



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS™

WELCOME

College of Education

Strategic
Partners
Education
Advisory
Council

for Life's Next Chapter™

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

When: Friday, June 8, 2018

Where: Warrior Hall Multipurpose Room

Time: 9:30 a.m. – 11:30 a.m.

Lunch & Breakout Sessions 11:30 a.m.

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

Please see attached Parking Pass
(place on your dashboard)

If you have any questions, please contact:
Director of Educator Preparation Services
Dr. Amber Lynn Diaz
(254) 519-8737
amberlynnndiaz@tamuct.edu



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS™

Strategic Partners Education Advisory Council (SPEAC)

Agenda

Date: June 8, 2018

Time: 09:30 a.m. to 1:30 p.m.

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

Welcome & Call to Order

Introduce Dr. Michael Novotny – SPEAC Co-Chair; Salado Superintendent

Service Award – Dr. John Craft – Killeen ISD Superintendent

Approval of Minutes (Appendix A)

Introduction

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

Introduction & Appreciation

Recognition of SPEAC Members

SPEAC Materials Discussion

Advisory Council Roles & Responsibilities

Dr. 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 Online

Advisory Members Code of Ethics (Appendix B) – Code of Ethics Form Online

Review of Program Operation, Evaluation, & Advisement

Teacher Preparation Program

Dr. Agnes Tang; Coordinator

Master in Education with Teacher Certification Program

Dr. Stephen Anderson; Coordinator

Reading Specialist Preparation Program

Dr. Stephen Anderson; Coordinator

School Counselor Preparation Program

Dr. Pauline Moseley; Coordinator

Principal Preparation Program

Dr. Austin Vasek; Coordinator

Superintendent Preparation Program

Dr. Austin Vasek; Coordinator

Program Advisement

Dr. Amber Lynn Diaz

Texas A&M University – Central Texas Pass Rates

2017 – 2018 Memorandum of Understanding

Accountability System for Educator Preparation Indicator 2

Collaboration/Question & Answer/Breakout Sessions

Dr. Edward Hill - Educator Preparation Programs Collaboration Form

EC-3 Teacher
WH Room 304

EC-6 Teacher
WH Room 304

School Counselor
WH Room 305

Principal
WH Room 306

Next Meetings: November 02, 2018 10:00 a.m. & April 5, 2019 10:00 a.m.

SPEAC

Strategic Partners Education Advisory Council Handbook



TEXAS A&M
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Table of Contents

Strategic Partners Education Advisory Council (SPEAC) 5

 SPEAC Rationale..... 5

 SPEAC Purpose 5

 SPEAC Mission 5

 A&M-Central Texas Mission 5

 College of Education Mission 5

 College of Education Information 5

Educator Preparation Program Accountability & Accreditation 7

 Accountability [TAC §229] 7

 Accreditation Status [TAC §229.4(b-f)] 8

 Consumer Information 8

 Governance of Educator Preparation Programs [TAC §228.20] 9

 SPEAC Focus 9

 SPEAC Outcomes 10

Strategic Partners Education Advisory Council Membership..... 11

 Advisory Council Membership [TAC §228.20(b)] 11

Strategic Partners Education Advisory Council Duties 11

 SPEAC Collaboration 11

 SPEAC Accountability..... 11

SPEAC Roles & Responsibilities..... 12

 SPEAC Roles & Responsibilities [TAC §228.20(b)] 12

 Council Roles & Responsibilities 12

 SPEAC Leadership 12

 SPEAC Membership Responsibilities 12

 Council Structure 13

 Educator Preparation Council..... 13

 Educator Preparation Council Roles & Responsibilities 13

 Certificate Area Practitioner Sub-Groups (CAPS) 14

 Educator Code of Ethics [TAC §247.1] 14

Educator Preparation Program Operation..... 15

Educator Preparation Program Complaint Process 16

 Filing a Complaint 16

 Complaint Procedures..... 16

 Appeal 17

 TEA Complaint 17

Appendix A - Advisory Council Information 21

Topics Required in Advisory Council Agendas & Meetings..... 23

TEA Accreditation Letter	24
Meeting Minutes.....	25
Appendix B - Advisory Council Membership	43
Strategic Partners Education Advisory Council Members	45
Educator Preparation Council Members	46
Certificate Area Practitioner Sub-Group	47
Teacher CAPS Council Members.....	47
School Counselor CAPS Council Members.....	48
Principal CAPS Council Members	49
Superintendent CAPS Council Members	50
Commitment Form	51
Appendix C – Teacher Certification	53
Bachelor's in Interdisciplinary Studies with Teacher Certification Spring 2017	55
Field Supervisor Training	62
Cooperating Teacher/Mentor Training	63
Evaluation of the Teacher Education Program	64
Cooperating Teacher Assessment by Clinical Teacher	80
Field supervisor Evaluation by Clinical Teacher.....	84
Bachelor's in Interdisciplinary Studies with Teacher Certification Fall 2017	89
Field Supervisor Training	96
Cooperating Teacher/Mentor Training	97
Evaluation of the Teacher Education Program	98
Field Supervisor Evaluation by Clinical Teacher	110
Master's in Education with Teacher Certification Spring 2017	112
Field supervisor Training.....	122
Mentor Training	123
Evaluation of the M.Ed. Teacher Education Program	124
Field supervisor Evaluation by Intern	131
Master's in Education with Teacher Certification Fall 2017	133
Cooperating Teacher & Mentor Training	140
CAPS Meeting Minutes	141
Appendix D - Reading Specialist Certification	147
Masters in Curriculum & Instruction with Reading Specialist Certification.....	149
Appendix E - School Counselor Certification	152
School Counseling Program Spring 2017.....	154
School Counseling Program Fall 2017.....	157
School Counselor Memo	160
2017 Taskstream Assessment	161
Appendix F - Principal Certification	177
Educational Leadership with Principal Certification Program Spring 2017.....	179

CAPS Meeting Minutes	184
March 21, 2017	184
Educational Leadership with Principal Certification Fall 2017	188
CAPS Meeting Minutes	193
Principal Completer's Survey	194
.....	211
Appendix G - Superintendent Certification.....	212
Post-Masters in Educational Leadership with Superintendent Certification 2017 - 2018	214
Superintendent Certification Memo	216
Appendix H - Program Advisement	217
TExES Attempts & Pass Rates September 2016 to March 2017	219
TExES Attempts & Pass Rates September 2017 to June 2018	220
TExES Results September 2017 to June 2018.....	221
Memorandum of Understanding.....	225
Field Placement Information & Verification Form	229
Accountability System for Educator Preparation Indicator 2.....	231

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. School counselors, and educational leaders who are prepared to address these changes.

SPEAC Purpose

To support the mission of both Texas A&M University-Central Texas and the College of Education, the Educator Preparation Programs' efforts will prepare new teachers, school counselors, and educational leaders who are molding 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 a public, upper-level university offering baccalaureate and graduate degrees important to the region and the state. It is committed to high quality, rigorous, and innovative educational programs delivered in a variety of instructional modes to a diverse student population through exceptional teaching, service, and applied scholarship. With an emphasis on community engagement, the university employs emerging technology to enhance student learning and to nurture its partnerships with regional community colleges, the military presence in its region, and the community at large.

College of Education Mission

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

College of Education Information

The College of Education includes the Curriculum & Instruction Department, Educational Leadership, the Counseling & Psychology 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	
<p>Dr. Edward Hill Jr. College of Education Dean Warrior Hall, Suite 318 edward.hill@tamuct.edu Phone: 254-519-5464 Fax: 254-519-5786</p>	<p>Ms. Harriet Ott Senior Administrative Associate Warrior Hall, Suite 318 hott@tamuct.edu Phone: 254-519-5464 Fax: 254-519-5786</p>
Curriculum & Instruction	
<p>Dr. Austin Vasek Interim Curriculum & Instruction Department Chair Warrior Hall, Suite 322 austin.vasek@tamuct.edu Phone: 254-519-5473</p>	<p>Mrs. Stephanie Kirchoff Senior Administrative Associate Warrior Hall, Suite 322 s.kirchoff@tamuct.edu Phone: 254-519-5485 Fax: 254-519-5786</p>
<p>Dr. Agnes Tang Teacher Education Program Coordinator, Undergraduate Warrior Hall, Suite 322 agallen@tamuct.edu Phone: 254-519-5411</p>	<p>Dr. Stephen Anderson Teacher Education Program Coordinator, Graduate Warrior Hall, Suite 322 stephen-c-anderson@tamuct.edu Phone: 254-519-8740</p>
Educational Leadership	
<p>Dr. Austin Vasek Superintendent Program Coordinator Warrior Hall, Suite 322 todd.duncan@tamuct.edu Phone: 254-519-5473</p>	<p>Mrs. Stephanie Kirchoff Senior Administrative Associate Warrior Hall, Suite 322 s.kirchoff@tamuct.edu Phone: 254-519-5485 Fax: 254-519-5786</p>
<p>Dr. Austin Vasek Principal Program Coordinator Warrior Hall, Suite 322 austin.vasek@tamuct.edu Phone: 254-519-5473</p>	
School Counselor	
<p>Dr. Pauline Moseley School Counselor Program Coordinator Warrior Hall, Suite 318 pmoseley@tamuct.edu Phone: 254-519-5465</p>	<p>Michaela Ploof Senior Administrative Associate Warrior Hall, Room 318E mploof@tamuct.edu Phone: 254-501-5879</p>
Educator Preparation Services Department	
<p>Dr. Amber Lynn Diaz Educator Preparation Services Director Certification Officer Warrior Hall, Suite 322 educatorprep@tamuct.edu</p>	<p>Ms. Melissa Barlow Senior Administrative Associate Warrior Hall, Room 322G educatorprep@tamuct.edu Phone: 254-519-8737 Fax: 254-519-5788</p>
<p>Ms. Elizabeth Glenn Certification Testing & Field Placement Warrior Hall, Suite 322 educatorprep@tamuct.edu Phone: 254-519-5464 Fax: 254-519-5786</p>	

Educator Preparation Program Accountability & Accreditation

Accountability [TAC §229]

The accreditation status of an educator preparation program (EPP) shall be determined at least annually, based on performance standards established in rule by the State Board for Educator Certification (SBEC), with regard to the following EPP accountability performance indicators, disaggregated with respect to gender, race, and ethnicity (according to the aggregate reporting categories for ethnicity established by the Higher Education Act), and other requirements of this chapter:

(1) the performance standard of certification examinations of EPP candidates:

(A) for the 2016-2017 academic year, the performance standard shall be a pass rate of 80% for all examinations for the academic year. The pass rate is the percent of tests passed by candidates who have finished all EPP requirements for coursework; training; and internship, clinical teaching, or practicum by the end of that academic year. For purposes of determining the pass rate, candidates shall not be excluded because the candidate has not been recommended for certification, has not passed a certification examination, or is not considered a "completer" for purposes of the Higher Education Act or other applicable law. The pass rate is based solely on the examinations required to obtain certification in the field(s) for which the candidate serves his or her internship, clinical teaching, or practicum. Examinations not required for certification in that field or fields, whether taken before or after admission to an EPP, are not included. The rate reflects a candidate's success only on the last attempt made on the examination by the end of the academic year in which the candidate finishes the coursework; training; and internship, clinical teaching, or practicum program requirements and does not reflect any attempts made after that year. The formula for calculation of pass rate is the number of successful (i.e., passing) last attempts made by candidates who have finished the specified EPP requirements divided by the total number of last attempts made by those candidates;

(B) for the 2017-2018 academic year, the performance standard shall be the percent of individuals who passed an examination within the first two attempts. For purposes of determining the pass rate, individuals shall not be excluded because the individual has not been recommended for a standard certificate. The pass rate is based solely on the examinations approved by the EPP and required to obtain initial certification in the class or category for which the individual serves his or her internship, clinical teaching, or practicum. Examinations not required for certification in that class or category, whether taken before or after admission to an EPP, are not included in the rate. The rate reflects whether or not an individual passed an examination within the first two attempts made on the examination, including those attempted after the individual has completed the EPP. The formula for calculation of pass rate is the number of individuals who have passed an examination on their first or second attempt divided by the number of individuals who passed an examination on their first attempt plus those who passed or failed on their second attempt:

(i) for examinations of pedagogy and professional responsibilities (PPR), the pass rate will be calculated as described in subparagraph (B) of this paragraph and the performance standard shall be:

(I) a pass rate of 80% for the 2016-2017 academic year (reporting year only using the percent of individuals who passed an examination within the first two attempts);

(II) a pass rate of 85% for the 2017-2018 academic year; and

(III) a pass rate of 90% for the 2018-2019 academic year and beyond; and

(ii) for non-PPR examinations, the pass rate will be calculated as described in subparagraph (B) of this paragraph and the performance standard shall be:

(I) a pass rate of 70% for the 2016-2017 academic year (reporting year only using the percent of individuals who passed an examination within the first two attempts);

(II) a pass rate of 75% for the 2017-2018 academic year;

(III) a pass rate of 80% for the 2018-2019 academic year;

(IV) a pass rate of 85% for the 2019-2020 academic year; and

(V) a pass rate of 90% for the 2020-2021 academic year and beyond;

(2) the results of appraisals of first-year teachers by administrators, based on a survey in a form to be approved by the SBEC. The performance standard shall be the percentage of first-year teachers from each EPP who are appraised as "sufficiently prepared" or "well prepared." The performance standard shall be:

(A) 70% for the 2016-2017 academic year (reporting year only);

(B) 75% for the 2017-2018 academic year;

(C) 80% for the 2018-2019 academic year;

(D) 85% for the 2019-2020 academic year; and

(E) 90% for the 2020-2021 academic year and beyond;

(3) to the extent practicable, as valid data become available and performance standards are developed, the improvement in student achievement of students taught by beginning teachers;

(4) the results of data collections establishing EPP compliance with SBEC requirements specified in §228.35(f) of this title (relating to Preparation Program Coursework and/or Training), regarding the frequency, duration, and quality of field supervision to candidates completing clinical teaching or an internship.

(A) The performance standard as to the frequency, duration, and required documentation of field supervision shall be:

(i) a 95% compliance rate with SBEC requirements for each EPP candidate completing an internship for the 2016-2017 academic year;

(ii) a 95% compliance rate with SBEC requirements for each EPP candidate completing clinical teaching or an internship for the 2016-2017 academic year (reporting year only); and

(iii) a 95% compliance rate with SBEC requirements for each EPP candidate completing clinical teaching or an internship for the 2017-2018 academic year and beyond; and

(B) The performance standard for quality shall be the percentage of candidates who rate the field supervision as "frequently" or "always or almost always" providing the components of structural guidance and ongoing support. The performance standard shall be:

(i) 85% for the 2016-2017 academic year (reporting year only); and

(ii) 90% for the 2017-2018 academic year and beyond; and

(5) the results from a teacher satisfaction survey, in a form approved by the SBEC, of new teachers administered at the end of the first year of teaching under a standard certificate. The performance standard shall be the percentage of teachers who respond that they were sufficiently prepared or well prepared by their EPP. The performance standard shall be set after a pilot study is completed during the 2016-2017 academic year.

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 2017 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 inform each member of the advisory committee of the roles and responsibilities of the advisory committee and shall meet a minimum of once 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) An EPP that is rated "accredited" or "accredited-not rated" may amend its program, provided the program informs TEA staff of any amendments 60 days prior to implementing the amendments. An EPP must submit notification of a proposed amendment to its program on a letter signed by the EPP's legally authorized agent or representative that explains the amendment, details the rationale for changes, and includes documents relevant to the amendment.

(f) An EPP that is not rated "accredited" or "accredited-not rated" may amend its program, provided the program informs TEA staff of any amendments 120 days prior to implementing the amendments. An EPP must submit notification of a proposed amendment on a letter signed by the EPP's legally authorized agent or representative that explains the amendment, details the rationale for changes, and includes documents relevant to the amendment. The EPP will be notified in writing of the approval or denial of its proposal within 60 days following the receipt of the notification by the TEA staff.

(g) Each EPP must develop and implement a calendar of program activities that must include a deadline for accepting candidates into a program cycle to assure adequate time for admission, coursework, training, and field-based experience requirements prior to a clinical teaching or internship experience. If an EPP accepts candidates after the deadline, the EPP must develop and implement a calendar of program activities to assure adequate time for admission, coursework, training, and field-based experience requirements prior to a clinical teaching experience or prior to or during an internship experience.

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. Michael Novotny, Superintendent of Salado Independent School District and Dr. Edward Hill, Dean of A&M-Central Texas College of Education.

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

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

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

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

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

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

Strategic Partners Education Advisory Council Duties

SPEAC Collaboration

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

SPEAC Accountability

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

SPEAC Roles & Responsibilities

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

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

Council Roles & Responsibilities

The Strategic Partners Education Advisory Council (SPEAC) will:

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

SPEAC Leadership

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

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

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

SPEAC Membership Responsibilities

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

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

Council Structure

The SPEAC comprises of seven (7) sub-councils: The Educator Preparation Council (EPC) and six (6) Certificate Area Practitioner Sub-Groups (CAPS): Teacher EPP Undergraduate, Teacher EPP Graduate, Reading Specialist EPP, School Counselor EPP, Principal EPP, and Superintendent EPP. 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 – the first Friday in November and the first Friday in April. All SPEAC agendas, minutes, and sign-in sheets are maintained for auditing purposes.

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, once in the fall semester and once in the spring semester.

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

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

Educator Code of Ethics [TAC §247.1]

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

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

Educator Preparation Program Operation

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

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

Please refer to:

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

Educator Preparation Program Complaint Process

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

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

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

All other complainants, please follow the guidelines listed below.

Filing a Complaint

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

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

Educator Preparation Services

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

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

Complaint Procedures

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

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

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

Appeal

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

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

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

TEA Complaint

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

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



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:

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

All fields are required.

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

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

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

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

Describe your efforts to resolve the complaint in other ways.

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

Complainant's Signature

Date

Office Use Only

Date Received

Date Candidate Verified
(if applicable)

Acknowledge Receipt to
Candidate Date

Date Written Response Sent

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

Appendix A - Advisory Council Information

Topics Required in Advisory Council Agendas & Meetings

TEA Accreditation Letter 2017

SPEAC Minutes 04.07.17 (for approval)

SPEAC Member Acknowledgement of Code of Ethics

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Topics Required in Advisory Council Agendas & Meetings

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

TEA Accreditation Letter



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

May 31, 2018

Via Email with delivery/read receipt

This is official notification that **Texas A&M University-Central Texas** was assigned the following status under the Accountability System for Educator Preparation Programs (ASEP) at the May 18, 2018 State Board for Educator Certification (SBEC) meeting:

Accredited

This status was issued by the SBEC under authority of Texas Education Code Section 21.045 based on data from the 2016-2017 academic year. The status is effective from the date it was approved by the SBEC until the next annual accreditation ratings are approved by the SBEC based on 2017-2018 academic year data or other SBEC action.

The table below shows certification fields that did not meet the 80% performance standard during the 2016-2017 academic year:

Year	Certification Field	Taken	Passed	Percent
2017	Mathematics (4-8)	3	2	66.67

Your program is encouraged to develop an action plan that describes the steps your program will take to address deficiencies in meeting the required performance standard of 80% in the certification fields listed above for 2016-2017. Additional information regarding the contents of the action plan is attached.

Please share this information with appropriate members of your staff. If you have any questions regarding this notification, please contact your program specialist Lorrie Ayers at lorrie.ayers@tea.texas.gov or 512-936-2166.

Sincerely,

A handwritten signature in black ink, appearing to read "Timothy J. Miller".

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



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS™

Strategic Partners Education Advisory Council (SPEAC)

Meeting Minutes

Date: April 07, 2017

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

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

Welcome & Call to Order

Dr. John Craft - SPEAC Co-Chair and Killeen ISD Superintendent welcomed everyone to the meeting. He asked for the review of the minutes from the November 2, 2016 meeting for approval. Minutes were located in (Appendix A) of the SPEAC materials. The minutes were unanimously approved following a motion from Al Waite and a second from Michael Novotny. No discussion. All in favor.

Dr. Craft stated that everyone should have received a copy of the MOU, which he will be discussing in a moment. The other item he has been charged with is the SPEAC Handbook and reference materials. He encouraged everyone to take a moment and make themselves familiar with the document. If or when Texas Education Agency (TEA) were to contact the members during an auditing process, this document would answer any questions TEA might present.

Introduction

Dr. Craft introduced Dr. Edward Hill, SPEAC Co-Chair and TAMUCT College of Education Dean. Dr. Hill welcomed and thanked everyone for providing their time, their insight, and their work in service. He stated, "Without you, we cannot do it and without you we could not spell success. It is all about you and thank you for coming."

Dr. Hill shared that there were some special guests and introduced them: Killeen councilman Gregory Johnson and Ms. Tina Capito from an Educated Angel's and My Tutor and More. Dr. Hill recognized those in attendance that are SPEAC Members. Dr. Hill asked Dr. Vasek to give some greetings on behalf of Educational Leadership. Dr. Vasek stated that he is a new faculty member with College of Education and is happy to be here as part of the team and happy to be working with all of the members.

Dr. Hill announced that Dr. Craft has done an extraordinary job as the SPEAC Co-Chair. Dr. Hill shared that he learned after meeting with Dr. Craft last week that Dr. Craft was looking forward to passing the baton. Dr. Hill shared that we are now looking to take nominations for a new SPEAC Co-Chair. Dr. Hill stated that there was a nomination form in the materials and that the Co-Chair position is a two year term, with meetings being twice a year. Dr. Diaz reminded the group that in order to serve as the SPEAC Co-Chair, the person must be a member of SPEAC. Dr. Hill stated that we will be taking the nomination forms up after the meeting.

Advisory Council Roles & Responsibilities

Supplied materials:

SPEAC Agenda

SPEAC Handbook – Serves as Training for the Advisory Council

SPEAC & CAPS Membership (Appendix B) - Commitment Form

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

SPEAC Presentation Materials

SPEAC Co-Chair Nomination Form

Committee Questions Feedback Forms

Dr. Amber Lynn Diaz, Director of Educator Preparation Services & Certification Officer stated that she had the duty to share the roles and responsibilities of SPEAC Membership. Dr. Diaz stated that she was not here during the conception of SPEAC and has been here for two years under the leadership of Dr. Kirk. She shared how her efforts are an attempt to develop the necessary materials that would meet TEA requirements, which was the handbook. This handbook outlines all of the roles and responsibilities of a member of the SPEAC advisory council. The SPEAC Handbook will serve as the information and required training; therefore by receiving the handbook, the members are officially receiving the training.

In your handbook, you are going to find current information on our accreditation status. Dr. Diaz shared as she was preparing the materials for today's meeting, she believes that SPEAC has the potential to meet a demanding need in our schools, districts, and in our communities. Dr. Diaz feels that the conception of SPEAC; an opportunity for all of us to come together and collaborate here at TAMUCT is a brilliant idea. However, she feels that we are not really fulfilling the intended purpose because authentic collaboration is missing. She shared that we would like to start our meetings a little earlier and change the format of the meeting so that there is more engagement and participation throughout the meeting. However, today's meeting will be conducted as previously formatted. Dr. Craft shared with the members how vital it is that we continue to be strong partners because he needs us (TAMUCT). Dr. Diaz agreed and shared that we also need him and all the other superintendents and communities partners, because that is what it is going to take to be successful in this field. Also, it is what TEA also requires of us as Educator Preparation Programs. Dr. Diaz shared that there is no way we can do it without this vital collaboration and support. Dr. Diaz stated, "So moving forward, we would like to have the process change in how we function and how we operate and that change is really going to be based on your collaboration, support and feedback." Dr. Diaz asked the members if there were any questions regarding the Roles and Responsibilities outlined in the handbook. No response.

Review of Program Operation, Evaluation, & Advisement

Dr. Diaz presented Dr. Agnes Tang to present the program review on the Teacher Preparation Program

Teacher Certification Program

Dr. Tang introduced herself as the Teacher Education Program Coordinator. She stressed that she is still new and learning this role and that there is a lot of information about the program in your materials under Appendix C. She encouraged everyone to read through all of the documentation presented. Dr. Tang shared that one of the things we have recently had to implement during the fall of 2016 was on page 58. We added a few courses to better serve and prepare our students for their content exam. Immediately following those pages are the program evaluations. Dr. Tang shared that instead of her explaining what our program is like, she invited two undergraduate students to provide a little bit of their thoughts and feedback of the program. First, Ms. Sarah LaComb who is graduating in May and has accepted a teaching position in China. Second, Ms. Erica Hernandez who has been interviewing in Killeen, however she is also currently looking for a position in the Houston area. They will both share their thoughts on the program. Ms. Erica Hernandez introduced herself and stated she is currently clinical teaching in Copperas Cove at Williams/Ledger and will be graduating in May. Overall, her experience at TAMUCT has been positive. She first started college not knowing what she wanted to do and then was introduced to education and immediately knew what she wanted to do. She was welcomed, and encouraged. She is very outgoing and bonded with many of her professors right off the bat. Some of her highlights were she was ATPE treasurer and also made her undergraduate experience fuller by helping out in the community, fundraisers and she also got to build relationships with her peers. She also got a scholarship with the opportunity to study abroad with her fellow students to China. This is where she was able to teach underprivileged students. Ms. Hernandez stated that she will miss TAMUCT and has enjoyed her time here. She believes her classmates and her professors are a part of her family.

Ms. Sara LaComb introduced herself. She is a Special Education Program major. She was appointed an ATPE officer. She too went to China with Ms. Hernandez. She would like to say that this program has prepared her for the future as it has been very rigorous. We did laugh and cry together. There were a lot of ups and downs and the program is very literacy enriched. She was very happy to teach the reading and writing process.

Dr. Tang thanked both Ms. Hernandez and Ms. LaComb. Dr. Tang shared with everyone that she is very honored to be here and is very pleased that all of the members have agreed to partner with the College of Education Teacher Education Program. She asked everyone to look for the sheet that is supplied in the packet Committee Questions. As you listen to the other speakers if you have thoughts please write them down on this sheet of paper. And we will be collecting them at the end. Dr. Tang also stated if you have any other

questions on programs and as you browse the handbook or reports, please write them down. We will gather those and put those in our minutes as well. Dr. Tang introduces the next program coordinator as Dr. Stephen Anderson.

Master in Education with Teacher Certification Program

Dr. Anderson thanked everyone and Dr. Tang and stated he is the program coordinator of the Master of Education with Teacher Certification Program. Dr. Anderson stated you may find the specific program information in Appendix C on page 79. He shared that the program is in good shape according to the numbers. We have 27 potential candidates that will be starting in September as interns or can start as interns. We also have another 8 applicants lined up that would be eligible for an Internship in the Fall of 2018 and that enrollment starts in September. In terms of curriculum changes, we have had some compliance issues that we are working on. One of the changes is that we are now requiring 300 hours of instruction to include observations. Previously we only required 4 certification courses and now it will be 6 certification courses. Students would now need to start in the spring to fulfil this requirement. In the spirit of advisement and collaboration we would like your input (similar to TMATE). We would like the possibility of including a summer component to include hands on teaching. What are your thoughts and ideas regarding the creation of this teaching component? Basically we would advise the program in KISD, Belton, etc. Students would come in, and then the interns would divide up as groups and presents units to the students, thus giving them experience before teaching for their internships. Dr. Anderson encouraged advisory input. Dr. Anderson asked what other comments, ideas, needs, or suggestions would the advisory members like to share regarding the graduate Teaching Certification Educator Preparation Program? Diane Waite asked if TAMUCT is looking to start the component this summer? Dr. Anderson stated yes, he is hoping this would happen. Right now our contract is filled with KISD and Dr. Anderson has reserved West Ward and thinks it is very possible it could be this summer, to give the interns experience.

Dr. Anderson discussed the next program, the Reading Specialist Preparation Program that he is the program coordinator for. He shared that during the SPEAC Meeting last year, we asked if the Reading Specialist Certification was still a viable certification need and the response was yes. However, we do not have a high interest in teachers seeking this certification. What would you suggest would be a good way to market this certification to your teachers? Dr. Anderson stated we have 3 graduating with the certificate, however we do not have any applicants in the pipeline. So we really need your feedback to tell us what ideas and needs you have. There is the potential to hibernate this program for 3 years deciding what we will do with it, continue or let dissolve. Dr. Anderson introduced the next program coordinator Dr. Genna Vivona School Counselor Preparation Program.

School Counselor Preparation Program

Dr. Genna Vivona, Coordinator of the School Counselor Program introduced herself and shared that she represented the counseling side. She shared that we have 9 graduates finishing the program and four of them have jobs and the other five are interviewing for positions. Our program is a little different than the others, as we have graduations in the spring and again the summer, because we have a second practicum in the summer. Dr. Vivona feels this is exciting especially with four having jobs and it is only the beginning of April and five interviewing. KISD interviewing the candidates before they are graduating. She stated that, "One thing we did this year was give them the ability to test for their certification earlier; that was a wonderful suggestion. We met with Dr. Diaz and Dr. Hill and thought let's get them certified before they leave us." Dr. Vivona feels this has made a big difference with students getting jobs and is wonderful change. She thanks the districts for opening their doors for interviews before the students are finished. Dr. Vivona also stated that there are nine students who are presently in practicum, and thanked those present for having them in their schools as school counseling practicum students. Dr. Vivona stated her program information can be found behind Appendix D. She asked the members to please read the report. She shared that counseling identity of a professional counselor is forever growing. In this community in particular, there is a certification body for CACREP, a national certification. And because we work with the military and military jobs, CACREP is a necessary certification to get jobs in our community. CACREP has upped the ante and its certification requirements have went up to 60 hours for all counselors no matter what their area. Dr. Vivona asked a question to the members, right now our program is at 48 hours, what do you think about the possibility of going up to a 60 hour program in order for your school counselors to be prepared in the schools? Do you have any ideas or views on that? Ms. Tina Capito asked, "What is the overall purpose of increasing the hours? Is it for experience, hands on?" Dr. Vivona replied with: more topics to be covered, better preparation, our students in districts here are needing the certification. Beyond that, there are TEA requirements and CACREP needs are great. What qualifications are

required? Dr. Vivona replied that right now they need a masters and our current degree is 48 hours. You cannot be certified with CACREP after this August with only 48 hours. Our current students enrolled right now are fine, however those after August would not be. Dr. Vivona stated it is a big decision. Dr. Vivona also asked what topics or areas would the members like to see for improved training of school counselors that might need to be added. She shared, "For instance, we are doing an advanced school counseling course that will be established in the future." What do you feel your school counselors are missing, especially secondary, that you would like to see more training on? Dr. Craft stated that HB5 has really changed the landscape quite a bit working with freshman students developing them for graduation and is very complicated now. Particularly in our district with the course selection, so as much support from school counselors as possible is needed, even in middle school. We would be very appreciated of school counselors to have this knowledge and expertise. Dr. Vivona stated we have a lot of intervention techniques that are taught throughout the course work, specifically behavioral and the courses are available through the psychology department and could be available to our counseling students if it was emphasized more. Jan Rainwater asked, "Does TEA developmental guidance programs still exist through K-12 and if so, do you address that through your training?" Dr. Vivona stated, yes it does and it is addressed even in their practicum experiences. Dr. Vivona asked the members to please take a moment and write down thoughts on the handout under School Counseling section and apologized for not having specific questions listed. Dr. Vivona introduced Dr. Todd Duncan, Coordinator for the Principal Program.

Dr. Todd Duncan, Coordinator Principal Preparation Program introduced himself and his programs for Educational Leadership (Principal) and Superintendent. Dr. Duncan stated his program information can be found in sections F and G. He pointed out that one of the difficulties about his program has been about numbers and they are trying increase their participation numbers. Dr. Duncan stated the good news is that they are on an upper trend, if we continue this trend, we should see the growth that we would like to see. He discussed that the dean suggested a formula that the program should be shooting for - doubling the number of the candidates going out. So, if we have 6 graduating at graduation. The incoming term we should have at least 12. This should be happening now having at least 10 or 12 applicants this summer. He is finishing up the application processes with candidates now. What this will mean in a couple of years is that we will have 12 graduating which would mean 24 coming in. One of the questions Dr. Duncan would like to ask later will be related to this. Another point Dr. Duncan would like to make is that the program is really doing a good job. Once our students go through the program and test, we have about a 97% pass rate for all of those who have taken their exam the first time. Those who have taken the second time have passed, so we are doing well in supporting our students. When they finish the program they can test and be certified. Questions Dr. Duncan has for group are related to the Texas Administrative Code requirements for observations in the practicum - to include one face-to-face and the others can be conducted through electronic transmission or other video or technology-based method. He shared that in our practicum, all three observations are conducted face-to-face. Would you provide your thoughts on the idea of including technology as part of the observation process in our practicum? Dr. Duncan reiterated that these are students who are in their practicum. Technology that can be used is skype, etc. Additionally, Dr. Duncan shared that we currently have a focus in our M.Ed. with principal certification program on improved recruitment efforts. We asked our CAPS committee to provide some input into improving our recruitment efforts. (The suggestions are enumerated in the CAPS minutes found on p. 142). Do you have suggestions or ideas regarding the recruitment of quality principal candidates? Dr. Duncan introduced Dr. Vasek who will speaking on behalf of the Superintendent Program and Dr. Michael Novotny who is the Superintendent CAPS CO-Chair.

Dr. Vasek introduced himself as new faculty in the College of Education and has the pleasure of speaking about the Superintendent Certification Program. Dr. Vasek stated you can find specific information regarding the Superintendent Certification Program in Appendix G. The Superintendent program represents the hard work and the great work of a lot of different people, many in this room and Dr. Vasek wanted to recognize that. As you look at the Superintendent Program report, you'll notice that it is light in some of the information that is presented. The reality is that the Superintendent Program is currently in an on hold status here at the university. You might be sitting there thinking to yourself, "Austin, why is that?" And that is a big question and there is a lot of different ways we can approach it. Dr. Vasek would like to briefly share with you the points of reality, to help you get your mind around why this program is currently in an on hold status. Dr. Vasek stated when he arrived here on September 1, Ed. Leadership and the College of Education had just gone through a great deal of transition with personnel and program leadership. The two most recent cohorts that were fielded and went through the superintendent certification program completed the program successfully, but experienced some program design and delivery issues along the way. Some of the items delivered in the practicum course weren't completely aligned with TEA expectations and those items needed to be cleaned

up. The thought of a seamless transition and articulation of that superintendent coursework into a viable doctoral program somewhere for those students did not come to fruition. TEA had come in and preformed an audit on many programs here and there were some areas of improvement that TEA noted within specifically with that program, so a lot of those things came into play. Because of this, no recruiting efforts were made to field a new cohort and therefore the program was put on hold pending improvement and action steps that needed to be made. Dr. Vasek would like to make very clear that program development, design, and delivery was collective hard work of a lot of really good people. It is the goal of Ed. Leadership and the College of Education to move that program from an on hold status to active status at the appropriate time. Dr. Vasek would like to call your attention to the very last section of Appendix G that stated additional notes for the committee and the list of some action steps that the College of Education and Ed. Leadership will take to revive the program from on hold to active status.

Action steps to "active" status include: (pg. 155 Appendix G of SPEAC Handbook)

- a. Review of existing courses, content, assignments, and benchmarks
- b. Confirm delivery model and program design
- c. Confirm alignment with TEA standards and expectations
- d. Identify immediate articulation EdD partner to accept program hours
- e. Initiate new process to create TAMU-CT Doctor of Education Program
- f. Hold Superintendent CAPS (Certificate Area Practitioner Sub-group) meeting

Dr. Vasek stated as with all those before him in the spirit of collaboration there are some questions that he would like to get advice and feedback on. Dr. Vasek asked three questions for the superintendent program and shared that they are listed on the handout. The coursework in the Superintendent Certification program is currently blended, online design and delivery supplemented by select face-to-face class sessions. Do you believe in the value of having select face-to-face class sessions? How can we enhance the face-to-face class sessions with value added components? What suggestions do you have how we best identify potential candidates for the Superintendent Certification program? Dr. Vasek encouraged everyone to give those questions a great deal of thought. He also wanted to let everyone know that being new faculty here that he could not be happier or more honored to be a part of the College of Education and the opportunities to meet the needs of the school districts and the people in this community and the surrounding areas. The program delivery and design are just unbelievable and the amount of cooperation and support that we receive on a daily basis from our area school districts is just something to be admired. Dr. Vasek is very happy to be here and looks forward to working with the members in the future.

Program Advisement

Dr. Amber Lynn Diaz introduced Dr. Schilke and shared that she and Dr. Schilke started a conversation over a year ago regarding SPEAC and the importance it has on the success of our Educator Preparation Programs. She shared that they both did not realize the gravity of the situation until our institution had the first TEA Continuing Compliance Review. When TEA notifies our institution that they are going to review any of our programs, the first thing we have to do is email TEA with list of all our advisory members within 6 business days. Everyone on the list "all of you" would receive a wonderful email from TEA that would ask very specific questions about the Educator Preparation Program design, delivery, evaluations, and about candidates and field experiences. During our audit, it was noted that our advisory member feedback was inconsistent and did not illicit knowledge about what we are actually doing here. Dr. Diaz shared, "To hold true to previous conversations that have taken place in this forum, as well as, conversations with Dr. Schilke, she is excited to announce that we are moving to make the materials in a digital format." This will allow the advisory members the ability to have access to this information at any time. Not only is making the information digital fiscally responsible, but it creates greater access to real time information. This committee is not just about us reporting information out to you, which seems to be the focus, like today, but sharing information collaboratively. We really need to charter a transformative process so that as an advisory group, we can collectively look at what this program information and data is telling us and making effective decisions. So moving forward, our intent is to upload the SPEAC information to our website. Dr. Diaz also shared that her goal is to have the information compiled and uploaded prior to meetings so that members are able to review the materials before the meeting. This will allow the members to come to the table with questions that they would like to have answered. She asked the Educator Preparation Program Coordinators to be mindful of timelines and to please submit requested materials. Dr. Diaz stated that she is committed to ensure that we are digital next year when we present to this council. Dr. Diaz asked Dr. Schilke if he would like to discuss anything about the web design. Dr. Schilke responded that he has nothing at this time to share.

Dr. Diaz presented the Texas A&M University–Central Texas Pass Rates. Dr. Diaz stated that in the materials found in Section H is a chart that displays our TExES Pass Rates. She asked the members to see a note found at the end of the report. ETS provides a disclaimer which states these numbers and calculations should not be used to determine your accreditation status of your program. She shared that the accreditation process is actually done through the database called ASEP which is operated by TEA. However, this is the way information from ETS is created. The reports indicates the number of examinees we had in our program and also the numbers of all the examinees in all the programs across the state. For each certification area examination, the pass rates are listed. She shared, so right on the top of the report, you can see the examination Principal and that our program had 3 testers from September to March 2017 and the passing rate is 100%. For the most part you are going to see really high percentages, 100% most of the time. However, you will see some areas in the report that are concerns for the university. Specifically in the areas of Mathematics, Social Studies, and the EC-6 Core Subjects because of the 5 content areas that are being tested. She shared that the Teacher Educator Preparation Program has some struggles in those areas. Dr. Diaz also shared that one reason this report is so important is because in December TEA is going to change the way they determine the accreditation status of the university. If you look at Appendix A, you will find our Accreditation Notice and we are Accredited. However, things are changing very quickly at the State Board for Educator Certification. When Dr. Diaz came here in December 2014 there was not a test limit. There was this huge news coverage that took place outside of TEA at an SBEC meeting because there were candidates that had tested 180 times on particular tests. So in 2015, TEA created rule approved by SBEC that now limits the attempts of a certification test to 5. An examinee will have 5 testing attempts and after 5, they can no longer test in that area and will not be certified in that area. So during my first year, we had to grapple with the 5 test limit. This year, a new change was approved. We now have to grapple with the fact that our accreditation will be based on the first two attempts. So if a student does not pass the TExES on their first two attempts it will now count against our Accreditation status. You can see that we already have some students that are at their third attempt and they passed. These candidates now count against us. Dr. Diaz stated the next section of the report shows the average scaled score and percentage correct for our programs and all programs and we've highlighted in yellow some areas of concerns. What we did with this chart was divided out the competencies that are tested. So we can really look at what part of that test are we really struggling with. So you are going to see a few pages of test results regarding all of our examinees on those tests. Dr. Diaz stressed this is something that we need to have an in-depth conversation about. We need to look at how our students are doing, what curriculum they are taking, and what might we need to do differently to ensure a higher success rate. Those are the conversations we need you to be a part of at meetings like this or at the CAPS meeting. Dr. Diaz reiterated that this would be a very good time for her to share that at the very back of the SPEAC handbook there is a CAPS commitment form. Many of you have signed these in the past. Please think of this commitment form as starting brand new for next year. You are willing to serve for one year, which means you'll be at the first two meetings of 2017-2018 year. Or you will commit to two years and you'll come to four meetings within the next two years. Dr. Diaz stated she would need new commitment forms from everyone in the room today. We will also send this out with the SPEAC materials to those members who are not present today.

Dr. Diaz spoke to the superintendents in the room. Because of changes by TEA and SBEC, she shared that she has updated the Memorandum of Understanding (MOU) and it is presented as a draft for 2017-2018. She reiterated that Dr. Craft had already shared anything that was changed in the context has been underlined. Specifically, one of the major changes is regarding site supervisors, mentors, and cooperating teachers. TEA would like to see that that person is certified in the exact same certification as student, and that they have at the minimum 3-years' experience in that certification and that they have some form of evidence that they are an accomplished educator. The requirement is the same for field supervisors. Dr. Diaz stated that you can see where these changes were made in the MOU. One thing TEA wants to see is that we are collaborating with the school districts when making those decisions before the start of field experiences in practicum. TEA has revised a lot of Texas Administrative Code for Educator Preparation Programs and in the new language, you will see the word collaboration frequently. TEA's also shared to meet the intent of TAC there if some form of evidence. TEA wants evidence for everything we are doing. TEA has created a document called Figure 19. It is about 12 pages and specifically lists the type of evidence for every single code that an EPP must follow.

Dr. Diaz asked the group, what would be the evidence that they had 3-years of teaching? Official service record is response from group.

Dr. Diaz asked, how would they determine if they had a certification for the class? Educator Certificate is the response.

Dr. Diaz asked, how will I determine if they are an accomplished educator of student learning? Evaluations such as T-TESS, student performance evaluation, and letter of recommendation stating they are an accomplished educator.

Dr. Diaz stated in our meeting with TEA and Dr. Craft we have determined that it would be pretty difficult to collect all this evidence for every single person we are utilizing in the field. So what she developed is a Verification Form that will be signed by the campus administrator or Superintendent that will document every piece of information TEA is requesting. The verification section could be completed by the principal or superintendent of the district or even an HR representative, stating yes they have the 3 years' experience, yes they have the Educator Certification in the same field, and yes they are an accomplished educator. In our MOU with school districts, if TEA were to do a continuing compliance audit the MOU states that we would contact the school district to get that information for verification of compliance. Dr. Diaz stresses this is one of the most significant changes that is coming next year. Without this information, she will not be able to certify candidates. Dr. Diaz stated that Dr. Tang mentioned another change about the needing of field experience during the first 15 days of school. Mainly what TEA is doing is looking at increasing the quality of educator preparation programs to meet national standards because we are not where we needed to be in the Texas. So a lot of the rules and administrative code is written with that intent and it seems this is evolving and ever changing issue. TEA is always requiring more and more of us. Like Dr. Diaz shared with us, all the rules that all of the educator preparation programs must follow is pretty intense.

Dr. Diaz shared information regarding EdTPA. Dr. Hill came from Georgia which uses EdTPA. Dr. Hill is very familiar with CAPE Accreditation for educator preparation programs. In Georgia, all teachers have to go through EdTPA to be educator certified. Dr. Diaz found out by going to conferences to include AACTE, that the candidates who are seeking certification actually do that through a Department of Education HUB. In Texas, they do that through each of the universities. So here candidates complete their work to demonstrate mastery and the candidate record is reviewed by the Certification Officer and we certify the candidate meets the certification requirements and SBEC awards a certificate. In most states, it does not happen this way. All the information goes to the State Board of Education, and they are the ones reviewing and determining whether a candidate should be certified. In Georgia, EdTPA is one of the processes to ensure teachers get certified and is of high caliber. There are 15 different rubrics under teacher certification. EdTPA is created by Pearson and they hire reviewers and the reviewers have to go through intense training. They have to pass tests with certain a percent of reliability and vitality to be chosen or hired as a reviewer. Then they review candidates throughout the nation. The review determines if the candidate meets the certification level and if the candidate can be certified as a teacher. It is pretty intense, we have just increased the standards and rigor of this process and have put it in other people's hands to say that we have the highest quality candidates. That our candidates are meeting these standards and they are working towards the proficient level on these rubrics. EdTPA is pretty costly and in most states it is a part of the state's certification process. Dr. Diaz stated we are going to be doing a pilot for the state of Texas with our candidates in the fall of 2018. So we will have a select number of candidates, possibly ten. We train trainers to go through the process of looking at what the candidates are going to need, and determine if we are helping them meet those goals at a national level. Mainly we are doing this to collect data, because our overall goal is to one day be nationally accredited. Dr. Diaz stated we have to look at how close are we to meeting those national goals and what we need to do to meet those goals. This will be our first action plan and step to move towards CAPE Accreditation. Dr. Diaz asked if anyone has any questions for Dr. Hill using EdTPA?

Dr. Hill stated one of things we have to look at in teacher preparation and preparing teachers is we need to realize the only constant is change. Principal certification is even up for change like the exam. Dr. Hill stated we will have to change the way we do business or we will not be doing business. Because in the new age of accountability, we cannot just check the box and say we have done it. And particularly we do have to check the box a little more thoroughly than we have done before. One of the things particularly coming through Georgia was the mayhem of we are not going to take this test, but it became a state mandate. Students in Georgia do not pass that it is consequential, they can't graduate, and they can't be certified. So part of the conversation in Texas is well maybe we might think about and from administration these things become more and more parent. Dr. Hill stresses what we want to do is get ahead of the argument as opposed to being behind the argument and have to jump through hoops to make it happen. There are programs in Texas that are using EdTPA. We want to make our candidates more marketable. And understanding the rigor and realigning our programs and structure. Again this is not something to put students through it is to make them more marketable. New regulations want students to have 3.0 and 1200+ on SAT. Dr. Hill stresses to be very

transparent if a student has a 3.0 GPA and 1200+ on SAT more than likely will not be going into education. These types of students are not coming to us in droves so how do we make this a little bit more palpable for them. We also will more than likely have to address teacher shortages. Dr. Hill stresses that now we have to do \$55 for all new candidates. This new test is \$350 for the pilot which is taking care of but how do we get our friends in the College of Education to support us in this adventure. We would like quality over quantity, as we are sure all of the superintendents would as well. How do we support those students, and make them more accountable for their sections of what they have to do. Dr. Hill reiterates once we get the results it is going to say a lot about our program. Dr. Hill stated his last institution when they received the results, the faculty hated it. It is going to be so keen. We are looking at what the deficiencies are. We do have to change the paradigm for this culture of students.

Dr. Diaz wanted to go back and show that we are struggling on our content tests. She wants to reiterate that we do not teach the content. We are an upper level university and those students coming to us have already done those courses at a community college. Through these collaborations we can strengthen our relationships with community colleges where our students are obtaining the content and ensuring the content provided is helping the candidates to be successful on these tests. She asked, what do we need to do to remedy this issue? Because if we continue to go on this route are we ever going to resolve these issues? And if we don't resolve these issues and the candidates are not able to pass on the second attempt, what happens to the accreditation of our university. Dr. Diaz stated that we could be accreditation warned and then lose the accreditation all together. These conversations are critical to the process, though it is not just about the conversations but the critical work that must come from the conversations. There needs to be some action items so that we can begin to build processes and plans to deal with these issues. Dr. Diaz reiterated the point Dr. Vasek pointed out, "that you did not realize you were going to have to do so much writing". However, she shared that this will be the intent at future meetings. We are going to be looking through data and you will be asked questions about the information presented. We need your input to find ways we can resolve some of the issues we are faced with. When you are hiring teachers you want teachers who can come in day one and do the job. You also want that teacher to be committed to staying there a long time. TAMUCT wants to produce these teachers. So, through this partnership and with other community organizations we can reach our goals.

Collaboration/Question & Answer Session

Dr. Diaz mentioned in handbook there is a new Code of Ethics that is needing their initials and signature. She speaks of changed language and the need for updated forms. Dr. Diaz asked what services could we provide that would help you, your teachers, your schools, or your district? She also asks what recommendations do you have for the SPEAC Meeting (agenda, presentations, information, etc.)?

Dr. Hill would like to know, what other comments, ideas, needs, or suggestions would the members would like to share with him?

Dr. Diaz opened the floor for the questions & answer session. She reminded everyone what documents needed to be turned in to also turn in name tags.

Dr. Novotny talked about the testing scores compared with the state and that our program seems to be on the right track.

Dr. Hill talked about inviting ETS to share with us information regarding strategic planning regarding testing materials. Dr. Hill shared how we are working on ways to help testing and to include our school districts.

Ms. Tina Capito commends our program for getting ahead of the game in the TExES and with the changes that are being presented and the testing challenges.

Meeting adjourned at 11:25 a.m.

Dr. Diaz shared that the next SPEAC Meetings will be **November 03, 2017 10:00 a.m. & April 6, 2018 10:00 a.m.**



Strategic Partners Education Advisory Council (SPEAC)

Program Operation, Evaluation, & Advisement Collaborative Questions

Teacher Preparation Program

Dr. Agnes Tang; Coordinator

TAC 228.35 (e)(2)(c)(vi)(F) Candidates need to experience a full range of professional responsibilities that shall include the start of the school year. The start of the school year is defined as the first 15 instructional days of the school year. If these experiences cannot be provided through clinical teaching, they must be provided through field-based experiences. What suggestions do you have for clinical teachers that start Clinical Teaching in the Spring semester?

- College Starts after ISDs
- Extend High School Level, many of the same started school experiences apply to the start of semester II
- Can you require them to sub a few days? Reflect on this experience
- Multiple levels and schools
- Required observation hours in the fall during the first 15 days – trade for built in flex days in the spring
- Thinking back to my early days, I visit, I would have enacted a 15 day emerging survival guide. Although university classes began after public schools, this could be a pre-class expectation project done after school starts.

What other comments, ideas, needs, or suggestions would you like to share with us regarding the undergraduate Teaching Certification Educator Preparation Program?

- I think hands-on teaching practical experiences may be difficult to coordinate because summer deliveries are generally recovery efforts; these opportunities generally require the expertise of veteran teachers. Alternatives might be in enrichment environments.
- Maybe host a small job fair on sight and invite some principals to meet new graduates in spring or fall if available.
- Cohesion between classes/courses regarding lesson planning (examples) content – vertical/horizontal alignment.
-



Strategic Partners Education Advisory Council (SPEAC)

Program Operation, Evaluation, & Advisement Collaborative Questions

Master in Education with Teacher Certification Program

Dr. Stephen Anderson; Coordinator

We are currently redesigning the degree to be a Master's of Arts in Teaching (similar to TMATE). We would like the possibility of including a summer component to include hands on teaching. What are your thoughts and ideas regarding the creation of this teaching component?

- For a 2017 summer camp, time is of the essence at this point to get word out to parents before the end of this school year.
- Classroom Management – We need to find out what specific district policies are regarding cell phones in classroom. Specifically what can an intern do/not do with regard to classroom discipline and student engagement. Our interns seem to lack skills to handle these issues thus initiative passes to the students.
- I think hands-on teaching practical experiences may be difficult to coordinate because summer deliveries are generally recovery efforts; these opportunities generally require the expertise of veteran teachers. Alternatives might be in enrichment environments.
- Partner with school districts to teach/present during summer school. (all levels)
- Create EOC remediation lessons to present prior to summer retest in July
- Great idea summer component to include hands on teaching
- Our students need “experience working with children in an educational setting
- Candidates can help provide intervention services/lessons at summer school or on campus enrichment camps
- Summer school collaboration with school districts, often districts has a shortage of summer school teachers.

What other comments, ideas, needs, or suggestions would you like to share with us regarding the graduate Teaching Certification Educator Preparation Program?

- Collaboration between field supervisors and faculty – per our conversation.
- The interns seem to be overwhelmed with paperwork for this program... Weekly reflections in part, which are on top of their school and district requirements and lesson preparations. Some of my interns are faithful in completing paperwork. Others just ignore it. I have no mandate to manage this issue. Also, mentor teacher requirements are not always met. I have one who never observed intern because she had the same schedule. Interns should not be taking coursework during their teaching year.
- Still needs to be heavily ground in pedagogy. Emphasis areas could include compensatory education, reading/ English Language Learners.
- Face to face conversations with principals



Strategic Partners Education Advisory Council (SPEAC)

Program Operation, Evaluation, & Advisement Collaborative Questions

Reading Specialist Preparation Program

Dr. Stephen Anderson; Coordinator

During the SPEAC Meeting last year, we asked if the Reading Specialist Certification was still a viable certification need and the response was yes. However, we do not have a high interest in teachers seeking this certification. What would you suggest would be a good way to market this certification to your teachers?

- The reading specialist certification is vital many unqualified teachers are serving in these roles. School districts need to compensate for these specialized certification.
- Letting current teachers know this program is available is vital
- Connect with dyslexia training. KISD uses the "Wilson" program. If that training is provided they will be more marketable. (3-day training)
- The challenge is compounded by the selective lack of HS reading interventions still offered. Reading as a specialty intervention seems to be sacrificed for other supports – content mastery, RLI, etc.
- Get with Phyllis Wheeler – Adjunct Faculty at A&M and longtime English teacher in KISD

What other comments, ideas, needs, or suggestions would you like to share with us regarding the Reading Specialist Certification Educator Preparation Program?

- Many secondary ELAR/Reading teachers lack the expertise to teach students to be literate. This reading specialist certification is key to closing the literacy gaps.



Strategic Partners Education Advisory Council (SPEAC)

Program Operation, Evaluation, & Advisement Collaborative Questions

School Counselor Preparation Program

Dr. Genna Vivona; Coordinator

- Many programs are 60 hours already
- CACREP is a 60 program, need to stay CACREP
- 60 hour is a must! Especially if students want additional licenses
- Additional courses: Crisis management, recreational drug use/prevention, legal topics (504, SPED, etc.) How to effectively plan a student's college/career plan (k-12 plan)
- Have grad students develop a conference for Cen's for local school counseling and clinicians
- 48 to 60 Hours
- Topics for training
- TBRI
- Restorative Discipline
- High needs campuses
- How are school counselor trained to assist w/restorative practices and interventions for students struggling behaviorally?
- HB5 issues 4 year plan knowledge of this
- Mobility for KISD stabilization letter, transcript issues
- Scholarships for graduates (management), very important to parents
- Strong on counseling
- Time management (cannot spend too much one on one time at beg of school when registering 2000 + students
- Credit recovery issues/ideas
- Secondary counselors seem to be getting further and further removed from interventionist activities 0 social supports, personal development etc.
- Behavior intervention and social supports/interaction with outside agencies is a greater and greater part of service to secondary students



Strategic Partners Education Advisory Council (SPEAC)

Program Operation, Evaluation, & Advisement Collaborative Questions

Principal Preparation Program

Dr. Todd Duncan; Coordinator

The Texas Administrative Code requires observations in the practicum to include one face-to-face and the others can be conducted through electronic transmission or other video or technology-based method. In our practicum, all three observations are conducted face-to-face. Would you provide your thoughts on the idea of including technology as part of the observation process in our practicum?

- Love face to face
- Tech would be okay for work/projects needing to be done, but it's hard to have a full experience online only
- Doing face to face observations holds the intern to a higher level of expectations. There are nuances that I wonder might be missed should observations be electronic. Keep at least 2 or 3 as face to face.
- Today's students will be more comfortable with digital observations formatting. Will likely be more efficient
- I think that face to face is best
- Although, I am not opposed to some technology component I do not think it is beneficial to replace face to face observation. A blended model may be attractive and prospective candidates.
- Technology can allow for flexibility to see growth over time. (Digital portfolios)

We currently have a focus in our M.Ed. with principal certification program on improved recruitment efforts. We asked our CAPS committee to provide some input into improving our recruitment efforts. (The suggestions are enumerated in the CAPS minutes found on p. 142). Do you have suggestions or ideas regarding the recruitment of quality principal candidates?

- Continue to take recommendations from principals
- Advertise cost efficiencies
- Recruitment focused around higher level jobs. Those who want to become coordinators/district level jobs. Many who are transient may not realize you need principal certification to qualify for the higher level jobs.
- More marketing through personal email.



Strategic Partners Education Advisory Council (SPEAC)

Program Operation, Evaluation, & Advisement Collaborative Questions

Superintendent Preparation Program

Dr. Austin Vasek; Faculty

The coursework in the Superintendent Certification program is currently blended, online design and delivery supplemented by select face-to-face class sessions. Do you believe in the value of having select face-to-face class sessions?

- Yes face to face needed it helps build relationships
- Yes, assuming each cohort can provide enough insight and variety of experiences. Contingent upon number of participants
- Absolutely

How can we enhance the face-to-face class sessions with value added components?

- Have guest speakers on timely topics that superintendents struggle with.
- This could align with the test (tax rates, bond elections, booster clubs, etc.)
- Invite experienced superintendents to engage in specific conversations pertaining to various current topics
- Provide experiences to learn from correctly engaged practitioners. This is very valuable down to earth, on the street experience to provide perspective and challenges and issues.
- Keep current, real life experiences that favor the superintendents of today

What suggestions do you have how we best identify potential candidates for the Superintendent Certification program?

- Build relationships with superintendents to help grow their leadership team
- Visit with partnering districts local districts HR department or superintendents for reference.
- Target smaller school principals in the region. Although many principals interested in superintendent service so many are drawn to the plethora of online programs. Small school leaders are a good target for programs that emphasize at least some face to face components articulating with a doctored pathway.
- Target current principals and school administrators



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Strategic Partners Education Advisory Council (SPEAC)

Program Operation, Evaluation, & Advisement Collaborative Questions

Educator Preparation Services

Dr. Amber Lynn Diaz, Director

What services could we provide that would help you, your teachers, your schools, or your district?

- CEU opportunities (come to campus or go to district campus) Offering CEU's could have the additional benefit of promoting TAMUCT programs. Have graduate students possibly create/lost this conference
- Offer professional development opportunities at a reasonable cost
- Other unique, local opportunities to engage on national or global educational concerns
- Special events with keynote opportunities/draw a professional services offered to practitioners and potential recruits. Promote TAMUCT as a brand and a player on a bigger stage bringing to regional audience
- Collaborate with local school districts for new teacher induction providing future educators real life experience for the 1st month of school
- Recruitment focus on instructional aides. Many may have the equivalent of an associate's degree
- Field supervisors have an after action meeting to debrief the year. Have Dr. Tang and Dr. Anderson present to help us correlate our field observations with taught curriculum to recognize any "disconnects" or differences

What recommendations do you have for the SPEAC Meeting (agenda, presentations, information, etc.)?

- I think the reformatted format that will allow for collaboration is a good idea
- Meeting plan, agenda, and communications very well proposed and enacted. Information very comprehensive and valuable
- Real life classroom
- Projects that focus around the 1st month
- Train mentors/team with school district to help with mentor program



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

Program Operation, Evaluation, & Advisement Collaborative Questions

College of Education

Dr. Edward Hill, Dean

What other comments, ideas, needs, or suggestions would you like to share with me?

- Community College – some way to communicate the value of the core classes towards the certification
- Students may not think that any information from the lower level course work relevant at the university
- Idea web opportunity for education students to review
- Allow education student to retain differently
- You are right on target with the concept that we need more brand recognition to compete
- I think you can promote the emphasize/value in TAMUCT programs or at least some face to face opportunities – all online is convenient but a much less than experience
- Reach out and prioritize the smaller/rural schools in your service area. These leaders will encounter many more service opportunities over time than KISD educators, for instance. Cater to the small school professional.
- To help with teacher certification passing rate give a pretest of test upon entering the program. Based on those scores student would be required to take prep course in the specific area of need. These prep courses would have to be completed prior to taking official test



Texas A&M University-Central Texas

Educator Preparation Program

Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards

(1) Professional Ethical Conduct, Practices and Performance.

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

(2) Ethical Conduct Toward Professional Colleagues.

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



Texas A&M University-Central Texas Educator Preparation Program

Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards

(3) Ethical Conduct Toward Students.

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

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

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

Printed Name

Signature

Date

Please check the applicable box.

☐ Candidate

☐ Faculty

☐ Staff

☐ Field Supervisor

☐ Community Member

Appendix B - Advisory Council Membership

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

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Texas A&M University-Central Texas

Strategic Partners Education Advisory Council Members

First		Entity/Organization	Title/Position
Amanda	Allen	TAMUCT	Faculty, C&I
Stephen	Anderson	TAMUCT	Faculty, C&I
Kelly	Avritt	Copperas Cove ISD	Director of Research & Analysis/Student Services
John	Avritt	Copperas Cove ISD	Senior School Counselor
Melissa	Barlow	TAMUCT	Senior Administrative Associate
David	Barnes	TAMUCT Student	Teacher Certification - Graduate
Robin	Battershell	Temple ISD	Superintendent
Jamie	Blassingame	TAMUCT	Field Supervisor
Susan	Buckley	Killeen ISD	Principal
Joe	Burns	Copperas Cove ISD	Superintendent
Tina	Capito	My Tutor & More	Education Center Director
Julia	Cochran	Killeen ISD	Secondary Education
Gail	Cox	Temple College	Chair/College of Education
John	Craft	Killeen ISD	Superintendent
John	Crutchfield	Greater Killeen Chamber	President/CEO
Kellie	Cude	TAMUCT	Grad Studies/Faculty, C&I
Jennifer	Davis	TAMUCT	Field Supervisor
Mienie	De Kock	TAMUCT	Faculty, Math
Amber Lynn	Diaz	TAMUCT	Certification Officer, EPS
Todd	Duncan	TAMUCT	Faculty, EDAD
Bobbie	Eddins	TAMUCT	Faculty, EDAD
Ann	Farris	City of Killeen	Assistant City Manager
Susan	Florence	TAMUCT	Field Supervisor
Peg	Gray-Vickrey	TAMUCT	Provost
Terry	Griffin	Harker Heights Elem	Assistant Principal
Christina	Hamilton	TAMUCT	Faculty, C&I
Edward	Hill, Jr.	TAMUCT	Dean, College of Education
Neil	Jeter	Troy ISD	Superintendent
Gregory	Johnson	Killeen City Council	City Council Member
Clifton	Jones	TAMUCT	Executive Director of Enrollment Management
Jerry	Jones	TAMUCT	Dean, College of Arts & Sciences
Mary	Keller	Military Child Education Coalition	President & Chief Executive Officer
Susan	Kincannon	Belton ISD	Superintendent
Jeff	Kirk	TAMUCT	Dean, College of Education
Becky	Kirkland	St. Joseph's Catholic School	Principal
Stephanie	Kucera	Region 12 Service Center	Director Academic Services
Laura	Lamper	Central Texas College	EC Professor, CTC
Deanna	Lovesmith	Belton ISD	Assistant Superintendent
Amy	McDaniel	LCHEC	Chief Operating Officer
Amanda	Morris	Lampasas ISD	Teacher
Mark	Nigliazzo	TAMUCT	President
Michael	Novotny	Salado ISD	Superintendent
Christine	Parks	Temple ISD	Principal
Russell	Porter	TAMUCT	Associate Provost
Cynthia	Potvin	TAMUCT	Field Supervisor
Betty	Price	Copperas Cove Chamber	President
Jan	Rainwater	TAMUCT	Field Supervisor
Agnes	Tang	TAMUCT	Faculty, C&I
Tammy	Thornhill	Killeen ISD	Teacher
Austin	Vasek	TAMUCT	Faculty, EDAD
Diane	Waite	TAMUCT	Field Supervisor
Al	Waite	TAMUCT	Field Supervisor
Keona	White	Belton ISD	Principal
Matthew	Widacki	Killeen ISD	Principal
Matthew	Wright	Killeen ISD	Teacher, At Risk
Everett	Young	Fort Hood Education Services	Guidance Counselor

Texas A&M University-Central Texas

Educator Preparation Council Members

First	Last	Entity/Organization	Title/Position
Agnes	Tang	TAMUCT	Teacher Program Coordinator
Amber	Dunai	TAMUCT	Department, English Program
Amber Lynn	Diaz	TAMUCT	Director of EPSD, Certification Officer
Austin	Vasek	TAMUCT	Principal/Superintendent Program
Cadra	McDaniel	TAMUCT	History/Political Science Program
Clifton	Jones	TAMUCT	Executive Director of Enrollment Management
Edward	Hill	TAMUCT	Dean, College of Education
Elizabeth	Glenn	TAMUCT	Coordinator of Field Placement and Testing
Hannah	McDonald	TAMUCT	University Registrar
Jeffrey	Kirk	TAMUCT	Assistant Provost & Associate Vice President
Kellie	Cude	TAMUCT	Director of Graduate Studies
Melissa	Barlow	TAMUCT	Senior Administrative Assistant EPSD
Mienie	Roberts	TAMUCT	Faculty, Math Program
Pauline	Moseley	TAMUCT	School Counselor Coordinator
Stephen	Anderson	TAMUCT	M.Ed./Reading Specialist Program Coordinator

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

First	Last	Entity/Organization	Title/Position
Agnes	Tang	TAMUCT	Faculty, C&I
Alexandra	Chandler	Killeen ISD	2 nd Grade Teacher
Amanda	Allen	TAMUCT	Faculty, C&I
Amber Lynn	Diaz	TAMUCT	Undergraduate Teacher
Angelica	Rodriguez	Killeen ISD	Kindergarten Teacher
Christina	Hamilton	TAMUCT	Faculty, C&I
David	Barnes	TAMUCT	Graduate Student
Edward	Hill	TAMUCT	Dean, College of Education
Erika	Hernandez	Killeen ISD Teacher	PreK Teacher
Heath	Will	Central Texas College	Department Chair
Jan	Anderson	Central Texas College	Dean, Central Campus
Jamie	Blassingame	TAMUCT	Adjunct Faculty, C&I
Jennifer	Davis	TAMUCT	Adjunct Faculty, C&I
Jesse	Myles		
Julia	Cochran	TAMUCT	Early College High School Teacher
Karen	Jackson	TAMUCT	Adjunct Faculty, C&I
Lauren	Sutton	Killeen ISD	
Susan	Florence	TAMUCT Adjunct/Filed Supervisor	Adjunct Faculty, C&I
Zachary	Ross	Copperas Cove ISD	Social Studies Teacher

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

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

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

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

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



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

Additionally, I would like to recommend the following individuals:

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

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Appendix C – Teacher Certification

Undergraduate Teacher Educator Preparation Program Operation Review Spring 2017

Field Supervisor Training Agenda Fall 2016

Cooperating Teacher Training Agenda

Spring 2017 Program Evaluation Report

Spring 2017 Cooperating Teacher Evaluation Report

Spring 2017 Field supervisor Evaluation Report

Undergraduate Teacher Educator Preparation Program Operation Review Fall 2017

Field Supervisor Training Agenda Fall 2017

Cooperating Teacher Training Agenda

Fall 2017 Program Evaluation Report

Fall 2017 Cooperating Teacher Evaluation Report

Fall 2017 Field supervisor Evaluation Report

Graduate Teacher Educator Preparation Program Operation Review Spring 2017

Field Supervisor Training Agenda Fall 2017

2015 – 2016 Program Evaluation Report

2015 – 2016 Cooperating Teacher Evaluation Report

2015 – 2016 Field supervisor Evaluation Report

Graduate Teacher Educator Preparation Program Operation Review Fall 2017

Undergraduate & Graduate Teacher Educator Preparation Program
Certificate Area Practitioner Sub-Group (CAPS) 05.10.18 Meeting Minutes

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

Bachelor's in Interdisciplinary Studies with Teacher Certification Spring 2017

Prepared by: Dr. Agnes Tang

A. Number of Current Candidates

There were 23 candidates admitted in the 2016-2017 reporting year seeking an initial teaching certification. 13 students were admitted in the Fall 2016 Semester and 10 Students were admitted in the Spring 2017 Semester.

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

There will be two major changes to admission criteria for applicants beginning in the Fall of 2017. First, as documented in the Certificate Area Practitioner Sub-Group Minutes, applicants will need to demonstrate mastery of content that is applicable to the certification area. Candidates will complete the TExES representative with a cut-score of 70% to meet admission requirement. Candidates that score below the 70% are required to complete Certify Teacher with 80% mastery on the content that is applicable to the certification area. For candidates that are seeking EC-6 Core Subjects, this means they will need to receive an 80% in all 5 areas.

Secondly, the on-site writing sample was removed as an admission requirement. Applicants will demonstrate mastery of writing by successful completion on the ACCUPLACER with an Essay score of 6 or an Essay score of 5 and a Sentence Skills score of 80.

C. Curriculum changes that has changed from 2016-2017 for the 2017-2018 academic year.

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

Please see the attached degree plans for EC-6 and All Level Special Education Certification.

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.

EDUC 3320 – Professional Development 1: 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.

EDUC 3320 – Professional Development 1 Lab: Technology

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.

EDUC 3330 – Professional Development 2: Lesson Planning

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

EDU3 3330 – Professional Development 2: 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.

EDUC 4304 (EC-6) & EDUC 4330 (7-12) – Professional Development 3: 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.

EDUC 4335 – Professional Development 4: 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.

EDUC 4691 – 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 Field Supervisors meet with the Director of Educator Preparation Services twice during the Summer of 2016 to discuss the evaluation tools for the clinical teaching experience. The current Teacher Observation Form reflects the current teaching standards, as well as, alignment to the T-TESS Evaluation Rubric.

1. Anticipated number of candidates doing field-based experiences

There were 32 candidates in the Teacher Educator Preparation Program that completed their Clinical Teaching in the Spring of 2017.

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

Belton ISD 1 (Spring 2017)	Cove ISD 4 (Spring 2017)	Gatesville ISD 1 (Spring 2017)	Jarrell ISD 1 (Spring 2017)	Killeen ISD 16 (Spring 2017)	Lampasas ISD 3 (Spring 2017)
Rogers ISD 1 (Spring 2017)	San Saba 1 (Spring 2017)	Temple ISD 4 (Spring 2016)			

3. Candidate experiences and interaction with field-based experiences

Candidates in the Teacher Education Preparation Program complete evaluations on their Cooperating Teacher(s), 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

During the EDUC 3330 Professional Development 2 – Effective Instruction, teacher candidates complete a total of 21 hours in field-based experiences and submit the Field Experience Log to EPSD for their certification record.

During the EDUC 4304 Early Childhood Environments/EDUC 4330 Professional Development 3 courses, teacher candidates complete a total of 60 hours in field-based experiences and submit the Field Experience Log to EPSD for their certification record.

Teacher candidates that are in Clinical Teaching complete a Weekly Documentation Log that is signed by the Cooperating Teacher at the end of the week. Clinical teachers write Weekly Reflections that document experiences, as well as, set goals for the upcoming week. The Weekly Reflections are submitted to the faculty member and the Field Supervisor. All of the Formal Observations, Professional Responsibilities Forms, and 3rd Week Reports are submitted to the Educator Preparation Services Department (EPSD) by the Field Supervisor. EPSD reviews all documents for validity and then enters the information into the database, scans the document to the candidate digital record, and files the original in the candidate's certification record. During the verification process, EPSD checks dates, times, and signatures. The Director of Educator Preparation Services reviews all observations and will address any areas of concern.

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

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

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

Please refer to the following page.

Diversity of Student Populations for Clinical Teachers Spring 2017

State & District	Campus	African American %	Hispanic %	White %	American Indian %	Asian %	Pacific Islander %	Two or More Races %	Economically Disadvantage %	English Language Learners %	Mobility Rate %
State of Texas		12.6	52.4	28.1	0.4	4.2	0.1	2.2	59.0	18.9	16.2
Belton ISD	Miller Heights	16.1	43.8	32.5	0.3	0.9	0.0	6.4	73.6	5.2	23.2
Copperas Cove ISD	Williams/Ledger	16.9	27.3	44.2	0.3	0.4	1.1	9.7	59.6	5.3	25.3
	Cove High	21.2	22.0	44.2	0.8	1.8	1.8	8.2	43.3	1.6	14.8
	Fairview/Jewel	17.1	26.2	41.4	0.0	0.6	2.1	12.5	80.1	5.1	27.1
Killeen ISD	Palo Alto Middle	49.5	26.4	12.8	0.8	2.1	2.7	5.8	66.1	10.1	27.8
	Harker Heights High	30.2	26.1	31.9	0.7	4.1	1.2	5.9	27.7	4.0	17.5
	Manor Middle	43.8	31.3	14.0	0.3	2.4	2.4	6.0	61.5	12.7	25.6
	Shoemaker High	46.1	26.8	15.3	0.8	2.5	2.7	5.7	51.2	7.5	24.0
	Maxdale	43.9	26.3	18.5	0.4	3.1	2.2	5.5	39.6	10.5	26.3
	Harker Heights High	30.2	26.1	31.9	0.7	4.1	1.2	5.9	27.7	4.0	17.5
	Trimmier	25.1	55.5	13.7	0.5	1.8	0.5	2.9	72.7	45.0	24.5
	Eastern Hills Middle	21.4	33.2	32.7	1.1	1.6	2.0	8.0	56.2	8.9	20.4
	Bellaire	49.0	24.3	18.0	0.5	1.2	1.4	5.5	88.4	11.6	36.8
Lampasas ISD	Lampasas High	2.6	24.7	67.2	1.1	1.2	0.7	2.5	43.4	0.4	13.8
	Kline Whitis	1.2	28.7	64.0	0.7	1.2	0.5	3.6	55.0	3.6	8.1
	Hanna Springs	1.4	34.4	58.9	0.5	1.1	0.0	3.9	63.3	7.4	13.0
Temple ISD	Jefferson	24.4	50.9	21.8	0.5	0.4	0.0	2.0	83.0	17.8	22.3
	Temple High	26.2	41.9	26.6	0.3	1.9	0.2	2.9	59.1	5.3	19.2
	Jefferson	24.4	50.9	21.8	0.5	0.4	0.0	2.0	83.0	17.8	22.3
	Western Hills	35.4	35.7	26.7	0.0	0.2	0.2	1.7	79.8	2.5	35.9
Rogers ISD	Rogers EL	1.1	30.5	66.6	0.5	0.3	0.0	1.1	49.7	6.3	12.5
San Saba ISD	San Saba	0.0	56.2	42.4	0.0	0.6	0.0	0.8	68.5	28.9	9.3
Gatesville ISD	Gatesville	2.8	24.5	66.0	0.3	0.2	0.0	6.3	55.9	6.2	11.7
Jarrell ISD	Jarrell High	4.7	43.3	48.5	0.0	0.7	0.0	2.7	47.8	4.2	10.1

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 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 Teacher completes and submits Professional Responsibility Feedback Forms to ensure 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 Field Supervisors for the Teacher Certification Educator Preparation Program. Our Field Supervisors are experienced educators and all hold a valid Texas Teaching Certificate, advanced credentials, and documented years of experience.

All of the Field Supervisors are trained and aware of the requirements. The 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 Field Supervisor Training. [Please refer to the attachments for a copy of the 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 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 Field Supervisor and Cooperating Teacher training can be requested from the Director of Educator Preparation Services.

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 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 prior to the Clinical Teaching semester and meets the TAC requirement. This provides the 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 semester.

4. Process for Observations

The Field Supervisor works with each clinical teacher to schedule observations. The Field Supervisor documents instructional practices observed on the A&M University-Central Texas Teacher Observation Form. The Field Supervisor provide both oral and written feedback after the observation during the 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 4 observations are at least 45 minutes in length. Additionally, EPSD verifies all required documentation and signatures are obtained. Historically, our candidates do very well in the field. One area that a majority of our candidates struggle with is classroom management.

G. Program & Curriculum Evaluation

1. Systematic Plan for Continuous Improvement

- a. Frequency of evaluation
 - Semi-Annual Program Evaluation
 - Semi-Annual Mentor Evaluation
 - Semi-Annual Field Supervisor Evaluation
 - Semi-Annual CAPS Review
- b. Who will be involved?
 - Candidates
 - Cooperating Teachers
 - Field Supervisors
 - CAPS Members
- c. Data to be collected by the program
 - Program Survey Data
 - Cooperating Teacher Survey Data
 - Field Supervisor Survey Data
 - Percentage of Candidates Employed
 - TExES 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 April 2016 SPEAC Meeting, advisory committee feedback was given on how to meet TAC 228.35 (e)(2)(c)(vii)(F). Those comments can be found in the SPEAC Minutes found in Appendix C - Advisory Committee Input.

2. Characteristics of Evaluation Structures and Processes

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

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

Attachments

Field Supervisor Training Agenda Fall 2016
Cooperating Teacher Training Agenda
Spring 2017 Program Evaluation Report
Spring 2017 Cooperating Teacher Evaluation Report
Spring 2017 Field supervisor Evaluation Report



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

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



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

- I. Dinner
- II. Introductions
- III. Training Presentation
- 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 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. Field Supervisor Meeting



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Evaluation of the Teacher Education Program
Spring 2017 Candidates

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

Demographic Information

1. Level	Candidates
Elementary	6
Secondary	4
All-level	4

2. Gender	Candidates
Female	26
Male	4

3. Ethnicity	Candidates
White	21
Black	1
Hispanic	7
Asian or Pacific Islander	0
American Indian or Alaskan Native	0
Other	1

4. Student	Candidates
Traditional Student	27
Non-traditional Student	3

5. Grade Point Average	Candidates
3.5 - 4.0	21
3.0 - 3.4999	7
2.5-2.999	2

6. Candidates actively seeking a teaching position?	
Yes	24
No	6

Accepted Positions as of 05/11/2016 (100%)
ESL & ELL English Tutoring Program, Killeen ISD
Early College High School, Killeen ISD
Meadows Elementary, Killeen ISD
Oveta Culp Hobby Elementary, Killeen ISD
Peebles Elementary, Killeen ISD
Skipcha Elementary, Killeen ISD
Suzhou (SSFLS) School, China

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.	21	5	3	0	0	0
8. Reading 409 Reading and Writing Across the Curriculum An examination of factors which influence text difficulty and the use of textbooks, reference materials, "real world" materials to teach content area subjects. Includes developmental reading for adolescents.	17	4	2	0	0	6
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.	20	6	3	0	0	0
10. Education 320 Technology Lab	18	7	3	0	0	1
11. Education 330 Learners and the Learning Environment Professional Development II An examination of classroom practices appropriate for diverse learners. Topics will include modifying instruction, measurement and assessment, and demonstration of effective teaching practices.	19	6	2	1	0	1
12. Education 404 Early Childhood Environments Examining and creating learning environments for EC-6 students from a theoretical and practical point of view.	14	4	2	2	1	6
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	7	4	1	0	0	17
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	5	0	0	1	9
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.	7	10	5	4	2	2
16. Education 440 Technology Application and Integration for Classroom Teachers educators to plan, organize, deliver, and evaluate instruction for diverse learners through the effective use and integration of current technology. The use of technology for ethical and professional communication with colleagues, community, and students is also addressed.	19	4	2	1	1	3
17. Education 490 Clinical Teaching Supervised practicum in teaching in the public schools at the appropriate level. Students are required to demonstrate proficiency in the application of effective teaching practices and classroom management strategies.	18	8	2	0	0	2

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

Course Preparation Evaluation	5	4	3	2	1	N/A
18. Education 320 Introduction to Teaching	18	4	1	0	0	6
19. Education 330 Learners and the Learning Environment	14	9	0	0	0	6
20. Education 404 Early Childhood Environments	11	8	0	1	1	8
21. Education 415 Elementary Curriculum, Assessment, & Instruction	7	4	0	0	0	18
22. Education 430 Application of Effective Teaching Practices	9	6	0	1	0	13
23. Education 435 Issues in Professional Development	12	6	4	3	3	1
24. Education 440 Technology Application and Integration for Classroom Teachers	16	4	4	1	2	2
25. Education 490 Clinical Teaching	22	5	1	0	0	1

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

The TAMU-CT Teacher Education Program strives to develop teachers who:	5	4	3	2	1	N/A
26. Possess appropriate knowledge and abilities in specific content areas or teaching fields.	18	11	0	0	0	0
27. Communicate effectively with students, parents, and other professionals.	20	9	0	0	0	0
28. Apply the principles of instructional planning in the development of curriculum.	19	9	1	0	0	0
29. Utilize effective teaching practices.	22	6	1	0	0	0
30. Formally and informally evaluate student performance and use the results of such assessment in the instructional decision-making process.	18	11	0	0	0	0
31. Promote critical thinking and participatory citizenship.	22	6	1	0	0	0
32. Are skilled in the use of instructional technology.	19	9	1	0	0	0
33. Are proficient in mathematical skills.	9	8	3	2	4	3
34. Operate within the legal guidelines and uphold the ethics of the teaching profession.	23	6	0	0	0	0
35. Demonstrate concern for students' general welfare.	19	7	3	0	0	0

The TAMU-CT Teacher Education Program strives to develop teachers who:	5	4	3	2	1	N/A
36. Are committed to continued professional growth and development.	23	5	1	0	0	0
37. Use an understanding of human developmental processes to nurture student growth through developmentally appropriate instruction.	22	5	1	1	0	0
38. Consider environmental factors that may affect learning in designing a supportive and responsive classroom community that promotes all students' learning and self-esteem.	19	10	0	0	0	0
39. Appreciate human diversity, recognize how diversity in the classroom and the community may affect learning and create a classroom environment in which both the diversity of groups and the uniqueness of individuals are recognized and celebrated.	21	7	1	0	0	0
40. Understand how learning occurs and applying this understanding to design and implement effective instruction.	19	10	0	0	0	0
41. Understand how motivation affects group and individual behavior and learning and applying this understanding to promote student learning.	19	9	1	0	0	0
42. Please evaluate the level to which you believe the TAMU-CT Teacher Education Program has prepared you to understand learners.	20	8	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
43. Use planning processes to develop outcome-oriented learning experiences that foster understanding and encourage self-directed thinking and learning in both individual and collaborative settings.	16	13	0	0	0	0
44. Use effective verbal, nonverbal, and media communication techniques to shape the classroom into a community of learners engaged in active inquiry, collaborative exploration and supportive interactions.	20	8	1	0	0	0
45. Use a variety of instructional strategies and roles to facilitate learning and to help students become independent thinkers and problem solvers who use higher-order thinking in the classroom and in the real world.	17	11	1	0	0	0
46. Use a variety of instructional materials and resources (including human and technological resources) to support individual and group learning.	17	11	1	0	0	0
47. Use process of formal and informal assessment to understand individual learners, monitor instructional effectiveness, and shape instruction.	17	10	2	0	0	0
48. Structure and manage the learning environment to maintain a classroom climate that promotes the lifelong pursuit of learning and encourages cooperation, leadership, and mutual respect.	22	7	0	0	0	0
49. Please evaluate the level to which you believe the TAMU-CT Teacher Education Program has prepared you to enhance student achievement.	20	7	2	0	0	0
50. Act as reflective practitioner who knows how to promote his or her own professional growth and can work cooperatively with other professionals in the system to create a school culture that enhances learning and encourages positive change.	21	8	0	0	0	0

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

Competencies for enhancing student achievement.	5	4	3	2	1	N/A
51. Know how to foster strong school-home relationships that support student achievement of desired learning outcomes.	16	13	0	0	0	0
52. Understand how the school relates to the larger community and knows strategies for making interaction between school and community mutually supportive and beneficial.	18	11	0	0	0	0
53. Understand requirements, expectations, and constraints associated with teaching in Texas, and applying this understanding in a variety of contexts.	18	11	0	0	0	0
54. Please evaluate the level to which you believe the TAMU-CT Teacher Education Program has prepared you to understand the teaching environment.	17	12	0	0	0	0
55. Rate the overall quality of your college preparation in general education requirements.	17	9	1	1	0	2
56. Rate the adequacy of the advising you received from members of the education faculty.	17	10	2	0	0	0

Comments

No Comments

No Comments

I loved working with my cooperating teacher. I learned so much from her. If a chance more secondary math majors should work with her. Also, I would rethink the math classes secondary math majors take. More than half of them do not prepare you for the certification exam or even teaching these math classes.

No Comments

I will not be seeking a teaching position but to substitute teach. I will be continuing on for my masters degree in Curriculum and Instruction in the fall.

No Comments

No Comments

No Comments

No Comments

No Comments

No Comments

No Comments

Its been long and stressful.

No Comments

This program has been amazing and really helped shape me as an educator. Thank you so much for everything you have done!

No Comments

No Comments

No Comments

great learning experience

No Comments

No

I have had a difficult time with my health so I am waiting for those issues to be resolved before applying for a permanent full time position.

No Comments

No Comments

Thank you for providing the most exciting and fulfilling educational experience ever!

Overall, I think the clinical teaching experience was good. This program offers opportunities to grow and if at any time there is a challenge that arises; they have a plan in place to help with any matter.

Thank you for everything. Seriously, thank you for the good, the bad, and the ugly.

Everything is what is it is.

No Comments

During the certification process, it would be nice to get responses by email about status of things. For instance, the letter of recommendation required for school districts before graduation. This way we wouldn't be left wondering if it was sent. Otherwise, I appreciate the support we received!

Beneficial Content Questionnaire Comments

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

Special Education Classes

We received a lot of reading instruction.

Classroom management and lesson planning cycle.

The online technology class was probably the most helpful course I've taken this semester (behind the actual Clinical Teaching). I became more familiar with the use of tech within the classroom and Dr. Jackson was always super understanding and helpful this entire semester.

courses are good but need to be paced so we take it close to certification test or take test after completion of preparation courses.

The professional development classes did help me for student teaching. Especially watching the Wong videos. I feel that there should be more secondary centered classes.

I really enjoyed the Tech class this semester. It gave me multiple new tools to utilize when I become a teacher.

The math classes that I had to take were not helpful at all in trying to pass my certification or teaching high school students.

All PD courses and also all courses taught by Dr. Tang.

The teaching program should include more interaction with students during the classes. If the class is talking about developing lessons and information for ESL students, then you are going to need to be able to observe that type setting with that type of students.

PD I - IV are especially beneficial.

All of the RDGK courses were beneficial, in addition to EDUK 440.

The professional development courses and our reading courses were absolutely the most informative and beneficial to future educators. I found that many of the hurdles I encountered, I was prepared for because of the background I had built through these courses.

All of the RDGK courses were especially helpful with understanding the various literacy levels of your students.

Professional development courses I and II are great and IV is very helpful.

All the technology courses are important and extremely helpful for understanding classroom technology.

All of the reading classes were extremely beneficial, especially for those of us who are doing elementary because that is the foundation for their success. The professional development courses were helpful, but they seemed very repetitive in nature.

The courses that I found very beneficial for my degree were ALL of my special education courses. I feel that these courses prepared me for my future. Because of these courses I have learned about the ARD process, modification/accommodations, behavior management, intellectual and learning disabilities. I CANNOT EXPRESS HOW IMPORTANT THESE COURSES ARE. WITHOUT THESE COURSES I WOULD HAVE BEEN LOST AND UNEDUCATED ABOUT MY FIELD OF STUDY. The reading courses that were provided throughout the program have proved to be very beneficial in my practicum, and I firmly believe that the information from these reading courses have made me a strong EC-6 educator. I did not find our Science Instruction and Social Studies for educators very beneficial. Neither of these courses have proved to be very useful during my practicum. I did not learn effective teaching strategies in either of these courses. I feel that both of these courses proved to be fraudulent, and were a scam to get more money from students. The provided professional development courses (HARRY WONG VIDEOS) proved to be very beneficial in my practicum. Our first professional development class was very informational and taught us about brain based learning (which I find VERY important in today's classroom). After this class, the only important aspect I found in the remainder of the professional development classes was the works of Harry Wong. We were required to watch multiple Harry Wong videos, and read Harry Wong's "First Days of School's" book. The last course I wish to discuss is our Math Instruction for educators course. IT WAS A WASTE OF TIME AND MONEY!!!!!! We did NOT do 90% of the required course work due to the teacher's laziness and ill-prepared worth ethic. We literally sat in class and read through TEKS and practiced doing 4th grade math. We did not learn teaching strategies, and we were required to take assessments about content that was not taught or covered in class. We were required to read the book and teach ourselves how to teach math.

All of the reading courses were invaluable. I would not feel comfortable walking into a classroom if I had not had these classes.

All the reading classes are very beneficial for future teachers, I especially felt that the content area reading class taught by Mrs. Lake and the Reading 2 and Reading 3 taught by Dr. Tang was very helpful.

All the reading courses.

I really enjoyed the reading courses with Dr. Davis and Dr. Tang. They gave me the tools to know how to determine what skills different students need and how to strengthen those skills.

Dr. Tang's reading classes were very beneficial for preparation into the student teaching experience. I felt very confident going into the class and teaching ELAR. All classes beneficial, although, those that give you the experience to go in to work with a small group of students to practice teaching are the best. It gives experience with a small group and allows you to get the feel of what works and doesn't without the scrutiny or judgement that goes along with someone critiquing you.

All were beneficial. I do think that for future teachers in the 4-8 Math Cert. need more math content classes and less reading based classes

The classes that were especially beneficial for my professional development were EDUK 325 (study abroad to China), all special education courses, RDGK 351, RDGK 311, RDGK 351, RDGK 384, and RDGK 409/410. All of the field experience completed and course work done in these courses really helped prepare for clinical teaching.

RDGK 351 - I've referred to that info multiple times within my placement. Mrs. Lake is awesome and because she's working within a real KISD school each day, she knows what works and what doesn't.

Each of the Professional Development courses were beneficial, especially due to the way that Dr. Anderson presented the information. It was very holistic and I appreciated how flexible the content was, since everyone has different learning styles.

Dr. Mussey's EDUK 320 course was a great way to introduce the learning styles of different people, especially due to the brain based learning.

In my degree of Political Science, I was required to take SOCK 303, Racial and Ethnic Relations. This course was incredible not only from a political science standpoint, but from a historical standpoint which can be applied to the classroom environment every single day. The diversity of a classroom is all we every talk about, and this class helps create a much better understanding of why certain stigmas, stereotypes, and other dynamics exist. It broadens the appreciation for diversity and breaks down any predispositions which may inhibit a future teacher from generalizing based upon race.

I believe my special education courses were extremely importance for the foundations and acquisition of information related to issues in the classroom and school districts. The methodology and instructional process help me have a better view of the skills I need to develop before reaching the classroom.

PD1 and PD3 ELL was an pleasant and beneficial experience. Dr. Mussey was an inspiration and Dr. Tang brought a legitimacy to this process that I felt was beneficial to my development as a clinical teacher.

The capstone project and student teaching were the most beneficial to me.

EDUK 320 (Mussey-Valerie): This was one of my favorite PD classes as well as overall in the program. While Professor Mussey-Valerie was very passive aggressive, her teaching style was very to the point, clear, and concise. I never once felt confused in this class. I learned more in this class in regards to teaching and how students work than in any other class at TAMUCT. The text book was amazing! I loved learning about the brain and whole brain teaching. I also loved how Mussey-Valerie incorporated lots of opportunities to collaborate and the assignments were fun and did not feel like busy work. If there was a chance to bring her back, I believe her placement in PDI would make a difference in future candidates!

EDUK 320 (Gonzalez): Mr. G was THE BEST! He was fun and engaging! He felt more like a friend than a professor. He introduced us to technology applications that we could use in our classroom. My favorite part of the class was when we got to visit his campus and use actual technology tools that we might find in our future classrooms He needs to come back!

EDUK 325 (Tang): Having the chance to take ESL in China was one of the best experiences I have had in my life! Dr. Tang was my lifesaver! While I didn't learn the exact ESL course content, I gained something greater. The chance to travel to a different country and work hands on with students in an ESL setting- best lesson I could have ever had!

EDUK 330 (Anderson): I am grateful for Dr. Anderson because he introduced us to Harry Wong.

EDUK 490 (Diaz): I am actually extremely sad this this course did not require more face to face opportunities to work with Dr. Diaz. Dr. Diaz is one of the few professors that truly cares about her students and I have seen that first hand. The clinical teaching experience was a whirlwind but thanks to Dr. Diaz, she helped me move past the hard part and into the most amazing placement that I could have ever had. Dr. Diaz will always hold a special place in my heart. I strongly would suggest allowing Dr. Diaz to return back to PDIII so that students are able to build relationships with her that will make the clinical teaching experience that much greater. She is one of the best influences you have on your future teachers- use her please!

EDUK 361 (Allen): Through this class I was able to learn more about special ed. There was so much information compacted into this course but it was valuable. I wish there were more opportunities for non special education students to learn about this area without graduation set backs.

RDGK 311 (Davis): The one thing I believe was the most beneficial was the actual content of this class. Dr. Davis taught us how to make learning fun for our students. She eliminated the idea of worksheets and helped us learn that more is great and the more you put in the more students get out! This class definitely

pushes students to the limits but without the possibility of failing. A great intro class!

RDGK 351 (Lake): I believe content area reading was one of the classes that allowed me to truly understand how important the connection between curriculum and text is. She was an amazing professor and has a true passion for teaching. I appreciate how patient, flexible, and open she was to myself and my classmates. She is definitely an asset to the program!

Special Education Classes

We received a lot of reading instruction.

Classroom management and lesson planning cycle.

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

No Comments

More math!!!!

No Comments

I think some type of class that focuses solely on the balancing of life and your teaching career (because it's really hard to keep those things separate but not too separate), maybe an in-person class once a week over the weekend that's just checking we have all of the necessary paperwork in order, that we're not overwhelming ourselves with work, etc.

Certification test review

I do not know of any. I would like to see more secondary based classes.

I cannot think of anything that we did not cover in classes.

More math classes that include information about geometry or algebra 1/2

Because I was majoring in math education, I would welcome more courses that would cater to math instructions.

I think that all the courses covered plenty of the information that is needed to be a successful teacher.

How to navigate through TEKS more effectively and break down IFD's!!!

N/A

Even though I had a technology course, I would like to have had a course that showed me how to teach with the technology applications we covered.

I would have enjoyed a course about student behaviors and how to address their behaviors. Most classes show a perfect world situation but I believe a class showing real scenarios would be more beneficial.

I would have liked to have had more preparation for how to effectively communicate with family. I felt unprepared in that regards. I also think it would be beneficial to prepare students for the different types of paperwork that will be required for things such as referring students for SPED and ARD paperwork.

I feel that the implemented classes are a great skeleton for this education program. However, the required courses need to be required to TEACH WHAT THEY ARE INTENDED TO TEACH. Due to the lack of qualified instructors with appropriate work ethics, the course requirements are not sufficient to create a well-rounded professional educators.

I can not describe any extra classes that would be beneficial. There were several classes that need to be reworked though for future students.

I think that coursed for behavior management for the learning reluctant students should be offered to better prepare future teachers to handle difficult students.

Adding courses covering content information for the TExES exams.

N/A

Math is included, however it lacked the connectivity of completing theory to practice. We had no hands on experience of teaching math within a classroom setting and this would be VERY beneficial for future students.

No Comments

I cannot think of any courses that could be added that would be beneficial for future students.

As mentioned before, I believe the SOCK 303 class would benefit teachers of all levels.

In addition, I believe that there should be a basic psychology class included, to help us understand how our certification level students tend to operate and process. We got a hint of this during the EDUK 320 class with Dr. Mussey, but to further this understanding would assist in dealing with students in the classroom, behaviorally and academically.

To pair with the psychology, there needs to be a human relations course of some kind, which covers relationship development and coping techniques. It could be sequenced with the psychology course toward the end of the program so these ideas are fresh in our minds during the placement process.

These classes should not just be added, but take the place of other classes which would be shorter (ESPK 361 & EDUK 325). My suggestion is to combine those two classes and spend 8 weeks on each content, while making room for the combination of psychology and human relations courses. These courses should be geared toward the grade level of certification.

I will have benefit greatly from a course that will address more in deep areas such as: assessments and lesson planning.

A deliberate focus on assessments and grading and far FAR less time and emphasis on those g-damn Madeline Hunter lesson plans. I wish I would have an opportunity to have learned in class how to design assessments, and assessment tracking throughout the term. If I had not gone outside the system to teach myself how to write an excel formula I would still be handwriting my grades in an old school pen and paper grade book.

Another focus ought to be placed on Copyright. Often I found that the links, videos, and resources that were provided in this last semester were in violation of the fair use guidelines for educators, which hit me as strange considering the repercussions in "modelling" wrong behavior. Placing an increased focus inline with the copyright rules and regulations that govern fair use or use for educators would ultimately be a benefit not just for the end user, but also in that should a future educator decide to publish their own work they will have had the prior knowledge and experience regarding copyright.

More observations of teachers.

I think the requirements for the program are just enough. However, if the courses were actually taught the way they were intended and not changed due to professor preference the program could be stronger than ever.

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

No Comments

The amount of reading was a bit much or could have been condensed.

Technology 440 would be more beneficial if offered as soon as the candidate is accepted into the program.

I felt the the Issues in Prof. Dev. class was honestly more hurtful than helpful in the long run. The TWS was awful and I'm really worried that it will be the deciding factor of whether I pass or fail, which I feel is really unfair. The assignment was confusing, unnecessarily long, and I don't understand the point of it all. Some of the information provided within the course itself was helpful and okay, like how to browse around and find important info on the TEA website.

No Comments

They are beneficial for primary but not secondary.

I do not think that being in a classroom for three hours a day when all we will be doing is watching videos. Videos can be watched from anywhere, and for some of us we have to drive an hour to get here as well as get a babysitter when we could have just watched the video at home.

Most of the math classes in my degree plan, and also the technology class I feel wasn't helpful for secondary math majors. More practice with a document camera, smart board, and Ti Inspire calculators would have been nice.

Math Instructions taught by Dr. Hamilton. This course taught me absolutely nothing. When I walked into my clinical teaching placement, a math classroom, I was lacking the ability to explain math topics to students. Even though I was able to solve all the problems, I lacked the knowledge to be able to explain the concepts to my students. My CT had to teach me the steps how to explain math topics to 6th grade students.

I think everything that was taught was needed and nothing needs to be taken out.

The technology courses are monotonous and I believe can be accomplished through a seminar and not a full semester class.

EDUK 330 and EDUK 404 were essentially the same class. We learned the exact same content. These classes could be combined so that EDUK 435 could be moved back a semester, so that students are not taking it while conducting Clinical Teaching. I also found the "lab" part of EDUK 320, the technology class, was not very beneficial. Elements from that course could be combined with EDUK 440.

The only course that I found not beneficial was the math course required for EC-6 program.

The PD III and MTHK courses are beneficial but the current implementation of these courses make them not beneficial. The bulk of the courses ended up being self-taught and what was taught was not clear. If change could be made to these courses and educators the class could be wonderful.

The professional development classes became repetitive and didn't seem like I was learning anything new.

The courses that I found not beneficial for educators are the math, science, social studies, professional development II, and early childhood environments (PD3). I find them highly beneficial as they CURRENTLY are. I think if the courses are reevaluated, and made student-centered, these courses could potentially benefit future education students. As of right now, none of these classes proved to be beneficial in my practicum because there was not any taught instruction.

The content across curriculum and the social studies class are almost the exact same thing. Early Education or PD II and PD III were also very similar. The science class was completely useless because there was not enough of a curriculum.

The math class taught by Dr. Hamilton was not very helpful at all. Nothing was modeled at all and the majority of the whole course consisted of summarizing the text book.

The Professional Development Course were not useful. PD 1 and 2 were informative but PD 3 and 4 were pointless and confusing. The coursework felt like busy work. PD 3 was an exact replica of PD 2. All the assignments were the same.

The only class I found to be not beneficial is the math instruction course. I do not feel as if I have gained any knowledge I did not already know. I did not really learn strategies in teaching math at the elementary level.

I feel everything we did had a purpose even if we did not understand it at the time.

No Comments

I feel as though MTHK 303, MTHK 305, EDUK 340, EDUK 350, and EDUK 420 were not beneficial for me. I think the math instruction class and science instruction classes could be beneficial if the curriculum and instructors were changed to become more effective. If we had had an opportunity to practice implementation of strategies, that would be more beneficial. I felt EDUK 420 was a repeat of content area reading and was therefore not particularly beneficial.

I believe ESPK 361 was only beneficial in the sense that I learned laws, however that is all I learned in the 16 week class. I believe this content could be covered in a matter of 4-5 class periods, allowing for other opportunities, such as to combine the ESL information as that class included a lot of legal requirements, as well. ESL students fall into the 'Exceptional Learner' category, so Survey of Exceptional Learners could include SPED and ESL for the non-ESL certification teachers.

The PDI lab was beneficial, but more time consuming than anything. EDUK 440 should be combined with this because so many things I learned in 440 have been utilized in my placement, but would have been nice to know at the start. EDUK 440 could even be combined with RDGK 351 because those applicable ideas go hand-in-hand. Reading comprehension and technology can be linked, especially with TEA's interest in getting technology in the classroom as much as possible.

Some of the Professional Development courses were repetitive. Some of the professors were using others syllabus and lack of information or creativity when providing us with the lesson.

The "tech" component, if aligned with the primary and elementary levels would have been acceptable. For secondary teachers, I cannot see how anything we were required to complete would be of practical use in my classroom. I do not plan in implementing any of the numerous digital resources in my classroom.

The technology courses were too broad.

EDUK 330 (Anderson): Although I like Dr. Anderson and his inclusion of Harry Wong, I don't feel like I learned anything in this class. This class was simply used to hang out with my classmates and watch video. I left this course with no benefit other than Harry Wong.

EDUK 404/435 (Moore):

ESPK 361 (Allen): The course was beneficial in terms of information for non sped educators, however all Dr. Allen uses is worksheets. In the words of Dr. Davis- worksheets will NOT work and should NOT be used. I think Dr. Allen could reach her students in a more effective way if she actually created activities that could help us learn rather than passing out worksheets of information every day.

RDGK 311 (Davis): Although I like this course, I do not feel that Dr. Davis cares genuinely about her students. She picks favorites at the beginning of the course and these favorites are those that thrive without any bumps in the road. Those students who are not her favorites have to go beyond the standard expectations to earn a well deserved grade. I also think that Dr. Davis uses a technique called "mind-fluffing" where she manipulates one to believe that they are "the best" instead of addressing concerns that were originally brought to her attention. For example, if a student had a problem with the course or her as a professor, instead of taking ownership she would redirect the conversation and "mind-fluff" the students to feel better about themselves. When the student leaves her office, they realize the true problem was never addressed and they are back at square one. Also, her requirement for 15 page reflection is absolutely ridiculous!

HTLK 351 (Lee): I like Professor Lee as a person but I learned nothing in her course. I simply memorized the study guides and passed the course. I gained nothing from her teachings.

MTHK 405/340 (Hamilton): Worst teacher in the program. Professor Hamilton should NOT teach math because she does not know math herself. There was an instance in class where Hamilton could not explain how to convert fractions. A student in the course stood up from frustration and taught fractions to everyone else. THIS IS NOT OKAY! If a professor preaches they are a master in a particular subject, they need to know what they are doing. Professor Hamilton should not teach at the university until her knowledge on the content has improved.

EDUK 350(Jackson): I learned nothing in this course. AT ALL

EDUK 420 (J. Davis) First of all, there was no social studies taught in this course. Each day was spent with busy work that provided no authentic learning experiences. She gives off this persona that she cares when in reality she doesn't. I also believe that J.Davis downgrades her students and makes them feel less than if they ask questions. She also "mind-fluffs". If I had to take this course over, I would not want to take it with her.

EDUK 440 (K.Jackson): Although I love K.Jackson- her class is a replica of the technology course in PDI and a waste of time.

No Comments

What are the strengths of the professional development field experiences?

The CT prep program is great! They respond quickly and in a timely manner.

I was able to see many different ways to teach.

They certainly cover all aspects of teaching to prepare us as teachers.

So many things! I think it's very necessary to have the students do field experiences before they officially are certified. The difference between my knowledge and experience vs my peers who went through the Alt Cert program are eons apart. Having the field experience really provides the real deal of what it will literally be like to be a teacher, but still having room to make mistakes and stumble over your words. I had a teacher there to say, "yes, this was good!" Or, "no, maybe try it this way next time." It's just not possible to get that kind of immediate feedback through an online or in-person COLLEGE level course. It's all ideas and metaphorical until you literally take step into a classroom and start to teach.

I feel more prepared with the field experience than without it. It is not the same to talk and read about it than actually practicing.

They taught me how to create a safe learning environment.

It allows us to see what we will be doing in a real life scenario instead of just what we read from our textbooks.

It gave me more of an insight of what to expect in the classroom and how classroom management is important.

After my clinical teaching experience, I can say that I am well trained and prepared to teach my own classroom. This experience opened my eyes to the reality of teaching - with the good stuff, and the bad stuff.

That the teachers let you experiment and see what will work and what won't work for students. They also let you know some of the things that you could improve on.

An ability to actually experience what it is like to physically be in a Texas Public School.

I like being able to apply everything I learned in the campus courses.

The strengths are the interactions with the students and the involvement with the school district.

I had multiple opportunities to apply what I was learning.

The field experiences allow you the opportunity to get your feet wet with how the classroom can truly be. It also helps potential educators start to decide if teaching is the correct career choice for them. I believe the experiences are beneficial to this program.

They were quick with responses and were very helpful.

The strengths of the program field experiences are in-measurable. Every experience, good or bad, has helped me grow into the educator that I am today. These experiences have truly proved to be beneficial, and well-prepared me for my practicum. I feel that these experiences are a necessity for students to be able to grow each semester in the education program.

The strengths for the professional development field experiences are the variety of choices and schools. The professors also opened multiple doors for us to go into schools.

I feel that the field experiences are important because they give the future teacher great insight on how the reality of the classroom looks like.

Getting time to experience classroom time with real world expectations rather than perfect world scenarios.

The field experiences helped me to see the real life setting of the classroom rather than see it in a textbook. It opened my eyes to new things you don't really read about.

I think getting to observe other teachers is very beneficial, and it allowed for the reflection of what good educators look like

No Comments

The field experiences in this program were extremely beneficial for my growth as an educator. I felt as though they adequately increased in difficulty by taking on an increasingly larger group of students to provide instruction for. The best field experiences I had were in the study abroad program and through the capstone experience. If I had not had the opportunity to teach whole groups prior to clinical teaching, I would have felt completely overwhelmed.

The field experiences are helpful because we see all kinds of classrooms, not just the "pie in the sky" classrooms we hear about in the textbooks. I think it's also important to view all levels of learning, despite the level of certification.

They provided us with enough information and training to understand the TEKS and competencies required for our assignments. Additionally, each professor demonstrated interest and dedication to all the students in the program, their response time and the ability to solve issues demonstrated the standards and philosophy of this campus.

Being able to actually have an opportunity to experiment with lots of different types of instruction, lessons, and assessments in an environment that, if the mentor teacher is strong enough, permit the clinical teacher to take risks.

Hands on learning

It provided experiences, a little at a time, to enter the field in a confident manner. I also believe my field experiences allowed me to see areas that I may not have seen before- sped and ESL.

The CT prep program is great! They respond quickly and in a timely manner.

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

For the teacher work sample I think it would be better if we received the information at the beginning of the semester so that we can work on it during that placement.

I would not allow mentors if they have an alternative certification.

My field experience in the field was superb.

PLEASE PLEASE get rid of the Teacher Work Sample. Or, at the very least, cut back on the requirements for each section. It was so stressful and overwhelming and it distracted me a lot from my actual placement and experience towards the end.

start the clinical teaching at the beginning of the school year

Provide more secondary classes or include secondary processes into the classes. They need to provide more staff to help be ready for more students that are entering the program. They do not need to have the teacher work sample on an online course. This is too much of a work load and then it is hard to understand how to do the TWS through email.

I think that just the set up of the program could be better. It felt like we were finding out what we were supposed to do, the day before we were supposed to do it. There was miscommunication, and for some, no communication at all.

My field experiences and clinical teaching experiences were great, cannot think of any improvements.

The clinical teaching should be a subject of its own. No other courses should be assigned the last semester when clinical teaching takes place. I was struggling greatly to balance my teaching experience and to complete work in other courses.

Have more time to experience in just one classroom. Just a short time in the classroom does give you experience but limits the interaction that can occur with the students.

Make students more aware early on of expectations

No classes, online or otherwise, while in Clinical Teaching.

To improve the clinical teaching aspect of the program I would have like to have been better informed about the Teacher Work Sample earlier in my placement because everything I am having to write about right now happen several weeks ago.

I cannot think of anything. My experiences have all been wonderful. Any struggles I had are due to my lack of time management.

Clear expectations for everything that is required of you. There were some things that were pretty unclear, as far as what we were supposed to be doing.

I feel that if professors could scaffold their students more before placing the students onto these field experiences, students could benefit more from the experiences itself. I feel that the first 2-3 times that students go into the field experience placement, they are just trying to figure out the environment and are going through a culture shock. If students are well prepared and are presented with more structure, they could benefit so much more from the experiences.

I have no suggestions for the field experiences.

It would be helpful to inform clinical teachers on the starting date of the clinical teaching.

Better constructive feedback that does not cripple the overall feel of the field experience. The experiences felt close to hazing.

N/A

I think cooperating teachers should be trained on how to approach clinical teachers in the reflection component.

No Comments

I felt as though these experiences were incredibly beneficial and helpful. I cannot think of anything at this time that would improve these experiences.

It is important to remember that future teachers have obligations outside of school, including kids, family needs, jobs, travel obstacles, etc. The number of hours required jump significantly from PDII to PDIII, so that is something to keep in mind - maybe prep the students by extending the deadline?

Also, allowing more flexibility in the placement. For instance, there are EOC testing days in the secondary level during which we were babysitters in the auditorium. This is all part of the job; however, this semester is a busy time and it was not beneficial to waste 3 days doing that. I would love for those days to be used as "pow-wow" time for us to come to the TAMUCT campus and ask questions, get a better understanding of how the semester is going, ask for help, etc.

More training in lesson planning and unit plan formatting.

My most significant critique thus far is that throughout this last semester of the PD process I have felt, as well as feed back from some of my cohorts that we should not have been thrown into a situation in which we are having to teach ourselves to be teachers. There has, from the very beginning, been a distinct lack of clearly defined objectives. If the department is going to hinder their clinical teachers with following an out of date and ineffectual model such as the Madeline Hunter Model, than one would expect to be able to see that model represented in the expectations and objectives that said teachers are bound to follow.

Now I know that this is a critique that may seem overly emotional, but throughout this process feeling as if I am searching in the dark with no flashlight has been near crippling. I also want to say that I am very well aware of the requirements placed upon this department by TEA, I've been in communication with curriculum designers and other instructors outside this system that have validated that so I don't want to come off as if I am targeting anyone specifically, but something has got to improve going forwards.

Making sure that the teachers are quality educators.

One change- do not require your clinical teaching candidates to take other course during this time. Due to busy work by other course, I was not able to give clinical teaching my all and I had a million stress induced break down. You're cause too much stress on clinical teacher- not good.

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

No Comments

It was a scattered mess!

No Comments

No Comments

more information to the students about clinical teaching prior to clinical teaching. there was so much confusion about it, including the meeting prior to start of the semester.

They need to communicate with each other more. The communication between departments is slow or near non existent. I also feel that at the beginning of the student teaching there needs to be more than one day to explain the process of the binder. Staff needs to answer emails more. I have had many emails not answered.

No Comments

More clear understandings on certain things in regard to what's due and what all needs to be documented.

No Comments

No Comments

Don't hold information to your chest and then dole it out in segments. Many times throughout the Program I went into panic mode due to an announcement that "all these forms are due by this date, this needs to be done with this department....." I am a big picture type of person

No Comments

The Education Program is outstanding and I feel that the core of the program/ staff are supportive and incredibly knowledgeable. They are grooming the highest quality of candidates.

Please look into the MTHK courses and PD III courses. Those classes were a struggle due to them being mostly self-taught. I'm not sure where the issues arose but they were severe enough to make me feel weakened pedagogically.

No Comments

No Comments

Issues in Professional Development PD IV should never be offered online! This class was confusing and irritating. The two professors did not present clear cohesive ideas and failed to give clear coherent answers to any questions.

I think that there are too many classes to juggle during the clinical teaching period. This creates a lot of unnecessary stress for the clinical teacher.

I was disappointed with my experiences in this program. I would not recommend anyone to joining this program. I have actually encouraged others to find somewhere else to get their degree and certification. I honestly don't see myself continuing my education with the Master's program at this university.

I feel that there should be more communication between professors so students are fully aware of all expectations.

I loved this University up until the clinical teaching portion of the program. I feel there was not adequate communication from that point on.

No Comments

No Comments

During this entire two year process, I have been constantly looking ahead and preparing for deadlines I was unaware of... anticipating a last minute prompt to complete 'xyz'... I would LOVE it if there was a timeline presented to us at each benchmark along the way. For instance, if during PDI, we had a 6 month forecast. Then if anything changes, we get an updated forecast during PDII. Then again in PDIII, and then the remaining info for PDIV during our placements. If we can see the big picture, I think it would help a number of students feel less like puppets and give them more ownership over their accomplishments and goals within the program.

In addition, the theory of "model, assist, explain, help, model again" when presenting a lesson plan was not exemplified during some classes. Especially during ESPK 361 and EDUK 325. Dr. Tang was wonderful to talk with, but did not model for us - especially with the big presentation of the SIOP lesson plan. We were left to utilize the book as our only direction.

Dr. Allen kept telling us she would bring in examples of past work or create examples for us (for instance, with the bulletin board we built), but no model was ever produced. It was difficult to know the goal we were trying to reach without these examples.

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



Teacher Education Program
Spring 2017 Candidates Questionnaire Responses
Cooperating Teacher Assessment by Clinical Teacher

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

Spring 2017 Candidates Feedback

Cooperating Teacher Assessment by Clinical Teacher

I appreciate the advice she gave me while planning for lessons. I wish she had been more flexible when letting me teach, she said that she wanted me to do whatever I was comfortable with but when I came up with ideas she did not always like them or seem very open to them. However, she was amazing with paperwork and stayed on top of everything that I needed which I appreciated.
No Comments
I was not given the opportunity to plan lessons according to my teaching style. I was handed a lesson plan to teach from that was vague and confusing. Most of the lessons were not taught according to the lesson plans. The teacher changed them frequently. I walked into the classroom each morning feeling unprepared. The teacher also frequently left the room for undetermined amounts of time. There were days that I was teaching a lesson and did not know that she left the room.
No Comments
This teacher was amazing! She was extremely supportive and always asking questions to make sure that I was comfortable. I felt that she genuinely cared about my comfortability and how I felt about the content and the lesson. She is very encouraging and always found something positive to say about myself and the students. The transition from her teaching to my full teaching was very smooth. I couldn't have asked for a better mentor! Use her again!!!!
I loved working with my cooperating teacher! She has taught me so much and was so supportive in this process with me.
In the future, this teacher might set higher expectations for the students. It also helps if they are frequently reminded of those expectations.
Ame Campbell is an amazing teacher. I was so lucky to get to observe and learn from her. She is incredibly supportive and would help me with any frustrations and misconceptions I had. I am proud to call her my friend and mentor. I fully plan on implementing some of her teaching techniques into my future classroom.
I learned more from my cooperating teacher than I learned from in my class of Math Instructions. I was so disappointed that my professor did not prepare me to teach math to middle school students. I had to learn how to teach and explain math problems and topics to my students from my cooperating teacher for I was not prepare for this by my professor at A&M. My CT was the ideal mentor to me. She introduced me to many tricks on how to teach math to young students, and how to keep the class engage.
No Comments
As Mrs. Shafer's first student teacher, I think my experience went very well. She was very accommodating and flexible, and provided me with great feedback. She allowed me to create my own lessons and activities. She was professional and informative in the teaching process. I enjoyed learning about the workshop model and guided math, and plan to utilize it in my own classroom.
No Comments
Mrs. Plouff was an amazing teacher to learn from. She supported my ideas and growth through acceptance. She was willing to let me try a wide array of different ideas and kept multiple ideas I presented. I felt accepted and welcome within her class. She was an advocate for not only her students but for me as well. She continues to support me and is a mentor and friend that will be an invaluable resource.
Mrs. Jenkins was very welcoming and supportive throughout my time in her class. She was open to any new ideas I had and allowed me to put my own styles into my lessons I taught. She always had constructive criticism of my teaching to help me improve my future lessons. She was nothing but helpful.
She knows the content very well. The way she teaches is excellent!
Mrs. Gildon is a great teacher to work with. She is accommodating, organized, flexible, and gave great feedback. I enjoyed being in her classroom and learning to work with a younger group of students.
Mr. Barker is great with the students and works very well with them!
No Comments
Working with Melissa Davis was wonderful. She was very supportive and understanding throughout our time together. I learned a lot from her and applaud her ability to manage her class. My one critique would be when a mistake occurs to allow the student teacher the opportunity to correct the mistake before recording it as a weakness on documentation. Other than that the whole experience was amazing!
I loved working with Mrs. Curl this semester. She was supportive, kind, and knowledgeable of the subject matter. She was probably the best possible person I could have been assigned to, and she's the reason I've learned and grown so much this entire semester.
Mrs. Defro was a good teacher to work with. She was flexible and allowed me to teach and implement new strategies such as turn and talk on the carpet.
Mrs. Lopez helped me grow in more ways than I could ever have imagined. I experienced so many new things in this placement that I had never seen before. She was able to help me cope with these events and ways to work with these different events. She was able to show me the strategies and tools to use in both the sped setting and in a gen ed setting. This experience was one of the best experiences of my life.
I had an amazing Cooperating Teacher and would recommend her to any student you have in the future!

Mrs. Reynolds was a superb mentor teacher. She supported me and provided me with specific feedback each day so I could grow into a better educator. She was flexible and allowed me to implement new strategies in her classroom. Mrs. Reynolds used this opportunity to maximize student learning through the use of small group instruction. I could tell that she does what is best for her students above anything else and anyone would be lucky to have her as a mentor.
Mrs. Bott was friendly and welcoming. This placement was stressful and intimidating due to the students I was working with. Mrs. Bott supported me as I transitioned and learned the students and their needs. The team that I worked with daily consisted of seven other paraprofessionals as well and each of them exhibited the same acceptance and understanding as I learned and experienced this type of setting for the first time.
EXCELLENT! Mrs. Baldwin was an amazing mentor and support system throughout my clinical teaching experience in her classroom. I would definitely recommend her as a mentor for the future.
She was an excellent cooperating teacher, I would recommend her for any students you send in the future!
Mrs. Smith acted as if I should already be trained and not need any help or have any questions. She was critical and did not seem to care about me or my training. She repeatedly took over even when I was in Full-teach. She was controlling and continuously told me to just teach the lesson but did not like any way that I taught. There was very little instruction. She never made anything clear that she wanted. I felt attacked and belittled the entire time. She was alternatively certified and seemed hostile or jealous toward me. I tried to allow for personality conflicts and personal differences, however, this woman is terrible.
I knew immediately that I would have trouble within my 4th grade placement when I was required to observe her class during PDIII. The tension and environment that I entered was very hostile and the students seemed more scared of her than anything. The night that the cooperating teachers attending the clinical teaching meeting at the university was the moment I dreaded the most. My cooperating teacher whispered under her breath that there would be no way that I would take over her class during preparation of STAAR. My fears were correct when clinical teaching began. I was not given a designated area in the class to set my things. I was in fact told "put your things where ever." A majority of my time spent in my 4th grade placement was me sitting in a corner working on other classwork because I was not allowed to teach or transition into full teach. During my second week of my placement, my 4th grade teacher mentioned that I could teach a math lesson over fractions. This was my first time working with students in grades higher than second and I had no idea what I was doing. I could not express concerns about my worries because when my cooperating teacher wasn't teaching, she was texting or conversing with other staff members that came into her room to gossip. With little support, I went home and spent hours and hours preparing for my lesson. When the day came for me to complete my lesson, my cooperating teacher left the room and said she would be back in a little. I felt really let down because I was hoping to have her watch me teach. I felt as if I wasn't good enough. I began my lesson and my students seemed pretty excited. They are used to working out of workbooks and keeping their head down so when I explained that we would watch a video and play a game their smiles grew. In the middle of my lesson, my cooperating teacher came back and noticed that two students (who are special ed students) were playing in their desks. She interrupted me mid sentence, screamed at the students, and flipped their desks. At this point, I had lost my drive to continue, my heart broke for the kids, and my students were no longer interested in what I had to say. I would not recommend this teacher at all in the future. Students in this class fear her more than they respect her. They are belittled consistently and made to feel as if they are never good enough. If I was miserable and cried every day that I was in her class, I couldn't even imagine how her students felt.
Ms. Christ was the best mentoring teacher ever. She was careful to include me in everything from parent conferences to creating grade columns in the district grade book.
Support clinical teacher with behavior. let clinical teacher use the tools for behavior control, ie. referrals, detention, etc.
Mrs. Garcia is a great teacher and ready to help. She took a genuine interest in my education. She took me through each thing that I needed to know. She provided a computer for my exclusive use. She helped me with planning and made sure I felt included in all activities.
No Comments
The teacher needs to follow a schedule and lesson plans. Freestyle is not acceptable.
If I could describe my kindergarten cooperating teacher in one word it would be OUTSTANDING! Ms. Young welcomed me with open arms and immediately made me feel as if I belonged. I was not just a visitor in her classroom, but a member of her kindergarten community. She allowed me to immediately jump into the roll of an educator and stepped back to give me full access to her resources, team, and students. I have never in my life met an educator who displays so much patience, guidance, and love for everyone who surrounds her. I never once felt as if I was alone in my kindergarten placement. At any time, Ms. Young was available to guide me and support me through my experience. Ms. Young and her team are INCREDIBLE and I truly feel that if I did not have her, I would not be where I am today! It is because of her that I fell in love with kindergarten and I cant imagine myself leaving the grade level! I will forever be grateful for her and she has truly impacted me in the most amazing way! I would definitely recommend her to take on another clinical teacher! Ms. Young changed my life and I would love to share that with other future educators.
I feel that displaying more effective skills and thoroughly explaining the routine and management strategies of the classroom to any student teacher, will allow a successful clinical teaching experience for both the student and cooperating teacher in the future.
Mrs. Lewis was difficult to work with overall. She likes her classroom to be run a particular way and does not seem open to new ideas. She was inflexible and her feedback about my teaching was generally ineffective. During our conferences, Mrs. Lewis provided me with broad goals for improvement and rarely had positive comments about my instruction. When Mrs. Lewis went over areas of improvement with me, she would ask me how I thought I could improve

in those areas, but did not offer specific action plans. There was little positive reinforcement or conversation about any growth I had made in her classroom. I do not feel that I grew as a special educator while in this placement, I just felt like I was trying to survive due to a complete lack of support from my cooperating teacher. When I had questions and asked them, I did not receive helpful responses from Mrs. Lewis that addressed my needs. Mrs. Lewis did not make me aware of some of my responsibilities (such as an unexpected day of duty) and then held me accountable for not meeting expectations. She often interrupted my lessons while I was teaching to take over but criticized my lack of control of the classroom. I do not feel I had an opportunity to learn how to handle difficult situations or help the students grow because I was unable to fully take over control of the classroom. Many times she made comments about how I would be unable to handle my future classroom due to my lack of ability without providing me ways to improve. She also did not seem to understand why I would be struggling, stressed, or exhausted. She seemed upset that I was struggling and did not offer strategies to help. I felt this mentor was incredibly negative and seemed to have too many other responsibilities (ARDs and paperwork) to have a clinical teacher on top of it. I would not recommend this teacher be used in the future as a mentor.
Being Mrs. Bowden's first student-teacher, I feel confident about the instruction and training she provided me for the last 8 weeks. She is executing her functions above her expected responsibilities, as she plans to communicate and mentor once I receive my classroom assignment.
I personally think my cooperating teacher needs to attend more professional development classes on classroom management, professionalism, and planning effective lessons. She wasn't the worse, but she certainly needs some help. I don't recommend sending another clinical teacher to her. She teaches pre-ap/tag math but the same assignments her regular math students do she does with her tag and pre-ap classes. I did not learn many positive takeaways while being in her class. The students expressed their dislike for her on many occasions and I thought it was just kids being kids, but I was able to see a lot of things for myself. I don't agree with how she talks and puts down the students no matter how difficult they can be. Most days I seriously dreaded going to the school and being in the same class as her. I was happy to take over because the students took well to me and we had fun together. I think the students deserve a teacher who is more dedicated and can keep their attitude together. She gets upset and practically screams at the students and then argues back and forth with them. Even though I was a guest, in a polite way I let her know that is not right and she is the adult she should not be arguing with a student to the point where it makes the students blow up even more. She makes negative comments about certain students and how they don't belong in a pre-ap class. She wasn't open to making herself available to the students after school for additional tutoring. She also wasn't up for additional planning other than the "easy" book work they are used to doing. Overall, not a great experience with this teacher.
Mrs. Siekierke is an amazing educator, her training and skills in the classroom have been exemplified by the students' performance and test scores. She maintains high student expectations and demonstrates care and attention to all their details. Couldn't have a better mentor teacher. Additionally, Mrs. Siekierke informed me that her doors will be always open if I ever need assistance with planning or any other classroom issues.
The sink or swim approach used by my cooperating teacher was not appreciated.
Tasha Harris was an amazing mentor. I can not say enough how influential she was to me.
Overall, I think it was a great student teaching experience. At times, there could have been a clearer line of communication on if there was a change in the lesson or teaching material for the day. The professionalism with certain staff members could have been better, but other than that there are no complaints.
Mrs. Ryan is the epitome of a perfect cooperating supervisor. She is very up-lifting and real about things. I couldn't have asked for a better cooperating teacher. Keep her!
She was very helpful.
Chris Lyon was the perfect match for a mentor / master teacher. I have benefited more than I can possibly type or remember at the moment.
This cooperating teacher was very flexible, supportive, and easy to work with. He also has a fabulous rapport with his students. However, because this teacher is toward the end of his career, the level of energy within the classroom is much different than those new teachers entering the field. In addition, the logistical things which a teacher normally deals with, such as attendance, emails, meetings, etc. I did not gain much experience with because he struggles with it, as well. Overall, it was so nice to have flexibility in the classroom!

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

Teacher Education Program

Field supervisor Evaluation by Clinical Teacher

Spring 2017 Candidates

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

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

To what extent did the Field supervisor...	1	2	3	4
1. Share with you the expectations for your performance in the classroom?	29	1	0	0
2. Base observation feedback on the expectations for your performance in the classroom?	30	0	0	0
3. Provide you written documentation of his/her report or checklist of his/her observations of your performance in the classroom?	30	0	0	0
4. Hold an interactive conference with you after each observation?	30	0	0	0
5. Offer written feedback on your performance in the classroom within one week of the observation?	29	1	0	0
6. Includes specific strategies that address your strengths and weaknesses in his/her feedback about your performance in the classroom?	30	0	0	0
7. Respond to your needs, for example, help you to solve problems, develop an individualized plan or act as your advocate?	28	2	0	0
8. Provide multiple means for you to contact him/her, such as e-mail, telephone, texting, and face-to-face interaction?	30	0	0	0
9. Offer you opportunities to reflect on your performance in the classroom?	30	0	0	0
10. Ask you for ways he/she can support you?	29	1	0	0
Total Scores	295	5	0	0

Please select Yes or No in answering the following questions about the <u>quality</u> of University field supervision received by the beginning teacher.	Yes	No
11. Did you ever communicate with your field supervisor by email, text or telephone call?	30	0
If yes to #11, did your supervisor respond to your communication within two school/business days?	30	0
12. Did you ever communicate with your field supervisor by email, text or telephone call?	30	0
13. The field supervisor formally observed me teaching a minimum of three times.	30	0
14. The field supervisor observed me teaching for a minimum of 45 minutes during at least 3 formal observations.	30	0

Teacher Education Program

Field supervisor Evaluation by Clinical Teacher

Spring 2017 Candidate Comments

I had a great experience with my field supervisor.

She was amazing, I absolutely loved having her be there to talk to after observations.

██████████ was so supportive during this process. As a former math teacher, she gave me great feedback and loved my lessons when she came to observe. I thought about and used most of her feedback on the lesson plans and I cannot wait to use some of her ideas in my classroom.

No Comments

This field supervisor was excellent in helping with any problems I was having and any questions that I needed answered. ██████████ was always on time and willing to provide information that will help me grow as a teacher and student.

She was always trying to help grow my thinking as a teacher and encouraged me to go for my masters.

██████████ is great! She is very relaxed and flexible with the vastly different schedules of my two placement teachers. She is very prompt in her responses and often made comments or offered advice when communicating. She is very kind and a great listener. I appreciate her flexibility and her willingness to work with me. I feel she makes a great supervisor!

██████████ was a wonderful supervisor. Whenever I needed clarification, she always got back to me right away by sending me an email. After each conference, she always had a good advice or a tip for me on how to overcome any of my struggles and concerns.

No Comments

██████████ is a great field supervisor; she provided me with meaningful feedback and advice on how to improve my lesson delivery and classroom management. I appreciated how flexible and accommodating she was to my personal issues as well.

██████████ was so helpful and attentive to me and my experiences in class! I really enjoyed having her as my supervisor this semester, and felt that she's one of the reasons I've improved so much this year in planning and in my confidence as a teacher.

██████████ was an amazing support during this journey. She offered wonderful advice and clarification if I ever had concerns. I am eternally grateful for her guidance!

I couldn't have asked for a better supervisor. She was so helpful, and was always very responsive to my emails.

No Comments

██████████ gave great feedback on all of my lessons. She was able to give me pointers on how to grow in areas I struggled and praise for areas I excelled in. I knew if I needed anything during my placement, I could contact her. She was a great support system during this experience.

██████████ was an amazing resource during clinical teaching. She seemed to always be available if I needed to communicate with her. She offered me many different resources as well as gave me excellent suggestions after my observations. I was extremely pleased with my experience with her.

She was great! She was super supportive and always gave me feedback to encourage my growth as a teacher. She has lots of energy and is enthusiastic! She is wonderful and should be used again!

██████████ was a pleasure to work with. She was always a great listener when we met. I would email her and her response was very quick. She always gave feedback on my weekly documentation that I turned in as well.

Always available when needed

Flexible with observation schedule

Answered question promptly

No Comments

I loved her!! She gave me tons of helpful feedback that I was able to immediately implement in the classroom.

██████████ was especially helpful and encouraging in her observations with ideas and guidance for my growth. She always let me know what her expectations were for my continued growth as well as providing positive feedback for my continued encouragement.

██████████ was AMAZING to have during the chaos and stress of clinical teaching! First off, I was so glad to get a field supervisor who was understanding, patient, and kind. I think if I had a negative connection with my field supervisor I wouldn't have been as successful. ██████████ showed interest in me as a person as well as an educator. I love the fact that she built relationships with my students when she entered my classroom rather than just sit aside as a stranger. I also love that ██████████ was so understanding and flexible. There were times that my documents were a tad late and she never once hounded me or made me feel worse due to forgetfulness or stress. Keep ██████████ - she's fabulous!

██████████ was a wonderful field supervisor. When I was struggling with my second placement, she offered me strategies to help me make the best of my situation. She provided me with positive feedback and did her best to help me when she could. ██████████ provided me with constructive feedback so I was able to improve my instruction throughout my clinical teaching experience. When I needed to contact ██████████ she always responded promptly and addressed any issues I was having. It was a pleasure working with her.

I was told to never say anything bad about my mentor, ever. I was getting treated badly, yet I was not allowed to tell her. I felt very attacked from my teacher and ██████████ did not want to hear about it. She even told me to go wash my face, when I broke down crying in front of her, like I was a child. I was offended. Highly. However, she ended on a good note and everything else she did seemed to support me. I am conflicted as to why I was not allowed to defend myself when my teacher was able to say whatever she wanted about me.

██████████ have been an extraordinary supervisor. She not only address the instructional aspects of during her visit but demonstrated concern about my online courses and job search experience.

Overall, I think ██████████ was a great clinical teaching supervisor! She was always promptly answered any questions or concerns that I may have had and she continuously provided me with helpful suggestions to utilize in the classroom and in the future! Awesome!!

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

TEXAS A&M UNIVERSITY-CENTRAL TEXAS

BS Interdisciplinary Studies EC-6 Core Subjects (2017-2018) Degree Plan

General Education Requirements (CORE)	
ENGL 1301 College Composition (010) (C or Better)	
ENGL1302 Composition II (010) (C or Better)	
MATH 1314 College Algebra (020)	
ENGL Literature	
PHYS 1405 Elementary Physics I or PHYS 1415 Physical Science I (30)	
BIOL/CHEM/GEOL	
GOVT 2305 American Government I (070)	
GOVT 2306 American Government II (070)	
HIST 1301 United States History I (060)	
HIST 1302 United States History II (060)	
TECA 1303 Families, Schools & Communities/EDUC 2301 Intro to Special Populations/PSYC 2301 Psychology of Learning	
EDUC 3360 The Arts for Educators (New Course)	
Any BIOL with LAB	
Degree	
ENGL 3320 Adv. Grammars or ENGL 3330 Adv. Composition (New Requirement)	
MATH 1350 or MATH 3303 Concepts of Elementary Mathematics I	
MATH 1351 or MATH 3305 Concepts of Elementary Mathematics II	
PSYC 3303 Educational Psychology or TECA 1354 Child Growth & Development	
EDUC 3320 Professional Development I: Understanding Learners	
READ 3320 Fundamentals of Teaching Reading (New Course)	
READ 4304 Reading and Writing Across the Curriculum	
READ 4305 Implementation of Classroom Reading Instruction	
Concentration	
EDUC 1301 Introduction to the Teaching Profession	
HLTH 3351 Principles of Health & Fitness for Children	
ECON 2301 Principles of Macroeconomics or ECON 2302 Principles of Microeconomics	
GEOG 1303 World Regional Geography or EDUC 3300 World Regional Geography for Educators	
EDUC 3340 Mathematics Instruction for Classroom Teachers	
EDUC 3350 Science Instruction for Classroom Teachers	
EDUC 4320 Social Studies Instruction for Teachers (Title Change)	
EDUC 4325 History for Educators (New Course)	
MATH 4305 Concepts of Elementary Mathematics III	
Professional Development/Certification	
EDUC 3325 Fundamentals of Bilingual and English as a Second Language Education	
SPED 3361 Survey of Exceptional Learners	
READ 3335 Content Area Reading	
EDUC 3330 Professional Development II: Effective Instruction	
EDUC 4304 Early Childhood Environments	
EDUC 4335 Professional Development IV: Issues in Professional Development	
EDUC 4340 Technology Applications and Integration for Classroom Teachers	
EDUC 4691 Clinical Teaching	

TOTAL OF 120 HOURS - All areas require a minimum 2.75 GPA

Please note that degree changes are highlighted in red.

TEXAS A&M UNIVERSITY-CENTRAL TEXAS

BS Interdisciplinary Studies All Level Special Education (2017-2018) Degree Plan

General Education Requirements (CORE)	
ENGL 1301 College Composition (010) (C or Better)	
ENGL 1302 Composition II (010) (C or Better)	
MATH 1314 College Algebra (020)	
Sophomore English	
PHYS 1405 Elementary Physics I or PHYS 1415 Physical Science I (30)	
BIOL/CHEM/GEOL	
HIST 1301 United States History I (060)	
HIST 1302 United States History II (060)	
GOVT 2305 American Government I (070)	
GOVT 2306 American Government II (070)	
EDUC 3360 The Arts for Educators (New Course)	
Any BIOL with LAB except NUTRITION	
Degree	
ENGL 3320 Adv. Grammars or ENGL 3330 Adv. Composition (New Requirement)	
MATH 1350 or MATH 3303 Concepts of Elementary Mathematics I	
MATH 1351 or MATH 3305 Concepts of Elementary Mathematics II	
PSYC 3303 Educational Psychology or TECA 1354 Child Growth & Development	
EDUC 3320 Professional Development I: Understanding Learners	
READ 3320 Fundamentals of Teaching Reading (New Course)	
READ 4304 Reading and Writing Across the Curriculum	
READ 4305 Implementation of Classroom Reading Instruction	
ECON 2301 Principles of Macroeconomics or ECON 2302 Principles of Microeconomics	
Concentration	
HLTH 3351 Principles of Health & Fitness for Children	
GEOG 1303 World Regional Geography or EDUC 3300 World Regional Geography for Educators	
EDUC 3340 Mathematics Instruction for Classroom Teachers	
EDUC 3350 Science Instruction for Classroom Teachers	
EDUC 4320 Social Studies Instruction for Teachers	
EDUC 4325 History for Educators (New Course)	
SPED 4362 Special Education Rules and Regulations for Teachers	
SPED 4364 Teaching Learners with Developmental Disabilities	
SPED 4383 Teaching Learner w/ Learning Behavior	
Professional Development/Certification	
EDUC 3325 Fundamentals of Bilingual and English as a Second Language Education	
SPED 3361 Survey of Exceptional Learners	
READ 3335 Content Area Reading	
EDUC 3330 Professional Development II: Effective Instruction	
EDUC 4304 Early Childhood Environments	
EDUC 4335 Professional Development IV: Issues in Professional Development	
EDUC 4340 Technology Applications and Integration for Classroom Teachers	
EDUC 4691 Clinical Teaching	

TOTAL OF 120 HOURS-All areas require a minimum 2.75 GPA

Please note that degree changes are highlighted in red.

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

Bachelor's in Interdisciplinary Studies with Teacher Certification Fall 2017

Prepared by: Dr. Agnes Tang

A. Number of Current Candidates

There were 34 candidates admitted in the 2017-2018 reporting year seeking an initial teaching certification. 21 students were admitted in the Fall 2017 Semester and 13 Students were admitted in the Spring 2018 Semester.

B. Admission Criteria that will change from 2017-2018 for the 2018-2019 academic year.

There will be one major change to admission criteria for applicants beginning in the Fall of 2018. Applicants will complete Certify Teacher with 80% mastery on the content that is applicable to the certification area. For candidates that are seeking EC-6 Core Subjects, this means they will need to receive an 80% in all 5 content areas.

Admission Criteria for 2018-2019

The Educator Preparation Council will only consider applicants who meet the following minimum academic standards at the time of application.

1. Minimum 2.75-grade point average (GPA) overall or in the last 60 hours.
2. Minimum 2.75-grade point average (GPA) in Degree Major and Concentration
3. Completion or Concurrent Enrollment in the following courses:
 - a. 42 semester credit hours of general education core requirements in the degree plan
 - b. PSYC 3303 Educational Psychology or PSYC 2308 Child Psychology or FCS 3300 Child Development (may be included in 42 SCH core requirements)
 - c. **all** lower division composition and literature English requirements in the degree plan
 - d. **all** lower division Science requirements in the degree plan
 - e. MATH 3303 Concepts of Elementary Math I and MATH 3305 Concepts of Elementary Math II (when prescribed in the degree plan)
 - f. EDUC 3320 Professional Development in Learner Centered Schools
4. A minimum of 9 concentration semester credit hours (12 for secondary majors) on the degree plan
5. No grade lower than a "C" in the degree major and concentration courses
6. Demonstrate basic skills in reading, written communication, and mathematics by meeting the requirements of the Texas Success Initiative
7. Demonstrate content mastery with a score of 80% on Certify Teacher (EC-6 must score 80% on every subject)
8. Successful completion of professional interview measuring knowledge, experience, skills, and aptitude with a combined minimum score of 45
9. Successful completion of ACCUPLACER with an Essay score of 6 or an Essay score of 5 and a Sentence Skills score of 80

C. Curriculum changes that has changed from 2017-2018 for the 2018-2019 academic year.

1. The Teacher Educator Preparation Program is in the process of making revisions to the degrees for the 2018-2019 academic year. Possible changes subject to University Curriculum Council approval.
 - a. Remove the 2017-2018 addition of EDUC 3360 Arts for Educators. This course was not approved as a general education course.
 - b. Addition of Sophomore Literature as an option for the 12 English credit hours

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.

EDUC 3320 – Professional Development 1: 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.

EDUC 3320 – Professional Development 1 Lab: Technology

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.

EDUC 3330 – Professional Development 2: Lesson planning

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

EDUC 3330 – Professional Development 2: 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.

EDUC 4304 (EC-6) & EDUC 4330 (7-12) – Professional Development 3: 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.

EDUC 4335 – Professional Development 3: 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.

EDUC 4691 – 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 Field Supervisors meet with the Director of Educator Preparation Services twice during the Summer of 2016 to discuss the evaluation tools for the clinical teaching experience. The current Teacher Observation Form reflects the current teaching standards, as well as, alignment to the T-TESS Evaluation Rubric.

1. Anticipated number of candidates doing field-based experiences

There were 23 candidates in the Teacher Educator Preparation Program that completed their Clinical Teaching in the Fall of 2017.

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

Belton ISD 2 (Fall 2017)	Cove ISD 3 (Fall 2017)	Killeen ISD 7 (Fall 2017)	Round Rock 1 (Fall 2017)	Temple ISD 7 (Fall 2017)	
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3. Candidate experiences and interaction with field-based experiences

Candidates in the Teacher Education Preparation Program complete evaluations on their Cooperating Teacher(s), 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

During the EDUC 3330 Professional Development 2 – Effective Instruction, teacher candidates complete a total of 21 hours in field-based experiences and submit the Field Experience Log to EPSD for their certification record.

During the EDUC 4304 Early Childhood Environments/EDUC 4330 Professional Development 3 courses, teacher candidates complete a total of 60 hours in field-based experiences and submit the Field Experience Log to EPSD for their certification record.

Teacher candidates that are in Clinical Teaching complete a Weekly Documentation Log that is signed by the Cooperating Teacher at the end of the week. Clinical teachers write Weekly Reflections that document experiences, as well as, set goals for the upcoming week. The Weekly Reflections are submitted to the faculty member and the Field Supervisor. All of the Formal Observations, Professional Responsibilities Forms, and 3rd Week Reports are submitted to the Educator Preparation Services Department (EPSD) by the Field Supervisor. EPSD reviews all documents for validity and then enters the information into the database, scans the document to the candidate digital record, and files the original in the candidate's 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 2017 semester. The information reported was taken from the 2016-2017 Texas Academic Performance Report found at:

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

Please refer to the following page.

Diversity of Student Populations for Clinical Teachers Fall 2017

State & District	Campus	African American %	Hispanic %	White %	American Indian %	Asian %	Pacific Islander %	Two or More Races %	Economically Disadvantage %	English Language Learners %	Mobility Rate %
State of Texas		12.6	52.4	28.1	0.4	4.2	0.1	2.2	59.0	18.9	16.2
Belton ISD											
	Chisholm Trail	5.2	46.4	44.3	0.7	0.4	0.0	3.0	68.0	18.2	15.8
	Sparta Elementary	1.0	35.8	55.0	0.5	3.7	0.2	3.9	32.9	19.5	10.0
Copperas Cove ISD											
	Clements Parsons	13.8	27.0	44.7	0.2	1.9	2.1	10.2	55.6	4.8	19.0
	Copperas Cove High	21.2	22.0	44.2	0.8	1.8	1.8	8.2	43.3	1.6	14.8
Killeen ISD											
	Liberty Hill Middle	35.5	31.3	18.1	0.6	2.9	1.3	10.3	43.3	4.2	18.3
	Brookhaven	38.8	30.1	18.4	0.1	1.5	3.2	7.9	81.6	6.7	30.0
	STEM Academy										
	Cavazos Elementary	13.5	29.2	45.7	0.5	0.7	1.5	8.8	63.1	9.0	22.5
	Clear Creek	27.6	24.2	36.3	1.1	2.7	3.2	4.9	72.4	4.5	34.7
	Maxdale Elementary	43.9	26.3	18.5	0.4	3.1	2.2	5.5	39.6	10.5	26.3
	Cavazos Elementary	13.5	29.2	45.7	0.5	0.7	1.5	8.8	63.1	9.0	22.5
Temple ISD											
	Cater Elementary	26.6	37.9	30.1	0.3	1.3	0.0	3.8	76.3	3.5	37.2
	Jefferson Elementary	24.4	50.9	21.8	0.5	0.4	0.0	2.0	83.0	17.8	22.3
	Bonham Middle	18.3	45.4	30.6	0.4	1.4	0.0	3.9	65.7	9.3	22.4
	Temple High School	26.2	41.9	26.6	0.3	1.9	0.2	2.9	59.1	5.3	19.2
	Scott Elementary	18.2	47.5	28.9	0.6	1.2	0.4	3.2	78.0	3.4	27.8
	Thornton Elementary	25.6	36.9	28.8	1.0	3.8	0.7	3.2	66.6	14.7	27.7
	Western Hills	35.4	35.7	26.7	0.0	0.2	0.2	1.7	79.8	2.5	35.9
Round Rock ISD											
	Double File Trail ES	14.5	38.6	37.2	0.5	3.7	0.2	5.4	40.6	6.3	11.5

F. Field Supervision

6. 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 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 Teacher completes and submits Professional Responsibility Feedback Forms to ensure 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 Field Supervisors for the Teacher Certification Educator Preparation Program. Our Field Supervisors are experienced educators and all hold a valid Texas Teaching Certificate, advanced credentials, and documented years of experience.

All of the Field Supervisors are trained and aware of the requirements. The 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 Field Supervisor Training. [Please refer to the attachments for a copy of the 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 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 Field Supervisor and Cooperating Teacher training can be requested from the Director of Educator Preparation Services.

7. 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 takes place.

8. Observation Schedule

A&M-Central Texas hosts a Clinical Teacher Orientation followed by an opportunity for the clinical teachers to meet their 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 prior to the Clinical Teaching semester and meets the TAC requirement. This provides the 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 semester.

9. Process for Observations

The Field Supervisor works with each clinical teacher to schedule observations. The Field Supervisor documents instructional practices observed on the A&M University-Central Texas Teacher Observation Form. The Field Supervisor provides both oral and written feedback after the observation during the 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.

10. 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 4 observations are at least 45 minutes in length. Additionally, EPSD verifies all required documentation and signatures are obtained. Historically, our candidates do very well in the field. One area that a majority of our candidates struggle with is classroom management.

G. Program & Curriculum Evaluation

1. Systematic Plan for Continuous Improvement

- a. Frequency of evaluation
 - Semi-Annual Program Evaluation
 - Semi-Annual Mentor Evaluation
 - Semi-Annual Field Supervisor Evaluation
 - Semi-Annual CAPS Review
- b. Who will be involved?
 - Candidates
 - Cooperating Teachers
 - Field Supervisors
 - CAPS Members
- c. Data to be collected by the program
 - Program Survey Data
 - Cooperating Teacher Survey Data
 - Field Supervisor Survey Data
 - Percentage of Candidates Employed
 - TExES 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.

2. Characteristics of Evaluation Structures and Processes

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

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

Attachments

Field Supervisor Training Agenda
Cooperating Teacher Training Agenda
Fall 2017 Program Evaluation Report
Fall 2017 Cooperating Teacher Evaluation Report
Fall 2017 Field Supervisor Evaluation Report



Field Supervisor Training
Initial & Professional Class Certification
August 22, 2018
Agenda

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



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Cooperating Teacher/Mentor Training
August 10, 2018
4:30 p.m. – Warrior Hall Room 417
Agenda

- I. Dinner
- II. Introductions
- III. Training Presentation
- IV. Review of Clinical Teacher/Intern Requirements and Procedures
 - a. Cooperating Teacher/Mentor Letter
 - b. Cooperating Teacher/Mentor Information Form (due January 11, 2016)
 - c. Talent Release – Photos (due today)
 - d. Cooperating Teacher/Mentoring Training Verification Form (due today)
 - e. Roles & Responsibilities
 - f. Lesson Plans – Cooperating Teacher's/Mentor's Signature
- V. Cooperating Teacher Forms
 - a. 3 Week Report on Clinical Teacher's Progress
 - b. Clinical Teacher Weekly Conference Form (every Monday by 5:00)
 - c. Professional Roles & Responsibilities Feedback Form (when Field Supervisor observes)
 - d. Cooperating Teacher's Assessment of Clinical Teacher Preparedness
- VI. Questions and Answers
- VII. Field Supervisor Meeting & Scheduling



Evaluation of the Teacher Education Program
Fall 2017 Candidates

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

Demographic Information

1. Level	Candidates
Elementary EC-6	9
Middle 4-8	3
Secondary 7-12	3
All-level Special Education	8

2. Gender	Candidates
Female	19
Male	2

3. Ethnicity	Candidates
White	9
Black	3
Hispanic	9
Asian or Pacific Islander	0
American Indian or Alaskan Native	0
Other	0

4. Student	Candidates
Traditional Student	21
Non-traditional Student	0

5. Grade Point Average	Candidates
3.5 - 4.0	11
3.0 - 3.4999	8
2.5 - 2.999	2

6. Candidates actively seeking a teaching position?	
Yes	17
No	4

Accepted Positions as of 12/01/2017 (19%)
Maxdale Elementary, Killeen ISD
Roy J Smith Middle School, Killeen ISD
Richard E. Cavazos, Killeen ISD
Killeen ISD

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

Course Evaluation	5	4	3	2	1	N/A
7. Reading 351 Content Area Reading Instructional strategies which promote comprehension; vocabulary development, study skills, and test-taking strategies; and adaptation of materials for diverse secondary and middle school learners.	14	6	1	0	0	0
8. Reading 409 Reading and Writing Across the Curriculum An examination of factors which influence text difficulty and the use of textbooks, reference materials, "real world" materials to teach content area subjects. Includes developmental reading for adolescents.	9	7	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.	4	3	7	5	2	0
10. Education 320 Technology Lab	16	4	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.	8	8	5	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.	6	10	1	0	1	3
13. Education 415 Elementary Curriculum, Assessment, & Instruction Application of knowledge of developmental stages, learner needs, the state expectation of TEKS in the core content areas, effective teaching practices, interdisciplinary planning, and problem-bases learning approaches	6	7	3	0	0	4
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.	10	4	3	0	0	1
15. Education 435 Issues in Professional Development Professional Development IV Students synthesize and validate concepts encountered during teaching practicum. Focuses on the professional issues related to teaching and the school environment.	8	8	3	1	1	0
16. Education 440 Technology Application and Integration for Classroom Teachers educators to plan, organize, deliver, and evaluate instruction for diverse learners through the effective use and integration of current technology. The use of technology for ethical and professional communication with colleagues, community, and students is also addressed.	12	5	3	0	0	1
17. Education 490 Clinical Teaching Supervised practicum in teaching in the public schools at the appropriate level. Students are required to demonstrate proficiency in the application of effective teaching practices and classroom management strategies.	12	5	2	0	2	0

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

Course Preparation Evaluation	5	4	3	2	1	N/A
18. Education 320 Introduction to Teaching	6	6	4	2	3	0
19. Education 330 Learners and the Learning Environment	6	10	4	0	1	0
20. Education 404 Early Childhood Environments	6	9	2	0	1	3
21. Education 415 Elementary Curriculum, Assessment, & Instruction	4	10	2	0	0	4
22. Education 430 Application of Effective Teaching Practices	7	9	2	0	1	2
23. Education 435 Issues in Professional Development	7	7	4	2	1	0
24. Education 440 Technology Application and Integration for Classroom Teachers	12	6	3	0	0	0
25. Education 490 Clinical Teaching	11	6	3	0	1	0

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

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

The TAMUCT Teacher Education Program strives to develop teachers who:	5	4	3	2	1	N/A
36. Are committed to continued professional growth and development.	9	7	4	0	1	0
37. Use an understanding of human developmental processes to nurture student growth through developmentally appropriate instruction.	5	13	2	0	1	0
38. Consider environmental factors that may affect learning in designing a supportive and responsive classroom community that promotes all students' learning and self-esteem.	9	9	2	0	1	0
39. Appreciate human diversity, recognize how diversity in the classroom and the community may affect learning and create a classroom environment in which both the diversity of groups and the uniqueness of individuals are recognized and celebrated.	10	8	2	0	1	0
40. Understand how learning occurs and applying this understanding to design and implement effective instruction.	11	6	3	0	1	0
41. Understand how motivation affects group and individual behavior and learning and applying this understanding to promote student learning.	11	5	4	0	1	0
42. Please evaluate the level to which you believe the TAMUCT Teacher Education Program has prepared you to understand learners.	7	8	5	0	1	0

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

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

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

Competencies for enhancing student achievement.	5	4	3	2	1	N/A
51. Know how to foster strong school-home relationships that support student achievement of desired learning outcomes.	7	9	4	0	1	0
52. Understand how the school relates to the larger community and knows strategies for making interaction between school and community mutually supportive and beneficial.	7	10	2	1	1	0
53. Understand requirements, expectations, and constraints associated with teaching in Texas, and applying this understanding in a variety of contexts.	10	6	3	1	1	0
54. Please evaluate the level to which you believe the TAMUCT Teacher Education Program has prepared you to understand the teaching environment.	7	9	3	1	1	0
55. Rate the overall quality of your college preparation in general education requirements.	5	13	2	0	1	0
56. Rate the adequacy of the advising you received from members of the education faculty.	5	9	5	1	1	0

Beneficial Content Questionnaire Comments

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

Observing the classes and doing clinical teaching was very helpful. Learning to do guided reading was beneficial when doing ELAR. Technology class is a must with all the technology used in the classes today. PD classes help with management.

All professional development courses, Technology in the classroom both for PDII and PDIV were especially beneficial for future teachers.

All the PD classes, reading classes, and EDUK classes.

I felt that the reading classes (RDGK384, RDGK409, RDGK410) were beneficial because it allowed me the opportunity to work with students inside a classroom.

All the observation hours that we had to do in all the courses that we had to take. All the reading courses were helpful, especially the last ones because they gave me a real sense of the entire process of teaching reading lessons.

The most beneficial part of this course was the feedback given to me by Mrs. Blassingame. This feedback along with the feedback from my cooperating teacher gave me points of improvement to work towards not only throughout my semester of clinical teaching but also throughout my career. I also found the lab done during PD1 beneficial as it introduced me to new technology that I could possibly be using during the course of my career.

I believe it is important to have a caring heart, a kind soul, and always eager to learn.

All of my reading courses were beneficial for future teachers. They were really beneficial because I had hands-on practice at elementary schools that allowed me to see my strengths and areas of improvement as a teacher.

All course content are beneficial. I didn't realize it until the end.

pd4

I think all the reading courses and PD courses were helpful in clinical teaching.

Classes pertaining to my Special Education degree were not beneficial. Material presented was outdated and the assignments were not thought all the way through. Many of the classes used blooms and worked on objectives have all pieces. In the classroom, the school districts are using DOK and I can statements. All of the reading classes were beneficial and provided hands-on experience with students in the class setting.

RDGK 311 - Dr. Davis

RDGK 351 - Mrs. Lake

RDGK 384 - Dr. Tang

RDGK 409/410 - Dr. Tang

All of the reading classes were very beneficial for future teachers. I found it very useful to participate in book buddies and thought it gave me great experience on incorporating reading in my future classroom. It also helped teach me as a teacher how to operate small guided reading groups.

I think all of the professional development courses are extremely important and full of information that teachers need. I also feel the reading courses we took are beneficial because reading is the foundation for everything and teachers must receive proper training on how to teach it. We also took math courses that are also very beneficial. We also took a science course and a social students course that are very important. I also took an ESL course that was extremely beneficial. I also think student teaching is important because it gives us the opportunity to experience being a "classroom teacher" for a months before graduating.

ESPK 462 - Special Education Rules and Regulations was beneficial. Although the course was beneficial, I believe it was taught at the wrong time during the course.

RDGK 311 - Dr. Davis

RDGK 351 - Ms. Moore

RDGK 384 - Dr. Tang

RDGK 409 - Dr. Tang

RDGK 410 - Dr. Tang

EDUK 440 - Dr. Jackson

Integrating Technology into teaching course. And clinical teaching.

Fund of Bilingual/ESL Education EDUK 325 - This class provided information that is not only good to use with ELL learners but all students. The strategies discussed are good teaching that should be taught in more education classes.

Reading I- Reading Acquisition & Development RDGK 31 - Phonemic Awareness

Content Area Reading RDGK 351 - Reading strategies to use to for the content areas

Reading II-Assessment & Instruction for the Dev Reader RDGK 384 - Guided reading and how to assess

Reading & Writing Across the Curriculum RDGK 409 - Guided Writing Groups

Implementation of Classroom Reading Instruction RDGK 410 - Guided Reading Groups

Language Arts/Fine Arts/Social Studies for Teachers EDUK 420 - This was the only class that addressed a unit lesson plan

Special Education Rules & Regulations for Teachers ESPK 462 - Laws pertaining to special education

Behavior Management for Exceptional Learners ESPK 465 - Strategies that are good to use with all students for behavior management

Classroom Tech Integration EDUC 4340 - Flipped learning

All technology courses, PDI technology lab with Mr. Gonzalez and PD4 technology integration with Dr. Jackson, were extremely beneficial for future teachers.

These courses were very hands-on and relevant to today's ideas.

The PD3 reading course with Mrs. Moore provided purposeful opportunities with students. The instructor is also great at what she does because she always provided feedback in a timely manner and in a way that forced us to reflect on our progress and abilities.

The social studies course with Mrs. Davis was a fun course to take. She made learning how to teach social studies hands-on and collaborative. She was very educated and passionate about her craft and showed a very caring and encouraging attitude towards her students.

The teacher mock-interviews were extremely beneficial for our requirements. They were very insightful and useful for the real-world.

Content Area Reading was beneficial because it taught how to use reading TEKS in other subjects. It was a good class and I learned a lot about using reading in all the subjects. Reading Acquisition Development was also a beneficial class, it taught me how to use the Bloom's Taxonomy and how to write simple guided reading lesson plans. EDUK 325 was the ESL class and that was beneficial. It taught in depth how to scaffold lessons and gave a new way of approaching lesson plans. RDGK 384 was beneficial because it focused on teaching guided reading and writing lessons. RDGK 410 was a beneficial class because it helped me understand how to assess students for reading groups. EDUK 420 was beneficial because it taught me how to use social students and fine arts in other subjects. EDUC 4340 was beneficial because it showed how to use different technologies in the classroom.

The most beneficial courses was Professional Development 2 and Clinical Teaching. In PD2, the bulk of the course is learning to development effective lesson plans and a strong understanding of the lesson cycle. Although this form of the lesson cycle is rarely used, it was good to know because it ensured that we hit every part of the lesson that was necessary for effective teaching. Clinical teaching was by far the most important "course" because it was hands-on, practical teaching. It showed exactly what the expectations were as a teacher and what were the best approaches to being an effective teacher. I'd also like to point out the technology course we took as part of the lab portion of our PD1. Though it was a bit unnecessary at times, it introduced me to many unique technological applications that could be applied to the classroom.

More in classroom experience to prepare us for student teaching and classroom management.

No Comments

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

No Comments

The science class was not used.

Science for secondary teachers

I think the university should offer clinical teaching for a full year to gain the full experience.

I believe it would be beneficial if the university offered clinical teaching for two semesters rather than just one. I did not feel that eight weeks was enough time for me to feel confident enough to apply for a lead teaching position right after graduation.

For future students, I feel that they would benefit from more science classes that go into depth on how to teach science. I also feel that the social studies class should be split into two courses so that the students could get a better sense of the actual content.

I feel like everything that is currently in the program is sufficient for creating good teachers in the future.

I believe it is important to have a course that focuses mainly on Classroom Management.

I feel that courses that would be beneficial for future students are more content on science and social studies. Although I had great professors for these two courses that taught me how to teach these subjects, I feel more content should be taught.

Ethics training prior to clinical teaching.

how to write lesson plans

More strategies for classroom management and how to manage behavior.

Classes that would be beneficial for the future students are classes that are taught based on real classroom settings and up to date resources. Creating and delivering lessons that are not 7 pages long but rather presented to the appropriate grade level and successful.

A course that was presently included that I feel could be better for future students is a better science course. When taking this course I don't think we learned how to teach science, which is also why I don't feel confident teaching in it.

There are not any courses I feel were not included.

The course should be up to date with the district's information. There should be more teaching of what teachers do.

Example. Creating unit plans, using YAGs and teacher resources.

More specific grade level courses. For example, there were classes for elementary and high school. But there was not course specific courses for middle school.

Writing an IEP, creating a unit plan, how to use the unit plan to write a lesson plan.

We had opportunities to work with students at different schools for reading class and social studies, but it would have been very beneficial to work on math and science as well.

A Foundations class would be especially useful because that was taught in my placement school and I had no idea what I was doing. It is not currently a class anywhere but it would be beneficial.

There should be an entire course dedicated to just practicing differentiation because it is one of the toughest concepts to understand because I don't think teachers understand just how diverse learners can be wherever you go. Learning how to differentiate, which would include how to use good strategies for this, would be extremely beneficial.

Professional development 3 was a very helpful to set a foundation of classroom management. The book that we used in this class helped me tremendously.

No Comments

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

No Comments

All courses were useful in their own way.

Not applicable

The math courses were not beneficial because I hardly learned during those classes. There was not much teaching during those courses.

I do not feel that I gained as much knowledge as I was expecting by attending the following math courses MTHK303, MTHK305, EDUK340.

I feel that the math courses were not very beneficial. I feel that we needed more experience teaching math and creating lessons in the math course in order to grow as future educators.

The majority of the courses and content was beneficial. I did find that the SPED course to be the least beneficial. The information in the class was good, especially the laws, however I felt that most of the time in the class we were doing busy work. I feel that this class could be done as an online class.

I think it would be beneficial if the students would only have student teaching by itself.

I do not think any of the courses I have taken were not beneficial. Each one of them helped me grow and learn how to become a teacher.

It all matters.

none

All the math courses taken at this university were not helpful. The math classes need more strategies on how to teach math concepts.

ESPK 361, ESPK 463/464, ESPK 465, ESPK 462, These classes were spent doing a lot of arts and crafts that could be done with special education skills students. These classes did not teach strategies for all skill levels. The instructor was not up to date on laws. The instructor did not grade based on rubrics rather subjectively for each student.

I think they were all beneficial for future students

I think all of the courses taken were important and beneficial for teachers.

EDUK 320, EDUK 330, EDUK 404, EDUK 435 - I do not feel these courses were beneficial. The courses had great meaning, but the time was not used wisely to develop incoming teachers professionally. During this time we should have learned about YAGs. The professional development classes should have been used to develop us professionally as teachers. There was a lot of information I was not aware of going into my clinical teaching.

For me, I had to take 2 math courses. Even though I am middle school ELAR/SS. For me, those 2 math course were not beneficial.

PD III was a redundant class. It was mostly PD II with just a few minor changes. One of them should have taught how to plan a unit and write a lesson plan and the other one could have stayed as it was. MTHK 303 and 305 should have been lower level classes and not part of the program. Those classes would have been better utilized on professional development classes.

All of the math courses required for this program, taught by Dr. Hamilton, would have been beneficial, but they were not because of the way the content was taught.

Concepts of Elementary Math 1 and 2 were not very beneficial because everything I learned in that class I did not use in the classroom. It felt like a waste of time and it was not taught very well. EDUK 340 was not beneficial because it did not teach me how to teach math in the classroom.

Most of the Professional Development courses were not very beneficial in most instances. At times it seemed that most of what was covered in the courses could have easily been completed by reading the textbooks. Also, the information gathered from the courses was mostly basic, not exactly profound or extremely important to my growth as a teacher. These courses need to be more focused and structured so that the students gain more from the classes because if not, at times the students will feel the same way, concerned about the same issues.

TECH Class 4340 was not as beneficial because I feel is the extension of the technology course we took in PD1.

No Comments

What are the strengths of the professional development field experiences?

No Comments

Hands-on experiences with different grade levels and subjects. The schools in the area get to see me before going to apply. To be able to receive advice from the teachers I observed.

The strengths for the professional development field experience is the one on one observation and discussion with field supervisors.

The strength of professional development field experience was gaining the experience of how it is in the real word. There were many professional development opportunities that I got to experience during my field experiences.

The different professional opportunities that are offered, for example, mock interviews, job fair and student services.

I feel the strength of the professional development field experience is getting the opportunity to get to watch different teachers and the way that they teach and handle situations. It gave me some great ideas for my future classroom and I got to see ways that I could do things differently.

The feedback and communication between Mrs. Blassingame and myself was an overall strength. Also being able to see a different type of classroom than I had seen before was extremely beneficial.

The strengths of the Professional development field experiences is that it is a hands on experience and lets you experience an actual classroom.

A strength of the professional development field experiences was that I was able to see different teaching styles in order to learn what I liked and did not like. I have learned a lot of teaching strategies from these field experiences that I implemented in my teaching.

Clinical teaching and observations.

that they have some experience

You get hands-on experience and get to practice what you have learned.

This is the most beneficial experience of this whole program minus the field supervisor who was able to support or assist me in bettering myself. This experience provided hands-on experience in the real classroom setting. I taught from day 1 to the last day.

Some strengths in the professional development field experiences is the observations. I loved being able to witness how teachers taught with their students and was able to take notes of what to do and what to do for my future classroom.

The strengths are that we were required to complete a number of observation hours, student teaching, and reflections that allowed us to reflect on our growth. I think being observed 4 times is another strength because it gives us a feel of what we will be expected as actual teachers.

No Comments

The strengths are that it prepares me because I get to learn new things

Getting to see an abundance of different teaching styles and classrooms. When you are exposed to all those different classes you see what works and what does not.

The real-world experiences and the educators that did their jobs well by guiding us and providing meaningful feedback

I got to see how different each teacher runs their classroom. I learned a lot about what to do in the classroom and what not to do in the classroom.

It is real-world experience which is extremely valuable. Field experience gives upcoming teachers the opportunity to see how different classrooms are handled and taught under different circumstances and in different grade levels. It may also give future teachers the opportunity to determine if this is really the profession they want based on what they see. I think with field experiences alone, teachers can get more valuable insight into teaching than through many of the courses offered by the program.

Real world applications to the classroom.

No Comments

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

No Comments

Have more times for the cooperating teacher to choose for orientation. Check to make sure students know that they will start two weeks before school start and other events.

The only suggestion that I could make is that the professional development course have a couple or a few sessions on campus rather than all communication online.

I would suggest making clinical teaching a whole year. This would allow us to experience a full year in a teachers shoes. The beginning of the year is different from the end of the year.

Allow the option of clinical teaching for more than one semester.

I feel that the sequence is done correctly. The only thing that I think would benefit students is to let them work with a small group of students when they are doing observation hours to get more experience.

The communication early on in the professional development was lacking. I feel that information was not put out in a strong manner, as myself and many of my classmates were confused on a few topics.

Two suggestions I would make in clinical teaching would be to have an extra week of observation and only two weeks of full teach.

I think a suggestion that would be beneficial would be to observe our cooperating teachers for a greater amount of time before we had actually student taught. We were only required to come 5 hours once every week and I feel it did not show me what it would be like throughout the whole day.

The only part of this course that I didn't like truly was communication. Communicate with us earlier rather than later.

improve communication

Nothing. I thought my experience was great.

I feel as the field supervisor should come with suggestions if she has a problem with the way that we are leading the class. My field supervisor brought my confidence down every time and was not only disrespectful to me but my teacher as well. She told me because one child who is a dynamic student needed constant reminders during centers and all other 22 students were on task it created an unsafe learning environment.

When participating in the field experience, I think something that could improve is what they require students to print. I don't think it was necessary to make us print out so much stuff.

I do not have any suggestions. I feel the field experiences were appropriate part of the PD sequence.

My suggestions would be to use the PD course to talk about the things that teachers actually do daily.

none

To make the observations serve a purpose other than just to complete hours required. Each observation should serve a certain purpose rather than spend an entire semester observing the same aspect.

n/a

Classes during clinical teaching should not have a heavy work load! It was extremely stressful trying to finish everything for my classes and planning lessons.

I know this would probably never happen, but narrow down the amount of paperwork required. It is more of a hassle at times and it often takes away from simply experiencing the field observation or actually teaching during the clinical teaching phase because paperwork tends to bog it down. Clinical teachers just want to teach and enjoy that process, not worry about the amount of signatures and paperwork that needs to be completed.

The field experience was of great help to me as future educator.

No Comments

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

No Comments

The absence rule should not count for the two weeks before school starts for the number of days students are allowed to miss.

I truly appreciate each and every member of the education department. My success in the program was made possible with their help and support.

No Comments

No Comments

I feel that any of the students in the courses that they are in now could benefit from creating lessons and teaching lessons to students before experiencing that until the very end of the program. They should have the opportunity to teach math lessons to real students and science lessons to real students as well.

N/a

No Comments

I do not have any additional comments other than I really enjoyed this experience and found it beneficial to my teaching.

An inprocessing check sheet and counseling would be nice that gives us everything from start to finish. Instead of this mystery game the start of the semester.

No Comments

No Comments

This program seems to be outdated and lack of up to date resources. Many courses were graded subjectively and it seems that staff is being thrown into positions they have no place being in. I have tried to contact Dr. Diaz and Dr. Allen several times with no reply.

No additional comments

No Comments

Professors need to be more educated about the content.

Help prepare the students for their content tests better

The program is lacking in many areas. Many of the professors teach out of the textbook and do not provide enough real-life preparation. They tell us how to be effective educators but do not teach us effectively themselves.

No Comments

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

Teacher Education Program

Field Supervisor Evaluation by Clinical Teacher

Fall 2017 Candidates

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

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

To what extent did the Field supervisor...	1	2	3	4
1. Share with you the expectations for your performance in the classroom?	12	6	2	3
2. Base observation feedback on the expectations for your performance in the classroom?	14	3	3	3
3. Provide you written documentation of his/her report or checklist of his/her observations of your performance in the classroom?	18	3	1	1
4. Hold an interactive conference with you after each observation?	19	2	1	1
5. Offer written feedback on your performance in the classroom within one week of the observation?	15	2	0	6
6. Includes specific strategies that address your strengths and weaknesses in his/her feedback about your performance in the classroom?	14	5	2	2
7. Respond to your needs, for example, help you to solve problems, develop an individualized plan or act as your advocate?	13	6	2	2
8. Provide multiple means for you to contact him/her, such as e-mail, telephone, texting, and face-to-face interaction?	13	6	2	2
9. Offer you opportunities to reflect on your performance in the classroom?	16	5	0	2
10. Ask you for ways he/she can support you?	14	5	2	2
Total Scores	149	42	14	25

Please select Yes or No in answering the following questions about the <u>quality</u> of University field supervision received by the beginning teacher.	Yes	No
11. Did you ever communicate with your field supervisor by email, text or telephone call?	23	0
If yes to #11, did your supervisor respond to your communication within two school/business days?	16	6
12. Did you ever communicate with your field supervisor by email, text or telephone call?	23	0
13. The field supervisor formally observed me teaching a minimum of three times.	21	2
14. The field supervisor observed me teaching for a minimum of 45 minutes during at least 3 formal observations.	22	1

Teacher Education Program
Field supervisor Evaluation by Clinical Teacher
Fall 2017 Candidates

At the beginning of the semester I had some issues with email responses and changing of formal observation dates, but as the semester progressed [REDACTED] started replying to emails within an appropriate time frame.

No Comments

[REDACTED] has been extremely helpful in every way possible. She has repeatedly assisted me with timely feedback and encouragement. I have enjoyed her as a field supervisor, and I feel lucky to have had her this semester.

No Comments

[REDACTED] gave great feedback after each observation.

No Comments

[REDACTED] was a great mentor and an outstanding supervisor. Her feedback during my teaches were very detailed and provided growth and encouragement. She allowed me to praise myself for the things I was doing right which is something I rarely ever do. She made me understand the importance of reflection and feedback. She is awesome I wish she was more engrained into this program.

My field supervisor was very helpful this semester and gave me great feedback on my teaching.

No Comments

[REDACTED] was a great field supervisor. She always gave me great feedback when she came to observe me that allowed me to think about effective strategies that I needed to progress on. She was always there to answer my questions when I had any type of question. If she did not know the answer, she would find the answer for me.

No Comments

[REDACTED] did a great job as my field supervisor. She provided feedback and gave me areas to work on.

No Comments

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

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

Master's in Education with Teacher Certification Spring 2017

Prepared by: Dr. Amber Lynn Diaz

A. Number of Current Candidates

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

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

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

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

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

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

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

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

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

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

Master in Curriculum & Instruction Degrees With Teacher Certification Comparison Chart

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

D. Candidate Mastery of Content

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

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

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

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

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

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

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

1. Anticipated number of candidates doing field-based experiences

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

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

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

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

3. Candidate experiences and interaction with field-based experiences

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

4. Verification and documentation processes for field-based experiences

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

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

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

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

Diversity of Student Populations for Interns Fall 2017									
District	Campus	African American %	Hispanic %	White %	American Indian %	Asian %	Pacific Islander %	Two or More Races %	Economically Disadvantage %
Belton ISD	Belton HS	7.6	32.1	53.9	0.7	1.6	.2	3.9	40.4
	Chisholm Trail ES	6.5	42.4	47.3	.7	.3	.1	2.7	71.1
Copperas Cove ISD	Cove Jr. High	16.7	21.6	48.3	0.9	1.8	1.6	9.1	57.0
	Williams Ledger ES	18.2	28.4	42.6	0.1	0.4	1.4	8.8	65.9
Diocese Of Austin	Santa Cruz Catholic								
Killeen ISD	Bellaire ES	44.8	26.0	18.8	0.5	2.8	1.8	5.3	66.1
	Brookhaven ES	37.5	30.6	19.9	0.2	1.9	1.8	8.2	37.5
	Early College HS	31.9	34.0	24.3	0.7	3.5	2.8	2.8	50.0
	Haynes ES	30.1	26.8	31.2	0.7	2.4	2.1	6.6	50.0
	Iduma ES	38.0	25.2	23.2	1.1	1.8	1.9	8.8	54.9
	Ira Cross ES	53.4	24.9	14.2	0.0	1.5	1.2	4.8	53.4
	Liberty Hill MS	38.8	28.1	19.5	0.7	3.5	1.5	7.9	44.2
	Live Oak Ridge MS	46.6	26.2	16.3	0.6	2.4	1.6	6.2	46.6
	Nolan MS	36.6	40.7	13.5	0.4	2.1	1.5	5.2	75.0
	Oveta Culp Hobby ES	21.2	23.1	41.0	0.2	2.6	2.4	9.5	67.0
	Patterson MS	34.9	29.6	22.1	0.7	2.7	2.0	8.0	46.7
	Pershing Park ES	27.9	43.0	16.7	0.6	1.7	1.9	8.2	69.8
	Saegert ES	35.2	26.4	22.8	0.8	1.9	2.4	10.5	48.1
	Shoemaker HS	45.7	26.8	15.5	0.6	2.8	2.1	6.5	54.1
	Sugar Loaf ES	40.1	28.2	18.3	0.8	1.3	1.7	9.7	75.6
	Timber Ridge ES	33.9	29.0	22.9	0.8	2.7	1.3	9.5	40.8
	West Ward ES	34.3	38.3	15.9	0.0	0.7	2.0	8.7	95.4
Priority Charter	Cove Academy	18.7	23.2	49.7	0.0	0.6	0.0	7.7	42.6
Temple ISD	Temple HS	26.7	41.2	26.8	0.3	1.7	0.2	3.2	62.2

F. Field Supervision

1. Field Supervisor & Mentor Teacher Training

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

Field Supervision Continued

Field Supervision [TAC §228.35(f)]

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

All of the Field supervisors are trained and aware of the requirements. The 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 Field supervisor Training. [Please refer to the attachments for a copy of the Field supervisor Training Agenda.](#)

Mentor Teacher Training [TAC §228.35(e)]

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

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

2. Number of Observations Required

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

3. Observation Schedule

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

4. Process for Observations

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

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

5. Feedback from Observations (candidate and campus administrator)

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

G. Program & Curriculum Evaluation

1. Systematic Plan for Continuous Improvement

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

Program & Curriculum Evaluation Continued

2. Characteristics of Evaluation Structures and Processes

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

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

Attachments

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



Student Name:

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



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

Student Name:

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



Texas A&M University-Central Texas
Education Preparation Program & Certification
Mentor & Field supervisor Documentation

Student Name:

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



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

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

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



TEXAS A&M
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Mentor Training

M.Ed. Teacher Certification Educator Preparation Program

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

Agenda

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



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

1. Level	Candidates
Elementary	2
Secondary	1
All-level	

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

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

[illegible]

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

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

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

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

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

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

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

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

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

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

Beneficial Content Questionnaire Comments

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

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

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

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

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

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

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

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

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

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

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

All are beneficial

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

What are the strengths of the Internship?

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

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

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

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

What suggestions do you have to improve the Internship?

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

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

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

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

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

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

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

Teacher Education Program

Field supervisor Evaluation by Intern

2016 - 2017 Candidates

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

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

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

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

Teacher Education Program
Field supervisor Evaluation by Intern
2016 - 2017 Candidates

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

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

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

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

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

Master's in Education with Teacher Certification Fall 2017

Prepared by: Dr. Amber Lynn Diaz

A. Number of Current Candidates

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

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

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

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

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

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

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

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

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

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

Master in Curriculum & Instruction Degrees With Teacher Certification Comparison Chart

Concentration:	Elementary Education w/ Certificate 2014	Elementary Education w/ Certificate 2016	Master of Arts in Teaching 2018	Secondary Education w/ Certificate 2014	Secondary Education w/ Certificate 2016	Special Education w/Certificate 2014	Special Education w/ Certificate 2016
Content Area Courses				12	9		
EDTE 5349 or EDUC 5350	3	removed					
EDUC 5300		3	3		3		3
EDUC 5302	3	3	3				
EDUC 5311	3	3	3	3	3	3	3
EDUC 5312 or 5322	3	3	3				
EDUC 5314	3	3	3	3	3	3	3
EDUC 5338	3	3	3	3	removed	3	removed
EDUC 5345	3	3	3	3	3	3	3
EDUC 5385		3	3		3		3
EDUK 598	3	3	3	3	3	3	3
EDUC 5384	3	3	3	3	3	3	3
SPED 5305	3	3	3	3	3	3	3
SPED 5311						3	3
SPED 5313						3	3
SPED 5315						3	3
READ 5370	3	3	3	3	3	3	3
READ 5374 or 5375	3	removed					
READ 5375						3	removed
TOTAL	36	36	36	36	36	36	36

D. Candidate Mastery of Content

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

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

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

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

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

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

1. Anticipated number of candidates doing field-based experiences

There are **11 candidates** in Internship 1 as identified in the following table. These candidates will be eligible for their standard teacher certification upon successful completion of the year-long Internship in May 2018.

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

Fall 2017					
Lampasas ISD	Cove ISD	Gatesville ISD	Killeen ISD	Leaner ISD	Houston ISD
			9 Interns	1 Interns	1 Intern
Florence ISD	Salado ISD	Waco ISD	Academy ISD	Diocese Of Austin	

3. Candidate experiences and interaction with field-based experiences

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

4. Verification and documentation processes for field-based experiences

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

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

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

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

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

F. Field Supervision

1. Field Supervisor & Mentor Teacher Training

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

Field Supervision [TAC §228.35(f)]

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

All of the Field supervisors are trained and aware of the requirements. The 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 Field supervisor Training. **All Field supervisors that were utilized in the Spring (2017) received training in August.**

Mentor Teacher Training [TAC §228.35(e)]

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

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

2. Number of Observations Required

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

3. Observation Schedule

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

4. Process for Observations

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

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

5. Feedback from Observations (candidate and campus administrator)

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

G. Program & Curriculum Evaluation

1. Systematic Plan for Continuous Improvement

a. Frequency of evaluation

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

b. Who will be involved?

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

c. Data to be collected by the program

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

d. Internal review of program and curriculum

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

e. External review of program and curriculum

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

f. How data will be prepared for sharing

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

g. With whom it will be shared

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

h. Process for program response to data

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

i. Advisory committee feedback

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

Program & Curriculum Evaluation Continued

2. Characteristics of Evaluation Structures and Processes

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

a. Evaluation of Candidates, Certification Groups, and Program Components

- Observations

b. Alignment of Evaluation with Program Standards and Goals

- The 2015 -2016 evaluation was the first evaluation administered. New evaluations measures

are being developed for the Interns, Filed Supervisors, and the overall effectiveness of the program.

- c. Development of Program Evaluation
 - A Curriculum Map is being developed to establish conceptual framework for the program.
- d. Influence of Stakeholders on Evaluation
 - The CAPS will meet and discuss the evaluation results.
- e. External Influences on Program Evaluation
 - The Principal Survey data will be compiled in a report to share with stakeholders. In addition, principals will be invited to the CAPS meeting to offer insight and discuss current trends and needs.

Attachments

Cooperating Teacher/Mentor Training Agenda (January 5, 2017)

CAPS Meeting Agenda & Minutes (Please refer to the CAPS Meeting on 01/26/2017 p. 108)



Cooperating Teacher & Mentor Training
Teacher Certification Educator Preparation Program
August 10th, 2017 4:30 p.m. – Warrior Hall 417
Agenda

- I. Dinner
- II. Introductions
- III. Review of Cooperating Teacher/Mentor Folder Documents
 - a. Cooperating Teacher/Mentor Welcome Letter
 - b. Cooperating Teacher/Mentor Information Form (due today)
 - c. Talent Release – Photos (due today)
 - d. Cooperating Teacher/Mentor Training Verification Form (due today)
 - e. Responsibility Agreement (due 09/01)
 - f. Lesson Plans – Cooperating Teacher/Mentor Signature Required
- IV. Training PPT
- V. Cooperating Teacher Forms
 - a. 3 Week Report on Clinical Teacher's Progress (due 02/01, 04/11)
 - b. Clinical Teacher Weekly Conference Form (every Monday by 5:00)
 - c. Quick Check Feedback Form when Field supervisor observes the Clinical Teacher
 - d. Cooperating Teacher's Assessment of Clinical Teacher Preparedness (due 03/11, 05/04 for 2 placements and 05/04 for 1 placement)
- VI. Mentor Teacher Forms
 - a. Observation of the Intern
Due: September, October, November, January, February, April)
 - b. Professional Practices & Responsibilities
Due: Every time Field Supervisor observes the Intern (8 total)
 - c. Action Plan
Due: Fall December 3rd / Spring 2018 May 5th
 - d. Mentor's Assessment of Intern Teacher Preparedness
Due: Fall December 3rd / Spring 2018 May 5th
- VII. Other Cooperating Teacher/Mentor Forms
 - a. W9
 - b. Notice of Concern
 - c. Deficiency Notice
- VIII. Questions and Answers
- IX. Field Supervisor Meeting
- X. Thank You

Texas A&M University-Central Texas
CAPS Meeting Minutes
May 10th, 2018
5:00pm-7:00pm
Warrior Hall Multi-Purpose Room

Members Present:

Edward Hill, Jr.
Erika Hernandez
Todd Duncan
Julia Cochran
Susan Florence
Austin Vasek
Karen Jackson
Amber Lynn Diaz
Jamie Blassingame
Angelica Rodriguez
Heath Will (Proxy Jan
Anderson)
David Barnes
Zachary Ross
Agnes Tang
Christina Hamilton
Amanda Allen
Alexandra Chandler
Lauren Sutton
Jennifer Davis
Jesse Myles

Reports

1. Graduate Program report from Dr. Tang.

a. MEd with Certification

Year	Total Admitted	Total Dropped
2016-17	27	2
2017-18	6	0

b. Drop in admissions for 2017-18 due to new testing requirements for admission to the program.

2. Undergraduate Program report from Dr. Tang.

Year	Total Admitted	Total Dropped
2016-17	23	4
2017-18	34	0

a. Undergraduate program: reinforcing secondary certification. Created new courses just for secondary students which will begin 2019-2020.

3. Testing results

- a. 98% pass rate for all TExES.
- b. The state average is 80% pass rate for TExES.

4. Tk20.

- a. Implemented for both graduate and undergraduate students.
- b. Tk20 is currently being used for PDI, PDII and PDIII. Fall 2018 will have PDIV utilizing Tk20 as well.
- c. Dr. Diaz gave an overview of Tk20, stating Tk20 saves using paper on 50 documents per student (i.e. observations, applications, etc.), many of which are multiple pages.
- d. Melissa Barlow and Elizabeth Glenn has taken the lead on implementation of Tk20.

5. Changes in Admission Requirements.

- a. Admission requirements changed to abide by TEA regulations.
- b. Page 12, Item 9: Successful completion of Accuplacer of 6 of 5. Need to be 80.
- c. Math is no longer required.
- d. Number 6 is an extra requirement.
- e. Need TSI requirements.
- f. Continue with Accuplacer to ensure writing and verbal availabilities are there.

6. Collaboration efforts.

- a. Fort Hood Childhood Development Center.
- b. Austin Community College.
- c. Grow Your Own Teacher Program with Gatesville, TX.
- d. Expansion of Grow Your Own Teacher Program into Killeen ISD. More information regarding this at SPEAC meeting on June 8th. Everyone at CAPS is invited.

7. What does CAPS do?

- a. Helps with program planning, decision making, policy formation and program evaluation.

Old Business

1. N/A

New Business

1. SWOT Analysis

- a. S: Strengths
- b. W: Weaknesses
- c. O: Opportunities
- d. T: Threats
- e. Members placed sticky notes with answers to each of these categories on their corresponding boards. Room was split into four groups to more deeply discuss one of the four S.W.O.T. categories. Each group categorized the responses, prioritized the categories, and then offered solutions.

2. SWOT sticky note responses

S	W	O	T
Partnerships.	Need for recruitment of high quality mentor/Coop. Teachers for program Communication University + ISD's.	Develop relationships with other ISD's. Austin?	Negative word of mouth.
Open to new ideas.	Additional in-service opportunities prior to clinical teaching.	Integration with Fort Hood. Career skills program for soldiers 6-12 months from separation. Technical Certs SFL TAP	Student bad experiences told to others.
Scholarship opportunities.	History vs. Social Studies content prep.	Recruiting, building relationships with CTC, ACC, Temple College.	Perception of former students with lack of preparation.
Class size.	Remediation for Secondary content TExES.	New Diversity Initiatives for recruitment of candidates, males, paraprofessionals, etc.	Students feeling supported; consistency.
Class sizes; love smaller, face to face.	Connection with CTC and requirements for A&M.	Communication with local community resources about the program.	Low enrollment in programs. Lack of recruitment.
Communication between students is strong.	Lack of secondary-specific PPR courses.	Different class times, Schedule flexibility.	Cost of H.E.
Relationship with students.	The program itself is stagnant.	Grade level specific training/courses.	Isolation from "real world."
Personal attention for students.	Degree plans outdated (not up to date).	Wide-reaching influence.	Moves slowly.
Clinical teaching ready (prepared) to enter the classroom.	New innovation in pedagogy!	Change the world.	Adhering to code of ethics.
Spiraling/repetition through four PD courses.	Lack of bilingual or ESL certifications (needs a stronger presence).	Grow your own.	Code of Ethics=??? Accountability.
Reading Instruction.	Lack of math readiness!	Be exemplary	Too much at once; Student teaching.
Students.	Grad courses are similar to undergrad.	Finding more opportunities for teaching experiences as students.	Require sub hours; Hands on teaching.
Instructors.	In service vs. no experience.	Find campuses to model lessons for student teachers.	Day time scheduling for Graduate Studies during Summer courses.
Dr. Tang, Dr. Diaz.	Grad students should be given a plan/sequence sheet so they are not wasting time or pushing graduation.	Longer student teaching to experience a full year.	Online teacher prep programs; Convenience vs. quality.
Committed faculty and staff.	Lack of availability of classes.	Oak Creek Academy is a willing partner; would be especially good for SPED.	Online program delivery.
Indeed! Mrs. Barlow.	Not prepared enough for real world.		State mandates and mandatory program requirements.
Mrs. Barlow #shoutout.	Expectations for students for cert.		
Mrs. Barlow.	Lack of communication within the program (vertical).		

Tuition cost.	Assignments given not realistic.		
Good parking availability.	Lack of candidate diversity.		
Parking.	Anti-technology in class...it's 2018. This should not happen.		
Passionate certification officer Programs tied to TEA expectations 98% TExES passing rate.	Expectations: Of students. Of faculty.		
Information from Ed Prep Services timely, concise, accurate.	Quality of instruction.		
	Unclear, unorganized, unclear.		
	Communication		
	Curriculum= Communication between programs (secondary).		
	Wanting flexibility from students from inflexible professors.		
	Instructors.		
	Not enough "real world" application and professional development experience for candidates. (i.e. Conferences, workshops).		
	The use of actual modeling of lessons in front of elementary- high school students.		
	Former students not feeling prepared to be in the classroom.		
	Courses need to be more rigorous in their teaching approach. Rather than simply tell the candidates what are the best teaching practices, the professors should teach like regular school; teach the content, and provide good assessments to truly demonstrate knowledge.		
	Lack of uniformity throughout the department.		
	Lack of high expectations for quality of work turned in by all.		
	Alignment of courses/rotation of courses. Getting better but still needs work.		
	More interactive instructional methods in the college coursework.		
	Possibly getting 2-track overlap.		
	Communication weakness in promoting the ESL program at CTC.		
	Recruitment into the Teacher Ed Program. Materials to pass out at schools, etc.		
	Positive talk; emphasize our strengths; community on- campus, in schools.		

3. Group analysis of each category and solutions offered.

4. Strengths.

- a. Staff = Instruction & Support.
- b. Small class size/personal attention.
- c. Infrastructure = adequate resources (for now).

- d. PPR coursework prepares teachers for the classroom.
 - e. Students develop comradery.
 - f. University/Community/ISD partnerships.
 - g. Scholarship opportunities.
 - h. Open to new ideas, insight from multiple perspectives.
5. S category solutions.
- a. Sustain the community as TAMUCT grows.
 - b. Like the infrastructure, parking, and logistical aspects of the university and program.
 - c. Small class sizes give great face time with professors.
 - d. PPR coursework is great and prepares teachers well.
 - e. Be sure to create and maintain communication with secondary instructors.
6. Weaknesses (divided into categories).
7. Graduate.
- a. Undergrad/Grad courses are similar.
 - b. Surface learning in Grad courses still- want to dig deeper.
 - c. Feels like review, not new material.
 - d. Quality of instruction.
8. W category solutions for Graduate.
- a. Grad students invited to planning of course design.
 - b. Professors gain more training on current classroom practices (i.e. talk to C.I.S. and shadow them; shadowing actual classes.
9. Program.
- a. Outdated program design.
 - b. Lacking current information.
 - c. Disconnect in Grad/Undergrad programs; all areas should flow.
 - d. Gaps in education between Grad and Undergrad; confusing.
10. W category solutions for program.
- a. Familiarize yourself with what's in the classroom; get feedback from first year teachers.
 - b. Tell them your experiences as a first year teacher.
 - c. Get first year teacher's feedback so you can update instruction for future students. Questions to ask them: What are some things we can do to improve the program? What do we lack?
11. Instruction.
- a. Disconnect between instructors, teaching strategy and advisement.
 - b. Planning is outdated.
 - c. Busy work/lack of purpose, specifically in Grad program).
 - d. More positive with our experiences.
 - e. Higher expectations in regards to dress, behavior and conversation.
12. W category solutions for instruction.
- a. Give students different experiences, such as learning how to critically analyze a lesson plan.
 - b. Get a sequence in place for Master's program.
 - c. Have students shadow a C.I.S. to get more "real world" ideas.
13. Opportunities.
- a. Relationship and partnership with military (biggest opportunity).
14. Solutions for relationship and partnership with military.

- a. Soldier For Life and Transition Army Program are two programs for soldiers considering their careers after leaving the military. TAMUCT underutilizes both programs.
 - b. Partner with high school and life skills people.
 - c. Get connections with different campuses.
 - d. Soldiers in the military for 20 or more years can do an internship in their last six months in professions that interest them. Start one for teaching. This can help create a more diverse population of teachers, specifically male teachers.
 - e. Utilize adoptive units to create tutoring schedules.
 - f. Create activities where students can have activities with male role models (i.e. throw the football with students). Needed for all ages.
 - g. System of utilizing military at local ISD's but it's not being utilized, and TAMUCT could help build the bridge.
 - h. Get soldier from uniform to teacher.
16. Program could benefit from more exposure.
17. Solutions to program could benefit from more exposure.
- a. Utilize extracurricular opportunities such as after school programs or lunch time activities.
 - b. Schools and union need to utilize each other better.
 - c. Need C.I.S. to make a relationship and create schedule of events.
18. Threats.
- a. Perception. Can lead to low enrollment.
 - b. Ethics. Faculty are not using it. Students are not being held accountable. This can lead to low enrollment and a bad perception of the school.
 - c. Course issues can lead to a negative perception.
19. Solutions.
- a. Make a marketing campaign to show the positives of the program. Create commercials, billboards, etc.
20. Closing statements.
- a. Dr. Tang thanked everyone for the feedback and announced upcoming SPEAC meeting on June 8th which everyone is invited to participate in.
 - b. Everyone was told this is only the first step in the process of making the program better.
 - c. All were encouraged to communicate their ideas, as this is a collaborative effort and the department wants to move forward with these ideas to make a better program.

Open Floor

- 1. N/A

Meeting Adjourned

- 1. 6:56pm.
- 2. Next Meeting: TBD.

Appendix D - Reading Specialist Certification

Educator Preparation Program Operation Review

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

Masters in Curriculum & Instruction with Reading Specialist Certification

Prepared by: Dr. Amber Lynn Diaz

A. Number of Current Candidates

There are no (0) candidates seeking Reading Specialist Certification.

B. Admission Criteria that has changed from 2017-2018 for 2018 -2019

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

C. Curriculum that has changed from 2017-2018 for 2018 -2019

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

D. Candidate Mastery of Content

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

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

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

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

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

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

1. Anticipated number of candidates doing field-based experiences

No candidates will be in a practicum until new candidates are admitted to the program.

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

3. Candidate experiences and interaction with field-based experiences

Candidates in the Master's in Curriculum & Instruction with Reading Specialist Certification complete evaluations on their Site-Supervisor, Field Supervisor, and the Master's in Curriculum & Instruction with Reading Specialist Educator Preparation Program. These formal evaluations will take place at the end of the practicum.

Reading Specialist candidates complete a 180 hour practicum in a school setting. During the semester, candidates demonstrate individual, group, and classroom mastery of Reading Specialist Standards.

4. Verification and documentation processes for field-based experiences

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

F. Field Supervision

1. Field Supervisor and Mentor Training

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

Field Supervision [TAC §228.35(f)]

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

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

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

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

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

2. Number of Observations Required

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

3. Observation Schedule

The field supervisor schedules the observations with the candidates individually.

4. Process for Observations

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

5. Feedback from Observations (candidate and campus administrator)

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

G. Program & Curriculum Evaluation

1. Systematic Plan for Continuous Improvement

- a. Frequency of evaluation
 - Semi-annual
 - Student Feedback
 - District Feedback
- b. Who will be involved?
 - Coordinator for Field Placement – Elizabeth Glenn
 - Exiting Candidates
 - Principals
 - Site-Supervisors
 - University Field-Supervisors
 - C&I Faculty
- c. Data to be collected by the program
 - Passing Rates
 - Percentage of Candidates Employed
 - Surveys
- d. Internal review of program and curriculum
 - TExES Scores – Analysis of the scores by standard, domain, and competency. These are looked at in relationship to the curriculum map showing where the content is introduced, practiced, and mastered. The department reviews this data at the yearly C&I Retreat.
- e. External review of program and curriculum
 - The external program review was in 2015.
- f. How data will be prepared for sharing
 - All program evaluation data will be shared and discussed at the CAPS meeting for collaboration and discussion, as well as, at the SPEAC meeting.
- g. With whom it will be shared
 - All program data will be shared with the SPEAC members.
- h. Process for program response to data
 - The program will analyze the data during the CAPS meeting and discuss strengths and areas for improvement.
- i. Advisory committee feedback
 - The program coordinator will present information at the SPEAC meeting and elicit collaboration from the members based on specific focus questions determine from the CAPS meeting.

2. Characteristics of Evaluation Structures and Processes

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

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

Attachments

None

Appendix E - School Counselor Certification

Educator Preparation Program Operation Review

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

Prepared by:

A. Number of Current Candidates

There are 20 current students in the School Counseling Program.

B. Changes in Admission Criteria for 2017-2018

None, changes in admission requirements occurred during 2016.

C. Changes in Curriculum for 2017-2018

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

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

Benchmark 1 CNSK 552 Seminar in School Counseling

Perception of School Counselor Job Responsibilities Process Paper:

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

Benchmark 2 CPSK 553 Personality and Counseling Theories

Demonstration of Counseling Theory Knowledge and Mastery

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

Benchmark 3 CPSK 557 Methods and Practices in Counseling and Psychology

Application of Methods and Techniques in Counseling

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

Benchmark 4 CPSK 554 Group Counseling

Facilitate Leading a Group in Class

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

Benchmark 5 CPSK 551 Career Counseling

Develop a

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

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

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

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

1. Anticipated number of candidates doing field-based experiences

In the Spring we have 8 candidate field based placements.

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

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

3. Candidate experiences and interaction with field-based experiences

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

4. Verification and documentation processes for field-based experiences

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

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

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

F. Field Supervision

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

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

2. Number of Observations Required

Three observations are required.

3. Observation Schedule

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

4. Process for Observations

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

5. Feedback from Observations (candidate and campus administrator)

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

G. Program & Curriculum Evaluation

1. Systematic Plan for Continuous Improvement

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

2. Characteristics of Evaluation Structures and Processes

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

Attachments

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

Prepared by: Dr. Amber Lynn Diaz

A. Number of Current Candidates

There are 7 students in the School Counseling Program.

B. Changes in Admission Criteria for 2017-2018 and 2018-2019

Admission was suspended in the Fall of 2017. Once the program becomes active, new admission changes will be provided.

C. Changes in Curriculum for 2017-2018 and 2018-2019

The School Counseling certification program is being realigned to the Master's Degree in Clinical Mental Health 60 semester credit hours.

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

The School Counseling certification program is being realigned to the Master's Degree in Clinical Mental Health 60 semester credit hours.

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

1. Anticipated number of candidates doing field-based experiences

In the Fall 2018, a total of 3 candidates will be completing their practicum.

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

Killeen ISD	Belton ISD	McGregor ISD				
1	1	1				

3. Candidate experiences and interaction with field-based experiences

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

4. Verification and documentation processes for field-based experiences

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

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

The following table outlines the district and specific campus demographic information for the practicum sites during the Fall (2017). The information utilized in the following table was reported in the 2016-2017 Texas Academic Performance Report found at: <https://rptsvr1.tea.texas.gov/perfreport/tapr/2017/index.html>.

Diversity of Student Populations for Clinical Teachers Fall 2017											
State & District	Campus	African American %	Hispanic %	White %	American Indian %	Asian %	Pacific Islander %	Two or More Races %	Economically Disadvantage %	English Language Learners %	Mobility Rate %
State of Texas		12.6	52.4	28.1	0.4	4.2	0.1	2.2	59.0	18.9	16.2
Belton ISD											
	South Belton MS	5.0	43.8	45.9	0.3	0.9	0.4	3.8	57.1	10.8	12.3
Killeen ISD											
	Eastern Hill Middle	21.4	33.2	32.7	1.1	1.6	2.0	8.0	56.2	8.9	20.4
McGregor ISD											
	McGregor ES	4.0	54.3	40.6	0.7	0.0	0.0	0.5	73.7	14.9	10.4

F. Field Supervision

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

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

2. Number of Observations Required

Three observations are required.

3. Observation Schedule

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

4. Process for Observations

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

5. Feedback from Observations (candidate and campus administrator)

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

G. Program & Curriculum Evaluation

1. Systematic Plan for Continuous Improvement

- a. Frequency of evaluation
Yearly
- b. Who will be involved?
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2. Characteristics of Evaluation Structures and Processes

- a. Evaluation of Candidates, Certification Groups, and Program Components
During the last 2 years data has been collected to evaluate TEA School Counselor Domains for student completers in our program. In addition an analysis has been made of success on the Comprehension exam as correlates to the School Counselor Domain as a measure of success and areas of needed improvement.
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This is an ongoing task for statistical analysis.
- d. Influence of Stakeholders on Evaluation
Methods of ensuing input from stakeholders for formal evaluation need to be considered.
- e. External Influences on Program Evaluation
Demand continues to be high for school counselor locally and state wide there is presently a shortage of school counselors.

Attachments

Memo
2017 Taskstream Assessment

School Counselor Memo



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS™

COLLEGE OF EDUCATION

To: Dr. Edward Hill, Jr., Dean, College of Education
Dr. Amber Lynn Diaz, Director & Certification Officer, Educator Preparation Services
SPEAC Members

From: Dr. Sam Fiala, Department Chair, Counseling & Psychology

CC: Educator Preparation Services Department

Date: June 7, 2018

Subject: School Counselor Certification Program

To whom it may concern:

This memorandum is to inform the SPEAC Advisory Members that the School Counselor Certification Program has not had any applicants since the Fall of 2017. Additionally, the School Counselor Degree and Certification Program has temporally been suspended. We have hired a new faculty member, Dr. Levi McClendon, who will begin in the Fall of 2018 to lead the School Counselor Certification Program.

The School Counselor Educator Preparation Program is out of compliance with advisory requirements. The two required Certificate Area Practitioner Subgroup [CAPS] meetings did not take place for the 2017 – 2018 academic year.

Strategic conversations have taken place to realign the School Counselor Certification Program with the current Master's Degree in Clinical Mental Health Counseling that has a total of 60 semester credit hours.

Regards,

A handwritten signature in blue ink, appearing to read 'S. Fiala'.

Sam Fiala, Ph.D.

Department Chair, Counseling & Psychology

TAMUCT.edu

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TAMU-Central Texas NEW » College of Education » Department of Counseling and Psychology
MED in Counseling

2017 Assessment Cycle

Assessment Findings

Finding per Measure

▼ MED in Counseling (2015 to 2017)

Advanced knowledge and skills

To ensure all graduates have advanced knowledge and skills that will enable them to function as School Counselors.

Outcome : Range of Skills

Demonstrate a wide range of knowledge within the field of school counseling

▼	Measure : COMP Exam Question 1 <i>Direct - Exam</i>				
Description of the Measure : Students accurately respond to question 1					
Desired Level of Performance (Target) : 80% of students respond correctly					
Key/Responsible Personnel : Program Coordinator					
<table><tr><td colspan="2">Findings for COMP Exam Question 1</td></tr><tr><td>Summary of Findings :</td><td>5 out of 5, or 100 percent of the students who took the comprehensive exam for this standard answered 80 percent of the</td></tr></table>		Findings for COMP Exam Question 1		Summary of Findings :	5 out of 5, or 100 percent of the students who took the comprehensive exam for this standard answered 80 percent of the
Findings for COMP Exam Question 1					
Summary of Findings :	5 out of 5, or 100 percent of the students who took the comprehensive exam for this standard answered 80 percent of the				

questions correctly.

The curriculum appears to adequately prepare students for this standard. Additional results from state certification would be valuable to compare to this.

Results :

Acceptable Target
Achievement: Met

Recommendations :

Continue data collection and perform a more detailed analysis when 100 artifacts are collected.

Substantiating Evidence :

 [2017 Comprehensive Exam Results](#) (Excel Workbook (Open XML))

▼	Measure : Practicum Observation Standard 1 <i>Direct - Student Artifact</i>
Description of the Measure : Rating of Standard 1 Desired Level of Performance (Target) : 80% of students score 3 or higher Key/Responsible Personnel : Program Coordinator	

Findings for Practicum Observation
Standard 1

Summary of Findings : 100 percent of student scored 3 or higher. 14 out of 18 students or 78 percent scored a 4 or 5 on the standard meeting the reference point.

Students earning a 3 in the earlier part of the semester later scored a 4 or 5 by the end of semester.

Results : Acceptable Target
Achievement: Met

Recommendations : Students are doing well on this standard. Continue to collect data.

Substantiating Evidence :

[2017 Observations](#) (Adobe Acrobat Document)

Outcome : Apply Scholarly Knowledge

Demonstrate the ability to apply scholarly knowledge in community settings

Measure : COMP Exam Question 3**Direct - Exam**

Description of the Measure : Students accurately respond to question 3

Desired Level of Performance (Target) : 80% of students respond correctly

Key/Responsible Personnel : Program Coordinator

Findings for COMP Exam Question 3

Summary of Findings : 5 out of 5, or 100 percent of the students who took the comprehensive exam for this standard answered 80 percent of the questions correctly.

The curriculum appears to adequately prepare students for this standard. Additional results from state certification would be valuable to compare to this.

Results : Acceptable Target Achievement: Met

Recommendations : Continue data collection and perform a more detailed analysis when 100 artifacts are collected.

Substantiating Evidence :

 [2017 Comprehensive Exam Results](#) (Excel Workbook (Open XML))

▼	Measure : Practicum Observation Standard 2 <i>Direct - Student Artifact</i>				
<p>Description of the Measure : Rating of Standard 2</p> <p>Desired Level of Performance (Target) : 80% of students score 3 or higher</p> <p>Key/Responsible Personnel : Program Coordinator</p>					
<table border="1"> <thead> <tr> <th data-bbox="472 909 1052 999">Findings for Practicum Observation Standard 2</th><th data-bbox="1052 909 1151 999"></th></tr> </thead> <tbody> <tr> <td data-bbox="472 999 878 1816"> <p>Summary of Findings :</p> <p>Results :</p> <p>Recommendations :</p> <p>Substantiating Evidence :</p> </td><td data-bbox="878 999 1151 1816"> <p>100 percent of student scored 3 or higher. 14 out of 18 students or 78 percent scored a 4 or 5 on the standard meeting the reference point.</p> <p>Students scoring a 3 earlier in the semester later scored a 4 or 5.</p> <p>Acceptable Target Achievement: Met</p> <p>Continue to collect data.</p> </td></tr> </tbody> </table>		Findings for Practicum Observation Standard 2		<p>Summary of Findings :</p> <p>Results :</p> <p>Recommendations :</p> <p>Substantiating Evidence :</p>	<p>100 percent of student scored 3 or higher. 14 out of 18 students or 78 percent scored a 4 or 5 on the standard meeting the reference point.</p> <p>Students scoring a 3 earlier in the semester later scored a 4 or 5.</p> <p>Acceptable Target Achievement: Met</p> <p>Continue to collect data.</p>
Findings for Practicum Observation Standard 2					
<p>Summary of Findings :</p> <p>Results :</p> <p>Recommendations :</p> <p>Substantiating Evidence :</p>	<p>100 percent of student scored 3 or higher. 14 out of 18 students or 78 percent scored a 4 or 5 on the standard meeting the reference point.</p> <p>Students scoring a 3 earlier in the semester later scored a 4 or 5.</p> <p>Acceptable Target Achievement: Met</p> <p>Continue to collect data.</p>				

[2017 Observations](#) (Adobe Acrobat Document)

Acquire Academic Knowledge

To provide challenging opportunities that will enable students to acquire a necessary knowledge base in school counseling

Outcome : Demonstrate a knowledge base

Demonstrate in-depth comprehension of the body of knowledge (including literature) required to fulfill multiple roles as a counselor in a school setting

▼	Measure : COMP Exam Question 24 <i>Direct - Exam</i>				
Description of the Measure : Students accurately respond to question 24 Desired Level of Performance (Target) : 80% of students respond correctly Key/Responsible Personnel : Program Coordinator					
<table border="1"> <thead> <tr> <th colspan="2" data-bbox="472 1325 1036 1388">Findings for COMP Exam Question 24</th></tr> </thead> <tbody> <tr> <td data-bbox="472 1388 829 1814">Summary of Findings :</td><td data-bbox="829 1388 1149 1814"> 5 out of 5, or 100 percent of the students who took the comprehensive exam for this standard answered 80 percent of the questions correctly. The curriculum appears to </td></tr> </tbody> </table>		Findings for COMP Exam Question 24		Summary of Findings :	5 out of 5, or 100 percent of the students who took the comprehensive exam for this standard answered 80 percent of the questions correctly. The curriculum appears to
Findings for COMP Exam Question 24					
Summary of Findings :	5 out of 5, or 100 percent of the students who took the comprehensive exam for this standard answered 80 percent of the questions correctly. The curriculum appears to				

adequately prepare students for this standard. Additional results from state certification would be valuable to compare to this.

Results : Acceptable Target
Achievement: Met

Recommendations : Continue data collection and perform a more detailed analysis when 100 artifacts are collected.

Substantiating Evidence :

 [2017 Comprehensive Exam Results](#) (Excel Workbook (Open XML))

▼	Measure : Practicum Observation Standard 3 <i>Direct - Student Artifact</i>
Description of the Measure : Rating of Standard 3 Desired Level of Performance (Target) : 80% of students score 3 or higher Key/Responsible Personnel : Program Coordinator	
Summary of Findings :	100 percent of student scored 3 or

higher. 14 out of 18 students or 78 percent scored a 4 or 5 on the standard meeting the reference point.

Students scoring a 3 earlier in the semester scored a 4 or 5 later in the semester.

Results : Acceptable Target Achievement: Met

Recommendations : Continue to collect data.

Substantiating Evidence :

[2017 Observations](#) (Adobe Acrobat Document)


Outcome : Demonstrate an Awareness of Diversity

Acknowledge, respect, and respond to diversity while building on similarities that bond all people

▼	Measure : COMP Exam Question 53 <i>Direct - Exam</i>
Description of the Measure : Students accurately respond to question 53	

Desired Level of Performance (Target) : 80% of students respond correctly

Key/Responsible Personnel : Program Coordinator

Findings for COMP Exam Question 53	
Summary of Findings :	<p>2 out of 5, or 40 percent of the students who took the comprehensive exam for this standard answered 80 percent of the questions correctly.</p> <p>The comprehensive exam includes 4 questions on this standard, which may not be adequately assessing the students' understanding.</p>
Results :	Acceptable Target Achievement: Not Met
Recommendations :	Consider adding additional questions related to ethics.
Substantiating Evidence :	<p> 2017 Comprehensive Exam Results (Excel Workbook (Open XML))</p>

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▼ **Measure :** Practicum Observation Standard 6
Direct - Student Artifact

Description of the Measure : Rating of Standard 6

Desired Level of Performance (Target) : 80% of students score 3 or higher

Key/Responsible Personnel : Program Coordinator

Findings for Practicum Observation Standard 6	
Summary of Findings :	100 percent of student scored 3 or higher. 13 out of 18 students or 72 percent scored a 4 or 5 on the standard meeting the reference point.
Results :	Students scoring a 3 earlier in the semester scored a 4 or 5 later in the semester. Acceptable Target Achievement: Met
Recommendations :	Continue to collect data. Recommend students attend more annual conferences and training during the semester.
Substantiating Evidence :	
📎 2017 Observations (Adobe Acrobat Document)	

Acquire Professional Practice Skills

To provide challenging opportunities that will enable students to develop ethical and competent skills in the delivery of school counseling services.

Outcome : Demonstrate effective counseling skills

Demonstrate effective counseling skills to promote positive therapeutic outcomes in a variety of settings

▼	Measure : COMP Exam Question 66 <i>Direct - Exam</i>				
<p>Description of the Measure : Students accurately respond to question 66</p> <p>Desired Level of Performance (Target) : 80% of students respond correctly</p> <p>Key/Responsible Personnel : Program Coordinator</p>					
<table border="1"> <thead> <tr> <th colspan="2" data-bbox="469 1142 1036 1203">Findings for COMP Exam Question 66</th></tr> </thead> <tbody> <tr> <td data-bbox="469 1203 878 1816">Summary of Findings :</td><td data-bbox="878 1203 1203 1816"> <p>5 out of 5, or 100 percent of the students who took the comprehensive exam for this standard answered 80 percent of the questions correctly.</p> <p>The curriculum appears to adequately prepare students for this standard. Additional results from state certification would</p> </td></tr> </tbody> </table>		Findings for COMP Exam Question 66		Summary of Findings :	<p>5 out of 5, or 100 percent of the students who took the comprehensive exam for this standard answered 80 percent of the questions correctly.</p> <p>The curriculum appears to adequately prepare students for this standard. Additional results from state certification would</p>
Findings for COMP Exam Question 66					
Summary of Findings :	<p>5 out of 5, or 100 percent of the students who took the comprehensive exam for this standard answered 80 percent of the questions correctly.</p> <p>The curriculum appears to adequately prepare students for this standard. Additional results from state certification would</p>				

Results : be valuable to compare to this.

Acceptable Target Achievement: Met

Recommendations : Continue data collection and perform a more detailed analysis when 100 artifacts are collected.

Substantiating Evidence :

 [MEd in Counseling.xlsx](#) (Excel Workbook (Open XML))

▼	Measure : Practicum Observation Standard 5 <i>Direct - Student Artifact</i>				
<p>Description of the Measure : Rating of Standard 5</p> <p>Desired Level of Performance (Target) : 80% of students score 3 or higher</p> <p>Key/Responsible Personnel : Program Coordinator</p>					
<table border="1"> <thead> <tr> <th data-bbox="467 1434 1052 1522">Findings for Practicum Observation Standard 5</th><th data-bbox="1052 1434 1149 1522"></th></tr> </thead> <tbody> <tr> <td data-bbox="467 1522 1052 1806">Summary of Findings :</td><td data-bbox="1052 1522 1149 1806">100 percent of student scored 3 or higher. 13 out of 18 students or 72 percent scored a 4 or 5 on the standard meeting the</td></tr> </tbody> </table>		Findings for Practicum Observation Standard 5		Summary of Findings :	100 percent of student scored 3 or higher. 13 out of 18 students or 72 percent scored a 4 or 5 on the standard meeting the
Findings for Practicum Observation Standard 5					
Summary of Findings :	100 percent of student scored 3 or higher. 13 out of 18 students or 72 percent scored a 4 or 5 on the standard meeting the				

reference point.

Students scoring a 3 earlier in the semester scored a 4 or 5 later in the semester.

Results : Acceptable Target
Achievement: Met

Recommendations : Continue to collect data.

Substantiating Evidence :

[2017 Observations](#) (Adobe Acrobat Document)

Outcome : Demonstrate ethical decision-making skills

Demonstrate effective ethical decision-making skills that will promote trust and competence in the mental health profession

▼	Measure : COMP Exam Question 6 <i>Direct - Exam</i>
Description of the Measure :	Students accurately respond to question 6
Desired Level of Performance (Target) :	80% of students respond correctly
Key/Responsible Personnel :	Program Coordinator

Findings for COMP Exam Question 6

Summary of Findings : 4 out of 5, or 80 percent of the students who took the comprehensive exam for this standard answered 80 percent of the questions correctly.

The curriculum appears to adequately prepare students for this standard. Additional results from state certification would be valuable to compare to this.

Results : Acceptable Target Achievement: Met

Recommendations : Continue data collection and perform a more detailed analysis when 100 artifacts are collected.

Substantiating Evidence :

 [2017 Comprehensive Exam Results](#) (Excel Workbook (Open XML))



Measure : Practicum Observation Standard 4
Direct - Student Artifact

Description of the Measure : Rating of Standard 4

Desired Level of 80% of students score 3 or

Performance (Target) : higher

Key/Responsible Personnel : Program Coordinator

Findings for Practicum Observation Standard 4	
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Summary of Findings :	100 percent of student scored 3 or higher. 14 out of 18 students or 78 percent scored a 4 or 5 on the standard meeting the reference point.
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Students who scored a 3 earlier in the semester scored a 4 or 5 later in the semester.

Results :	Acceptable Target Achievement: Met
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Recommendations :	Continue to collect data.
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Substantiating Evidence :

[2017 Observations](#) (Adobe Acrobat Document)

Overall Recommendations

No text specified

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Appendix F - Principal Certification

Educator Preparation Program Operation Review

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

Educational Leadership with Principal Certification Program Spring 2017

Prepared by: Dr. W. Todd Duncan

A. Number of Current Candidates

- 38 candidates currently enrolled in the principal-preparation program

B. Admission Criteria that has changed from 2015-2016

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

C. Curriculum that has changed from 2015-2016

Beginning in the fall semester 2017:

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

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

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

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

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

1. Anticipated number of candidates doing field-based experiences

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

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

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

3. Candidate experiences and interaction with field-based experiences

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

4. Verification and documentation processes for field-based experiences

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

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

Spring 2017 Principal-Candidate Interns – Campus Diversity

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

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

Fall 2017 Principal-Candidate Interns – Campus Diversity

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

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

F. Field Supervision

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

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

2. Number of Observations Required

- Three (3) observations per candidate are required

3. Observation Schedule

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

4. Process for Observations

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

5. Feedback from Observations (candidate and campus administrator)

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

G. Program & Curriculum Evaluation

1. Systematic Plan for Continuous Improvement

*See attached Overall Plan for Principal Program Evaluation

2. Characteristics of Evaluation Structures and Processes

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

Attachments

CAPS Agenda from March 21, 2017

CAPS Minutes from March 21, 2017



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

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

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

Meeting Purpose

To provide recommendations to strengthen the principal preparation program at TAMUCT

Welcome and Introductions

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

Agenda

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

TAMUCT Strategic Partners Education Advisory Council (SPEAC) Mission

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

Texas A&M University-Central Texas
College of Education
CAPS Meeting Minutes
March 21, 2017
10:00am-2:00pm
Founder's Hall, Bernie Beck Lecture room

Members Present:

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

Members Absent:

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

Administrative Support: Yvonne Imergoot (COE)

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

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

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

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

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

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

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

Members were asked for input on strategies for improving recruitment efforts

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

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

-Lunch break-

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

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

5 attachments:

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

Texas A&M University-Central Texas Educator Preparation Program Operation Review
Educational Leadership with Principal Certification Fall 2017

Prepared by: Dr. Austin Vasek

A. Number of Current Candidates

22 students enrolled in M.Ed. in Educational Leadership with Principal Certification

B. Changes in Admission Criteria for 2018-2019

No changes in admission requirements.

C. Changes in Curriculum for 2017-2018

EDLD 5392 Practicum for Principalship (3hr requirement) has been changed to
EDLD 5392 Practicum 1 and EDLD 5393 Practicum 2 (6hr requirement).

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

Candidate progress is assessed by the following:

1. End of course grades
2. Program benchmarks for each course
3. Comprehensive Examination

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

All candidates in the Practicum courses prepared major projects based on needs identified collaboratively with candidate and principal mentor. Practicum candidates held initial planning meetings with campus principal and completed a Shared Team Commitment Form to document meeting. An important part of the initial meeting and practicum experience is to a learning plan focused on standards and competencies required for certification

1. Anticipated number of candidates doing field-based experiences

Fall 2017 – 11 candidates

Spring 2018 – 11 candidates

Summer 2018 – 6 candidates

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

Lampasas ISD	Cove ISD	Gatesville ISD	Killeen ISD 6	Belton ISD 1	Temple ISD 4	Florence ISD
Salado ISD	Waco ISD					

3. Candidate experiences and interaction with field-based experiences

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

4. Verification and documentation processes for field-based experiences

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

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

Diversity of Student Populations for Principal Practicum Fall 2017							
State & District	Campus	African American %	Hispanic %	White %	Economically Disadvantage %	English Language Learners %	At-Risk %
State of Texas		12.6%	52.4%	28.1%	59%	18.9%	50.3%
Killeen		34.6%	29.4%	23.6%	55%	10%	49.4%
	Shoemaker HS	46.1%	26.8%	15.3%	51.2%	7.5%	65.6%
	Killeen HS	36.9%	32.3%	18.8%	54.4%	8.2%	64%
	Patterson MS	37.5%	30.3%	19.8%	44%	7.8%	49.6%
	Career Center	34.6%	29.4%	23.6%	55%	10%	49.4%
	Sugarloaf ES	41.5%	26.7%	16%	71.7%	9.2%	55.4%
	Pershing ES	28.6%	42.5%	10%	76.3%	29.4%	58.2%
Temple		27.5%	43.4%	23.8%	73.2%	11%	59.8%
	Bonham MS	18.3%	45.4%	34.3%	65.7%	9.3%	53.5%
	Cater ES	26.6%	37.9%	30.1%	76.3%	3.5%	63.4%
	Jefferson ES	24.4%	50.9%	21.8%	83%	17.8%	58.7%
Belton		6.7%	32.9%	53.6%	45.1%	7.2%	40.4%
	Belton HS	8%	33%	52.7%	42.6%	5.3%	36.4%

F. Field Supervision

1. Field Supervisor & Site Supervisor Training

One (1) Educational Leadership field supervisor received training during Fall 2017

1. Number of Observations Required

Three (3) observations totaling 135 minutes are required.

2. Observation Schedule

Observations are scheduled throughout the semester per EPSD/TEA guidelines and TAC rule

3. Process for Observations

Observations consist of a preconference, observation, and interactive post-conference.

4. Feedback from Observations (candidate and campus administrator)

Observation feedback is reviewed with candidate and principal mentor. Feedback is documented on the 4-part observation form. Observation form is signed by candidate, university supervisor, and site supervisor.

G. Program & Curriculum Evaluation

1. Systematic Plan for Continuous Improvement

- Frequency of evaluation

Candidates complete an online "exit/completer" survey as they exit program.

- Who will be involved?

Candidates who are completing the program are involved in the process.

- Data to be collected by the program

Both candidate and program specific data are collected by the survey instrument.

- Internal review of program and curriculum
- External review of program and curriculum
- How data will be prepared for sharing

No data preparation has occurred to date. The data will be prepared for reporting and dissemination via the Qualtrix reporting tools.

- With whom it will be shared

No data has been shared to date. Data will be shared with stakeholders, faculty, CAPS, SPEAC, certification office, and Dean.

- Process for program response to data

Program responds to data via evaluation and planning as appropriate.

- Advisory committee feedback

No evaluation/completer survey feedback from the advisory committee has been received to date.

2. Characteristics of Evaluation Structures and Processes

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

Attachments

Certificate Area Practitioner Sub-Group (CAPS) Agenda – June 7, 2018

CAPS Meeting Minutes

Principal Completer's Survey



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

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

3pm-4:30pm ---- June 7, 2018 ---- TAMU-CT, Warrior Hall, Multipurpose Room, first floor

Meeting Purpose

To provide recommendations to strengthen the principal preparation program at TAMUCT

Welcome and Introductions

Dr. Edward Hill-Dean, College of Education; Dr. Amber Diaz, Certification Officer; Dr. Austin Vasek-Program Coordinator

Agenda

- Design, Delivery, and Policy
 - Re-design efforts per PASL/268
 - Delivery Model and Definitions
 - Blended (65/35 on Selected Saturdays)
 - Select Online
 - Recruitment Fall 2018 – Request for Recommendations
- Evaluation
 - TAMUCT Accreditation – Dr. Amber Diaz
 - Completer Survey Report – Qualtrix summary groups
 - Program Improvement Plan
- Next Steps
 - Update CAPS membership Roster
 - Review TAMUCT alumni to discuss current contact information
 - Fall 2018 meeting tbd – topics requested

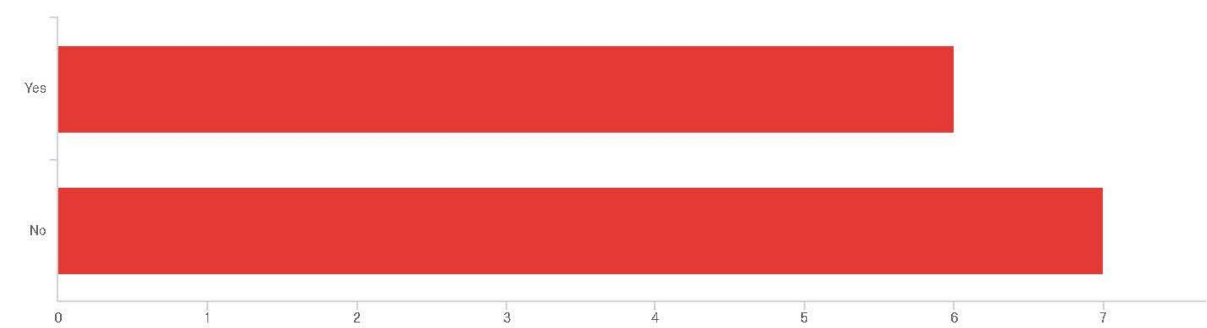
TAMUCT Strategic Partners Education Advisory Council (SPEAC) Mission

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

Texas A&M University-Central Texas
College of Education
CAPS Meeting Minutes
June 07, 2018
10:00am-2:00pm
Founder's Hall, Bernie Beck Lecture room

Principal Completer's Survey

Q5 - Have you requested your school district send your service record to your graduate advisor?



#	Field	Choice Count
1	Yes	46.15% 6
2	No	53.85% 7
		13

Showing Rows: 1 - 3 Of 3

Q6 - Current Personal Information

TAMUCT ID	Address	Address 2	City	State	Postal code	Email Address	TEA ID	Social Security Number
W01003325	6004 Taffinder Ln		Killeen	Texas	76549- 5110	jennifer.graham@killeenisd.org	1584648	
W01004018	5210 Bagby Ave Apt 115		Waco	TX	76711	taylornlange14@gmail.com		
W01003405	2014 Lakefront Dr.		Harker Heights	Texas	76548	mxuxa81@aol.com	108300	
W01003657	4210 Tahuaya Dr		Harker Heights	Texas	76548	brendabg2014@gmail.com		733296501
W01001798	14896 Cart Rd		Temple	TX	76502	jjwolf0821@yahoo.com	1708239	456799998
W01003396	8606 Lake Pointe Drive		Temple	TX	76502	misty.andersen@sbcglobal.net	1167999	463872917
W01002501	477 Vandiver Road		Moody	Texas	76557	timothy.jones@bisd.net	1827301	637166208
			KILLEEN	TX	76549	rinahub2@gmail.com	1586388	
	2531 N Fm 2184		Rogers	TX	76569	mheather01@yahoo.com	1318220	509888788
000012735	4111 BROOKHAVEN DR		TEMPLE	TX	76504	JENBLACK301@YAHOO.COM	1417332	450756332
W000135220	5605 Hopkins Dr.		Temple	TX	76502	Brittney.anderson@tisd.org	1566865	460-71- 7795
W00176173	906 Kim Ave		Copperas Cove	Texas	76522	tammythornhill4@gmail.com	1663037	450-59- 8171

Q8 - What are your next steps for becoming a principal?

What are your next steps for becoming a principal?

None at this time

Instructional Coach

Completing the TExES exam in June and applying for job for fall.

Get more experience

Applying online for local openings

I would like to spend another year or two in middle school getting some more experience in secondary education since I spent the first 14 years of my career in elementary education. After that I would like to begin by becoming an instructional coach and then seeing where things take me.

Applying at local schools to start off as an assistant principal.

I am currently updating my resume and seeking opportunity in leadership.

To secure an Assistant Principal Job for the 2018-2019 school year.

preparing for interview scenarios

I would like to teach one more year, and then apply for principal positions within my district.

Applying

Currently a CIS, I plan to apply for an AP role and slowly move up.

Showing Records: 1 - 13 Of 13

Q9 - Are you currently seeking leadership roles beyond the classroom? Is so, please share your application and interview experiences.

Are you currently seeking leadership roles beyond the classroom? Is so, ple...

No

no

No - waiting on completion of TExES exam in June

Team Leader

I should seek opportunities outside of the classroom. I plan to apply soon and see what happens.

no

Yes. I am trying to find employment as a campus administrator and have shown interest in becoming a department leader at my current school.

I am in the process of filling out and submitting applications. Obtaining certification is a challenging task.

Yes, I have just started the process of updating my resume, applying and transforming my cover letter and resume from teacher to Administration.

Not at this time

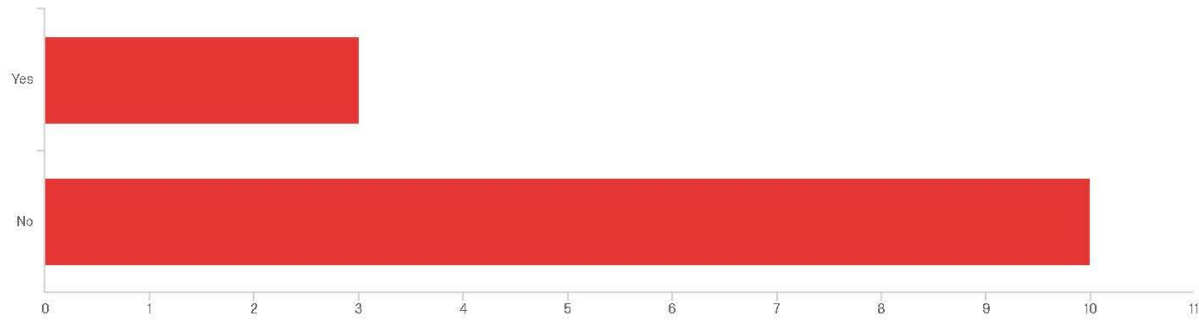
I am not.

Yes. I am currently an Instructional Coach.

Yes, I am already in an administration role.

Showing Records: 1 - 13 Of 13

Q10 - Have you had any job changes while in the program that require a principals' certificate?



#	Field	Choice	Count
1	Yes	23.08%	3
2	No	76.92%	10
			13

Showing Rows: 1 - 3 Of 3

Q11 - What position did you hold when you started the program?

What position did you hold when you started the program?

Middle School Teacher

Teacher

Elementary teacher and Special Programs Coordinator

Showing Records: 1 - 3 Of 3

Q12 - What position are you holding as you complete the program?

Data source misconfigured for this visualization.

Data source misconfigured for this visualization.

Q13 - Are you willing to participate in a follow-up survey that further seeks feedback from you when you begin serving as an assistant principal or principal? We want to follow your career path, and upon accepting your initial administrative role, we would like feedback about the relationship between leadership preparation and leadership practice. Would you allow us to use your feedback for research purposes?

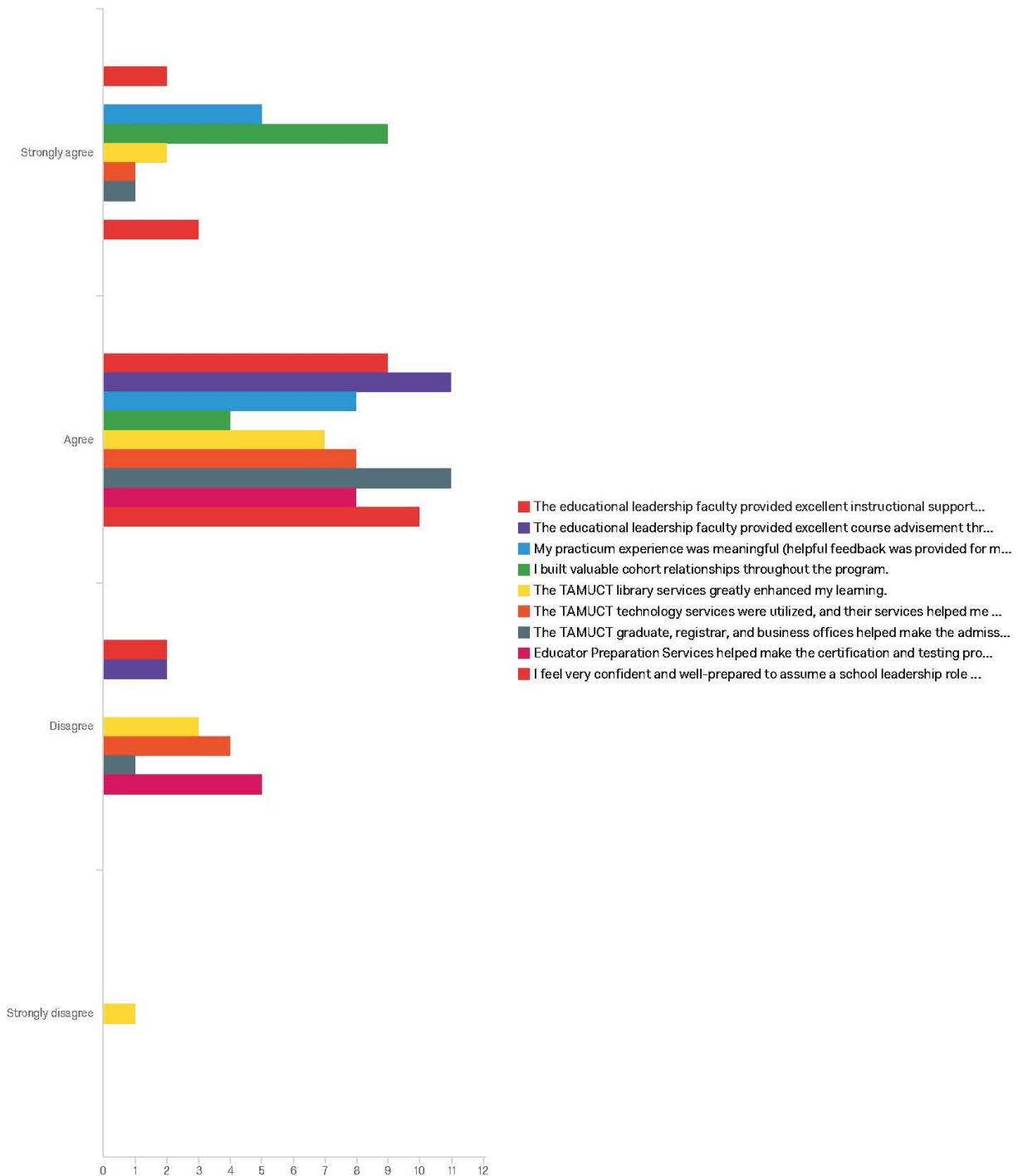


#	Field	Choice Count
1	Yes	53.85% 7
2	No	46.15% 6
		13

Showing Rows: 1 - 3 Of 3

Q14 - SCALED-RESPONSE PROGRAM QUESTIONS Please answer the questions

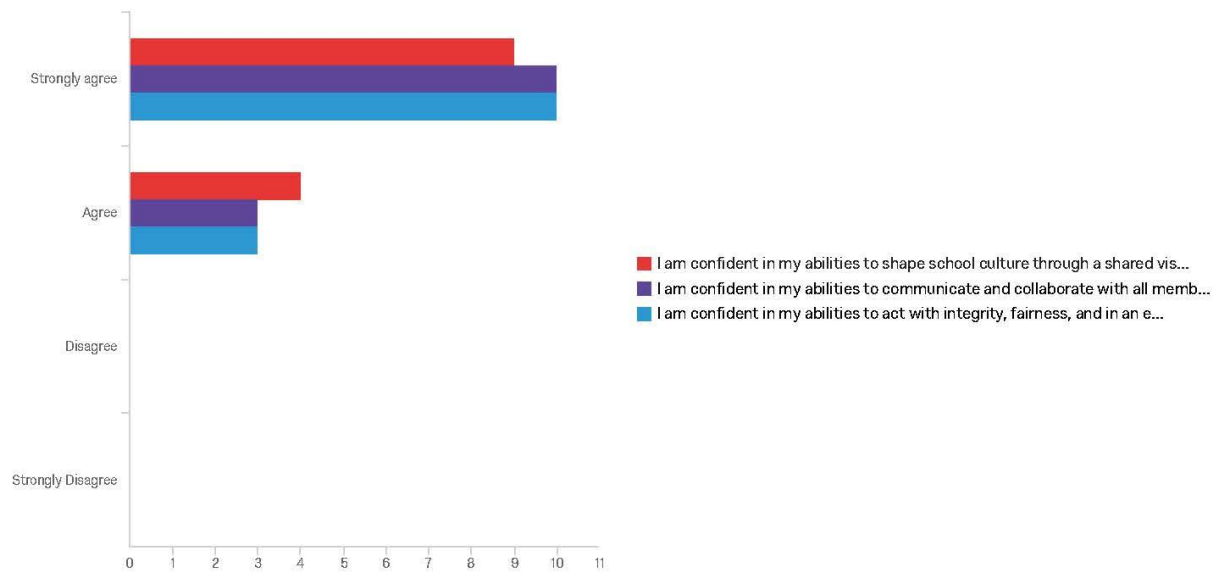
using the following scale, and place a check in the box that indicates your response:



#	Field	Strongly agree	Agree	Disagree	Strongly disagree	Total
1	The educational leadership faculty provided excellent instructional support throughout my program experience.	15.38% 2	69.23% 9	15.38% 2	0.00% 0	13
2	The educational leadership faculty provided excellent course advisement throughout my program experience.	0.00% 0	84.62% 11	15.38% 2	0.00% 0	13
3	My practicum experience was meaningful (helpful feedback was provided for my continued growth).	38.46% 5	61.54% 8	0.00% 0	0.00% 0	13
4	I built valuable cohort relationships throughout the program.	69.23% 9	30.77% 4	0.00% 0	0.00% 0	13
5	The TAMUCT library services greatly enhanced my learning.	15.38% 2	53.85% 7	23.08% 3	7.69% 1	13
6	The TAMUCT technology services were utilized, and their services helped me advance my learning.	7.69% 1	61.54% 8	30.77% 4	0.00% 0	13
7	The TAMUCT graduate, registrar, and business offices helped make the admissions and registration process seamless and efficient.	7.69% 1	84.62% 11	7.69% 1	0.00% 0	13
8	Educator Preparation Services helped make the certification and testing process efficient and smooth.	0.00% 0	61.54% 8	38.46% 5	0.00% 0	13
9	I feel very confident and well-prepared to assume a school leadership role upon program completion.	23.08% 3	76.92% 10	0.00% 0	0.00% 0	13

Showing Rows: 1 - 9 Of 9

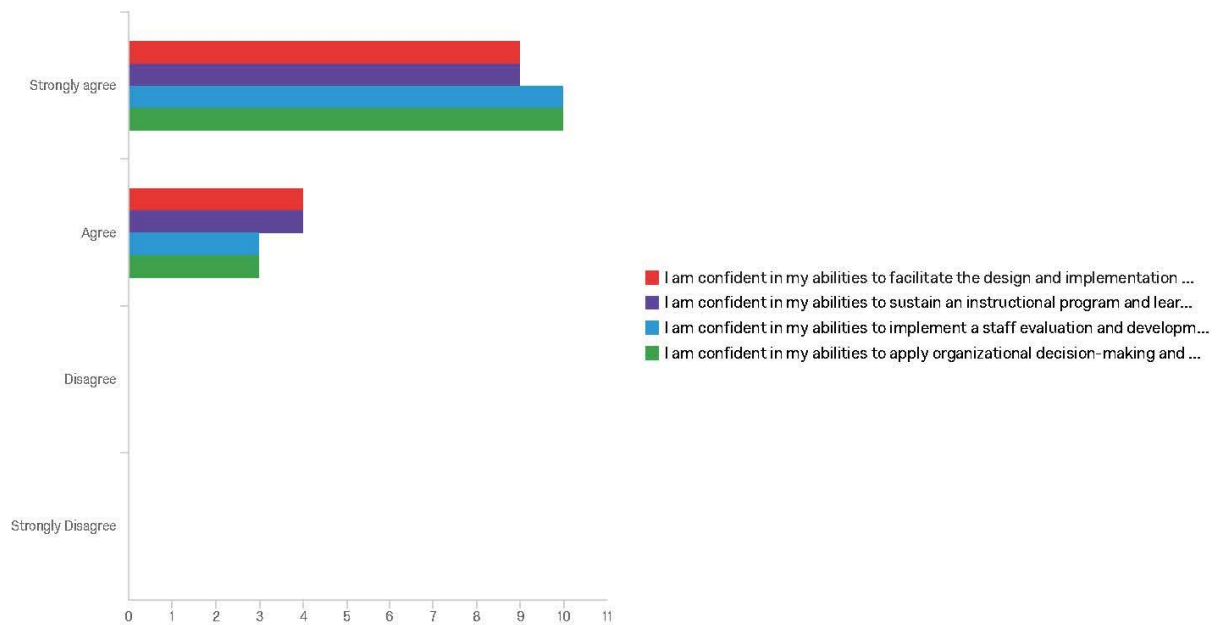
Q16 - Learning Competency Questions SCHOOL COMMUNITY



#	Field	Strongly agree	Agree	Disagree	Strongly Disagree	Total
1	I am confident in my abilities to shape school culture through a shared vision (1.1).	69.23% 9	30.77% 4	0.00% 0	0.00% 0	13
2	I am confident in my abilities to communicate and collaborate with all members of the school community in order to promote school success (1.2).	76.92% 10	23.08% 3	0.00% 0	0.00% 0	13
3	I am confident in my abilities to act with integrity, fairness, and in an ethical and legal manner (1.3).	76.92% 10	23.08% 3	0.00% 0	0.00% 0	13

Showing Rows: 1 - 3 Of 3

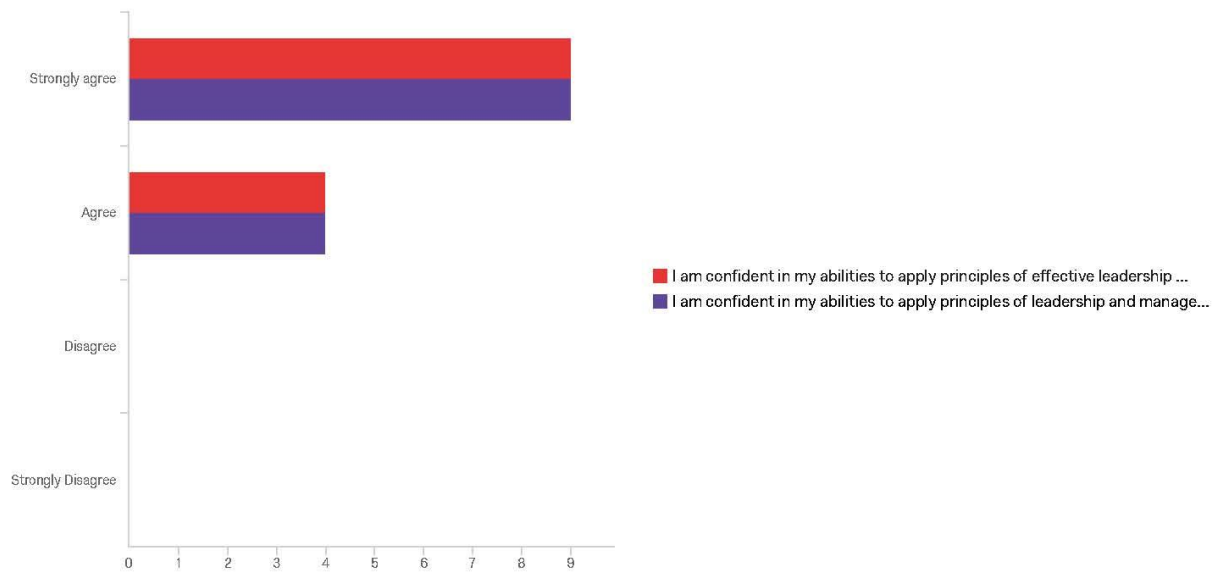
Q17 - INSTRUCTIONAL PROGRAM



#	Field	Strongly agree	Agree	Disagree	Strongly Disagree	Total
1	I am confident in my abilities to facilitate the design and implementation of curricula that enhances teaching and learning (2.1).	69.23% 9	30.77% 4	0.00% 0	0.00% 0	13
2	I am confident in my abilities to sustain an instructional program and learning culture that is conducive to student learning (2.2).	69.23% 9	30.77% 4	0.00% 0	0.00% 0	13
3	I am confident in my abilities to implement a staff evaluation and development system to improve the performance of all staff members (2.3).	76.92% 10	23.08% 3	0.00% 0	0.00% 0	13
4	I am confident in my abilities to apply organizational decision-making and problem-solving skills to enhance the learning environment (2.4).	76.92% 10	23.08% 3	0.00% 0	0.00% 0	13

Showing Rows: 1 - 4 Of 4

Q18 - SAFE AND EFFECTIVE ENVIRONMENT



#	Field	Strongly agree	Agree	Disagree	Strongly Disagree	Total
1	I am confident in my abilities to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use (3.1).	69.23% 9	30.77% 4	0.00% 0	0.00% 0	13
2	I am confident in my abilities to apply principles of leadership and management to the campus physical plant and support systems for an effective learning environment (3.2).	69.23% 9	30.77% 4	0.00% 0	0.00% 0	13

Showing Rows: 1 - 2 Of 2

Q19 - OPEN-ENDED PROGRAM QUESTIONS What did you consider to be the most challenging aspect of the program?

OPEN-ENDED PROGRAM QUESTIONS What did you consider to be the most challeng...

Honestly, I felt that nothing was ever clear. When things weren't in order it took a toll on the cohort and we had to "fix" it.

lack of communication

The changes in school personnel that contributed to lack of organization in planning and preparation of important meetings with students.

Time-consuming projects

The amount of coursework and trying to schedule times to meet with my cohort.

The most challenging part for me was being caught in the middle of the change in program leadership. I often felt like we were left in limbo, especially when decisions were needing to be made. This made it difficult to know who to trust and listen to and who to second guess.

The severe disorganization of the program regarding certification, submitting assignments to my portfolio, and generally having to work twice as hard to ensure that my professors had everything in order so I could successfully complete the program.

The most challenging part of the program was the systems thinking and research.

communication; many times we as a cohort were not communicated with and did not know about deadlines, or very important information. Such as turning in things or paperwork that must be done that was never given to us. No information about how to even test and get your certification was ever provided.

lack of organization and follow through from the university

Not everything is as organized as it should be.

The confusing and differing information given to me.

The turnover on the campus, and follow through.

Showing Records: 1 - 13 Of 13

Q20 - What do you consider to be your most significant learning experience to be?

What do you consider to be your most significant learning experience to be?

To not be so naive that things will get "fixed."

cohort members

The challenges that we faced during the program were "real life" examples of experiences that could happen to us as an administrator.

Learning from my cohort and visiting other schools

Shaping a school's culture is not going to be easy...I will have to be patient

I certainly learned the importance of being flexible and thinking on my feet. With all the changes that took place, I often found myself having to let go of complete control when it came to certain things. For me this was a great learning experience because one of my greatest struggles prior to beginning this program was the need to be in total control. I have learned the importance of being flexible and able to adapt is part of education, not only as a teacher, but also an administrator.

Being exposed to the responsibilities of a principal and having a hands-on experience with how to acquire data and lead educators.

The most significant learning experience was all of my semesters to be truthful I do not think I could gone without any of the learning.

The beginning of the program was wonderful, though provoking learning. We went through two semester of little to know instruction. We bonded well as a cohort and learned to value others educational views to really build school culture and to turn a school to a student centered powerhouse!!

the curriculum and coaching classes that were taught by Dr. Becker and Dr. Morgan

My practicum hours taught me a lot.

Shaping culture

The ability to have support from other professors during times of need.

Showing Records: 1 - 13 Of 13

Q21 - Please make any suggestions that you may have for improving any aspect of the Program.

Please make any suggestions that you may have for improving any aspect of t...

Please make sure that the right hand knows what the left hand is doing. The program was run horribly, rather it's because professors didn't get along or not, it gave us a negative view of the program.

consistency

There should be a "pre-practice" test during a face-to-face class time so that instructors and students can discuss, review and get familiar with the formatting of the test before taking the actual practice test.

Less face-to-face, purchase only most necessary books

Make sure the coursework is meaningful and not just busy work

Just try to remain consistent with your communication of information and make sure all students are receiving the same information.

The content of this program is great. However, the organization and structure of this program is horrific. Several times throughout my experience my documents were lost by the professors requiring me to have to re-submit work. My syllabus was changed multiple times even in the middle of the course and assignments were added or dropped due to this. The program itself was changed from a hybrid online course to a campus based course and our cohort was required to attend regular campus meetings even though we had not initially signed up for an on-campus program. These items need to be seriously addressed for the sake of it's students because it adds extra obstacles that should not have to be dealt with by students.

Please make sure that there is a consistency with communication. I felt that our cohort received the short end of the deal when it came to program completion and what needed to be completed pre and post graduation. I feel the for the most part we were very understanding but the blows kept coming and the stress never let up outside of the learning. The knowledge obtained from the program was phenomenal but the systemic stress was not necessary. I understand that with a shift in leadership, things can get sticky just please value the morale of students.

Paperwork, communication and knowing what has to be done to complete certification. Do not allow for instructors to bypass important information needed to gain knowledge and content in that class.

I chose this program because I was told I would have the ability to complete this online program with minimal face to face instruction that would allow me to better balance my family and career. Originally designated as an 18 month residency it eventually turned into 8 long semesters, or three school years. I should add that these particular semesters have not been all that pleasant. The inconsistent curriculum presented by professors, lack of communication regarding degree requirements, lack of a checklist and internship practicum hours requirements, and even POORER communication through TEA and the university regarding paperwork have left a bitter after taste when speaking of this master's program. My current frustration has to do with paperwork not being carefully managed or maintained. I have completed all final requirements for my degree (internship and certification exam), BUT I am just now finding out about missing documents that I turned in to my professors. When I make a phone call to investigate the issue, I have to leave a message or email and it takes days to get a response. My frustrations include the workload often times did not match the course assignments. The orientation we held at the beginning of the cohort assured us we would receive assignments that were relevant and correlated to our content that would be graded in a timely manner. That was not the case. Several assignments went ungraded! As for classroom/lecture delivery, I was told there would be completely online delivery with each semester requiring one face-to-face session. This did not hold true to form. Our lecture delivery was changed mid-program from completely online (100%) to an inconsistent balance of face-to-face and online lecture delivery. I did receive valuable insight from my professors and mentors, but the overall sense of disheveled organization does not warrant a glowing recommendation from me. It would have been better to grant me a degree once I completed ALL COURSEWORK, completed my internship, and PASSED my certification rather than completing my internship and certification test following graduation. After some research on my part, most universities I looked into (similar to TAMU-CT) had significantly less hours for the TEA Practicum and those students received the same certifications as I did prior to their graduation. I am thankful to have this degree completed and begin the next journey of my career. I wish you all the best as we move forward from this point on.

It needs to flow more smoothly and things need to be way more organized.

#	Field	Strongly agree		Agree		Disagree		Strongly disagree		Total
1	The educational leadership faculty provided excellent instructional support throughout my program experience.	15.38%	2	69.23%	9	15.38%	2	0.00%	0	13
2	The educational leadership faculty provided excellent course advisement throughout my program experience.	0.00%	0	84.62%	11	15.38%	2	0.00%	0	13
3	My practicum experience was meaningful (helpful feedback was provided for my continued growth).	38.46%	5	61.54%	8	0.00%	0	0.00%	0	13
4	I built valuable cohort relationships throughout the program.	69.23%	9	30.77%	4	0.00%	0	0.00%	0	13
5	The TAMUCT library services greatly enhanced my learning.	15.38%	2	53.85%	7	23.08%	3	7.69%	1	13
6	The TAMUCT technology services were utilized, and their services helped me advance my learning.	7.69%	1	61.54%	8	30.77%	4	0.00%	0	13
7	The TAMUCT graduate, registrar, and business offices helped make the admissions and registration process seamless and efficient.	7.69%	1	84.62%	11	7.69%	1	0.00%	0	13
8	Educator Preparation Services helped make the certification and testing process efficient and smooth.	0.00%	0	61.54%	8	38.46%	5	0.00%	0	13
9	I feel very confident and well-prepared to assume a school leadership role upon program completion.	23.08%	3	76.92%	10	0.00%	0	0.00%	0	13

Showing Rows: 1 - 9 Of 9

Cannot really think of any!

I feel there needs to be a program file system that allows the applicant the ability to store and archive work so that they are not doing more work over and over to receive their certifications.

Showing Records: 1 - 13 Of 13

End of Report

Appendix G - Superintendent Certification

Educator Preparation Program Operation Review

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Texas A&M University-Central Texas Educator Preparation Program Operation Review
Post-Masters in Educational Leadership with Superintendent Certification 2017 - 2018

Prepared by: Dr. Austin Vasek

A. Number of Current Candidates

The Post-Masters in Educational Leadership with Superintendent Certification Program has no (0) current candidates. The program was placed on hold in the Fall of 2017.

B. Changes in Admission Criteria for 2018-2019

No admission criteria changes.

C. Changes in Curriculum for 2018-2019

No curriculum changes.

D. Candidate Mastery of Content

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

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

No candidates doing field-based experiences.

1. Anticipated number of candidates doing field-based experiences

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

3. Candidate experiences and interaction with field-based experiences

No information to report in this section.

4. Verification and documentation processes for field-based experiences

No information to report in this section.

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

No information to report in this section.

F. Field Supervision

1. Field Supervisor & Site Supervisor Training

No information to report in this section.

2. Number of Observations Required

No information to report in this section.

3. Observation Schedule

No information to report in this section.

4. Process for Observations

No information to report in this section.

5. Feedback from Observations (candidate and campus administrator)

No information to report in this section.

G. Program & Curriculum Evaluation

1. Systematic Plan for Continuous Improvement

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

No information to report in this section.

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

No information to report in this section.

Attachments

Memo

Additional Notes for the SPEAC Advisory Members

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

Superintendent Certification Memo



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS™

COLLEGE OF EDUCATION

To: Dr. Edward Hill, Jr., Dean, College of Education
Dr. Amber Lynn Diaz, Director & Certification Officer, Educator Preparation Services
SPEAC Members

From: Dr. Austin Vasek, Faculty, Educational Leadership

CC: Educator Preparation Services Department

Date: May 30, 2018

Subject: Superintendent Certification Program

To whom it may concern:

This memorandum is to inform the SPEAC Advisory Members that the Superintendent Certification Program has not had any applicants since the Fall of 2016. The program does not have any current candidates as all accepted candidates completed Superintendent Certification during the 2016 – 2017 reporting year. Additionally, recruitment for this program has not taken place. Strategic conversations will be scheduled in order to plan for the future of the program.

Regards,

A handwritten signature in blue ink, appearing to read 'Austin Vasek'.

Austin Vasek, Ed.D.

Education Leadership Educator Preparation Program Coordinator

Appendix H - Program Advisement
TExES Attempts & Pass Rates September 2017 to June 2018
Memorandum of Understanding 2017-2018
Verification Form
Accountability System for Educator Preparation Indicator 2

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Texas A&M University-Central Texas

Educator Preparation Programs

TExES Attempts & Pass Rates September 2016 to March 2017

Test Name	Program		All Programs	
	# of Examinees	% Pass	# of Examinees	% Pass
068 PRINCIPAL TOTAL	17	82	4455	64
1ST ATTEMPT	16	81	3228	74
2ND ATTEMPT	1	100	653	45
113 ENG LANG ARTS & READ/SOC STUDIES 4-8 TOTAL	3	33	203	78
1ST ATTEMPT	1	100	170	86
2ND ATTEMPT	1	0	19	42
3RD ATTEMPT	1	0	9	44
115 MATHEMATICS 4-8 TOTAL	2	0	810	4
1ST ATTEMPT			579	56
2ND ATTEMPT	1	0	142	29
3RD ATTEMPT	1	0	54	37
118 SOCIAL STUDIES 4-8 TOTAL	2	50	399	44
1ST ATTEMPT	1	0	279	53
2ND ATTEMPT	1	100	73	25
152 SCHOOL COUNSELOR TOTAL	1	100	1093	90
1ST ATTEMPT	1	100	1008	93
154 ESL/SUPPLEMENTAL TOTAL	12	58	3884	73
1ST ATTEMPT	9	56	3218	77
2ND ATTEMPT	3	67	491	55
160 PEDAGOGY & PROF RESP EC-12 TOTAL	37	100	19677	82
1ST ATTEMPT	36	100	17356	87
2ND ATTEMPT	1	100	1514	52
161 SPECIAL EDUCATION EC-12 TOTAL	2	100	2495	59
1ST ATTEMPT	2	100	1870	68
231 ENG LANGUAGE ARTS AND READING 7-12 TOTAL	1	0	1301	56
1ST ATTEMPT			916	64
2ND ATTEMPT	1	0	223	38
232 SOCIAL STUDIES 7-12 TOTAL	4	75	1189	41
1ST ATTEMPT	3	67	759	47
2ND ATTEMPT	1	100	245	31
235 MATHEMATICS 7-12 TOTAL	5	60	833	64
1ST ATTEMPT	1	100	622	72
2ND ATTEMPT	2	0	131	42
3RD ATTEMPT	2	100	51	35



Texas A&M University-Central Texas

Educator Preparation Programs

TExES Attempts & Pass Rates September 2017 to June 2018

Test Name	Program		All Programs	
	# of Examinees	% Pass	# of Examinees	% Pass
801 CORE SUBJECTS EC-6 ELAR/STR TOTAL	25	84	9705	65
1ST ATTEMPT	21	95	6968	82
2ND ATTEMPT	2	50	1765	26
3RD ATTEMPT	2	0	655	16
802 CORE SUBJECTS EC-6 MATH TOTAL	28	54	9978	62
1ST ATTEMPT	21	62	6968	78
2ND ATTEMPT	3	67	1889	29
3RD ATTEMPT	2	0	744	23
4TH ATTEMPT	2	0	295	24
803 CORE SUBJECTS EC-6 SOCIAL STUDIES TOTAL	26	58	10504	57
1ST ATTEMPT	21	62	6968	68
2ND ATTEMPT	3	67	2151	39
3RD ATTEMPT	2	0	887	34
804 CORE SUBJECTS EC-6 SCIENCE TOTAL	31	61	10194	57
1ST ATTEMPT	21	71	6968	69
2ND ATTEMPT	7	29	1997	34
3RD ATTEMPT	3	67	805	31
805 CORE SUBJECTS EC-6 FINE ARTS & HLTH/PE TOTAL	25	68	9578	68
1ST ATTEMPT	21	76	6968	86
2ND ATTEMPT	2	50	1724	26
3RD ATTEMPT	2	0	616	11
806 CORE SUBJECTS 4-8 ENGLISH ARTS & READING TOTAL	1	100	1174	49
1ST ATTEMPT	1	100	803	59
807 CORE SUBJECTS 4-8 MATHEMATICS TOTAL	2	50	1128	56
1ST ATTEMPT	1	0	803	67
2ND ATTEMPT	1	100	213	36
808 CORE SUBJECTS 4-8 SOCIAL STUDIES TOTAL	1	100	1150	54
1ST ATTEMPT	1	100	803	69
809 CORE SUBJECTS 4-8 SCIENCE TOTAL	1	100	1150	54
1ST ATTEMPT	1	100	803	63

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



Texas A&M University-Central Texas

Educator Preparation Programs

TEXES Results September 2017 to June 2018

Test Name	# of Scored Points*	Average Scaled Score		Average % Correct		# of Examinees	
		All Programs	Program	All Programs	Program	All Programs	Program
068 PRINCIPAL	Total	100	247.01	248.06		3975	17
	I. School Community Leadership	33			76.48	76.29	
	II. Instructional Leadership	44			73.29	74.6	
	III. Administrative Leadership	23			76.29	77.49	
113 ENG LANG ARTS & READ/ SOCIAL STUDIES 4-8	Total	100	252.74	241		190	2
	I. Oral Lang, Early Literacy, Word ID & RDG Fluency	16 - 17			71.26	52.94	
	II. RDG Comp, Written Lang, Study/ Inquiry & View/Rep	33 - 34			74.72	65.15	
	III. Social Studies Content	35 - 37			65.75	63.57	
	IV. Social Studies Foundations/Skills/Instruction	13 - 15			70.31	68.57	
115 MATHEMATICS 4-8	Total	80	240.39	239		711	1
	I. Number Concepts	13			65.28	38.46	
	II. Patterns and Algebra	17			67.49	70.59	
	III. Geometry and Measurement	17			63.9	64.71	
	IV. Probability and Statistics	13			67.75	76.92	
	V. Mathematical Processes and Perspectives	7 - 8			62.32	75	
	VI. Mathematical Learning/Instruction/Assessment	12 - 13			66.45	66.67	
118 SOCIAL STUDIES 4-8	Total	80	235.79	250		346	1
	I. Social Studies Content	56 - 61			64.49	77.19	
	II. Social Studies Foundations/Skills/Instruction	19 - 24			65.2	69.57	
152 SCHOOL COUNSELOR	Total	80	259.87	267		1060	1
	I. Understanding Students	24			80.12	87.5	
	II. Planning/Implementing a Dev Guidance Program	32			77.97	84.38	
	III. Collaboration/Consultation/Professionalism	24			82.18	87.5	

Test Name		# of Scored Points*	Average Scaled Score		Average % Correct		# of Examinees	
			All Programs	Program	All Programs	Program	All Programs	Program
154 ESL/SUPPLEMENTAL	Total	60	251.95	245.64			3543	11
	I. Language Concepts and Language Acquisition	15			66.85	61.82		
	II. ESL Instruction and Assessment	27			72.77	68.35		
	III. Found. of ESL Ed/Culture/Family/Community	18			72.4	71.21		
160 PEDAGOGY & PROF RESP EC-12	Total	90	259.34	260.89			18143	37
	I. Design Instruction to Promote Student Learning	30			74.34	75.5		
	II. Create a Positive/Productive Class Environment	12			78.87	78.6		
	III. Implementing Responsive Assessment	30			74.55	75.59		
	IV. Fulfill Professional Roles & Responsibilities	18			79.53	80.18		
161 SPECIAL EDUCATION EC-12	Total	118 - 120	245.62	270.5			2196	2
	I. Individuals with Disabilities and Their Needs	16			68.11	87.5		
	II. Promoting Student Learning and Development	39 - 40			70.65	83.33		
	III. Promoting Student Achievement in ELA/RDG/Math	39 - 40			68.37	78.75		
	IV. Foundations & Professional Responsibilities	24			67.9	85.42		
231 ENG LANGUAGE ARTS AND READING 7-12	Total	100	240.77	202			1152	1
	I. Integrated Language Arts	12			69.86	66.67		
	II. Literature and Reading Processes	32			68.08	56.25		
	III. Written Communication	24			67.74	50		
	IV. Oral Communication and Media Literacy	12			70.82	58.33		
	Constructed Responses	20			42.8	20		
232 SOCIAL STUDIES 7-12	Total	120	233.53	243.5			1010	4
	I. World History	17 - 18			69.09	74.51		
	II. United States History	24 - 25			62.75	62.13		
	III. Texas History	15 - 16			55.44	62.08		
	IV. Geography	16			67.2	68.75		
	V. Government and Citizenship	15 - 16			70.83	77.08		
	VI. Economics and Science; Technology and Society	15 - 16			61.68	74.27		
	VII. Social Studies Foundations, Skills, Research, and Instruction	15 - 16			74.59	79.69		

Test Name		# of Scored Points*	Average Scaled Score		Average % Correct		# of Examinees	
			All Programs	Program	All Programs	Program	All Programs	Program
235 MATHEMATICS 7-12	Total	80	246.39	258.33			752	3
	I. Number Concepts	11			67.67	78.79		
	II. Patterns and Algebra	27			64.88	67.9		
	III. Geometry and Measurement	15			66.29	68.89		
	IV. Probability and Statistics	11			68.75	93.94		
	V. Processes and Perspectives	8			68.45	66.67		
	VI. Learning/Instruction/and Assessment	8			63.85	66.67		
801 CORE SUBJECTS EC-6 ELAR/STR	Total	65	231.55	239.61			8277	23
	I. ELAR & STR (801)	65			60.79	62.88		
802 CORE SUBJECTS EC-6 MATH	Total	37 - 40	236.35	245.21			8416	24
	II. Mathematics (802)	37 - 40			57.68	61.56		
803 CORE SUBJECTS EC-6 SOCIAL STUDIES	Total	35	238.24	239			8623	24
	III. Social Studies (803)	35			59.5	59.05		
804 CORE SUBJECTS EC-6 SCIENCE	Total	45	237.66	243.65			8397	26
	IV. Science (804)	45			64.58	66.07		
805 CORE SUBJECTS EC-6 FINE ARTS & HLTH/PE	Total	44 - 45	228.3	236.43			8213	23
	V. Fine Arts, Health & Phys Ed (805)	44 - 45			55.74	56.91		
806 CORE SUBJECTS 4-8 ELAR	Total	65	233.12	254			1001	1
	I. ELAR (806)	65			60.61	69.23		
807 CORE SUBJECTS 4-8 MATH	Total	32 - 35	230.15	242			979	1
	II. Mathematics (807)	32 - 35			53.21	54.29		
808 CORE SUBJECTS 4-8 SOC STUDIES	Total	35	231.06	273			975	1
	III. Social Studies (808)	35			53.25	77.14		
809 CORE SUBJECTS 4-8 SCIENCE	Total	35	233.93	275			992	1
	IV. Science (809)	35			63.44	88.57		

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

Purpose

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

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

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

Teacher Certification

The District agrees to:

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

The University agrees to:

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

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

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

Teacher Certification by Internship

The District agrees to:

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

The University agrees to:

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

Student Services Certification Professional Certification

The District agrees to:

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

The University agrees to:

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

The University and [Name] ISD jointly agree to:

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

Term of Agreement, Modification, Termination:

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

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

AGREED:

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

If your school district would like to make any changes to the Memorandum of Understanding for the 2018-2019 school year, please contact Amber Lynn Diaz at amberlynndiaz@tamuct.edu.



Texas A&M University-Central Texas
Educator Preparation Program
Field Placement Information & Verification Form

Candidate Information

Candidate: _____ TEA ID: _____

Home Address: _____
Street City State Zip

Home Phone: _____ Cell Phone: _____

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

Certification Area: _____

School Campus Information

School Campus: _____ School Time: _____
Start End

Principal: _____ Email: _____

School Address: _____
Street City State Zip

School Phone: _____ Fax: _____

Cooperating Teacher/Mentor/Site-Supervisor Information

Name #1: _____ TEA ID: _____

Address: _____
Street City State Zip

Room #: _____ Email: _____

Certification(s): _____

Years of Experience: _____

Grade Level: _____ Subject(s): _____

Name #2: _____ TEA ID: _____

Address: _____
Street City State Zip

Room #: _____ Email: _____

Certification(s): _____

Years of Experience: _____

Grade Level: _____ Subject(s): _____



Texas A&M University-Central Texas
Educator Preparation Program
Field Placement Information & Verification Form

Field Based Supervisor Information

Name: _____ TEA ID: _____

Address: _____
Street City State Zip

Phone: _____ Email: _____

Certification(s): _____

Years of Experience: _____

Verification of Information

The Cooperating Teacher, Mentor, or Site-Supervisor listed is an accomplished educator as indicated by this recommendation, as well as, the following documentation that will be made available upon request from Texas A&M University-Central Texas or the Texas Education Agency.

_____ Evaluations that include evidence of student learning; or

_____ Campus or district reports that include evidence of student learning; or

_____ Letters of recommendation that include evidence of student learning.

My signature below confirms that the information provided is true to the best of my ability.
I **recommend** the Cooperating Teacher, Mentor, or Site-Supervisor be approved to guide, assist and support the candidate [TAC 228.2 (12)].

Principal or Superintendent Signature Date

My signature below confirms that I have reviewed the following information and **recommend** the Cooperating Teacher, Mentor, or Site-Supervisor be approved to guide, assist and support the candidate [TAC 228.2(12)].

Ms. Elizabeth Glenn
Coordinator of Field Placement

Coordinator of Field Placement Signature

Date



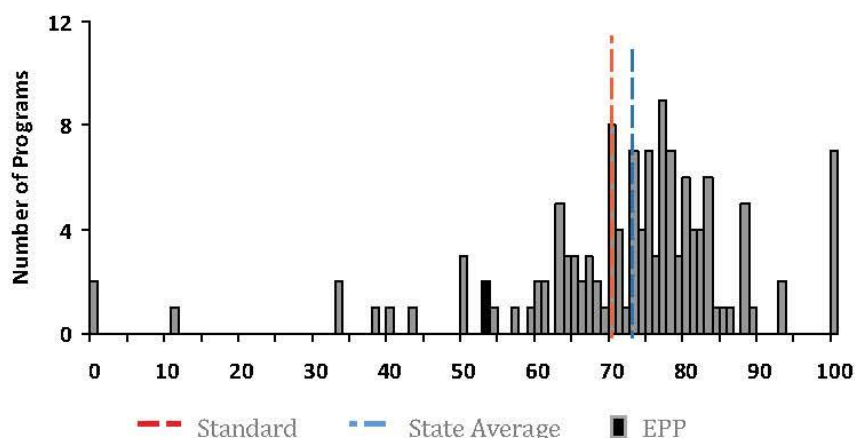
Accountability System for Educator Preparation (ASEP)

Indicator 2: Principal Appraisal of First-Year Teachers

TEXAS A&M UNIVERSITY - CENTRAL TEXAS

This report presents data from the annual principal survey. Through this survey, principals appraise first-year teachers who graduated at any time during the 5 years prior to the reporting period and who taught in the Texas public school system for a minimum of 5 months during the reporting period. Teachers on both standard and probationary certificates are included. The principal appraisal of first-year teachers serves as indicator 2 of the Accountability System for Educator Preparation (ASEP) Accountability Performance Indicators. Indicator 2 reports the percentage of first-year teachers who are designated as Sufficiently Prepared or Well Prepared based on survey ratings by their principal. For details about the methodology used in this report, visit: <http://tinyurl.com/jdr3crw>

2016-17 State Distribution of Indicator 2 Across Education Preparation Programs (EPPs)

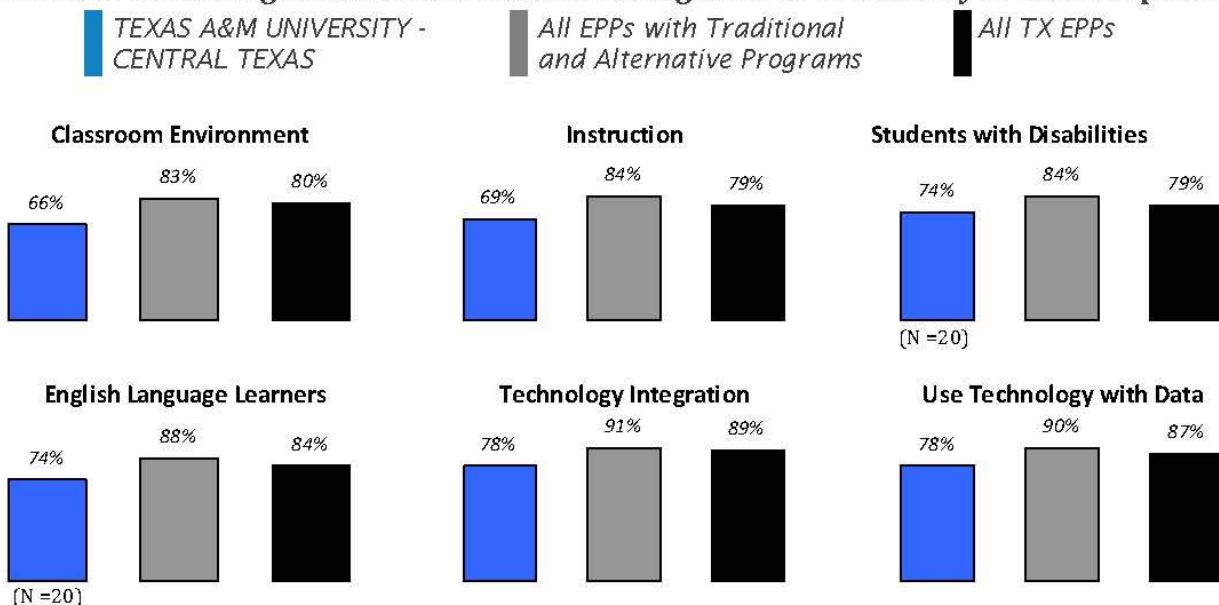


Indicator 2 Outcomes

EPP Score:	53
Standard:	70*
State Average:	73
Met Standard 2:	No
EPP Type:	Traditional/ Alternative
Region ESC:	Waco
# Certifications:	55
# Graduates rated (N):	32

*Reporting purposes only for 2016-17

2016-17 Percentage of First Year Teachers Designated as Sufficiently or Well Prepared

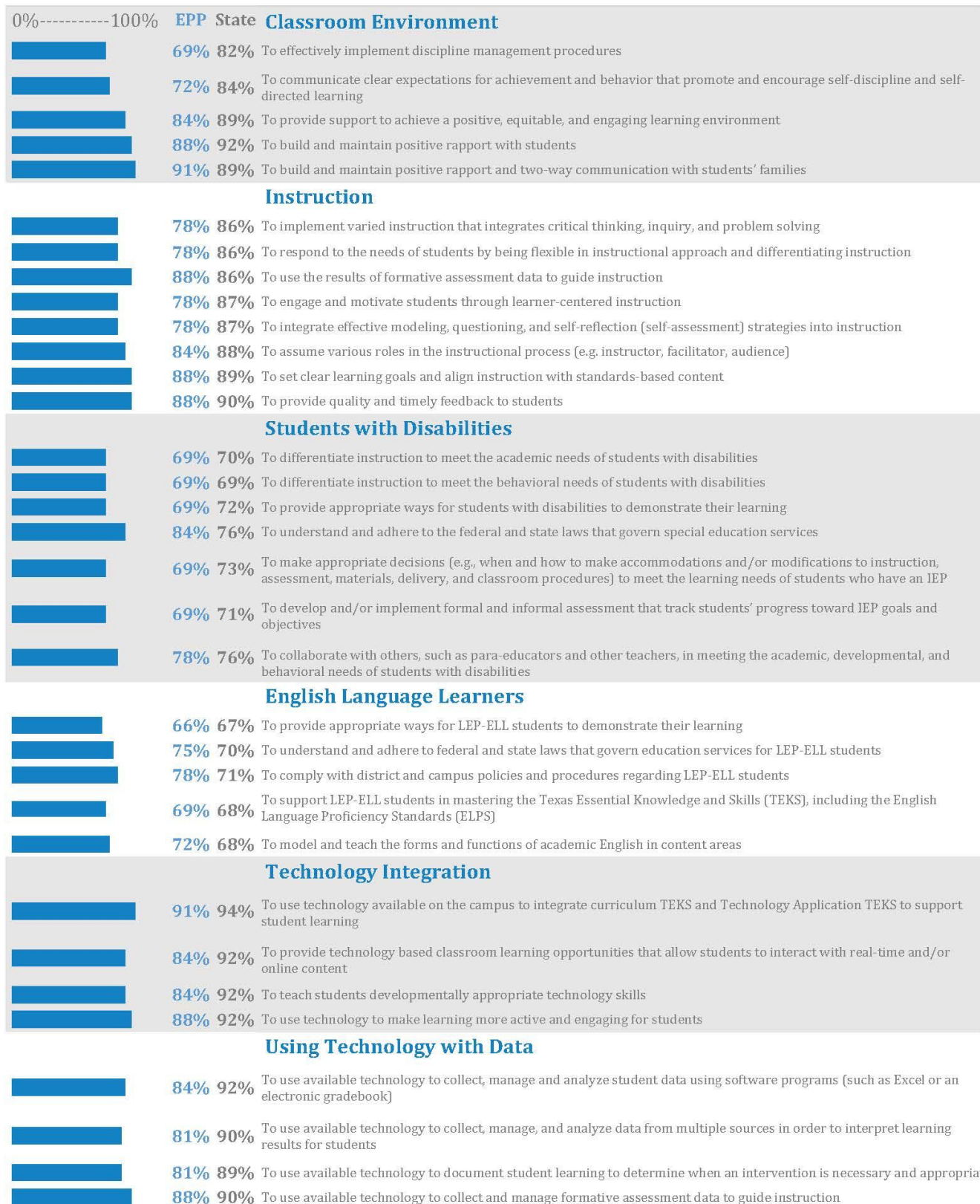


2016-17 Number of Teachers Rated by Area

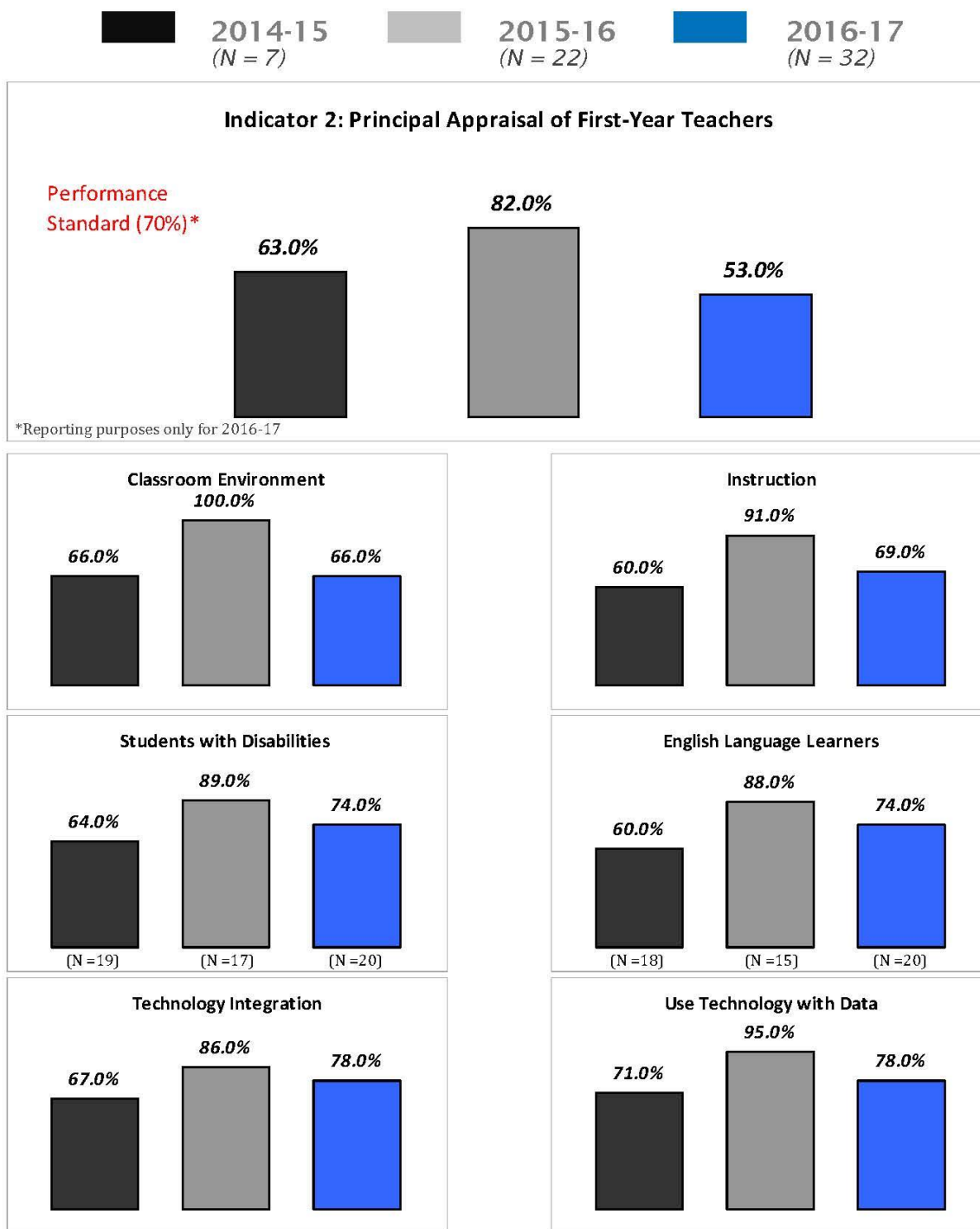
English Language Arts	4	General Elementary	5	Languages other than English	
Mathematics	3	Special Education	8	Career and Technical Education	
Science		Health/Physical Ed.		Technology/Applications/Computer Science	
Social Studies	2	Professional		Bilingual/English as a Second Language	15
Fine Arts		Other			

2016-17 Percentage of Teachers Rated Sufficiently or Well Prepared

TEXAS A&M UNIVERSITY - CENTRAL TEXAS (N=32)



Percentage of First Year Teachers Appraised as Sufficiently or Well Prepared from 2015 – 2017
TEXAS A&M UNIVERSITY - CENTRAL TEXAS



Alternative - Teacher training offered by education service centers, school districts and other entities, as well as colleges and universities, for individuals who already hold a baccalaureate degree.

Traditional - Teacher training offered by colleges and universities as part of an undergraduate degree program.

Traditional/Alternative - Teacher training includes undergraduate preparation as well as alternative and/or post-baccalaureate preparation

Source: State Board for Educator Certification (<https://secure.sbec.state.tx.us/SBECOnline/approvedprograms.asp?s=3>)



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

Program Operation, Evaluation, & Advisement Collaborative Questions

Teacher Preparation Program Dr. Agnes Tang; Coordinator

We would like to begin planning Grow Your Own programs as an effort to recruit teachers. We would like to know if your school district provides any incentives or financial support to obtain teaching certification for educational aides or staff that do not have a Bachelor's Degree.

What other comments, ideas, needs, or suggestions would you like to share with us regarding the undergraduate Teaching Certification Educator Preparation Program?

Master in Education with Teacher Certification Program Dr. Stephen Anderson; Coordinator

The Master of Arts in Teaching Degree will begin in the Fall of 2018. In this degree, candidates will take a total of 6 certification classes and participate in a yearlong Internship to obtain teaching certification. We would like to begin planning Grow Your Own programs for educational aides and staff that hold a Bachelor's Degree. We would like to know if your school district provides any incentive or financial support to obtain teaching certification for those that already hold a Bachelor's Degree.

What other comments, ideas, needs, or suggestions would you like to share with us regarding the graduate Teaching Certification Educator Preparation Program?



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

Program Operation, Evaluation, & Advisement Collaborative Questions

Reading Specialist Preparation Program Dr. Stephen Anderson; Coordinator

During the SPEAC Meeting in the Spring of 2016, we asked if the Reading Specialist Certification was still a viable certification need and the response was yes. However, we still do not have a high interest in teachers seeking this certification. What positions would the Reading Specialist hold in your school or district? Are there school or district incentives for this certification?

What other comments, ideas, needs, or suggestions would you like to share with us regarding the Reading Specialist Certification Educator Preparation Program?

School Counselor Preparation Program Dr. Pauline Moseley; Coordinator

What training do you feel School Counselors need to effective on your campus?

What other comments, ideas, needs, or suggestions would you like to share with us regarding the School Counseling Certification Educator Preparation Program?



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Strategic Partners Education Advisory Council (SPEAC)

Program Operation, Evaluation, & Advisement Collaborative Questions

Principal Preparation Program Dr. Austin Vasek; Coordinator

The frame for PASL Task #3 is below:

As the District/Campus-level administrator, what are the implications for you? How can the EPP support/coordinate with you to facilitate process? What barriers/obstacles do you foresee?

Creating a Collaborative Team: Focuses on demonstrating the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instruction, student achievement and the school culture.

- Step 1: Identifying the Collaborative Team
- Step 2: Developing a Plan to Improve Instruction, Student Learning and the School Culture
- Step 3: Implementing the Plan to Improve Instruction, Student Learning and the School Culture
- Step 4: Reflecting on the Collaborative Team and the School Culture (includes a 10-minute video of a conversation that promotes reflection)

Superintendent Preparation Program Dr. Austin Vasek; Coordinator

The coursework in the Superintendent Certification program is currently blended, online design and delivery supplemented by select face-to-face class sessions. Do you believe in the value of having select face-to-face class sessions?

How can we enhance the face-to-face class sessions with value added components?

What suggestions do you have how we best identify potential candidates for the Superintendent Certification program?



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

Program Operation, Evaluation, & Advisement Collaborative Questions

Educator Preparation Services
Dr. Amber Lynn Diaz, Director

What services could we provide that would help you, your teachers, your schools, or your district?

Do you feel your school or district has a strong Mentoring Program? If so, what are some of the elements that make it effective?

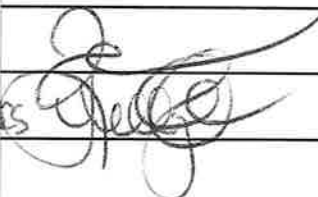
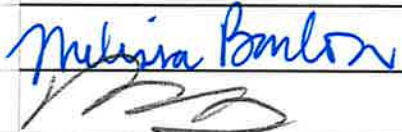

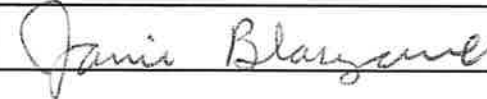
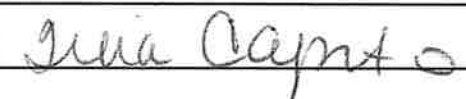
Do you believe your school and/or district would be willing to collaborate in developing a Central Texas Mentoring Initiative that would streamline requirements and materials across school districts?

What recommendations do you have for the SPEAC Meeting (agenda, presentations, information, etc.)?

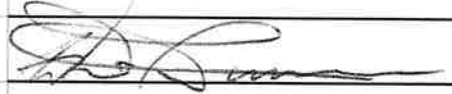



College of Education
Dr. Edward Hill, Dean

What other comments, ideas, needs, or suggestions would you like to share with me?

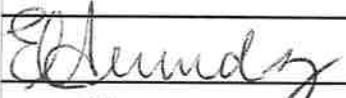

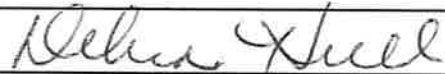
Texas A&M University-Central Texas
Strategic Partners Education Advisory Council
Friday, June 8, 2018 9:30 am - 11:30 am – Warrior Hall

Last	First	Entity/Organization	Title/Position	Signature
Adams	Lisa			
Allen	Amanda	Texas A&M University-Central Texas	Faculty, C&I	
Anderson	Stephen	Texas A&M University-Central Texas	Faculty, C&I	
Avritt	John	Copperas Cove ISD	Senior Counselor PRESIDENT ELECT M TCA	
Avritt	Kelly	Copperas Cove ISD	Director of Research Studies	
Aycock	Beth	Salado ISD	Principal	
Ayers	Denise			
Bark	Eva	City of Killeen		
Barlow	Melissa	Texas A&M University-Central Texas	Administrative Associate	
Barnes	David	Intern Teacher	Educator, LTSD	
Battershell	Robin	Temple ISD	Superintendent	
Blassingame	Jamie	Texas A&M University-Central Texas	University Field Supervisor	
Buckley	Susan	Killeen ISD	Principal	
Burke	Julie	Killeen ISD	HR	
Burns	Joe	Copperas Cove ISD	Superintendent	
Capito	Tina	Educated Angels My Tutor & More	Community	
Christy-Anderson	Kim	Belton ISD		
Cox	Gail	Temple College	Chair/College of Education	

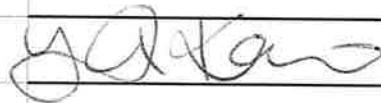
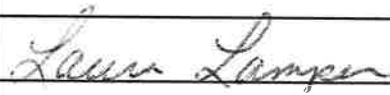
Texas A&M University-Central Texas
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Crutchfield	John	Greater Killeen Chamber	President/CEO	
Cude	Kellie	Texas A&M University-Central Texas	Grad Studies/Faculty, C&I	
Davis	Jennifer	Texas A&M University-Central Texas	Univeristy Field Supervisor	
Diaz	Amber	Texas A&M University-Central Texas	Certification Officer, EPS	
duBois	Christopher	Belton, ISD	Principal	
Duncan	Todd	Texas A&M University-Central Texas	Faculty, EDAD	
Eddins	Bobbie	Texas A&M University-Central Texas	Faculty, EDAD	
Engen	Michael	Ft. Hood Garrison	Education Services Officer	
Farris	Ann	City of Killeen	Assistant City Manager	
Fiala	Sam	Texas A&M University-Central Texas		
Florence	Susan	Texas A&M University-Central Texas	Univeristy Field Supervisor	
Franklin	Sandy	MCEC		
Freeman	Lacy	Copperas Cove ISD		
Gilmore	Michele	Killeen ISD	HR	
Gilstrap	Jason	Rogers ISD	Superintendent	
Glaze	Leigh Ann	San Saba ISD		
Glenn	Elizabeth	Texas A&M University-Central Texas	Coordinator of Field Placements and Testing	
Gray-Vickrey	Peg	Texas A&M University-Central Texas	Provost	

Texas A&M University-Central Texas
Strategic Partners Education Advisory Council
Friday, June 8, 2018 9:30 am - 11:30 am – Warrior Hall

Last	First	Entity/Organization	Title/Position	Signature
Griffin	Terry	Harker Heights Elem	Assistant Principal	
Grooms	Katherine	St. Joseph's Catholic School		
Gullekson	Joseph	Killeen ISD	Principal	
Hardwick	Sharon			
Heath	Will	Central Texas College		
Hernandez	Erika	Killeen ISD		
Hill, Jr.	Edward	Texas A&M University-Central Texas	College of Education Dean	
Hoyer	Randy	Lampasas ISD		
Hull	Debra	Texas A&M University-Central Texas	Univeristy Field Supervisor	
Jackson	Karen			
Jeter	Neil	Troy ISD	Superintendent	
Jones	Clifton	Texas A&M University-Central Texas	Executive Director Enrollment Management	
Jones	Jerry	Texas A&M University-Central Texas	Dean, College of Arts & Sciences	
Juenke	Carl	Texas A&M University-Central Texas		
Kamas	Susan			
Keller	Mary	Military Child Education Coalition		
Killian	Doug	Hutto ISD		
Kincannon	Susan	Belton ISD	Superintendent	




Texas A&M University-Central Texas
Strategic Partners Education Advisory Council
Friday, June 8, 2018 9:30 am - 11:30 am – Warrior Hall

Last	First	Entity/Organization	Title/Position	Signature
Kirk	Jeff	Texas A&M University-Central Texas	Associate Provost	
Kirkland	Becky	St. Joseph's Catholic School	Principal	
Kirkpatrick	Angela			
Kirkpatrick	Lila	Alice Dome E.S.	ASA Principal	
Kirkpatrick	Rick	Copperas Cove ISD		
Kucera	Stephanie	Region 12 Service Center	Director Academic Services	
Lamper	Laura	Central Texas College	EC Professor, CTC	
Lauer	Joyce			
Lea	Becky	Salado ISD		
Love	Kayleen	Copperas Cove ISD		
Lovesmith	Deanna	Belton ISD		
McDaniel	Amy	LCHEC		
McDonald	Hannah	Texas A&M University-Central Texas		
Morris	Amanda	Lampasas ISD	Teacher	
Nigliazzo	Mark	Texas A&M University-Central Texas	President	
Novotny	Michael	Salado ISD	Superintendent	
Ott	Bobby	Temple ISD		
Parks	Christine	Temple ISD	Principal	

Texas A&M University-Central Texas
Strategic Partners Education Advisory Council
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Last	First	Entity/Organization	Title/Position	Signature
Penrod	Eric	Gatesville ISD		
Peronto	Jan			
Porter	Russell	Texas A&M University-Central Texas	Associate Provost	
Porterfield	Russell			
Potvin	Cynthia	Texas A&M University-Central Texas	University Field Supervisor	
Price	Betty	Copperas Cove Chamber	President	
Rainwater	Jan	Texas A&M University-Central Texas	University Field Supervisor	
Redmon	Allen	Texas A&M University-Central Texas	Faculty, English	
Roberts	Mienie	Texas A&M University-Central Texas	Faculty, Math	
Rodriguez	Angelica	Killeen ISD	Teacher	Ah. M.
Ross	Jill	Belton ISD	Principal	
Santibanez	Lydia	VA Medical Center	Temple College Board of Trustees	
Schilke	Richard	Texas A&M University-Central Texas	Assistant Vice President for Technology	Ra
Sprinkles	Kevin	Academy ISD	Superintendent	
Sutton	Bethany	Killeen ISD	AP.	B Sutton
Tang	Agnes	Texas A&M University-Central Texas	Faculty, C&I	Agnes
Thornhill	Tammy	Killeen ISD	Teacher	
Turcotte	Paul	Texas A&M University-Central Texas		

Texas A&M University-Central Texas
Strategic Partners Education Advisory Council
Friday, June 8, 2018 9:30 am - 11:30 am – Warrior Hall

Last	First	Entity/Organization	Title/Position	Signature
Vance	Isaiah	Texas A&M University-Central Texas		
Vasek	Austin	Texas A&M University-Central Texas	Faculty, EDAD	
Volle	Lisa	Central Texas College		
Walsh	Kathie	Ft. Hood Garrison	Education Services Division	
White	Joddie	Florence ISD		
White	Keona			
White	Robert			
Widacki	Matthew	Killeen ISD	Principal	
Williams	Wanda			
Wright	Matthew	Killeen ISD	Teacher, At Risk	
Wright	Ronnie	Goldwaite ISD		
Young	Everett	Fort Hood Education Services		

Texas A&M University-Central Texas
Strategic Partners Education Advisory Council
Friday, June 8, 2018 9:30 am - 11:30 am – Warrior Hall

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