

Department of Teacher Education
Data Day – Faculty Meeting – CARR-EFA 124
Wednesday, August 22, 2018 8:45 AM
Minutes

Present: Bustos, Carruth, Dickerson, Flores, Gee, Purkiss, Sklenarik, Solomon, Stribling, Varbelow

Absent:

Call to Order: 8:45 AM

Agenda Items:

1. Travel – E. Burnett

- The department will provide each full-time faculty member \$1,650.00 towards travel
- An email will be sent out like last year with a link to the Pre-TAR travel form, please complete this for your preferred top 2 conferences.
- Warning – Angela (the assistant travel coordinator) is leaving travel to work in Grad Studies and Sallie Word will be retiring soon – so expect a lot of changes to travel processes throughout the year

2. EPI Center Updates – W. Sklenarik (see TEA handout)

- TEA Accountability
 - Accountability ends August 31, 2018 for the 2017-2018 reporting period
 - The TEA EPP director resigned this summer and TEA is experiencing significant changes in staffing
 - In June, TEA changed how they calculate accountability and enlarged the window of accountability
 - In Augusts, TEA changed how we report observations for our 2017-2018 accountability year
 - They also changed how we report who enters our programs and added additional review periods
 -
- Remediation
 - Took a poll of other Texas EPPs concerning remediation and discovered most are doing what we are already doing and no one is doing anything extremely different
 - Appreciate what all you as a faculty have been doing for the new remediation process

3. Dispositions – Dr. Purkiss (see Dispositions handout)

- Candidate Professional Dispositions – this hand out describes how the department wants our students to behave while in the field
- Disposition Procedures
 - This process does not do away with InTASC dispositions
 - This process applies only to Teacher Education candidates – we can remove a student from the EPP, but not the university
 - First line of defense is you as faculty & new forms will help support consistent dispositions
 - Process now includes 2 new online forms that can be found on the Teacher Education web page on the left hand bar under Dispositions

- Level 1 – Disposition Incident Report
- Level 2 – Behavior & Ethical Violation Report
- Process is as follows:
 - Level 1 – for small infractions (i.e. excessive tardies/absences)
 - Step 1 – Professor consultation – be sure to make note of the incidence and when you spoke with the candidate
 - If candidate continues to display the same behavior, move to Step 2
 - Step 2 – 2nd counselling session with student & complete Level 1 online form
 - This form will be sent to the EPP, if the candidate receives 3 disposition Level 1 reports, the candidate will be counselled by their advisor.
 - Continued infractions will be presented to the ARD Committee
 - Level 2 – severe behavior & ethical violations (i.e. continual plagiarism)
 - As soon as you are aware that an infraction has occurred submit the Level 2 online form
 - This form will be sent to the EPP, W. Sklenarik will review and send to ARD Committee
 - ARD Committee will make decision
- W. Sklenarik will present an end-of-the-semester status report on dispositions filed and outcomes

4. Annual Evaluations/3rd Year Review – Dr. Dickerson (see T&P Timeline handout)

- Tenure & Promotion Committee selected by paper ballot. Members of the committee are: Dr. Gee, Dr. Purkiss, and Dr. Solomon
- Deadlines for T&P paperwork:
 - 3rd Year Review (Dr. Carruth, Dr. Flores, Dr. Varbelow) – Due to committee the 3rd Friday of Semester, due to Department Chair the 6th Friday of the semester, and due to the Dean the 9th Friday of the semester
 - Annual Evaluations due to committee – September 14
- Dr. Dickerson will email the official due dates to faculty

5. Reading Curriculum Update – Dr. Carruth (see ESL Standards handout)

- Reviewed the Reading curriculum over the summer to align with Reading Standards
- Currently trying to see where the Media Literacy Standard fits best
- EC-3 Standards – TEA does not currently have standards set for EC-3
- ELL – currently not addressing these standards to the extent needed for competency
- Need to discuss how to cover the ELL standards in other areas of the program
- Dr. Carruth will email ELL Standards to faculty

6. Departmental Action Plan – Dr. Dickerson (see Action Plan handout)

- Review of Program Action Plan
- Action 1 – Reading Curriculum Revision – completed by Dr. Carruth this summer
- Action 2 – Review & Revise Program Curriculum inclusive of EL/ELL & Special Ed standards
- Action 3 – EL/ELL module creation – create module for candidates during clinical, review vocabulary, basics, etc
- Action 4 – Special Education Module – create module for candidate during clinical, review of SPED vocabular and basics
- Action 5 – Mock Exam – mandated by Dean – give candidates the experience of sitting for the 5-hour test. Use results to help prepare candidates – create individualized competency charts

for candidates to address areas for improvement. Dr. Dickerson is trying to obtain a new copy of an exam that may be used for the mock exam. Block I candidates will be provided the opportunity to take the mock exam, preferably at the end of the semester. This semester's Clinical Teaching candidates will be offered the opportunity to take the mock exam this semester as they did not have the opportunity during Block I last semester, preferably at the beginning of this semester.

- Action 6 – Test Prep – how to help candidates that just don't test well under testing conditions – Region 13 has an online test prep course & TWU offers a workshop on test taking that you can skype into. Dr. Solomon will contact Region 15 about resources for test taking
- Action 7 – Review & Revise ED 4311 to more closely align with TEKS – students in ED 4311 will be taking the 8th Grade Social Studies STAAR test
- Action 8 – ED 4314 Standards & Syllabi Review to align with Texas Competencies – will also be taking the 8th Grade Science STAAR test

7. Other

- Departmental Plagiarism Statement
 - It was decided that the department should have a common Plagiarism statement in all syllabi
 - Consensus was reached on the following: 1st incident of plagiarism in course = F on assignment, 2nd incident of plagiarism in course = F in course
 - Dr. Varbelow will create statement and share with faculty for review

Adjourned: 11:50 AM

Submitted by EKB

Department of Teacher Education
Data Day – Wednesday, August 22, 2018
CARR-EFA 124
8:45 AM

AGENDA

Welcome Back

Announcements

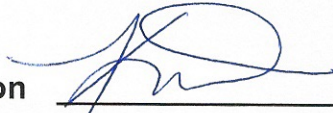
Agenda Items:

1. **Travel**—*E. Burnett*
2. **EPI Updates**—*W. Sklenarik*
3. **Dispositions**—*Dr. C. Purkiss*
4. **Annual Evaluations; 3rd Year Review Committee**—*Dr. K. Dickerson*
5. **Reading Curriculum Update**—*Dr. L. Carruth*
6. **Departmental Action Plan**—*Dr. K. Dickerson*

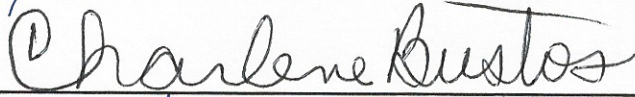
Department of Teacher Education
Data Day – Faculty Meeting
August 22, 2018

Please sign in –

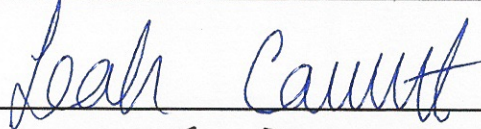
Dr. Kimberly Dickerson



Dr. Charlene Bustos



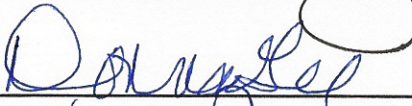
Dr. Leah Carruth



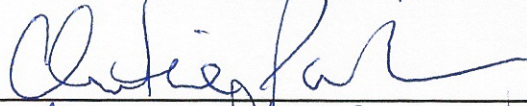
Dr. Carlos Flores, Jr.



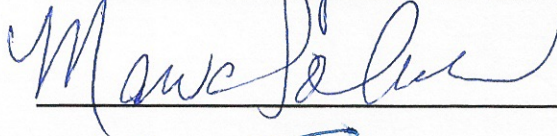
Dr. Donna Gee




Dr. Christine Purkiss



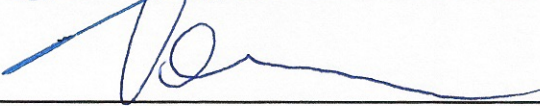
Dr. Marva Solomon



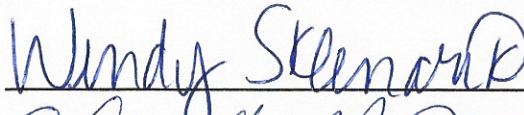
Dr. Elaine Stribling



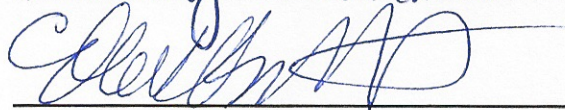
Dr. Sonja Varbelow



Wendy Sklenarik



Ella Burnett



Guests:

Roll out of new indicators



ASEP Indicator	Description of Indicator	2017-2018	2018-2019	2019-2020	2020-2021
1. Certification Exams	Pass rate for pedagogy and professional responsibilities (PPR) exams on the first two attempts.	85%	90%	90%	90%
	Pass rate for non-PPR exams related to candidates' declared fields on the first two attempts.	75%	80%	85%	90%
2. Principal appraisal of first-year teachers	Percentage of first-year teachers designated as Sufficiently or Well Prepared.	75%	80%	85%	90%
3. Improvement in student achievement	Achievement and achievement growth of students taught by teachers in first 3 years.	Indicator under development			
4. Field Supervision	Percentage of candidates on internship and clinical teaching experiences who received the required number of field observations of required duration.	95%	95%	95%	95%
	Percentage of candidates on internship and clinical teaching experiences who rate field supervision as Frequently or Always/Almost Always providing the components of structural guidance and support.	90%	90%	90%	90%
5. Satisfaction of new teachers	Percentage of new teachers who report that they were Sufficiently or Well Prepared by their program at the end of their first year of teaching under a standard certificate.	Performance standard to be set following the 2017-2018 pilot study.			

Angelo State University
Department of Teacher Education
Dispositions

Procedure for dealing with disruptive or non-compliant candidates

ASU candidates know the basis for the assessment of their performance in the Educator Preparation Program through information communicated and demonstrated in the Educator Preparation Handbook and in individual program courses. Candidates must commit to and sign the Educator Preparation Program (EPP) Candidate's Statement of Commitment Regarding Dispositions as a part of their application for admission to the EPP. Assessment of dispositions will occur both informally and formally in pedagogy courses and in field experiences as candidate's progress through the program.

As a formal assessment, InTASC dispositions are part of the national accreditation (CAEP) of the Department of Teacher Education. As such, the current InTASC dispositions assessment should be introduced to all candidates in all courses every semester. The use of the InTASC dispositions will be continued to be used in specific courses for CAEP accreditation.

Faculty have the responsibility to include in their syllabi details about attendance, late work, and violations such as plagiarism. You must include in your syllabi what will happen concerning points and/or grades if infractions of these types of the negative behavior listed above occur in your class. If unprofessional or negative behaviors occur, the following policy should be used.

It should be noted, that the procedures listed below are for Teacher Education candidates only. If a student, not in the EPP or working towards a degree program housed in the department, commits unprofessional behaviors, they need to be referred to the correct department/person as per ASU policies.

Procedure for documenting unprofessional behaviors

Level 1

There are those times in courses or during field work when a candidate does not behave in a professional manner. For these behaviors we will use an informal shortened version of the dispositions to assess such behaviors. The procedure for documenting **Level 1** unprofessional behaviors is listed below. This procedure **does not replace** the reporting of more serious behavioral or ethical violations (Level 2) currently in use and discussed later in this document.

1. The first instance of non-compliance or disruptive behavior (of a non-threatening nature) by a candidate, the candidate should be counseled by the faculty member concerning the appropriate behavior. The faculty member should also follow any specific recourse that is included in the course syllabus.
2. If the behavior(s) continue, a second counseling should be attempted and the candidate should be made aware that continuing this (or these) behaviors may lead to them either not

ASU Department of Teacher Education – Candidate Professional Dispositions

As reflective practitioners, candidates will demonstrate commitment to and performance of professional dispositions, appropriately applied in all aspects of personal and educational endeavors. Specifically, candidates at Angelo State University will demonstrate the following dispositions to the highest standard:

Professionalism

- **Timeliness** is consistent in all classes, field and/or clinical experiences, group work, appointments, and completion of assignments.
- **Attendance** is consistent and candidates adhere to the attendance policies as written in syllabi for classes, field and/or clinical experiences, and any appointments made with university faculty or school personnel.
- **Appearance and dress** matches schools' dress standards and expectations when candidates are present in schools.
- **Poise and Attitude** reflect proactive planning, a positive attitude, preparation and engagement in classes and in the schools. Interacts positively with students, peers, instructors, and school personnel.
- **Initiative and Leadership** is demonstrated by offering ideas and suggestions to others, setting personal goals for self-improvement, seeking advice and feedback, and independently searching for, creating, or modifying lesson plans and/or materials.
- **Ethics** are demonstrated by maintaining confidentiality concerning EC-12 students and their families, following the Code of Ethics for Texas Teacher Educators, disclosing any unlawful activity upon application to and during the teacher education program, as well as passing criminal background checks required for certification and school districts.

Teaching Qualities

- **Demonstrates organization** through student centered planning, selection and preparation of course or teaching materials, and time management.
- **Demonstrates flexibility** in modifying ideas, materials, lesson plans and/or implementation of plans, and course assignments.
- **Values diversity** through choosing and/or creating inclusive materials, lesson plans, and assessments. Candidates are expected to create environments that are inviting, and provide equitable access for diverse learners (at all levels) that lead to participation and learning.
- **Engages in reflection** by using various forms of feedback and/or assessments to improve teaching effectiveness.

Relationships with Others

- **Cooperates with** university instructors/school personnel and resolves differences or misunderstandings respectfully and reflectively.
- **Responds productively and respectfully** to all forms of feedback from university instructors or supervisors and school personnel.
- **Collaborates** in a mutually respectful manner with peers, instructors and school personnel.
- **Affirms the perspectives and contributions positively** of all EC-12 students, teachers, administrators, peers and university instructors.

2018 - 2019 Timelines: Personnel and Curriculum

Annual Faculty Evaluations/Post Tenure Review

	2nd Year Faculty	1st Year Faculty	Annual Faculty Evaluations	Post Tenure Review
Dept Chair to Dean	10/1/2018	1/21/2019	10/26/2018	3/1/2019
Dean to Provost	10/19/2018	2/1/2019	11/9/2018	3/15/2019
Provost to President	11/12/2018	2/8/2019	12/7/2018	4/1/2019

Tenure and Promotion

	Tenure	Promotion
Faculty to Dept Peer Review Committee	9/14/2018	9/14/2018
Peer Review Committee to Dept Chair	10/5/2018	10/5/2018
Dept Chair to Dean	10/19/2018	10/19/2018
Dean to College Committee on T&P	11/16/2018	11/16/2018
Committee to Provost and VPAA	12/7/2018	12/7/2018
Provost to President	1/4/2019	1/4/2019

Curriculum Changes

	October 4-5 Board Meeting*	December 13-14 Board Meeting	February 21-22 Board Meeting	May 16-17 Board Meeting	August 8-9 Board Meeting	October TBD Board Meeting*	December 12-13 Board Meeting
Dept Chair to Dean	N/A	N/A	10/12/2018	2/8/2019	N/A	N/A	N/A
Dean to College Curriculum Committee	N/A	N/A	10/19/2018	2/15/2019	N/A	N/A	N/A
College Curriculum Committee / Registrar to University Curriculum Committee	N/A	N/A	10/26/2018	2/22/2019	N/A	N/A	N/A
Core Curriculum Committee	N/A	N/A	11/2/2018	N/A	N/A	N/A	N/A
University Curriculum Committee / Provost	N/A	N/A	11/16/2018	3/1/2019	N/A	N/A	N/A
Provost to President	N/A	N/A	11/30/2018	3/8/2019	N/A	N/A	N/A
Board of Regents Meeting	10/4-5/2018	12/13-14/2018	2/21-22/2019	5/16-17/2019	8/8-9/2019	TBA	12/12-13/2019

* For special curriculum items only

ENGLISH AS A SECOND LANGUAGE (ESL) STANDARDS

- Standard I.** The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.
- Standard II.** The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.
- Standard III.** The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.
- Standard IV.** The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.
- Standard V.** The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.
- Standard VI.** The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.
- Standard VII.** The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

Standard 1. The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

<p>Teacher Knowledge: What Teachers Know <i>ESL Teachers of Students in Grades EC–12</i></p> <p>The beginning ESL teacher knows and understands:</p> <p>1.1k the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon);</p> <p>1.2k functions of language and registers of language (e.g., social versus academic language) in English;</p> <p>1.3k the relationships among listening, speaking, reading, and writing;</p> <p>1.4k the structure of the English language and conventions of written and spoken English; and</p> <p>1.5k patterns of written and oral discourse.</p>	<p>Application: What Teachers Can Do <i>ESL Teachers of Students in Grades EC–12</i></p> <p>The beginning ESL teacher is able to:</p> <p>1.1s use knowledge of the nature of language and basic language concepts to facilitate student learning in the ESL classroom;</p> <p>1.2s apply knowledge of the functions and registers of language to develop and modify instructional materials, deliver instruction, and promote ESL students’ English language proficiency;</p> <p>1.3s use the interrelatedness of listening, speaking, reading, and writing to develop ESL students’ English language proficiency; and</p> <p>1.4s model and provide instruction in the structure and conventions of written and spoken English.</p>

Standard II. The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.

<p>Teacher Knowledge: What Teachers Know <i>ESL Teachers of Students in Grades EC–12</i></p>	<p>Application: What Teachers Can Do <i>ESL Teachers of Students in Grades EC–12</i></p>
<p>The beginning ESL teacher knows and understands:</p> <p>2.1k the historical, theoretical, and policy foundations of ESL education;</p> <p>2.2k types of ESL programs (e.g., self-contained, pull-out, newcomer centers, dual language, immersion), their characteristics, their goals, and research findings on their effectiveness;</p> <p>2.3k research findings related to ESL education, including effective instructional and management practices in ESL programs; and</p> <p>2.4k how to create an effective multicultural and multilingual learning environment, including knowledge of diversity; characteristics of effective learning environments for ESL students; and ways to address the affective, linguistic, and cognitive needs of ESL students.</p>	<p>The beginning ESL teacher is able to:</p> <p>2.1s apply knowledge of historical, theoretical, and policy factors in ESL education to program planning, implementation, and advocacy;</p> <p>2.2s apply research findings to assist in planning and implementing effective ESL programs;</p> <p>2.3s use knowledge of the types of ESL program models to make appropriate instructional and management decisions;</p> <p>2.4s create an effective multicultural learning environment that addresses the affective, linguistic, and cognitive needs of ESL students and that facilitates students’ learning and language acquisition; and</p> <p>2.5s demonstrate sensitivity to students’ diverse cultural and socioeconomic backgrounds and show respect for language differences.</p>

Standard III. The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.

<p>Teacher Knowledge: What Teachers Know <i>ESL Teachers of Students in Grades EC-12</i></p>	<p>Application: What Teachers Can Do <i>ESL Teachers of Students in Grades EC-12</i></p>
<p>The beginning ESL teacher knows and understands:</p> <p>3.1k theories, concepts, and research related to first-language (L1) development;</p> <p>3.2k theories, concepts, and research related to second-language (L2) development;</p> <p>3.3k the interrelatedness of first- and second-language acquisition and ways in which L1 may affect development of L2;</p> <p>3.4k the role of the linguistic environment and conversational support in second-language acquisition; and</p> <p>3.5k common difficulties (e.g., syntax, phonology, L1 interference) experienced by ESL students in learning English and strategies for overcoming these difficulties.</p>	<p>The beginning ESL teacher is able to:</p> <p>3.1s apply knowledge of theories, concepts, and research related to language learning to support students' language development in English;</p> <p>3.2s help students transfer language skills from L1 to L2;</p> <p>3.3s use knowledge of L1 and L2 acquisition to select effective, appropriate methods and strategies for promoting students' English language development;</p> <p>3.4s provide a rich language/print environment with supported opportunities for communication in English;</p> <p>3.5s provide appropriate feedback in response to students' developing English language skills; and</p> <p>3.6s apply effective strategies for helping ESL students overcome difficulties (e.g., syntax, phonology, L1 interference) in learning English.</p>

Standard IV. The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

<p>Teacher Knowledge: What Teachers Know <i>ESL Teachers of Students in Grades EC–12</i></p>	<p>Application: What Teachers Can Do <i>ESL Teachers of Students in Grades EC–12</i></p>
<p>The beginning ESL teacher knows and understands:</p> <p>4.1k applicable Texas Essential Knowledge and Skills (TEKS), especially the English Language Arts and Reading curriculum as it relates to ESL;</p> <p>4.2k factors and procedures in planning ESL instruction, including consideration of students’ developmental characteristics and their individual needs;</p> <p>4.3k a variety of methods and techniques appropriate for instruction in the ESL classroom;</p> <p>4.4k strategies for fostering ESL students’ communicative competence;</p> <p>4.5k instructional practices, resources, and materials for content-based ESL instruction;</p> <p>4.6k the use of technological tools and resources to facilitate and enhance ESL instruction; and</p> <p>4.7k classroom management strategies for a variety of ESL environments and situations.</p>	<p>The beginning ESL teacher is able to:</p> <p>4.1s design and implement appropriate instruction to address applicable Texas Essential Knowledge and Skills (TEKS);</p> <p>4.2s use planning procedures to design effective, developmentally appropriate ESL instruction;</p> <p>4.3s select instructional methods, resources, and materials, including the fine arts, appropriate for various goals and situations in the ESL classroom;</p> <p>4.4s infuse technological tools and resources into the instructional process;</p> <p>4.5s use strategies that foster ESL students’ content-area learning;</p> <p>4.6s engage students in critical-thinking processes; and</p> <p>4.7s apply principles of effective classroom management in a range of situations in the ESL classroom.</p>

Standard V. The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.

<p>Teacher Knowledge: What Teachers Know <i>ESL Teachers of Students in Grades EC–12</i></p> <p>The beginning ESL teacher knows and understands:</p> <p>5.1k factors that may affect ESL students' learning of academic content, language, and culture (e.g., age, personality, academic background, sociocultural factors, home environment, attitude, exceptionalities); and</p> <p>5.2k the nature of student variation in the ESL classroom, including variation in developmental characteristics, cultural and language background, academic strengths and needs, and preferred learning styles (e.g., visual, tactile, auditory, cooperative learning, individual learning).</p>	<p>Application: What Teachers Can Do <i>ESL Teachers of Students in Grades EC–12</i></p> <p>The beginning ESL teacher is able to:</p> <p>5.1s use knowledge of factors that may affect students in order to facilitate their learning of academic content, language, and culture; and</p> <p>5.2s provide instruction and experiences that are responsive to diversity and individual student needs.</p>
--	--

Standard VI. The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.

<p>Teacher Knowledge: What Teachers Know <i>ESL Teachers of Students in Grades EC–12</i></p>	<p>Application: What Teachers Can Do <i>ESL Teachers of Students in Grades EC–12</i></p>
<p>The beginning ESL teacher knows and understands:</p> <ul style="list-style-type: none"> 6.1k basic concepts, issues, and practices related to test design, development, and interpretation; 6.2k types of assessment used in the ESL classroom (e.g., recognition, production, portfolio, observation, student self-assessment) and their characteristics, uses, and limitations; 6.3k standardized tests commonly used in ESL programs in Texas; 6.4k state-mandated LEP identification procedures and placement and exit criteria, including the role of LPAC; and 6.5k relationships among state-mandated standards, instruction, and assessment in the ESL classroom. 	<p>The beginning ESL teacher is able to:</p> <ul style="list-style-type: none"> 6.1s select, adapt, or develop appropriate assessments for different purposes in the ESL program (e.g., diagnosis, program evaluation, proficiency); 6.2s interpret results of standardized tests commonly used in ESL programs in Texas; 6.3s implement LPAC recommendations for LEP identification, placement, and exit; and 6.4s use ongoing assessments to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals.

Standard VII. The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

<p>Teacher Knowledge: What Teachers Know <i>ESL Teachers of Students in Grades EC-12</i></p> <p>The beginning ESL teacher knows and understands:</p> <p>7.1k strategies for effective advocacy for ESL students;</p> <p>7.2k the importance of family involvement in the education of ESL students and ways to bridge differences between the home and school environments; and</p> <p>7.3k ways in which community members and resources can positively affect student learning in the ESL program.</p>	<p>Application: What Teachers Can Do <i>ESL Teachers of Students in Grades EC-12</i></p> <p>The beginning ESL teacher is able to:</p> <p>7.1s advocate for educational and social equity for ESL students;</p> <p>7.2s use effective strategies to bridge gaps that may exist between the home and school environments;</p> <p>7.3s communicate and collaborate effectively with students' parents/guardians;</p> <p>7.4s facilitate parent/guardian involvement in their children's education and school activities; and</p> <p>7.5s access community resources to enhance the education of ESL students.</p>
--	--

Educator Preparation Program Action Plan

Performance Standard Deficiency	Program Component	Activities or Initiatives	Resources	Person(s) Responsible	Implementation Date(s)	Measurable Performance Indicators
Core Subjects (EC-6)	C, D	Reading curriculum revision	Reading standards, course syllabi	Dr. Leah Carruth	Summer 2018	All reading standards are addressed in all reading courses.
Core Subjects (EC-6)	C, D (<i>Accountability Indicators 1&2</i>)	Program curriculum review and revision, inclusive of EL/ELL and Special Education standards in all courses	Reading and Special Education faculty; all TEEd faculty	All TEEd faculty	Spring/Summer 2019	<ol style="list-style-type: none"> 1. Faculty officially begin review of course content in Fall 2018 2. EL/ELL and Special Education standards are included across course instruction in all courses (Spring/Summer 2019) 3. EL/ELL and Special Education standards are aligned to an assignment or an assessment (Spring/Summer 2019) 4. Improvement to 80% perception of preparation on principal survey (<i>Accountability Indicator 2</i>)
Core Subjects (EC-6)	C, D (<i>Accountability Indicator 2</i>)	EL/ELL module creation	EL/ELL Standards; Online resources; Reading faculty	Reading faculty	Fall 2019	<ol style="list-style-type: none"> 1. Module is created (Summer 2019) 2. Implementation of module (Fall 2019) 3. Improvement to 80% perception of preparation on principal survey (<i>Accountability Indicator 2</i>)
Core Subjects (EC-6)	C, D (<i>Accountability Indicator 2</i>)	Special Education module creation	CEC; Regions 4, 13, 15, 17, 18, and 20 ESCs; TEA; The Arc of Texas	Dr. Carlos Flores (creation)	Fall 2019	<ol style="list-style-type: none"> 1. Module is created (Summer 2019) 2. Implementation of module (Fall 2019) 3. Improvement to 80% perception of preparation on principal survey (<i>Accountability Indicator 2</i>)
Core Subjects (EC-6)	F (<i>Accountability Indicator 1</i>)	Mock exam (2x/semester) — dates to be set	A new exam candidates have not seen previously from class practice exams	All TEEd faculty	Fall 2018	<ol style="list-style-type: none"> 1. 80% of candidates scoring 80% or better on mock exam 2. Improvement to 80% of candidates scoring 80% or better on certification exam.
Core Subjects (EC-6)	F	"How do you take the TExES Exam?" test prep	Exam prep materials; request for consultants from Region 13	Region 15 (?) and TEEd faculty	Fall 2018	100% participation of those candidates identified for exam assistance.

Core Subjects (EC-6)	C, D Social Studies (<i>Accountability Indicator 1</i>)	Review and revision of ED 4311 to more closely align to the expected TEKS; test taking guidance and studying techniques specifically targeted towards SS; mock exam	SS TEKS and Standards; Region 15	Dr. Charlene Bustos; TEEd faculty	Fall 2018	1. 80% of candidates scoring 80% or better on mock exam 2. 80% of candidates scoring at least 80% or better by second test administration.
Core Subjects (EC-6)	C, D Science (<i>Accountability Indicator 1</i>)	Mock exam; standards and syllabi review alongside TEKS	Science TEKS and Standards; Region 15	Dr. Christine Purkiss; TEEd faculty	Fall 2018	1. 80% of candidates scoring 80% or better on mock exam 2. 80% of candidates scoring at least 80% or better by second test administration.

Program Components:

- (A) ownership and governance of the EPP;
- (B) criteria for admission to the EPP;
- (C) EPP curriculum;
- (D) EPP coursework and/or training, including ongoing support during clinical teaching, internship, and practicum experiences;
- (E) certification procedures;
- (F) assessment and evaluation of candidates for certification and EPP improvement;
- (G) professional conduct of EPP staff and candidates;
- (H) EPP complaint procedures; and
- (I) required submissions of information, surveys, and other accountability data.

Educator Preparation Program Action Plan

Performance Standard Deficiency	Program Component	Activities or Initiatives	Resources	Person(s) Responsible	Implementation Date(s)	Measurable Performance Indicators
Core Subjects (EC-6)	C, D	Reading curriculum revision	Reading standards, course syllabi	Dr. Leah Carruth	Summer 2018	All reading standards are addressed in all reading courses.
Core Subjects (EC-6)	C, D (<i>Accountability Indicators 1&2</i>)	Program curriculum review and revision, inclusive of EL/ELL and Special Education standards in all courses	Reading and Special Education faculty; all TED faculty	All TED faculty	Spring/Summer 2019	<ol style="list-style-type: none"> 1. Faculty officially begin review of course content in Fall 2018 2. EL/ELL and Special Education standards are included across course instruction in all courses (Spring/Summer 2019) 3. EL/ELL and Special Education standards are aligned to an assignment or an assessment (Spring/Summer 2019) 4. Improvement to 80% perception of preparation on principal survey (<i>Accountability Indicator 2</i>)
Core Subjects (EC-6)	C, D (<i>Accountability Indicator 2</i>)	EL/ELL module creation for review prior to exam	EL/ELL Standards; Online resources; Reading faculty	Reading faculty	Fall 2019	<ol style="list-style-type: none"> 1. Module is created (Summer 2019) 2. Implementation of module (Fall 2019) 3. Improvement to 80% perception of preparation on principal survey (<i>Accountability Indicator 2</i>)
Core Subjects (EC-6)	C, D (<i>Accountability Indicator 2</i>)	Special Education module creation for review prior to exam	CEC; Regions 4, 13, 15, 17, 18, and 20 ESCs; TEA; The Arc of Texas	Dr. Carlos Flores (creation)	Fall 2019	<ol style="list-style-type: none"> 1. Module is created (Summer 2019) 2. Implementation of module (Fall 2019) 3. Improvement to 80% perception of preparation on principal survey (<i>Accountability Indicator 2</i>)
Core Subjects (EC-6)	F (<i>Accountability Indicator 1</i>)	Mock exam (2x/semester)—dates to be set Block 1—dead week Clinical Teaching—within the first couple of weeks of class	A new exam candidates have not seen previously from class practice exams	All TED faculty	Fall 2018	<ol style="list-style-type: none"> 1. Candidates making less than 100% in any area on the mock exam will create an individualized competency chart to address areas for improvement. 2. Improvement to 80% of candidates scoring 80% or better on certification exam.

Core Subjects (EC-6)	F	“How do you take the TExES Exam?” test prep	Request TExES test prep/assistance/guidance from Region 15 consultants	Dr. Marva Solomon	Fall 2018	100% participation of those candidates identified for exam assistance.
Core Subjects (EC-6)	C, D Social Studies (Accountability Indicator 1)	Review and revision of ED 4311 to more closely align to the expected TEKS; mock exam; review TExES competencies alongside results from 8 th grade STAAR	SS TEKS and 8 th grade STAAR; Region 15	Dr. Charlene Bustos; TEEd faculty	Fall 2018	1. Candidates making less than 100% in any area on the mock exam will create an individualized competency chart to address areas for improvement. 2. 80% of candidates scoring at least 80% or better by second test administration.
Core Subjects (EC-6)	C, D Science (Accountability Indicator 1)	Mock exam; review TExES competencies alongside results from 8 th grade STAAR	Science TEKS and 8 th grade STAAR; Region 15	Dr. Christine Purkiss; TEEd faculty	Fall 2018	1. Candidates making less than 100% in any area on the mock exam will create an individualized competency chart to address areas for improvement. 2. 80% of candidates scoring at least 80% or better by second test administration.

Program Components:

- (A) ownership and governance of the EPP;
- (B) criteria for admission to the EPP;
- (C) EPP curriculum;
- (D) EPP coursework and/or training, including ongoing support during clinical teaching, internship, and practicum experiences;
- (E) certification procedures;
- (F) assessment and evaluation of candidates for certification and EPP improvement;
- (G) professional conduct of EPP staff and candidates;
- (H) EPP complaint procedures; and
- (I) required submissions of information, surveys, and other accountability data.