



**TEXAS A&M  
UNIVERSITY  
CENTRAL TEXAS...**

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**Strategic Partners Education Advisory Council (SPEAC)**

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**Agenda**

*Date:* November 14, 2014  
*Time:* 9:00 a.m. to 11:00 a.m.  
*Location:* Texas A&M University-Central Texas, Founder's Hall, Bernie Beck Hall

**Welcome**

Robin Battershell  
SPEAC Co-Chair, Temple ISD Superintendent

**Approval of June Minutes**

**Recognition of SPEAC Members and Their Roles**

Jeff Kirk  
SPEAC Co-Chair, Dean, TAMUCT College of Education,

**Educator Preparation – State Update**

Dr. Tim Miller, Director, Educator Preparation, Texas Education Agency

**Annual Advisory Committee Training and Review of Program Operation**

Dorleen Hooten, Certification Officer, TAMUCT

**Old Business**

- Discussion and possible action on Memorandum of Understanding with local districts for clinical teaching and practicum experiences
- Update on decision regarding the number of times students can apply to the program

**Recommendations for Future Topics**

**Adjourn**

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***NEXT MEETING: JUNE 19, 2015, 9:00 A.M.***

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Tim Miller

# Texas Education Agency Updates

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STRATEGIC PARTNERS EDUCATION ADVISORY COUNCIL

NOVEMBER 14, 2014



## Educator Leadership and Quality Staff

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Ryan Franklin, ~~Interim~~ Associate Commissioner

Marilyn Cook, Interim Director, Educator Testing and Certification

Jan Lindsey, Director, Educator Initiatives

Tim Miller, Director, Educator Preparation

Doug Phillips, Director, Educator Investigations

Tim Regal, Policy Advisor



## Topics of Interest

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- Updates on TAC Chapters 227, 228, and 229
- Updates on Core Subjects EC-6 and 4-8 exams
- Updates on T-TESS and T-PESS Pilots
- <http://tea.texas.gov>

*Teacher Evaluation / Principal Evaluation*



## Updates on TAC Chapters 227, 228, and 229

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EDUCATOR PREPARATION



## Chapter 227 – Admission to EPP

At the May SBEC meeting, SBEC voted 5-2 to propose amending Chapter 227 to raise the minimum admission GPA from 2.5 to 2.75

At the August SBEC meeting, SBEC received written and verbal testimony on the following potential advantages and disadvantages of raising the GPA:

- Possible advantages of raising GPA
  - Higher quality of candidates in programs
  - Elevation of the perceived and actual prestige of the profession
  - Programs retain flexibility with last 60 hours and 10% exemptions
- Possible disadvantages of raising GPA
  - Lower quantity of candidates certified in shortage areas
  - Lower quantity of minority candidates
  - Lower quantity of STEM candidates
  - Programs can have a higher GPA criteria without changing the rule



## Chapter 227 – Admission to EPP

At the August SBEC meeting, SBEC voted 8-2 to make no changes to the minimum admission GPA and requested that TEA provide more information on the data and research related to GPA at an upcoming meeting.

Other amendments to Chapter 227 adopted by SBEC included:

### *General Provisions*

Language in §227.1(b) would be amended to clarify an educator preparation program's role in an educator's criminal history background check as informational.

### *Definitions*

Language in §227.5 would be amended to add a definition of *accredited institution of higher education* for clarity, add a definition of *post-baccalaureate program* based on feedback from preparation programs, and remove a phrase from the definition of *contingency admission* to stay in alignment with the acceptance of accredited institutions of higher education. Language would also be amended to remove definitions for words and terms not used in Chapter 227.



## Chapter 227 – Admission to EPP

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### Admission Criteria

Language in §227.10(a) would be amended to align the acceptance of an accredited institution of higher education. A subject-specific, 15 semester credit hour prerequisite would also be added for those seeking admission for mathematics or science certification at or above Grade 7, in accordance with the TEC, §21.0441, added by HB 2012, 83rd Texas Legislature, Regular Session, 2013. The basic skills testing requirement articulated in §227.10(a)(4) would be removed as a requirement.

Language in §227.10(c) would be amended to provide for an EPP to admit a candidate who has either completed another EPP or who has been employed for three years in a public school under a temporary or probationary certificate if the candidate seeks certification in a new field.

### Formal Admission

As a result of recurring feedback from candidates, proposed new 19 TAC §227.17 would be added to clarify and document when an applicant is considered admitted to an EPP. Proposed new 19 TAC §227.17 would take effect January 1, 2015.

## Chapter 227 – Admission to EPP

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As with all SBEC rule adoptions, the SBEC must submit them to the SBOE for review within 90 days. The SBOE can either take no action or it can reject a rule by a vote of at least two-thirds of the SBOE members present and voting.

At the SBOE School Initiatives Committee meeting on September 18, new information was provided to the committee by one of the co-authors of HB 2012 which asserted that the legislative intent of the bill was to set the minimum GPA at 2.75. Testimony to the committee was similar to what the SBEC received in August.

The SBOE School Initiatives Committee voted 3-2 to recommend that the SBOE reject Chapter 227. On September 19, the SBOE voted 12-3 to reject Chapter 227.

As a result of this action, none of the proposed amendments to Chapter 227 will go into effect unless there is further action by the SBEC and the SBOE. The 15 semester credit hour prerequisite for those seeking admission for math and science certification at or above grade 7 remains in effect because it is part of TEC 21.0441.

## Chapter 227 – Admission to EPP

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The GPA issue was discussed at the October 24 SBEC meeting but no action was taken.

Since the original plan before the September SBOE meeting was that TEA staff were going to bring back more data and a review of the research at the March SBEC meeting, TEA staff are still planning to provide an analysis of the data that we have collected to date while we continue to review the research and work with stakeholders to determine how we can best analyze additional data.



## Chapter 228 – Requirements for EPP

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### Definitions

Language in §228.2 would be amended to add a definition of *post-baccalaureate program* based on feedback from preparation programs, add a definition of *professional certification* for clarity, add a definition of *site supervisor* to better reflect the realities of a professional certification practicum, and update and standardize words and terms applicable to all programs in the state to ensure effective communication among and with all educators and stakeholders in the state.

The definition of *clinical teaching* would be amended to allow for **24-week, half-day assignments** so that candidates in clinical teaching positions would have time available to continue with or seek employment. The definition of *field supervisor* would also be amended to require that **field supervisors keep their certification current**. In addition, the definition of *internship* would be amended so that it better captures varied school calendars and internship start dates.



## Chapter 228 – Requirements for EPP

### Approval Process

Language in §228.10 would be amended to delete subsection (a) because the required submission is both redundant and could be obtained by the TEA. Language would be removed in proposed subsection (b) in response to both stakeholder and Texas Sunset Commission recommendations so that **all EPPs would be on a five-year review cycle**. Language in proposed subsection (d) would replace current subsection (f) to allow programs to open additional locations provided they notify the TEA in advance and run those programs in accordance with their practices that were approved by the TEA.

In response to public comment, language in current §228.10(d) that would remove the **clinical teaching approval process** was amended to be retained as subsection (c) and the remaining subsections would be re-lettered accordingly.

## Chapter 228 – Requirements for EPP

### Governance of Educator Preparation Programs

Since published as proposed, 19 TAC §228.20(e) would be amended to correct punctuation, change "shall" to "must" and add "be" for consistency in word usage, and add the phrase "to become effective" for clarity.

### Educator Preparation Curriculum

Language in §228.30 would be amended to replace the majority of the curriculum requirements with the **Texas teacher standards** so that preparation is aligned with evaluation and professional development. Additionally, language would be added to reflect current law that requires training in the detection of students with **mental or emotional disorders**, in accordance with the TEC, §21.044(c-1).

In response to public comment, language in §228.30(b)(5) would be amended to include reference to TEC, §21.044(c-2).

## Chapter 228 – Requirements for EPP

### Preparation Program Coursework and/or Training

Language in §228.35 would be amended to remove the requirement that programs spend six clock-hours on certification test preparation. The amendment also removes the requirement that the TEA keep a list of approved alternative sites and methods for field-based experiences.

Proposed subsection (g) would also be added to differentiate the components of field observations between initial certification of teachers and professional certification.

Since published as proposed, 19 TAC §228.35(d)(2) would be amended to correct punctuation and add the phrase "at least" for clarity.

In response to public comment, language in §228.35(g)(2) that would require a minimum of 45 minutes of observation time by the field supervisor for a professional certification candidate to be on-site and face-to-face would be deleted and the remaining paragraphs would be renumbered accordingly.

### Implementation Date

The proposed effective date of the proposed amendments to 19 TAC Chapter 228 would be October 26, 2014.



## Chapter 229 – EPP Accountability System

### Definitions

Language in §229.2 would be amended to add a definition of *consecutively measured years* to clarify the effect to changes made to the small group exception size, update the definition of *practicum* to better reflect the context of professional certification programs, and delete definitions of words and terms that are no longer used in Chapter 229. ✓ added

Language in §229.2 would also be updated so definitions in 19 TAC Chapter 227, Provisions for Educator Preparation Candidates, and 19 TAC Chapter 228, Requirements for Educator Preparation Programs, would be uniform.

Since published as proposed, 19 TAC §229.2(9) and (14) would be amended to correct punctuation in the definition of *clinical teaching* and add the phrase "that must be" to the definition of *educator preparation program*, respectively. Also, in response to public comment, 19 TAC §229.2(17) would be amended to reinstate the last sentence of the definition of *field supervisor that addresses the assignment of a campus mentor or cooperating teacher*.





## Chapter 229 – EPP Accountability System

### Required Submissions of Information, Surveys, and Other Data

Under the current rules, individuals who hold certificates, school districts, charters, and EPPs may be held accountable for failure to report required data only if that failure was done **willfully or recklessly**, which required the SBEC to prove the mindset and intent of those who did not report data and, therefore, made the rule essentially unenforceable in most cases. Proposed amendments to Chapter 229 would remove the willfully and recklessly requirement to allow SBEC the option to hold these entities accountable for failure to report required data without first having to prove mindset and intent. ← *Points*

Since published as proposed, figure 19 TAC §229.3(f)(1) would be amended to reflect technical edits that would remove outdated timeline references and update data submission protocol related to Title II of the Elementary and Secondary Education Act (ESEA).

In response to public comment, language in §229.3(b)-(d) would be amended to change "shall" to "may" to **provide the SBEC with discretion** to pursue those individuals and entities who fail to provide the TEA staff with data and information required by this chapter. ← *Points*

## Chapter 229 – EPP Accountability System

### Determination of Accreditation Status

Language in §229.4 would be amended to replace *consecutive* with **consecutively measured** to accommodate situations where EPPs fall within the small group exception provisions. Subsection (g) would be amended to increase the EPP candidate group size needed to be measured against an accountability standard. The **group size would increase from 11 to 21** so that no measure related to a single EPP candidate could be the sole cause of the failure of an EPP to meet a standard. The language would also be amended to more clearly articulate the process for determining a measure when groups fail to meet the threshold of 21 or more candidates. ← *Points*

Since published as proposed, 19 TAC §229.4(a)(1) and (4) and (g)(1) would be amended for clarity to change the phrases "shall be" and "will be" to "is" and add the phrase "in the group," respectively. The change to "in the group" would clarify that the number of individuals in the group must exceed 20 for a candidate group to be measured against performance standards.

## Chapter 229 – EPP Accountability System

### Sanctions, Reviews and Contested Cases

Under current rule, when an EPP is assigned a failing accreditation rating by SBEC and is subject to sanctions or to suspension or revocation of its ability to recommend educator candidates, the EPP has the opportunity to request a record review by TEA staff. After the record review, the proposal goes to SBEC for adoption. In cases of revocation, the SBEC decision is appealable to the State Office of Administrative Hearings (SOAH), which reviews the SBEC decision under a substantial evidence standard. The SOAH decision is final and not appealable.

Changes to rule will **simplify the current review process**, remove the TEA as acting as a tribunal, provide EPPs with an impartial arbiter for revocation determinations, and restore SBEC as the final arbiter of decisions.

### Implementation Date

The proposed effective date of the proposed amendments to 19 TAC §§229.2-229.8 would be October 26, 2014.



← Points

## Updates on Core Subjects EC-6 and 4-8 Exams

EDUCATOR STANDARDS AND CERTIFICATION



## Overview of Core Subjects Test Design

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HB 2012, 83rd Legislative session, 2013, directed the SBEC to require a satisfactory level of examination performance in each core subject covered by the examination leading to the issuance of a generalist certificate

Educators will be required to take the overall test on their first attempt

Educators can retake the individual subject test(s) that they did not pass, instead of being required to retake the entire test

Educators will also have the option of retaking the overall test again should they choose

Each subject test is individually timed

\$120 overall test fee; \$60 fee per subject test



## Core Subjects 4-8 (Test 211)

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Contains four individually scored subject tests totaling 200 test questions

- English Language Arts and Reading (Test 806)
- Mathematics (Test 807)
- Social Studies (Test 808)
- Science (Test 809)



## Generalist 4-8 and Core Subjects 4-8 Test Comparison

Generalist 4-8			Core Subjects 4-8			
Allotted Time (including instructional time)	5 Hours		5 Hours			
Number of Questions	130 Multiple-Choice Questions		200 Multiple-Choice Questions			
Test Format	Computer-Administered Test (CAT)		Computer-Administered Test (CAT)			
Domains	Total Items	Approx. Percentage of Exam	Subject Tests	Total Items	Approx. Percentage of Exam	Section Time
ELAR	40	31%	ELAR	74	37%	1 hr, 55 mins
Mathematics	30	23%	Mathematics	42	21%	1 hr, 5 mins
Social Studies	30	23%	Social Studies	42	21%	50 mins
Science	30	23%	Science	42	21%	50 mins
TOTAL	130	100%	TOTAL	200	100%	4 hrs, 40 mins*

↑ time to take tests



## Core Subjects EC-6 (Test 291)

Contains five individually scored subject tests totaling 267 test questions

- English Language Arts and Reading and the Science of Teaching Reading (Test 801)
- Mathematics (Test 802)
- Social Studies (Test 803)
- Science (Test 804)
- Fine Arts, Health and Physical Education (Test 805)



## Generalist EC-6 and Core Subjects EC-6 Test Comparison

Generalist EC-6			Core Subjects EC-6			
Allotted Time (*including Instructional time)	5 Hours		5 Hours			
Number of Questions	140 Multiple-Choice Questions		267 Multiple-Choice Questions			
Test Format	Computer-Administered Test (CAT)		Computer-Administered Test (CAT)			
Domains	Total Items	Approx. Percentage of Exam	Subject Tests	Total Items	Approx. Percentage of Exam	Section Time
ELAR	45	32%	ELAR/STR	75	28%	1 hr, 45 mins
Mathematics	26	19%	Mathematics	47	18%	60 mins
Social Studies	27	19%	Social Studies	41	16%	35 mins
Science	24	18%	Science	52	19%	40 mins
Fine Arts, Health and Physical Education	18	12%	Fine Arts, Health and Physical Education	52	19%	40 mins
<b>TOTAL</b>	<b>140</b>	<b>100%</b>	<b>TOTAL</b>	<b>267</b>	<b>100%</b>	<b>4 hrs, 40 mins*</b>

## Key Dates/Activities/Information Sharing

Registration Bulletins – 2014-15 bulletins were posted to the website on July 10, 2014

Testing Website – annual updates were made by August 29, 2014. The content management team is creating individual preparation resource sections for BTLPT and Core Subjects.

Test At A Glance (TAAG) – were posted to the ETS website by September 12, 2014

Test Preparation Manuals – were posted to the ETS website by September 12, 2014

Representative Forms -- will be available in Spring 2015 (estimated April 2015)

EPP Newsletters – Core Subjects information has been included in the March, May and July 2014 newsletters

*Summaries  
7 days  
for results  
of testing*

## Planned Data Collection Period\*\*

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Pilot new tests at no cost to examinees during overlap period, then analyze data to determine speededness

### Pros –

- Will not delay the January 2015 implementation date.
- First test would be free of charge to the examinees from January – August 2015.
- Examinees would be required to pay for any individual subjects they did not pass
- Will gather data to determine whether the test is speeded and take appropriate steps

### Cons –

- It may be difficult to ensure that a good, representative sample of examinees take the pilot, so data may be hard to interpret

## Updates on T-TESS and T-PESS Pilots

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EDUCATOR INITIATIVES

## Supporting Effective Teachers and Principals on Every Campus



## Objectives of the New Systems

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Continual improvement of practice

Provide clear, useful and timely feedback that informs professional development

Meaningfully differentiate performance

Use multiple valid measures

Evaluate teachers and principals on a regular basis

Place personnel in the best position to succeed

## Teacher Standards

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Teacher standards went into effect on June 30, 2014.

During the fall of 2013, TEA worked with a steering committee comprised of classroom teachers from a variety of subjects and grade levels, principals, members from the higher education community, evaluation trainers from regional service centers, and teacher association members.

This committee revised and updated the state teaching standards to reflect best practices for today's classrooms that have a research base in improving student achievement.

The teacher standards provide goals for which all teachers can strive regardless of where they are in their career – both master teachers and beginning teachers will find practices captured in the standards toward which they can aspire.



## Principal Standards

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Principal standards went into effect on June 11, 2014.

Starting in the spring of 2012, TEA staff worked with a principal advisory committee to build principal standards.

This committee began by determining best practices for principals to be effective leaders and improve student performance, primarily by reframing the central role of the principal as the instructional leader of a campus.

This work concluded in the fall of 2013 with a comprehensive set of principal standards that capture the aspirational practices all principals can strive toward regardless of their level of experience or the context of their position.





## Use of Standards

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Both sets of standards are housed in Texas Administrative Code, Chapter 149.

Standards in rule are not intended to be indicators to be used for appraisal.

Standards are designed to provide professional and instructional practice goals for all educators.

Standards are also designed to align educator preparation, evaluation, mentorship, professional development, and career pathways to a single, foundational base.



## Texas Teacher Evaluation and Support System (T-TESS)

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### Rubric

### Self Assessment – Goals and Professional Growth

### Student Growth

- Value-add scores
- Portfolios
- Student Learning Objectives
- District Pre and Post tests




**DRAFT RUBRIC 4.24.14 VERSION 2**

**INSTRUCTION DIMENSION 2.3**
The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.

**Achieving Expectations**



Distinguished	Accomplished	Proficient	Developing	Improvement Needed
<p><b>The Teacher:</b></p> <ul style="list-style-type: none"> <li>• Provides opportunities for students to establish high academic and social-emotional expectations for themselves.</li> <li>• There is evidence that all students demonstrate mastery of the objective.</li> <li>• Provides opportunities for students to self-assess and set-extended objectives.</li> <li>• Systematically monitors students' best work for excellence and monitors their progress over time.</li> </ul> <p style="font-size: small; text-align: center;">MONITORING AND ASSESSMENT</p>	<p><b>The Teacher:</b></p> <ul style="list-style-type: none"> <li>• Provides opportunities for students to establish high academic expectations for themselves.</li> <li>• There is evidence that most students demonstrate mastery of the objective.</li> <li>• Anticipates student mistakes and encourages students to avoid common learning pitfalls.</li> <li>• Establishes systems where students take initiative of their own learning and self-monitor.</li> </ul> <p style="font-size: small; text-align: center;">MONITORING AND ASSESSMENT</p>	<p><b>The Teacher:</b></p> <ul style="list-style-type: none"> <li>• Sets academic expectations that challenge all students.</li> <li>• There is evidence that most students demonstrate mastery of the objective.</li> <li>• Addresses student mistakes and follows through to ensure student mastery.</li> <li>• Provides students opportunities to take initiative of their own learning.</li> </ul> <p style="font-size: small; text-align: center;">MONITORING AND ASSESSMENT</p>	<p><b>The Teacher:</b></p> <ul style="list-style-type: none"> <li>• Sets academic expectations that challenge most students.</li> <li>• There is evidence that some students demonstrate mastery of the objective.</li> <li>• Sometimes addresses student mistakes.</li> <li>• Sometimes provides opportunities for students to take initiative of their own learning.</li> </ul> <p style="font-size: small; text-align: center;">MONITORING AND ASSESSMENT</p>	<p><b>The Teacher:</b></p> <ul style="list-style-type: none"> <li>• Sets expectations but challenge few students.</li> <li>• There is evidence that few students demonstrate mastery of the objective.</li> <li>• Allows student mistakes to go unaddressed or addresses student errors in a way that discourages further effort.</li> <li>• Rarely provides opportunities for students to take initiative of their own learning.</li> </ul> <p style="font-size: small; text-align: center;">MONITORING AND ASSESSMENT</p>



Standard Objective: Instructional Strategies

Standards Basis: 1.2, 1.4, 1.5, 2.1, 2.3, 3.2, 4.1, 4.4, 5.2

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## Student Growth

Student Learning Objectives

Portfolios

District pre- and post-tests

Value-add measure

Student growth data, like observation feedback, is for the purposes of making more informed professional development decisions.

## Texas Principal Evaluation and Support System (T-PCESS)

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### Rubric

#### Goal-Setting and Progress

#### Student Growth

- Campus-level value-add scores
- Other measures to be determined

Student Growth increases with tenure in an assignment.



## New Evaluations Systems

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### Fall 2013 and Spring 2014

- Selection of 70 volunteer pilot districts
- Working with teacher and principal steering committees – standards, rubric and system
- Finalize guidelines for pilot evaluation systems

### Summer 2014

- Conduct trainings with pilot districts



## \* New Evaluations Systems

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### Fall 2014

- Rollout of new evaluation systems in pilot districts
- Begin redesign of ILD

### Spring through Summer 2015

- Revisions to evaluation systems based on pilot feedback and validity studies

### Spring 2015

- Begin train-the-trainer sessions
- *Symposium for teacher and principal preparation programs*



## New Evaluations Systems

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### Summer 2015

- Refinement year trainings on new evaluation system (approximately 200 districts total)
- Replace old ILD with redesigned ILD

### 2015-2016

- Refinement year
- *Pilot Student Learning Objectives in 60 districts*

### 2016-2017

- Statewide Rollout





## Core Subjects Frequently Asked Questions

### 1. Why are the Generalist EC-6 and 4-8 tests changing?

HB 2012, 83<sup>rd</sup> Legislative session, 2013, directed the State Board for Educator Certification (SBEC) to require a satisfactory level of examination performance in each core subject covered by the examination leading to the issuance of a generalist certificate. The EC-6 Core Subjects test assesses five core subject areas (English Language Arts and Reading/The Science of Teaching Reading, Mathematics, Science, Social Studies, and Health, Physical Education, and Fine Arts) and the 4-8 Core Subjects test assesses four core subject areas (English Language Arts and Reading, Mathematics, Science, and Social Studies).

### 2. Would it be better for a candidate to take the Core Subjects test before or after student teaching?

A candidate seeking a generalist certification may take the appropriate Core Subjects test at such a time as his or her Educator Preparation Program (EPP) determines the candidate's readiness to take the test, or upon successful completion of the EPP, whichever comes first. The EPP will determine readiness through benchmarks and structured assessments of the candidates' progress throughout the preparation program.

### 3. Are pedagogy-based scenarios new to the EC-6 Core Subjects test or is this something that was in the EC-6 Generalist test?

Pedagogy-based scenarios are not new to the Core Subjects tests. Both the Generalist and Core Subjects tests use multiple-choice questions that are designed to assess the candidate's knowledge of the content described in the test framework. In most cases, the candidate is expected to demonstrate more than just the ability to recall factual information. The candidate may be asked to think critically about the information, to analyze it, consider it carefully, compare it with other knowledge the candidate has or make a judgment about it. Some questions include introductory information such as a map, table, graph or reading passage that provides the information the question asks for, and many questions are placed in the context of the classroom. Tests may include audio and video stimulus materials such as a movie clip or some kind of animation, instead of a map or reading passage. Tests may also include interactive types of questions.

### 4. What are the major differences between the Generalist and Core Subjects tests?

The major difference between the Generalist and Core Subjects tests is that the Core Subjects tests have enough questions within each core content area to provide a valid and reliable measure of each of the core content areas assessed. Additionally, each subject area will have its own passing score.

### 5. When can we begin taking the Core Subjects tests?

The EC-6 and 4-8 Core Subjects tests will be administered for the first time in January 2015. Test registration and preparation information can be found on the Educational Testing Service (ETS) website at <http://cms.texas-ets.org>.

## Core Subjects Frequently Asked Questions

10. What is the rationale for almost doubling the number of questions on the EC-6 Core Subjects test and keeping the time limit at five hours?

The EC-6 test went from 140 to 267 questions and the 4-8 test went from 130 to 200 questions. The five-hour time limit remained the same for both tests. The number of items were increased in order to provide reliability in score reporting for each of the core subjects assessed. Each core subject area has its own passing score and required more items to provide reliability of classifying candidates into passed/not passed categories.

11. What is the average amount of time an individual has to answer the questions on the Core Subjects tests?

The number of questions per section and amount of time allotted for each section of the Core Subjects test was the optimal amount allowed for the results to be valid and reliable without creating separate exams that would be an additional cost to the candidate. The following charts show the average amount of time in minutes for each item on the test by section.

EC-6 Core Subjects Content Area	Total Items	Section Time	Average Time per Item
English Language Arts and Reading	75	105	1.4
Mathematics	47	60	1.3
Science	41	35	0.9
Social Studies	52	40	0.8
Fine Arts, Health, and Physical Education	52	40	0.8

4-8 Core Subjects Content Area	Total Items	Section Time	Average Time per Item
English Language Arts and Reading	74	115	1.6
Mathematics	42	65	1.5
Science	42	50	1.2
Social Studies	42	50	1.2

12. How does a candidate receive an accommodation for a test?

Testing accommodations are available for test takers with disabilities or health-related needs who meet Educational Testing Service (ETS) requirements. All test takers requesting any accommodations must register by mail or fax through ETS Disability Services. If you are requesting accommodations for the first time or are changing the test you wish to take or the accommodations for which you have previously been approved, ETS Disability Services must review and approve your request before your test can be scheduled. Accommodations cannot be applied to a test that has already been scheduled. More information about testing accommodations can be found at <http://cms.texas-ets.org>.

## Core Subjects Frequently Asked Questions

### 17. Why are PE, Health and Fine Arts included on the EC-6 Core Subjects test?

Texas Education Agency (TEA) staff presented an item during the October 2013 SBEC meeting that discussed plans to assess only the four core subject areas on both of the new tests for grades EC-6 and grades 4-8. Concerns were expressed during the meeting about Health, Physical Education, and Fine Arts no longer being part of the EC-6 test and the impact this would have on districts attempting to assign educators in elementary settings across the state. In response to testimony during that meeting, the SBEC instructed TEA staff to explore options to retain the fifth domain on the new EC-6 test and to also find a way to retain passing performances on sections of both new tests to avoid candidates having to retake all sections at every testing event. During the February 2014 SBEC meeting, TEA staff provided an update on the new tests and confirmed the fifth domain, Health, Physical Education, and Fine Arts was added back into the EC-6 test. If a separate test for PE, Health and Fine Arts were to be offered at this time, it could potentially double the registration cost for candidates and delay the implementation of the Core Subjects tests.

### 18. Can the EC-6 and 4-8 Core Subjects tests be divided into two tests?

The option of dividing the EC-6 and 4-8 Core Subjects tests into two tests has been considered by TEA staff. At the August 2015 SBEC meeting, TEA staff will update the board on test performance data, and if needed, recommend additional changes which may include dividing the tests.

### 19. If the EC-6 and 4-6 Core Subjects tests are more rigorous, does the TEA staff expect there to be a teacher shortage in the elementary and middle school areas due to less teachers being certified because they cannot pass the Core Subjects test?

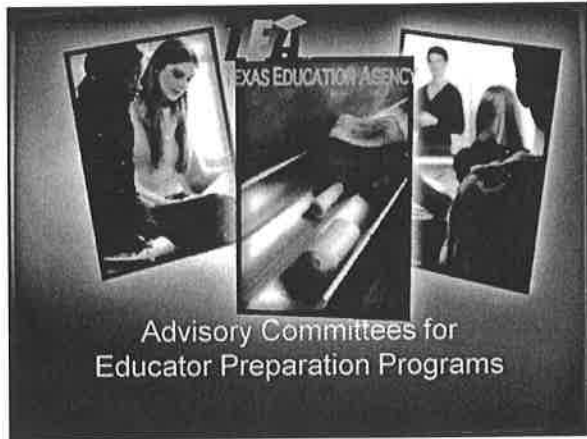
TEA staff does not expect to include elementary and middle school teaching assignments as a shortage area because the TEA staff are confident that our EPPs are going to be able to continue preparing candidates with the requisite knowledge and skills that entry-level educators in Texas public schools must possess. TEA staff will also continue collaborating with all of the stakeholders involved to ensure the highest level of educator preparation and practice.

### 20. If an individual only passes the English Language Arts and Reading, Mathematics, Science, or Social Studies portion of the 4-8 Core Subjects test, would the individual be eligible for the English Language Arts and Reading 4-8, Mathematics 4-8, Science 4-8, or Social Studies 4-8 certifications?

The Core Subjects content areas contain competencies within each of the sections, but the competencies are not weighted differently nor do they specify the number of items from each of those competencies. With the 4-8 Content exams, each of the domains has a certain percent of items for each of them specifying the amount to be tested in that domain. Due to these limitations, TEA staff has determined that a passing score on a single subject of the 4-8 Core Subjects test would not qualify an individual for the corresponding single subject 4-8 content certification.



*Dorleen Hoster*



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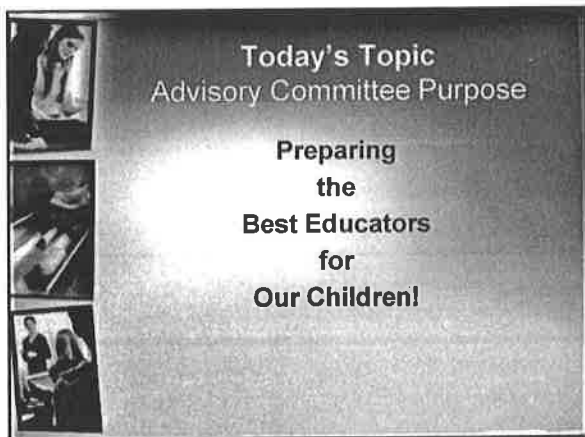
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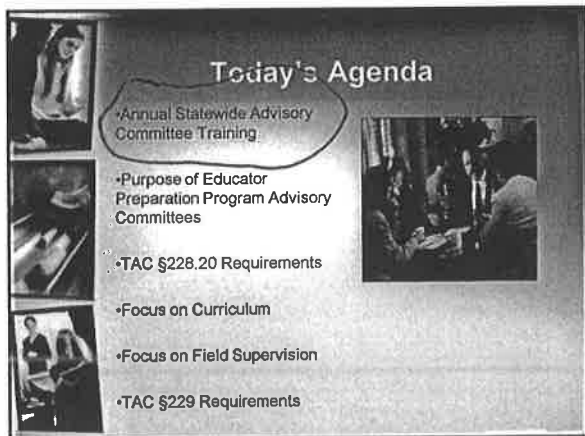
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**Items to Discuss: Review of Program Operation**

A. Number of current candidates

- Undergraduate -
  - spring/summer admits - 22
  - fall applicants - 20
  - Master's with certification - 1
  - Principal - fall admits - 8
  - Superintendent - fall admits - 12
  - School Counselor - fall admits - 6

B. Admission Criteria - note any changes from previous year

- Rubric change for writing sample and interview
- Added professional dispositions

C. Curriculum - note any changes from previous year

- Added methods courses for math, science, language arts & fine arts & social studies, and a technology integration course
- Added ESL and special education courses for all secondary candidates

D. Program and Curriculum Evaluation

over university info to prove been in SPEAC meetings

TAMU CT  
 Preferred Rubric  
 list of dispositions  
 Dr. Ballashe Paske  
 for list sent to her

added methods courses

**Items to Discuss: Review of Program Operation**

D. Program and Curriculum Evaluation

Undergraduate

- Classroom management

Undergraduate

- Mentor & University Supervisor Reports
- Classroom Mgt
- Time Mgt
- District/SPEAC/Caps Requests
- added technology integration
- more TEKS knowledge
- Benchmark/STAAR Test

Report in detail next SPEAC mtg from results of external review

**Items to Discuss: Input on Field-Based Experiences**

A. Anticipated number of candidates doing field experiences

- Undergraduate Clinical Teaching - 18 + 23
- Master's Intern (alternative cert) - 1
- All students in PD courses, reading courses, and special education

B. Number of and sites to be recommended for field experiences

19 clinical teachers in five districts

- Belton - 3
- Copperas Cove - 4
- Gatesville - 1
- Killeen - 11
- Temple - 2

23 candidates in block in six districts

- Belton - 3
- Copperas Cove - 2
- Florence - 2
- Killeen - 14
- Lampasas - 1
- Temple - 1

Open Students  
 Have additional field exp hours required

**Items to Discuss: Input on Field-Based Experiences**

<p>C. Candidate experiences and interaction with field-experiences</p>	<p>Undergraduate</p> <ul style="list-style-type: none"> <li>• 14-16 week clinical teaching</li> <li>• 60 hours in block/5 hrs. weekly</li> <li>• 21 hours in PD II</li> <li>• 9 hours in PD I</li> </ul> <p>Master's internship</p> <ul style="list-style-type: none"> <li>• 30 hours prior to internship</li> <li>• one year Internship</li> </ul>
<p>D. Verification/documentation processes for field-experiences</p>	<ul style="list-style-type: none"> <li>• signatures required by classroom teachers to verify time and types of activities in which the candidates participated</li> </ul>
<p>E. Diversity of student populations in field experiences</p>	<ul style="list-style-type: none"> <li>• Candidates not permitted to do all of their field work on the same campus</li> </ul>

Field Experience  
State requires 12 hours

we require ?

we use different campuses for diversity


**Items to Discuss: Field Supervisor/Mentor Training**

<p>A. Number of observations required</p>	<ul style="list-style-type: none"> <li>• Undergraduate - 4</li> <li>• Master's w/certification - 4 per sem.</li> <li>• Principal - 3</li> <li>• Superintendent - 3</li> <li>• School Counselor - 3</li> </ul>
<p>B. Observation schedule</p>	<ul style="list-style-type: none"> <li>• First observation within first six weeks (generally happens within first three)</li> </ul>
<p>C. Process for observations</p>	<ul style="list-style-type: none"> <li>• Minimum of 45 minutes</li> </ul>
<p>D. Feedback to candidate and principal</p>	<ul style="list-style-type: none"> <li>• Interactive feedback with candidate following observation; copy of observation left with principal</li> </ul>

← talk w/student right after observation

**Items to Discuss: Hiring Trends in the Districts**

← Hiring trends  
High need for bilingual, special ed, math, science



**Focus on Curriculum**  
TAC §228.30

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**Educator Preparation Curriculum**  
per TAC §228.30(a)

- The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator preparation, and for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).

[http://www.tea.state.tx.us/index2.aspx?id=59398&menu\\_id=2147483971&menu\\_id2=794](http://www.tea.state.tx.us/index2.aspx?id=59398&menu_id=2147483971&menu_id2=794)

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**Component III: Initial Certification**  
**Educator Preparation Curriculum**

<p><b>Traditional Undergraduate Programs</b></p> <ul style="list-style-type: none"> <li>Fully responsible for Content AND Pedagogy &amp; Professional Responsibilities</li> <li>Dyslexia Training *</li> <li>STAAR *</li> <li>Mental and Emotional Health Training *</li> <li>Ethics Training *</li> </ul>	<p><b>Alternative Certification Programs/Post Bac</b></p> <ul style="list-style-type: none"> <li>If do not PACT, Fully responsible for Content AND Pedagogy &amp; Professional Responsibilities</li> <li>If PACT, Fully responsible for content methodology for each certification field offered and</li> <li>Dyslexia Training</li> <li>STAAR</li> <li>Mental and Emotional Health Training</li> </ul>
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→ Initial Certification

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*includes Social Media*

**Component III:**  
**Professional Class Certification**  
(Superintendent, Principal, School Counselor, Ed. Diagnostician, Reading Specialist, Librarian, Master Teacher)

Traditional Post Bac	Alternative Certification Programs/Post Bac
<ul style="list-style-type: none"><li>Fully responsible for content</li></ul>	<ul style="list-style-type: none"><li>Fully responsible for content</li></ul>

If offered, these should be included in Advisory Committee discussions also

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**Content for All EPP's**

- Texas Educators' Code of Ethics TAC §247.1 (October 8, 2010)-Revisions include:
  - Electronic messages such as texting, emailing, Facebook, etc.
  - Inappropriate messages
    - Content
    - Number
    - Time of day

← Includes Social Media

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**Foundations of Texas Curriculum Leading to Educator Certification**

TEXES EXAM

Competencies

Domains

Standards

TEKS

The foundation is based on:  
What educators know and are able to do

What is TEKS?

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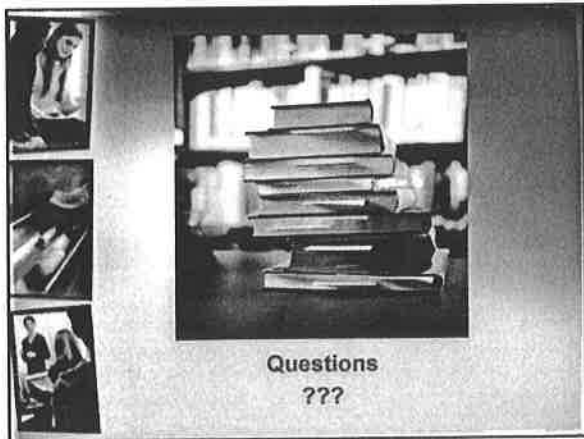
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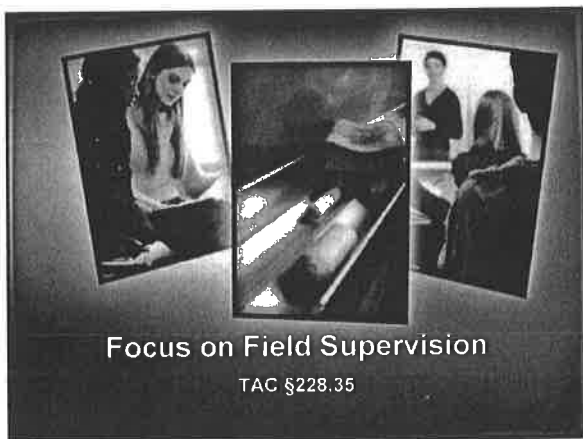
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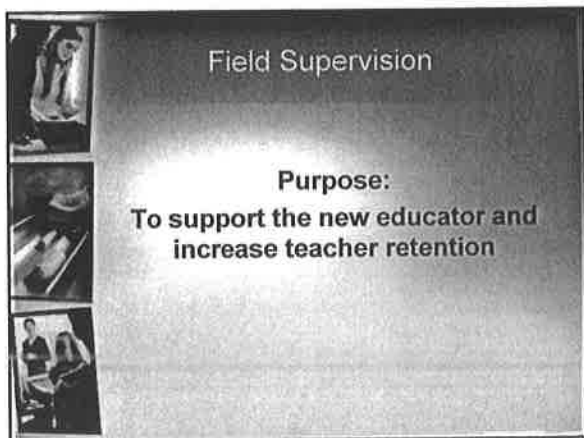
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**Cooperating Teacher / Mentor  
Teacher §228.35(e)**

- EPP is responsible for providing training that relies on scientifically-based research to every mentor every three years.
- EPP is responsible for ensuring that the student teacher / intern has been assigned an appropriate mentor.
- The EPP should ensure that the mentor is an active part of the field-experience team!

*We provide training to teachers/mentors*

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**Field Supervision TAC §228.35(f)**

- The field supervisor is an experienced educator who has been trained annually as a field supervisor
- Initial contact with assigned candidate must occur within the first three weeks of assignment
- The field supervisor shall conduct a minimum of three formal face-to-face observations which document instructional practices observed
- The field supervisor shall provide documented written feedback through an interactive conference with the candidate
- A copy of the written feedback shall be provided to the candidate's campus administrator

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**Field Supervision Continued...**

- Observations must be 45 minutes in length
- First observation must occur within the first six weeks of all assignments
- For internships, EPP must provide a minimum of two observations during the 1<sup>st</sup> semester and one during the 2<sup>nd</sup> semester
- For student/clinical teaching, EPP must provide a minimum of three observations during the assignment
- For a practicum, EPP must provide a minimum of three observations during the term of the practicum

*observation* →

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**Questions  
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**Accountability Mandates  
for  
Educator Preparation Programs  
  
TAC §229**

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**Four Standards**

- Standard 1 – Pass Rate performance standard in Accountability System for Educator Preparation (ASEP) 80% for each academic year;
- Standard 2 – Principal Survey required of all principals in Texas who have 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> year teachers evaluating the preparation of the candidates by the EPP;
- Standard 3 – Student Achievement of the students taught by beginning teachers for the first 3 years following certification; and
- Standard 4 – Field Supervision of beginning teachers: Observations conducted by the Field Supervisor for all candidates on a probationary certificate (frequency/duration/quality) and uploaded into Educator Certification Online System. Exit Survey will be required for all candidates prior to applying for standard certification.

← when start  
20 15 / 20 16 ?

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**Accreditation Status**  
TAC §229.4(b-f)

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

Accreditation Status is based on the 4 Standards

*we are accredited*

We are accredited

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**Consumer Information**  
Posted on the TEA Website

Which Data is Posted for the EPP?

*TEA website  
Doesn't have +  
info*

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**Consumer Information**

- Annual Performance Report - # of candidates who apply, # admitted, # retained in the program, # completing the program, and # employed for 3 years (TRS);
- Accountability Data;
- Average GPA's of candidates admitted by cert field;
- Average scores on ACT/SAT/GRE;
- Number hired as teachers;
- Preparation in the areas of special needs and LEP for all teachers; and
- Any other information required by federal law.

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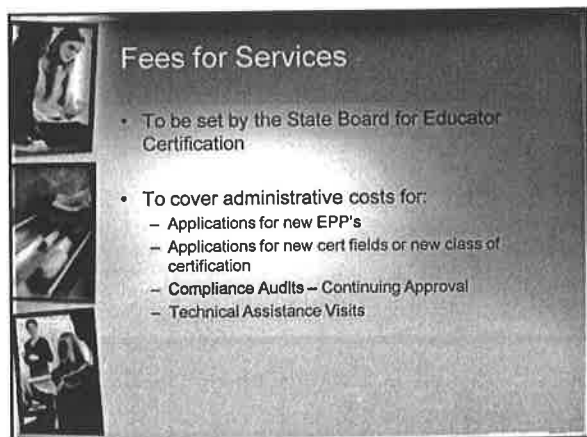
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### Questions to Consider

- How will the program meet the Curriculum Standards?
- How has the program met the field supervision requirements?
- How will the program meet the reporting requirements?
- How will accreditation and rankings affect enrollment?
- How will the fee structure affect the program?

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### *Thank you!*



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MEMORANDUM OF UNDERSTANDING BETWEEN  
TEXAS LUTHERAN UNIVERSITY  
DEPARTMENT OF EDUCATION  
AND  
\_\_\_\_\_ INDEPENDENT SCHOOL DISTRICT

This MEMORANDUM OF UNDERSTANDING is between Texas Lutheran University, Department of Education, and the \_\_\_\_\_ Independent School District.

WHEREAS, this MEMORANDUM OF UNDERSTANDING (MOU) is a mutual agreement for the assignment and supervision of Texas Lutheran University's student teachers, clinical teachers, or interns, and

WHEREAS, Texas Lutheran University and \_\_\_\_\_ Independent School District, herein have agreed to enter into a MEMORANDUM OF UNDERSTANDING to set forth the services to be provided through this collaboration.

COLLABORATING INSTITUTIONS

TEXAS LUTHERAN UNIVERSITY, hereinafter referred to as "THE UNIVERSITY", located at 1000 West Court Street in Sequin, Texas, is a private, liberal arts university of the Evangelical Lutheran Church in America. The Department of Education is accredited by the Teacher Education Accreditation Council (TEAC) and the Texas Education Agency. The Educator Preparation Program, as part of the Education Department, requires a capstone experience of one semester or 1 year of being assigned to a collaborating school district as a student teacher, clinical teacher, or intern, hereinafter referred to as "TEACHER CANDIDATES."

School District (Information), hereinafter referred to as SCHOOL DISTRICT now, therefore, it is hereby agreed by and between the institutions as follows:

ARTICLE I  
TERMS OF MEMORANDUM OF UNDERSTANDING

1. This MOU shall commence on \_\_\_\_\_, 201\_\_, and terminate on \_\_\_\_\_, 201\_\_ or prior to that date should either party give written notice of termination in accordance with Article I, Section 2.
2. Either party may terminate this MOU for any reason by giving the other party at least thirty (30) days written notice.
3. In the event this MOU is terminated prior to the termination date, the parties agree to allow TEACHER CANDIDATES who have already begun student teaching, clinical teaching or an internship under this program, and who are performing to the SCHOOL DISTRICT's satisfaction, to complete the semester in which they began this experience.

- b) Require cooperating teachers to participate in THE UNIVERSITY and SCHOOL DISTRICT's (if applicable) training program for the purpose of preparing cooperating teachers for their roles during student teaching, clinical teaching, or internship.
- c) Provide the TEACHER CANDIDATES all necessary equipment and supplies.
- d) Provide evaluative feedback to university supervisors as requested.
- e) Inform university supervisors of any unsatisfactory performance of the TEACHER CANDIDATES.
- f) Allow TEACHER CANDIDATES to have access to student records as appropriate.

### ARTICLE III GENERAL PROVISIONS

1. The TEACHER CANDIDATES who are the subjects of this MOU will perform their duties and activities as required by THE UNIVERSITY and The Texas Education Agency.
2. The SCHOOL DISTRICT is not responsible for paying any fees related to student teaching, clinical teaching, or internship; TEACHER CANDIDATES are NOT compensated for any services rendered during student teaching or clinical teaching.
3. THE UNIVERSITY WILL NOT pay fees to the SCHOOL DISTRICT for any programs or related services, including payments to cooperating teachers for providing services to TEACHER CANDIDATES in student teaching or clinical teaching.

### ARTICLE IV INDEMNITY/NO WAIVER OF IMMUNITY

THE UNIVERSITY agrees to indemnify and hold harmless the SCHOOL DISTRICT, its trustees, employees and agents from any and all claims for monetary damages that result from misconduct or negligence of any of its students or employees, agent or representative. Neither THE UNIVERSITY nor SCHOOL DISTRICT waives or relinquishes any immunities or defenses on behalf of themselves, their trustees, officers, employees, nor agents as a result of the execution of this MOU and performance of the functions or obligations described herein.

### ARTICLE V AUTHORIZATION OF MEMORANDUM OF UNDERSTANDING

1. Each party represents and warrants to the other that the execution of the MOU has been duly authorized and that this MOU constitutes a valid and enforceable obligation of such party according to its terms.

## CENTRAL TEXAS COUNCIL ON EDUCATION (CTCEP)

### MEMORANDUM

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TO: Central Texas Educators                      DATE: April 2014

RE: Agreement of Shared Commitment

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The Central Texas Council on Educator Preparation (CTCEP) is a collaborative of Austin area school districts, institutions of higher education and alternative certification programs facilitated by E3 Alliance to enhance teacher preparation, teacher success and, ultimately, student achievement.

Given the hue and cry at both state and national levels for more clinical preparation in "real world" settings, it behooves both ISDs and educator preparation programs (EPPs) to work closely together to create a common agenda, align systems, and strengthen organizational strategies that serve the needs of both parties. To that end, the CTCEP has developed a template for a Memorandum of Understanding (MOU) or Agreement to be used in establishing a more formal relationship in preparing the next generation of educators.

The proposed MOU serves to define the relationships and responsibilities of EPPs and cooperating schools in delivering the full range of field-based experiences from classroom observation to student teaching. The intent is to specify both the EPP and ISD expectations and to establish effective communication channels. The CTCEP strongly endorses the use of the template agreement in clarifying responsibilities and expectations. Please note that it is a baseline document that still can be individualized by the two cooperating parties. This template has been vetted by education law specialists.

**PRE-SERVICE TEACHER FIELD-BASED OBSERVATIONS AND CLINICAL EXPERIENCE  
AGREEMENT**

BETWEEN:

Educator Preparation Program  
Organization  
Address  
Primary Contact

AND:

SD  
Address  
Primary Contact

We, EPP (EPP Acronym) and SD (SD Acronym) have come together to collaborate on shared responsibility for the professional development of new educators and so agree to the following articles and clauses:

**Purpose and Scope**

The purpose of this Agreement is to provide the framework for a collaboration between EPP and SD that ensures the requisite elements for the field-based training of new educators in a manner that supports and enhances the mission, goals, and objectives of SD.

**Obligations of the Partners**

The Partners acknowledge that no contractual relationship is created between them by this Agreement, but agree to work together in the true spirit of partnership to ensure that there is a united, visible, and responsive leadership of the Project that reflects administrative commitment to the Project by means of the following individual services.

**Cooperation**

The activities and services for the Project by EPP shall include:

- The regular placement of student teachers at SD as prescribed by the EPP handbook;
- Placement of block classes (as needed) at SD with EPP students assigned to individual classrooms;
- Placement of students from other classes with field-based placements;
- Compliance with required background check procedures, dress codes, behavior management, and other specific policies of SD;
- Observation, tutoring, small group work, and practice teaching in SD classrooms commensurate with the coursework in the block and sequence in the SD classroom;
- Other appropriate duties as assigned by SD faculty mentors;



## Conflict Resolution

Because this is a human enterprise, personnel problems and conflicts will arise both from EPP and [SD] perspectives. When unprofessional or problematic behavior occurs, both parties must be able to raise the issue and process it. If there are problems with student placements, EPP faculty shall report them to the principal. If [SD] faculty experience difficulty with EPP students, they should report to EPP faculty in charge. Resolutions will be case specific and in accordance with existing policies of both parties.

## Terms of Agreement

Both parties agree to participate in planning, monitoring, and assessment meetings to ensure the Project is meeting its stated goals and objectives. The Agreement is viewed as a "living document," which is formative and subject to change that is mutually agreed upon. The Agreement can be terminated by either of the formal designees from each organization with 60 days' notice to the other party.

## Revival Date of the Agreement

The Agreement will be re-evaluated annually for modification or termination as needed.

## Authorization

Partnering Organization: EPP

\_\_\_\_\_  
Contact Name  
Dean/Director/CEO EPP

\_\_\_\_\_  
Date

Partnering Organization: [SD]

\_\_\_\_\_  
Contact Name  
Asst Superintendent/Executive Director/  
Director ISD

\_\_\_\_\_  
Date

7. Provide the District, the student teacher, the cooperating teacher, and the 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 teacher during this experience.

**The University and the \_\_\_\_\_ ISD jointly agree to:**

1. Determine the number of student teachers assigned to the District based on availability of cooperating teachers, staff, and campuses.
2. Establish ongoing, open communication between the University staff and the District.
3. Comply with all state and federal laws and regulations.

**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:**

Texas State University

\_\_\_\_\_ ISD

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

Betty Harrison, Ph. D.

\_\_\_\_\_  
Name

Director  
Office of Educator Preparation

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**STRATEGIC PARTNERS EDUCATION ADVISORY COUNCIL  
(SPEAC) – NOVEMBER 14, 2014  
SIGN IN SHEET**

Allen, Amanda	Amanda Allen
Anderson, Steve	Steve Anderson
Atwood, Sam	
Battershell, Robin	Robin Battershell
Burns, Joe	Joe Burns
Burns, Robert	Robert Burns
Christy-Anderson, Kim	
Courville, Troy	Troy Courville
Cox, Gail	Gail Cox
Crowder-Davis, Deborah	Deb Davis
Crutchfield, John	
Cude, Kellie	
DeKock, Mienie	
Duncan, Todd	Todd Duncan
Eddins, Bobbie	Bobbie Eddins
Engen, Michael (Skip Blancett – subbing)	Skip Blancett
Farris, Ann	
Franklin, Sandy	
Gilmore, Michele	Michele Gilmore
Gilstrap, Jason	Jason Gilstrap
Glaze, Leigh Ann	
Griffin, Terry	Terry Griffin
Hoyer, Randy	
Hooten, Dorleen	Dorleen Hooten
Jeter, Neil	Neil Jeter
Jones, Jerry	Jerry Jones
Killian, Doug	
Kincannon, Susan	
Kirk, Jeff	Jeff Kirk
Kirkland, Becky	
Kucera, Stephanie	Stephanie Kucera





Strategic Partners Education Advisory Council (SPEAC)

Meeting Minutes

*Date:* November 14, 2014  
*Attendees:* See Attached  
*Location:* Texas A&M University-Central Texas, Founder's Hall, Bernie Beck Hall

**Welcome**

Dean Jeffery Kirk, Texas A&M University-Central Texas, College of Education and SPEAC Co-Chair, welcomed everyone to the meeting. He introduced Dr. Peg Gray-Vickrey, Provost/VP for Academics and Student Affairs and Dr. Troy Courville who is replacing Dr. Sarina Phillips as Assistant VP for Academic Affairs and Undergraduate Studies.

**Approval of Minutes**

Minutes of the June 20, 2014 meeting were unanimously approved following a motion from Dr. Joe Burns and a second from Dr. Michael Novotny.

**Educator Preparation – State Update**

Dr. Tim Miller, Director, Educator Preparation, Texas Education Agency, presented a TEA Topics of Interest power point presentation to include the following information:

- Updates on TAC Chapters 227, 228 & 229
- Updates on Core Subjects EC-6 and 4-8 exams
- Updates on T-TESS and T-PESS Pilots

Dr. Miller stated that the biggest issue under TAC Chapter 227 is that the GPA is going to remain 2.5 (discussion is still ongoing as to the pros and cons of raising the GPA to 2.75).

Under TAC Chapter 228, starting 2015/16, all Field Supervisors must have current certification. Also, the six clock hour requirement for certification test preparation was removed.

Starting in January 2015 the Core Subjects Test will be free for the “first time” it is taken. (To retake the entire test it will cost \$120.00 but if retaking a certain section the cost will be \$60.00 per section.)

Dr. Miller stated that if you get an invitation from TEA to participate in a group, please consider it and communicate your concerns and desires to TEA.

Hard copies of Dr. Miller's power point presentation with all the detailed information were given to all who attended plus a five page Core Subject Frequently Asked Questions and Answers handout. Electronic versions will also be E-mailed to all SPEAC members, so that those who were not able to attend will have all the information.

### **Annual Advisory Committee Training and Review of Program Operation**

Dr. Dorleen Hooten, Certification Officer, TAMUCT, presented a power point presentation that included:

- Annual Statewide Advisory Committee Training
- Purpose of Educator Preparation Program Advisory Committees
- TAC 228.20 Requirements
- Focus on Curriculum
- Focus on Field Experience
- TAC 229 Requirements

### **Old Business**

Example copies of Memorandum of Understanding between Universities and ISDs were passed out. Dr. Hooten stated that feedback on the direction the University should go concerning field experience is needed.

Dr. Hooten stated that it was decided to give students two (2) chances to apply for admission to our program.

Dr. Hooten also stated that it is still under discussion on a possible policy change for students who do not complete clinical (student) teaching to receive a BS in Liberal Studies as opposed to BS in Interdisciplinary Studies.

### **New Business**

Dr. Kirk stated that discussion needs to take place on the possibility of assigning some full-time faculty to be mentors to newly graduated students, after they are hired in a school district, to work with them to insure their success so they don't get to a point where they are having problems and possibly being put on growth plans. Mary Hardin Baylor recently started this for some of their new teachers at Temple ISD.

Dr. Bobbie Eddins stated that our Educational Administration program is starting a pilot program for an "On-Line" degree starting spring 2015, with the exception of the first class and the last class being Face to Face.

Dr. Kirk stated that he is checking into the possibility of scholarship money to help students with this new "On-Line" program tuition.

Dr. Kirk also stated we are in the process of working with Texas A&M University-Corpus Christi in developing a joint Doctoral Program (69 hours).

The meeting adjourned at 11:00am. The next SPEAC meeting is scheduled for June 19, 2014.