



2020-2021 Continuing Approval Review Report Texas College

Introduction

A 5-year Continuing Approval Review was conducted by Program Specialist Lorrie Ayers of the educator preparation program (EPP) at Texas College (212502) on April 27, 2021. Per 19 Texas Administrative Code (TAC) §228.10(b), an entity approved by the State Board for Educator Certification (SBEC) to certify educators shall be reviewed at least once every five (5) years. The EPP at Texas College was originally approved on May 13, 1972.

Dr. Lisa Taylor was the program Legal Authority, and Dr. Octavia Brown was the primary EPP contact for the Continuing Approval Review. Texas College is approved to prepare and certify candidates in the Teacher certification class in the Undergraduate (U), Post-baccalaureate (PB), and Alternative (ALT) routes. The EPP reported 7 finishers in the 2018-2019 academic year and 7 finishers in 2019-2020. The EPP was rated Accredited at the time of the review. The risk level was Stage 3 (low).

EPP staff participating in the review at various stages were: Dr. Octavia Brown, Dr. Dwight Fennel, and Dr. Jan Duncan.

Per 19 TAC §228.1(c), "all educator preparation programs are subject to the same standards of accountability, as required under Chapter 229 of this title." The TEA administers the TAC required by the Texas legislature for the regulation of all EPPs in the state. (See the complete [TAC](#) for details.) The 5-year Continuing Approval Review was conducted in a "Desk Review" format where EPP staff submitted requested documents to TEA for review. Records for 10 candidates were requested for review.

The scope of this review included: 1) verifying compliance with Texas Administrative Code and Texas Education Code as applicable to the Teacher certification class in each certification route offered by the EPP; and 2) developing a plan for improvement based on review data, performance indicators identified in 19 TAC §229.4, and self-reported EPP information provided in the Status Report. The Next Steps were developed to address plans for quality improvement. Evidence of compliance was measured using a rubric aligned to TAC.

Data Analysis

Information concerning compliance with TAC governing EPPs was collected by a variety of means. The Status Report and related program documents were submitted to TEA on April 13, 2021. Additional EPP documents, including candidate records, were submitted on April 27, 2021. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data was used to evaluate the evidence.

Findings, Compliance Issues, and Recommendations

"Findings" indicate evidence collected during the review process. If the program is "not compliant" with any identified component, the program should consult the TAC and correct the issue immediately. "Next Steps" were drafted during the review that identify compliance issues to be addressed and a timeline for completion. "Recommendations" are suggestions for general program improvement, and no follow-up is required.



Results

Self-reported information and candidate and EPP records were reviewed to verify that the EPP is compliant with TAC requirements for program activities and candidate preparation and certification. The Status Report and related documents, such as program and candidate handbooks, the college website, and candidate records including transcripts, admission documents, benchmark documents, degree plans, course descriptions, training certificates, and completed logs and observation documents, were reviewed. The following are the results of the review.

Per self-reported information in the Status Report, the EPP meets requirements for program governance, including a) support provided by the governing body; and b) advisory committee activity as required in 19 TAC §228.20.

19 TAC §228.20(g) requires that each EPP must develop and implement a calendar of program activities that includes a deadline for accepting candidates into a program cycle and allows adequate time after admission for completion of coursework, training, and field-based experience (FBE) requirements prior to a clinical teaching or internship experience. According to degree plans, published admission information, and the EPP Handbook, the undergraduate program admits cohorts in October and in March and candidates complete EPP requirements prior to clinical teaching. The calendar of events for the ALT program was not clear. Program staff stated the ALT route is not currently active and Texas College does not currently grant advanced degrees so they do not have a PB route. Program staff were advised they must update requirements and information posted on the website to reflect alternative certification, if offered, and should remove references to PB preparation if they are not granting degrees concurrent with certification in a PB route. EPP staff were encouraged to review the approved certificates and routes and request that TEA remove those that are not and will not be active.

The EPP does not have any additional sites.

Texas College partners with surrounding school districts to offer tutorial services within the school day for students to receive small group instruction. They have MOU's with two (2) local districts to place candidates for FBE and clinical teaching.

The admission and completion requirements for the U program were posted on the EPP webpage as required in 19 TAC §227.1(c)(1) and (2). Admission requirements were posted for the ALT program. Information about a PB program is also posted on the website; however, the information published for PB actually refers to an ALT route.

The Candidate Handbook identifies requirements to be a program "completer" which include successfully completing all coursework including clinical teaching, and passing required exams. Program staff were reminded that per the definition of a "completer" in 19 TAC §229.2(10), passing certification exams is not a requirement for achieving completer status.

It was noted that some of the degree plans posted on the website do not appear to agree with the certificate area published. For example, the required courses identified for a candidate pursuing Life Science 7-12 include EDUC 4601 Clinical Teaching in the Elementary School and EDUC 3326 Social Studies for Elementary Teachers. Program staff were encouraged to review



the completion requirements posted on the website to ensure they are accurate and transparent for individuals reviewing that information.

As specified by the Texas Education Code (TEC) 21.0452(b)(5), TEA is required to obtain and post information regarding technology integration activities offered by EPPs that are designed to prepare teachers to:

- integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning;
- and use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

EPP staff have provided TEA links to the webpages “Technology Integration” and “Data Management”; however, the pages do not contain information, reflecting the message that the page is “currently under construction”. EPP staff should update the pages so that they contain relevant information.

The following required information was not published in a place accessible by applicants and candidates such as on the website or on an application for EPP admission:

- Information about the effect of supply and demand forces on the educator workforce in Texas and information about the performance of the EPP over five years; [19 TAC §227.1(c)]
- The required fingerprint background check; [19 TAC §227.1(b)]
- The potential ineligibility of an individual for certification due to a criminal history and the right of an individual to request a Preliminary Criminal History Evaluation (PCHE) from TEA; and [19 TAC §227.1(d)]
- The EPP complaints process, with a link to the TEA complaints process. [19 TAC §228.70(b)(2)]

EPP staff signed a statement of reading and understanding the Texas Educators’ Code of Ethics (ECO) and the EPP consistently collects a similar acknowledgment from candidates which meets requirements in 19 TAC §228.50 related to professional conduct. It was noted that some candidates acknowledged reading or receiving the ECO and did not acknowledge adherence to the ECO. The program was encouraged to update wording on the ECO document to collect an acknowledgement from candidates and EPP staff that they understand and agree to adhere to the ECO.

19 TAC §228.40(f) requires the EPP to retain “documents that evidence a candidate's eligibility for admission into the program and completion of all program requirements for a period of five (5) years after a candidate completes, withdraws from, or is discharged or released from the program”. Some requested records such as observation documents and some admission documents were not available for some or all of the 10 candidates whose records were selected for review. Additionally, complete records of field-based experience (FBE) were not available for four (4) of the 6 candidates who had completed clinical teaching and thus were expected to have completed FBE in pre-clinical requirements.

The requirements for admission into the undergraduate (U) preparation program were identified on the EPP webpage within the college website:



- Demonstrate basic skills via passing scores on the THEA, COMPASS, or comparable test;
- Attend an EPP orientation;
- At least 59 semester credit-hours completed;
- Official transcripts;
- Minimum GPA of 2.75;
- An application;
- Three (3) signed letters of reference;
- An interview;
- A signed degree plan;
- An autobiography;
- A criminal background check; and
- A copy of a state identification.

The benchmark document in candidates' records identified additional admission requirements:

- An oral proficiency questionnaire;
- A philosophy of education; and
- A signed Educators' Code of Ethics.

The EPP Handbook additionally identified that undergraduate candidates must have successfully completed EDUC 2301 and EDUC 2302 with a grade of B or better to qualify for admission.

Admission requirements published for the ALT route include:

- Hold a bachelor's degree;
- Minimum GPA of 2.75;
- Pass a Pre-admission Content Test (PACT);
- Official transcripts;
- Passing scores on a TOEFL-iBT (for international students); and
- A transcript evaluation by a TEA-approved evaluation service (for international students).

Admission records, including transcripts, application materials, letters, and benchmark documents were provided for 10 candidates from the undergraduate (U) teacher program. The following was found in the admission records submitted for the candidates whose records were selected for review:

- Candidates met the basic skills requirement through previously completed college-level coursework which is one of the exemptions in 19 TAC §4.54. The benchmark document notes the THEA is required during the sophomore year. EPP staff were advised that this is not required for the EPP because candidates are able to complete college level coursework prior to admission into the EPP.
- An application for admission was found in the records for each of the 10 candidates, which meets the requirement in 19 TAC §227.10(a)(8).
- The EPP screens candidates at admission using an Oral Proficiency Questionnaire as required in 19 TAC §227.10(a)(8). Records for each of the 10 candidates contained



evidence of the screens. There was no indication of how the written autobiography was scored or if it is used as a screen for admission.

- Transcripts for 9 of the 10 candidates reflected each was enrolled in the college at the time of admission and each was admitted with a GPA above 2.5. Transcripts were not provided for one (1) candidate.
- Prior to admission, 8 of the 10 candidates had completed more than the minimum number of subject-specific credit hours in the subject area in which each was admitted which meets the requirement in 19 TAC §227.10(a)(4). One (1) candidate was admitted for secondary science with less than 15 hours and the hours could not be verified for one (1) candidate due to missing transcripts. The program meets the subject-hour requirement but EPP staff were reminded that candidates admitted in math or science in certificate areas that include grade 7 and above must have at least 15 related credit-hours on their transcripts or must pass a pre-admission content test (PACT) to qualify for admission.
- English language proficiency (ELP) was met through the college requirements as allowed for undergraduate programs in 19 TAC §227.10(a)(7)(B).
- There were no candidates admitted with credentials from out of country.
- 19 TAC §227.10(b) allows the EPP to have additional requirements for admission that are not in conflict with admission requirements in TAC. The EPP requires candidates to submit an autobiography and three (3) references at admission. An autobiography was found in the records for one (1) candidate. Five (5) of the records contained evidence of the three (3) references.
- The EPP has implemented the formal admission process as identified in 19 TAC §227.17. The records for each of the 10 candidates contained an offer letter with an admission date embedded and that was accepted by the candidate in writing. It was noted that the admission letter identified the candidate had 10 days to return the signed acceptance; however, that response period ended after the identified date of admission so EPP staff were encouraged to shorten the response time for acceptance of formal admission. The EPP must create an admission record for candidates in the Educator Certification Online System (ECOS) within 7 calendar days of the formal date of admission. Records for three (3) candidates met the 7-day requirement.
- There was no evidence that any of the 10 candidates had been contingently admitted as allowed in 19 TAC §228.15.
- 19 TAC §227.19 requires the EPP to maintain an overall GPA of 3.0 or higher for the incoming class each year. The EPP maintained an average of 3.13 across the last four (4) years but dipped below 3.0 in 2016.

Self-reported information in the Status Report, course descriptions, degree plans, and syllabi provided evidence of coursework provided to candidates:

- 19 TAC §228.30(a) requires coursework and training provided to candidates to be standards-based. Based on degree plans and course descriptors, candidates pursuing the Core Subjects EC-6 certificate area do not appear to receive instruction in Social Studies, Science, or in the “specials” areas such as art and music. Candidates receive a significant amount of instruction in the areas of English Language Arts and Reading (ELAR) and Math.



- Undergraduate candidates pursuing the Core Subjects EC-6 certificate complete some of their required coursework in courses taken prior to admission into the EPP which is not prohibited in 19 TAC §227.17(f).
- A review of course syllabi for the EC-6 certificate area revealed that candidates are provided opportunities to practice skills through producing a variety of lesson plans, assessments, and rubrics, and creating learning centers and technology-based interactive lessons which meets the requirement in 19 TAC §228.35(a)(2) for performance-based coursework.
- Syllabi contained bibliographies of class resources and revealed that in some classes candidates are required to review and critique journal articles which is evidence of research-based curriculum required in 19 TAC §228.30(b).
- The following required instruction was identified in coursework for candidates in the U program per the Status Report:
 - Instruction in the ECOE, including instruction in appropriate relationships, boundaries and communications between educators and students;
 - Dyslexia;
 - Mental health, substance abuse, and youth suicide;
 - Instruction in the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students;
 - The framework in Texas for teacher and principal evaluation;
 - The importance of building strong classroom management skills;
 - Reading;
 - Instruction based on the teacher standards in 19 TAC Chapter 149;
 - The pre-kindergarten guidelines;
 - The ELPS; and
 - Digital literacy including the evaluation and prescribed curriculum.
- It is not clear where candidates in the ALT program would receive the required instruction. Program staff were advised that they must provide evidence of coursework provided to candidates in the ALT program if they intend to retain approval to offer that route.

While most of the coursework in the undergraduate program is delivered face to face, the Texas College EPP has an online element in their program. EPP staff were advised that 19 TAC §228.35(a)(6) requires that “coursework and training that is offered online must meet, or the EPP must be making progress toward meeting, criteria set for accreditation, quality assurance, and/or compliance with one or more of” the four (4) options for online accreditation. EPP staff stated some staff have attended Quality Matters training and the college conducts peer reviews of some courses. The EPP must provide evidence such as training certificates or other documentation to support they are in process of obtaining, or have obtained, quality certification.

The EPP Handbook identifies candidates in the U program are required to complete 30 clock-hours of FBE, 14 weeks of clinical teaching, and 120 semester credit-hours of coursework. Due to the lack of documentation or published information for candidates in the ALT program, the total required hours of coursework could not be determined. Program staff were advised to submit to TEA a published degree plan for candidates seeking certification in the alternative route if they intend to retain approval to offer that route. There was no published policy regarding



transfer credit allowed for candidates with prior related education or experience which does not meet the requirements in 19 TAC §228.35(a)(5)(A) and (B).

Five (5) of the 10 candidates whose records were reviewed had completed clinical teaching and one (1) candidate was in process of completing clinical teaching at the time of the review. Completion of all pre-service requirements and evidence of compliance with requirements related to clinical teaching was expected for these candidates. No candidates completed internships.

- Benchmark documents and transcripts provided evidence that candidates completed the pre-service coursework requirements in 19 TAC §228.35(b)(2).
- Field-based experience (FBE) activities are required per published EPP information in course syllabi and the candidate handbook. FBE documentation, including signed logs and reflections, was found in the records for the 6 candidates who reached the point of clinical teaching and for two (2) other candidates. Records for two (2) of the 6 candidates reflected more than 30 hours of FBE had been completed while the other four (4) records contained documentation of less than 30 hours which does not consistently meet the requirement in 19 TAC §228.35(e)(1). Candidates consistently answered guiding questions or wrote reflections of the experiences which meets the requirement in 19 TAC §228.35(e)(1)(A)(v) for reflections. FBE were completed in two (2) or more settings and were verified by cooperating teachers; however, none of the 6 candidates had captured evidence of the required 15 hours of interactive FBE. FBE hours were completed prior to beginning clinical teaching or internship as required in 19 TAC §228.35(b)(1).
- A clinical teaching handbook identifies clinical teachers are expected to be at school on staff development days and are expected to participate in professional development programs when appropriate. Clinical teachers are not allowed to serve as substitute teachers. Clinical teachers are required to complete written reflections of their clinical experiences daily at first and then weekly. The handbook also identifies a Three-Way Conference/Evaluation is held with the field supervisor, cooperating teacher, and candidate during the 6th-7th week and the 13th -14th week of clinical teaching which reflects ongoing collaboration between the field supervisor and campus personnel; however, there is no documentation as evidence the conferences occurred for the 6 candidates.
- Benchmark documents, transcripts, and observation documentation were reviewed as evidence that candidates completed clinical teaching as required in 19 TAC §228.35(e)(2) and were supervised as required in 19 TAC §228.35(g).
 - Placement information was found on observation documents and/or on clinical teaching logs. Candidates were placed in approved sites that were appropriate for the certificate sought which meets requirements in 19 TAC §228.35(e)(2)(A).
 - The 6 candidates completed 69 or fewer days of the 70 days required in 19 TAC §228.35(e)(2)(A); however, three (3) of the candidates completed clinical teaching during Spring 2020 which was disrupted by the COVID pandemic and the other three (3) documented absences due to illness which is allowed in 19 TAC §228.35(e)(2)(A)(iv). EPP staff were reminded that candidates must complete 70 days of clinical teaching.



- Candidates do not consistently experience the first days of school as required in 19 TAC §228.35(e)(4). Dates on FBE and clinical teaching logs reflected that the four (4) candidates that began clinical teaching in the spring began FBE requirements in October or November which was not within the first 15 instructional days of the school year.
- A cooperating teacher was assigned to each of the clinical teacher candidates. Although the EPP provided a clinical teaching handbook that contained information about the roles and responsibilities of the clinical teacher and the cooperating teacher, there was no evidence that training is provided to cooperating teachers, including training in how to coach and mentor teacher candidates. It was not clear if the cooperating teachers met the qualification requirements of certification, experience, and accomplishment as required in 19 TAC §228.2(14).
- Observation documentation supports that a field supervisor was assigned to three (3) of the five (5) clinical teachers that completed clinical teaching. There were no documents available for the other clinical teachers. A training certificate was evidence the field supervisor had attended the TEA-approved field supervisor training; however, the qualifications required in 19 TAC §228.2(18) could not be verified due to lack of related documentation.
- A minimum of three (3) observations per candidate for five (5) of the 6 candidates was expected. Documentation of three (3) observations with a duration of 45 minutes each was provided. Observations were reported in the Accountability System for Educator Preparation Programs (ASEP) for five (5) clinical teacher candidates; however, due to the lack of documentation around observations, the number and duration of observations reported could not be verified. There were no observations reported for the fifth candidate who had completed clinical teaching. Additionally, there was no evidence of the first contact between field supervisors and candidates or of ongoing coaching and support provided by field supervisors. Due to the limited documentation, consistent compliance with field supervision requirements in 19 TAC §228.35(g) could not be determined.
- The observation instrument allows field supervisors to capture candidate proficiency in the standards and educational practices observed; however, it does not capture evidence of pre-and post-conference held with the candidate or the distribution of observation outcomes to campus personnel. There were a limited number of observation documents available for review for the five (5) candidates who had completed clinical teaching but each of the available documents was complete. EPP staff indicated that they hold pre- and post-conference with candidates and communicate regularly with campus personnel but just do not document that activity.
- 19 TAC §228.35(e)(2)(A)(iii) requires the EPP to collect a final written recommendation from supervising campus personnel and the field supervisor regarding candidate success in the clinical teaching experience. The EPP does not appear to have implemented this requirement.

For the purpose of EPP improvement, 19 TAC §228.40(e) requires the EPP to “continuously evaluate the design and delivery of the EPP components based on performance data,



scientifically based research practices, and the results of internal and external feedback and assessments. EPP staff submitted a written excerpt from the Texas College I.E. that stated the various entities within the college assess effectiveness through academic department reviews, divisional reviews, and curriculum committee and academic council reviews. EPP staff were encouraged to retain evidence of the outcome of these evaluative reviews and/or evidence of decisions that have been made based on these reviews in EPP records per the records retention requirement in 19 TAC §228.40(f).

As required in 19 TAC §228.40(b) and §228.40(d), the EPP prepares candidates for testing through coursework and through practice testing. Test readiness requirements are published in the EPP Handbook as well as the required Capstone course appears to be a test preparation course. Candidates are not provided test approval prior to formal admission.

The EPP has established benchmarks. Benchmarks are published in the Candidate Handbook and a benchmark document is in each candidate's record. The benchmark document reflects a phased approach to benchmarks, beginning with freshmen year of college and ending with completion of the EPP. The benchmark document, contains a disclaimer that the candidate must "complete ALL program requirements within two (2) years of admission into the EPP at Texas College" and is acknowledged and signed by the candidate.

One (1) of the 10 candidates had achieved Standard certification at the time of the review. Benchmark documents, admission records, test history, and transcripts reflect the candidate completed the EPP and met the requirements for the certificate. It was noted to EPP staff that they may want to put a process in place to encourage program completers to efficiently complete testing requirements and achieve Standard certification after the completer year so that they can qualify for placement as a teacher in a classroom and so that they do not risk missing deadlines for expiring tests and/or certificates.

Per 19 TAC §229.3(e), "all required EPP data for an academic year shall be submitted to the TEA staff annually by September 15 following the end of that academic year". The EPP is required to report admission activities, enrollment data, and observation data.

- The EPP met deadlines for data submission.
- Admission data has been reported either using the GPA spreadsheet or, effective September 1, 2019, through an admission record created in ECOS.
 - The admission GPA that was reported agreed with numbers reflected on transcripts for 8 of the 10 candidates.
 - The subject-specific content hour data reported by the EPP either differed significantly from the hours calculated by the review team from the provided transcripts or could not be verified due to missing documents for 7 of the 10 candidates.
- Observation data was reported accurately when compared with the limited observation documents available for review; however, one (1) or more observations that were reported could not be verified for five (5) of the 6 candidates who should have had observations. EPP staff were reminded that observation data is important to the program accreditation status so should be carefully documented and reported.
- Candidate enrollment data is reported annually on the Finisher Records List in ECOS. Enrollment status was reported accurately for 8 of the 10 candidates. Two (2) of the 10



candidates were listed as enrolled in a year that did not match the formal date of admission in the offer letter.

Next Steps

1. [19 TAC §227.1(b)] Information about the background check required prior to clinical teaching and prior to employment as an educator must be published in a place that is accessible by applicants. Provide TEA the link to the updated webpage or a written copy of the updated published information.
2. [19 TAC §227.1(c)(3)(A) & (B)] The effect of supply and demand forces on the educator workforce in Texas and the performance over time of the EPP for the past five years must be published in a place that is accessible by applicants. Provide TEA the link to the updated webpage or a written copy of the updated published information.
3. [19 TAC §227.1(d)] Information about the potential impact of criminal history on issuance of a certificate and the right to request a PCHE from TEA must be provided electronically in writing to applicants and candidates. Provide TEA the link to the updated webpage or a written copy of the updated published information.
4. [19 TAC §227.1(c)(2)] The completion requirements for the ALT program must be published if the EPP intends to have an active alternative certification route. Provide TEA the link to the updated webpage or a written copy of the updated published information.
5. [19 TAC §228.70(b)(2)] Publish the EPP complaints process on the EPP website, including a link to the TEA complaints process. Provide TEA a link to the updated webpage.
6. [19 TAC §227.10(b)] The EPP should review admission requirements and ensure all requirements are published and are met by applicants and the related evidence is retained in candidates' records. Submit to TEA the published admission requirements and records for one (1) candidate that reflect all published admission requirements were met.
7. [19 TAC §227.17(e)] An admission record must be created within 7 calendar days of the formal admission date for each candidate admitted. TEA will review the audit trail in ECOS for candidates admitted to Texas College.
8. [19 TAC §228.30(a)] Review and update the Core Subjects EC-6 curriculum as necessary to ensure instruction in all standards is provided to candidates as applicable. Provide an updated scope and sequence or degree plan and syllabi to TEA as evidence of the updates.
9. [19 TAC §228.30 & §228.35] Provide to TEA a Scope and Sequence document or degree plan and related syllabi to reflect the standards and other required coursework are provided to candidates seeking certification through the ALT route or provide a letter to TEA requesting the ALT route certificates be removed from the EPP certificate inventory.



10. [19 TAC §228.35(a)(5)(A) & (B)] Develop EPP policies for accepting prior relevant coursework, training, and/or experience from military and non-military candidates and apply those policies equitably to candidates, as needed. Retain related evidence in the records for applicable candidates. Submit the written policies to TEA.
11. [19 TAC §228.35(a)(6)] If the EPP will continue to offer instruction in an online delivery, begin the process of documenting quality certification for each of the courses or programs offering preparation through this delivery mode. Provide evidence such as training certificates or other documentation to support the EPP is in process of obtaining or has obtained quality certification.
12. [19 TAC §228.35(b)(1) & §228.35(b)(1)(A)] Update the FBE requirements and process to capture that candidates complete at least 30 or more FBE hours and that at least 15 of those hours are interactive with students. Submit to TEA a written description of the updated requirements and process, including the implementation date and any related documents; or submit completed FBE documentation for one (1) current candidate.
13. [19 TAC §228.35(e)(4)] Update the FBE and/or clinical teaching requirements to ensure that candidates have an opportunity to experience the first weeks of school which includes the first 15 instructional days of the school year. Submit to TEA an updated syllabus, scope and sequence document, degree plan, candidate handbook, clinical teaching handbook or other published material that reflects the updated requirement.
14. [19 TAC §228.2(14) & §228.2(18)] Capture and retain evidence that cooperating teachers and field supervisors assigned to supervise candidates during clinical teaching (and mentors during internship) meet qualification requirements. Submit to TEA a written description of the process that will be used to collect evidence of qualifications and any related documents that will be used; or submit evidence of implementation for one (1) current candidate.
15. [19 TAC §228.35(f)] Develop and implement training for cooperating teachers (and mentors) that includes information on coaching and mentoring teacher candidates. Capture evidence that cooperating teachers (and mentors) attend training and retain in candidates' records. Submit to TEA a written description of the updated training and training requirements including the implementation date and any related documents, including training materials; or submit evidence of implementation for one (1) current candidate.
16. 19 TAC §228.35(g) Update the field supervision process and/or documentation as needed so that during clinical teaching or internship, field supervisors consistently:
 - a. Make first contact with candidates within the first three (3) weeks of the assignment.
 - b. Hold pre- and post-conferences with candidates and provide copies of observation documentation to supervising campus personnel.
 - c. Conduct a minimum of three (3) observations that are a minimum of 45 minutes, spaced out in each third of the clinical teaching assignment. (Conduct observations



for ALT candidates completing internship assignments per the observation schedule for Intern and Probationary certificates.)

- d. Capture educational practices observed.
- e. Provide ongoing coaching and support to candidates and collaborate with cooperating teachers (or mentors for ALT candidates completing internships).

Establish a process for collecting and retaining documentation as evidence of these practices. Submit to TEA a written description of the updated requirements and process(es), including the implementation date and any related documents; or submit evidence of implementation for one (1) current candidate.

- 17. [19 TAC §228.35(e)(2)(A)(iii)] Ensure that field supervisors consistently capture the candidate's demonstration of proficiency during each observation and that the field supervisor and cooperating teacher (or campus supervisor) make recommendations that the candidate was successful in the clinical experience and is ready to be recommended for a standard certificate. Retain related documentation in candidates' records as evidence. Submit to TEA the updated process, requirements, and/or documents including the implementation date; or submit evidence of implementation for one (1) current candidate.
- 18. [19 TAC §228.40(f) & §228.10(b)(2)] Update and implement a secure records retention process that allows the EPP to retain records of candidate admission and preparation for a minimum of five (5) years from the time the candidate finishes, withdraws from or is released from the EPP. Additionally, ensure all required records of EPP activity are retained securely per the records retention policy of five (5) years. Submit to TEA a written description of the updated process, including the intended implementation date and any related documents, if applicable.
- 19. [19 TAC §229.3(a), §229.3(f)(1), & related graphic Figure 19 TAC §229.3(f)(1)] Implement a quality control process to ensure accuracy of data reported to TEA in ECOS and ASEP. Submit to TEA a brief written description of the updated process, including the implementation date and any related documents, if applicable.

Recommendations and Advisement

- The benchmark document notes the THEA is required during the sophomore year. This is not required for the EPP because completion of college coursework prior to admission into the EPP meets one of the basic skills exemptions in 19 TAC §4.54.
- Applicants are given 10 days from the formal date of admission to accept the formal offer of admission. The EPP should update this because the applicant is not formally admitted until the offer of admission is signed.
- Completion requirements (degree plans) published on the website do not seem to agree with the certificate sought (e.g., elementary classes for candidates seeking Life Science 7-12) so the EPP should consider reviewing and updating information published on the website as necessary to ensure accuracy.



- Identify the certificate areas the EPP intends to support with coursework and training and request that TEA remove the unsupported certificates from EPP inventory. If the college does not plan to offer graduate degrees, the PB certificates should be removed from inventory.
- Ensure candidates document 70 days of clinical teaching or provide evidence of illness for absences. Retain logs and all related documentation in candidates' records per the records retention policy.
- The EPP is encouraged to retain evidence of program evaluation and or decisions made based on program evaluation in EPP records per the records retention policy (e.g., internal reports detailing program evaluations, advisory committee minutes discussing program evaluations and next steps, etc.)
- Update the ECOE document signed by candidates and EPP staff to capture an attestation of understanding and adhering to the ECOE.
- Encourage completers/finishers to efficiently finish testing and apply for the standard certificate in a timely fashion to be eligible for placement in a classroom and to avoid missing test and/or certificate expiration deadlines.
- For Teacher preparation programs, the Pre-Admission Content Test (PACT) changed effective January 27, 2020. Ensure curriculum in all teacher certificate areas has been updated to meet requirements for content pedagogy instruction and test preparation. Passing scores on TExES exams cannot be used to meet EPP admission requirements after 1/27/2020 but may be used for certification purposes until the expiration date of the related certificate. The new PACT, or "TX PACT", is a content-pure assessment that cannot be used for certification purposes.
- Ensure EPP benchmarks and test readiness requirements have been updated for Teacher programs to address changes in PACT, if necessary.
- Application A has changed – plan to review requirements to prepare for adding new certificate areas.
- Develop and implement more performance assessments in all programs. Evidence of performance assessments is a requirement for adding new certificates using the new Application A.
- The transition from Core EC-6 with STR (test 291) to Core EC-6 with STR (test 391) is in process. December 31, 2021 is the last administration date for test 291. Candidates will be able to be certified using the 291 through December 2022. EPPs should begin reminding candidates of these deadlines to ensure that they meet all requirements and can be standard certified using the 291, if applicable. As new EC-6 candidates are admitted, they should be approved for testing on the 391.



- Intern and Probationary certificate deactivation timelines and requirements have been updated in TAC. Changes include new timelines for requesting deactivations and information that must be provided to stakeholders in advance of internship start dates. Field supervisors will need to verify candidate placement information at the beginning of the assignment.

Recommendations for All EPPs

- To ensure continuity in record keeping and other related processes, consider creating a procedure manual documenting EPP processes.
- Align the verbiage of the program to the verbiage of Texas Administrative Code (TAC) (ex. Field supervisor, cooperating teacher, mentor, candidate, etc.);
- Continue to follow the State Board for Educator Certification (SBEC) and the State Board of Education (SBOE) meetings and/or review the minutes to ensure that the program staff is knowledgeable about current Texas Administrative Code;
- Continue to participate in training and webinars provided by the Division of Educator Preparation to ensure that the program staff is knowledgeable about current requirements and changes in the Texas Administrative Code;
- Continue to maintain communication with the program specialist assigned to the program.
- Ensure that TEA staff has the most current contact information by sending updates to the assigned program specialist.

“I have reviewed the EPP Report and agree that all required corrections will be made on or before October 17, 2021”.

Signature of Legal Authority	Date
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Printed Name of Legal Authority	Date
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