

Fall 2024 Teacher Education Advisory Council (TEAC) Meeting Summary

Date: November 12, 2024

Time: 11:30 a.m.–1:00 p.m.

Location: UAH Roberts Hall, Room 325

Purpose

The Fall 2024 Teacher Education Advisory Council (TEAC) meeting brought together representatives from UAH and regional P–12 partner districts to review educator preparation initiatives, share current program data, strengthen university-school partnerships, and engage stakeholders in the co-construction of the EPP's revised candidate dispositions assessment. The meeting served as a structured opportunity for meaningful stakeholder input to support continuous improvement and alignment with district expectations.

Major Accomplishments

1. Shared Program Performance and Accountability Data

The EPP provided partners with updates regarding program effectiveness and accountability measures, including:

- Review of **edTPA performance data**
- Discussion of the Alabama **State Report Card**
- Updates regarding educator preparation outcomes and recruitment

These discussions provided school partners with current performance information and created opportunities for dialogue regarding candidate readiness and program effectiveness.

2. Shared New Program and Recruitment Initiatives

Faculty presented updates on several strategic initiatives, including:

- **MTEP NOYCE Grant**
- **Instructional Leadership Program**
- Recruitment efforts designed to address regional educator workforce needs

These presentations informed district partners about current initiatives while inviting continued collaboration in teacher recruitment and preparation.

3. Conducted Collaborative Review and Co-Construction of the Dispositions Assessment

The primary work session focused on revising the EPP's candidate dispositions assessment through stakeholder collaboration.

Using multiple sample disposition instruments, TEAC members participated in structured round-table discussions to:

- identify the most essential professional dispositions expected of beginning teachers,
- determine which disposition categories should be retained, revised, combined, or eliminated,
- prioritize the five to eight dispositions considered non-negotiable for initial licensure candidates, and
- provide written recommendations on language, organization, and assessment indicators.

Planning documents show the activity was intentionally designed as a content validity exercise using expert practitioner input.

4. Collected Extensive Practitioner Feedback

Participants completed annotated reviews of multiple disposition instruments and offered detailed recommendations for improvement. Common themes included:

- simplify and streamline the instrument;
- combine overlapping dispositions;
- emphasize **professional responsibility, reliability, communication, and ethical conduct**;
- include technology professionalism and appropriate social media use;
- strengthen indicators related to communication with families;
- provide clearer behavioral examples;
- maintain a practical, easy-to-use format for supervisors and cooperating teachers.

Several reviewers specifically noted that the revised format was easier to follow, more meaningful, and better aligned with the behaviors expected of beginning teachers.

5. Strengthened P–12 Partnerships

The meeting brought together representatives from numerous regional school systems, including Huntsville City Schools, Madison City Schools, Madison County Schools, Limestone County Schools, Athens City Schools, Bob Jones High School, Challenger Elementary, career technical centers, and UAH faculty and staff.

The broad representation ensured that feedback reflected multiple educational settings and perspectives across the EPP's service region.

6. Gathered Feedback for Continuous Improvement

The meeting concluded with a stakeholder feedback survey and discussion regarding additional ways the EPP could better support partner districts and increase collaboration.

Planning documents indicate that partners were specifically asked how the university could become more involved in schools and districts, reinforcing the EPP's commitment to ongoing partnership and shared decision-making.

Outcomes of the Meeting

The Fall 2024 TEAC meeting produced several tangible outcomes that informed subsequent program improvements:

- Shared current EPP performance and accountability data with P–12 partners.
- Engaged stakeholders in reviewing educator preparation initiatives and recruitment efforts.
- Initiated a formal co-construction process to redesign the Educator Dispositions Assessment.
- Collected expert practitioner recommendations that informed revisions to disposition categories, indicators, and assessment format.
- Strengthened collaboration between the EPP and regional school districts through structured stakeholder engagement.
- Generated evidence supporting the content validity of the revised dispositions assessment through expert review and practitioner feedback.

These activities demonstrate that TEAC served not only as an advisory body but also as an active partner in the EPP's continuous improvement process by contributing directly to the development and refinement of key assessments and program practices.