two or More Races %	Economically Disadvantage %
Belton ISD	Belton HS	7.6	32.1	53.9	0.7	1.6	.2	3.9	40.4
	Chisholm Trail ES	6.5	42.4	47.3	.7	.3	.1	2.7	71.1
Copperas Cove ISD	Cove Jr. High	16.7	21.6	48.3	0.9	1.8	1.6	9.1	57.0
	Mae Stevens EC	13.8	28.9	42.7	.1	.4	1.8	12.4	66.0
Killeen ISD	Williams Ledger ES	18.2	28.4	42.6	0.1	0.4	1.4	8.8	65.9
	Bellaire ES	44.8	26.0	18.8	0.5	2.8	1.8	5.3	66.1
	Brookhaven ES	37.5	30.6	19.9	0.2	1.9	1.8	8.2	37.5
	Cedar Valley ES	29.4	28.7	27.0	1.0	2.2	2.9	8.7	54.9
	Clark ES	20.7	26.5	38.6	0.2	1.5	1.7	10.8	60.5
	Early College HS	31.9	34.0	24.3	0.7	3.5	2.8	2.8	50.0
	Haynes ES	30.1	26.8	31.2	0.7	2.4	2.1	6.6	50.0
	Iduma ES	38.0	25.2	23.2	1.1	1.8	1.9	8.8	54.9
	Ira Cross ES	53.4	24.9	14.2	0.0	1.5	1.2	4.8	53.4
	Liberty Hill MS	38.8	28.1	19.5	0.7	3.5	1.5	7.9	44.2
	Live Oak Ridge MS	46.6	26.2	16.3	0.6	2.4	1.6	6.2	46.6
	Nolan MS	36.6	40.7	13.5	0.4	2.1	1.5	5.2	75.0
	Oveta Culp Hobby ES	21.2	23.1	41.0	0.2	2.6	2.4	9.5	67.0
	Patterson MS	34.9	29.6	22.1	0.7	2.7	2.0	8.0	46.7
	Pershing Park ES	27.9	43.0	16.7	0.6	1.7	1.9	8.2	69.8
	Saegert ES	35.2	26.4	22.8	0.8	1.9	2.4	10.5	48.1
	Shoemaker HS	45.7	26.8	15.5	0.6	2.8	2.1	6.5	54.1
Sugar Loaf ES	40.1	28.2	18.3	0.8	1.3	1.7	9.7	75.6	
Timber Ridge ES	33.9	29.0	22.9	0.8	2.7	1.3	9.5	40.8	
West Ward ES	34.3	38.3	15.9	0.0	0.7	2.0	8.7	95.4	
Priority Charter	Cove Academy	18.7	23.2	49.7	0.0	0.6	0.0	7.7	42.6
Temple ISD	Temple HS	26.7	41.2	26.8	0.3	1.7	0.2	3.2	62.2

F. Field Supervision

1. Field Supervisor & Mentor Teacher Training

A&M-Central Texas Masters in Education with Teacher Certification Educator Preparation Program (EPP) ensures that the intern teacher has been assigned an appropriate mentor. The Masters in Education with Teacher Certification Educator Preparation Program Coordinator evaluates Mentors through feedback from the candidates, as well as, feedback from the University Field Supervisors. Additionally, the Masters in Education with Teacher Certification EPP ensures the mentor is an active part of the field-experience team by establishing a solid foundation of communication and collaboration. The Masters in Education with Teacher Certification EPP requires the Mentor Teacher to attend Mentor Training or provide verification of district Mentor Training. Throughout the internship, the mentor completes and submits Professional Roles & Responsibilities Forms. This allows the Mentor to have frequent opportunities for collaboration.

Field Supervision [TAC §228.35(f)]

The purpose of field supervision is to support the new educator and increase teacher retention. A&M-Central Texas Educator Preparation Services Department hires and trains University Field Supervisors for the Masters in Education with Teacher Certification Educator Preparation Program. Our University Field Supervisors are experienced educators and all hold a valid Texas Teaching Certificate, advanced credentials, and documented years of experience.

All of the University Field Supervisors are trained and aware of the requirements. The University Field Supervisor Training takes place annually in August and at the date of hire if after August. The Educator Preparation Services Department Director conducts the training utilizing the TEA developed University Field Supervisor Training. *All University Field Supervisors that were utilized in the Spring (2017) received training in August.*

Mentor Teacher Training [TAC §228.35(e)]

A&M-Central Texas Masters in Education with Teacher Certification Educator Preparation Program is responsible for providing training that relies on scientifically-based research to every mentor teacher. The Mentor teachers that supporting our Interns attend a face-to-face training or may substitute proof of district mentor training. All mentor teachers submit an Acknowledgement of Training Form to the Educator Preparation Services Department that is placed in the candidate certification record. *Please refer to the attachments for a copy of the Cooperating Teacher/Mentor Teacher Training Agenda that was held on January 5, 2017.*

The content of the University Field Supervisor and Mentor Teacher training can be requested from the Educator Preparation Services Department.

2. Number of Observations Required

The candidates in the A&M-Central Texas Teacher Educator Preparation Program have a minimum of four formal 45 minute face-to-face observations in the Fall and four formal 45 minute face-to-face observations in the Spring which document instructional practices observed. Following the formal observation, a required interactive conference to takes place. This interactive conference follows the formal observation as in most cases is done immediately. However, it is always completed within the same day.

3. Observation Schedule

A&M-Central Texas hosts an Intern Orientation followed by an opportunity for the Interns to meet their University Field Supervisors known as the "Meet & Greet". The Orientation, Meet & Greet, and Mentor Training all take place within the first 3 weeks of the assignment. This provides the University Field Supervisor and the assigned Intern an opportunity to make initial contact. The "Meet & Greet" provides the opportunity to discuss observation scheduling, paperwork submission expectations, and weekly reflections. The first observation will take place within the first 6 weeks of the assignment.

4. Process for Observations

The University Field Supervisor works with each intern to schedule observations. Observations take place during the following months: September, November, December, January, February, and April.

The University Field Supervisor documents instructional practices observed on the A&M University-Central Texas Teacher Observation Form. They then provide written feedback after the observation in an interactive conference with the Intern. A copy of the written feedback is provided to the Intern, Intern's Mentor, Intern's Campus Administrator, and to the Educator Preparation Services Department for the candidate record.

5. Feedback from Observations (candidate and campus administrator)

A&M-Central Texas Educator Preparation Services Department monitors and verifies that the Intern observation takes place within the first 3 weeks of placement. The EPSD monitors completion of all eight formal observations and ensures all required information on the observation form is complete.

G. Program & Curriculum Evaluation

1. Systematic Plan for Continuous Improvement

a. Frequency of evaluation

- Annual Program Evaluation (May 2016)
- Annual Mentor Evaluation (May 2016)
- Annual University Field Supervisor Evaluation (May 2016)
- Semi-Annual CAPS Review – CAPS met on February 27, 2016 and that information was presented at the April SPEAC Meeting. CAPS has not met again since that time. A CAPS meeting will be scheduled for the Spring.

b. Who will be involved?

- Candidates
- Mentor Teachers
- University Field-Supervisors
- CAPS Members
- Director of Educator Preparation Services

c. Data to be collected by the program

- Program Survey Data
- Mentor Survey Data
- University Field Supervisor Survey Data
- Percentage of Candidates Employed
- Passing Rates

d. Internal review of program and curriculum

- TEXES Scores – Analysis of the scores by standard, domain, and competency. These are looked at in relationship to the curriculum map showing where the content is introduced, practiced, and mastered. The department reviews this data at the yearly C&I Retreat.

e. External review of program and curriculum

- An external review for the Masters in Education with Teacher Certification Educator Preparation Program has not been completed.

f. How data will be prepared for sharing

- All program evaluation data will be shared and discussed at the CAPS Meeting for collaboration, discussion, and policy formation. The CAPS Chair will compile the minutes and present and discuss with the members of SPEAC.

g. With whom it will be shared

- a. All Masters in Education with Teacher Certification Educator Preparation Program data will be shared with the CAPS Members, EPC Members, and SPEAC Members.

h. Process for program response to data

- a. The program will analyze data during the CAPS meeting and determine strengths and areas for improvement.

i. Advisory committee feedback

- a. The program coordinator will present information at the SPEAC meeting and elicit collaboration from the members based on specific focus questions determined from the CAPS meeting.

Program & Curriculum Evaluation Continued

2. Characteristics of Evaluation Structures and Processes

Since the Masters in Education with Teacher Certification Educator Preparation Program is relatively new, the Program Coordinator is leading the development of a strategic plan that will provide information for these required components. This information will be made available at the November 2017 SPEAC Meeting.

- a. Evaluation of Candidates, Certification Groups, and Program Components
 - Observations
- b. Alignment of Evaluation with Program Standards and Goals
 - The 2015 -2016 evaluation was the first evaluation administered. New evaluations measures are being developed for the Interns, Filed Supervisors, and the overall effectiveness of the program.
- c. Development of Program Evaluation
 - A Curriculum Map is being developed to establish conceptual framework for the program.
- d. Influence of Stakeholders on Evaluation
 - The CAPS will meet and discuss the evaluation results.
- e. External Influences on Program Evaluation
 - The Principal Survey data will be compiled in a report to share with stakeholders. In addition, principals will be invited to the CAPS meeting to offer insight and discuss current trends and needs.

Attachments

Mentor Teacher Training Agenda (January 5, 2017)

CAPS Meeting Agenda & Minutes (Please refer to the CAPS Meeting on 01/26/2017 p. 105)



Cooperating Teacher & Mentor Training
Teacher Certification Educator Preparation Program
January 5th, 2017 4:30 p.m. – Warrior Hall 417
Agenda

- I. Dinner
- II. Introductions
- III. Review of Cooperating Teacher/Mentor Folder Documents
 - a. Cooperating Teacher/Mentor Welcome Letter
 - b. Cooperating Teacher/Mentor Information Form (due today)
 - c. Talent Release – Photos (due today)
 - d. Cooperating Teacher/Mentor Training Verification Form (due today)
 - e. Responsibility Agreement (due 09/01)
 - f. Lesson Plans – Cooperating Teacher/Mentor Signature Required
- IV. Training PPT
- V. Cooperating Teacher Forms
 - a. 3 Week Report on Clinical Teacher's Progress (due 02/01, 04/11)
 - b. Clinical Teacher Weekly Conference Form (every Monday by 5:00)
 - c. Quick Check Feedback Form when University Field Supervisor observes the Clinical Teacher
 - d. Cooperating Teacher's Assessment of Clinical Teacher Preparedness (due 03/11, 05/04 for 2 placements and 05/04 for 1 placement)
- VI. Mentor Teacher Forms
 - a. Observation of the Intern
Due: September, October, November, January, February, April)
 - b. Professional Practices & Responsibilities
Due: Every time Field Supervisor observes the Intern (8 total)
 - c. Action Plan
Due: Fall December 3rd / Spring 2017 May 6th
 - d. Mentor's Assessment of Intern Teacher Preparedness
Due: Fall December 3rd / Spring 2017 May 6th
- VII. Other Cooperating Teacher/Mentor Forms
 - a. W9
 - b. Notice of Concern
 - c. Deficiency Notice
- VIII. Questions and Answers
- IX. Field Supervisor Meeting
- X. Thank You

Texas A&M University-Central Texas
CAPS Meeting Minutes
January 26, 2017
5 -7 pm
Bernie Beck Hall

Members Present:

Agnes Tang
Denetra Moore
Deborah Davis
Stephen Anderson
Amanda Allen
Amber Lynn Diaz
Susan Florence
Jamie Blassingame
Lisa McBurnett
Christina Hamilton
Edward Hill, Jr.

Meeting convened at 5:15 – welcome by Dr. Davis

Reports:

1. Graduate Program – Dr. Anderson reported that there are 45 students in M.Ed./cert students, and there are 30 students in Masters in C&I – Spring 2017. Anticipated 30 M.Ed./Cert students in Summer 2017
2. Undergraduate program – Dr. Tang reported the following enrollment information:

Spring 2017	Undergrad #	EC-6	All Level Sp Ed	4-8 Math 4-8 ELAR/SS	Secondary
PD I	13				
PDII	17 (11 admitted Fall 2016)	7	4	Math - 3 ELAR/SS - 1	Hist – 1 Math - 1
PDIII	23	7	10	Math - 0 ELAR/SS - 2	SS - 1 Hist - 1 Math – 2
PD IV (Clinical Teaching)	32	13	7	3	SS – 5 Hist – 1 Engl – 2 Math - 1

3. Spring application deadline for undergraduate is Feb 13
4. New program sheets to accommodate for addition of courses:
 - EDUC 3360 – The Arts for Educators
 - EDUC 4325 – History of Educators

To accommodate addition of these courses, the following classes have been combined:
RDGK 311& RDGK 384 → new course # READ
ESPK 4363 & ESPK 4365 → new course # SPED 4383

Old Business:

1. none

New Business: Discussion

1. Program Design

1.1 Discussion of teach like a warrior model: Helmet, Breastplate, Belt, Shield, Sword, Feet

- Helmet – knowledge, selflessness,
- Breastplate – the heart of teaching – passion and compassion
- Shield – understanding of laws and regulations
- Sword – Data
- Shoes – foundation – perseverance, tenacity

2. Program Delivery

2.1 Dr. Anderson explained the graduate W.A.I.L program (Warriors Adventures in Learning): 2 week summer program/projected time 2nd half of July

- Needs for the W.A.I.L program:
 - Acting principal w/1-2 aids to assist
 - Flier (in the works)
 - Agreement of understanding with partner school (West Ward Elementary)
 - Graduates have to have 300 hrs of prep before internship

2.2 Discussed recruitment efforts and ideas

- Suggested presence on Ft. Hood in the out-processing building
- Why are numbers low? (Dean Hill)-program improvements
- Suggested ideas:
 - Test-prep for content
 - Workshops/bootcamps w/partners (CTC, Temple College, ACC)
 - Pre-entrance content test (to determine where students are)
 - How do we get funds to help w/student costs & fees?

2.3 Professional Development schools

- We do not have formal partnerships yet, but we are working with Willow Springs and West Ward in the following capacity:

School	Students	What
Willow Springs Elementary	RDGK 311 – First semester reading students	Book Buddies – 1 on 1 or small group reading instruction, 1 hr a week
West Ward Elementary	RDGK 384 - Second Semester reading students	Book Buddies – 1 on 1 or small group reading instruction, 1 hr a week
West Ward Elementary	MTHK 340	Math Buddies – 1 on 1 or small group math tutoring, 1 hr a week
West Ward Elementary Willow Springs Elementary	RDGK 409 RDGK 410 Capstone class – third semester students, pre-clinical teaching	Students will be paired to work in a classroom leading guided reading groups and writing workshop 1.5 hours T and R

2.4 Pre-service teacher uniforms

- Since our students are out in K-12 schools, a suggestion has been made to require students to wear uniform with TAMUCT logo. Uniforms have been added to RDGK 311, RDGK 384,

RDGK 409, RDGK 410 syllabi this semester. Full incorporation to follow in the fall for all classes that ha field work component

3. Policy Change

Currently application process include:

- Course requirements
 - GPA requirements
 - Passing of THEA math (230), reading (230), and writing (220) portions
 - Two written essays
 - On-site interview
 - on-site writing assessment (proposed change)
1. proposal to eliminate on-site writing requirement since it appears to be redundant
 - detailed discussion of the current THEA requirement
 - current on-site writing rubric not serving the purpose
 - discrepancies in grading
 - we already collect 2 writing samples
 4. Others:
 - Student disposition – tabled for next meeting
 5. Adjourned: 7:10 pm
 6. Next Meeting - TBD

Appendix D - Reading Specialist Certification

Educator Preparation Program Operation Review

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Texas A&M University-Central Texas Educator Preparation Program Operation Review
Masters in Curriculum & Instruction with Reading Specialist Certification

Prepared by:

A. Number of Current Candidates

There are candidates seeking Reading Specialist Certification.

B. Admission Criteria that has changed from 2016-2017 for 2017-2018

There are no admission criteria changes for the Reading Specialist Certification Program.

C. Curriculum that has changed from 2016-2017 for 2017-2018

There are no curriculum changes for the Reading Specialist Certification Program.

D. Candidate Mastery of Content

The following courses of the Masters Degree in Curriculum & Instruction with Reading Specialist Certification require candidates to demonstrate mastery of learning in Reading Specialist Standards in a variety of ways (e.g., papers, products, portfolios, presentations, and exams).

ENGK 521	Psycholinguistics
RDGK 573	Foundations of Reading
RDGK 574	Reading research & Materials
RDGK 575	Reading Research & Assessment
RDGK 576	Organization and Administration Reading Program
RDGK 580	Practicum in Reading

The course assessments reflect mastery of program and state standards through an assigned grade given by the course instructors according to criteria set forth in each course syllabus.

While course assessments demonstrate candidate mastery of concepts learned in a particular course, the work of a Reading Specialist requires an integration of knowledge and skills; therefore the following program benchmarks are also utilized to demonstrate candidate proficiency: Formal Observations, Interactive Conferences, Reflections, Mentor Feedback, and Mentor Evaluations.

E. Input on Field-Based Experiences for this Academic Year [TAC §228.2]

The University Field Supervisor observes three times for a minimum of 135 minutes, provides the candidate and the administrator a copy of the written evaluation, and holds an interactive conference with the candidate following the observation.

1. Anticipated number of candidates doing field-based experiences

There was 1 candidate that completed a practicum in the Fall of 2015 in Killeen ISD. There are not any candidates in a practicum in the Spring of 2016.

2. Number of candidates and sites for field-based experiences Fall 2015 – Spring 2016

Lampasas ISD	Cove ISD	Gatesville ISD	Killeen ISD	Belton ISD	Temple ISD	Florence ISD
1 (Spring 2017)						
Salado ISD	Waco ISD					

3. Candidate experiences and interaction with field-based experiences

Candidates in the Masters in Curriculum & Instruction with Reading Specialist Certification complete evaluations on their Mentor Teacher, University Field Supervisor, and the M Masters in Curriculum & Instruction with Reading Specialist Educator Preparation Program. These formal evaluations will take place at the end of the practicum. The evaluation data for the 2015-2016 school year will be presented at the November SPEAC Meeting. Reading Specialist candidates complete a 180 hour practicum in a school setting. During the semester, candidates demonstrate individual, group, and classroom mastery of Reading Specialist Standards. Sometimes candidates demonstrate mastery at planning, organizing, scheduling, assisting with testing, etc.

4. Verification and documentation processes for field-based experiences

All of the observations are submitted to the Educator Preparation Services Department (EPSD) for verification, scanning, and filing into the candidate certification record. During the verification process, EPSD checks dates, time, and signatures. The Certification Officer reviews all observations for areas of concern.

F. Field Supervision

1. Field Supervisor and Mentor Training

A&M-Central Texas Educator Preparation Program for Teacher Certification ensures that the clinical teacher has been assigned an appropriate cooperating teaching. The EPP coordinators evaluate cooperating teachers through feedback from the candidates, as well as, feedback from the University Field Supervisors. Additionally, the EPP for Teacher Certification ensures the cooperating teacher is an active part of the field-experience team by establishing a solid foundation right from the beginning. The EPP for Teacher Certification requires "Howdy" visits at the beginning of each candidate placement. Throughout the candidate placement, the cooperating teacher completes and submits Quick Check Feedback Forms so that there are frequent opportunities for collaboration.

Field Supervision [TAC §228.35(f)]

The purpose of field supervision is to support the new educator and increase teacher retention. A&M-Central Texas Educator Preparation Services hires and trains University Field Supervisors for the Teacher Educator Preparation Program. Our University Field Supervisors are experienced educators and all hold a valid Texas Teaching Certificate, advanced credentials, and documented years of experience.

The University Field Supervisor Training takes place annually in August and at the date of hire if after August. The Educator Preparation Services Department utilizes the TEA developed Statewide University Field Supervisor Training. Please refer to the attachments for a copy of the University Field Supervisor Training Agenda.

Site-Supervisor Training [TAC §228.35(e)]

A&M-Central Texas Educator Preparation Program for Reading Specialist Certification is responsible for providing training that relies on scientifically-based research to every site-supervisor. The Site-Supervisors attend a face-to-face training or complete a self-guided training. All site-supervisors submit an Acknowledgement of Training Form to the A&M-Central Texas Educator Preparation Services Department that is placed in the candidate certification record.

The content of the Site-Supervisor training can be requested from the Educator Preparation Program.

2. Number of Observations Required

The candidates in the A&M-Central Texas Reading Specialist Educator Preparation Program have a minimum of three formal 45 minute face-to-face observations which document instructional practices observed.

3. Observation Schedule

The university field supervisor schedules the observations with the candidates individually.

4. Process for Observations

The university field supervisor provides written feedback after an interactive conference with the candidate. A copy of the written feedback is also provided to the candidate's campus administrator.

5. Feedback from Observations (candidate and campus administrator)

A&M-Central Texas Educator Preparation Services Department monitors and verifies that the candidate observation takes place within the first 3 weeks of placement and that all observations and required documentation and signatures are obtained. Historically, our candidates do very well in the field. One area that a majority of our candidates struggle with is classroom management.

G. Program & Curriculum Evaluation

1. Systematic Plan for Continuous Improvement

- a. Frequency of evaluation
 - Semi-annual
 - Student Feedback
 - District Feedback
- b. Who will be involved?
 - Coordinator for Field Placement – Elizabeth Glenn
 - Exiting Candidates
 - Principals
 - Site-Supervisors
 - University Field-Supervisors
 - C&I Faculty
- c. Data to be collected by the program
 - Passing Rates
 - Percentage of Candidates Employed
 - Surveys
- d. Internal review of program and curriculum
 - TExES Scores – Analysis of the scores by standard, domain, and competency. These are looked at in relationship to the curriculum map showing where the content is introduced, practiced, and mastered. The department reviews this data at the yearly C&I Retreat.
- e. External review of program and curriculum
 - The external program review was done last year and reviewed by the department before the Spring semester began.
- f. How data will be prepared for sharing
 - All program evaluation data will be shared and discussed at the CAPS meeting for collaboration and discussion, as well as, at the SPEAC meeting.
- g. With whom it will be shared
 - All program data will be shared with the SPEAC members.
- h. Process for program response to data
 - The program will analyze the data during the CAPS meeting and discuss strengths and areas for improvement.
- i. Advisory committee feedback
 - The program coordinator will present information at the SPEAC meeting and elicit collaboration from the members based on specific focus questions determine from the CAPS meeting.

2. Characteristics of Evaluation Structures and Processes

The Reading Specialist Certification Education Preparation Program will be working to analyze, collaborate, and develop a strategic plan for this next section of the program and curriculum evaluation. This information will be made available at the April SPEAC Meeting.

- a. Evaluation of Candidates, Certification Groups, and Program Components
- b. Alignment of Evaluation with Program Standards and Goals
- c. Development of Program Evaluation
- d. Influence of Stakeholders on Evaluation

e. External Influences on Program Evaluation

Attachments

None

Appendix E - School Counselor Certification

Educator Preparation Program Operation Review

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Texas A&M University-Central Texas Educator Preparation Program Operation Review
 School Counseling Program Fall 2016

Prepared by: Genna P Vivona, PhD, LPCS, RPTS, CSC

A. Number of Current Candidates

We currently have 20 candidates who have been approved and 3 new applicant candidates to be presented to EPC for Fall semester 2016.

B. Changes in Admission Criteria for 2016-2017

The admissions requirements for this program have been updated to comply with the TEA guidelines for admission of certified teachers with 2 years of viable experience to the school counseling program. This has clarified the intent of students as they pursue a MEd in the counseling program and certification as a school counselor or certification in school counseling as a Post Graduate student.

C. Changes in Curriculum for 2016-2017

There are no changes in the school counseling program curriculum for 2016-2017

D. Candidate Mastery of Content (How will the candidates' progress be benchmarked and assessed throughout the program?)

Each course has exams and projects that are used as assessments. The last practicum requires taking the representative TExES exam. During the final semester students seeking a degree are required to take a Comprehensive examination.

E. Input on Field-Based Experiences for this Academic Year [TAC §228.2]

The university supervisor observes a minimum of 135 minutes, provides the student and the administrator a copy of the written evaluation, and an interactive conference with the student following the observation. Each student is observed a minimum of 3 times during their school practicum course.

1. Anticipated number of candidates doing field-based experiences

Fall 2016 we have 9 candidates in field based placements.

2. Number of candidates and sites for field-based experiences Fall 2016

Lampasas ISD	Cove ISD 2	Gatesville ISD	Killeen ISD 6	Belton ISD 1	Temple ISD	Florence ISD
Salado ISD	Waco ISD	Academy ISD				

3. Candidate experiences and interaction with field-based experiences

Professional School Counselor students must do at least one 160 hour practicum in a school. During the semester, students demonstrate individual, group, and classroom counseling skills. Students also demonstrate mastery in planning, collaboration, assessment, organizing, scheduling, assisting with testing etc. The second practicum may be in a school setting or another counseling setting if the student is also seeking licensure.

4. Verification and documentation processes for field-based experiences

Each of the three observations are written during the observation period and the original copy is filed with the certification office, a copy is retained by the student, a copy is given to the school principal and one copy is keep in the student's practicum file.

5. Diversity of student populations on campuses where field-based experiences occur

At-Risk	Low SES	African American	Hispanic	Asian	Special Education	LEP
60%	65%	55%	42%	5%	7%	8%

F. Field Supervision

1. Field Supervisor, Cooperating Teacher, and Mentor Teacher Training

All field supervisors and site supervisors received training and acknowledgement forms for training have been appropriated.

2. Number of Observations Required

Three observations are required

3. Observation Schedule

The first observation is completed within the first 6 weeks of the semester, second observation is completed in the second 6 week period and the final observation is completed during the last 6 week period.

4. Process for Observations

Each observation is done face to face at school campuses. The student is actively involved in a counseling situation while being observed. Formats during observations include individual counseling, group counseling and classroom guidance.

5. Feedback from Observations (candidate and campus administrator)

Candidates enjoy the time spent with the university supervisors and report being encouraged by the format of observation and one on one conference. Administration has been very positive about the excellence of our students' presence as they intern in the school counselor role.

G. Program & Curriculum Evaluation

1. Systematic Plan for Continuous Improvement

- Frequency of evaluation
Yearly
- Who will be involved?
Counseling Faculty, School counselor Coordinator
- Data to be collected by the program
 - 1) School Counselor Observation and Conference Form
 - 2) COMPS Exam results with program standards.
- Internal review of program and curriculum
Review of students and Faculty
- External review of program and curriculum
Review by school site supervisors and administrators
- How data will be prepared for sharing
Task stream
- With whom it will be shared
University and community
- Process for program response to data
Evaluation of outcome data and improvement plan
- Advisory committee feedback
See CAPS minutes

Attachments

Certificate Area Practitioner Sub-Group (CAPS) Meeting Minutes
[Link to Handbook](#)



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS™

Department of Psychology and Counseling
Master of Education –Counseling Emphasis
School Counseling Program
Site Supervision Training Acknowledgement Form

My signature below is an acknowledgement of receiving and completing the training provided by Texas A&M Central Texas University for site supervision training. I am attesting that all materials provided electronically have been reviewed. I also understand that training is required yearly for as long as I am supervising a student in the school counseling program.

Site Supervisor Name

Site Supervisor Signature

Date

University Supervisor Name

University Supervisor Signature

Date

Texas A&M University-Central Texas
School Counseling CAPS Meeting
Minutes
September 22, 2016
4:30 PM
Warrior Hall Conference Room 303B

Members Present:

Dr Carolyn Greer

Dr Yesim Saatci

Ms Luz Rubianes

Mr Daniel Helvetius

Dr Pauline Moseley

Ms Hannah Jones

Dr Genna P Vivon

Members Absent:
Mrs Shannon Lumar

Topic Keywords:

Counseling

CACREP

Elective courses

Scheduling

Attachments:

Agenda

Attendance Sign In

Reports

1. Counseling needs in Central Texas
 - a. There is a high need for school Counselors
 - b. Student numbers are lower this semester due to changes in admission requirements
 - c. Students entering the School Counselor Program must hold a teaching certificate
 - d. Students must have taught for one year with a contract for a second year of teaching presented at application for admission
 - e. Intent to pursue school counseling program must be provided at the start of the program
2. Training site supervisors
 - a. Needs to be provided each year
 - b. Power point provided electronically
 - c. Resources provided to site supervisors
3. TEA compliance for site supervisors
 - a. Forms have been provided and completed to acknowledge training
 - b. Required School Counselor experience for supervisors may be increased to 3 years.

New Business

1. School counseling program future changes
 - a. Moving toward a 60 hour program (CACREP Application)
 - b. Adding an internship for CACREP
 - c. Play Therapy and Child and Adolescent Counseling are currently electives
2. Current placements for practicums
 - a. There are currently 9 site supervisors and 9 school counseling students placed in practicums
 - b. For the sake of students keeping their job, practicums should continue to done at the school where they are teaching

Open Floor

1. Feedback for potential additions to curriculum
 - a. Additional course in school counseling to work into school counseling program
 - b. Possibility for making Child and Adolescent Counseling or Play Therapy Mandatory
 - c. Suggested class for Principals in counseling
 - d. Secondary counseling should cover topics in scheduling, scheduling, assessment and community collaboration
 - e. Topics to include suicide education and intervention

Meeting Adjourned

1. Meeting was adjourned at 5:45 PM.

Action Items

1. Following scheduled meeting for February 16, 2017 at 4:30

Attendance Sign in
Caps Counseling
Meeting Sept. 22,
2016

Print Name

Signature

Position

DR. Carolyn GREER	Carolyn Greer	Retired-Director of Student Support Services Counseling student MCA Secretary
Hannah Jones deanna pd		
Yesim Saatchi, PhD		Assist. Prof. of School counseling track
Genna P. Vivona	Genna P. Vivona	Assist Prof of School Counseling
Pauline S. Moseley		Professor - School Counseling Elementary
Luz Rubianes Lopez Reyes		School Counseling
Daniel Helvetius	Daniel Helvetius	Secondary School counselor

Texas A&M University-Central Texas Educator Preparation Program Operation Review
School Counseling Program Spring 2017

Prepared by: Genna P Vivona PhD, LPC S, RPT S, CSC

A. Number of Current Candidates

There are 20 current students in the School Counseling Program.

B. Changes in Admission Criteria for 2017-2018

None, changes in admission requirements occurred during 2016.

C. Changes in Curriculum for 2017-2018

Students will complete benchmarks before Practicum I placement and TExES Representative Testing. Certification Testing will be completed during Practicum experiences. All students will complete Practicum I in a school setting and Practicum I can only be completed in Fall and Spring semesters.

D. Candidate Mastery of Content (How will the candidates' progress be benchmarked and assessed throughout the program?)

Benchmark 1 CNSK 552 Seminar in School Counseling

Perception of School Counselor Job Responsibilities Process Paper:

The project will be presented as a compilation of five (5) stakeholders perceptions of a school counselor's job utilizing the stylistic guidelines of the *Publication Manual of the American Psychological Association* (6th ed.).

Benchmark 2 CPSK 553 Personality and Counseling Theories

Demonstration of Counseling Theory Knowledge and Mastery

Student will demonstrate how to utilize counseling theory when working with individuals or groups by demonstrating the application of a major counseling theory as a role play in class and submit a summary of research which highlights and examines the role of theory in this effort.

Benchmark 3 CPSK 557 Methods and Practices in Counseling and Psychology

Application of Methods and Techniques in Counseling

Student will provide a 30 min. transcribed therapy video tape of themselves in the role of therapist highlighting the skills learned in this class. Critique of each tape will happen together in a supervision experience.

Benchmark 4 CPSK 554 Group Counseling

Facilitate Leading a Group in Class

Student will demonstrate an ability to be the lead therapist for a group throughout the various stages of group counseling. Empirical research will be presented for the effectiveness of the theory presented.

Benchmark 5 CPSK 551 Career Counseling

Develop a

Career Program for an Elementary, Middle School or High School Counseling Program

The student will research and develop a program for a school level setting of their choice. A presentation of findings will be shared with class.

Benchmarks will be completed prior to School Counseling Practicum or approval to take the TExES Representative Test 152 for School Counseling.

E. Input on Field-Based Experiences for this Academic Year [TAC §228.2]

1. Anticipated number of candidates doing field-based experiences

In the Spring we have 8 candidate field based placements.

2. Number of candidates and sites for field-based experiences Fall or Spring 2016

Lampasas ISD	Cove ISD 3	Gatesville ISD 1	Killeen ISD 2	Belton ISD 1	Temple ISD 1	Florence ISD
Salado ISD	Waco ISD	Academy ISD				

3. Candidate experiences and interaction with field-based experiences

Professional School Counselor students must do at least one 160 hour practicum in a school. During the semester, students demonstrate individual, group, and classroom counseling skills. Students also demonstrate mastery in planning, collaboration, assessment, organizing, scheduling, assisting with testing etc. The second practicum may be in a school setting or another counseling setting if the student is also seeking licensure.

4. Verification and documentation processes for field-based experiences

Each of the three observations are written during the observation period and the original copy is filed with the certification office, a copy is retained by the student, a copy is given to the school principal and one copy is kept in the student's practicum file.

5. Diversity of student populations on campuses where field-based experiences occur

At-Risk	Low SES	African American	Hispanic	Asian	Special Education	LEP
50-60%	40%	40%	35%	3%	5%	7%

F. Field Supervision

1. Field Supervisor, Cooperating Teacher, and Mentor Teacher Training

All field supervisors and site supervisors received training and acknowledgement forms for training have been appropriated.

2. Number of Observations Required

Three observations are required.

3. Observation Schedule

During each one third of the University semester an observation is completed face to face.

4. Process for Observations

Each observation is done face to face at school campuses. The student is actively involved in a counseling situation while being observed. Formats during observations include individual counseling, group counseling and classroom guidance.

5. Feedback from Observations (candidate and campus administrator)

Candidates enjoy the time spent with the university supervisors and report being encouraged by the format of observation and one on one conference. Administration has been very positive about the excellence of our students' presence as they intern in the school counselor role.

G. Program & Curriculum Evaluation

1. Systematic Plan for Continuous Improvement

- a. Frequency of evaluation
Yearly
- b. Who will be involved?
Counseling Faculty, School counselor Coordinator
- c. Data to be collected by the program
School Counselor Observation and Conference Form
COMPS Exam results with program standards.
- d. Internal review of program and curriculum
Review of students and Faculty
- e. External review of program and curriculum
Review by school site supervisors and administrators
- f. How data will be prepared for sharing
Task stream
- g. With whom it will be shared
University and community
- h. Process for program response to data
Evaluation of outcome data and improvement plan
- i. Advisory committee feedback
See CAPS minutes

2. Characteristics of Evaluation Structures and Processes

- a. Evaluation of Candidates, Certification Groups, and Program Components During the last 2 years data has been collected to evaluate TEA School Counselor Domains for student completers in our program. In addition an analysis has been made of success on the Comprehension exam as correlates to the School Counselor Domain as a measure of success and areas of needed improvement.
Data collection for program evaluation consists of performance on Comprehensive Exams and Field Experience performance and is computed at the close of each semester.
- b. Alignment of Evaluation with Program Standards and Goals
Field based performance is correlated directly with School Counseling Goals.
- c. Development of Program Evaluation
This is an ongoing task for statistical analysis.
- d. Influence of Stakeholders on Evaluation
Methods of ensuing input from stakeholders for formal evaluation need to be considered.
- e. External Influences on Program Evaluation
Demand continues to be high for school counselor locally and state wide there is presently a shortage of school counselors.

Attachments

Appendix F - Principal Certification
Educator Preparation Program Operation Review

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Texas A&M University-Central Texas Educator Preparation Program Operation Review
 Educational Leadership with Principal Certification Fall 2016

Prepared by: Dr. W. Todd Duncan

A. Number of Current Candidates

- 35 students enrolled in the principal-preparation program

B. Changes in Admission Criteria for 2016-2017

Proposed admissions changes include: Recommended that applicants have at least 2 years of teaching experience. Rationale for change: Although the years of experience is not required by the state rule, it is believed that candidates to the program should have a foundation of teaching experience and some teacher leadership experience to successfully begin the leadership program.

C. Changes in Curriculum for 2016-2017

No Changes occurred for the 2016-2017 school year.

D. Candidate Mastery of Content (How will the candidates' progress be benchmarked and assessed throughout the program?)

Candidates are assessed using a set of benchmarks for selected courses in order to indicate progress throughout the program. Comprehensive Exam change proposal includes: Change the use of a nine (9) day window for comps testing back to one identified date (Second Saturday in November, April and July).

E. Input on Field-Based Experiences for this Academic Year [TAC §228.2]

All students in the practicum prepared major projects based on needs identified in the school's continuous improvement plan. Each mentor received mentor training and signed an acknowledgement form at the initial meeting with the university field supervisor and the practicum student. An important focus for the mentor training is to stress the importance of developing the learning plan around the standards required for the principal certification (TAC §241.15) and the TExES principal competencies.

1. Anticipated number of candidates doing field-based experiences

- Fall 2016 (4 students began the practicum 2 dropped out during practicum. 1 student was on an internship)

2. Number of candidates and sites for field-based experiences Fall 2015

Lampasas ISD	Cove ISD 1	Gatesville ISD	Killeen ISD 1	Belton ISD	Temple ISD 1	Florence ISD
Salado ISD	Waco ISD	Academy ISD	Bartlett ISD 1	Northside ISD 1		

3. Candidate experiences and interaction with field-based experiences

Prior-program learning is utilized in the planning for and implementation of standards-based projects and activities for the practicum experience. Candidate experiences are collaboratively developed with the site supervisor and the field supervisor, and major projects and activities are developed around campus needs and authentic principal practices.

4. Verification and documentation processes for field-based experiences

Candidates keep a practicum activity log book, mentor principals verify the authenticity of the activities every two weeks with a signature in the log book, and the log book is included in the candidate folder submitted to the Texas Education Agency. In addition, the principal and the field supervisor sign the candidate's approved Assignment Tracking Sheet.

5. Diversity of student populations on campuses where field-based experiences occur

State	District	Campus/# Candidates	African America	Hispanic	White	EcoDis
Texas			12.6%	52%	28.9%	58.8%
	Bartlett ISD		9.25	62.9%	24.9%	75.3%
		Bartlett ES (1)	9.25	62.9%	24.9%	75.3%
	Copperas Cove ISD		18.4%	24.3%	44.3%	54.1%
		Martin Walker ES (1)	13.3%	21.7%	47.8%	54.9%
	Killeen ISD		33.5%	28.6%	25.9%	57.4%
		Early College HS (1)	31.9%	34.0%	24.3%	50.0%
	Temple ISD		6.4%	32.1%	55.2%	45.8%
		Temple HS (1)	26.7%	41.2%	26.8%	62.2%

F. Field Supervision

1. Field Supervisor, Cooperating Teacher, and Mentor Teacher Training

- Two (2) Educational Leadership field supervisors received training during the fall of 2016

2. Number of Observations Required

- Three (3) observations per candidate are required

3. Observation Schedule

- Observations occur one each no later than three, six and nine weeks

4. Process for Observations

Scheduling observations with students is based on opportunities described as major projects and activities in the approved practicum plan; observations are currently a total of 135 minutes for all three to align with current TAC rule.

5. Feedback from Observations (candidate and campus administrator)

Feedback from an observation serves as one step in continuous improvement – the initial practicum plan is developed using two major projects and 3-5 activities that demonstrate competency aligned with the principal standards, the targeted observations connect with the practicum plan, the interactive feedback provides an opportunity to discuss observed leadership behaviors, and the application of the learning is expected to be observed in the subsequent targeted observations.

G. Program & Curriculum Evaluation

1. Systematic Plan for Continuous Improvement

*See attached Overall Plan for Principal Program Evaluation

2. Characteristics of Evaluation Structures and Processes

The Mentor Survey form was administered for the first time during the fall 2016 semester. The mentors surveyed were those who supervised students in the practicum experience during the 2015-16 school year. Results will be used to strengthen the practicum experience for the candidates and mentors.

Attachments

None



UCARE

**UNIVERSITY CENTER FOR
APPLIED RESEARCH AND ENGAGEMENT**

Date: February 20, 2017

Department: College of Education- Educational Leadership

For: Dr. Duncan

Request: 2015-2016 Principal Mentor Survey: M.Ed. Principal Certification Program

Dr. Duncan,

As requested here are the results for the 2016 Principal Survey: M.Ed. Principal Certification Program. The results are based on the two surveys. Results will be updated once the other five surveys have been completed and returned.

Demographics

N=2

School Districts= Temple ISD (n=1), Killeen ISD (n=1)

Schools= Fowler Elem (KISD), Temple High School (TISD)

Program Structure and Support Questions

#	Field	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
4	1. The program facilitator provided excellent support to me and the candidates during the program.	0.00% 0	50.00% 1	50.00% 1	0.00% 0	2
5	2. The program field supervisor provided excellent support to me and the candidates during the program.	50.00% 1	0.00% 0	50.00% 1	0.00% 0	2
6	3. My practical experience was meaningful in providing guidance an support during the program.	0.00% 0	50.00% 1	50.00% 1	0.00% 0	2
7	4. I utilized training as a mentor to support my efforts.	0.00% 0	100.00% 2	0.00% 0	0.00% 0	2

Showing Rows: 1 - 4 Of 4

Learning Competency- School Community

#	Field	Strongly Agree	Agree	Diagree	Strongly Disagree	Total
1	5. Overall, I feel confident that the candidate(s) is/are well-prepared to assume a school leadership role upon program completion.	50.00% 1	0.00% 0	50.00% 1	0.00% 0	2
2	6. I am confident in candidate abilities to shape school culture through a shared vision (1.1)	50.00% 1	0.00% 0	50.00% 1	0.00% 0	2
3	7. I am confident in candidate ability to communicate and collaborate with all members of the school community in order to promote school success (1.2).	50.00% 1	0.00% 0	50.00% 1	0.00% 0	2
4	8. I am confident in candidate abilities to act with integrity, fairness, and in an ethical and legal manner (1.3).	50.00% 1	0.00% 0	0.00% 0	50.00% 1	2

Showing Rows: 1 - 4 Of 4

Learning Competency- Instructional Program

#	Field	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
1	9. I am confident in candidate abilities to facilitate the design and implementation of curricula that enhances teaching and learning (2.1).	50.00% 1	50.00% 1	0.00% 0	0.00% 0	2
2	10. I am confident in candidate abilities to sustain an instructional program and learning culture that is conducive to student learning (2.2).	50.00% 1	0.00% 0	50.00% 1	0.00% 0	2
3	11. I am confident in candidate abilities to implement a staff evaluation and development system to improve the performance of all staff members (2.3).	50.00% 1	0.00% 0	50.00% 1	0.00% 0	2
4	12. I am confident in candidate abilities to apply organizational decision-making and problem-solving skills to enhance the learning environment (2.4).	50.00% 1	0.00% 0	50.00% 1	0.00% 0	2

Showing Rows: 1 - 4 Of 4

Learning Competency- Safe and Effective Environment

#	Field	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
1	13. I am confident in candidate abilities to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use (3.1).	50.00% 1	0.00% 0	50.00% 1	0.00% 0	2
2	14. I am confident in candidate abilities to apply principles of leadership and management to the campus physical plant and support systems for an effective learning environment (3.2).	50.00% 1	0.00% 0	50.00% 1	0.00% 0	2

Showing Rows: 1 - 2 Of 2

Texas A&M University-Central Texas Educator Preparation Program Operation Review

Educational Leadership with Principal Certification Program Spring 2017

Prepared by: Dr. W. Todd Duncan

A. Number of Current Candidates

- 38 candidates currently enrolled in the principal-preparation program

B. Admission Criteria that has changed from 2015-2016

***Proposed admissions changes include: Recommended that applicants have at least 2 years of teaching experience. Rationale for change: Although the years of experience is not required by the state rule, it is believed that candidates to the program should have a foundation of teaching experience and some teacher leadership experience to successfully begin the leadership program.

C. Curriculum that has changed from 2015-2016

Beginning in the fall semester 2017:

- 1) EDLD 5342 Leadership of Campus Resources has changed to include budget project, emergency preparedness and campus safety.
- 2) EDLD 5360 Educational Leadership Applications has changed to have greater preparation for the practicum experience (practicum 2).
- 3) The practicum, which had been outside of the degree, has been placed back into the degree. Students will have a practicum experience in semester 5 (concurrent with EDLD 5342) and semester 6 (concurrent with EDLD 5360). Until now students graduated at the end of semester 5 and returned for the practicum in semester 6 (See Degree Plan Attachment).

D. Candidate Mastery of Content (How will the candidates' progress be benchmarked and assessed throughout the program?)

Candidates are assessed using a set of benchmarks for selected courses in order to indicate progress throughout the program. Comprehensive Exam change proposal includes: Change the use of a nine (9) day window for comps testing back to one identified date (Second Saturday in November, April and July).

E. Input on Field-Based Experiences for this Academic Year [TAC §228.2]

***Mentor training for principals was provided for new students who began the program during the spring semester (fall 2016 cohort student mentors also received training during the spring semester) and during the initial meeting for practicum students. An important focus for the mentor training is to stress the importance of developing the learning plan around the standards required for the principal certification (TAC §241.15) and the TExES principal competencies.

1. Anticipated number of candidates doing field-based experiences

- Spring 2017 (7 candidates) – Mentor survey will be distributed at the end of the practicum experience
- Summer 2017 (No field-based experience anticipated)
- Fall 2017 (11 candidates)- Mentor survey will be distributed at the end of the practicum experience

2. Number of candidates and sites for field-based experiences Fall 2017 and Spring 2018

Lampasas ISD	Cove ISD	Gatesville ISD	Killeen ISD	Belton ISD	Temple ISD	Florence ISD
	2 (fall 2017)		2 (fall 2017) 5 (spr 2017)	4 (fall 2017)	3 (fall 2017) 2 (spr 2017)	
Salado ISD	Waco ISD	Academy ISD	Rogers ISD	Troy ISD		

3. Candidate experiences and interaction with field-based experiences

Prior-program learning is utilized in the planning for and implementation of standards-based projects and activities for the practicum experience. Candidate experiences are collaboratively developed with the site supervisor and the field supervisor, and major projects and activities are developed around campus needs and authentic principal practices.

4. Verification and documentation processes for field-based experiences

Candidates keep a practicum activity log book, mentor principals verify the authenticity of the activities every two weeks with a signature in the log book, and the log book is included in the candidate folder submitted to the Texas Education Agency. In addition, the principal and the field supervisor sign the candidate's approved Assignment Tracking Sheet.

5. Diversity of student populations on campuses where field-based experiences occur

Spring 2017 Principal-Candidate Interns – Campus Diversity

State	District	Campus/# Interns	African American	Hispanic	White	EcoDis
Texas			12.6%	52%	28.9%	58.8%
	Killeen ISD		33.5%	28.6%	25.9%	57.4%
		East Ward ES	36.9%	30.4%	18.3%	82.8.4%
		Eastern Hills MS	19.8%	30.8%	37.6%	58.8%
		Killeen Career Center	31.9%	34.0%	24.3%	50.0%
		Early College HS	31.9%	34.0%	24.3%	50.0%
	Temple ISD		6.4%	32.1%	55.2%	45.8%
		Scott ES (1)	20.4%	47.6%	26.8%	81.5%
		Bonham MS (1)	16.3%	49.5%	28.6%	70.8%
			2.3%	24.6%	67.6%	51.8%

Diversity of student populations on campuses where field-based experiences occur

Fall 2017 Principal-Candidate Interns – Campus Diversity

State	District	Campus/# Interns	African American	Hispanic	White	EcoDis
Texas			12.6%	52%	28.9%	58.8%
	Copperas Cove		18.4%	24.3%	44.3%	54.1%
		Crossroads HS	8.2%	12.2%	69.4%	49.0%
		Williams/Ledger ES	18.2%	28.4%	42.6%	65.9%
	Killeen ISD		33.5%	28.6%	25.9%	57.4%
		Shoemaker HS (1)	45.7%	26.8%	15.5%	54.1%
		Killeen HS	38.2%	29.9%	20.2%	55.8%
	Belton		6.6%	32.0%	55.0%	46.1%
		Belton HS	7.6%	32.15	53.95	40.4%
		Belton Early Childhood	8.2%	43.2%	42.7%	76.0%
		Southwest ES	8.6%	67.9%	21.7%	87.8%
		Miller Heights ES	13.6%	44.1%	36.8%	78.0%

Data Source: Texas Education Agency School Report Card for 2015-2016, Texas Education Agency

F. Field Supervision

1. Field Supervisor, Cooperating Teacher, and Mentor Teacher Training

- Two (2) Educational Leadership field supervisors received training during the fall of 2016

2. Number of Observations Required

- Three (3) observations per candidate are required

3. Observation Schedule

- Observations occur one each no later than three, six and nine weeks

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Scheduling observations with students is based on opportunities described as major projects and activities in the approved practicum plan; observations are currently a total of 135 minutes for all three to align with current TAC rule.

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G. Program & Curriculum Evaluation

1. Systematic Plan for Continuous Improvement

*See attached Overall Plan for Principal Program Evaluation

2. Characteristics of Evaluation Structures and Processes

The Mentor Survey form was administered for the first time during the fall 2016 semester. The mentors surveyed were those who supervised students in the practicum experience during the 2015-16 school year. Results will be used to strengthen the practicum experience for the candidates and mentors.

Attachments

CAPS Agenda from March 21, 2017

CAPS Minutes from March 21, 2017



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

Principal CAPS (Certificate-Area Practitioner Sub-Council) Meeting

10am-2pm ---- March 21, 2017 ---- TAMUCT, Founder's Hall, Bernie Beck Meeting Room

Meeting Purpose

To provide recommendations to strengthen the principal preparation program at TAMUCT

Welcome and Introductions

*Co-Chairs: Beth Aycock/Elementary Schools, Matt Widacki/Middle Schools,
Robert White/High Schools, and Dr. Todd Duncan, TAMUCT*

Agenda

- Design, Delivery, and Policy
 - Delivery Model and Definitions
 - Blended (65/35 on Selected Saturdays)
 - Online
 - Discussion of University Definitions of Online Delivery
 - Executive Program Report
 - Discussion of PBMAS Reports as Integrated into 5342 Course
 - Discussion of Effective Projects and Activities for Practicum 1 and 2
 - Review and Discussion of Program Improvement Plan
 - Mock Interviews (What should it Look Like?)
- Evaluation
 - Recruitment and Admissions – Summer 2017 Update
 - Recruitment and Admissions – Fall 2017 Request for Recommendations
 - Review TAMUCT alumni list to discuss current contact information
- Next Steps
 - Fall 2017 meeting tbd – topics requested

TAMUCT Strategic Partners Education Advisory Council (SPEAC) Mission

Develop educators who are fully prepared to facilitate the critical learning work of school communities, ensuring student and school success in the midst of a constantly changing environment.

Texas A&M University-Central Texas
College of Education
Educational Leadership CAPS (Certificate Area Practitioner Sub-Council)
CAPS Meeting Minutes
March 21, 2017
10:00am-2:00pm
Founder's Hall, Bernie Beck Lecture room

Members Present:

William Todd Duncan (COE)
Joseph Austin Vasek (COE)
Amber Lynn Diaz (COE)
Edward Hill (COE)
Mike Quinn (KISD)
Matt Widacki (Palo Alto MS)
Chris DuBois (Belton ISD)
Miguel Timarky (CCISD)
Keonna White (Belton ISD)
Robert White (McGregor HS)
Joe Gullekson (Cavazos ES)
Kayleen Love (SC Lee MS)

Members Absent:

Ben Aycock (Salado)
Jennifer Conner (Miller Heights)
Kevin Bott (Hanna Springs)
Jacqueline Mays-Tealer (Nadine Johnson ES)
Pam Disher (Duncan ES)
Elizabeth Giniewicz (Jefferson ES)
Donna Ward (Scott ES)
Liz Anderson (Hutto MS)
Michelle Joliff (Raymond May MS)
Abbe Lster (Jarrell MS)
Leah Smith (Holland MS)
David Dominguez (Ellison HS)
Randy Hicks (Troy HS)
Jason Mayo (Temple HS)
Ross Sproul (Salado HS)
Susan Buckley (Killeen HS)

Administrative Support: Yvonne Imergoot (COE)

New Business:

Introductions

- **Design, Delivery, and Policy**
- **Discussion of Delivery Model:** The program coordinator presented to the CAPS committee the change in program delivery from an 85/15 model to a 65/35 model. The 65/35 model is a blended format and has students meeting on selected Saturdays each semester. Members were referred to the university Standard Administrative Procedure (SAP) 11.99.99.DO.02 Program and Course Delivery Modes to see the differences in online delivery as identified by the university. The reason for the change, as articulated by the program coordinator, was to provide a higher quality of instruction through in depth discussions with professors and student cohort groups. It was further explained that the program was enhancing the blended experience via the Educational Leadership Lecture Series whereby experts in the field are brought in to engage students in real world presentations and discussions related to issues of leadership for educational leaders.

CAPS Member's Feedback related to the change to a 65/35 delivery model:

Members unanimously approved of the move back to a blended format. Members also indicated that the committee was never in favor of going to a completely online model. They furthermore indicated that it is important to have the face to face interactions with instructors and colleagues. The committee expressed that collaborative planning and balance training is important and can be effectively delivered only in a face to face environment. Moreover, students cannot be effectively prepared in a completely online environment. Their observation is that the work of new administrators who are prepared with at least some face to face time is superior to those who graduated from a 100% online program. Finally, the committee said to ensure that the Saturday time be robust with lessons, conversations, and development tools to enhance student learning.

Leadership series. Committee Members provided feedback regarding the Leadership Lecture Series. 1) Bring back Alumni to speak about their successes and experiences as school administrators as well as their experiences in the program.

2) Include panel discussions with area practitioners (superintendents, district office administrators, building principals) on specific topics.

3) Ensure that the panels also include practicing assistant principals so that students can hear their experiences given that these are the first level of administrative experiences that the students will encounter.

Program Recruitment: The program coordinator shared with committee the recruitment plan as found in the Executive Program Report (the report was not shared with the committee as the document had names of students and performance information which had not been redacted). It was announced to the group that the program had thirty-eight (38) registered students (which includes 6 who graduated and were readmitted in order to complete the practicum). The program coordinator is meeting with area school principals and asking that at least 2 teacher leaders who are ready for future leadership roles as building administrators be identified and shared as potential candidates for the M.Ed with Principal Certification Program. Members of the committee were asked to please be on the lookout for teachers on your campus you'd like to develop and recommend for this program. The Lampasas ISD Superintendent discussed with Dr. Duncan his desire to create a Leadership academy in his district with the students earning their degree and certification through the TAMUCT Educational Leadership program. He has been actively recruiting potential students and referring them to our program. Hopefully we might be able to create a satellite program wherein students from Lampasas ISD and surrounding districts can attend classes in the Lampasas district. However, there will have to be an indication of sustainability and processes through the university system before a satellite program could be implemented. Nevertheless, it is this type of recruitment effort that we need from our partners to help our program grow.

Members were asked for input on strategies for improving recruitment efforts

Answers: Many suggested that the program schedule campus visits. It was pointed out that many universities schedule time during principal meetings to present their programs. TAMUCT can schedule time at principal meetings at various districts to promote the Principal Program. From these meetings presentations can be scheduled at various schools to present to teachers. Folders with recruitment information can be prepared to hand to potential candidates. Maybe the program might plan a retreat on TAMUCT campus to recruit candidates.

- **Presentation of Revised Degree plan** (see attachment). At present the practicum resides outside of the degree. Students graduate and then reapply to the graduate school and principalship program to take the practicum. Through the curriculum change process the practicum has been incorporated into the degree. Beginning in the fall semester 2017, students will take the representative test for the principal's exam and the state principal's exam during the final two semesters. Moreover, students will take the practicum during the 5th and 6th semesters. This change allows students more practicum time and greater opportunity to take the representative exam and have time to receive remediation if necessary. Upon graduation students will earn their master's degree and principal certificate.
- **Discussion on Practicum 2:** Given that the current syllabus will be used to guide the practicum 1 experience, committee members were asked to provide input on what the practicum 2 should look like. Members indicated that students should experience real situations as opposed to interviewing administrators and writing papers. Students should have time observing and assisting in the field. Several indicated that students should spend time shadowing a practicing principal and assistant principal for one or two full days. Students should have considerable input from the campus principal as each campus has their own specific needs. Confidentiality should be considered when having students shadow the principal and assistant principal as some incidents and situations may be too sensitive for a student to be involved in. A final point was made that mentors have to be honest when they see candidate might not be ready for that principal role. Hopefully this will be recognized earlier in the candidate's experience rather than later.
- **Dean Hill presented Expectations for the Educational Leadership program:** Dean Hill addressed the committee and spoke of the need for the Principalship program to attract the best candidates who have the right temperament for leadership, to strengthen the recruitment effort, and the need for the CAPS committee to be involved in these efforts. The Dean spoke of the need for holding students accountable. At present some students graduate and then don't take their practicums in a timely manner. Several also take a long time to take and pass the principal exam. With the changes in the degree plan students will take their certification tests prior to graduation. The Dean went on to say that it is important for us to be cognizant of the type of candidate we accept. Some do not seem to have the appropriate temperament to be an effective leader. It behooves us then to change the standards of acceptance and develop a more comprehensive application process. The application process should include an in-basket activity along with a more in-depth interview process. We need to look for leaders that have leadership qualities that we can then develop. We need your assistance (principals) to develop these potential leaders. The Dean went on to say that it is critical for us to recruit if we want the leadership program to thrive. It's important we choose quality candidates. We need the help of each member of the CAPS committee to assist us in these efforts. We need your assistance in providing input into improvement efforts, increasing enrollment with quality candidates, alignment of courses, and continuous improvement of course experiences, and the ongoing promotion of the TAMUCT M.Ed. Principal Ship program.
- **SPEAC (Strategic Partners Education Advisory Council)** Dr. Diaz, Director of Educator Certification, extended an invitation to the SPEAC meeting to be held April 7, 2017. CAPS members were also invited to be members of the SPEAC council. Dr. Diaz encouraged anyone who would like to be on the council to send her an email message indicating their interest and she would put them on the council member list.

-Lunch break-

During the lunch break members of the committee were asked to work on the Dean's request to provide their ideas for recruitment activities and events. Members were asked by the program coordinator to continue their conversations and put their ideas in writing.

- **Evaluation:** Members ended the meeting by providing an evaluation of the day's meeting and the work processes that the committee engaged in. Recruitment and admissions- Recommendations for potential students for the fall 2017 were requested. Discussion of adding a Mock Interview to the Principal Program was tabled to the next CAPS meeting in order to provide the faculty more time to develop a defined process for discussion.

5 attachments:

1. Agenda
 2. Assessment Plan
 3. Program and Course Delivery Modes
 4. Proposed Master Syllabus for EDLD 5399
 5. Degree plan
- Next meeting: Fall 2017 TBD- topics requested

Appendix G - Superintendent Certification

Educator Preparation Program Operation Review

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Texas A&M University-Central Texas Educator Preparation Program Operation Review
 Post-Masters in Educational Leadership with Superintendent Certification 2016 - 2017

Prepared by: Dr. Todd Duncan & Dr. Austin Vasek

A. Number of Current Candidates

The Post-Masters in Educational Leadership with Superintendent Certification Program has no (0) current candidates. The program was placed on hold Fall 2016.

B. Changes in Admission Criteria for 2017-2018

No admission criteria changes.

C. Changes in Curriculum for 2017-2018

No curriculum changes.

D. Candidate Mastery of Content (How will the candidates' progress be benchmarked and assessed throughout the program?)

Benchmark requirements/assignments identified per each individual course in the program. Each benchmark is a major project that requires signification application of learning, is assessed by the course instructor, and submitted for documentation purposes to the Certification Officer. Benchmark identification document attached.

E. Input on Field-Based Experiences for this Academic Year [TAC §228.2]

No candidates doing field-based experiences.

1. Anticipated number of candidates doing field-based experiences

2. Number of candidates and sites for field-based experiences 2016-2017

Lampasas ISD	Cove ISD	Gatesville ISD	Killeen ISD	Belton ISD	Temple ISD	Florence ISD
Salado ISD	Waco ISD	Academy ISD				

3. Candidate experiences and interaction with field-based experiences

No information to report this section.

4. Verification and documentation processes for field-based experiences

No information to report in this section.

5. Diversity of student populations on campuses where field-based experiences occur

F. Field Supervision

1. Field Supervisor, Cooperating Teacher, and Mentor Teacher Training

2. Number of Observations Required

3. Observation Schedule

4. Process for Observations

5. Feedback from Observations (candidate and campus administrator)

G. Program & Curriculum Evaluation

1. Systematic Plan for Continuous Improvement

- a. Frequency of evaluation
- b. Who will be involved?
- c. Data to be collected by the program
- d. Internal review of program and curriculum
- e. External review of program and curriculum
- f. How data will be prepared for sharing
- g. With whom it will be shared
- h. Process for program response to data
- i. Advisory committee feedback

2. Characteristics of Evaluation Structures and Processes

- a. Evaluation of Candidates, Certification Groups, and Program Components
- b. Alignment of Evaluation with Program Standards and Goals
- c. Development of Program Evaluation
- d. Influence of Stakeholders on Evaluation
- e. External Influences on Program Evaluation

Attachments

None

Additional Notes for the Committee

1. The program will move from "on hold" status to "active" at the appropriate time.
2. Action steps to "active" status include:
 - a. Review of existing courses, content, assignments, and benchmarks
 - b. Confirm delivery model and program design
 - c. Confirm alignment with TEA standards and expectations
 - d. Identify immediate articulation EdD partner to accept program hours
 - e. Initiate new process to create TAMU-CT Doctor of Education Program
 - f. Hold Superintendent CAPS (Certificate Area Practitioner Sub-group) meeting

Appendix H - Program Advisement
Texas A&M University-Central Texas Current Pass Rates
Memorandum of Understanding 2016-2017
Verification Form

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Texas A&M University-Central Texas
Educator Preparation Programs
TExES Attempts & Pass Rates September 2016 to March 2017

Test Name	Program		All Programs	
	# of Examinees	% Pass	# of Examinees	% Pass
068 PRINCIPAL				
1ST ATTEMPT	3	100	1734	72
113 ENG LANG ARTS & READ/SOC STUDIES 4-8				
1ST ATTEMPT	2	50	128	82
2ND ATTEMPT	1	0	11	18
115 MATHEMATICS 4-8				
1ST ATTEMPT	2	50	422	64
2ND ATTEMPT	1	0	89	40
3RD ATTEMPT	1	0	37	27
4TH ATTEMPT	1	0	15	20
151 READING SPECIALIST				
1ST ATTEMPT	1	100	92	100
2ND ATTEMPT			1	100
152 SCHOOL COUNSELOR				
1ST ATTEMPT	7	71	843	93
2ND ATTEMPT	2	100	43	60
154 ESL/SUPPLEMENTAL				
1ST ATTEMPT	24	92	2257	77
2ND ATTEMPT	2	50	285	53
160 PEDAGOGY & PROF RESP EC-12				
1ST ATTEMPT	31	100	11933	93
161 SPECIAL EDUCATION EC-12				
1ST ATTEMPT	7	100	1391	78
195 SUPERINTENDENT				
1ST ATTEMPT	5	100	273	94
231 ENG LANGUAGE ARTS AND READING 7-12				
1ST ATTEMPT	1	100	714	66
232 SOCIAL STUDIES 7-12				
1ST ATTEMPT	9	56	576	47
2ND ATTEMPT	3	0	217	27
3RD ATTEMPT	3	100	75	32
233 HISTORY 7-12				
1ST ATTEMPT	1	100	266	66
235 MATHEMATICS 7-12				
1ST ATTEMPT	1	0	468	66
2ND ATTEMPT	1	0	124	33
3RD ATTEMPT	1	0	47	36



Texas A&M University-Central Texas
Educator Preparation Programs
TEXES Attempts & Pass Rates September 2016 to March 2017

Test Name	Program		All Programs	
	# of Examinees	% Pass	# of Examinees	% Pass
801 CORE SUBJECTS EC-6 ELAR/STR				
1ST ATTEMPT	34	97	5838	88
2ND ATTEMPT	6	17	1195	28
3RD ATTEMPT	4	25	413	19
4TH ATTEMPT	1	0	103	13
5TH ATTEMPT			26	15
802 CORE SUBJECTS EC-6 MATH				
1ST ATTEMPT	34	94	5838	81
2ND ATTEMPT	6	17	1417	39
3RD ATTEMPT	3	0	511	28
4TH ATTEMPT	2	0	151	28
5TH ATTEMPT	1	0	51	27
803 CORE SUBJECTS EC-6 SOCIAL STUDIES				
1ST ATTEMPT	34	76	5838	73
2ND ATTEMPT	7	29	1512	39
3RD ATTEMPT	3	33	594	34
4TH ATTEMPT	1	0	191	45
804 CORE SUBJECTS EC-6 SCIENCE				
1ST ATTEMPT	34	68	5838	78
2ND ATTEMPT	7	57	1367	43
3RD ATTEMPT	3	67	501	38
4TH ATTEMPT	1	100	167	40
805 CORE SUBJECTS EC-6 FINE ARTS & HLTH/PE				
1ST ATTEMPT	34	91	5838	91
2ND ATTEMPT	6	33	1181	28
3RD ATTEMPT	3	0	392	13
4TH ATTEMPT	1	0	96	6

Please Note: Pass rates shown on this page are mathematical calculations based on the time periods and selections criteria chosen. These rates should not be expected to match or supersede those in the Accountability System for Educator Preparation (ASEP) as determined by Texas Administrative Code.



Texas A&M University-Central Texas
Educator Preparation Programs
TexES Results September 2016 to March 2017

Test Name		# of Scored Points *	Average Scaled Score		Average % Correct		# of Examinees	
			All Programs	Program	All Programs	Program	All Programs	Program
068 PRINCIPAL	Total	100	245.36	251.00			2238	3
	I. School Community Leadership	33			75.92	75.76		
	II. Instructional Leadership	44			72.23	82.58		
	III. Administrative Leadership	23			75.27	68.12		
113 ENG LANG ARTS & READ/SOC STUDIES 4-8	Total	100	253.10	239.50			136	2
	I. Oral Lang, Early Literacy, Word ID & RDG Fluency	16 - 17			71.98	66.91		
	II. RDG Comp, Written Lang, Study/Inquiry & View/Rep	33 - 34			75.97	67.20		
	III. Social Studies Content	35 - 37			64.77	56.16		
	IV. Social Studies Foundations/Skills/Instruction	13 - 15			71.28	48.63		
115 MATHEMATICS 4-8	Total	80	244.61	231.50			511	4
	I. Number Concepts	13			64.71	55.77		
	II. Patterns and Algebra	17			68.78	54.41		
	III. Geometry and Measurement	17			64.99	73.53		
	IV. Probability and Statistics	13			67.83	55.77		
	V. Mathematical Processes and Perspectives	7 - 8			62.71	46.43		
	VI. Mathematical Learning/Instruction/Assessment	12 - 13			67.58	60.10		
151 READING SPECIALIST	Total	80	274.04	267.00			93	1
	I. Instruction/Assessment: Components of Literacy	45 - 46			80.13	75.56		
	II. Instruction/Assessment: Resources & Procedures	11 - 12			86.40	72.73		
	III. Meeting the Needs of Individual Students	11 - 12			82.15	75.00		
	IV. Professional Knowledge and Leadership	11 - 12			79.33	66.67		
152 SCHOOL COUNSELOR	Total	80	261.16	259.50			873	8
	I. Understanding Students	24			81.06	78.65		
	II. Planning/Implementing a Dev Guidance Program	32			78.58	79.69		
	III. Collaboration/Consultation/Professionalism	24			82.42	81.25		

Test Name		# of Scored Points *	Average Scaled Score		Average % Correct		# of Examinees	
			All Programs	Program	All Programs	Program	All Programs	Program
154 ESL/SUPPLEMENTAL	Total	60	251.43	256.86			2072	22
	I. Language Concepts and Language Acquisition	15			66.64	70		
	II. ESL Instruction and Assessment	27			72.51	73.91		
	III. Found. of ESL Ed/Culture/Family/Community	18			72.03	76.52		
160 PEDAGOGY & PROF RESP EC-12	Total	90	263.48	270.53			10122	15
	I. Design Instruction to Promote Student Learning	30			73.63	76.44		
	II. Create a Positive/Productive Class Environment	12			78.24	84.44		
	III. Implementing Responsive Assessment	30			74.14	78.67		
	IV. Fulfill Professional Roles & Responsibilities	18			78.72	81.48		
161 SPECIAL EDUCATION EC-12	Total	119 - 120	248.21	269.57			1402	7
	I. Individuals with Disabilities and Their Needs	16			66.5	79.46		
	II. Promoting Student Learning and Development	40			69.47	79.29		
	III. Promoting Student Achievement in ELA/RDG/Math	39 - 40			66.41	87.14		
	IV. Foundations & Professional Responsibilities	24			67.07	72.02		
231 ENG LANGUAGE ARTS AND READING 7-12	Total	100	241.47	261			919	1
	I. Integrated Language Arts	12			71.58	66.67		
	II. Literature and Reading Processes	32			67.59	87.5		
	III. Written Communication	24			71.04	87.5		
	IV. Oral Communication and Media Literacy	12			70.85	75		
	Constructed Responses	20			46.6	60		
232 SOCIAL STUDIES 7-12	Total	120	231.81	242.33			656	9
	I. World History	17 - 18			67.29	66.67		
	II. United States History	24 - 25			62.44	70.24		
	III. Texas History	15 - 16			53.93	59.44		
	IV. Geography	16			66.64	68.06		
	V. Government and Citizenship	15 - 16			69.92	75.56		
	VI. Economics and Science; Technology and Society	15 - 16			61.35	67.55		
	VII. Social Studies Foundations, Skills, Research, and Instruction	15 - 16			73.18	78.75		

Test Name		# of Scored Points *	Average Scaled Score		Average % Correct		# of Examinees	
			All Programs	Program	All Programs	Program	All Programs	Program
195 SUPERINTENDENT	Total	80	254.44	261.40			290	5
	I. Leadership of the Educational Community	32			76.27	78.13		
	II. Instructional Leadership	24			77.57	82.50		
	III. Administrative Leadership	24			77.18	84.17		
233 HISTORY 7-12	Total	80	243.22	270.00			316	1
	I. World History	23 - 25			62.85	79.17		
	II. U.S. History	29 - 31			64.47	79.31		
	III. Texas History	16 - 18			59.46	81.25		
	IV. Foundations, Skills, Research And Instruction	8 - 11			69.17	81.82		
235 MATHEMATICS 7-12	Total	80	242.11	234.00			604	1
	I. Number Concepts	11			66.77	63.64		
	II. Patterns and Algebra	27			64.40	59.26		
	III. Geometry and Measurement	15			66.24	46.67		
	IV. Probability and Statistics	11			67.97	72.73		
	V. Processes and Perspectives	8			67.03	62.50		
	VI. Learning/Instruction/and Assessment	8			63.25	62.50		
801 CORE SUBJECTS EC-6 ELAR/STR	Total	65	237.94	237.90			6914	41
	I. ELAR & STR (801)	65			62.14	63.19		
802 CORE SUBJECTS EC-6 MATH	Total	39 - 40	242.19	245.13			7120	40
	II. Mathematics (802)	39 - 40			60.66	61.81		
803 CORE SUBJECTS EC-6 SOCIAL STUDIES	Total	35	240.02	238.28			7192	40
	III. Social Studies (803)	35			59.55	58.79		
804 CORE SUBJECTS EC-6 SCIENCE	Total	45	242.09	250.03			7078	40
	IV. Science (804)	45			63.67	67.50		
805 CORE SUBJECTS EC-6 FINE ARTS & HLTH/PE	Total	44 - 45	236.10	237.43			6892	40
	V. Fine Arts, Health & Phys Ed (805)	44 - 45			57.37	58.72		

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Memorandum of Understanding
Between Texas A&M University-Central Texas & [Name] ISD
2017 – 2018 Draft

Purpose

The purpose of the agreement is to provide a framework for collaboration between Texas A&M University-Central Texas and the [Name] Independent School District that ensures the certification requirements established by TEA are met. Through our partnership and this agreement, it is the goal of Texas A&M University-Central Texas to support the mission and goals of [Name] ISD.

This Memorandum of Understanding is made and entered into by and between Texas A&M University-Central Texas (hereinafter “the University”) and the [Name] Independent School District (hereinafter “the District”) for the completion of the field experience, practicum, or internship required by the State of Texas and the State Board for Educator Certification for Texas certifications.

The University and District acknowledge that no contractual relationship is created by this agreement. The Memorandum of Understanding is designed to establish a successful partnership and commitment to the terms of agreement listed as follows:

Teacher Certification

The District agrees to:

1. Provide an appropriate field-based experience that allows the clinical teacher to meet all certification requirements.
2. Through collaboration, provide a cooperating teacher certified in the same certification category, at least three (3) years of teaching experience, and is an accomplished educator as shown by student learning.
3. Provide the University with the number of clinical teachers who may be placed in the District's schools. The District and the University will collaborate ~~has sole authority~~ to determine where clinical teachers will be placed.
4. Commit to a clinical teacher placement for the length of the field-based experience. If there is a concern, it will be brought to the attention of Administration and the Director of Educator Preparation Services.
5. Provide opportunities for clinical teachers to attend campus and district orientations and trainings.
6. Provide access to appropriate district resources including but not limited to curriculum documents, email, online resources, libraries, forms, and professional development opportunities.

The University agrees to:

1. Recommend for placement in the clinical teaching practicum only those clinical teachers who have earned a satisfactory record and have met the requirements established by the University.
 2. Provide the District the Request for PDIII & Clinical Teaching Form with specific certification guidelines and requirements.
 3. Inform all clinical teachers that they must complete all appropriate paperwork and applications for placement with the District and return them to meet all deadlines set by the school district.
 4. Provide the District the right to refuse placement to any student based on any information obtained during the application process that does not meet district standards.
 5. Provide the District the authority to dismiss, reassign, or take other appropriate action against a clinical teacher deemed to be in the District's best interest.
 6. Provide the cooperating teacher and clinical teachers training on their responsibilities regarding participation in the clinical teaching experience, including professional conduct, the District Board Policies, rules set by the University, rules and procedures set by the District as set out in the
-

Employee Handbook, and state and federal laws relating to education with specific attention to FERPA and the Texas Educator Code of Ethics.

7. Provide the District, the clinical teacher, the cooperating teacher, and the university supervisor access to curriculum requirements, evaluation forms, project descriptions, handbooks, calendars, schedules, or any other documentation or materials which is necessary to effectively facilitate and support the clinical teacher during this experience.

Teacher Certification by Internship

The District agrees to:

1. Provide an appropriate full-time position that allows the intern to meet all certification requirements.
2. Through collaboration, provide a mentor certified in the same certification category, at least three (3) years of teaching experience, and is an accomplished educator as shown by student learning.
3. Commit to an intern placement for the length of the school year. If there is a concern, it will be brought to the attention of Campus Administration and the Director of Educator Preparation Services.
4. Provide opportunities for interns to attend campus and district orientations and trainings.
5. Provide the University a copy of the intern's T-TESS goals, walkthrough information, and final T-TESS appraisal.

The University agrees to:

1. Recommend for hire interns that have met the requirements established by the University.
2. Provide the District the Statement of Eligibility for Internship Form with specific certification guidelines and requirements.
3. Inform all interns and mentor teachers that they must complete all appropriate paperwork and return them to meet all deadlines.
4. Provide the District the authority to dismiss, reassign, or take other appropriate action against an intern deemed to be in the District's best interest.
5. Provide interns and mentor teachers training on their responsibilities regarding participation in the internship, including professional conduct, the District Board Policies, rules set by the University, rules and procedures set by the District as set out in the Employee Handbook, and state and federal laws relating to education with specific attention to FERPA and the Texas Educator Code of Ethics.
6. Provide the District, the intern, the mentor teacher, and the university supervisor access to curriculum requirements, evaluation forms, project descriptions, handbooks, calendars, schedules, or any other documentation or materials which is necessary to effectively facilitate and support the clinical teacher during this experience.
7. The University agrees to pay the mentor a stipend of \$250.00 per semester upon receipt of required documentation.

Student Services Certification Professional Certification

The District agrees to:

1. Provide a supervised practicum or internship to an employee of the District in the particular field for which a Student Services Certificate is sought. If the Student Services Certificate candidate is not a District employee, the candidate must go through the District process to become a Substitute Teacher.
2. Through collaboration, provide a site-supervisor certified in the same certification category, at least three (3) years of experience in the aspects of the certification class being sought, and is an accomplished educator as shown by student learning.
3. Ensure the campus principal's approval for the campus to serve as a practicum site for the following ~~professional~~ student services certifications: School Counselor, Reading Specialist, and Principal. Ensure the superintendent's approval for the campus administrator to complete the practicum in the school district for the Superintendent Certification.
4. Commit to site-supervision for the length of the practicum or internship. If there is a concern, it will be brought to the attention of Administration and the Director of Educator Preparation Services.
5. Assign no more than one (1) practicum candidate to a site-supervisor unless prior approval by the District. In the superintendent practicum, more than (1) practicum candidate is appropriate.
6. Ensure that the site-supervisor has proof of professional insurance to cover supervisory duties.
7. Provide access to appropriate district resources including but not limited to curriculum documents, email, online resources, libraries, forms, and professional development opportunities.
8. Ensure that any necessary information or district forms/contracts needed from the Student Services Certificate candidate are obtained.
9. Provide access to necessary and required training (CHAMPS, CPI, etc.) if applicable.
10. The site-supervisor will determine the success of the practicum by completing the Candidate Recommendation Form submitting to the University. The site-supervisor will determine if the candidate should be recommended for a standard certificate.

The University agrees to:

1. Recommend for site-supervision only those student services ~~professional~~ certification candidates who have earned a satisfactory record and have met the requirements established by the University.
2. Provide the District the Request for Student Services Professional Certificate Practicum Form with specific certification guidelines and requirements.
3. Inform all student services certification ~~professional~~ candidates that they must complete all appropriate paperwork and applications for placement with the District and return them to meet all deadlines set by the school district.
4. Provide the District the right to refuse a practicum placement to any Student services ~~professional~~ certification candidate based on any information obtained during the application process that does not meet district standards.
5. Provide the District the authority to dismiss, reassign, or take other appropriate action against a student services ~~professional~~-certification candidate deemed to be in the District's best interest.
6. Provide site-supervisors and student services ~~professional~~ certification candidates training on their responsibilities regarding participation in the clinical teaching experience, including professional conduct, the District Board Policies, rules set by the University, rules and procedures set by the District as set out in the Employee Handbook, and state and federal laws relating to education with specific attention to FERPA and the Texas Educator Code of Ethics.
7. Provide the District, the student services ~~professional~~-certification candidates, the site-supervisor, and the university field supervisor access to curriculum requirements, evaluation forms, project descriptions, handbooks, calendars, schedules, or any other documentation or materials which is necessary to effectively facilitate and support the student services ~~professional~~ certification student during this experience.
8. The field supervisor will determine the success of the practicum by completing the Candidate Recommendation Form and submitting to the University. The site-supervisor will determine if the candidate should be recommended for a standard certificate.

The University and [Name] ISD jointly agree to:

- 1. Establish ongoing, open communication between the University staff and the District.
- 2. Comply with all state and federal laws and regulations.
- 3. Comply with all university and district policies and procedures.

Term of Agreement, Modification, Termination:

This agreement shall be effective when executed by both parties and shall remain in effect for a period of one (1) year from the date of inception. This agreement may be terminated without cause upon written notice by either party.

This agreement may be modified in writing upon approval of both parties.

AGREED:

_____	_____
[Name], Superintendent	Date
_____	_____
Dr. Edward Hill, Dean of College of Education	Date
_____	_____
Dr. Amber Lynn Diaz, Director of Educator Preparation Services	Date

If your school district would like to make any changes to the Memorandum of Understanding for the 2017-2018 school year, please contact Amber Lynn Diaz at amberlynnndiaz@tamuct.edu.



Candidate Information

Candidate: _____ TEA ID: _____

Home Address: _____
Street City State Zip

Home Phone: _____ Cell Phone: _____

Email: _____
Practicum or Internship Field Role Start Date End Date

Certification Area: _____

School Campus Information

School Campus: _____ School Time: _____
Start End

Principal: _____ Email: _____

School Address: _____
Street City State Zip

School Phone: _____ Fax: _____

Cooperating Teacher/Mentor/Site-Supervisor Information

Name #1: _____ TEA ID: _____

Address: _____
Street City State Zip

Room #: _____ Email: _____

Certification(s): _____

Years of Experience: _____

Grade Level: _____ Subject(s): _____

Name #2: _____ TEA ID: _____

Address: _____
Street City State Zip

Room #: _____ Email: _____

Certification(s): _____

Years of Experience: _____

Grade Level: _____ Subject(s): _____

Texas A&M University-Central Texas
 Strategic Partners Education Advisory Council
 Friday, April 7, 2017 10:00 am - 11:30 am – Warrior Hall

Last	First	Entity/Organization	Title/Position	Signature
Allen	Amanda	Texas A&M University-Central Texas	Faculty, C&I	
Adams	Lisa			
Anderson	Stephen	Texas A&M University-Central Texas	Faculty, C&I	
Avritt	John	CCISD	consultant	
Aycock	Beth	Salado ISD	Principal	
Barlow	Melissa	Texas A&M University-Central Texas	Administrative Associate	
Battershell	Robin	Temple ISD	Superintendent	
Blassingame	Jamie	Texas A&M University-Central Texas	Univeristy Field Supervisor	
Buckley	Susan			
Burke	Julie	Killeen ISD	HR	
Burns	Joe	Copperas Cove ISD	Superintendent	
Cox	Gail	Temple College	Chair/College of Education	
Craft	John	Killeen ISD	Superintendent	
Crutchfield	John	Greater Killeen Chamber	President/CEO	
Cude	Kellie	Texas A&M University-Central Texas	Grad Studies/Faculty, C&I	
Davis	Deborah	Texas A&M University-Central Texas	Chair/C&I	
Davis	Jennifer	Texas A&M University-Central Texas	Univeristy Field Supervisor	

Texas A&M University-Central Texas
 Strategic Partners Education Advisory Council
 Friday, April 7, 2017 10:00 am - 11:30 am – Warrior Hall

Last	First	Entity/Organization	Title/Position	Signature
Diaz	Amber	Texas A&M University-Central Texas	Certification Officer, EPS	
duBois	Christopher	Temple ISD	Principal	
Duncan	Todd	Texas A&M University-Central Texas	Faculty, EDAD	
Eddins	Bobbie	Texas A&M University-Central Texas	Faculty, EDAD	
Engen	Michael	Ft. Hood Garrison	Education Services Officer	
Farris	Ann	City of Killeen	Assistant City Manager	
Florence	Susan	Texas A&M University-Central Texas	Univeristy Field Supervisor	
Freeman	Lacy	Copperas Cove ISD		
Gilmore	Michele	Killeen ISD	HR	
Gilstrap	Jason	Rogers ISD	Superintendent	
Glenn	Elizabeth	Texas A&M University-Central Texas	Coordinator of Field Placements and Testing	
Gray-Vickrey	Peg	Texas A&M University-Central Texas	Provost	
Griffin	Terry	Harker Heights Elem	Assistant Principal	
Gullekson	Joseph	Killeen ISD	Principal	
Hill, Jr.	Edward	Texas A&M University-Central Texas	College of Education Dean	
Hull	Debra	Texas A&M University-Central Texas	Univeristy Field Supervisor	
Jeter	Neil	Troy ISD	Superintendent	

Texas A&M University-Central Texas
 Strategic Partners Education Advisory Council
 Friday, April 7, 2017 10:00 am - 11:30 am – Warrior Hall

Last	First	Entity/Organization	Title/Position	Signature
Jones	Clifton	Texas A&M University-Central Texas	Executive Director Enrollment Management	
Jones	Jerry	Texas A&M University-Central Texas	Dean, College of Arts & Sciences	
Keller	Mary	Military Child Education Coalition		
Kincannon	Susan	Belton ISD	Superintendent	
Kirk	Jeff	Texas A&M University-Central Texas	Associate Provost	
Kirkland	Becky	St. Joseph's Catholic School	Principal	
Kucera	Stephanie	Region 12 Service Center	Director Academic Services	
Lamper	Laura	Central Texas College	EC Professor, CTC	
Love	Kayleen	Copperas Cove ISD		
Lovesmith	Deanna	Belton ISD	Assoc. Provost	
Lugo	Lester	Texas A&M University-Central Texas	Registrar	
Lynch	Erica			
Morris	Amanda	Lampasas ISD	Teacher	
Nigliazzo	Mark	Texas A&M University-Central Texas	President	
Novotny	Michael	Salado ISD	Superintendent	
Ott	Bobby	Temple ISD		
Parks	Christine	Temple ISD	Principal	

Texas A&M University-Central Texas
 Strategic Partners Education Advisory Council
 Friday, April 7, 2017 10:00 am - 11:30 am – Warrior Hall

Last	First	Entity/Organization	Title/Position	Signature
Porter	Russell	Texas A&M University-Central Texas	Associate Provost	
Potvin	Cynthia	Texas A&M University-Central Texas	University Field Supervisor	
Price	Betty	Copperas Cove Chamber	President	
Rainwater	Jan	Texas A&M University-Central Texas	University Field Supervisor	
Redmon	Allen	Texas A&M University-Central Texas	Faculty, English	
Roberts	Mienie	Texas A&M University-Central Texas	Faculty, Math	
Ross	Jill	Belfon ISD	Principal	
Santibanez	Lydia	VA Medical Center	Temple College Board of Trustees	
Schilke	Richard	Texas A&M University-Central Texas	Assistant Vice President for Technology	
Sprinkles	Kevin	Academy ISD	Superintendent	
Tang	Agnes	Texas A&M University-Central Texas	Faculty, C&I	
Thornhill	Tammy	Killeen ISD	Teacher	
Vasek	Austin	Texas A&M University-Central Texas	Faculty, EDAD	
Vivona	Genna	Texas A&M University-Central Texas		
Waite	Al	Texas A&M University-Central Texas		
Waite	Diane	Texas A&M University-Central Texas		
Walsh	Kathie	Ft. Hood Garrison	Education Services Division	
White	Keona			

Texas A&M University-Central Texas
 Strategic Partners Education Advisory Council
 Friday, April 7, 2017 10:00 am - 11:30 am – Warrior Hall

Last	First	Entity/Organization	Title/Position	Signature
Widacki	Matthew	Killeen ISD	Principal	
Wright	Matthew	Killeen ISD	Teacher, At Risk	
Wyrick	Janet	Texas A&M University-Central Texas	University Field Supervisor	
Young	Everett	Fort Hood Education Services		<i>Everett Young</i>
Capito	Tina	My Tutor and More		<i>Tina Capito</i>
LaComb	Sara	Clinical Teacher	Student	<i>Sara LaComb</i>
Eric Lynch	Erica	MCEC for Marykeller		<i>Erica Lynch</i>
Hernandez	Erika	Clinical Teacher	Student	<i>Erika Hernandez</i>
JOHNSON	Gregory	KILLEEN CITY COUNCIL		<i>Gregory Johnson</i>
AVRITT	Kelly	CCISO	Dir of Research/Student	<i>Kelly Avritt</i>
Hamilton	Christina	TAMUCT	Assistant Professor	<i>Christina Hamilton</i>
Griggs	Brendon	TAMUCT	Dean of Student	<i>Brendon Griggs</i>
Saatci,	Yesim	TAMUCT	Ass. Prof.	<i>Y. Saatci</i>



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS™

Strategic Partners Education Advisory Council (SPEAC)

Nomination Form

I would like to nominate the following individual(s) to serve as the SPEAC Co-Chair.

Mike Novotny
Neil Jeter



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS™

Strategic Partners Education Advisory Council (SPEAC)

Nomination Form

I would like to nominate the following individual(s) to serve as the SPEAC Co-Chair.

Joe Burns
Gail Cox



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS™

Strategic Partners Education Advisory Council (SPEAC)

Nomination Form

I would like to nominate the following individual(s) to serve as the SPEAC Co-Chair.

Michael Novotny



Texas A&M University-Central Texas Educator Preparation Program Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards

(3) Ethical Conduct Toward Students.

- Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
(i) the nature, purpose, timing, and amount of the communication;
(ii) the subject matter of the communication;
(iii) whether the communication was made openly or the educator attempted to conceal the communication;
(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
(v) whether the communication was sexually explicit; and
(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

I affirm that I will comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom, as set forth by the Texas Administrative Code §247.2. As a Texas educator, in maintaining the dignity of the profession, I shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. In exemplifying ethical relations with colleagues, I shall extend just and equitable treatment to all members of the profession. In accepting a position of public trust, I shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. In fulfilling responsibilities in the community, I shall cooperate with parents and others to improve the public schools of the community.

I hereby affirm that I have read and thoroughly understand the Texas Educators' Code of Ethics TAC 247.2 and shall abide by all enforceable standards of this rule.

JOHN ARMSTRONG
Printed Name
Signature
Date 4/7/17

Please check the applicable box.

- Candidate
Faculty
Staff
Field Supervisor
Community Member



Texas A&M University-Central Texas Educator Preparation Program Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards

(1) Professional Ethical Conduct, Practices and Performance.

- Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
- Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
- Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
- Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
- Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
- Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
- Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
- Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
- Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
- Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
- Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
- Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
- Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.
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(2) Ethical Conduct Toward Professional Colleagues.

- Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
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Texas A&M University-Central Texas Educator Preparation Program Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards

(3) Ethical Conduct Toward Students.

- Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
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Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
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(v) whether the communication was sexually explicit; and
(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

I affirm that I will comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom, as set forth by the Texas Administrative Code §247.2. As a Texas educator, in maintaining the dignity of the profession, I shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. In exemplifying ethical relations with colleagues, I shall extend just and equitable treatment to all members of the profession. In accepting a position of public trust, I shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. In fulfilling responsibilities in the community, I shall cooperate with parents and others to improve the public schools of the community.

I hereby affirm that I have read and thoroughly understand the Texas Educators' Code of Ethics TAC 247.2 and shall abide by all enforceable standards of this rule.

Kelly AVRITT
Printed Name

[Signature]
Signature

04/07/17
Date

Please check the applicable box.

- Candidate Faculty Staff Field Supervisor Community Member



Texas A&M University-Central Texas Educator Preparation Program Code of Ethics and Standard Practices for Texas Educators

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Susan Buckley (Printed Name), Susan Buckley (Signature), 4/7/17 (Date)

Please check the applicable box.

- Candidate, Faculty, Staff, Field Supervisor, Community Member



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Texas A&M University-Central Texas Educator Preparation Program Code of Ethics and Standard Practices for Texas Educators

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Tina Capito
Printed Name

[Signature]
Signature

4/7/19
Date

Please check the applicable box.

- Candidate Faculty Staff Field Supervisor Community Member



Texas A&M University-Central Texas Educator Preparation Program Code of Ethics and Standard Practices for Texas Educators

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Dr. Gail J. Cox

Printed Name

Gail J. Cox

Signature

April 7, 2017

Date

Please check the applicable box.

- Candidate Faculty Staff Field Supervisor Community Member



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John Craft Printed Name Signature Date 4/7/17

Please check the applicable box.

- Candidate Faculty Staff Field Supervisor Community Member



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- ✓ Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
- ✓ Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
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(2) Ethical Conduct Toward Professional Colleagues.

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Texas A&M University-Central Texas Educator Preparation Program Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards

(3) Ethical Conduct Toward Students.

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Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
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Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
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(v) whether the communication was sexually explicit; and
(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

I affirm that I will comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom, as set forth by the Texas Administrative Code §247.2. As a Texas educator, in maintaining the dignity of the profession, I shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. In exemplifying ethical relations with colleagues, I shall extend just and equitable treatment to all members of the profession. In accepting a position of public trust, I shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. In fulfilling responsibilities in the community, I shall cooperate with parents and others to improve the public schools of the community.

I hereby affirm that I have read and thoroughly understand the Texas Educators' Code of Ethics TAC 247.2 and shall abide by all enforceable standards of this rule.

Deborah Davis
Printed Name

Deborah Davis
Signature

4/7/17
Date

Please check the applicable box.

- Candidate, Faculty (checked), Staff, Field Supervisor, Community Member



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Enforceable Standards

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Handwritten signature: Jennifer Davis
Printed Name: Jennifer Davis
Signature: [Handwritten Signature]
Date: 4-7-17

Please check the applicable box.

- Candidate, Faculty, Staff, Field Supervisor (checked), Community Member



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Chris duBois, Ed. D.
Printed Name

[Signature]
Signature

4-7-17
Date

Please check the applicable box.

- Candidate Faculty Staff Field Supervisor Community Member



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William Todd Duncan

Printed Name

[Signature]

Signature

04/07/2017

Date

Please check the applicable box.

- Candidate Faculty Staff Field Supervisor Community Member



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I hereby affirm that I have read and thoroughly understand the Texas Educators' Code of Ethics TAC 247.2 and shall abide by all enforceable standards of this rule.

SUSAN J. FLORENCE

Printed Name

Susan J. Florence

Signature

4-7-17

Date

Please check the applicable box.

Candidate

Faculty

Staff

Field Supervisor

Community Member



Texas A&M University-Central Texas Educator Preparation Program Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards

(1) Professional Ethical Conduct, Practices and Performance.

- sgj Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
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- sgj Standard 1.4. The educator shall not use Institutional or professional privileges for personal or partisan advantage.
- sgj Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
- sgj Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
- sgj Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
- sgj Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
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Texas A&M University-Central Texas Educator Preparation Program Code of Ethics and Standard Practices for Texas Educators

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Neil Jeter

Printed Name

Neil Jeter

Signature

4-7-17

Date

Please check the applicable box.

Candidate

Faculty

Staff

Field Supervisor

Community Member



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I hereby affirm that I have read and thoroughly understand the Texas Educators' Code of Ethics TAC 247.2 and shall abide by all enforceable standards of this rule.

GREGORY JOHNSON

[Handwritten Signature]

07 APR 2017

Printed Name

Signature

Date

Please check the applicable box.

- Candidate, Faculty, Staff, Field Supervisor, Community Member (checked)



Texas A&M University-Central Texas Educator Preparation Program Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards

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Texas A&M University-Central Texas Educator Preparation Program Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards

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Cynthia Potvin Printed Name Cynthia Potvin Signature 4/7/17 Date

Please check the applicable box.

- Candidate Faculty Staff Field Supervisor Community Member



Texas A&M University-Central Texas
Educator Preparation Program
Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards

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Jan Rainwater (Printed Name), Jan Rainwater (Signature), 4/7/17 (Date)

Please check the applicable box.

- Candidate, Faculty, Staff, Field Supervisor (checked), Community Member



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Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
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(iii) whether the communication was made openly or the educator attempted to conceal the communication;
(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
(v) whether the communication was sexually explicit; and
(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

I affirm that I will comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom, as set forth by the Texas Administrative Code §247.2. As a Texas educator, in maintaining the dignity of the profession, I shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. In exemplifying ethical relations with colleagues, I shall extend just and equitable treatment to all members of the profession. In accepting a position of public trust, I shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. In fulfilling responsibilities in the community, I shall cooperate with parents and others to improve the public schools of the community.

I hereby affirm that I have read and thoroughly understand the Texas Educators' Code of Ethics TAC 247.2 and shall abide by all enforceable standards of this rule.

YESIM SAATCI, Ph.D.
Printed Name

Y. Saatci, Ph.D.
Signature

4/7/2017
Date

Please check the applicable box.

- Candidate
Faculty
Staff
Field Supervisor
Community Member



Texas A&M University-Central Texas Educator Preparation Program Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards

(1) Professional Ethical Conduct, Practices and Performance.

- Y.S. Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
- Y.S. Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
- Y.S. Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
- Y.S. Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
- Y.S. Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
- Y.S. Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.
- Y.S. Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
- Y.S. Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
- Y.S. Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
- Y.S. Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
- Y.S. Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
- Y.S. Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
- Y.S. Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.
- Y.S. Standard 1.14. The educator shall not assist another educator, school employee, contractor, or agent in obtaining a new job as an educator or in a school, apart from the routine transmission of administrative and personnel files, if the educator knows or has probable cause to believe that such person engaged in sexual misconduct regarding a minor or student in violation of the law.

(2) Ethical Conduct Toward Professional Colleagues.

- Y.S. Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
- Y.S. Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
- Y.S. Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
- Y.S. Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
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Texas A&M University-Central Texas Educator Preparation Program Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards

(3) Ethical Conduct Toward Students.

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I hereby affirm that I have read and thoroughly understand the Texas Educators' Code of Ethics TAC 247.2 and shall abide by all enforceable standards of this rule.

Agnes Tang (Printed Name), Agnes Tang (Signature), 4/7/2017 (Date)

Please check the applicable box.

- Candidate, [checked] Faculty, Staff, Field Supervisor, Community Member



Texas A&M University-Central Texas Educator Preparation Program Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards

(1) Professional Ethical Conduct, Practices and Performance.

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Texas A&M University-Central Texas Educator Preparation Program Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards

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I hereby affirm that I have read and thoroughly understand the Texas Educators' Code of Ethics TAC 247.2 and shall abide by all enforceable standards of this rule.

Genna P. Vivonia Printed Name
Genna P. Vivonia Signature
April 7, 2017 Date

Please check the applicable box.

- Candidate Faculty Staff Field Supervisor Community Member



Texas A&M University-Central Texas Educator Preparation Program Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards

(1) Professional Ethical Conduct, Practices and Performance.

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Texas A&M University-Central Texas Educator Preparation Program Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards

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I hereby affirm that I have read and thoroughly understand the Texas Educators' Code of Ethics TAC 247.2 and shall abide by all enforceable standards of this rule.

ALBERT C. WATTE Printed Name
[Signature] Signature
04-07-17 Date

Please check the applicable box.

- Candidate Faculty Staff Field Supervisor Community Member



Texas A&M University-Central Texas Educator Preparation Program Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards

(1) Professional Ethical Conduct, Practices and Performance.

- SW* Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.
- SW* Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
- SW* Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
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DIANE M. WAITE Printed Name Diane M. Waite Signature 4/7/17 Date

Please check the applicable box. [] Candidate [] Faculty [] Staff [x] Field Supervisor [] Community Member



Texas A&M University-Central Texas Educator Preparation Program Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards

(1) Professional Ethical Conduct, Practices and Performance.

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- DMU Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
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(2) Ethical Conduct Toward Professional Colleagues.

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- DMU Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.



Texas A&M University-Central Texas Educator Preparation Program Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards

(3) Ethical Conduct Toward Students.

- Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
(i) the nature, purpose, timing, and amount of the communication;
(ii) the subject matter of the communication;
(iii) whether the communication was made openly or the educator attempted to conceal the communication;
(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
(v) whether the communication was sexually explicit; and
(vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

I affirm that I will comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom, as set forth by the Texas Administrative Code §247.2. As a Texas educator, in maintaining the dignity of the profession, I shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. In exemplifying ethical relations with colleagues, I shall extend just and equitable treatment to all members of the profession. In accepting a position of public trust, I shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. In fulfilling responsibilities in the community, I shall cooperate with parents and others to improve the public schools of the community.

I hereby affirm that I have read and thoroughly understand the Texas Educators' Code of Ethics TAC 247.2 and shall abide by all enforceable standards of this rule.

Keonna White (Printed Name), Keonna White (Signature), 4/7/17 (Date)

Please check the applicable box.

- Candidate, Faculty, Staff, Field Supervisor, Community Member (checked)



Texas A&M University-Central Texas Educator Preparation Program Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards

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Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

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Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

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EVERETT YOUNG
Printed Name

Everett Young
Signature

7 Apr 17
Date

Please check the applicable box.

- Candidate Faculty Staff Field Supervisor Community Member



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Strategic Partners Education Advisory Council (SPEAC)

Program Operation, Evaluation, & Advisement Collaborative Questions

Teacher Preparation Program Dr. Agnes Tang: Coordinator

TAC 228.35 (e)(2)(c)(vi)(F) Candidates need to experience a full range of professional responsibilities that shall include the start of the school year. The start of the school year is defined as the first 15 instructional days of the school year. If these experiences cannot be provided through clinical teaching, they must be provided through field-based experiences. What suggestions do you have for clinical teachers that start Clinical Teaching in the Spring semester?

- College Starts after ISDs
- Extend High School Level, many of the same started school experiences apply to the start of semester II
- Can you require them to sub a few days? Reflect on this experience
- Multiple levels and schools
- Required observation hours in the fall during the first 15 days – trade for built in flex days in the spring
- Thinking back to my early days, I visit, I would have enacted a 15 day emerging survival guide. Although university classes began after public schools, this could be a pre-class expectation project done after school starts.

What other comments, ideas, needs, or suggestions would you like to share with us regarding the undergraduate Teaching Certification Educator Preparation Program?

- I think hands-on teaching practical experiences may be difficult to coordinate because summer deliveries are generally recovery efforts; these opportunities generally require the expertise of veteran teachers. Alternatives might be in enrichment environments.
 - Maybe host a small job fair on sight and invite some principals to meet new graduates in spring or fall if available.
 - Cohesion between classes/courses regarding lesson planning (examples) content – vertical/horizontal alignment.
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Strategic Partners Education Advisory Council (SPEAC)

Program Operation, Evaluation, & Advisement Collaborative Questions

Master in Education with Teacher Certification Program
Dr. Stephen Anderson; Coordinator

We are currently redesigning the degree to be a Master's of Arts in Teaching (similar to TMATE). We would like the possibility of including a summer component to include hands on teaching. What are your thoughts and ideas regarding the creation of this teaching component?

- For a 2017 summer camp, time is of the essence at this point to get word out to parents before the end of this school year.
- Classroom Management – We need to find out what specific district policies are regarding cell phones in classroom. Specifically what can an intern do/not do with regard to classroom discipline and student engagement. Our interns seem to lack skills to handle these issues thus initiative passes to the students.
- I think hands-on teaching practical experiences may be difficult to coordinate because summer deliveries are generally recovery efforts; these opportunities generally require the expertise of veteran teachers. Alternatives might be in enrichment environments.
- Partner with school districts to teach/present during summer school. (all levels)
- Create EOC remediation lessons to present prior to summer retest in July
- Great idea summer component to include hands on teaching
- Our students need “experience working with children in an educational setting
- Candidates can help provide intervention services/lessons at summer school or on campus enrichment camps
- Summer school collaboration with school districts, often districts has a shortage of summer school teachers.

What other comments, ideas, needs, or suggestions would you like to share with us regarding the graduate Teaching Certification Educator Preparation Program?

- Collaboration between field supervisors and faculty – per our conversation.
 - The interns seem to be overwhelmed with paperwork for this program... Weekly reflections in part, which are on top of their school and district requirements and lesson preparations. Some of my interns are faithful in completing paperwork. Others just ignore it. I have no mandate to manage this issue. Also, mentor teacher requirements are not always met. I have one who never observed intern because she had the same schedule. Interns should not be taking coursework during their teaching year.
 - Still needs to be heavily ground in pedagogy. Emphasis areas could include compensatory education, reading/ English Language Learners.
 - Face to face conversations with principals
-



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Strategic Partners Education Advisory Council (SPEAC)

Program Operation, Evaluation, & Advisement Collaborative Questions

Reading Specialist Preparation Program

Dr. Stephen Anderson; Coordinator

During the SPEAC Meeting last year, we asked if the Reading Specialist Certification was still a viable certification need and the response was yes. However, we do not have a high interest in teachers seeking this certification. What would you suggest would be a good way to market this certification to your teachers?

- The reading specialist certification is vital many unqualified teachers are serving in these roles. School districts need to compensate for these specialized certification.
- Letting current teachers know this program is available is vital
- Connect with dyslexia training. KISD uses the "Wilson" program. If that training is provided they will be more marketable. (3-day training)
- The challenge is compounded by the selective lack of HS reading interventions still offered. Reading as a speciality intervention seems to be sacrificed for other supports – content mastery, RLI, etc.
- Get with Phyllis Wheeler – Adjunct Faculty at A&M and longtime English teacher in KISD

What other comments, ideas, needs, or suggestions would you like to share with us regarding the Reading Specialist Certification Educator Preparation Program?

- Many secondary ELAR/Reading teachers lack the expertise to teach students to be literate. This reading specialist certification is key to closing the literacy gaps.
-



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Program Operation, Evaluation, & Advisement Collaborative Questions

School Counselor Preparation Program Dr. Genna Vivona; Coordinator

- Many programs are 60 hours already
 - CACREP is a 60 program, need to stay CACREP
 - 60 hour is a must! Especially if students want additional licenses
 - Additional courses: Crisis management, recreational drug use/prevention, legal topics (504, SPED, etc.) How to effectively plan a student's college/career plan (k-12 plan)
 - Have grad students develop a conference for Cen's for local school counseling and clinicians
 - 48 to 60 Hours
 - Topics for training
 - TBRI
 - Restorative Discipline
 - High needs campuses
 - How are school counselor trained to assist w/restorative practices and interventions for students struggling behaviorally?
 - HB5 issues 4 year plan knowledge of this
 - Mobility for KISD stabilization letter, transcript issues
 - Scholarships for graduates (management), very important to parents
 - Strong on counseling
 - Time management (cannot spend too much one on one time at beg of school when registering 2000 + students
 - Credit recovery issues/ideas
 - Secondary counselors seem to be getting further and further removed from interventionist activities 0 social supports, personal development etc.
 - Behavior intervention and social supports/interaction with outside agencies is a greater and greater part of service to secondary students
-



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Strategic Partners Education Advisory Council (SPEAC)

Program Operation, Evaluation, & Advisement Collaborative Questions

Principal Preparation Program
Dr. Todd Duncan; Coordinator

The Texas Administrative Code requires observations in the practicum to include one face-to-face and the others can be conducted through electronic transmission or other video or technology-based method. In our practicum, all three observations are conducted face-to-face. Would you provide your thoughts on the idea of including technology as part of the observation process in our practicum?

- Love face to face
- Tech would be okay for work/projects needing to be done, but it's hard to have a full experience online only
- Doing face to face observations holds the intern to a higher level of expectations. There are nuances that I wonder might be missed should observations be electronic. Keep at least 2 or 3 as face to face.
- Today's students will be more comfortable with digital observations formatting. Will likely be more efficient
- I think that face to face is best
- Although, I am not opposed to some technology component I do not think it is beneficial to replace face to face observation. A blended model may be attractive and prospective candidates.
- Technology can allow for flexibility to see growth over time. (Digital portfolios)

We currently have a focus in our M.Ed. with principal certification program on improved recruitment efforts. We asked our CAPS committee to provide some input into improving our recruitment efforts. (The suggestions are enumerated in the CAPS minutes found on p. 142). Do you have suggestions or ideas regarding the recruitment of quality principal candidates?

- Continue to take recommendations from principals
 - Advertise cost efficiencies
 - Recruitment focused around higher level jobs. Those who want to become coordinators/district level jobs. Many who are transient may not realize you need principal certification to qualify for the higher level jobs.
 - More marketing through personal email.
-



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Strategic Partners Education Advisory Council (SPEAC)

Program Operation, Evaluation, & Advisement Collaborative Questions

Superintendent Preparation Program Dr. Austin Vasek; Faculty

The coursework in the Superintendent Certification program is currently blended, online design and delivery supplemented by select face-to-face class sessions. Do you believe in the value of having select face-to-face class sessions?

- Yes face to face needed it helps build relationships
- Yes, assuming each cohort can provide enough insight and variety of experiences. Contingent upon number of participants
- Absolutely

How can we enhance the face-to-face class sessions with value added components?

- Have guest speakers on timely topics that superintendents struggle with.
- This could align with the test (tax rates, bond elections, booster clubs, etc.)
- Invite experienced superintendents to engage in specific conversations pertaining to various current topics
- Provide experiences to learn from correctly engaged practitioners. This is very valuable down to earth, on the street experience to provide perspective and challenges and issues.
- Keep current, real life experiences that favor the superintendents of today

What suggestions do you have how we best identify potential candidates for the Superintendent Certification program?

- Build relationships with superintendents to help grow their leadership team
 - Visit with partnering districts local districts HR department or superintendents for reference.
 - Target smaller school principals in the region. Although many principals interested in superintendent service so many are drawn to the plethora of online programs. Small school leaders are a good target for programs that emphasize at least some face to face components articulating with a doctored pathway.
 - Target current principals and school administrators
-



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Program Operation, Evaluation, & Advisement Collaborative Questions

Educator Preparation Services
Dr. Amber Lynn Diaz, Director

What services could we provide that would help you, your teachers, your schools, or your district?

- CEU opportunities (come to campus or go to district campus) Offering CEU's could have the additional benefit of promoting TAMUCT programs. Have graduate students possibly create/lost this conference
- Offer professional development opportunities at a reasonable cost
- Other unique, local opportunities to engage on national or global ed concerns.
- Special events with keynote opportunities/draw a professional services offered to practitioners and potential recruits. Promote TAMUCT as a brand and a player on a bigger stage bringing to regional audience
- Collaborate with local school districts for new teacher induction providing future educators real life experience for the 1st month of school
- Recruitment focus on instructional aides. Many may have the equivalent of an associates degree
- Field supervisors have an after action meeting to debrief the year. Have Dr. Tang and Dr. Anderson present to help us correlate our field observations with taught curriculum to recognize any "disconnects" or differences

What recommendations do you have for the SPEAC Meeting (agenda, presentations, information, etc.)?

- I think the reformatted format that will allow for collaboration is a good idea
 - Meeting plan, agenda, communications very well proposed and enacted. Information very comprehensive and valuable
 - Real life classroom
 - Projects that focus around the 1st month
 - Train mentors/team with school district to help with mentor program
-



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Strategic Partners Education Advisory Council (SPEAC)

Program Operation, Evaluation, & Advisement Collaborative Questions

College of Education
Dr. Edward Hill, Dean

What other comments, ideas, needs, or suggestions would you like to share with me?

- Community College – some way to communicate the value of the core classes towards the certification
 - Students may not think that any information from the lower level course work relevant at the university
 - Idea web opportunity for education students to review
 - Allow education student to retain differently
 - You are right on target with the concept that we need more brand recognition to compete
 - I think you can promote the emphasize/value in TAMUCT programs or at least some face to face opportunities – all online is convenient but a much less than experience
 - Reach out and prioritize the smaller/rural schools in your service area. These leaders will encounter many more service opportunities over time than KISD educators, for instance. Cater to the small school professional.
 - To help with teacher certification passing rate give a pretest of test upon entering the program. Based on those scores student would be required to take prep course in the specific area of need. These prep courses would have to be completed prior to taking official test
-