

**Teacher Education Advisory Council Sub-Committee****March 29, 2021****1:00 p.m. - 2:00 p.m.****Zoom****Welcome and Check-in (Dean Hill-Clarke/Dr. Hall)**

- **Dean Hill-Clarke**
  - Provost Nenon will be joining the CAEP working meeting on April 1, 2021.
  - Dean Hill-Clarke has finalized the budget, which she will share this month.
    - There have been increases in every metric of success (enrollment, degrees awarded, etc.)

**Updates:**

- **Office of Teacher Ed & Clinical Placements (Robinson)**
  1. One-on-One meetings with residency candidates missing Praxis exams – almost done with candidates in ICL programs; will begin scheduling meetings with music/PETE candidates who are missing exams this week.
  2. April Town Hall meeting with undergrad/MAT candidates will be scheduled this week, please look for the email invitation and share with students.
  3. **Discuss at an upcoming meeting:** Should we allow MAT candidates who do not have a 2.75 overall GPA or 2.75 GPA on their last 60 hours to take and pass the Praxis Core Writing exam only versus having to take and pass all 3 Core exams?
- **Dean's Office (Hall)**
  1. Presentation of Program Data
    - a. Dr. Hall shared information from PowerBi via the Banner system.
      - i. Students should be coded for the correct majors.
      - ii. Dr. Hall will work with each department to ensure that the data is coded correctly in Banner.
    - b. Music Education
      - i. Enrollment was flat between 2016-2020.
      - ii. Demographic Breakdown:
        1. More Caucasian than other races
        2. Less first generation and non-pell eligible
        3. More men than women
    - iii. Degrees Awarded
      1. A brief increase in degrees awarded between 2016-2018 followed by a decrease in degrees awarded in 2019.

- c. Art Education
  - i. Enrollment increased between 2016-2020.
  - ii. Demographic Breakdown:
    - 1. Increasing more Caucasian than other races
    - 2. Less first generation, but a substantial number of non-pell eligible students
    - 3. More women than men
  - iii. Degrees Awarded
    - 1. A significant decrease from 12
- d. Physical Education
  - i. Enrollment was flat between 2016-2020.
  - ii. Demographic Breakdown:
    - 1. More students of color in this program than Caucasian students (Primarily African America)
    - 2. Less first generation and non-pell eligible
    - 3. More men than women
  - iii. Degrees Awarded
    - 1. A brief increase in degrees awarded, which have fluctuated and decreased over the last two years.
- e. Art Education
  - i. Enrollment increased between 2016-2020.
  - ii. Demographic Breakdown:
    - 1. Increasing more Caucasian than other races
    - 2. Less first generation, but a substantial number of non-pell eligible students
    - 3. More men than women
  - iii. Degrees Awarded
    - 1. A significant decrease from 12 degrees awarded annually to 1-2 degrees awards from 2013-2020.
- f. ESL
  - i. Enrollment is relatively flat between 2016-2020.
  - ii. Demographic Breakdown:
    - 1. More students of color (a variety of ethnicities)
    - 2. more first generation and more pell eligible students
    - 3. More women than men
  - iii. Degrees Awarded
    - 1. A decrease in 2019-2020
    - 2. Graduate Certificates
      - a. Have fluctuated since 2013
- g. TALN
  - i. Enrollment increased between 2016-2020.
  - ii. Demographic Breakdown:
    - 1. Half are students of color and half are Caucasian
    - 2. Small percentage of first-generation (25%) and half are pell-eligible

students.

3. More women than men

- iii. Degrees Awarded

1. A decrease in 2012-2013 because Physical Education program was no longer a part of the COE education program. There was a steady decrease, but the decrease is attributed to changes in the students counted in the number within the TALN program. There has been a steady increase since 2018.

2. Graduate Certificates

- a. Certificates awarded have fluctuated since 2013

- h. HDVL

- i. Enrollment increased between 2016-2020.

- ii. Demographic Breakdown:

1. More students of color
2. Small percentage of first generation (25%) and half are pell eligible students.
3. More women than men

- iii. Degrees Awarded

1. A decrease in degrees awarded between 2013- 2020.

2. Graduate Certificates

- a. Have fluctuated since 2013

- i. MAT Program

- i. 100% growth

- ii. More students of color

- iii. Degrees awarded- peak periods of 2013-2014, followed by a decline until 2018.

2. Discussion of Program Data (Paraphrased)

- a. Dr. Irwin: There used to be a focus on rules, but due to recent changes, it has made degree completion from assessable to students.

- b. Dr. Klossner: Interested in the barriers to students of color completing the program; she is currently looking at ensuring that students have instructors who look like them.

- i. Dr. Hall: Discussed Praxis Preparation as a barrier; looking at times when content is introduced as it relates to the Praxis.

- ii. Dean Hill-Clarke: TECP is working to ensure that students are being notified about the Praxis earlier.

1. Jayme Nobles

- c. Dean Hill- Clarke: Dr. Wright advocated for seven students who needed support for the Praxis. These students, as well as others, have explained the importance of the test.

- d. Jennifer: TALN has a segment of the orientation that is focused on Praxis. She also discussed the integration of texts and test preparation into the methods courses. Jennifer is also having 1:1's. There is a list of questions, including

questions about where students are with the Praxis Core.

- e. Dr. Nichols: It is important to ensure that information is simple and consistent over time.
- f. Dr. Robinson- The Office of TECP has induction activities, which started this semester.
  - i. Ayanna is meeting with students 1:1 for the Praxis and has had group meeting monthly for Freshmen. She has previously hosted a Freshmen Orientation, a Teachers Panel and will host a Praxis preview this week.
- g. Messages submitted via chat
  - i. Dr. Seraphin: Aligning the praxis with content of courses is something that I was slow to implement but working on making more explicit. The students make a vital point!
  - ii. Dr. Combs: For context, what is the percentage of students of color enrolled at the university? This may provide another perspective for informed decision-making.
    - 1. Dr. Hall: About 50%
  - iii. Dr. Combs: In another meeting it was suggested that the cost for Teacher assessments could be a factor for low completion rates. Do we have any data to support this thought?
    - 1. Dean Hill Clarke: The Praxis Scholarship fund and selection process has been developed and is awaiting approval.
  - iv. Dr. Hall: Developing a strategic plan, having an orientation plan for Freshmen; identify the Freshmen who need support and encourage the Praxis Core in the first year. Three-tiered approach- 240 Tutoring, large group sessions and small group supports (similar process for the content examinations)
- 3. **Pre-Work 4/26 Meeting with Stakeholders:** Develop program improvement ideas based on data presented to share at next meeting, 4/26/21 and obtain stakeholder input on these ideas.
- **TDOE – (Robinson)**
  - 1. **Link to State Board of Education Newsletter - [SBE Monthly Newsletter](#)**
    - a. **Proposed additional endorsement policy:** This policy would allow educators to earn an additional endorsement by completing an additional endorsement program developed and administered by the Tennessee Department of Education, receiving recommendation for endorsement by the Department, and submitting qualifying scores on all required content assessments.
    - b. **Educator Preparation Rule 0520-02-04-.10 Clinical Experiences:** First reading of the item to expand the types of settings educators may complete clinical practice. The changes to the rule also allow educators to request an alternative clinical practice placement, including placement in certain categories of non-public schools for the duration of the clinical practice requirement.
    - c. **Educator Diversity Policy 5.700:** Final reading item to create a policy on educator diversity pursuant to T.C.A. § 49-1-302(g). The policy includes parameters for LEAs

to set goals related to educator diversity, LEA strategies to retain and recruit educators of color, and monitoring requirements for the TDOE. There have been changes since first reading.

d. **Literacy and Specialty Area Standards for Educator Preparation Policy**

**5.505:** Final reading of the item that proposes to add a new endorsement to the Literacy and Specialty Area Standards for Educator Preparation Policy in the area of Mathematics 6-10. There have been changes since first reading.

- **CAEP – (Ransdell & Nichols)**

1. Large group of teacher prep faculty attended CAEPCon on 3/16.
2. First CAEP working group session was held on 3/18.
3. Second CAEP working group session will be held on Thursday, 4/1.
4. Working to get the in-house EPP assessments validated. Dr. Ransdell announced that they should receive a response soon.

- **Open Discussion/Additional topics**