



2019 – 2020 Continuing Approval Review Report Huston-Tillotson University

Introduction

A 5-year Continuing Approval Desk Review was conducted by Program Specialist, Lorrie Ayers, of the Huston-Tillotson University (227503) educator preparation program (EPP) on April 14, 2020. 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 years. Huston-Tillotson University (HTU) was originally approved as an EPP on January 6, 1969.

Dr. Eric Budd is the program Legal Authority and the primary EPP contact for the 2019-2020 review. HTU is approved to certify educators in the Teacher and Principal classes. The EPP offers certification in 17 certificate areas and two (2) supplemental areas in the Undergraduate (U), Post-Baccalaureate (PB), and Alternative (ALT) routes. At the time of the review, HTU had not added the new Principal as Instructional Leader EC-12 certificate. The EPP reported 27 finishers for the 2017-2018 reporting year and 34 finishers for 2018-2019. The EPP was rated Accredited at the time of the review.

Candidate records were reviewed for 15 candidates. Ten records were requested from the Teacher class: five (5) from the Undergraduate route and five (5) from the Alternative Certification route; and five (5) records were requested from the Principal class. The Principal class is currently not active; however, program staff have stated they are in process of updating the program to add the Principal as Instructional Leader EC-12 certificate. The results were discussed with EPP staff on Wednesday, May 27, 2020. Attending from the EPP at various points in the process were: Dr. Eric Budd, Dr. Christina Hamilton, and Dr. Debra Delley.

Application deadlines for Fall and Spring indicate the programs are cohort based. The EPP webpages reveal that the Teacher (ALT) program is offered in three (3) phases, each is a semester: phase one is the training portion, phases two and three are the internship portion and that the coursework is delivered via “seminars, workshops, and online instruction”. The Principal preparation program offers certification concurrent with a 34 semester credit-hour Master of Education in Educational Leadership. The undergraduate Teacher program offers a 5th year option to candidates that do not complete clinical teaching as an undergraduate. Those candidates move into the Teacher (ALT) program to complete an internship. HTU has a Memorandum of Understanding (MOU) for clinical teacher placement with Austin Independent School District (ISD).

Results

1. Information provided in the Status Report and documentation submitted by the EPP were evidence that the EPP met requirements for program governance including a) required notifications provided to TEA of program changes; b) support provided by the governing body; and c) advisory committee activity as required in 19 TAC §228.10 and §228.20.

According to the Status Report, HTU has not expanded to new teaching sites but has altered program delivery to offer online instruction in the Teacher (ALT) route. EPP staff were reminded that if half of the program is online, they must provide a notice of program amendment to TEA and that the EPP must meet the requirement in 19 TAC §228.35(a)(6) for each course or program delivered on-line.

2. The website and application materials were reviewed to verify the EPP had posted the required information for applicants and candidates.

- Information about admission and program completion requirements was posted on the website for the Principal program but only admission requirements were posted for the Teacher (U) and Teacher (ALT) programs. [19 TAC §227.1(c)(1) & (2)]
- Information about the performance of the EPP over five years and information about workforce supply and demand could not be located on the website. [19 TAC §227.1(c)(3)]
- The EPP web page and applications for individuals seeking certification as a teacher provide information that a candidate must complete a fingerprint background check prior to clinical teaching or employment as a teacher per 19 TAC §227.1(b). Information regarding an individual's right to request a Preliminary Criminal History Evaluation (PCHE) was also found on the Teacher program application. It was not clear that a candidate may be ineligible for a certificate due to criminal history. [19 TAC §227.1(d)]

Candidate records were reviewed to verify candidates met admission requirements in 19 TAC Chapters 227 and 241 and additional requirements of the EPP.

- Admission requirements for the Teacher (U) program published on the EPP website include:
 - A GPA of 2.5 or higher;
 - Competency in reading, writing, math (as evidence by a grade of C or better in EDUC 1301);
 - 60 semester credit-hours of coursework completed, including 12 hours in the subject area of the certificate sought (or 15 hours if seeking certification in math or science);
 - An interview;
 - Three (3) professional recommendations; and
 - Membership in a professional organization.
- Published admission requirements for the Teacher (ALT) program include:
 - A GPA of 2.5 or higher;
 - A conferred degree;
 - An interview; and
 - Three (3) professional recommendations.
- Published requirements for admission into the Principal program include:
 - Admission into the graduate school;
 - A Bachelors degree;
 - A GPA of 2.8 or higher;
 - A valid teaching certificate;
 - At least two (2) years of teaching experience (as documented on a service record);
 - A professional resume;
 - A letter of intent; and
 - Three (3) professional recommendations.



- EPP staff indicate that no candidates are admitted with a GPA that is less than the 2.5 minimum. [19 TAC §227.10(a)(3)(B)]
- There is an application posted on the website for Teacher candidates in both programs. Completed applications were retained in the records for six of the ten teacher candidates and two (2) of the five principal candidates as required in 19 TAC §227.10(a)(8).
- There is a published requirement that an applicant must demonstrate English language proficiency prior to admission; however, the requirement meets the prior standard and EPP staff were advised the website needs to be updated to reflect the new standard. [19 TAC §227.10(a)(7)]
- There were no candidate transcripts submitted for the review so the following admission requirements could not be verified for any of the teacher or principal candidates whose records were selected for review:
 - University enrollment or a conferred degree; [19 TAC §227.10(a)(1) or (2)]
 - Admission GPA; [19 TAC §227.10(a)(3)]
 - Subject specific coursework completed; [19 TAC §227.10(a)(4)]
 - Basic skills; and [19 TAC §227.10(a)(6)]
 - English language proficiency. [19 TAC §227.10(a)(7)]
- None of the programs met the admission screening requirement in 19 TAC §227.10(a)(8). The website indicates that Teacher applicants complete an interview as part of the admission process and Teacher (U) and (ALT) programs require writing samples with the application; but, there was no evidence that the interview had been completed and that either had been scored. There was no evidence that Principal candidates are screened for their appropriateness for the certificate sought prior to admission. [19 TAC §241.5(c)]
- Service records were collected from the Principal candidates at admission, and evidence that certification was verified at admission was present for three (3) of the five candidates. [19 TAC §227.10(a)(5)]
- Nine of the ten Teacher candidates and two (2) of the five Principal candidates were admitted after the implementation of the formal admission process required in TAC. Records for three (3) of the Teacher candidates and the two (2) Principal candidates contained formal signed admission letters with admission dates clearly reflected as required in 19 TAC §227.17. Records for three (3) Teacher candidates contained admission letters but admission dates could not be determined in those letters.
- The admission requirements on the website indicate Teacher candidates are required to meet additional academic qualifications such as a grade of C in course EDUC 1301 and additional admission requirements such as three (3) professional recommendations and membership in a professional organization. Additional published requirements for Principal program admission include a professional resume, a letter of intent, and three (3) professional recommendations. Documentation that candidates met these additional admission requirements was inconsistently retained in candidates' records. EPP staff were encouraged to evaluate admission requirements to determine which they value and want to



retain and then update processes and records retention to ensure all applicants meet all published admission requirements prior to admission. Documentation must be retained in candidates' records. [19 TAC §227.10(a)(9) and §227.10(b)]

- Dates on various documents reflected that at least two (2) of the five Teacher (ALT) candidates had been admitted contingently but there was not enough documentation to support that contingency admission met requirements in 19 TAC §227.15.
3. The Status Report and course syllabi were used to verify the curriculum items required in 19 TAC §228.30 are addressed in the coursework for Teacher candidates.
- These curriculum requirements were identified:
 - The curriculum is based on the educator standards and addresses TEKS instruction; [19 TAC §228.30(a)]
 - Instruction in the Texas Educators' Code of Ethics; [19 TAC §228.30(c)(1)]
 - Instruction in mental health, substance abuse, and youth suicide; (It was noted that the instruction was provided within courses in the degree plan and delivered by university faculty and not by a provider from the approved list of recommended best practice-based programs or research-based practices. Due to pending updates to TAC that will allow university-based programs to provide this training as part of a degree plan, the program was not asked to correct this area.) [19 TAC §228.30(c)(3)]
 - The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state; [19 TAC §228.30(c)(4)]
 - The importance of building strong classroom management skills; [19 TAC §228.30(c)(5)]
 - The framework in this state for teacher and principal evaluation; [19 TAC §228.30(c)(6)]
 - Appropriate relationships, boundaries, and communications between educators and students; [19 TAC §228.30(c)(7)]
 - TEKS Instruction, including the English language proficiency standards (ELPS); [19 TAC §228.30(d)(1)]
 - Reading instruction; and [19 TAC §228.30(d)(2)]
 - The skills and competencies captured in the Texas teacher standards in 19 TAC Chapter 149. [19 TAC §228.30(d)(4)]
 - The Technology Applications course is aligned with the ISTE standards; however, a digital literacy evaluation followed by a prescribed digital literacy curriculum could not be identified using the information in the syllabus. [19 TAC §228.30(c)(8)]
 - There was no information provided for the Principal program as it was not active at the time of the review. Intentions for the future of the Principal program were discussed because the EPP has not yet submitted application materials to add the new Principal as Instructional Leader EC-12 certificate.
4. Candidate and EPP records were reviewed to verify the EPP is compliant with TAC requirements for candidate preparation. For Teacher and Principal programs, many of the documents requested for review were not available yet information in handbooks and on webpages supported that these programs were meeting requirements in TAC. Due to the limited evidence for some areas of preparation, it could not be verified if those areas were out of compliance



with TAC or if programs were not following the records retention requirements in 19 TAC §228.40(f).

- A program policy for accepting prior coursework from military or non-military candidates could not be identified; however a candidate was admitted to the Teacher (ALT) program and the EPP accepted field-based experience (FBE) hours that the candidate completed while enrolled in a university program in another state. [19 TAC §228.35(a)(5)(A) & (B)]
- Degree plans revealed that all Teacher (U) candidates receive 300 or more clock-hours of coursework through the undergraduate degree and Principal candidates receive more than 200 clock-hours of coursework while earning the master's degree. It was unclear if Teacher (ALT) candidates receive the required number of hours of coursework and training. The design of the Teacher (ALT) program identifies that candidates complete six semester credit-hours (90 clock-hours) prior to starting the internship and then are awarded 12 semester credit-hours for completing the internship which does not meet the 300 clock-hour requirement for teacher preparation identified in 19 TAC §228.35(b). [19 TAC §228.35(b) and §228.35(c)]
- Requirements for FBE could not be verified due to lack of documentation. FBE logs and/or a letter of transfer were provided for three (3) of the ten Teacher candidates. One (1) had transferred the hours in from a previous program; one (1) had completed 36 clock-hours; and one (1) had completed less than the 30 clock-hours required. Based on information captured on the two (2) FBE logs, candidates are allowed to complete all hours within one placement and are not required to complete at least 15 hours that are interactive with students which does not meet requirements for FBE in 19 TAC §228.35(e)(1). Candidates complete FBE hours prior to clinical teaching and complete a reflection for each FBE assignment as required in TAC. [19 TAC §228.35(b) and §228.35(e)(1)]
- Teacher (U) candidates complete clinical teaching in the last semester of the program so completion of pre-service coursework and training, except for the required FBE hours, was verified by degree plan and transcripts reflecting coursework completed. According to published program design, Teacher (ALT) candidates are required to complete six semester credit-hours (90 clock-hours) of training prior to internship which does not meet the requirement of 150 clock-hours that must be completed prior to internship or clinical teaching as required in 19 TAC §228.35(b)(2). None of the non-teacher candidates whose records were reviewed had completed an internship, so pre-service requirements were not applicable to them.
- Based on clinical teaching dates and on a lack of evidence of FBE requirements, it appears that clinical teaching candidates may not consistently experience first of year responsibilities as required in 19 TAC §228.35(e)(4).
- Three (3) of the five Teacher (U) candidates had completed clinical teaching at the time of the review. One (1) candidate identified as a Teacher (U) candidate in ASEP completed an internship. The candidate had completed the undergraduate program without certification and entered the Teacher (ALT) program to complete an internship; however, the candidate was not formally admitted to the Teacher (ALT) program and the enrollment status was not



updated in ASEP. One (1) Teacher (U) candidate had not progressed to clinical teaching. Three (3) of the Teacher (ALT) candidates had completed an internship while two (2) were in process of completing an internship at the time of the review.

- Dates on clinical teaching attendance logs revealed that two (2) candidates completed 62 days of clinical teaching instead of the 70 days required in 19 TAC §228.35(e)(2)(A). There was no log available for one (1) candidate.
- It was noted that a Teacher (U) candidate that had completed clinical teaching and was identified as a program finisher in 2017-2018 was issued an Intern certificate in the finisher area for the 2018-2019 reporting year. The program was advised that they may not admit a candidate that was a finisher in the same area and should not place a finisher on an Intern or Probationary certificate in the finisher area after the finisher year.
- Observation dates and start/end dates reported in ASEP, with dates that certificates were issued, are evidence that candidates complete an internship of a full school year as required in 19 TAC §228.35(e)(2)(B).
- EPP placement records and information captured on observation documents support that candidates were appropriately placed in clinical teaching or internship assignments according to the subject area and grade level of the certificate sought. [19 TAC §228.35(e)(2)(A) and §228.35(e)(2)(B)]
- Dates on Intern or Probationary certificates are evidence the candidates held valid certificates during the internship. [19 TAC §228.35(e)(2)(B)(iv)]
- EPP records were evidence that all candidates completing a clinical teaching or internship experience were assigned campus cooperating teachers or mentors as applicable to the assignment. [19 TAC §228.35(f)]
- There was limited evidence that cooperating teachers and mentors were trained as required in 19 TAC §228.35(f). The Cooperating Teacher Handbook provides information to cooperating teachers regarding expectations of the clinical teaching experience and provides some guidance about coaching candidates but there is no evidence the cooperating teachers receive or review this information. There was no similar handbook or other information provided for mentor teachers.
- Based on transcripts, the five Principal candidates had completed a practicum. The Principal Practicum Application, signed by each of the five Principal program candidates and their Site Supervisors, revealed the following information about the Principal practicum:
 - Candidates must complete 300 clock-hours of practicum activities.
 - A practicum report of activities must be submitted at the end of each semester.
 - Each candidate was assigned a site supervisor.
 - The site supervisor attests that he/she holds an advanced degree, a valid Texas Principal certificate, and at least two (2) years of experience.
 - The site supervisor agrees to provide evaluative data on the practicum experience.



- The Site Supervisor Practicum Handbook states the practicum activities occur over three (3) semesters which is also reflected in benchmark documents and candidate transcripts. The handbook further identifies the activities required are standards-based and that a log of time spent in activities must be kept by each candidate. Other than course credit, there was no evidence in the records for the candidates reviewed that the practicum was completed as required.
- Training is provided to site supervisors when the Site Supervisor Practicum Handbook is reviewed with the site supervisor at the initial meeting between site supervisor, field supervisor, and candidate. [19 TAC §228.2(31)]
- EPP records were missing one or more pieces of documentation that cooperating teachers, mentors, and site supervisors held the required credentials. [19 TAC §228.2(12), §228.2 (24), and §228.2(31)]
- EPP documents and candidate records were reviewed for evidence that candidates completing clinical teaching, internships, and practicums were provided appropriate supervision by field supervisors as required in 19 TAC §228.25(g) and §228.35(h).
 - Field supervisor assignments were verified by names on observation documents for two (2) clinical teachers, two (2) intern teachers, and five (5) Principal candidates. Field supervisor assignments could not be verified for candidates whose records were not provided for the review.
 - EPP records were missing one or more pieces of documentation that field supervisors held the required credentials. [19 TAC §228.2(16)]
 - The EPP has a Field Supervisor Handbook that provides information to the field supervisors; however, there was no evidence of formal field supervisor training provided by the EPP. A certificate of completion for one (1) field supervisor was evidence of attendance at the TEA-approved field supervisor training. The EPP was reminded that field supervisors would need updates on processes and requirements so that training should be provided and must attend TEA-approved observation and/or coaching training as applicable to candidates being supervised. [19 TAC §228.35(g) and §228.35(h)]
 - There was no evidence to verify that field supervisors made the required initial contact with Teacher candidates. First contact was made with Principal candidates through a meeting between the field supervisor, the candidate, and the site supervisor. [19 TAC §228.35(g) and (h)]
 - Observation documents in candidates' records were evidence that two (2) clinical teachers, two (2) Teacher interns, and two (2) Principal candidates completing a practicum, received the required number, duration, and frequency of observations. There was inconsistent evidence that the remaining candidates met requirements for number, duration, and frequency. [19 TAC §228.35(g)(1-8) and §228.35(h)(1-3)]

- Information captured on observation documents for Principal candidates provided evidence that field supervisors capture candidate proficiency in the standards for the certificate sought by the candidate and captured a limited number of educational practices observed. Field supervisors also held pre- and post-conferences with Principal candidates as required in 19 TAC §228.35(h). Based on observation documentation available for Teacher candidates, field supervisors captured educational practices observed; however, candidate proficiency in the standards was not captured and there was no evidence of a pre- or post-conference held with candidates. There was limited evidence that field supervisors provided documentation of the observation to the required campus personnel. [19 TAC §228.35(e)(2)(A)(iii), §228.35(e)(2)(B)(vii), §228.35(e)(8)(D), §228.35(g), and §228.35(h)]
 - None of the programs had implemented the requirement that the campus supervisor and field supervisor must agree the candidate is ready to be standard certified following the clinical teaching, internship, or practicum experience. [19 TAC §228.35(e)(2)(A)(iii), §228(e)(2)(B)(vii), and §228(e)(8)(D)]
5. Per requirements in 19 TAC §228.40, candidates and EPP are assessed using benchmarks, practice tests, and program performance data. Syllabi reflect that candidates are assessed in their classes using a variety of assessments including performance assessments and multiple-choice quizzes and tests. Test preparation materials and practice test results were submitted for two (2) Principal candidates and five Teacher candidates as evidence the EPP provides test preparation. Degree plans are used to benchmark progress through program requirements.

A lack of admission records and evidence of compliance in other areas such as observations could be evidence that the EPP is not consistently retaining documentation of candidate admissions and program completion as required in 19 TAC §228.40(f). Various admission records were not available for Teacher or Principal candidates and one or more observation documents were missing for nine out of ten Teacher candidates and three (3) out of five Principal candidates.

6. Per 19 TAC §228.50, “during the period of preparation, the educator preparation program shall ensure that the individuals preparing candidates and the candidates themselves understand and adhere to” the Educators’ Code of Ethics (ECO) in 19 TAC Chapter 247. There was no evidence that EPP staff had signed an agreement of understanding and adhering to the ECO. Four (4) of the ten Teacher candidates and none of the Principal candidates had signed agreements to abide by the ECO. An EPP policy identifies to candidates that “unacceptable behavior identified in the Texas Educator’s Code of Ethics can result in “an intervention plan or dismissal from the program”. While that is an acceptable policy, program staff were advised to update verbiage on a document signed by candidates to strengthen commitment to the ECO by capturing candidate agreement of understanding and abiding. [19 TAC §228.50]
7. The EPP has a complaints process on file at TEA as required in 19 TAC §228.70(b)(1); however there is no policy posted as required in 19 TAC §228.70(b)(2-4). Program staff were advised to update website and hard copy materials to provide information about complaints to interested individuals related to both Teacher and Principal programs.



8. Three (3) of the five Teacher (U) candidates, three (3) of the five Teacher (ALT) candidates and two (2) of the five Principal candidates had achieved a standard teaching certificate at the time of the review. Transcripts, benchmarking documents, degree plans, service records, and teaching certificates in candidates' records provided evidence to support that certification requirements as identified in 19 TAC Chapters 230, and 241, were met.
 - All certified candidates held a conferred degree except one (1) Principal candidate that was certified one month before the Master's degree was conferred.
 - All certified candidates completed program requirements prior to certification except one Teacher candidate whose effective date was before the date of the last observation as reported in ASEP.
 - All required exams were passed.
 - Candidates demonstrated English language proficiency.
 - Principal candidates held a valid teaching certificate and had more than two (2) years of teaching experience as required for issuance of a Principal certificate.
9. 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.
 - HTU staff met deadlines for data submission.
 - Due to a lack of documentation submitted for the review, admission data that was reported to TEA could not be verified as accurate.
 - Prior to September 1, 2019, the GPA spreadsheet was the reporting tool used by EPPs to report required admission data that could not be uploaded into ECOS. All of the Teacher candidates and three (3) of the five Principal candidates were reported on a GPA spreadsheet.
 - 19 TAC §227.17(e) requires that an "EPP must notify the Texas Education Agency within seven calendar days of a candidate's formal admission". Some candidates were admitted prior to the implementation of the formal admission requirements. For applicable candidates, the date of admission was compared with the upload date in the audit trail in ECOS. Admission records were created within the required time frame for Teacher (U) candidates and Principal candidates; however, admission notification could not be determined for Teacher (ALT) candidates due to multiple Test Approval uploads with differing admission dates.
 - Candidate enrollment status is reported as "Completer" or "Finisher" if the candidate finished all program requirements within a specified reporting year, or as "Other Enrolled" if the candidate is still in process of completing program requirements at the end of the reporting year. Candidate enrollment was reported accurately except one (1) Teacher



candidate and one (1) Principal candidate were not identified as Other Enrolled in the correct years of enrollment. It was discussed with EPP staff that candidate enrollment status was likely impacted by returning candidates who were not processed through admissions correctly. Two (2) were admitted and finished in one (1) semester. These candidates were also not identified accurately as Teacher (ALT) but instead were identified as Teacher (U) when each held a Bachelor's degree.

- The accuracy of Teacher observation data reported in the Accountability System for Educator Preparation (ASEP) was verified with observation documentation in candidates' records. Observation documentation was available for three (3) Teacher candidates and reflected discrepancies in at least one observation reported for each. Observation documentation was not available for the remaining seven Teacher candidates to verify reporting accuracy. EPP staff have been advised they will need to establish a quality control process to ensure accurate data is reported each year. They were also reminded that observation data for the Principal program will be reported in ASEP beginning with the 2019-2020 reporting year.

Next Steps

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before September 30, 2020:

1. Update the EPP website and any other applicable published materials such as applications, handbooks, or other to reflect the required information:
 - The performance of the EPP over five years and the effect of supply and demand forces on the educator work force in Texas; [19 TAC §227.1(c)(3)(B)]
 - The potential ineligibility of an individual for certification based on criminal history and the right to request a PCHE; [19 TAC §227.1(d)]
 - TOEFL requirements for English language proficiency that are in alignment with TAC requirements; and [19 TAC §227.10(a)(7)]
 - Links and information about the complaints process as required in 19 TAC §228.70(b).
2. Update coursework for all candidates to ensure the digital literacy requirement is implemented according to requirements in 19 TAC §228.30(c)(8).
3. If the Principal program is offered in the future, at the time of application for the Principal as Instructional Leader EC-12 certificate, the EPP must submit evidence that coursework and training meet requirements in 19 TAC §228.30(c).
4. The EPP must update coursework provided to Teacher (ALT) candidates to ensure each completes
 - A minimum of 300 clock-hours (18 semester credit-hours plus 30 clock-hours of FBE) not including time spent in an internship or clinical teaching; and [19 TAC §228.35(a)(1) and §228.35(b)]
 - Pre-service requirements of at least 150 clock-hours (10 semester credit-hours) plus 30 clock-hours of FBE prior to starting clinical teaching or an internship. Pre-service hours must include, at minimum, the curriculum items in 19 TAC §228.35(b)(2). [19 TAC §228.35(b)]



5. Provide evidence that courses or programs that are offered online have met quality standards as identified in 19 TAC §228.35(a)(6).
6. Update coursework and training requirements so that clinical teachers experience first of the school year activities, either in clinical teaching or through FBE hours. [19 TAC §228.35(e)(4)]
7. Update requirements for FBE to ensure candidates complete a minimum of 30 clock-hours in a variety of settings and that 15 hours, at minimum, are interactive with students. All FBE must be completed prior to starting clinical teaching or internship. [19 TAC §228.35(b)(1) and §228.35(e)(1)]
8. Update program requirements so that Teacher candidates completing clinical teaching are required to document, at minimum, 70 days. Retain evidence in each candidate's record. [19 TAC §228.35(e)(2)(A)]
9. Update field supervision processes and observation documents to ensure:
 - Field supervisors make first contact with candidates within the first three (3) weeks of the assignment, complete observations as required in the observation schedules in 19 TAC §228.35(g) and §228.35(h), including holding pre- and post-conferences with candidates, and provide ongoing coaching and support to candidates; [19 TAC §228.35(g) and §228.35(h)]
 - Field supervisors capture that candidates demonstrate proficiency in the educator standards during clinical teaching or internship. [19 TAC §228.35(e)(2)(A)(iii) & §228.35(e)(2)(B)(vii)]
 - Written feedback is collected from field supervisors and cooperating teachers, mentors, or site supervisors that candidates demonstrate proficiency in the standards for the certificate sought during the clinical teaching, internship, or practicum assignment and are ready to be standard certified after the assignment; and [19 TAC §228.35(e)(2)(A)(iii), §228.35(e)(2)(B)(vii), & §228.35(e)(8)(D)]
 - Evidence of field supervision is retained in EPP and/or candidates' records. [19 TAC §228.40(f)]
10. Implement a process to collect evidence that field supervisors, cooperating teachers, mentor teachers, and site supervisors
 - Meet the qualification requirements as identified in 19 TAC §228.2(16), §228.2(12), §228.2(24), and §228.2(31) respectively; and
 - Complete training as required in 19 TAC §228.2(12), §228.2(16), §228.2(24), §228.2(31) and §228.35(f)].
11. If the EPP plans to reinstate the Principal program, implement a process to capture documentation of the hours completed in the standards-based practicum. Evidence must be submitted to TEA with the application materials submitted for approval to add the Principal as Instructional Leader EC-12 certificate. [19 TAC §228.35(e)(8)]
12. Create a document for candidates and EPP staff to sign attesting to understanding and adhering to the ECOE. Retain in EPP records or in candidates' records. [19 TAC §228.50]



13. Implement a document and records retention process to ensure that candidate and EPP records are retained for at least five years as required in 19 TAC §228.40(f).
14. Implement a quality control process to ensure data and records for candidates in all programs including admission data, enrollment status, and field supervision documentation, are submitted accurately to TEA each year. [19 TAC §229.3(f)(1)]

Recommendations and Advisement

Implement a quality control process for all programs to verify candidates have met certification requirements prior to being recommended for a certificate and ensure the effective date on the certificate is on or after the date the last requirement was completed, including a full-year internship and a conferred degree. [19 TAC §228.35(a)(3), §230.13, §241.60 and §241.20].

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.

Develop a plan to update EPP benchmarks and test readiness requirements for Teacher (ALT/PB) to address changes in PACT.

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 will be a requirement for adding new certificates using the new Application A.

Review all certificate areas that the EPP no longer plans to support and request, in writing, for TEA to remove them from inventory.

The addition of the Science of Teaching Reading exam (STR) will impact the issuance of the Core Subjects EC-6, Core Subjects 4-8, ELAR 4-8, and ELAR/Social Studies 4-8 certificates effective January 1, 2021. Teacher program staff are advised to plan by updating curriculum and processes to meet the January 1, 2021 certificate issuance requirement.

Certificate deactivation timelines and requirements changes are proposed. Changes will 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.

PROGRAM RECOMMENDATIONS 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 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 September 30, 2020”.

_____ Signature of Legal Authority	_____ Date
_____ Printed Name of Legal Authority	_____ Date