



## 2020 – 2021 Continuing Approval Review Report Sul Ross State University - Alpine

### PURPOSE

Texas Education Agency (TEA) Program Specialist Emily Carrizalez conducted a five-year Continuing Approval Review of the educator preparation program (EPP) for Sul Ross State University – Alpine (SRSU) on February 22, 2021. 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...". Pete Gallego, President of SRSU, was identified as the program Legal Authority, and Dr. Barara Tucker, Dean of Education and Professional Studies, was identified as the Backup Legal Authority. Dr. Diana Rodriguez and Mr. Matthew Marsh were identified as the primary EPP contacts for the review process. SRSU was approved as an EPP on September 12, 1970. For the 2018-2019 reporting year, the EPP was rated Accredited – Warned (Year 2), and for the 2019-2020 reporting year, the EPP was rated Not Rated – Declared State of Disaster. The risk level was Stage 2 (medium). The EPP reported 103 finishers for the 2018-2019 reporting year and 95 finishers for 2019-2020.

At the time of the review, SRSU was approved to certify candidates in the following classes: Teacher, Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist. The EPP is approved to offer the undergraduate (U), alternative (ACP), and post-baccalaureate (PB) routes to certification.

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. A Next Steps document was developed to address plans for quality improvement. Evidence of compliance was measured using a rubric aligned to TAC.

EPP staff participating in the review at various stages were Pete Gallego, Barbara Tucker, Diana Rodriguez, and Matthew Marsh.

### 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 February 5, 2021. Additional EPP documents, including records for sixty-five candidates, were submitted on February 19, 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 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 reviewed Governance documents and self-reported information within the Status Report to determine compliance.
- It was reported that advisory committee membership, input provided by members, member training on roles and responsibilities, and meeting frequency met requirements. [19 TAC §228.20(b)]
- The governing body has provided sufficient support and resources for SRSU programs. The legal authority's participation in all aspects of the review served as evidence of compliance. [19 TAC §228.20(c)]
- SRSU has a published calendar of activities for each of its programs. Evidence in the form of a calendar was found on the website. [19 TAC §228.20(g)]
- SRSU submitted the Status Report for the EPP Review on February 5, 2021, as required. [19 TAC §228.10(b)(1)]
- SRSU has met the requirements to offer clinical teaching. The program was approved to offer clinical teaching on July 29, 2013. The application is on file with TEA. [19 TAC §228.10(c)]

#### **Compliance Issues to be Addressed**

- None

#### **Recommendations**

- None

Based on the evidence presented, SRSU was in compliance with 19 TAC Chapter 228 – Governance of Educator Preparation Programs.

### **COMPONENT II: ADMISSION - 19 TAC Chapter 227**

#### **Findings**

- SRSU has informed applicants of the required information about the EPP. Admission requirements were found on the website for each program. EPP completion requirements were found in candidate handbooks. The effects of supply and demand on



the teacher workforce were found on the website. The performance of the EPP overtime for the past five years was found on the website. [19 TAC §227.1(c)(1-3)]

- SRSU has informed applicants and candidates about the required information regarding criminal history. The information was found on the website for each program. Required background check information was also provided to Teacher applicants on their applications and in their candidate handbook. All Teacher candidates must sign a Candidate Assurances document that includes the required background check information. [19 TAC §227.1(d)]
- A total of sixty-three files were reviewed to verify admission requirements were met. They included five undergraduate Teacher files, five post-baccalaureate (PB) Teacher files, five alternative certification program (ACP) Teacher files, and fifty non-teacher files. All five (5) U Teacher files met the required institution of higher education (IHE) enrollment, all five (5) PB teacher candidates and four (4) out of five (5) ACP Teacher candidates held the minimum of a bachelor's degree at the time of admission. All five (5) undergraduate Teacher candidates were enrolled at the time of admission. [19 TAC §227.10(a)(1-2); 19 TAC §242.5]
- The non-teacher records included ten Principal candidates, ten Superintendent candidates, ten School Counselor candidates, ten Educational Diagnostician candidates, and ten Reading Specialist candidates. One (1) out of ten School Counselor candidates and one (1) out of ten Reading specialist candidates were erroneously reported to TEA but were not enrolled with the EPP, so only 48 non-teacher candidates were included in this review. [19 TAC §227.10(a)(1-2); 19 TAC §242.5]
- All ten Principal candidates, seven out of nine School Counselor candidates, eight out of ten Educational Diagnostician candidates, and seven out of nine Reading specialist candidates held a bachelor's degree at minimum at the time of admission. All ten Superintendent candidates held a master's degree at the time of admission. The program met the requirement as prescribed. [19 TAC §227.10(a)(1-2); 19 TAC §242.5]
- The programs have met the minimum GPA requirement for admission. The GPA range for Teacher candidates was 2.83-4.0. The program requirement for Teacher admission is 2.75. All fifteen Teacher candidates were admitted with a GPA of at least 2.75. The non-teacher GPA range was 2.42-4.0. The program requirement for non-teacher admission is 3.0. Eight out of ten Principal candidates, all ten Superintendent candidates, all nine School Counselor candidates, nine out of ten Educational Diagnostician candidates, and eight out of nine Reading Specialist candidates were admitted with a GPA of at least 3.0. The program met the requirement as prescribed. [19 TAC §227.10(a)(3)(A)]
- Teacher applicants must demonstrate content knowledge before admission by having twelve hours in the content area for which they are admitted, fifteen hours if the content area is math or science at grade 7 or above, or pass a pre-admission content test (TX PACT) before admission. Twelve out of fifteen Teacher candidates met the requirement. One (1) out of fifteen candidates met the PACT requirement and two (2) out of fifteen candidates did not. The program met the requirement as prescribed. [19 TAC §227.10(a)(4)]
- Non-teacher files reviewed contained evidence showing the minimum certification and degree requirements for admission were met. Service records and official transcripts



served as evidence of compliance. Eight out of ten Principal candidates, eight out of ten Superintendent candidates, eight out of nine School Counselor candidates, nine out of ten Educational Diagnostician candidates, and all nine Reading Specialist candidates had service records verifying their years of experience. The candidates who did not have the appropriate service records or transcripts on file were not provided with corresponding deficiency letters. The EPP was advised that any non-teacher candidates admitted without having met the minimum certification, degree, and/or experience requirements must be informed of their deficiencies in writing before admission. The program met the requirement as prescribed. [19 TAC §227.10(a)(5)]

- Applicants must demonstrate basic skills before admission. The five (5) U Teacher applicants met the requirement with ACT scores. The ten PB and ACP Teacher candidates met the requirement with official transcripts noting a degree conferred. All ten Principal candidates, all ten Superintendent candidates, all nine School Counselor candidates, eight out of ten Educational Diagnostician candidates, and seven out of nine Reading Specialist candidates met the requirement with an official transcript noting the degree conferred. The program met the requirement as prescribed. [19 TAC §227.10(a)(6)]
- All applicants must demonstrate proficiency in English language skills before admission. The five (5) U Teacher candidates met English language proficiency requirement of SRSU, an accredited institution of higher education. All ten ACP and PB Teacher candidates met English language proficiency requirements through official transcripts. All ten Principal candidates, all ten Superintendent candidates, all nine School Counselor candidates, eight out of ten Educational Diagnostician candidates, and seven out of nine Reading Specialist candidates met the English language proficiency requirements through official transcripts. The program met the requirement as prescribed. [19 TAC §227.10(a)(7)]
- An applicant for admission must be screened to determine appropriateness for the certification sought. Three (3) out of fifteen Teacher candidates had an interview on file with the EPP, but the interview documentation did not include a rubric or cut score. One (1) out of nine School Counselor candidates had an admission screen on file with the EPP, but it did not include a rubric or cut score. Two (2) out of ten Educational Diagnostician candidates had an admission screen on record, but it did not include a rubric with a cut score. None of the Reading Specialist candidates had an admission screen in their candidate records. Principal and Superintendent candidates are required to have two or more admission screens. None of the Principal and none of the Superintendent candidates reviewed had documentation of any admission screens. The program did not meet the requirement as prescribed. [19 TAC §227.10(a)(8); 19 TAC §241.5; 19 TAC §242.5]
- Applicants must submit a completed application. All fifteen Teacher candidates and all sixty-three non-teacher candidates had a completed application in their candidate records. The program met the requirement as prescribed [19 TAC §227.10(a)(8)]
- All applicants are required to be formally admitted. Two (2) out of five (5) U Teacher candidates, four (4) out of five (5) PB Teacher candidates, and four (4) out of five (5) ACP Teacher candidates were formally admitted with a written offer and written acceptance. [19 TAC §227.17]



- Seven out of ten Principal candidates were formally admitted, and three (3) out of ten did not have a written offer nor a written acceptance of admission. Eight out of ten Superintendent candidates were formally admitted. Six out of nine School Counselor candidates were formally admitted, and three (3) out of nine did not have a written offer nor a written acceptance of admission. Six out of ten Educational Diagnostician candidates were formally admitted, and four (4) out of ten had a written offer but did not have a written acceptance of admission. Eight out of nine Reading Specialist candidates were formally admitted. [19 TAC §227.17]
- The effective date of formal admission was inconsistently found in the letters in the files reviewed. None of the U Teacher, none of the ACP Teacher, and one (1) out of five (5) PB Teacher records included a formal admission date. None of the Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist records included a formal admission date on the offer of admission. One (1) Principal candidate, two (2) School Counselor candidates, and two (2) Reading Specialist candidates were admitted before January 1, 2017, so this rule does not apply to them. The program did not meet the requirement as prescribed. [19 TAC §227.17(d)]
- All five (5) U Teacher candidates, all five (5) PB Teacher candidates, and four (4) out of five (5) ACP Teacher candidates were not reported to TEA within seven calendar days per admission dates and records in ECOS. Nine out of ten Principal candidates, nine out of ten Superintendent candidates, seven out of nine School Counselor candidates, all ten Educational Diagnostician candidates, and six out of nine Reading Specialist candidates were not reported to TEA within seven calendar days. One (1) Principal candidate, two (2) School Counselor candidates, and two (2) Reading Specialist candidates were admitted before January 1, 2017, so this rule does not apply to them. [19 TAC §227.17(e)]
- All candidates were admitted before beginning coursework and training as required. [19 TAC §227.17(f)]
- Per the self-reported Status Report, the incoming class average is 3.48. The program has met the requirement as prescribed. [19 TAC §227.19(a)]

### **Compliance Issues to be Addressed**

- 19 TAC §227.10(a)(8)  
Action: Submit the screening instrument and scoring rubric for one (1) candidate in each of the following classes: Teacher UG, Teacher ACP, Teacher PB, School Counselor, Educational Diagnostician, and Reading Specialist. Submit two (2) screening instruments and scoring rubrics for one (1) candidate in each of the following classes: Principal and Superintendent.  
Guidance: Consider implementing a consistent process and screening instruments across the board for each certification class. Doing so will add consistency across programs and in records retention.
- 19 TAC §227.17 and 19 TAC §227.17(d)  
Action: Submit the written offer of admission, including an admission date, and written acceptance of admission for one (1) candidate in each of the following classes: Teacher U, Teacher ACP, Teacher PB, Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist.



Guidance: Develop and implement a formal admission letter that includes an exact effective date of formal admission. Consider using in all certification classes to allow for consistency across the programs.

- 19 TAC §227.17(e)

Action: TEA will use the written offer of admissions submitted for 19 TAC §227.17(d) to verify the candidates were uploaded within seven days of their formal admission date. This is applicable for each of the following classes: Teacher U, Teacher ACP, Teacher PB, Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist.

Guidance: Review the formal admission dates being selected on the offers of formal admission. Consider the impact these dates have on the seven-day reporting requirement. The EPP will want to select formal admission dates that allow the candidate time to return their acceptance and the EPP time to report the admission date with the seven-day requirement.

### Recommendations

- None

Based on the evidence presented, SRSU is not compliant with 19 TAC Chapter 227 - Admission Criteria.

## COMPONENT III: CURRICULUM – 19 TAC §228.30

### Findings

- TEA reviewed Curriculum documents and relied on self-reported information contained within the Status Report to determine compliance.
- SRSU 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)]
- SRSU uses assessments to measure candidate progress. TEA reviewed a performance-based assessment and corresponding rubric from the Core Subjects EC-6 curriculum. The program met the requirement as prescribed. [19 TAC §228.40(a)]
- SRSU curriculum is research-based. Per the Status Report, candidates learn to incorporate the stages of writing and composition in STR coursework and learn to use Writers Workshop and Ray's (2016) Inquiry Framework with Mentor Texts. The EPP also includes a scientifically-based curriculum in all certificate classes, Teacher and non-teacher. [19 TAC §228.30(b)]
- The required subject matter has been included in the curriculum for candidates seeking initial certification in any certification class. [19 TAC §228.30(c); 19 TAC §228.30(c)(1-8)(A-C); 19 TAC §228.30(d)(2)]
  - The Educators' Code of Ethics is taught to each class in the following courses:
    - Teacher – ED 3301 and ED 3302, ED 5360
    - Principal – ED 5332 and ED 7309
    - Superintendent – ED 7306 and ED 7308
    - School Counselor – ED 6346





- Educational Diagnostician – ED 7318
- Reading Specialist – ED 7312
- Dyslexia instruction is included in the curriculum for each class in the following courses:
  - Teacher – ED 4306 and ED 4315, ED 5310
  - Principal – ED 7100
  - Superintendent – ED 7311
  - School Counselor – ED 5315
  - Educational Diagnostician – ED 5323
  - Reading Specialist – ED 6314
- Mental health, substance abuse, and youth suicide are taught in the following courses:
  - Teacher – ED 3300 and ED 5300
  - Principal – ED 7100
  - Superintendent – ED 7311
  - School Counselor – ED 7301
  - Educational Diagnostician – ED 5323
  - Reading Specialist – ED 7312
- The skills educators are required to possess, and the responsibilities they are required to accept are taught in the following courses:
  - Teacher – ED 3302 and ED 4314, ED 5360
  - Principal – all coursework
  - Superintendent – ED 7306 and ED 7308 and ED 7321
  - School Counselor – ED 7302
  - Educational Diagnostician – ED 5323
  - Reading Specialist – ED 6317
- The importance of building strong classroom management skills is taught in the following courses:
  - Teacher – ED 3302 and ED 3303, ED 5322
  - Principal – all coursework
  - Superintendent – ED 7306 and ED 7308 and ED 7322
  - School Counselor – ED 7302
  - Educational Diagnostician – ED 5325
  - Reading Specialist – ED 6318
- The framework in this state for Teacher and Principal evaluations is taught in the following courses:
  - Teacher – ED 3303 and ED 5300
  - Principal – ED 7100
  - Superintendent – ED 7311
  - School Counselor – ED 7316
  - Educational Diagnostician – ED 7318
  - Reading Specialist – ED 7312



- Appropriate relationships, boundaries, and communications between educators and students are taught in the following courses:
  - Teacher – ED 4601 or 4602 or 4603 or 4605 and ED 5300
  - Principal – ED 5319
  - Superintendent – ED 7306 and ED 7308
  - School Counselor – ED 7302
  - Educational Diagnostician – ED 7318
  - Reading Specialist – ED 6317
- Instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum, is taught in the following courses:
  - Teacher – ED 4601 or 4602 or 4603 or 4605 and ED 5300
  - Principal – ED 7100
  - Superintendent – ED 7306
  - School Counselor – ED 5307
  - Educational Diagnostician – ED 7318
  - Reading Specialist – ED 5308 and ED 6311
- For Teacher candidates, the English language proficiency standards are included in coursework in ED 3300, ED 3301, ED 3302, ED 3312, ED 4306, and ED 4314. [19 TAC §228.30(c)]
- For certificates that include early childhood education and prekindergarten, the PK Guidelines are included in coursework in ED 3308 and ED 4308. [19 TAC §228.30(d)(3)]
- Instructional planning and delivery are taught in ED 3300, ED 3301, ED 3302, ED 3303, ED 4314, and ED 4322. [19 TAC §228.30(d)(4)]
- The Texas Administrator Standards are taught to Principal candidates throughout the Principal curriculum per the alignment charts and performance-based assessments reviewed. [19 TAC §228.30(e)]

#### **Compliance Issues to be Addressed**

- None

#### **Recommendations**

- None

Based on the evidence presented, SRSU is in compliance with 19 TAC §228.30-Curriculum.

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

##### **Findings**

- SRSU provides candidates with adequate preparation and training that is sustained, rigorous, and interactive. Candidate transcripts, performance-based assessments, and rubrics served as evidence. [19 TAC §228.35(a)(1-2)]
- Five (5) Teacher candidates and twenty-five non-teacher candidates reached the point of standard certification. All five (5) Teacher candidates completed the EPP before standard certification per the candidate's transcripts. All twenty-five non-teacher





candidates completed the EPP before standard certification per the candidate's transcripts. [19 TAC §228.35(a)(3)]

- SRSU has procedures for allowing relevant military experiences and procedures for allowing prior experience, education, or training. A military service policy is available on the EPP website. [19 TAC §228.35(a)(5)(A-B)]
- SRSU offers some coursework online in the various certification fields and classes. The program provided documentation showing evidence of approval from the THECB to offer distance education for the following degrees: Education, Educational Leadership, Educational Technology, Educational Diagnostician, Counselor, and Reading. [19 TAC §228.35(a)(6)(B-C)]
- Candidates for initial Teacher certification earn between 300 and 360 clock hours, which meets and exceeds the 300 clock hours of required coursework and training. All five (5) ACP and PB candidates met the coursework hour requirement. Four (4) out of five (5) U Teacher candidates met the coursework hour requirement, and one (1) out of five (5) U Teacher candidates is still in the progress of completing coursework. [19 TAC §228.35(b)]
- Twelve out of fourteen Teacher candidates completed field-based experiences (FBEs) before clinical teaching or internship. Two (2) out of fourteen candidates were missing FBE documentation, and one (1) out of fourteen candidates completed fewer than thirty hours. One (1) of the fifteen candidate's was in progress of completing FBEs at the time of the review. The EPP provided FBE documentation for each candidate file reviewed as evidence that each candidate completed the requirement as prescribed. [19 TAC §228.35(b)(1); 19 TAC §228.35(e)(1)(A-B)]
- SRSU was advised to update its FBE documentation to include a way to document interactive FBE hours. Candidates are required to complete fifteen clock hours of interactive FBE. One (1) of the fourteen candidates with completed FBE had fifteen documented interactive hours. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(1)(A)]
- Seven Teacher candidates had reached the point of clinical teaching and were either in the process of completing or have completed the requirement. Seven Teacher candidates reached the point of an internship and were either in the process of completing or have completed the requirement. [19 TAC §228.35(e)(2)(A)]
- All seven clinical teaching assignments were in the same subject areas in which the candidates were seeking certification. Observation documents served as evidence. [19 TAC §228.35(e)(2)(A)]
- Five (5) out of seven clinical teachers met the 70 full-day requirement. Three (3) of those candidates met the duration requirement under the allowances of COVID-19. Two (2) out of seven candidates did not meet the duration requirement. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(i)]
- All seven clinical teaching candidates demonstrated proficiency in each of the Educator standards per observation documents reviewed. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(iii)]
- Clinical teaching is successful when the field supervisor and cooperating teacher recommend to the EPP that the candidate should be recommended for standard certification. TEA could not verify a recommendation from the field supervisor and a



cooperating teacher for each clinical teacher. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(iii)]

- An internship must be for a minimum of one full school year. Five (5) out of seven candidates who reached the point of internship completed the full school year per official transcripts and district calendars. Two (2) of the seven candidates were completing their internship at the time of the review. [19 TAC §228.35(e)(2)(B)]
- Six out of seven internship assignments matched the certificate category the candidate was prepared for. One (1) out of seven candidate's assignments did not match the certificate area the EPP prepared them for. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(B)]
- A candidate must hold an intern or probationary certificate while participating in an internship. Three (3) out of seven intern candidates did not hold an intern or probationary certificate for the entirety of their internship. The EPP has been advised that this is not allowable, and the effective date on an intern or probationary certificate should align with the candidate's first day with students. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(iv)]
- An internship is successful when the candidate demonstrates proficiency in each of the Educator standards. All seven intern candidates demonstrated proficiency in each Educator standard per the observation documents reviewed. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(vii)]
- An internship is successful when the field supervisor and campus supervisor recommend that the candidate be recommended for a standard certificate to the EPP. TEA could not verify this due to insufficient evidence being provided for five (5) out of seven intern candidates. Two (2) of the intern candidates were still completing their internship at the review time. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(vii)]
- Teacher candidate training included experiences with a full range of professional responsibilities, including the start of the school year. All seven candidates in an internship assignment began at the beginning of the year. All seven clinical teaching candidates received them during clinical teaching or through their FBEs. One (1) of the fifteen Teacher candidates is still completing FBEs and hasn't reached the point of clinical teaching yet. The program met the requirement as prescribed. [19 TAC §228.35(4)]
- All clinical teaching and internship assignments were in public schools per observation documentation and statement of eligibilities provided. [19 TAC §228.35(e)(6)]
- Non-teacher candidates are required to complete at a minimum of 200 clock hours of coursework and training. Eight out of ten Principal candidates, one (1) out of ten Superintendent candidates, seven out of nine School Counselor candidates, eight out of ten Educational Diagnostician candidates, and eight out of nine Reading Specialist candidates met the 200 clock-hour requirement. The EPP has been advised to revise their Superintendent coursework to ensure it meets the 200-hour requirement. The program did not meet the requirement as required for the Superintendent class. [19 TAC §228.35(c)]
- Non-teacher candidates are required to complete a practicum that is a minimum of 160-hours. Four (4) out of eight Principal candidates complete a 160-hour practicum, and



insufficient evidence was available to verify the practicum for the remaining four (4) Principal candidates. Seven out of ten Superintendent candidates completed a 160-hour practicum. Six out of seven School Counselor candidates completed a 160-hour practicum. Eight Educational Diagnostician candidates made it to the point of practicum. Three (3) of the eight Educational Diagnostician candidates completed a 160-hour practicum, and insufficient evidence was available to verify the practicum for the remaining five (5) candidates. Eight Reading Specialist candidates made it to the point of a practicum. Of the eight, four (4) Reading Specialist candidates completed the 160-hour practicum, and insufficient evidence was provided to verify the practicum for the remaining four (4) candidates. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(8)]

- TEA could not verify non-teacher candidate proficiency in the educator standards due to insufficient evidence provided on the candidate's observation documents. The program did not meet the requirements as prescribed for the Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist classes. [19 TAC §228.35(e)(8) & (j)(2)]
- All thirty-eight non-teacher candidates who participated in a practicum met the requirements of an actual school setting. The observation documents and candidate placement information served as evidence. The program met the requirement as prescribed. [19 TAC §228.35(e)(8)(A)]
- A practicum is successful when the field supervisor and the site supervisor recommend that the candidate be recommended for a standard certificate to the EPP. None of the candidates in a practicum had evidence of a recommendation from their field supervisor or site supervisor showing they had been recommended for standard certification. The program did not meet the requirement as prescribed for the Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist classes. [19 TAC §228.35(e)(8)(D) & (j)(2)]
- All candidates placed in clinical teaching, internship, or a practicum were assigned to a cooperating teacher, mentor, or site supervisor as applicable. Thirty-eight non-teacher candidates, seven clinical teacher candidates, and seven intern candidates made it to the point of field supervision and were reviewed. [19 TAC §228.35(f)]
- All fourteen cooperating teachers and mentors held the appropriate certificates. Insufficient documentation was provided to verify they had at least three years of teaching experience and were accomplished as educators. Twenty-four out of thirty-eight site supervisors for non-teacher candidates held the appropriate certificates. There was insufficient documentation showing that the site supervisors had at least three (3) years of experience and were accomplished as educators. The program did not meet the requirement as prescribed in all certification classes. [19 TAC §228.2(12), §228.2 (24), and §228.2(31)]
- Training must be provided to cooperating teachers, mentors, and site supervisors within three (3) weeks of assignment to the candidate. All four (4) U Teacher candidate mentors were trained, but only three (3) out of the four (4) were trained within three (3) weeks. Mentors/cooperating teachers assigned to two (2) out of five (5) PB candidates received training within three (3) weeks of the candidate's assignment. Mentors/cooperating teachers assigned to three (3) out of five (5) ACP Teacher



candidate's received training within the first three (3) weeks of the candidate's assignment. There was insufficient evidence that training or training materials were provided to site supervisors assigned to the Principal, Superintendent, Educational Diagnostician, and Reading Specialist candidates. TEA could not determine if site supervisors received the submitted training and if they were trained within the first three (3) weeks of the candidate's placement. Site supervisors assigned to the seven School Counselor candidates received training from the EPP and were trained within the first three (3) weeks of the candidate's placement. This was verified by the site supervisor's signed training documents. The program did not meet the requirements as prescribed for the U, PB, and ACP Teacher classes and the Principal, Superintendent, Educational Diagnostician, and Reading Specialist classes. [19 TAC § 228.2(12); 19 TAC §228.2(24); 19 TAC §228.2(31)]

- All candidate that reached the point of clinical teaching, internship, or practicum were assigned to a field supervisor. Thirty-eight non-teacher candidates, seven clinical teacher candidates, and seven intern candidates made it to the point of field supervision and were observed. [19 TAC §228.35(g); 19 TAC §228.35(h)]
- The field supervisor held the required certificates appropriate for the candidate supervised. There was no documentation that the field supervisors for the seven intern candidates and seven clinical teachers had at least three (3) years of experience or met the requirement of being an accomplished educator. The field supervisors assigned to the non-teacher candidates also held an appropriate certificate but there was insufficient evidence they had at least three (3) years of experience and were an accomplished educators as shown by student learning. The program did not meet the requirements as prescribed in all certification classes [19 TAC §228.2(16)]
- All Teacher field supervisors received TEA-approved observation training. Certificates served as evidence of compliance. [19 TAC §228.35(g) & (h)]
- Field supervisors must make initial contact with Teacher candidates within the first (3) weeks of their assignment and with non-teacher candidates within the first quarter of their assignment. All four (4) U Teacher candidates had documented initial contact per the email documentation reviewed. Two (2) out of five (5) PB Teacher candidates had documented initial contact per email records, and TEA was unable to verify the initial contact for the remaining three (3) due to lack of documentation. Four (4) out of five (5) ACP Teacher candidates had documented initial contact per email records, and TEA was unable to verify the initial contact for the remaining one (1) candidate due to lack of documentation. Five (5) out of eight Principal candidates had documented initial contact, and TEA was unable to verify the initial contact for the remaining three (3) candidates due to lack of documentation. Eight out of nine Superintendent candidates met the initial contact requirement per email records. All seven School Counselor candidates met the initial contact requirement per observation documents reviewed. Three (3) out of eight Educational Diagnostician candidates met the initial contact requirement per observation documents but there was insufficient evidence for the remaining five (5) candidates so initial contact could not be verified. Three (3) out of eight Reading Specialist candidates met the initial contact requirement per observation documents but there was insufficient evidence for the remaining five (5) candidates so initial contact could not be verified. [19 TAC §228.35(g), §228.35(h), §228.35(j)]



- Thirteen out of fourteen Teacher candidates met the pre- and post-observation conference requirements. Candidate observation documents served as evidence. Five (5) out of thirty-eight non-teacher candidates met the pre- and post-observation conferences requirements. Due to insufficient evidence, TEA could not verify that pre- and post-conferences were held with the remaining thirty-three non-teacher candidates. The program did not meet the requirement as prescribed. [19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C)]
- Per observation documents reviewed, educational practices were consistently observed for the U, PB, and ACP Teacher candidates and the Principal, Superintendent, and School Counselor classes. Per observation documents reviewed, three (3) out of seven Educational Diagnostician candidates and four (4) out of eight Reading Specialist candidates had educational practices observed and documented by their field supervisors. The program did not meet the requirement as prescribed for the Educational Diagnostician and Reading Specialist classes. [19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C)]
- A copy of written feedback was provided to the candidate's cooperating teacher or mentor for the U, PB, and ACP Teacher candidates. A copy of written feedback was provided to the site supervisor for the Superintendent, School Counselor, and Reading Specialist classes. Three (3) out of eight Principal site supervisors and three (3) out of eight Educational Diagnostician site supervisors were provided written feedback, per signed observation documents. The program did not meet the requirement as prescribed for the Principal and Educational Diagnostician classes. [19 TAC §228.35(g) & §228.35(h)]
- Informal observations and ongoing coaching must be provided by the field supervisor as appropriate. SRSU field supervisors provided informal observations and ongoing coaching inconsistently to candidates in all classes. The program did not meet the requirement as prescribed for the U, PB, and ACP Teacher classes and the Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist classes. [19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C)]
- Field supervisors must collaborate with the candidate and cooperating teacher/mentor/site supervisor throughout the experience. Mentor and cooperating teacher collaboration were documented through signed observation documents for the U, PB, and ACP Teacher class and the Superintendent, School Counselor, and Reading Specialist classes. Three (3) out of eight Principal candidates and three (3) out of eight Educational Diagnostician candidates had signed observation documentation showing collaboration between the site supervisors, candidate, and field supervisors. The program did not meet the requirement as prescribed for the Principal and Educational Diagnostician classes. [19 TAC §228.35(g) & §228.35(h)]
- Formal observations conducted by the field supervisor must meet the requirements for duration, frequency, and format. Thirteen out of fourteen Teacher candidates who made it to the point of observations met the duration, frequency, and format for observations. The fourteenth candidate did not have any observations at the time of the review. The program met the requirement as prescribed. [19 TAC §228.35(g)(1)]
- Non-teacher observations must be at least 135 minutes in duration throughout the practicum. One (1) out of eight Principal candidates, four (4) out of nine Superintendent





candidates, three (3) out of seven School Counselor candidates, three (3) out of eight Educational Diagnostician candidates, and one (1) out of eight Reading Specialist candidates met the 135-minute requirement. Observation documents served as evidence. The program did not meet the requirement as prescribed for all non-teacher classes. [19 TAC §228.35(h) & §228.35(j)(2)(C)]

- An EPP must provide a minimum of one (1) formal observation within the first third of the practicum, one (1) observation with the second third, and one (1) observation within the final third of the practicum. Two (2) out of eight Principal candidates met the frequency requirement. Seven out of nine Superintendent candidates, all seven School Counselor candidates, seven out of eight Educational Diagnostician candidates, and seven out of eight Reading Specialist candidates met the frequency requirement. The program did not meet the requirement as prescribed for the Principal class. [19 TAC §228.35(h)(3) & §228.35(j)(2)(C)(iii)]

### **Compliance Issues to be Addressed**

- 19 TAC §228.35(c)  
Action: Submit a completed degree plan for the Superintendent Preparation Program for the PB and ACP route showing each program requires candidates to complete 200 clock hours of coursework. Submit the corresponding course syllabi for any courses added to reach 200 clock hours. Submit a formal implementation date on which the updated degree plans will go into effect.  
Guidance: Review currently credit hours requirements for the ACP and PB Superintendent programs to determine what can be added to reach the required 200-clock hours of coursework and training.
- 19 TAC §228.35(e)(1)(A)  
Action: Submit FBE documentation and evidence of fifteen interactive FBE hours for one (1) candidate from each of the following routes: Teacher U, Teacher ACP, and Teacher PB.  
Guidance: Update the field-based experience log/documents to include a way to document if the hours completed were interactive or not. This could be a check-box or a line to be filled in.
- 19 TAC §228.35(e)(2)(A)(i)  
Action: Submit the clinical teaching log or other evidence of at least 70 clinical teaching days for one (1) candidate from each of the following routes: Teacher U and Teacher PB.  
Guidance: Extend clinical teaching time by one week to allow candidates the opportunity to make up any missed school days due to holidays.
- 19 TAC §228.35(e)(2)(A)(iii), 19 TAC §228.35(e)(2)(B)(vii), and 19 TAC §228.35(e)(8)(D) & (j)(2)  
Action: Submit evidence of a formal recommendation from the field supervisor and mentor, cooperating teacher, or site supervisor, as applicable, for one (1) candidate from each of the following classes: Teacher U, Teacher ACP, Teacher PB, Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist.  
Guidance: Review current procedures for collecting completion documentation for clinical teaching, internship, and practicum. Determine when and how it would be best to





collect a recommendation from field supervisors, mentors, cooperating teachers, and site supervisors after the completion of the candidate's experience.

- 19 TAC §228.35(e)(2)(B)(iv)  
Action: Submit evidence of a candidate internship placement and start date for one (1) candidate in the Teacher ACP route. TEA will then use certification records in ECOS to verify the candidate held an intern or probationary certificate while participating in the internship.  
Guidance: Issue intern and probationary certificates, so the effective date is the candidate's first day with students or the start of their assignment.
- 19 TAC §228.35(e)(8)  
Action: Submit practicum logs showing candidates have completed, at minimum, a 160-hour standards-based practicum for one (1) candidate in each of the following classes: Principal, Educational Diagnostician, and Reading Specialist; or submit the practicum hour log that will be implemented with a description of how and when it will be implemented in each of the classes listed above.  
Guidance: Create and implement a practicum log for all non-teacher candidates to document and track the hours they complete for their practicum. Be sure to include their placement information, site supervisor and field supervisor information, and the standards covered during each time logged.
- 19 TAC §228.35(e)(8) & (j)(2)  
Action: Submit a completed observation document, showing candidate proficiency, for one (1) candidate from each of the following classes: Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist; or submit the updated observation documents with a written description of how it meets TAC and when it will be implemented for each of the classes listed above.  
Guidance: Review current observation documents and determine changes that need to be made to allow field supervisors to document candidate proficiency in each educator's standards.
- 19 TAC §228.2(12), §228.2 (24), and §228.2(31)  
Action: Submit documentation showing years of experience, accomplishments as an educator, and certification for a mentor, cooperating teacher, or site supervisor, as applicable, for each of the following classes: Teacher U, Teacher PB, Teacher ACP, Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist.  
Guidance: Review current procedures for collecting qualifications for cooperating teachers, mentors, and site supervisors. Consider what evidence the EPP will collect, the process for collecting it, and where precisely it will be retained once collected.
- 19 TAC §228.35(f), and 19 TAC §228.2(12), §228.2(24), §228.2(31)  
Action: Submit evidence of mentor/cooperating teacher/site supervisor training, with training date and candidate assignment start date, for one (1) candidate in each of the following classes: Teacher U, Teacher PB, Teacher ACP, Principal, Superintendent, Educational Diagnostician, and Reading Specialist. TEA will use the training documentation to verify they were trained within three (3) weeks of being assigned a candidate for each of the classes listed above.



Guidance: Review current training for mentors, cooperating teachers, and site supervisors. Consider what is included in the training, how evidence of training is collected, and how the EPP ensures all parties are trained within three (3) weeks of being assigned a candidate.

- 19 TAC §228.35(g), §228.35(h), §228.35(j)

Action: Submit evidence of initial contact with field supervisor for one (1) candidate in each of the following classes: Teacher PB, Principal, Educational Diagnostician, and Reading Specialist.

Guidance: Review current methods for collecting initial contact between the candidate and the field supervisor. Consider implementing the same process and procedure that worked well in the Teacher class to the non-teacher classes.

- 19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C)

Action: Submit documentation as evidence that field supervisors hold pre- and post-conferences with candidates around each observation, for one (1) candidate from each of the following classes: Principal, Superintendent, School Counselor, and Educational Diagnostician; or submit updated documentation with a written explanation of how and when the documents will be implemented for each of the identified classes.

Guidance: Update all observation documents to include space to document the pre- and post-observation conferences, when they occurred, how they occurred, and what was discussed.

- 19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C)

Action: Submit observation documents, showing evidence the field supervisor captures educational practices observed, for one (1) candidate in each of the following classes: Educational Diagnostician and Reading Specialist; or submit updated observation documents with a written explanation of how and when the forms will be implemented for each of the identified classes.

Guidance: Update observation documents and field supervisor training to include documenting educational practices observed during each formal observation.

- 19 TAC §228.35(g) & §228.35(h)

Action: Submit observation documents, showing that a copy of written feedback was provided to the site supervisor for one (1) candidate in each of the following classes: Principal and Educational Diagnostician; or submit updated observation documents with a written explanation of how and when the forms will be implemented for each of the identified classes.

Guidance: Update observation documents to include a signature space for all site supervisors and candidates, and other involved stakeholders.

- 19 TAC §228.35(g), §228.35(h), & §228.35(j)(2)(C)

Action: Submit evidence that informal observations and coaching was provided by the field supervisor for one (1) candidate in each of the following classes: Teacher U, Teacher PB, Teacher ACP, Principal, Superintendent, School Counselor, Educational Diagnostician, and Reading Specialist; or submit updated observation documents with a written explanation of how and when the forms will be implemented for each of the identified classes.



Guidance: Consider implementing a field supervisor communication log to document informal observations or ongoing coaching that may occur throughout a candidate's placement.

- 19 TAC §228.35(h) & §228.35(j)(2)(C)  
Action: Submit completed observation documents showing at least 135 minutes of observations throughout the practicum for one (1) candidate in each of the following classes: Principal, Superintendent, School Counselor, and Educational Diagnostician; or submit a written explanation and corresponding documentation explaining how this rule in TAC will be followed and when the implementation will go into effect.
- 19 TAC §228.35(h)(3) & §228.35(j)(2)(C)(iii)  
Action: Submit completed observation documents showing the observation number and frequency requirements were met for one (1) candidate in the Principal class, or submit a written explanation and corresponding documentation explaining how this rule in TAC will be followed and when the implementation will go into effect.

#### **Recommendations**

- None

Based on the evidence presented, SRSU 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**

- SRSU has established benchmarks to measure candidate progress. All files reviewed contained a benchmark document noting where the candidate was in the program. Evidence was available for fifteen Teacher files and fifty non-teacher files for a total of sixty-five files reviewed. [19 TAC §228.40(a)]
- SRSU has structured assessments to measure candidate progress. The EPP provided a Core Subjects EC-6 performance assessment and the associated rubric as evidence of performance assessments and structured assessments. [19 TAC §228.40(a)]
- SRSU has processes in place to ensure that candidates are prepared to be successful in their certification exams.
  - Twelve out of fifteen Teacher candidates had test preparation documentation from a third-party test vendor in their candidate records. Insufficient documentation was provided for three (3) out of fifteen Teacher candidates.
  - Test preparation documentation was provided for seven out of eight Principal candidates.
  - Test preparation documentation was provided for seven out of ten Superintendent candidates. Two (2) out of ten Superintendent candidates either withdrew from the EPP or were still completing coursework. Documentation was not available for one (1) out of ten Superintendent candidates.



- Test preparation documentation was provided for seven out of nine School Counselor candidates. Two (2) out of nine candidates were still completing coursework at the time of the review and had not yet made it to the point of test approval.
- Test preparation documentation was provided for eight out of ten Educational Diagnostician candidates. Two (2) out of ten candidates were still completing coursework at the time of the review and had not yet made it to the point of test approval.
- Test preparation documentation was provided for seven out of nine Reading Specialist candidates. There was insufficient evidence of test preparation for two (2) out of nine Reading Specialist candidates.
- Benchmark documents provided for all files reviewed, showing where the candidate was in the process of testing. The program met the requirement as prescribed. [19 TAC §228.40(b); 19 TAC §228.40(d)]
- SRSU uses information from a variety of sources to evaluate program design and delivery. SRSU collects qualitative data from candidates and mentors, cooperating teachers, and site supervisors. The data collected was used to make programmatic decisions such as increasing instruction on classroom management and applying concepts learned in coursework. [19 TAC §228.40(e)]
- All candidate records for the review served as evidence that the EPP retains records as required for a period of five years from admission to completion or withdrawal from the program for any reason. The program met the requirement as prescribed. [19 TAC §228.40(f)]

#### **Compliance Issues to be Addressed**

- None

#### **Recommendations**

- None

Based on the evidence presented, SRSU is 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).

- SRSU candidates attest that they will adhere to the Texas Educator's Code of Ethics. In the form of signed Code of Ethics documentation, evidence was found in Sixty-three out of sixty-five of the candidate records reviewed.
- Eight associated staff and field supervisors signed a Texas Educator's Code of Ethics. A signed Code of Ethics document served as evidence of compliance.



### **Compliance Issues to be Addressed**

- None

### **Recommendations**

- None

Based on the evidence presented, SRSU 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.
- SRSU has the compliant policy posted on-site in the main education office in Morelock Academic Building.
- The program provides the complaint policy in writing upon request. SRSU meets the requirements as prescribed. [19 TAC §228.70(b)(1-4)]

### **Compliance Issues to be Addressed**

- None

### **Recommendations**

- None

Based on the evidence presented, SRSU 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. Five (5) out of fifteen Teacher candidates reached certification, and all five (5) held a degree at the time of standard certification. [19 TAC §230.13(a)(1)]
- All five (5) Teacher candidates who were standard certified completed the EPP per their degree plans and transcripts. [19 TAC §230.13(a)(2) & §230.13(b)(3)]
- All five (5) Teacher candidates who were standard certified were recommended by the EPP by the application and issuance deadlines. [19 TAC §230.13(a)(2) & §230.13(b)(3)]
- Three (3) Principal candidates reached the point of standard certification. All three (3) candidates had official transcripts and met degree requirements before standard certification. Five (5) Superintendent candidates reached the point of standard certification. All five (5) candidates had official transcripts and met degree requirements before standard certification. Seven Educational Diagnostician candidates reached the point of standard certification, and all seven held a master's degree and met degree



requirements before standard certification. Five (5) Reading Specialist candidates reached the point of standard certification, and all five (5) held a master's degree and met degree requirements before standard certification. Five (5) School Counselor candidates reached the point of standard certification, and all five (5) were admitted to the EPP before September 1, 2019. All five (5) School Counselor candidates held a master's degree before standard certification. [19 TAC §241.60; 19 TAC §241.20; 19 TAC §239.20; 19 TAC §239.93]

- Principal candidates and Educational Diagnostician candidates must hold a valid teaching certificate when recommended for standard certification. Three (3) Principal candidates reached standard certification, and all three (3) held a valid teaching certificate. Seven Educational Diagnosticians reached standard certification, and all seven held a valid teaching certificate. [19 TAC §241.20; 19 TAC §241.60]
- Superintendent candidates must hold a valid principal certificate or the required managerial experience when recommended for standard certification. Five (5) Superintendent candidates reached standard certification, and all five either held a valid Principal certificate or met the managerial experience requirements. [19 TAC §242.20]
- Principal, School Counselor, and Reading Specialists must have two (2) creditable years of teaching experience as a classroom teacher when recommended for standard certification. All three (3) standard certified Principal candidates had service records showing at least two (2) years of experience. All five (5) School Counselor candidates had service records showing at least two (2) years of teaching experience. All five (5) Reading Specialist candidates had service records showing at least two (2) years of teaching experience. [19 TAC §241.20(4), §241.60(4), §239.20(4), §239.60(4), & §239.93(4)]
- Educational Diagnosticians must have at least three (3) years of creditable teaching experience as a classroom teacher. All seven standard certified Educational Diagnostician candidates had service records documenting at least three (3) years of classroom teaching experience. [19 §239.84(5)]

#### **Compliance Issues to be Addressed**

- None

#### **Recommendations**

- None

Based on the evidence presented, the SRSU is in compliance with 19 TAC Chapters 228 and 230 – Certification Procedures.

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

##### **Findings**

- SRSU has submitted ASEP reports within the timeline required by TEA. Corrections had to be made by the program, and they were completed within the timeline required by TEA for the 18-19 academic year. [19 TAC §229.3(f)(1) and Associated Graphic]
- Reporting for the Teacher class included the following:





- Fourteen out of fifteen Teacher admissions were reported in ECOS or on GPA Spreadsheet.
- Twelve out of fifteen Teacher GPAs were reported accurately.
- Three (3) Teacher candidates were admitted with passing scores on a PACT. Four (4) out of twelve Teacher candidates met the content-specific semester credit hour requirement at admission. The number of content-specific credit-hours were reported accurately.
- Observation dates and durations for eleven out of fifteen Teacher candidates
- were not reported accurately in ASEP as compared with documentation in the candidates' files. Observation data was not available in the file for one (1) out of fifteen Teacher candidates. [19 TAC §229.3(a), §229.3(f)(1), & related graphic Figure 19 TAC §229.3(f)(1)]
- Reporting for the Principal class included the following:
  - Admission dates reported to TEA for Principal candidates could not be verified due to insufficient information documented on the written offer of admissions.
  - One (1) out of ten Principal candidates was not reported to TEA as admitted either via an ASEP admission record or the GPA Spreadsheet.
  - Two (2) out of ten Principal candidates withdrew from EPP and are still on the Finisher Record List. SRSU needs to submit a data fix to have the Finisher Records List updated for these two candidates.
  - Five (5) out of ten Principal candidates are on the FRL as U and should be PB. SRSU needs to submit a data fix to have the Finisher Records List updated for these five candidates.
  - TEA could not verify ACP and PB Principal candidates enrollment in ASEP because multiple candidates are misreported for multiple years.
  - Three (3) out of ten Principal candidates completed their practicum during 2019-2020, and of those three (3), two (2) of the candidate's observations were misreported in ASEP. [19 TAC §229.3(a), §229.3(f)(1), & related graphic Figure 19 TAC §229.3(f)(1)]
- Reporting for the Superintendent class included the following:
  - TEA was unable to verify the accuracy of reported admission dates for all ten Superintendent candidates due to insufficient documentation on the formal offers of admission.
  - One (1) out of ten Superintendent candidates was not reported to TEA as admitted either via an ASEP admission record or the GPA Spreadsheet.
  - One (1) out of ten Superintendent candidates withdrew from EPP and is still listed on the Finisher Record List. SRSU needs to update the Finisher Records List by requesting a data fix from TEA to remove this candidate from the year(s) in which he/she was not enrolled.
  - Five (5) out of ten Superintendent candidates are identified on the Finisher Records List as PB candidates and should be identified as ACP candidates.
  - One (1) out of ten Superintendent candidates is standard certified and is on the Finisher Records List with a status of "other enrolled". SRSU needs to update this candidate to reflect him/her as a finisher.



- One (1) out of ten Superintendent candidates must be added to Finisher Records List for 2018-2019 using a data fix.
- Six out of ten Superintendent candidates completed a practicum during 2019-2020, and of those six candidates, three (3) had observations misreported in ASEP.
- Reporting for the School Counselor class included the following:
  - One (1) out of ten School Counselor candidates was erroneously added to the Finisher Records List when the individual had not been admitted into the EPP. SRSU needs to update the Finisher Records List to remove this candidate.
  - TEA could not verify the accuracy of admission dates reported for nine School Counselor candidates due to insufficient documentation on the formal offer of admissions.
  - Two (2) out of nine School Counselor candidates were not reported as admitted either through an ASEP admission record or on the GPA Spreadsheet.
  - Six of the nine School Counselor candidates were reported as U on the Finisher Records List and should be PB.
  - One (1) out of the nine School Counselor candidates must be added to the Finisher Record List for the 2018-2019 reporting year.
  - Of the four (4) School Counselor candidates who completed a practicum, two (2) candidate's observations were reported with the incorrect date and/or duration.
- Reporting for the Educational Diagnostician class included the following:
  - Admission of nine out of ten Educational Diagnostician candidates was reported to TEA.
  - None of the Educational Diagnostician candidate admissions were reported to TEA within the seven-day requirement.
  - Eight out of ten Educational Diagnostician candidates were misreported on the Finisher Records List. Multiple candidates were misreported as ACP and PB candidates.
  - One (1) out of ten Educational Diagnostician candidates was on the Finisher Records List as other enrolled for another EPP in the same certificate class.
- Reporting for the Reading Specialist class included the following:
  - One (1) of the ten Reading Specialist candidates was erroneously added to the Finisher Records List and needs to be removed because the individual was not enrolled in the EPP.
  - Admissions for seven out of nine Reading Specialist candidate was reported to TEA. The other two (2) candidates were not reported to TEA via the ASEP admissions record or the GPA Spreadsheet.
  - Admission for one (1) of the nine Reading Specialist candidates was reported to TEA within seven days. The remaining eight candidates were not reported as admitted to TEA within the seven-day requirement.
  - GPA data for seven out of nine Reading Specialist's was reported accurately to TEA.
  - Six out of nine Reading Specialist candidates were incorrectly reported on the Finisher Records List.
  - Five (5) of the nine candidates are reported on the Finisher Records List as U and should be PB, and one (1) candidate was reported as PB and should be ACP.



- TEA was unable to verify seven of the observations that were reported due to incomplete observation documentation.

### **Compliance Issues to be Addressed**

- 19 TAC §229.3(f)(1) and [Graphic](#) Report all data accurately in ASEP and related candidate documentation.

Action: Submit RFC form(s) to correct candidates on the Finisher Record List that were identified on the Designated Candidate List. Submit a written explanation of how the EPP will improve data reporting moving forward to be more accurate.

### **Recommendations**

- Take a look at the different data reporting points throughout a candidate's cycle through the EPP. At each data reporting point, consider the documents that must be collected, the data that must be reported, the training that must be provided to the staff member who is reporting the data, and the specific steps needed to meet TAC requirements. Breaking down the process will help the EPP better understand the data reporting process, where there is room for improvement, and the steps that need to be taken to align with TAC.

Based on the evidence presented, the SRSU is not compliant 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 transition from Core EC-6 (test 291) to Core EC-6 with STR (test 391) is in process. December 31, 2021 is the last date a candidate can take the 291 test. The last opportunity to be standard certified with the 291 will be December 2022. You will want to begin reminding candidates of these deadlines to ensure that they meet all requirements and can be standard certified under that certificate. As you formally admit new EC-6 candidates, you will want to begin admitting as 391 candidates.
- 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 the SRSU staff.

**“I have reviewed the EPP Report and agree that all required corrections will be made on or before August 27, 2021.”**

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**Signature of Legal Authority**

**Date**



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**Printed Name of Legal Authority**

**Date**