# EPP Connect

## EDUCATOR PREPARATION PROVIDER

Dr. Chris Craig,
Deputy Provost
and
Head of EPP

### CONTINUOUS IMPROVEMENT SEMINAR
The next Continuous Improvement Seminar (CIS) is **July 18** from 9 to 11 a.m. in Hill Hall 201. Breakfast will be provided and each faculty member that attends will receive a $100 stipend.

Staff in the Office of Accreditation, Assessment, and Data Management will share APR data in groups to generate ideas for using same to assess program rigor. Groups will offer suggestions as to other types of data that might be used to assess program rigor.

### CHANGES TO ADMISSION TO TEACHER EDUCATION
Effective immediately, a student may now be admitted to Teacher Education with a passing ACT composite score of 20 or passing MoGEA scores. An email was sent to all students enrolled for fall 2019 informing them of the change to prevent them from paying to take the MoGEA over the summer. Students that do not have a 20 composite on the ACT may still take the MoGEA to be admitted. MoGEA scores have not changed.

Also, the Family Care Safety Registry (FCSR) has been replaced with MOVECHS Fingerprinting. This is effective fall 2019. The MOVECHS FBI fingerprinting will be valid until student teaching.

The Undergraduate Catalog is undergoing edits to reflect the above changes.

### CAEP 3RD PARTY COMMENT
You are invited to submit comments, as part of the CAEP accreditation process, on the quality of the MSU Educator Preparation Provider program directly to the CAEP site team. Please see the June 10, 2019 edition of *The Hough Post* for details and timeline.

### MEES RUBRIC UPDATE
DESE has released a new MEES Rubric. (Please see attached.) Changes include a new MEES cut score of 42. Also, Standards 2 and 6 have been revised to include strands that address multicultural competencies.

MEES trainings are scheduled for August 15 at the University Supervisor Training in PSU and for Cooperating Teachers on August 22 at the Library Center Meeting Rooms A & B.

### MACTE UPDATE
MACTE had an election for board member positions that expire on June 30, 2019. Please see results below:

**Treasurer**- Alicia Noddings, Missouri Baptist University
**Member at Large**- Alicia Murillo, Avila University
**Private Institution Representative**- Shannon Cuff, Drury University
**Public Institution Representative**- Daryl Fridley, Southeast Missouri State University
**Legislative Liaison**- Laurie Kingsley, University of Missouri- Columbia

### UPDATED EPP CALENDAR
The 2019-2020 EPP calendar is attached. It is also available on the EPP website. It contains all known committee meeting dates, times, and locations for the fall semester. This information is also posted for the individual committees on the EPP website.

**In this issue:**

✓ Continuous Improvement Seminar

✓ Changes to Admission to Teacher Education

✓ CAEP 3rd Party Comment

✓ MEES Rubric Update

✓ MACTE Update

✓ Calendar

| Date | Committee | Time | Location |
|---|---|---|---|
| September 5 | EPP Executive Committee Meeting | 1:30 p.m. | Hill 231 |
| September 9 | EPP Screening Committee Meeting | 4:00 p.m. | TBA |
| September 11 | EPP Committee on Diverstiy | 11:00 a.m. | Carrington 203 |

## SUBMISSIONS

*We would like to hear from you!*
Email us what you would like to promote or showcase in EPP Connect.
We are looking for faculty accomplishments, community projects, grants, etc. Email EPPConnect@missouristate.edu.

# MEES Teacher Candidate Assessment Rubric

## Standard 1

| Standard 1: Content knowledge aligned with appropriate instruction. The teacher candidate understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students. | | | | |
|---|---|---|---|---|
| 0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance. | 1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance. | 2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success. | **3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.**<br><br>*Expected level of performance by the end of the student teaching semester.* | 4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below): |
| ● Provides no opportunity for students to process content. | ● Demonstrates an awareness of strategies to allow students to process content. | ● Provides students limited opportunities to process content. | ● Provides students with multiple opportunities to process the content. | ● Identifies low engagement and responds with strategies to increase engagement.<br><br>● Uses a variety of skillful questioning strategies to promote active participation and depth of student response. |
| ● Shares incorrect information. | ● Demonstrates an understanding of basic content. | ● Conveys accurate information when teaching content. | ● Conveys accurate content knowledge, relevant examples, and content-specific resources to engage students and support learning. | |
| ● Provides no evidence of addressing needed vocabulary and/or terminology for student understanding of content. | ● Plans to introduce vocabulary and terminology, but does not use strategies to enhance student engagement and responses. | ● Introduces vocabulary and terminology necessary to understand content, but uses limited strategies to engage students | ● Conveys vocabulary and terminology necessary to understand content and uses evidence-based instructional strategies to engage students. | ● Facilitates a lesson in which every student in the class appears engaged for the duration of the lesson.<br><br>● Promotes students authentically using vocabulary and terminology relevant to the content. |
| ● Provides no evidence of planning for student engagement. | ● Plans for student engagement but no evidence of implementation. | ● Inconsistently engages students in the content. | ● Consistently engages the majority of students in the content. | |

## Standard 2

| Standard 2:  Student Learning, Growth, and Development. The teacher candidate understands how students learn, develop, and differ in their approaches to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students. |
|---|

| 0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance. | 1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance. | 2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success. | 3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance. *Expected level of performance by the end of the student teaching semester.* | 4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below): |
|---|---|---|---|---|
| • Provides no evidence of differentiating content, process, product, or environment or shows no awareness of student differences. | • Describes strategies to differentiate and adjusts instruction based on student differences. | • Varies activities and strategies within a lesson but does not intentionally consider individual student differences represented in the classroom. | • Implements lessons that intentionally vary one or more of the following in order to address student differences: content, process, product, or environment. | • Adjusts strategies in the moment based on individual student needs. • Uses individual student data or assessments to inform the selection and modification of strategies. |
| • Provides no evidence of understanding students' background knowledge and learning needs. | • Demonstrates understanding that some students may require differentiation based on cognitive, social, emotional, and physical needs. | • Uses evidence-based strategies for differentiation, though choices in strategies are not matched to some students' needs and interests. | • Applies knowledge of individual students' needs and interests by selecting a variety of evidence-based strategies, including any necessary accommodations or modifications. | • Goes beyond food, holidays, and customs to acknowledge and explore deeper cultural expectations (sociolinguistics) and communication strategies (pragmatics) in classroom instruction and interactions. |
| • Provides no evidence of understanding students' languages, family, culture, and community needs. | • Demonstrates understanding of students' languages, family, culture, and community in planning. | • Affirms students' languages, family, culture, and community during learning opportunities. | • Integrates understanding of students' languages, family, culture, and community when selecting, creating, and facilitating learning opportunities. | |

**Standard 3**

| Standard 3: Curriculum Implementation. The teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher candidate implements curriculum based upon student, district and state standards. | | | | |
|---|---|---|---|---|
| 0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance. | 1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance. | 2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success. | 3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.<br><br>*Expected level of performance by the end of the student teaching semester.* | 4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below): |
| • Provides no evidence of learning activities with alignment to standards. | • Plans for learning activities that are appropriately aligned to standards. | • Implements learning activities aligned to standards. | • Implements learning activities aligned to chosen standards and incorporates embedded formative assessment. | • Delivers lessons and assessments that illustrate a high degree of understanding of the intended standards. |
| • Provides no evidence of posting or mentioning the learning objectives during the lesson. | • Posts the learning objectives but does not mention the objective during the lesson. | • States the learning objectives so that some students are able to articulate the objective of the lesson. | • Clearly conveys objectives in student-friendly language so that the majority of students are able to articulate the objective of the lesson. | • Connects cross-curricular subjects and/or considers scope and sequence when implementing lessons.<br><br>• Connects learning objectives to real world references to aid in student comprehension. |

**Updated June 6, 2019**

**Standard 4: Critical Thinking. The teacher candidate uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.**

| 0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance. | 1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance. | 2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success. | **3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.** *Expected level of performance by the end of the student teaching semester.* | 4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below): |
|---|---|---|---|---|
| ● Demonstrates no awareness of the importance of students sharing ideas and generating possible solutions. | ● Plans strategies to facilitate opportunities for students to share ideas and generate possible solutions. | ● Uses strategies for some students to share ideas and generate possible solutions. | ● Implements strategies in which most students convey their ideas or solutions through product or process. | ● Facilitates student-centered lessons in which students discover for themselves the desired knowledge or skills, rather than relying on teacher-provided information. |
| ● Provides no evidence of knowledge of importance of student analysis and discussion of problems and possible solutions. | ● Plans strategies for analyzing and discussing problems and possible solutions. | ● Creates opportunities for some students to analyze and discuss problems and possible solutions. | ● Facilitates opportunities in which most students analyze and discuss problems and possible solutions. | ● Provides opportunities for students to demonstrate creativity, engage in creative problem-solving, and develop curiosity through hands-on experiences. |
| ● Provides no evidence of using questions that promote critical thinking. | ● Plans to use questions that promote critical thinking. | ● Uses questioning techniques that promote students' critical thinking. | ● Uses questioning techniques that result in most students providing answers reflecting critical thinking. | ● Allows students to express their thoughts, feelings, insights, opinions, and attitudes (not just knowledge) through a variety of media. |
| ● Provides no evidence of higher order thinking. | ● Plans for higher order thinking. | ● Uses strategies to incorporate higher order thinking. | ● Consistently uses evidence-based strategies to promote higher order thinking. | ● Provides opportunities for student thinking to delve into real-world topics, which address differing viewpoints, and allows students to respectfully justify their own opinion and solution to a problem. |

**Updated June 6, 2019**

**Standard 5**

| Standard 5: Positive Classroom Environment. The teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation. | | | | |
|---|---|---|---|---|
| 0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance. | 1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance. | 2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success. | **3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.** <br><br> *Expected level of performance by the end of the student teaching semester.* | 4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below): |
| • Provides no evidence of classroom expectations that would contribute to a safe learning environment. | • Plans to communicate expectations to maintain a safe learning environment. | • Communicates expectations to students in advance, though may not consistently maintain these expectations throughout the lesson. | • Implements developmentally appropriate expectations to maintain a respectful and safe learning environment. | • Involves all students in creating a safe learning environment that respects differences and individual preferences. <br><br> • Seeks feedback from students on his or her teaching, strategies, classroom, etc. |
| • Displays a lack of awareness of how to build appropriate relationships with students. | • Describes strategies for building appropriate relationships with students. | • Fosters positive social interactions in the classroom. | • Maintains positivity in formal and informal interactions, which encourages students to actively engage in learning. | • Facilitates an environment that supports student self-monitoring to maximize instructional time and student learning. |
| • Provides no evidence of strategies for monitoring student behavior and addressing disruptions. | • Explains strategies for monitoring student behavior and minimizing disruptions. | • Responds appropriately to classroom disruptions. | • Proactively uses varied classroom management strategies to minimize disruptions to the learning environment. | • Effectively uses varied management or organizational strategies to motivate students and minimize interference with classroom instruction. |

# Standard 6

| Standard 6:  Effective Communication. The teacher candidate models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom. | | | | |
|---|---|---|---|---|
| 0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance. | 1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance. | 2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success. | 3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance. *Expected level of performance by the end of the student teaching semester.* | 4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below): |
| ● Provides no evidence of instructions in lesson plan. | ● Plans to provide instructions. | ● Conveys instructions to students through verbal **OR** non-verbal cues. | ● Conveys clear instructions through verbal **AND** non-verbal cues or other communication strategies; follows up with students not understanding instructions. | ● Adjusts communication and interactions to support individual student understanding. |
| ● Provides no evidence of understanding the need to articulate expectations for student communication and interaction. | ● Plans to articulate expectations for respectful student communication and interaction. | ● Articulates vague expectations to students about respectful communication and interaction. | ● Articulates or models expectations for student communication and interaction with respect for diverse backgrounds or differing opinions. | ● Encourages students to develop effective speech qualities including volume, tone, and inflection or other effective communication techniques |
| ● Uses volume, tone, inflection, or sight lines that negatively impact lesson delivery. | ● Displays self-awareness of the impact of volume, tone, inflection, or sight lines on lesson delivery. | ● Uses volume, tone, inflection, or sight lines that periodically impact lesson delivery. | ● Ensures volume, tone, inflection, and sight lines positively impact lesson delivery that is sensitive to the diverse needs of students, using resources as necessary. | ● Consistently uses and fosters correct, effective verbal and nonverbal communication, including strategies to communicate with students whose first language is not Standard English or whose disability requires specific forms of communication. |
| ● Consistently includes distracting communication errors that interfere with meaning. | ● Includes communication errors that interfere with meaning. | ● Uses communication that includes errors that do not interfere with meaning. | ● Models proper spelling and grammar consistently in written and verbal communication. | |
| ● Provides no evidence of culturally and linguistically appropriate communication, resources, or examples. | ● Plans for culturally and linguistically appropriate communication, resources, or examples. | ● Uses culturally and linguistically appropriate communication, resources, or examples. | ● Intentionally integrates and responds to culturally and linguistically appropriate communication, resources, or examples based on audience and context. | |

**Updated June 6, 2019**

# Standard 7

**Standard 7: Student Assessment and Data Analysis.** The teacher candidate understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction.

| 0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance. | 1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance. | 2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success. | 3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance. *Expected level of performance by the end of the student teaching semester.* | 4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below): |
|---|---|---|---|---|
| • Provides no evidence of data from assessments to monitor the progress of students. | • Articulates the importance of collecting assessment data. | • Uses formative and/or summative assessment data to monitor the progress of the class as a whole. | • Uses formative and/or summative assessment data to effectively monitor the progress of individual students and the class as a whole. | • Analyzes trend data to respond instructionally, resulting in a positive impact on student learning.<br><br>• Uses multiple assessments to accurately monitor, analyze, and triangulate the progress of each student and the class as a whole. |
| • Provides no awareness that formative assessments are needed to guide future instruction. | • Articulates the need to use formative assessment strategies to gather data on student understanding to guide future instruction. | • Uses some formative assessment strategies to partially gather data on student understanding and sporadically implements adjustments to plan future instruction. | • Uses formative assessment strategies to effectively gather data about student understanding and uses it to plan future instruction. | • Supports students in creating and articulating progress toward goals. |
| • Provides no evidence of an understanding of maintaining student assessment records. | • Articulates a process for maintaining student assessment records. | • Confidentially maintains student assessment records, though processes are inconsistent. | • Maintains student assessment records consistently and confidentially. | • Uses formative assessment strategies to adjust mid-lesson instruction. |

# Standard 8

| Standard 8: Professionalism. The teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher candidate actively seeks out opportunities to grow professionally in order to improve learning for all students. | | | | |
|---|---|---|---|---|
| 0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance. | 1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance. | 2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success. | 3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.<br><br>*Expected level of performance by the end of the student teaching semester.* | 4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as at least one descriptor below): |
| • Provides no evidence of reflection on the lesson. | • Reflects on the lesson when prompted by the evaluator. | • Independently reflects on aspects of the lesson. | • Reflects on the effectiveness of a lesson based on student learning and engagement. | • Demonstrates commitment to the learning of the entire school, grade level, or data team, such as providing resources or activities, collaborating with colleagues on curriculum, etc. |
| • Provides no evidence of acceptance of feedback provided by the evaluator. | • Accepts feedback but does not use feedback to adjust and improve practice. | • Accepts and uses feedback inconsistently to adjust and improve practice. | • Accepts and uses feedback consistently to adjust and improve practice. | • Actively participates in a professional organization to improve practice. |
| • Provides no evidence of recognition of own weaknesses even when prompted. | • Acknowledges weaknesses when prompted, but does not improve professional conduct. | • Monitors and adjusts professional conduct when prompted. | • Monitors and adjusts professional conduct through self-assessment. | • Identifies areas of growth and seeks out opportunities to strengthen professional knowledge, e.g., webinars, books, professional development opportunities, professors, etc. |
| • Provides no acknowledgement of the importance of professional development. | • Acknowledges the importance of professional development, but does not attend. | • Attends approved professional development. | • Uses techniques or strategies introduced in approved professional development to improve student learning. | |

## Standard 9

| Standard 9:  Professional Collaboration. The teacher candidate has effective working relationships with students, families, school colleagues, and community members. | | | | |
|---|---|---|---|---|
| 0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance. | 1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance. | 2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success. | **3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance.**<br><br>*Expected level of performance by the end of the student teaching semester.* | 4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (**all** descriptors in the skilled candidate (3) column must be met **as well as** at least one descriptor below): |
| • Provides no evidence of understanding the importance of professional collaboration with colleagues. | • Recognizes the importance of professional collaboration with colleagues. | • Participates in professional collaboration with colleagues. | • Prepares for and fully engages in professional collaboration with colleagues to enhance student learning. | • Volunteers to be a member of a school-wide committee.<br><br>• Collaborates with outside community members for the benefit of students. |
| • Provides no evidence of understanding the importance of building relationships. | • Recognizes the importance of building relationships with students, colleagues, and families. | • Builds and maintains appropriate relationships with a limited number of students, colleagues, and families. | • Builds, maintains, and seeks out positive, appropriate relationships with students, colleagues, and families to support student success. | • Actively participates in school or district events to build a broader network of collaboration. |

# EPP CALENDAR FOR 2019-2020

## EPP Executive Committee
**Chair: Kim Finch**
**Chair-elect: Reesha Adamson**

| Month | Day | Time | Room |
|---|---|---|---|
| SEPTEMBER | 5 | 1:30 | Hill 231 |
| SEPTEMBER | 26 | 1:30 | Hill 231 |
| OCTOBER | 24 | 1:30 | Hill 231 |
| NOVEMBER | 21 | 1:30 | Hill 231 |
| DECEMBER | 12 | 1:30 | Hill 231 |
| JANUARY | 30 | 1:30 | TBD |
| FEBRUARY | 26 | 1:30 | TBD |
| MARCH | 26 | 1:30 | TBD |
| APRIL | 22 | 1:30 | TBD |

Thursday Meetings

## EPPC Meetings
**Chair: Kim Finch**
**Chair-elect: Reesha Adamson**

| Month | Day | Time | Room |
|---|---|---|---|
| SEPTEMBER | 18 | 3:30 | CHEEK 308 |
| OCTOBER | 9 | 3:30 | CHEEK 308 |
| NOVEMBER | 6 | 3:30 | CHEEK 308 |
| DECEMBER | 4 | 3:30 | CHEEK 308 |
| JANUARY | 15 | 3:30 | TBD |
| FEBRUARY | 12 | 3:30 | TBD |
| MARCH | 11 | 3:30 | TBD |
| APRIL | 8 | 3:30 | TBD |
| MAY | 6 | 3:30 | TBD |

Wednesday Meetings

## EPP BSEd Secondary Oversight
**Chair: Kimberly Stormer**
**Chair-elect: TBD**

| Month | Day | Time | Room |
|---|---|---|---|
| SEPTEMBER | 20 | 12:30 | Hill 300 |
| OCTOBER | 11 | 12:30 | Hill 300 |
| NOVEMBER | 8 | 12:30 | Hill 300 |
| DECEMBER | 6 | 12:30 | Hill 300 |
| JANUARY | 17 | 12:30 | TBD |
| FEBRUARY | 14 | 12:30 | TBD |
| MARCH | 13 | 12:30 | TBD |
| APRIL | 17 | 12:30 | TBD |

Friday Meetings

## EPP Guiding Principles
**Chair: Andrew Homburg**

| Month | Day | Time | Room |
|---|---|---|---|
| SEPTEMBER | | | |
| OCTOBER | | | |
| NOVEMBER | | | |
| DECEMBER | | | |
| JANUARY | | | |
| FEBRUARY | | | |
| MARCH | | | |
| APRIL | | | |
| MAY | | | |

No regulary scheduled meetings

## EPP Diversity
**Chair: Nate Quinn**

| Month | Day | Time | Room |
|---|---|---|---|
| SEPTEMBER | 11 | 11:00 | Carr 203 |
| OCTOBER | 2 | 11:00 | Carr 203 |
| OCTOBER | 30 | 11:00 | Carr 203 |
| DECEMBER | 4 | 11:00 | Carr 203 |
| JANUARY | 15 | 11:00 | Carr 203 |
| FEBRUARY | 5 | 11:00 | Carr 203 |
| MARCH | 4 | 11:00 | Carr 203 |
| APRIL | 1 | 11:00 | Carr 203 |
| APRIL | 29 | 11:00 | Carr 203 |

Wednesday Meetings

## EPP Exceptions and Compliance
**Chair: Reesha Adamson**

| Month | Day | Time | Room |
|---|---|---|---|
| SEPTEMBER | | | |
| OCTOBER | | | |
| NOVEMBER | | | |
| DECEMBER | | | |
| JANUARY | | | |
| FEBRUARY | | | |
| MARCH | | | |
| APRIL | | | |
| MAY | | | |

Meet as needed

## EPP MSED Secondary Oversight
**Chair: TBD**

| Month | Day | Time | Room |
|---|---|---|---|
| SEPTEMBER | 9 | TBD | TBD |
| SEPTEMBER | 30 | TBD | TBD |
| OCTOBER | 28 | TBD | TBD |
| DECEMBER | 2 | TBD | TBD |
| JANUARY | 13 | TBD | TBD |
| FEBRUARY | 3 | TBD | TBD |
| MARCH | 2 | TBD | TBD |
| MARCH | 30 | TBD | TBD |
| APRIL | 27 | TBD | TBD |

Monday Meetings

## EPP Screening Committee
**Chair: Becky Swearingen**

| Month | Day | Time | Room |
|---|---|---|---|
| SEPTEMBER | 9 | TBD | TBD |
| OCTOBER | 30 | TBD | TBD |
| OCTOBER | 28 | TBD | TBD |
| DECEMBER | 2 | TBD | TBD |
| JANUARY | 13 | TBD | TBD |
| FEBRUARY | 3 | TBD | TBD |
| MARCH | 2 | TBD | TBD |
| MARCH | 30 | TBD | TBD |
| APRIL | 27 | TBD | TBD |

Monday Meetings

## EPP Membership & Prof. Dev.
**Chair: Kirsten Hatz**

| Month | Day | Time | Room |
|---|---|---|---|
| SEPTEMBER | | | |
| OCTOBER | | | |
| NOVEMBER | | | |
| FEBRUARY | | | |
| MARCH | | | |
| APRIL | | | |

No regulary scheduled meetings

## EPP Program Review
**Chair: Rebecca Woodard**

| Month | Day | Time | Room |
|---|---|---|---|
| SEPTEMBER | | | |
| OCTOBER | | | |
| NOVEMBER | | | |
| FEBRUARY | | | |
| MARCH | | | |
| APRIL | | | |

No regulary scheduled meetings

UPDATED June 17, 2019 [VK]