

Teacher Education Advisory Council Committee
September 27, 2022
1:00 p.m. - 2:00 p.m.
Zoom

Attendees: Dr. Rebecca Adams, Dr. Celia Anderson, Dr. Tiffany Bates, Dr. Bryna Bobick, Dr. Logan Caldwell, Dr. Sandra Cooley-Nichols, Dr. Luann Davis, Dr. Alfred Hall, Dean Kandi-Hill-Clarke, Dr. Emily Frizzell, Dr. William Hunter, Dr. Alycia Taylor, Ayanna Perkins, Dr. Nichelle Robinson and Dr. Brian Wright

Welcome (**Dean Hill-Clarke and Dr. Alfred Hall**)

Updates:

- **ICL Program Redesign Overview (Dr. Cooley-Nichols)**
 1. Dr. Nichols shared Diversity, Equity and Inclusion, Curriculum and Pedagogy as the three components of the purpose.
 2. TALN Update
 - a. Elementary Updates- Tiffany Bates shared that they would meet this week to discuss the 3-5 bullet points to add to the overall purpose.
 - b. SPED Updates- Dr. Davis shared that they have developed their own purpose and will share 3-5 statements to add to the overall purpose.
 3. HDVL/SPED Update
 - a. Dr. Wright shared that Early Childhood faculty agree with the purpose set forth by the ICL Program Development Taskforce. The faculty are currently looking at NAEYC and CEC standards.
 4. SMAT
 - a. Dr. Anderson shared that the MAT Secondary Math faculty will meet Monday, October 3, 2022, to discuss the purpose statements and share additional statements.
 5. MAT Update
 - a. Elementary, SPED and Early Childhood- No new updates
 - b. Secondary Math- MAT candidates have received a survey for the Office of Teacher Education and Clinical Practice to receive feedback on the experience and needs of all MAT candidates. Dr. Anderson
 - c. The initial completer and employer survey was conducted in April (25 graduates and 30 principals responded). On October 19, 2022, Dr. Robinson and Dr. Anderson will conduct a follow-up focus-group discussion about results.

- **Office of Teacher Ed & Clinical Placements (Robinson)**
 1. edTPA score will not increase to 42 in January 2023.
 2. Vote to determine if we leave UofM cutoff score at 42 or lower it to 40 like the State cutoff score.
 - a. Dr. Hunter and Dr. Davis suggested moving the score back down to 40 in alignment with the state to allow some MAT students who are still seeking to complete edTPA.
 - b. Dr. Adams and Dr. Caldwell also suggested that we should not overburden the students with a higher score than the state requires.
 - c. Dr. Adams asked if the cutoff score will be increased after January 2023.
 - i. edTPA cutoff score will not increase to 42 in January 2023. There is some discussion about lowering the cutoff to 38 which is the recommended cutoff score from Pearson. No other decisions have been made by SBE yet.
 - d. **Results of the Vote:** The vote was unanimous (12-0) to lower the edTPA cutoff score from 42 to 40 in alignment with the state.
 3. **Discussion:** 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? **Dr. Robinson will share edTPA P/F data for the past 5 years and will send an invite for a called meeting in October to discuss this issue further and vote on a policy change for MAT candidates.**
 4. **MAT Candidate Survey & Focus Group (Drs. Anderson and Robinson will conduct the focus group).**
 5. **Initial Completer/Employer Surveys & Focus Group (Drs. Anderson and Robinson will conduct the focus group).**
- **TDOE – (Robinson)**
 1. New TEP Tiered Admissions Process was accepted by the State.
 2. [Education Preparation Provider September Updates](#)
 3. **TACTE**
 - a. edTPA cutoff score will not increase to 42 in January 2023. There is some discussion about lowering the cutoff to 38 which is the recommended cutoff score from Pearson. No other decisions have been made by SBE yet.
 - b. EPPs need to work on their own policy to share with legislators.
 - c. There is a working group working on developing Completer/Employer Surveys that can be used at all EPPs across the State.
 - a. Dr. Logan Caldwell is representing the COE on the Survey Task Force. The Task Force has the goal of developing a standard completer/employer survey.
 - b. Dr. Caldwell explained that questions have been submitted to the

Educator Preparation Working Group (20 members - 10 LEA & 10 EPP reps from across all 3 grand divisions).

- c. The task force is working to unpack questions concerning whether principals should approach the survey holistically or complete a survey for each teacher.
- d. EPPs need to have a Teacher Shortage Summit.
- e. Propose a limited license option for traditional candidates who don't pass edTPA/content exams which will allow them to be hired and teach until they pass their licensure requirements.
- f. **Question posed at TACTE:** Should JEP candidates have to pass the edTPA when they're already TOR and being evaluated by principals, especially if they have LOE of 3, 4, or 5?
- g. **Option:** If TOR has LOE of 3, 4 or 5, have them pass edTPA before advancing their license to the Professional license.
 - a. This option will provide the candidates more time to pass the edTPA,
 - b. Dean Hill-Clarke: Question: How many students are prevented from graduating because they have not passed edTPA? **Dr. Robinson** will provide the data on the students who are prevented from passing each semester due to not passing edTPA and share the information following the meeting.
 - c. Dr. Davis explained that there are students who have come back and noticed that there are differences between the Undergraduate and MAT programs. She suggested that the MAT policy should be the same as the undergraduate policy to help JEP candidates, as well as faculty who teach graduates and undergraduates.
 - d. Dr. Bobick agrees that from an undergraduate perspective, it has been beneficial to have students to be able to graduate and pass.
 - e. Dr. Sandra Cooley-Nichols- When students return, there is a course grade of A-F attached to the class. Could the course be a pass/fail course instead of a letter grade course to make it easier for returners to receive a letter grade?
 - i. Dean Hill-Clarke- How many students would have made it through
 - ii. Dr. Hall said that faculty members' administration of grading practices fairly and consistently should be fair and consistent. Previously, some instructors required students to submit, while other instructors required students to pass the examination.
 - iii. Dr. Tiffany Bates explained that she views the issue of edTPA and the ICL 7993 course should be viewed as two separate issues.
 - 1. Dr. Hall provided context: ICL 7993 was a seminar course, intended to be a Capstone related course intended for students to prepare for success on the edTPA.

- iv. Dr. Caldwell suggested for ICL 7993 instructors need to implement a 90-policy.
 - 1. Dr. Robinson explained with the 90-day window, extensions would have to be granted for candidates who are not able to submit edTPA due to the limited testing windows (this specifically impacts Spring submitters).
 - v. Dr. Robinson will contact TEAC concerning a special call meeting.
 - h. **NIET Aspiring Teachers Rubric** – option to replace our modified TEAMS rubric. It's already valid and reliable. NIET has their own conference and will conduct all PD and has an online certification process. It is also aligned to edTPA. Twelve indicators on instrument aligned to the NIET and InTasc standards.
 - i. **Grow Your Own (GYO) Initiative:**
 - a. We plan to partner with MSCS to submit an application based on the identified pipeline needs of the district.
 - b. We will submit an application to the GYO Center at UTK as well as an Apprenticeship Application with Workforce Development.
 - c. We will begin with identified district needs (Specialized Assistants in MSCS who already have Associate's or Bachelor's degrees).
 - d. Mentor teachers and apprentices are compensated in this model.
 - e. 2 Year Model example: Year 1 – LEA employee and student; Year 2 – Continue as an apprentice not TOR or pivot to the JEP
 - f. If Praxis isn't passed, they remain as an apprentice
 - g. Apprentices can receive assistance with childcare, books, Praxis exam fees, etc.
- **Open Discussion/Additional topics**
 - Dr. Caldwell is partnering with MSCS!
 - Dr. Hall has been accepted to a 2-year fellowship with the National Science Foundation in the division of Human Resource Development, starting October 11, 2022.
 - Dean Hill-Clarke announced that Dr. Celia Anderson will serve as the interim Assistant Dean.