

Teacher Education Advisory Council Sub-Committee**January 25, 2021****1:00 p.m. - 2:00 p.m.****Zoom**Welcome and Check-in (**Dean Hill-Clarke**)

Updates:

- **Office of Teacher Ed & Clinical Placements (Robinson)**
 1. **Voting item:** Should we use graduate school GPAs to admit MAT candidates with graduate degrees versus their undergraduate GPAs?
 - a. Ms. Mary Lanier and Ms. Laruth Lofties explained that there are several students who have a master's or Doctoral degree. Previously, the office could only consider the undergraduate degree. For some, they were undergraduates in their youth and have since proven by gaining higher degrees that they can complete the work.
 - b. Ms. Mary Lanier also checked with Tennessee colleges and all use graduate GPAs for students who graduated from a graduate program.
 - c. If the change is accepted, the data from undergraduate coursework will still be retained.
 - d. **Results: 10/10 Unanimous acceptance**
 2. **Voting Item:** Revised TEP alternate admissions process
 - a. Involve a teacher prep faculty member in the decision process instead of having candidates obtain 2 letters from faculty.
 - b. Stop requiring current students or students with UofM degrees to turn in a transcript because we can access their transcripts.
 - c. Ms. Laruth explained that we want to make the process as seamless as possible. The streamlined process will work better for students and better for the Office.
 - d. Jayme explained that an appeal has been submitted because they have not met the requirements: Students must be between a 2.5 or a 2.75 or have met the requirements and scored a 21 on the ACT or passed 2 of 3 of the Praxis exams.
 - e. **Question:** Dr. Seraphin asked what role the faculty member will play in the alternate admissions process.
 - a. **Answer:** Dr. Robinson explains that the faculty, who know the students well, can provide insight into why the student should be accepted on alternative admissions. Ms. Lofties added that our ESL, Music and PETE students know their students well, so involving faculty would be most beneficial to the student.
 - f. **Question:** Dr. Ransdell: What kind of letters did faculty write previously? Who

submitted these letters?

- a. **Answer:** Faculty previously wrote about the types of students they used to be and how they have grown over time. Students also submitted letters from outside of the COE.
 - g. **Question:** Dr. Combs: Who gets to choose the faculty members? How would schedules be coordinated?
 - a. Dr. Robinson explained that this would primarily be the teacher preparation faculty member. Because we would schedule primarily with the teacher preparation faculty, then it would be easier to coordinate schedules.
 - b. Ms. Laruth added that we do not have many students who do the alternate appeals process. We only use the process when students who have mostly met the requirements are missing some aspects of the requirements.
 - h. **Comment:** Dr. Hanson explained that other than assessing what they have done, the MAT students have not had a class with faculty.
 - a. **Comment:** Dr. Ransdell explained that students start in a methods course and students previously have not had a chance to interact.
 - b. Response: Ms. Mary Lanier explained that MAT students will have had 6 hours in the program prior to applying for TEP.
 - i. **Comment:** Dr. Combs explained that there are not many teacher preparation courses prior to undergraduate preparation for the TEP.
 - j. **Comments:** Ms. Mary Lanier and Ms. Jayme Nobles: The TECP office will have an upcoming staff meeting to discuss the justification by explaining how the student has demonstrated two of the nine dispositions from the Educator Disposition Assessment. The updates to the application will be shared with the TEAC Committee.
 - k. **Results: 10/10** Unanimous acceptance with the amendment that the two letters of recommendation **remain** in the application.
3. We have about 125 undergraduate and MAT candidates who have chosen to take the PLT in lieu of completing edTPA.
 4. How do we handle ETS issues with links for tests taken at home as well as issues with them shutting down testing sites without notice to students and how this will impact our candidates' ability to have tests completed by the end of the semester?
- **Dean's Office (Hall)**
 - **Praxis Preparation**
 - Dr. Hall is leading a team to create and execute a strategic plan for supports. Ayanna Perkins and Dr. Tillis have been leading some of the efforts.
 - There will be required sessions for students in the future.
 - There will be on-going supports early in earlier semesters.
 - Funds have started to be raised for the Praxis Scholarship.
 - **TDOE – (Robinson)**
 1. PPA/LEAD PPA submitted to TN-DOE.
 2. State Recognized Partnership Agreements (SRPAs) developed and will be submitted on 1/29.
 - a. Dr. Robinson has completed the State Recognized Partnership Agreements,

which Dr. Robinson will share; the information is also available on the TEP website.

3. Updated EPP COVID Plan was submitted to TN-DOE in December.

- **CAEP – (Ransdell & Hall)**

1. Writers will begin working with CAEP consultant in February.

a. Dr. Hall explained that COE has secured a CAEP consultant.

2. Adding assignments to LiveText.

a. GA's are adding information to update LiveText.

3. EDA – What are the best early courses in our programs to introduce the EDA to our candidates?

a. Dr. Ransdell explained that the EDA is important. The last training was February 28, 2021 before the pandemic made us remote. She suggested introducing the EDA in earlier courses.

i. **Comment:** Jennifer Bubrig explained that they hosted the EDA sessions as a PLC meeting. Mentor teachers are completing the EDA in students' Junior year.

ii. **Question:** Dr. Hanson explained that Music has been using an older EDA in a fillable format. Dr. Robinson will email the link to the training and the form so that Music, ESL, PETE and Art can have the new form. Dr. Robinson will send the Qualtrics link as well.

b. Dr. Robinson asked: Where can the EDA be introduced.

i. Dr. Robinson discussed that the EDA was piloted in (Exit Points: 4904, 7808, and 4800 and 7993)

ii. TALN- ELED 3242 or **SPED 2000**

iii. HDVL- ECED 3555 and SPED 2000

iv. SMAT

v. MAT- **SPED 7000**

vi. PETE

vii. Music- MUSE 2002

viii. Art

ix. ESL- SPED 2000, ENGL 4533

- **Open Discussion/Additional topics**