Texas A&M University-Central Texas

SPEAC Meeting

When: April 8th, 2016

Where: Warrior Hall Multipurpose Room

Time: 10:00 a.m. – 12:00 p.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
amberlynndiaz@tamuct.edu

Strategic Partners Education Advisory Council (SPEAC)

Agenda

Date: April 8, 2016
Time: 10:00 a.m. to 12:00 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)
2016-2017 School District Calendars
SPEAC Materials Discussion

Recognition of SPEAC Members
Jeff Kirk - SPEAC Co-Chair; TAMUCT College of Education Dean
Introduction & Appreciation

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

Review of Program Operation, Evaluation, & Advisement

Teacher Preparation Program
Amanda Allen; Coordinator

Reading Specialist Preparation Program
Stephen Anderson; Coordinator

Principal Preparation Program
Susan Humiston; Coordinator
Matthew Widacki; Principal CAPS Co-Chair

Master in Education with Teacher Certification Program
Stephen Anderson; Coordinator

School Counselor Preparation Program
Genna Vivona; Coordinator

Superintendent Preparation Program
Bobbie Eddins; Coordinator
Michael Novotny; Superintendent CAPS Co-Chair

Program Advisement
Amber Lynn Diaz - Director of Educator Preparation Services & Certification Officer
Texas A&M University – Central Texas Pass Rates
Memorandum of Understanding
SPEAC Members Questions

Next Meeting: November 04, 2016 10:00 a.m.

SPEAC

Strategic Partners Education Advisory Council

Handbook

A SPEAC Logo is being designed by Texas A&M University-Central Texas Marketing Department.

TEXAS A&M UNIVERSITY CENTRAL TEXAS™

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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 additional 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

College of Education	
Dr. Jerry Jones (Interim) College of Education Founding Dean Warrior Hall, Suite 318 jeffrey.kirk@tamuct.edu Phone: 254-519-5464 Fax: 254-519-5786	Ms. Harriet Ott Senior Administrative Associate Warrior Hall, Suite 318 hott@tamuct.edu Phone: 254-519-5464 Fax: 254-519-5786
Curriculum & Instruction	
Dr. Deborah Davis Curriculum & Instruction Department Chair Warrior Hall, Suite 322 d.crowder@tamuct.edu Phone: 254-519-5473	Ms. Yvonne Imergoot Senior Administrative Associate Warrior Hall, Suite 322M yvonne.imergoot@tamuct.edu Phone: 254-519-5485 Fax: 254-519-5786
Dr. Amanda Allen Teacher Education Program Coordinator Warrior Hall, Suite 322 agallen@tamuct.edu Phone: 254-519-5411	Dr. Stephen Anderson Masters Program Coordinator Warrior Hall, Suite 322 stephen-c-anderson@tamuct.edu Phone: 254-519-8740
Educational Leadership	
Dr. Bobbie Eddins Superintendent Program Coordinator (interim) Warrior Hall, Suite 322 eddinsb@tamuct.edu Phone: 254-519-5464	Ms. Harriet Ott Senior Administrative Associate Warrior Hall, Suite 318 hott@tamuct.edu Phone: 254-519-5464
Dr. Susan Humiston Principal Program Coordinator Warrior Hall, Suite 322 susan.humiston@tamuct.edu Phone: 254-519-5464	
School Counselor	
Dr. Genna Vivona School Counselor Program Coordinator Warrior Hall gvivona@tamuct.edu Phone: 254-501-5879	Ms. Letitia Hooks Senior Administrative Associate Warrior Hall, Room 318E l.hooks@tamuct.edu Phone: 254-501-5879
Educator Preparation Services Department	
Dr. Amber Lynn Diaz Educator Preparation Services Director Certification Officer Warrior Hall, Suite 322 educatorprep@tamuct.edu	Ms. Melissa Barlow Senior Administrative Associate Warrior Hall, Room 322G educatorprep@tamuct.edu Phone: 254-519-8737 Fax: 254-519-5788
Ms. Elizabeth Glenn Certification Testing & Field Placement Warrior Hall, Suite 322 educatorprep@tamuct.edu Phone: 254-519-5464 Fax: 254-519-5786	

A&M-Central Texas 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 2015 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. Jeffrey Kirk, 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.

Strategic Partners Education Advisory Council 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 eight sub-councils: The Educator Preparation Council (EPC) and 7 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 4, 2016 at 10:00 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. 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/

Texas A&M University-Central Texas
Educator Preparation Program
Complaint Form

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:

☐ EPP Admission Policy
☐ EPP Program Requirements
☐ EPP Field-Based Observations
☐ EPP Clinical Teaching
☐ EPP University Field Supervisor
☐ EPP Program Faculty
☐ Denied EPP Admission
☐ Removed from Program
☐ EPP Practicum
☐ EPP Internship
☐ EPP Observation & Feedback
☐ EPP Certification
☐ Other (please briefly describe)

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)

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

Texas Education Agency

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

March 29, 2016

Via Email with delivery/read receipt

Dr. Jerry Jones, Jr.
Dr. Jeff Kirk
Texas A&M University – Central Texas

Dear Drs. Jones and Kirk:

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 (ASEP) at the April 15, 2016, State Board for Educator Certification (SBEC) meeting.

ACCREDITED

Although this accreditation status is based on 2014-2015 academic year data, it 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 2015-2016 academic year data. In several weeks, as required by the TEC §21.0452, accreditation statuses for all Educator Preparation Programs (EPP) will be posted on the EPP Consumer Information web page at http://www.tea.texas.gov.

Please share this information with appropriate members of your staff. If you have any questions regarding this notification, please contact the TEA staff assigned to your program.

Sincerely,

Tim Miller, Ed.D.
Director of Educator Preparation

Strategic Partners Education Advisory Council (SPEAC)

Meeting Minutes

Date: November 13, 2015
Time: 10:00 a.m. to 11:15 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 June 18, 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 Ann Farris. He introduced Dr. Jeffrey Kirk, Dean of the College of Education.

Recognition of SPEAC Members & Guests
Dr. Jeffrey Kirk introduced some important guests:
Dr. Peg Gray-Vickrey
Dr. Troy Courville, Assistant Provost, and Associate VP for Academic Affairs
All SPEAC Members - Introductions

Dr. Jeffrey Kirk shared some information about the beginning of SPEAC and the work that has been accomplished through 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.

Advisory Council Roles & Responsibilities
Dr. Jeffrey Kirk shared with the SPEAC Members the purpose of the Advisory Council and the development of the SPEAC Handbook done by Dr. Diaz. He also discussed with the SPEAC Members the importance of their roles and responsibilities of serving on this committee. Those roles and responsibilities are located on pages 9-10. He discussed that we had a TEA Compliance Review Audit and that those findings will be discussed later. However, he informed the members of the importance the handbook has during the audit process as it should provide the pertinent information needed. Dr. Kirk Introduced Dr. Amber Lynn Diaz, to discuss in further detail the SPEAC Handbook and topics related to compliance.

Educator Preparation Program Compliance – Update
Dr. Amber Lynn Diaz - Director of Educator Preparation Services & Certification Officer for TAMUCT discussed the 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. After a consolidation of SPEAC Membership list, an email will be sent for receipt and acknowledgement of the SPEAC Handbook. 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. She asked the advisory members if a webpage would be helpful for them to gain access to materials.

She also discussed the approved Educator Preparation Program Complaint Process found on pages 14-15.

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.

Review of Program Operation Program Coordinators & Co-Chairs
Teacher Preparation Program Update
Amanda Allen; Coordinator
Dr. Allen shared that on page 37 of the handbook a brief overview of all certification benchmarks. She shared that the program is growing. The Professional Development I class now has 2 sections. She shared that at the October 10th CAPS meeting the members worked on sequence sheets to identify the certification courses. She also shared that there is a sequence that will work with CTC and Temple College students.

Master in Education with Teacher Certification Program Update
Deb Davis; Department Chair
Dr. Davis continued to emphasize the growth in the Teacher Education Preparation program. She stated that on average there are 44 students and we are already at approximately 120 for next semester.

Counselor Preparation Program Introduction
Genna Vivona; Coordinator
Dr. Diaz shared that Dr. Vivona was unable to make the meeting and will present program information at the April 8th meeting.

Program Advisement
Memorandum of Understanding with Local School Districts
Dr. Kirk shared with the members that we have developed a MOU with local school districts. He requested that any feedback for changes be brought to the April 8th SPEAC Meeting. He shared if any Superintendents were in attendance and had not signed the MOU to please see Dr. Diaz.

Memorandum – TEA Continuing Compliance Audit Review
Dr. Eddins shared the Memorandum found in Appendix H of the SPEAC Handbook. She shared the findings of the TEA Compliance Review by each component.

Commitment Form
Dr. Kirk asked all present members to complete the Commitment Form if they had not previously done so. He shared with the members the importance of attendance and participation. He 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. He 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. He requested the members in attendance turn the Membership form into Melissa Barlow along with their name tag for a prize.

Response to SPEAC Recommendations
Dr. Kirk asked the SPEAC Members if they had any recommendations or items of business to discuss. Members did not have any questions at this time.
Dr. Kirk also shared that we would apply what we learned from the TEA Continuous Improvement Compliance Audit to other Educator Preparation Programs.

He shared the importance of having strong interactions between the SPEAC and CAPS to improve overall collaboration.

Dr. Kirk reminded all members that the next SPEAC Meeting will be April 8th, 2015.

Dr. Diaz asked the members to provide some written feedback and comments to generate stronger collaboration at the April 8th meeting. 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. The following page documents the responses from SPEAC members.

SPEAC Members Written Feedback

What do you need?

- Educational Diagnosticians
- Have Secondary English Candidates w/ESL Supplemental Certification
- Math Teachers
- Teachers
- Counselors
- Librarians
- Student Teachers
- Bilingual teachers
- Classroom Management
- BEH Management
- Diversity
- Foreign Languages
- Deploy incentives communicate
- Teachers that can lead peers
- Digital Learning – Blended Learning
- Higher Order Strategies
- Speech Language Pathologists
- LSSPs
- Secondary Science Teachers (especially physics and chemistry)
- Medical Science Teachers
- Computer Science Teachers
- Principals able to lead – implement plans, personnel, budgeting
- CTE
- Detailed admission criteria and course schedule for potential teacher certification. Need to be able to hand out information to prospects.
- Interns, researchers and a better connection with the College of Education.
- Emphasize Project Based Learning that focuses on collaboration and presentation.
- Focus on relationship building as a prime component of classroom management.
- In Superintendent prep program, focus on real life examples.
- To know the success of our graduates
    - Where are they?
    - What are they doing?
    - How are they changing our world?
- To know the measure of effectiveness of on-line and face-to-face instruction?
- How can/does the College of Education impact Central Texas?
- I need teachers who are able to differentiate instruction in order to ultimately assist all learners reach high levels of success.
- We continue to need more bilingually certified teachers and leaders who come prepared to lead.
- Personnel management and ability to focus on instructional improvement by reviewing data and developing action plans are leadership skills that are lacking.
- How to get more people to Lampasas and advertise the program there.

Any questions on materials shared should today that can be addressed at the next meeting?

- Please consider a collaboration meeting at our MCEC HQ
- Please keep us in the loop on advising.

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 consume alcoholic beverages on school property or during school activities when students are present.

(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.

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.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242

STATEMENT: My signature below verifies that I have read and understand the Code of Ethics required for Texas Educators.

_____	_____	_____
Advisory Member Printed Name	Advisory Member Signature	Date

Texas A&M University-Central Texas

Strategic Partners Education Advisory Council Members

First	Last	Entity/Organization	Title/Position
Jill	Cloud	TAMUCT	Academic Marketing &
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
Tracy	Teaff	TAMUCT	Chief Liaison Officer
Richard	Schilke	TAMUCT	Assistant VP for Technology Enhanced Learning
Mary	Keller	MCEC	Chief of Curriculum Development
Jerry	Jones	TAMUCT	Dean, College of Arts & Sciences
Vacancy		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	Christy-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
Susan	Humiston	TAMUCT	Faculty, EDAD
Bobbie	Eddins	TAMUCT	Faculty, EDAD
Allen	Redmon	TAMUCT	Faculty, English
Mienie	De Kock	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	Killeen ISD	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	
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
Jason	Gilstrap	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
Tammy	Thornhill	Killeen ISD	Teacher
Amanda	Morris	Lampasas ISD	Teacher

Texas A&M University-Central Texas

Educator Preparation Council Members

First	Last	Entity/Organization	Title/Position
Allen	Redmon	TAMUCT	Chair English Department, English Program
Amanda	Allen	TAMUCT	Teacher Program Coordinator
Amber Lynn	Diaz	TAMUCT	Director of EPSD, Certification Officer
Bobbie	Eddins	TAMUCT	Superintendent Program Coordinator
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
Kellie	Cude	TAMUCT	Director of Graduate Studies
Lester	Lugo	TAMUCT	University Registrar
Melissa	Barlow	TAMUCT	Senior Administrative Assistant EPSD
Mienie	De Kock	TAMUCT	Faculty, Math Program
Stephen	Anderson	TAMUCT	M.Ed./Reading Specialist Program Coordinator
Susan	Humiston	TAMUCT	EDAD Principal Program Coordinator
Jerry	Jones	TAMUCT	Interim Dean, College of Education

Texas A&M University-Central Texas

Certificate Area Practitioner Sub-Group Council Members

First	Last	Entity/Organization	Title/Position
Anderson	Stephen	TAMUCT	Graduate Chair
Frazier	Janell	Central Texas 4C Head Start	Undergraduate
Lamper	Laura	Central Texas College	Undergraduate
Davis	Deborah	TAMUCT	Undergraduate
Davis	Mary Ann	Copperas Cove ISD	Graduate
Griffin	Terry	Killeen ISD	Undergraduate
Burns	Robert	Killeen ISD	Graduate
Mussey	Season	TAMUCT	Graduate
Allen	Amanda	TAMUCT	Undergraduate Chair
Diaz	Amber Lynn	TAMUCT	Graduate
Hamilton	Christina	TAMUCT	Graduate
Tang	Agnes	TAMUCT	Undergraduate
Cox	Gail	Temple College	Undergraduate
Adams	Traci		Graduate
Bark	Jerry	Director of Parks & Rec	Undergraduate
Davis	Jennifer	TAMUCT Adjunct	UNdergraduate
Martinez	Sammie		Graduate
McCowley	Jennifer		Graduate
Moore	Denetra	Killeen ISD	Undergraduate
Patterson	Toni	Killeen ISD	Graduate
Winkler	Amanda	Belton ISD	Undergraduate
Stephanie	Ellis	Killeen ISD	Graduate

Texas A&M University-Central Texas

Certificate Area Practitioner Sub-Group Council Members

First	Last	Entity/Organization	Title/Position
Beth	Aycock	Salado ISD	Principal Co-Chair (Elementary)
Jennifer	Conner	Belton ISD	Principal
Kevin	Bott	Lampasas ISD	Principal
Renee	Cook	Killeen ISD	Principal
Jacqueline	Mays-Tealer	Hutto ISD	Principal
Pam	Disher	Killeen ISD	Principal
Joe	Gullekson	Killeen ISD	Principal
Elizabeth	Giniewicz	Temple ISD	Principal
Donna	Ward	Temple ISD	Principal
Matt	Widacki	Killeen ISD	Principal Co-Chair (Middle School)
Liz	Anderson	Hutto ISD	Principal
Kristina	Carter	Temple ISD	Principal
Nichelle	Jolliff	Troy ISD	Principal
Abbe	Lester	Jarrell ISD	Principal
Kayleen	Love	Copperas Cove ISD	Principal
Leah	Smith	Holland ISD	Principal
Mike	Quinn	Killeen ISD	Principal
Keonna	White	Belton ISD	Principal
Robert	White	McGregor ISD	Principal Co-Chair (High School)
David	Dominguez	Killeen ISD	Principal
Chris	duBois	Belton ISD	Principal
Randy	Hicks	Troy ISD	Principal
Jason	Mayo	Temple ISD	Principal
Lee	Lee Vi Moses	Rogers ISD	Principal
Ross	Sproul	Salado ISD	Principal
Miguel	Timarky	Copperas Cove ISD	Principal
Susan	Buckley	Killeen ISD	Principal
Susan	Humiston	TAMUCT	Principal Co-Chair
Robin	Battershell	Temple ISD	Superintendent
Joe	Burns	Copperas Cove ISD	Superintendent
John	Craft	Killeen ISD	Superintendent
Cindy	Gunn	Holland ISD	Superintendent
Susan	Kincannon	Belton ISD	Superintendent
Neil	Jeter	Troy ISD	Superintendent
Michael	Novotny	Salado ISD	Superintendent
Kevin	Sprinkles	Academy ISD	Superintendent
Bobbie	Eddins	TAMUCT	Superintendent Co-Chair

Texas A&M University-Central Texas

Strategic Partners Education Advisory Council (SPEAC)

Certificate Area Program Sub-Council (CAPS)

Commitment Form

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

Additionally, I would like to recommend the following individuals:

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

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

Bachelor's in Interdisciplinary Studies with Teacher Certification

Prepared by: Dr. Amber Lynn Diaz

A. Number of Current Candidates

There are 76 candidates seeking an initial teaching certification. As of 03/01/161there were 37 candidates that applied for the Teacher Educator Preparation Program. Formal admission will take place at the Educator Preparation Council Meeting on May 18th.

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

Currently, the Teacher Educator Preparation Program waits until the end of the application semester to calculate the GPA for admission into the program. For 2016-2017, the candidates overall GPA and Field of Study GPA at time of admission utilized from official transcripts will be utilized. The GPA requirement will remain at a 2.75.

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

There were not any major curriculum changes for the Teacher Educator Preparation Program. However, there have been some minor changes to course prerequisites, course number, and course descriptions.

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 are 15 candidates in the Teacher Educator Preparation Program that completed their Clinical Teaching in the Fall of 2015. There are 15 candidates that are in Clinical Teaching in the Spring of 2016. There are 15 candidates that will in Clinical Teaching during the Fall of 2016. At this time, those 15 candidate placements have not been determined.

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

Lampasas ISD	Cove ISD	Gatesville ISD	Killeen ISD	Belton ISD	Temple ISD
1 (Spring 2016)	**3 (Fall 2015)** **2 (Spring 2016)**	**1 (Fall 2015)**	**12 (Fall 2015)** **7 (Spring 2016)**	**4 (Fall 2015)** **3 (Spring 2016)**	**4 (Fall 2015)** **2 (Spring 2016)**
Florence ISD	Salado ISD	Waco ISD **1 (Fall 2015)**	Academy ISD **1 (Fall 2015)**		

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 from from the 2014-2015 Texas Academic Performance Report found at: https://rptsvr1.tea.texas.gov/perfreport/tapr/2015/index.html.

State	District	Campus	African American	Hispanic	White	American Indian	Asia	Pacific Islander	Two or More Races	Economically Disadvantage
Texas			12.6%	52%	28.9%	0.4%	3.9%	0.1%	2.0%	58.8%
	Killeen ISD		33.5%	28.6%	25.9%	0.6%	2.5%	1.7%	7.2%	57.4%
		Harker Heights ES	17.2%	43.5%	27.1%	1.7%	1.2%	1.5%	7.8%	80.3%
		Cedar Valley ES	31.0%	24.6%	29.8%	0.5%	2.3%	2.6%	9.2%	52.6%
		Maxdale ES	38.7%	27.0%	21.3%	0.4%	2.7%	2.5%	7.4%	65.4%
		Pershing Park ES	31.0%	39.8%	17.0%	0.5%	1.7%	1.2%	8.9%	69.8%
		Clifton Park ES	24.7%	33.3%	26.8%	0.0%	2.1%	1.7%	11.4%	65.7%
		Cavazos ES	13.1%	28.3%	47.5%	0.3%	1.2%	1.4%	8.1%	56.1%
		Palo Alto MS	48.5%	26.5%	15.4%	0.5%	2.3%	1.8%	5.0%	66.4%
		Shoemaker HS	46.3%	25.7%	16.5%	0.7%	2.9%	2.1%	5.9%	56.2%
		Harker Heights HS	28.5%	23.9%	35.3%	0.9%	3.4%	0.8%	7.2%	28.1%
		Killeen HS	38.2%	28.9%	21.2%	0.6%	1.6%	2.1%	7.4%	59.4%
	Belton ISD		6.4%	32.1%	55.2%	0.6%	1.6%	0.2%	3.9%	45.8%
		Miller Heights ES	12.4%	43.9%	37.0%	0.9%	0,6%	0.0%	5.2%	80.1%
		Southwest ES	5.4%	68.0%	23.3%	0.3%	0.0%	0.0%	3.1%	88.5%
		Tarver ES	6.6%	33.6%	52.2%	0.2%	2.4%	0.2%	4.6%	41.2%
		Lakewood ES	2.1%	16.6%	73.9%	0.9%	1.7%	0.3%	4.4%	33.8%
	Cove ISD		18.7%	23.9%	44.7%	0.7%	1.4%	1.8%	8.95	51.5%
		Martin Walker ES	13.8%	23.3%	46.5%	1.1%	2.9%	2.9%	9.5%	53.7%
		Williams Ledger ES	17.7%	27.2%	42.3%	0.35	0.25	2.2%	10.1%	67.3%
	Lampasas		2.3%	24.6%	67.6%	0.7%	1.3%	0.4%	3.0%	51.8%
		Taylor Creek ES	4.0%	21.0%	68.3%	0.6%	0.8%	1.0%	4.4%	47.8%
	Temple ISD		27.6%	39.6%	27.7%	0.55	1.75	0.2%	2.8%	75.7%
		Jefferson ES	25.5%	49.0%	22.2%	0.6%	0.3%	0.0%	2.4%	84.4%
		Thornton ES	25.7%	26.6%	37.5%	2,1%	3.2%	0.65	4.3%	68.5%

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. 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

Certificate Area Practitioner Sub-Group (CAPS) 02.27.16 Meeting Minutes
University Field Supervisor Training Agenda
Cooperating Teacher Training Agenda
Fall 2015 Program Evaluation Report
Fall 2015 Cooperating Teacher Evaluation Report
Fall 2015 University Field Supervisor Evaluation Report

Section I: Meeting Information

Meeting Date: February 27, 2016	Call to Order (Start Time): following the College Meeting 9:00 am
Meeting Location: Founders Hall, Bernie Beck	Adjourn (End Time): 11:00 am

Section II: Member Attendance

Attendees	Attendance	Mode of Attendance
Adams, Traci	yes	present
Anderson, Stephen	yes	present
Bark, Jerry	Yes	present
Davis, Deborah	yes	present
Davis, Jennifer	yes	present
Ellis, Stephanie	yes	present
Frazier, Janell	Yes	present
Hamilton, Christina	Yes	Present
Lamper, Laura	Yes	Present
Little, Evette	no	absent
Martinez, Sammie	Yes	present
McCowley, Jeniffer	Yes	present
Moore, Denetra	Yes	Present
Patterson, Toni	Yes	Present
Tang, Agnes	Yes	Present
Winkler, Amanda		

Imergoot, Yvonne		

Section IV: New business

- Dr. Davis opening remarks. Welcome to the new members and welcome back to existing members.
- Will focus on program designs:
  - Master program
  - Master program with certification
  - Undergraduate program
- One person per table will take notes
  - Amanda Allen will lead discussion for undergraduate program
  - Stephen Anderson will lead discussion for graduate programs
  - The input from these workshops will be taken to SPEAC (Strategic Partners Education Advisory Council) for voting. They will be implanted into the programs
- Meeting minutes will follow up in an email
- Please let us know how we can make this membership better.

A. UNDERGRADUATE PROGRAM

- **Program design**:
  - Page 6. New Interim Dean
  - Page 7 Goals no change
  - Page 9 admission standards, proposed to raise GPA to 3.0.
  - Janell Frazier: "many of her students would not have a 3.0 coming in, but have heart for children, how would a 2.75 affect the overall cohort?" Amanda Allen answered, "Some students might not get in the cohort because overall group GPA needs to be 3.0. For certification purposes, need to be on top how many passing certification test. We need to follow TEA (Teacher education Agency)."
  - Denetra Moore: "Is there a probationary period?" Amanda Allen: "No. Initially some students will be turned away, but during advising, this will be a chance to look at GPA and advise student retake certain classes to raise their GPA
  - Laura Lamper: "Many ss are channeled into children or teacher Ed; words need to spread around those ss (???) Need to be _____ about. Support 3.0
  - Dentra Moore: "teacher expectations increased, rigor can't have struggling
  - Amanda Allen: As HR in Belton always asks "where applicants are coming from, we look at degree plans.
  - Jerry Bark: Must rise to 3.0, don't settle, from employer's P.V., knowing TAMUCT did not settle.
  - Amanda Allen: imp for the university to stay competitive. Currently we allow ss to take some pre-requisites concurrently with PDI (Professional Development I) we are contemplating not allowing those concurrent environment
  - Traci Adams: makes sense to have ss finished with pre-requisites
  - Amanda Allen: How can the school district help at the high school level? Currently they are channeled to UMHB
  - Deb Davis: Currently not in Belton, but in Temple, working with school counselors to channel

ss into our program
- Evette Little: Sequence sheets from High School, Community College then TAMUCT.
- Amanda Allen: at High School level ss need to be counseled that all GPA counts at college level for TEA
- Denetra Moore: Some high school ss come to campus but are not serious, if they can see sequence sheet.
- Amanda Allen: all courses, history, science are being tested later.
- Laura Lamper: Is there mentoring, college and high school level? Interest in early college-HS intro to EDUC class? Focus on teacher education component, can we provide mentors?
- Denetra Moore: Mentorship? Discussion in the past, for mentoring pre-service teachers.
- **HANDBOOK**
- Amanda Allen: references, we've always asked ss to bring in references, we're questioning the validity of the practice
- Janell Frazier: what is the original intent of those references?
- Denetra Moore: Maybe put it back on the ss, reference form to ss, ss return to them
- Laura Lamper: main objective? Assignment? Experience? The reference?
- Amanda Allen: ss disposition? We want to take ss who's qualified, we need to know. Currently we keep up with the number of reference that comes in.
- Janell Frazier: ss need to know which reference came in.
- Amanda Allen: communication skills, ss need the responsibility
- Janell Frazier: ss need to follow up
- Traci Adams: can ss submit more than 4?
- Evette Little: it is ss responsibility
- Denetra Moore: Ss need to take responsibility
- Traci Adams: it's on them
- Evette Little: Enough holding hands
- Amanda Allen: for employers p.v. (???) no more holding hands
- Deb Davis: TX exam, ss can only take test five times. 3 secondary ss taken the social studies tests, 2 failed. We provide remediation, sometimes ss don't take advantage. 150 hours = 3 classes. We're accountable for their pass rate. Currently we provide remediation without charge. Current growth does not allow faculty to do this. How can we provide remediation? Module?
- Laura Lamper: Modules? Free first time, make ss pay second and third time. We need to start this committee, if ss not pass representative, they cannot take actual exam
- Amanda Allen: They should pass representative before final exam.
- Janel Frazier, Laura Lamper, Traci Adams, Denetra Moore, Evette Little all in agreement. Ss should pass representative before they take the actual exam.
- Janell Frazier: first remediation free, after ss should pay.

B. GRADUATE PROGRAM:

- **Program design:**
  - Pages 14-15 after listing exams required, list what each exam is, what do they entail? What is the passing score?
  - Add a course that teaches how to teach GT and advanced students
  - GT certification program
  - Add in degree plans into the handbook with description of classes.

- The degree plans in the handbook need to be clearly notated as: degree plans for those who have a teaching background. And degree plans for those with no teaching background.
- Thesis option should be notated these course do not have to be done consecutively
- Include program options in the front
- Page 18. Learning spelling for the EDUK 514
- The degree and class with description upfront
- Page 12. Standards score for tests and general writing.
- Application to graduate program and application to program
- List careers for each degree
- Specific area of certifications with break downs of requirements of each, what careers these certifications would facilitate
- List additional ass on certifications and requirements
- Put all masters of education certification options/degree list in one are so that people can easily understand the differences in one area of their options.
- Changing location of professional teaching organizations to closer to front
- Differentiate the master course options
- Need degree plans in the manual.

- **Program Policy:**
  - List leveling courses on degree plans
  - Add footnote to degree plans with thesis options on using the thesis to pursue a doctoral degree
  - Additionally add footnote that thesis does not need to be taken all together, can be split up.
  - Students applying should be made aware that acceptance into the graduate program does not mean acceptance in the education program
  - Application to graduate program and application to program
  - List careers for each degree
- **Program Delivery:**
  - In the manual, suggestion: put the teacher warranty on the same page with the mission statements
  - Concentration course should be face to face.
  - Core courses could be hybrid courses, one day a week face to face or one day a week online
  - Any technology courses should be hands on and face to face to alleviate technology gaps and time gaps for answering questions.
  - Hybrid classes meet maybe once a week or twice a month. Take away from face to face to be prepared to discuss an article, etc.
  - 12 hours in the summer pedagogy
  - Fall 6 hours teaching mentor
  - Spring 6 hours of internship
  - Internship what it looks like for people with full time jobs
  - C&I (Curriculum & Instruction) will not have summer courses
  - Add G7 specialist Autism course
  - Virtual classroom
  - 2 handbooks: MED C&I and MA7

- Too wordy, be specific
- Subheading with grouping
- More discussion of online class options
- Online or blended classes could be helpful during spring semester due to state testing,
- Every 2 weeks in person meeting could be beneficial with schedules.
- Online classes are a wonderful idea, however courses dealing in actual practicum should be face to face
- Hybrid classes would offer time for professors and give students opportunity to get more from both worlds.

- **Program Evaluation:**
  - For students who are already full time teachers, evaluate the amount of work that courses are requiring. The tech course is unobtainable with the current workload.
  - Good option for classes; thesis option
  - Observation score based on PDAS deliver of objectives and learning targets
  - Learning on the go
  - A hybrid or blended
  - Is there an evaluation or test before transition from Warrior Academy to fall internship? What format is it to ensure we are sending students into teaching prepared?
  - Have formal observation the way that student teachers do.

Section V: Adjournment

The next CAPs meeting are scheduled for _____.

The meeting was adjourned at 11:00 a.m.

University Field Supervisor Training

Teacher Certification

August 6, 2015

Agenda

I. Welcome & Introductions

II. Field Supervisor Training (TEA required training)
   a. Qualifications for Field Supervisors
   b. Training for Field Supervisors
   c. Responsibilities for Field Supervisors
   d. Current Certification Requirements
   e. Comments of Feedback Summary

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

III. University Field Supervisor Evaluations

IV. Clinical Teachers/Interns Forms & Records
   a. All Candidate records, forms, and related documents must be submitted to the Educator Preparation Services Department within 5 business days. These should be given to the Coordinator of Field Placement or the Senior Administrative Associate.
      i. Weekly Reflection Form
      ii. Clinical Teacher Weekly Documentation & Feedback
      iii. Mentor Signature on Lesson Plans
      iv. Professional Opportunities
   b. Educator Preparation Services Department will maintain the Candidate Records.

V. Visitation Report
   a. Submit Monthly with Point-to-Point Travel Request Form
   b. Orientation Meeting (August 10th)
   c. Mentor Training (August 29th or Howdy Visit)
   d. Length of Visit/Observation/Conference

VI. Mentor Training & Howdy Meeting (1st Week)
   a. Length of Full-Time Student Teaching
   b. Mentor Weekly Conference with Clinical Teacher (highly important)
   c. Best Practices for Assisting Students
   d. Procedures for Issues with Clinical Teachers
   e. Mentor Forms: Quick Check, 3rd Week Progress Report, Final Evaluation

VII. Fall Clinical Teacher Assignments

VIII. Other Business
   a. All Observations must be submitted to the Educator Preparation Services Department within 5 business days. These should be given to the Coordinator of Field Placement or the Senior Administrative Associate.

Cooperating Teacher Training

Teacher Certification

January 7, 2016, 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

TEXAS A&M UNIVERSITY CENTRAL TEXAS

Evaluation of the Teacher Education Program
Fall 2015 Candidates

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

Demographic Information

1. Level	Candidates
Elementary	9
Secondary	6
All-level	3

2. Gender	Candidates
Female	16
Male	2

3. Ethnicity	Candidates
White	12
Black	2
Hispanic	4
Asian or Pacific Islander	0
American Indian or Alaskan Native	0
Other	0

4. Student	Candidates
Traditional Student	16
Non-traditional Student	2

5. Grade Point Average	Candidates
3.5 - 4.0	10
3.0 - 3.4999	7
2.5-2.999	1

6. Candidates actively seeking a teaching position?	
Yes	11
No	7

Accepted Positions as of 12/10/2015
Martin Walker Elementary School
Trimmier Elementary School
Maxdale Elementary School
Willow Springs Elementary School
Midway High School
House Creek Elementary School

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	1	3	0	0	2
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.	12	1	2	0	0	3
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.	11	6	1	0	0	0
10. Education 320 Technology Lab	12	5	1	0	0	0
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.	14	4	0	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.	9	3	1	0	0	5
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	10	2	1	0	0	5
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.	14	4	0	0	0	0
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.	16	2	0	0	0	0
16. 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.	15	3	1	0	1	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
17. Education 320 Introduction to Teaching	9	4	3	0	0	2
18. Education 330 Learners and the Learning Environment	12	6	0	0	0	0
19. Education 404 Early Childhood Environments	9	5	0	0	0	4
20. Education 415 Elementary Curriculum, Assessment, & Instruction	7	6	0	1	0	4
21. Education 430 Application of Effective Teaching Practices	14	2	1	0	0	1
22. Education 435 Issues in Professional Development	15	3	0	0	0	0
23. Education 490 Clinical Teaching	18	0	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
24. Possess appropriate knowledge and abilities in specific content areas or teaching fields.	14	2	1	1	0	0
25. Communicate effectively with students, parents, and other professionals.	12	5	1	0	0	0
26. Apply the principles of instructional planning in the development of curriculum.	15	3	0	0	0	0
27. Utilize effective teaching practices.	15	3	0	0	0	0
28. Formally and informally evaluate student performance and use the results of such assessment in the instructional decision-making process.	13	4	1	0	0	0
29. Promote critical thinking and participatory citizenship.	16	1	1	0	0	0
30. Are skilled in the use of instructional technology.	14	4	0	0	0	0
31. Are proficient in mathematical skills.	7	5	3	0	0	0
32. Operate within the legal guidelines and uphold the ethics of the teaching profession.	15	1	2	0	0	0
33. Demonstrate concern for students' general welfare.	17	1	0	0	0	0

The TAMU-CT Teacher Education Program strives to develop teachers who:	5	4	3	2	1	N/A
34. Are committed to continued professional growth and development.	16	2	0	0	0	0
35. Use an understanding of human developmental processes to nurture student growth through developmentally appropriate instruction.	14	4	0	0	0	0
36. Consider environmental factors that may affect learning in designing a supportive and responsive classroom community that promotes all students' learning and self-esteem.	17	1	0	0	0	0
37. 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.	14	4	0	0	0	0
38. Understand how learning occurs and applying this understanding to design and implement effective instruction.	16	1	1	0	0	0
39. Understand how motivation affects group and individual behavior and learning and applying this understanding to promote student learning.	15	2	1	0	0	0
40. Please evaluate the level to which you believe the TAMU-CT Teacher Education Program has prepared you to understand learners.	13	4	1	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
41. 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.	14	4	0	0	0	0
42. 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.	13	5	0	0	0	0
43. 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.	14	2	1	0	0	1
44. Use a variety of instructional materials and resources (including human and technological resources) to support individual and group learning.	14	3	1	0	0	0
45. Use process of formal and informal assessment to understand individual learners, monitor instructional effectiveness, and shape instruction.	14	3	1	0	0	0
46. 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.	17	0	1	0	0	0
47. Please evaluate the level to which you believe the TAMU-CT Teacher Education Program has prepared you to enhance student achievement.	13	4	1	0	0	0
48. 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.	15	2	1	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
49. Know how to foster strong school-home relationships that support student achievement of desired learning outcomes.	14	3	1	0	0	0
50. Understand how the school relates to the larger community and knows strategies for making interaction between school and community mutually supportive and beneficial.	12	4	1	0	0	1
51. Understand requirements, expectations, and constraints associated with teaching in Texas, and applying this understanding in a variety of contexts.	14	3	1	0	0	0
52. Please evaluate the level to which you believe the TAMU-CT Teacher Education Program has prepared you to understand the teaching environment.	14	3	1	0	0	0
53. Rate the overall quality of your college preparation in general education requirements.	14	3	0	1	0	0
54. Rate the adequacy of the advising you received from members of the education faculty.	15	2	1	0	0	0

Comments…

I am planning on getting my Biology certification this spring to apply for an upcoming opening in Academy ISD next fall.
I am moving back home to WV after my graduation on the 11th. We are military and my husband has ETSed back home and I will be finding a job there when I return.
Thank you for a successful program and wonderful, supportive faculty.
Thank you to everyone for all that you are and all that you do! I would not have such a bright future without you!
Thank you so much for pulling me through this amazing program.

Teacher Education Program

Cooperating Teacher Evaluation by Clinical Teacher

Fall 2015 Candidates

Questions (5=Agree – 1=Disagree)	5	4	3	2	1	N/A
1. The cooperating teacher gave me adequate explanation of my duties and responsibilities.	18	7	3	3	0	0
2. The cooperating teacher often observed my teaching and provided feedback on each lesson.	16	6	4	2	3	0
3. The cooperating teacher provided me a place to work.	23	3	2	2	0	1
4. The cooperating teacher was available to me for special problems and concerns.	22	2	2	2	2	1
5. The cooperating teacher was able to communicate effectively with the TAMUCT University Supervisor and myself.	22	2	2	4	1	0
6. The cooperating teacher' suggestions, comments, and feedback were helpful.	25	2	1	3	0	0
7. The conferences I had with the cooperating teacher were helpful.	20	5	2	3	1	0
8. The cooperating teacher provided me with a copy of the Teacher's Edition of textbooks utilized in the classroom.	16	3	2	2	5	3
9. The cooperating teacher recognized and allowed for differences and flexibility in teaching ideas and methods.	19	4	2	5	1	0
10. My cooperating teacher showed genuine interest in my growth and development as a teacher.	26	0	2	1	2	0
11. In general, the personality of the cooperating teacher facilitated my role as a clinical teacher.	26	0	1	2	2	0
12. The cooperating teacher conducted a formal mid-point evaluation with me.	26	0	2	1	2	0
13. The cooperating teacher conducted a formal final evaluation with me.	25	0	0	1	5	0
14. Overall, I would rate the cooperating teacher as effective and supportive.	23	2	2	3	1	0

Teacher Education Program

Cooperating Teacher Evaluation by Clinical Teacher

Fall 2015 Candidates

She was great! I thoroughly enjoyed being in her classroom and working with her. She was always very helpful and provided great feedback.
She was great! She was very supportive of me even when I was applying for a job with the school. She helped me and showed me resources that I will need for my job.

Mrs. Anderson was very helpful and understanding of my requirements for the course. She was always willing to help and give feedback.

This teacher was wonderful in allowing me to jump right in with participating in classroom instruction and routines.
Mr. Pickerill was awesome and very helpful as a mentor. He went above and beyond to make sure that I improved everyday as an educator.

Mrs. Thompson was a great mentor. I enjoyed coming to school everyday. She was very helpful during my experience.

Mr. Bond was a great cooperating teacher. He was very flexible and willing to relinquish control over his classroom to me.

Mrs. Stork was a wonderful mentor and caring person. She made me feel comfortable and confident in her classroom.
She was very helpful in mentoring me. She spent extra time everyday to help me plan and prepare my lessons. She also was very helpful in conferencing with me to work on the areas that I need to improve.

He was very effective in his instruction and feedback. I was able to learn so much from him and loved being in the classroom with him.
My cooperating teacher was okay. He was disorganized and lacked good classroom management. He also did his lesson plans the week before he was supposed to teach them and was not always prepared which sadly rubbed off on me a little bit. I wanted more feedback but was always unable to get a lot. He does not check his email regularly which was not good for me because I was unable to do a lot due to him missing emails that regarded meetings such as ARD's which I never went to. I felt left out quite a bit because he was very forgetful. His lack of certain things made me miss out on professional training's and professional development meetings. I really wish I was able to do more and be more involved but because he is very scatter brained I missed out on a lot. On my paperwork he did not know what to put a lot of the time so he just put down whatever in most cases. When he did write something down he had a hard time in explaining to me what he wrote which did not help me. Other than that he was an okay teacher.

Mrs. Garcia is an incredible teacher and I will never forget my experiences in her classroom.
My mentor teacher was very nice and really cared about my growth as a teacher. The only thing is that this was her first time with a clinical teacher and she did not know what information I needed or did not need and was not knowledgeable about what information she could share about students' backgrounds.

Ms. Goodrich is a fantastic cooperating teacher. She goes out of her way to help you, and I cannot wait to work with her in the future.
This cooperating teacher was difficult to work with as a clinical teacher. She often dismissed my ideas. I struggled to receive feedback about my abilities, and instead she would reflect on herself. She was a negative person overall and would often conduct herself in a nonprofessional manner. She often would gossip with teachers about other teachers and students. She would also talk in a way with children that was very demeaning. She was open to listening to me and was never rude to me directly, but overall was not a pleasant person to try to learn from.
My cooperating teacher was a phenomal mentor to me. I felt like she truly cared about my growth as a person, and not just as a teacher. She would go out of her way to strengthen our relationship. This allowed me to feel safe enough to ask questions and seek advice pertaining to my profession in the education field.
Mrs. Franklin was amazing at helping me reflect and grow as an educator. She has great classroom management and was so willing to share everything she knew with me.
She had a great personality that was helpful and welcoming. Although we had differences in some of our styles in teaching, I never felt that this was an issue. She would offer advice for things when I needed it, and was open to let me discuss ideas with her. I do wish that she would have better feedback for my teaching, because I would like to have known how others saw my teaching. I would also like to have been able to do more teaching in her classroom. I did only one full week of full teaching in her room, and was very disappointed in this.
A lot of the students in my class, myself included, had problems with teachers either leaving or moving to different schools which put a few students in a bind for the program. This probably isn't a problem for clinical teaching in the Spring, however, for students attending in the Fall it can be a problem, as a lot can change in a teacher status over the summer. I'm not sure how to fix the problem, maybe more commutations or check-in dates can be made to avoid the problem .

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