

Teacher Education Advisory Council Committee

October 25, 2022

1:00 p.m. - 2:00 p.m.

Zoom

Attendance: Dr. Nichelle Robinson, Dr. Alycia Taylor, Dr. Celia Anderson, Dr. Brian Wright, Dr. Emily Frizzell, Dr. Logan Caldwell, Dr. Rebecca Adams, Dr. Tiffany Bates, Dr. William Hunter, Dr. Luann Davis, and Ms. Ayanna Perkins

Welcome (**Dr. Robinson**)

Updates:

- **ICL Program Redesign Overview (Dr. Cooley-Nichols)**
 1. Overview
 - a. The ECED program will be redesigned as an ECED/Special Education integrated program.
 - b. Secondary is impacted by the changes to the integrated programs on the undergraduate and graduate levels.
 - c. Have finalized vision and identified core courses across programs.
 - d. State-required requirements and standards are being integrated into the programs.
 - e. Working to identify common MAT courses that can be used to offer a graduate certificate to K-12 Education Minor candidates.
 2. TALN/SPED Update
 - a. Dr. Davis and Dr. Bates have been working collaboratively with TALN to update the curriculum map to include the newly identified core courses.
 3. HDVL/SPED Update
 - a. Dr. Hunter and Dr. Wright have met to discuss having a conversation with ECED and SPED faculty; they are working to identify a time to meet.
 4. MAT Update
 - a. TALN conversations and MAT Elementary and SPED discussions are occurring concurrently.
 - b. ECED and SPED faculty are expected to have a joint MAT meeting in the next week. These discussions will run parallel to undergraduate discussions.

- **Office of Teacher Ed & Clinical Placements (Robinson)**
 1. edTPA Failure Data Discussion
 2. **Discussion and Vote on MAT edTPA Grading Policy:** Why don't the

undergrad and MAT candidates have the same completion requirements for edTPA? Undergraduate candidates receive a final grade in their ICL 4800 course as long as they submit their edTPA portfolio. They do not have to pass the portfolio to receive a grade. MAT candidates receive an Incomplete grade in ICL 7993 until they pass edTPA. Should we have the same grade policy for both groups of candidates?

- a. Dr. Robinson presented the data for the candidates that the ICL 7993 policy has affected.
 - i. Over a 5-year timespan, only 29 students could not make the passing score of 40 on the edTPA.
 - ii. Prior to 2020, during the pandemic, the number of candidates impacted was smaller.
 - iii. Dr. Nichols explained that because of this policy, students returned years later, and they needed a grade to graduate; however, their professors in the course were no longer affiliated with the university. As a result, Dr. Nichols and Dr. Robinson must make decisions on the candidates so that they can finish the program. There is also no guarantee that the grade change will be accepted.
- b. Discussion
 - i. Dr. Davis: Is there a reason that we would keep the policy that way?
 - ii. Dr. Robinson: explained that there was not a reason that they could conclusively identify why the policy was in place.
- c. Vote
 - i. Dr. Davis motioned: MAT students in ICL 7993 can receive a letter grade as long as they submit the edTPA portfolio, which is in alignment with the grading policy at the Undergraduate level.
 - ii. Dr. Bates seconded the motion.
 - iii. By unanimous decision, the motion was **approved**.
 - iv. **Decision- Effective Fall 2022:** MAT students in ICL 7993 can receive a letter grade if they submit the edTPA portfolio.

3. Initial Completer/Employer Surveys & Focus Group/MAT Survey Data Update – Dr. Anderson

- a. Dr. Anderson presented the results of the Initial Completers and Employer survey, which was administered in Spring 2022.
- b. Initial completers had been teaching between 1-3 years; the employers who completed the survey were principals.
- c. Classroom management strategies and assessments were areas of concern for both initial completers and employers.
- d. Employers identified an additional concern around differentiation.
- e. Using the areas identified by the Initial Completer/Employer surveys, Dr. Anderson led a focus group to identify the strengths and areas of improvement.
- f. Program Strength
 - i. Pre-residency/Residency structure
- g. Areas of Improvement

- i. Classroom Management
 - ii. Parent Communication
- h. Recommendations
 - i. Early observations that focus on classroom management
 - ii. Unpacking the “why” behind management strategies and approaches
 - iii. Help candidates to understand how not only gather data, but also to use data to inform teaching practices.
 - iv. In an effort to make edTPA less stressful, edTPA should be connected to coursework earlier in the program.
 - v. Connect the placement sites more explicitly to students’ coursework.
 - vi. More opportunities for candidates to understand what professionalism looks like before Residency experiences.

4. MAT Teacher Candidate Survey (Fall 2022- Current Students)

- i. The survey was administered to current students (n=97).
- ii. All of the programs were represented.
- iii. Dr. Robinson and Dr. Anderson plan to have a focus group with the MAT candidates to further investigate the themes that emerged from the survey.
- iv. Although fully online was the highest single category, more students were interested in at least some synchronous instruction.
- v. Student recommendations: More Praxis Support, classroom management, lesson planning, check-ins (from students in fully online courses)
- vi. Barriers/Challenges that may prevent students from completing the MAT Program: Praxis, Financial (cost of program), managing workload, edTPA and online courses.

Discussion

- b. Dr. Hunter suggested that since classroom management is taken before students are in the field, then the classroom management course could be moved so that students can apply the information that they are learning in the field.
- c. Dr. Davis suggested that components of edTPA, classroom management, and differentiation should be threaded throughout each course so that there is a gradual release process to students learning the concepts.
- d. Dr. Davis explained that she and other seminar instructors meet weekly to discuss components that can be integrated in other courses next year so that the Senior Seminar instructors can focus on other equally important topics aside from edTPA.

- **TDOE – (Robinson)**

- 1. [State Board of Education September Newsletter](#)

2. [State Board of Education October Newsletter](#)
 - a. **Professional Assessments Policy 5.105:** This item introduces flexibility related to candidate assessment for educators completing preparation programs with job-embedded clinical practice.
 - b. **Educator Licensure Rule 0520-02-03-.02 and .10-.15:** This item creates the limited license pathway for new teachers and grants additional flexibility for emergency credentials.
- **Open Discussion/Additional topics**