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Our Newest TRETA Member - TRETA welcomes Noah Cahill!

Announcing the birth of Noah Zachary to Rachel and John Cahill on October 30, 2015 at 11:07 am in Dallas, Texas. Rachel currently serves as our Webmaster and Internet Communications Director.

Noah's siblings, Christopher, Samuel, and Kathryn are excited to have their little brother join the family.



Much love from the TRETA family to John, Rachel, Christopher, Samuel, Kathryn and Noah!

What You Should Know About TREC's New Adult Education Requirement

by Mike Phillips, MBA, MA, CREI™

You may have heard that on January 1, 2016, TREC is imposing a new education standard on current, TREC-certified real estate instructors seeking recertification, as well as on first-time applicants. How might this new standard impact you? Read further to find out.

Starting January 1, if you are seeking recertification as a real estate instructor, you must have completed a TREC-approved eight-hour adult education course within the past four years from the date of your application before TREC will consider your request. (The present standard for the completion of the adult education course for licensing recertification is 5 years, but at the November Commission meeting, it's expected that a recommendation to reduce the period to 4 years will be approved.) Fortunately for some, proving to TREC that you are in good-standing with one of the following designations will suffice to meet the adult education requirement for recertification:



- The CREI™ (Certified Real Estate Instructor) obtained through TRETA™,
- The DREI (Distinguished Real Estate Instructor) earned through the Real Estate Educators Association, and
- The CDEI (Certified Distance Education Instructor) achieved through ARELLO®.

If you are a first-time TREC-instructor applicant, you will be held to the same adult education requirement (or alternative certification) as a person pursuing recertification.

To illustrate how the standard will be applied, let's say you submit an instructor application to TREC to teach a qualifying course on January 1, 2016. Before receiving approval, you will have to prove to TREC's licensing department that you have completed a TREC-approved adult education course or hold a current CREI™, DREI, or CDEI designation before your application will be considered. Assuming that you fulfill the education requirement and are otherwise qualified, you won't have to worry about the adult education pre-qualification standard for four more years.

This is how the education requirement would work over 4 certification periods:

	<i>Prior Year Periods in which the Adult Ed Training Course is to have been Taken</i>									
Date of Instructor Certification/Recertification:	<u>1/1/2016</u>	<u>1/1/2012</u>	<u>1/1/2013</u>	<u>1/1/2014</u>	<u>1/1/2015</u>					
(Instructor licensing approval is for two years only)	<u>1/1/2018</u>			<u>1/1/2014</u>	<u>1/1/2015</u>	<u>1/1/2016</u>	<u>1/1/2017</u>			
	<u>1/1/2020</u>					<u>1/1/2016</u>	<u>1/1/2017</u>	<u>1/1/2018</u>	<u>1/1/2019</u>	
	<u>1/1/2022</u>							<u>1/1/2018</u>	<u>1/1/2019</u>	<u>1/1/2020</u> <u>1/1/2021</u>

The TREC requirements going into effect on January 1 pertain to those seeking approval to teach qualifying and/or non-elective CE courses.

If you are not currently certified to teach a TREC qualifying or CE course, but would like to apply, you can obtain an application from TREC's website at <http://www.trec.state.tx.us/education/main-instructors.asp>.

The 21st Century Student

by John Dorie, TREC Broker, TREC Certified Instructor, TALCB Certified Residential Appraiser

I primarily teach Real Estate Appraisal classes for several for-profit schools in the Southwest as well as guest lecture for college courses. I have noticed a definite dichotomy of students in core courses and CE – Many older students may be stuck in the “blackboard” era with little, if any, computer skills. Most younger students are “tech-savvy.” The first time I witnessed this was when a college student was not taking notes but was photographing the slides and comments on the white board.

Just this last week I taught an Appraisal class that had a mix of student ages: A recent college graduate was using a financial calculator to find the monthly payment to amortize a mortgage problem; this took her less than one minute. A second, older student reached for the old printed interest rate tables to select the 7% page and then search for 15 periods to find the multiplier, finally reaching for the iPhone calculator to find the payment; then, not finding the answer among the options on the quiz, re-worked the math, found the error and answered the question. Sadly, another older student just gave up and skipped the question, not even being able to handle the interest rate tables. The only one to get the answer correctly was the young techie with the financial calculator.

The point is we, as teachers, must modify our classroom style to fit our audience. In a mixed group should we teach to the lowest level and watch the techies day-dream while we laboriously turn to the correct page, then find the appropriate period line, then move to the correct column, only then to perhaps transpose a six-digit multiplier? Are we truly serving our student by allowing them to stay in the past?

The elderly student, who skipped the question, was perhaps the most honest when asked what he would do when the client asked what the mortgage payment would be - He would refer them to the mortgage broker.

On the other hand, should we turn our back on an older student who lacks the ‘modern tools’ we take for granted? Certainly not! I don’t have the answer, but being a “gray-beard” myself, I know I can still learn and master a machine like a financial calculator. Let’s get back to the basics. Let’s have some courses that *teach so someone can learn*, not just get a certificate to send to Austin to meet the renewal requirements. Let’s have some courses that address specific needs with modern business tools, for example, computing a mortgage payment, or refining a CMA valuation, or as basic as texting on a smart phone.

Life without *Life360* – No Way!

by William (Bill) Price

While attending the TRETA Advanced Instructor Development Workshop (Advanced IDW) back in July of this year, I along with the other attendees was introduced to a Mobile App that just blew our mind. A very personal story was told about how this app was so very helpful, that I can't go into it at this time. However, after hearing that story each of us start downloading the app onto our iPhones, Androids and Window phones.

As real estate instructors, we have to be very careful about our safety, just like we do when we are doing an Open House. We never know who will show up for our classes. At one of the classes I was teaching we had to evacuate the building in the middle of my presentation, because of a bomb scare. **Life360** is a FREE smart phone app that will help families, agents in your office or close friends stay in sync throughout the busy day. It is not an app to spy on anyone, but those of you that have children, I am sure there has been times when you wish you knew where they were. You can see where everyone are on a private map, and you can stay in touch with your group and you can do one-on-one messaging, and get help in an emergency. Speaking of in Case of an Emergency, in case something does happen, a message is sent via email and text message immediately.

Life360 basic is FREE. If you want some of the other premium features for a small monthly fee there is a monthly **Life360** Premium and this will give you some more bells and whistles that you may love. Me being cheap, I am sticking with the FREE version.

No one can find your location using **Life360**, without accepting your invitation. Another thing, **Life360** can help locate your phone. I know Apple and Androids have the same ability. However, you can have your Circle Member open the **Life360** app on their phone to find the phone's last location. If the phone is turned off, the location will not be showed.

Here, recently we have been receiving information on SAFETY from our Real Estate Associations, recommending other Safety Apps. Check them out and use the one that works for you. Safe Teaching....

William (Bill) Price
Broker/Owner B & K Realty, LLC
ABR, CRS, e-PRO, GRI, TRLP, SMP, TAHS, REW,SFR
TREC CE Provider
NAR Sponsor for EAH/EHO
zipForm Certified Instructor
RPR Instructor
TREC Certified Instructor



Bill is currently a Certified TREC Core/MCE, Legal Update, Ethics and Broker Responsibility TREC Certified Instructor. He is a faculty member on the Texas Association of Realtors® University. He also personally trains real estate agents on the use of Mobile Technology. He has his own Real Estate Education CE School approved by the Texas Real Estate Commission (TREC). He has developed several TREC-CE Courses and teaches these courses for Associations, other companies and organizations all across the country. Bill is a zipForm Certified Instructor as well as Realtor Property Resource (RPR) Instructor. Bill calls himself the "Tech Savvy Old Guy" and enjoys creating Mobile Apps, Mobile Websites and Websites for real estate professionals and organizations.

Ask the Appraiser ...

by John Dorie, TREC Broker, TREC Certified Instructor, TALCB Certified Residential Appraiser

Q: Frequently students ask why appraiser refused to use price per square foot for price valuations. Do appraisers ever consider this? If not, why?

A. Appraisers consider the physical features, characteristics and amenities when valuing a real estate subject. To use an across the board "price per square foot" does not value the individual features a each dwelling or parcel.

Let's relate an automobile valuation: Does the car have air conditioning? Power windows? What type of sound system/entertainment system is there? Manual transmission or automatic? In other words, just like upgrading a car, each home or land parcel has certain positive and negative features: a pool or no pool, granite countertops or Formica or tile, brick or frame, carpet or hardwood floors, etc. The appraiser determines the "market's reaction" to these positives and negatives to determine an addition or reduction of value.

The appraiser first will identify the neighborhood of properties the typical buyer would consider to be acceptable substitutes for the subject property. This is based on the primary premise of real estate that the three most important factors are location, location and location. Then a pool of recent sales is examined to find properties with like size, age, features and amenities; this is based on the Principle of Substitution. In almost all cases the Realtors narrative description of a property is the basis for these decisions.

After selecting a number of genuine Comparable Properties, the appraiser then performs a site visit to get first-hand information on the subject's characteristics. While Realtors may use the tax officer square foot size of the dwelling, the appraiser actually measures the structure; because the tax office measurement seldom equals the appraiser's GLA measurement.

A drive-by of the possible comparable properties follows with an assumption that the exterior appearance of the property will be similar to the interior features and condition. After this the real work begins.

The appraiser begins to determine a value to any and all differences between the subject and each comparable by a comparison method call a 'matched pair analysis' between two different recently sold properties. In the textbook world there would be only one different characteristic to measure between these recent sales, then that value difference would be the difference in price between the two sales. However, in the real world there are numerous differences between these recent sales, and the appraiser must interpolate the data to ascertain the value of each difference. Once these values have been determined, the appraiser can adjust each comparable's transaction price by the 'matched pair analysis' value in comparison to the subject.

Hopefully you see that an appraisal is much more complex that just adding or subtracting for the average price per square foot. The lenders certainly see the difference.

Education and Training Leading to Success

by Mary Ann Jeffers

Seeing the number of new people getting into real estate really scares me and what I mean by that is the way they are being trained and educated. Many of these are getting in because of the potential of income but are not aware of the hard work that is involved. They are being taught on how to pass the exam to get their license and in many cases going into offices with little or no training or guidance. I believe whenever we have the opportunity to talk to these new agents we really need to explain to them that their education is just beginning and will never end if they want to be successful. We need to express the importance of our Code of Ethics and not working outside of their expertise and certainly not to be afraid to ask for help when needed.

TAR has now reached over 100,000+ members with over 90,000+ being REALTORS®. It will be interesting to see the numbers within the next couple of years.

Mary Ann Jeffers, ABR,CIPS,CRS,E-PRO,GRI,MRP,PMN,SRES,TAHS,TRLP

2015 Chairman San Antonio Board of REALTORS®

TAR Region 13 Vice President

2016 TAR TREPAC Trustee

NAR Director

2016 TRETAC Event Coordinator



Using Grading Policies to Promote Learning

By Maryellen Weimer, PhD

I just finished putting together some materials on grading policies for a series of Magna 20-Minute Mentor programs, and I am left with several important takeaways on the powerful role of grading policies. I'm not talking here about the grades themselves, but instead the policies we choose as teachers.

We take our grading responsibilities seriously, although most of us wouldn't rank grading among our favorite teaching tasks. Grades matter—to students, their parents, those who award scholarships, employers, and graduate and professional schools. Who doesn't think they're important? But our focus is on the grades, not the policies that govern what's graded, how much a certain activity counts, or those mechanisms used to calculate the grades.

When students talk about the grades we've "given" them, we are quick to point out that we don't "give" grades, students "earn" them. And that's correct. It's what the student does that determines the grade. But that statement sort of implies that we don't have much of a role in the process—that we're simply executing what the grading policy prescribes. We shouldn't let that response cloud our thinking. Who sets up the course grading policy? Who controls it? Who has the power to change it or to refuse to change it? It's these policies that involve us up to our eyeballs.

Humphreys and Pollio write of grading, "Nowhere is the power that resides in the hands of faculty so apparent, or so open to abuse." (p. 96) We all aspire to be fair and objective in our assessment of student work, but there's so much to grade. We grade when we're tired and when we know whose work we're evaluating, and we don't stop being human when we're grading. Good grading policies have features that promote fair and objective assessment of student learning. The criteria that differentiate the grade levels should be clear and relevant to the goals we have set for that test or assignment. Whether it is checklists or rubrics, we need to use them religiously in the grading process, and I think they're rightfully and profitably shared with students, ideally before they start work on an assignment rather than once their work has been graded.

I also hadn't thought very thoroughly about how grading policies affect learning. What counts (papers, quizzes, tests, projects, participation, attendance, etc.) and how much it counts directs what students do in a course. The more an assignment counts, the harder students work on it. Yes, I know, we all have students who don't work on the tests and assignments worth the most, but for those students who are trying to succeed in the course, what counts and how much it counts directs where they focus their efforts, and that in large measure determines both what and how they learn.

Can grading policies motivate learning? Too often they motivate getting the grade, not necessarily the learning. Diane Pike, a sociology professor, objects to our overly detailed point systems that place a value on even the smallest activities. That ends up being a grading policy feature that reinforces the notion that unless there are points in play, the activity isn't worth doing. Detailed point systems also encourage grade grubbing—students in relentless pursuit of every possible point.

We have professional responsibilities to certify the extent to which students have mastered content, but we also have students do assignments and take tests because those activities promote learning. Students work with the content to complete an assignment. They study the material to prepare for exams. And our grading policies set the parameters within which that learning occurs.

Are there grading policy features that promote learning? What about the chance to use teacher, maybe peer, feedback to improve an assignment before it gets a final grade? Or extra credit possibilities that allow a student to dig deeper into an aspect of course content that seems interesting? Or credit for course engagement, as in regularly attending class and being there prepared, actively participating in group activities, meeting deadlines, and listening attentively to others?

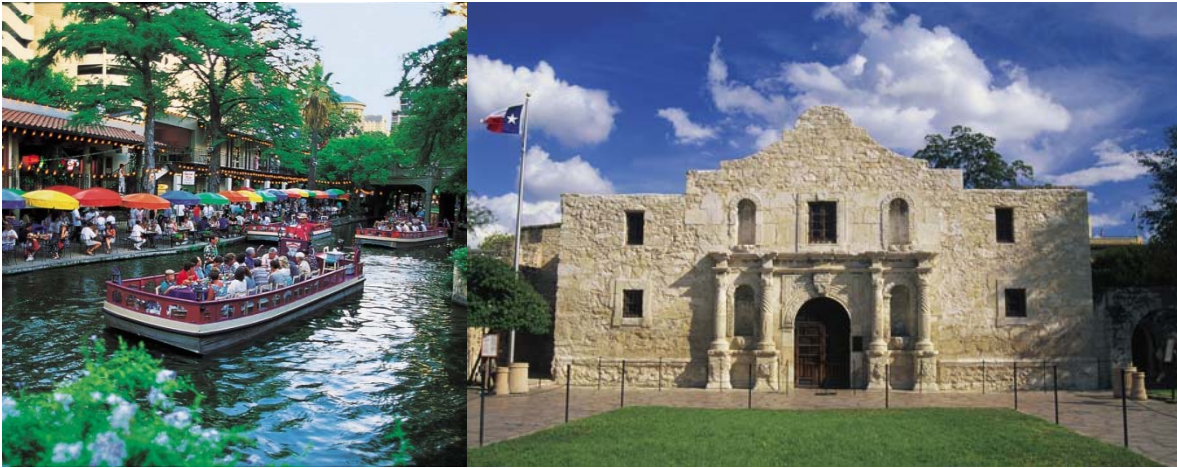
I'm just suggesting possibilities here, which is to say, I'm still exploring ways to craft grading policies that enhance the fair and objective assessment of student learning at the same time they motivate learning. As we face a new academic year and are assembling course syllabi, it's good to review grading policies, freshly appreciating their powerful role.

References: Pollio, H. R. and Humphreys, W. L. Grading students in J. H. McMillian, ed., *Assessing Student Learning*. New Directions for Teaching and Learning, no. 33. San Francisco: Jossey-Bass, 1988.

Pike, D. L. (2011). The tyranny of dead ideas in teaching and learning: Midwest Sociological Society Presidential Address 2010. *The Sociological Quarterly*, 52, 1-12.

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THINK SAN ANTONIO IN APRIL 2016!



2016 ANNUAL TRETA CONFERENCE

See link below for further information ...

<http://www.treta.org/index.php/events/yyyy-annual-conference>

Let's Grow TRETA Membership!

We will soon be overhauling our Membership Roster! You will be contacted to confirm that the information we have on file is still correct. If you already know we have outdated information for you, or would like to help in the canvass, please email Mike Phillips at mrp@mrphillips.com.

We are also embarking on a membership drive! Rack your brains for potential members and send us their names! Think about your fellow instructors and industry professionals - all walks of real estate are welcome to help us achieve our goal of being the premier education resource for Texas real estate teachers.

Mike Phillips, CREI

Membership Director 2015-2016

Upcoming Conferences & Courses

From the Texas Real Estate Teachers Association (TRETA) ...

CREI Instructor Development Workshop - Basic

By TRETA for your CREI Designation

The Texas Real Estate Teachers Association is offering the IDW class.

Basic:

December 5-6, 2015
8:30am - 4:30pm
Facilitator: Kevin Morris
Questions: crei@treta.org

Location:

San Jacinto College – South Campus [\[CAMPUS MAP\]](#)
13735 Beamer Road
Bldg 12, Room 101
Houston, TX 77089

From the Texas Real Estate Research Center ...

TREC Legal Update & Ethics Instructor Training Courses

September 22 - November 3, 2015

Fort Worth
El Paso
San Antonio
Austin
Dallas
Houston

Description:

This course fulfills the instructor training mandated by the Texas Real Estate Commission (TREC) for those instructors desiring to teach Legal Update and Ethics courses, editions 7.0, which go into effect January 1, 2016. Instructors must be approved by TREC before registering for this course. [TREC website](#).

TREC Broker Responsibility Instructor Training Course

December 14, 2015

Real Estate Center, College Station, Texas

Description:

This course fulfills the instructor training mandated by the Texas Real Estate Commission (TREC) for those instructors desiring to teach Broker Responsibility, edition 2.0, which went into effect January 1, 2015. Instructors must be approved by TREC before registering for this course. [TREC website](#).

Texas Real Estate Teachers Association

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TRETA Officers for 2015-2016

President	Karen Nichols	806-797-0769	knichols@tarrec.com
President-Elect	Bart Stockton	214-901-7199	stocktonbart@gmail.com
Treasurer	Jerry Rutledge	972-980-0643	jerry@allianceacademy.org
Secretary	Jeanette Black	817-219-5355	jblack@alliantnational.com
Conference Director	Mary Ann Jeffers	210-326-5566	www.MaryAnnJeffers.com
Program Director	Philip Schoewe	806-794-5557	pschoewe@gmail.com
Membership Director	Michael Phillips	210-288-2781	mrp@mrphillips.com
Communications Director	Steven Brown	469-682-5640	sfbrown@dcccd.edu
Research Director	Bonnie Wilson	210-535-1576	
CREI Director	Kevin Morris	281-458-4050	kevin.morris@sjcd.edu
Past President	Billy Parker	817-821-9533	billy@parkerlending.com
Historian	Cheryl Nance Wally Cater	806-206-9126	cherylnance@wbbsg.net
Webmaster	Rachel Cahill	214-718-5872	webmaster@TRETA.org

Final Thoughts

We welcome our members input! Please email any suggestions you may have about TRETA to the officer responsible for that function.

We also want your contributions to TRETA Talk. Whether you are a new instructor or a long-time educator your view, knowledge, and voice is essential to our organization. Please send any articles, ideas, or thoughts that you would like to appear in TRETA Talk, as well as a short bio, to sfbrown@dcccd.edu.

Exhibitors for the annual TRETA Conference are encouraged to sign up early. We look forward to seeing you there!

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