



2020 – 2021 Continuing Approval Review Report Southwestern University

PURPOSE

Texas Education Agency (TEA) Program Specialist, Angela Von Hatten, conducted a five-year Desk Continuing Approval Review of the educator preparation program (EPP) for Southwestern University on November 2, 2020. Per 19 Texas Administrative Code (TAC) §228.10(b), "...An entity approved by the SBEC under this chapter shall be reviewed at least once every five years...". Amanda Partida was identified as the program Legal Authority and the primary EPP contact for the review process. Southwestern University was approved as an EPP on January 6, 1969.

At the time of the review, the EPP was rated Accredited Warned Year One. The risk level was Stage 2 (medium). The EPP reported 16 finishers for the 2018-2019 reporting year and 9 finishers for 2019-2020. Southwestern University is approved to certify candidates in the Teacher class through the undergraduate (traditional) route.

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 TAC required by the Texas legislature for the regulation of all EPPs in the state. (See the complete [TAC](#) for details.) The five-year Continuing Approval Review was conducted in a "Desk Review" format where EPP staff submitted requested documents to TEA for review.

The scope of this review included: 1) verifying compliance with Texas Administrative Code and Texas Education Code as applicable to all certification classes in all certification routes 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. A Status Report and related program documents were submitted to TEA on October 19, 2020. Additional EPP documents, including records for ten candidates, were submitted on November 2, 2020. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence.

FINDINGS, COMPLIANCE ISSUES, and RECOMMENDATIONS

"Findings" indicate evidence collected during the review process. If the program is "not in compliance" with any identified component, the program should consult the TAC and correct the issue immediately. A "Compliance Plan" or "Next Steps" may be drafted during the review that identifies compliance issues to be addressed and a timeline for completion.



“Recommendations” are suggestions for general program improvement and no follow-up is required.

COMPONENT I: GOVERNANCE – 19 TAC Chapter 228

Findings

- TEA did not review Governance documents but relied on self-reported information contained within the Status Report to determine compliance.
- It was reported that advisory committee membership, input provided by members, members were informed of their roles and responsibilities, and meeting frequency met requirements. [19 TAC §228.20(b)]
- Per the status report, the program has a governing body that supports the program in meeting all requirements. The program meets this requirement as prescribed. [19 TAC §228.20(c)]
- Southwestern University has identified admission deadlines for the teacher program. The information meets requirements. [19 TAC §228.20(g)]
- Southwestern University submitted the Status Report for the EPP Review on October 19, 2020, as required. This meets the requirements. [19 TAC §228.10(b)(1)]

Compliance Issues to be Addressed

- None

Recommendations

- Advise EPP staff to subscribe to the TEA’s weekly EPP newsletter.

Based on the evidence presented, Southwestern University’s EPP was in compliance with 19 TAC Chapter 228 – Governance of Educator Preparation Programs.

COMPONENT II: ADMISSION - 19 TAC Chapter 227

Findings

- Southwestern University has informed applicants and candidates about the required information regarding criminal history. The information was found on the program’s website and in the program’s candidate handbook. The program met the requirement. [19 TAC §227.1(b); 19 TAC §227.1(d)]
- Southwestern University has informed applicants of the required information about the EPP. Admission requirements, the effects of supply and demand on the educator workforce in the state, and the performance of the EPP over time for the past five years were found on the program’s website. The program met this requirement. [19 TAC §227.1(c)(1-3)]



- A total of ten teacher candidate files were reviewed for admission requirements. All files met the required institution of higher education (IHE) enrollment or degree requirements. [19 TAC §227.10(a)(1-2)]
- Candidates have met the minimum GPA requirement for admission. The teacher candidate GPA range was 2.6 – 4.0. The current GPA requirement for teacher admission is 2.75. The program met the requirement as prescribed. [19 TAC §227.10(a)(3)(A)]
- Teacher applicants are required to demonstrate content knowledge prior to admission by having 12 hours in the content area for which they are admitted, 15 hours if the content area is math or science at grade 7 or above, or pass a pre-admission content test (TX PACT) prior to admission. All ten teacher candidate files include evidence of the content hour requirement met. The program met the requirement as prescribed. [19 TAC §227.10(a)(4)]
- Applicants must demonstrate basic skills prior to admission. Transcripts for all ten teacher candidates were used for evidence of the basic skills requirement. One of the program's current admission requirements is for teacher applicants to pass the THEA exam or an approved exemption for it. The program met the requirement as prescribed. [19 TAC §227.10(a)(6)]
- All applicants must demonstrate proficiency in English language skills prior to admission. All ten teacher candidate records provided evidence of this requirement met with the candidate's transcript. [19 TAC §227.10(a)(7)]
- An applicant for admission must be screened to determine appropriateness for the certification sought. Nine (9) out of ten (10) teacher candidate records include evidence of an interview held prior to formal admission. There was an issue with one of the candidate files and it could not be opened. The program was not required to resubmit the file since the program is in compliance. The program met this requirement as prescribed. [19 TAC §227.10(a)(8)]
- Applicants are required to submit an application when applying for program admission. Nine (9) out of ten (10) teacher candidate files reviewed contained a completed application. There was an issue with one of the candidate files and it could not be opened. The program was not required to resubmit the file since the program is in compliance. The program met this requirement as prescribed. [19 TAC §227.10(a)(8)]
- All applicants are required to be formally admitted. All ten teacher candidate files include the required formal admission information. The effective date of formal admission was found in the letters for all files reviewed. All candidates were admitted prior to beginning coursework and training as required. The formal offers of admission accepted by the candidates, testing history, and degree plans served as evidence of compliance for each file reviewed. The program met the requirements as prescribed. [19 TAC §227.17; 19 TAC §227.17(d); 19 TAC §227.17(f); 19 TAC §227.15]

Compliance Issues to be Addressed (see Next Steps)

- While the program is in compliance with this component, the candidate handbook submitted includes previous program requirements, such as previous certificate category titles. The program is required to revise its candidate handbook and resubmit it as part of the Next Step items.



Recommendations

- Multiple teacher candidate records list different GPAs than what was reported to TEA. While the GPAs were above the minimum number required, it is recommended for the EPP to review its GPA calculation and reporting processes to ensure that the correct GPA is reported to TEA.

Based on the evidence presented, Southwestern University's EPP is in compliance with 19 TAC Chapter 227 - Admission Criteria; pending the program's revised candidate handbook.

COMPONENT III: CURRICULUM – 19 TAC §228.30

Findings

- TEA did not review Curriculum documents but relied on self-reported information contained within the Status Report to determine compliance.
- Southwestern University's EPP reported that the curriculum is based on educator standards and addresses the relevant Texas Essential Knowledge and Skills (TEKS) within the coursework identified in the Status Report. [19 TAC §228.30(a)]
- Southwestern University's EPP curriculum is research-based. Research about pedagogy theories supporting play-based learning and trauma-sensitive schools/classroom and restorative practices have been used to revise the program's curriculum. [19 TAC §228.30(b)]
- The required subject matter has been included in the curriculum for candidates seeking initial certification in any certification class. The required coursework is taught to all candidates in all certification categories and classes.
- The Educators' Code of Ethics is taught in multiple courses such as Instructional Strategies. The five domains of reading (phonics, phonemic awareness, vocabulary, comprehension, and fluency) are taught in Reading Methods in Elementary & Middle School II. Mental health, substance abuse, and youth suicide are taught in multiple courses such as The Child and The Curriculum. The skills educators are required to possess, the responsibilities they are required to accept, and the high expectations for students in this state are taught in Teaching in the Elementary and Middle School and Student Teaching in the Secondary School courses. The importance of building strong classroom management skills is taught in Positive Behavior Supports and Classroom Organization and Management. The framework in this state for teacher and principal evaluations is taught in Teaching in the Elementary and Middle School and Student Teaching in the Secondary School courses. Appropriate relationships, boundaries, and communications between educators and students are taught in Classroom Organization and Management, Teaching in the Elementary and Middle School, and Student Teaching in the Secondary School. Instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum, is taught in multiple courses such as Educational Technology and Instructional Strategies. [19 TAC §228.30(c); 19 TAC §228.30(c)(1-8)(A-C); 19 TAC §228.30(d)(2)]



- For certificates that include early childhood education and prekindergarten, the PK Guidelines are taught in The Child and the Curriculum in Early Childhood Education. [19 TAC §228.30(d)(3)]
- Instructional planning and delivery are taught in Teaching in the Elementary and Middle School and Student Teaching in the Secondary School. [19 TAC §228.30(d)(4)]

Compliance Issues to be Addressed

- None

Recommendations

- None

Based on the evidence presented, Southwestern University's EPP is in compliance with 19 TAC §228.30-Curriculum.

COMPONENT IV: PROGRAM DELIVERY AND ONGOING SUPPORT – 19 TAC §228.35

Findings

- Southwestern University's EPP provides candidates with adequate preparation and training that is sustained, rigorous, and interactive. This was verified with degree plans and university transcripts. The program met this requirement as prescribed. [19 TAC §228.35(a)(1-2)]
- For the ten (10) teacher candidate records reviewed, six (6) candidates reached the point of standard certification. This was verified using the candidate's educator account with TEA, transcripts, degree plans, and final observation documents. The program met this requirement. [19 TAC §228.35(a)(3)]
- Southwestern University's EPP has procedures for allowing relevant military experiences and procedures for allowing prior experience, education, or training. The policies are evident on the program's website. The program met this requirement. [19 TAC §228.35(a)(5)(A-B)]
- Southwestern University's EPP is approved to offer coursework online due to being a part of a university. The program met this requirement. [19 TAC §228.35(a)(6)(B-C)]
- Candidates for initial teacher certification earn the minimum 300 clock-hours of required coursework and training. The program met this requirement. [19 TAC §228.35(b)]
- For the ten (10) teacher candidate records reviewed, six (6) candidate records include evidence of those teacher candidates who completed field-based experiences (FBEs) prior to clinical teaching or internship. The EPP provided field-based experience logs and reflections for each candidate who completed this requirement. Two (2) of the ten (10) candidates are currently completing the field-based experience requirement and two (2) candidate records do not include field-based experience information. Though, six (6) out of eight (8) candidate records met the requirement; it falls under the 80% compliance rule. The program did not meet this requirement as prescribed. [19 TAC §228.35(b)(1); 19 TAC §228.35(e)(1)(A-B)]



- Candidate transcripts and degree plans provide evidence that candidates completed required coursework in specified topics and FBEs prior to clinical teaching or internship. The program met this requirement as prescribed. [19 TAC §228.35(b)(2)]
- For the ten (10) teacher candidate records reviewed, eight (8) teacher candidates had reached the point of clinical teaching and have completed the requirement. Candidate observation documents were used to verify the training requirement. Candidate proficiency in the educator standards was determined by the field supervisor using an observation instrument that captured levels of proficiency obtained. The program met this requirement. [19 TAC §228.35(e)(2)(A); 19 TAC §228.35(e)(2)(A)(iii); 19 TAC §228.35(e)(2)(B); 19 TAC §228.35(e)(2)(B)(iv); 19 TAC §228.35(e)(2)(B)(vi); 19 TAC §228.35(e)(2)(B)(vii)]
- The field supervisor and cooperating teachers provided recommendations to the EPP regarding candidate success in clinical teaching. Between 2016-2019, a recommendation was given as a “P” or “Pass” on the final clinical teaching evaluation form. Now, the program has a dedicated recommendation document that will be used for clinical teaching recommendations. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(iii)]
- All candidates in the teacher class have received coursework and training in each area of certificate sought. Candidate transcripts and degree plans served as evidence of compliance for all teacher files reviewed. The program met this requirement as prescribed. [19 TAC §228.35(e)(2)(B)(iii)(IV)]
- Teacher candidate training included experiences with a full range of professional responsibilities including the start of the school year. Three (3) candidates who obtained certification in a certificate category with an all-level grade band (ex: grades EC-12) participated in two clinical teaching placements. By working in multiple placements, candidates are able to practice their teaching skills in a variety of settings. The program exceeded this requirement as prescribed. [19 TAC §228.35(4)]
- All clinical teaching assignments were in public schools per observation documentation provided. The program met this requirement. [19 TAC §228.35(e)(6)]
- Training placements are required to take place in a public school or an approved setting. All placements were appropriate for the eight (8) teacher candidates who participated in clinical teaching. The program met this requirement. [19 TAC §228.35(e)(9)]
- All candidates placed in clinical teaching were assigned to a cooperating teacher. For candidates who worked in two clinical teaching placements, one cooperating teacher was assigned for each placement. The program met this requirement. [19 TAC §228.35(f)]
- Eleven cooperating teacher credentials were reviewed and all held the required credentials. This was verified with each cooperating teacher’s Certificate Look-up results. The program met the requirement. [19 TAC §228.2(12); 19 TAC §228.2(24); 19 TAC §228.2(31)]
- Due to COVID-19, two (2) cooperating teachers could not complete their training. This was waived for those cooperating teachers. Seven (7) out of 11 cooperating teachers received training within the 3-week requirement. After a review of all cooperating teacher records, the program met the cooperating teacher assignment requirement but did not



meet the training timeline requirement. [19 TAC § 228.2(12); 19 TAC §228.2(24); 19 TAC §228.2(31)]

- Eight (8) clinical teacher candidates made it to the point of field supervision in their clinical teaching assignment. All eight (8) candidates were assigned a field supervisor. Three (3) candidates who obtained certification in a certificate category with an all-level grade band (ex: grades EC-12) participated in two clinical teaching placements. Two (2) out of three (3) of those candidates were assigned two different field supervisors; one for each placement. The program met this requirement. [19 TAC §228.35(g); 19 TAC §228.35(h)]
- The field supervisor held the required credentials appropriate for the candidate supervised. All 10 (100%) of the teacher candidate field supervisors held the required credentials. This was verified with each filed supervisor's Certificate Look-up and the program's Faculty Qualifications Summary chart. The program met the requirement as prescribed. [19 TAC §228.2(16)]
- All teacher field supervisors (100%) were trained within three weeks of assignment to the assigned candidate. Region 13 ESC field supervisor training certificates were used as evidence of compliance. The program met this requirement. [19 TAC §228.35(g) & (h)]
- All files reviewed contained a first contact within the first three weeks of assignment for teacher candidates. Dates on the observation documents were used to verify initial contact. The program met this requirement. [19 TAC §228.35(g) & (h)]
- For all eight (8) teacher candidates who participated in a clinical teaching assignment, TEA could not verify that the required pre and post conferences were held. Though the EPP identified that pre and post conferences are conducted, the specific dates and times for each pre and post conference cannot be verified with the materials submitted. The program does not meet this requirement. [19 TAC §228.35(g) & (h)]
- Field supervisors are required to identify educational practices observed during each observation. This was verified with the candidate's observation logs. Field supervisors are also required to provide ongoing support and coaching to candidates throughout the clinical teaching placement. This was verified with field supervisor emails, mid-point evaluations, and final evaluations. The program met the requirement as prescribed. [19 TAC §228.35(g) & (h)]
- Field supervisors are required to provide written observation feedback after each observation to the candidate and the assigned cooperating teacher. With the documents submitted, TEA could not verify if written feedback was given to the required people. Though there's a feedback section on the observation document TEA cannot verify what was distributed. After speaking with the EPP, it was found that the observation documents are printed on triplicate paper. Each paper is distributed to the required persons. With the additional information from the EPP, TEA still cannot verify that the feedback was provided to the required persons by the Field Supervisor with the materials submitted. The program did not meet the requirement as prescribed. [19 TAC §228.35(g) & (h)]
- The field supervisor collaborated with the required individuals. This was verified with each candidate's student placement schedule, mid-point evaluations, and final evaluations. The program met the requirement as prescribed. [19 TAC §228.35(g) & (h)]



- Formal observations conducted by the field supervisor must meet the requirements for duration, frequency, and format. For the eight (8) teacher candidates who participated in a clinical teaching assignment, all received a minimum of four (4) observations; which exceeds the observation requirement for clinical teaching. The required observations were at least 45 minutes in duration; which meets the observation requirement. The observation frequency also meets requirements. The program was 100% compliant. The program met the requirement as prescribed. 19 TAC §228.35(g)(1-8) & (h)(1-3)]

Compliance Issues to be Addressed (see Next Steps)

- **[19 TAC §228.35(b)(1); 19 TAC §228.35(e)(1)(A-B)]**
Action: Update the program's process of verifying that all field-based experience logs and written reflections are received from each candidate. Also, update the program's record retention process to ensure all the required program documents are kept in each candidate's EPP file.
- **[19 TAC § 228.2(12); 19 TAC §228.2(24); 19 TAC §228.2(31)]**
Action: Update the program's cooperating teacher training process to require all cooperating teachers to complete the required training with the 3-week requirement. Also, update the program's record retention process to make sure all the required program documents are kept in the candidate's EPP file.
- **[19 TAC §228.35(g) & (h)]**
Action: Update the program's process for documenting that pre and post conferences occurred including the date and time.
Action: Update the program's process for documenting that written observation feedback was provided to the required people.

Recommendations

- While the duration of each observation meets requirements, some of the minutes reported in ASEP do not match the observation duration listed on candidate observation logs. TEA recommends the EPP revise its observation reporting process to ensure EPP staff are reporting observation durations that match the duration reported on each observation log. (related to Component 9)
- TEA recommends that the program can also update the observation log to include pre and post conference information or update another field supervisor document to document pre and post conferences held.

Based on the evidence presented, Southwestern University's EPP is not in Compliance with 19 TAC §228.35 – Program Delivery and On-Going Support.

COMPONENT V: ASSESSMENT AND EVALUATION OF CANDIDATES AND EPP – 19 TAC §228.40

Findings

- Southwestern University's EPP uses degree plans, transcripts, and a Student Folder Documentation form to track candidate progress. In addition to those documents, the



program now requires candidates to list the courses taken during the training placement which provides additional tracking information. The program met the requirement as prescribed. [19 TAC §228.40(a)]

- Southwestern University's EPP has structured assessments to measure candidate progress. Due to COVID, the program could not provide an example of a structured assessment since course materials are kept on-campus. The EPP submitted a test tracking spreadsheet that is used to gather assessment information and uses 240 Tutoring practice exams to also assess candidates. The program met this requirement. [19 TAC §228.40(a)]
- The EPP has processes in place to ensure that candidates are prepared to be successful in their certification exams. Test tracking spreadsheets were submitted for candidates who are standard certified. The program met this requirement. [19 TAC §228.40(b); 19 TAC §228.40(d)]
- When a candidate asks to change certificate categories, a written request from the candidate to the program is required. One (1) of the ten (10) teacher candidate records reviewed shows that the candidate obtained standard certification in a different certificate category than he was admitted in. There is not a written request from the candidate to the program in the candidate's file. The program did not meet this requirement. [19 TAC §228.40(c)]
- Southwestern University's EPP uses information from the Semester of Support feedback process to evaluate the program's design and delivery. The program met this requirement. [19 TAC §228.40(e)]
- Due to missing candidate records identified in the review report, the program did not meet this requirement. [19 TAC §228.40(f)]

Compliance Issues to be Addressed (see Next Steps)

- **19 TAC §228.40(c)**
Action: Update the program's certification process to require candidates to submit a written request when asking to change certificate categories.
- **19 TAC §228.40(f)**
Action: Update the program's record retention process to keep all required documentation in each candidate's file for at least five years after a candidate completes, withdraws from, or is discharged from the program.

Recommendations

- The program can create a letter template for candidates who request to change certificate categories.

Based on the evidence presented, Southwestern University's EPP is not in compliance with 19 TAC §228.40 – Assessment and Evaluation of Candidates for Certification and Program Improvement.

COMPONENT VI: PROFESSIONAL CONDUCT - 19 TAC §228.50



Findings

19 TAC §228.50 requires that during the period of preparation, the educator preparation program shall ensure that the individuals preparing candidates and the candidates themselves understand and adhere to Chapter 247 of this title (relating to Educators' Code of Ethics).

- All candidates are required to adhere to the Texas Educator's Code of Ethics. Evidence, in the form of signed statements, were found in 10 out of 10 (100%) of the candidate records reviewed. [19 TAC §228.50]
- All associated staff and field supervisors signed a Texas Educator's Code of Ethics. Evidence, in the form of signed statements, were used as evidence of compliance. [19 TAC §228.50]

Compliance Issues to be Addressed

- None

Recommendations

- Three (3) of the ten (10) candidates signed the Educator's Code of Ethics prior to program admission. It is recommended to revise this process to ensure candidates are aware of this requirement after program admission and during the preparation period.

Based on the evidence presented, Southwestern University's EPP is in compliance with 19 TAC §228.50 - Professional Conduct.

COMPONENT VII: COMPLAINTS PROCESS – 19 TAC §228.70

Findings

- Per 19 TAC §228.70(b), the EPP complaints process is on file at TEA. The EPP complaint policy is also posted on the website. The program has the compliant policy posted on-site. The program met the requirements as prescribed. [19 TAC §228.70(b)(1-4)]

Compliance Issues to be Addressed

- None

Recommendations

- TEA recommends making sure all candidates are aware of where to find the complaint information on the university's website because of the inability to view the complaint policy on the program's physical site due to COVID-19.

Based on the evidence presented, Southwestern University's EPP is in compliance with 19 TAC §228.70 – Complaints Process.



COMPONENT VIII: CERTIFICATION PROCEDURES - 19 TAC Chapters 228 and 230

Findings

- Teacher candidates have met degree requirements for certification. All ten (10) teacher candidates who reached certification held a degree at the time of standard certification. This was verified with candidate transcripts. The program met this requirement. [19 TAC §230.13(a)(1)]
- The six (6) teacher candidates that reached the point of standard certification met all coursework requirements prior to recommendation. Degree plans, transcripts, the Student Folder Document form are all used to track candidate progress and completion of requirements. The program met this requirement as prescribed. [19 TAC §230.13(a)(2); [19 TAC §230.13(b)(3)]
- Standard certificate recommendations from the candidate's assigned field supervisor and cooperating teacher were verified with final observation evaluations. Three (3) of the final evaluations/recommendation meetings did not occur due to COVID-19. [19 TAC §230.13(a)(2); [19 TAC §230.13(b)(3)]

Compliance Issues to be Addressed

- None

Recommendations

- None

Based on the evidence presented, Southwestern University's EPP is in compliance with 19 TAC Chapters 228 and 230 – Certification Procedures.

COMPONENT IX: INTEGRITY OF DATA REPORTED - 19 TAC Chapter 229

Findings

- Southwestern University's EPP has submitted ASEP reports within the timeline required by TEA. The program met this requirement as prescribed. [19 TAC §229.3(f)(1) and Associated Graphic]
- Six (6) out of eight (8) (75%) teacher candidate observation documents reviewed listed different observation durations than what was reported in the Accountability System for Educator Preparation Programs (ASEP). [19 TAC §229.3(f)(1)(5)]

Compliance Issues to be Addressed (see Next Steps)

- **19 TAC §229.3(a), §229.3(f)(1), & related graphic Figure 19 TAC §229.3(f)(1)(5)**
Action: Update the program's ASEP reporting process to ensure the observation duration listed on each candidate's observation report is reported accurately in ASEP.

Recommendations

- None



Based on the evidence presented, Southwestern University's EPP is not in compliance with 19 TAC Chapter 229 – Integrity of Data Reported.

RECOMMENDATIONS AND ADVISEMENT

- 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.
- Develop a plan to update EPP benchmarks and test readiness requirements 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.
- 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.
- 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.

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 the 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.

SUMMARY

The Next Steps were created collaboratively with Southwestern University's EPP staff.

"I have reviewed the EPP Report and agree that all required corrections will be made on or before **March 26, 2021."**

Signature of Legal Authority

Date

Printed Name of Legal Authority

Date