

Report of the TAMS
Commission on Advocacy & Governmental Affairs
January 24, 2020

Robert Henry (TTU) SN, Chair 2022
Mary Ellen Poole (UT Austin) SN 2021
Eric Baker (Odessa College) C 2022
Wes Moore (Dallas Baptist U) P 2022

Commission on Advocacy and Governmental Affairs

The Commission on Advocacy and Governmental Affairs shall be primarily responsible for articulation with and review of issues relating to such entities as the Texas Music Educators Association, State Board Of Education, Texas Education Association, Coordinating Board, Field of Study Curriculum, Texas Legislature, and notification to membership of advocacy initiatives and the need for action-based responses. Commission shall present formal report to the Membership at each annual meeting.

1. Commission members were recognized and service terms noted.
2. Discussion of the implications of HB 3217 (86th Texas Legislature)
 - THECB – up to institutional choice of terminology as long as consistent
 - NASM -- up to institutional choice of terminology as long as consistent
 - Status of programs across state – most just starting discussions, not many done yet
3. The THECB Legislative Recommendations for the 87th Texas Legislature 2021 will probably contain an extension of HB3 (public school finance) from the 86th legislature addressing higher education. CB recommendations often contain a resubmission of items not addressed from previous recommendations – expect to see some of the same come back around.
4. Other THECB items for discussion:

60X30TX

THE THIRD GOAL: MARKETABLE SKILLS

By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills. This goal challenges institutions to think more explicitly about the programs they offer and the job skills that students learn within those programs. Marketable skills in this plan are defined as: *Those skills valued by employers that can be applied in a variety of work settings, including interpersonal, cognitive, and applied skill areas. These skills can be either primary or complementary to a major and are acquired by students through education, including curricular, co-curricular, and extracurricular activities.*

No specific fields of study are identified but emphasis is placed on high demand/STEM, health professions, and service/technical fields, among others. Will need to be monitored.

5. SBEC

Much discussion has previously been undertaken regarding the proposed new teacher assessment, edTPA, by SBEC. The TMEA College Division Fall Conference hosted representatives from TEA/SBEC with the minutes published in the January 2020 issue of the **SWM** and an update session with Ryan Franklin of SBEC/TEA will be presented at the TMEA Convention on Friday, Feb. 14th 11:30-12:30 in CC303.

Guest Speakers from Texas Education Agency – Ryan Franklin and Grace Wu

- *Presented PowerPoint on Music Education (available at <https://www.tmea.org/divisions-regions/college/fall-conference>) Link - [TEA - edTPA Briefing](#)*
 - *Demographics of Texas music educators*
 - *Years of teaching*
 - *Route to certification*
 - *Early-career teacher job location*
 - *Music Teacher Certification Assessment*
 - *edTPA – to replace current PPR*
 - *in year one of two-year pilot study*
 - *29 universities participating – only 3 music candidates involved*
 - *Schools may opt to pilot edTPA in 2020-2021 – funding assistance available for students, supervisors, etc. (N.B. SHSU COE running parallel pilot study allowed by SBEC; will “listen” to any results – any further info. or reports?)*
 - *Concerns about additional cost to teacher candidates*
 - *Problematic for student teachers with dual placements in terms of getting to redo if fail first time*
 - *Challenge to find cooperating teachers willing to commit extended time*
 - *Suggested possibility of university providing video of teaching to be evaluated prior to student teaching*
 - *End of 2-year pilot make decision to keep, do an additional pilot, try another assessment method, or return to PPR*
 - *Decision made by SBEC board members*
 - *Members encouraged to write letters to SBEC board members in opposition to edTPA*

Names and of SBEC board members available on the College Division website (<https://www.tmea.org/divisions-regions/college/fall-conference>) – Link - [SBOE Member Information](#)

PACT – Pre-Admission Content Exam

- *May be used for admission to EPP programs*
- *Cannot be used in place of state content exam*

Subsequent related discussion centered on high teacher attrition rates, reasons for those rates, at what point are we losing teachers? How do the rising certification pass rate requirements/accountability affect recruitment to the teaching profession? Where are the limits of road blocks versus quality control?

6. Ongoing and/or future issues of our membership categories relative to CAGA charges

- 2-year schools
- 4-year schools
- Private schools

7. Future Initiatives for CAGA & TAMS - Increase advocacy component

- Expand the conversation among TAMS membership as to the impact of the upcoming 87th legislative session relative to legislative priorities and how music and the arts might present their case in competition for resources, particularly in view of the increasing emphasis on workforce development.
- Continue to prepare and present informed/unified response to edTPA proposal from SBEC.