



2020 – 2021 Continuing Approval Review Report Texas Lutheran University

PURPOSE

Texas Education Agency (TEA) Education Specialist Emily Newton conducted a five-year Continuing Approval Review of the educator preparation program (EPP) Texas Lutheran University (TLU) on December 7, 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...". Dr. Sarah Ferguson was identified as the program's legal authority, and Jeannette Jones and Donna Kubena were identified as the primary EPP contacts for the review process. TLU was approved as an EPP on January 4, 1971. TLU was rated Accredited-Warning (Year Two) for 2018-2019. The risk level was Stage 3 (low). The EPP reported 39 finishers for the 2018-2019 reporting year and 33 finishers for 2019-2020.

At the time of the review, TLU was approved to certify candidates in the teacher class. The EPP is approved to offer the undergraduate (TRAD), and alternative certification program (ACP) 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 to regulate 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 (TAC) and Texas Education Code (TEC) as applicable to all certification classes in all certification routes offered by the EPP; and 2) developing an improvement plan 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 plan 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: Dr. Ferguson, Jeannette Jones, and Donna Kubena.

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 November 20, 2020. Additional EPP documents, including records for ten candidates, were submitted on December 4, 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 reviewed Governance documents submitted with the Status Report to determine compliance.
- The advisory committee membership, input provided by members, advisory committee member training, and meeting frequency met requirements. [19 TAC §228.20(b)]
- The governing body has provided sufficient support and resources to TLU programs. [19 TAC §228.20(c)]
- TLU has a published calendar of activities for each of its programs. Evidence in the form of a calendar was found on the program website. The TLU EPP website is comprehensive and transparently provides all the information that candidates, applicants, and prospective applicants would need. Their website is easy to navigate and informative for all stakeholders. [19 TAC §228.20(g)]
- TLU submitted the Status Report for the EPP Review on November 20, 2020, as required. [19 TAC §228.10(b)(1)]
- TLU has met the requirements to offer clinical teaching. The program was approved to offer clinical teaching on September 5, 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, TLU was in compliance with 19 TAC Chapter 228 – Governance of Educator Preparation Programs.

COMPONENT II: ADMISSION - 19 TAC Chapter 227

Findings

- TLU has informed applicants of the required information about the EPP. Admission and completion requirements were found on the TLU EPP website. The effects of supply and demand were found in the TLU ACP Handbook and on the EPP website. The EPP



performance for the past five years, including the exam pass rates from the past five (5) years, was found on the EPP website. [19 TAC §227.1(c)(1-3)]

- TLU has informed applicants and candidates about the required information regarding criminal history. The information was found in the Undergraduate Handbook and the ACP Handbook. [19 TAC §227.1(d)]
- A total of ten records were reviewed for admission requirements. They included five (5) undergraduate teacher records and five (5) alternative certification program (ACP) teacher records.
- All candidates met the required institution of higher education (IHE) enrollment or degree requirements. All five (5) undergraduates were enrolled at the time of admission. Five (5) ACP teacher candidates held the minimum of a bachelor'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]
- Candidates have met the minimum GPA requirement for admission. The teacher candidate's GPA range was 2.78-3.90. The last sixty hours or the graduate GPA was used for admission consideration as allowed. 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 seventh grade or above, or pass a pre-admission content test (TX PACT) before admission. Ten out of ten teacher candidates met the requirement. The program met the requirement as prescribed. [19 TAC §227.10(a)(4)]
- Applicants must demonstrate basic skills before admission. The five (5) undergraduate teacher applicants met the requirement with the TSI. The five (5) ACP teacher candidates met the requirement with official transcripts noting a 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. All ten teachers met English language proficiency requirements. Official transcripts reflecting an undergraduate degree obtained at an accredited IHE in the United States and undergraduate coursework served as evidence. [19 TAC §227.10(a)(7)]
- An applicant for admission must be screened to determine appropriateness for the certification sought. Ten teacher candidates were admitted based on a screening device with a rubric. The interview rubric used to screen teacher candidates included a clear cut-score, and each candidate reviewed met the minimum cut-score. [19 TAC §227.10(a)(8); 19 TAC §241.5; 19 TAC §242.5]
- All ten records reviewed contained a completed application. [19 TAC §227.10(a)(8)]
- TLU requires the undergraduate teacher candidates to have a 2.9 minimum GPA and the ACP teacher candidates to have a 2.5 minimum GPA. All ten candidates met or exceeded the EPP minimum GPA requirement. The program meets the requirement as prescribed. [19 TAC §227.10(a)(9)]
- TLU also requires applicants to submit a writing sample and at least two letters of recommendation for admissions. The writing samples and letters of recommendation were submitted as evidence. All ten teacher candidates met the letters of recommendation requirement, and nine out of ten candidates met the writing sample



requirement. The writing sample was not available for one ACP candidate. The program met the requirement as prescribed. [19 TAC §227.10(b)]

- All applicants are required to be formally admitted. Per formal admission letters reviewed, ten out of ten teacher candidates were formally admitted. The effective date of formal admission was found in the formal admission letters for three (3) out of seven candidates. The effective date of formal admission was not found in the formal admission letters for four (4) out of seven candidates. The other three (3) letters are exempt because they were admitted before January 1, 2017. Of the ten candidates, seven were reported to TEA within seven calendar days. The remaining three (3) candidates were admitted before January 1, 2017. All candidates were admitted before 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 record reviewed. The program did not meet the requirements as prescribed. [19 TAC §227.17; 19 TAC §227.15]

Compliance Issues to be Addressed (see Next Steps)

- **19 TAC §227.17(d)** – Formal Admission Dates
Action: Submit the formal admission letter, including a formal admission date, for one (1) candidate in the teacher TRAD route and the teacher ACP route.

Recommendations

- None

Based on the evidence presented, TLU is not in compliance with 19 TAC Chapter 227 - Admission Criteria.

COMPONENT III: CURRICULUM – 19 TAC §228.30

Findings

- TEA reviewed syllabi and performance-based assessments submitted by the EPP and relied on self-reported information within the Status Report to determine compliance.
- TLU reported within the Status Report that the curriculum is based on educator standards and addresses the relevant Texas Essential Knowledge and Skills (TEKS). [19 TAC §228.30(a)]
- TLU uses assessments to measure candidate progress. [19 TAC §228.40(a)]
- TLU curriculum is research-based. The Core Subjects EC-6 curriculum includes references to research-based concepts in the syllabi for their Foundations of Literacy course and Literacy Assessment course. [19 TAC §228.30(b)]
- The required subject matter has been included in the curriculum for candidates seeking initial certification in the teacher class. The Educators' Code of Ethics is taught in EDUC 332 Learning Processes and EDUC 334A U.S. Schools.
- The five reading domains (phonics, phonemic awareness, vocabulary, comprehension, and fluency) are taught in READ 270 as a brief introduction, in EDUC 371 as an introduction and application in early childhood classrooms, in READ 332 with an in-depth instruction with assignments in all five (5) domains, in READ 376 to look at each



component as they relate to assessments, and in READ 475 with an in-depth examination of each domain in relation to lesson planning and teaching.

- Dyslexia instruction is included in READ 332 for ACP candidates and in READ 426 Literacy in Content areas and READ 475 Reading and Writing Across the Curriculum courses.
- Mental health, substance abuse, and youth suicide are covered in EDUC 437/438/471 Classroom Management, and the EPP also uses Kognito, TBSI, and Education Service Center Region 13 to provide this training. [19 TAC §228.30(c)]
- The skills educators must possess and the responsibilities they are required to accept are taught during EDUC 332 Learning Processes, EDUC 334A U.S. Schools, and EDUC 431/432/433 Instructional Strategies.
- The importance of building strong classroom management skills is taught in EDUC 437/438/471 Classroom Management. The EPP also spirals instruction in classroom management skills into other courses.
- The framework in this state for teacher and principal evaluations is taught in EDUC 431/432/433 Instructional Strategies and EDUC 460/461/462/465 Student Teaching.
- Instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum, is taught in EDUC 272 Classroom Apps of Technology and EDUC 431/432/433 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 EDUC 371 Intro to Early Childhood, EDUC 431 Instructional Strategies EC-6, READ 270 Literature for the Classroom, and READ 332 Foundations of Literacy. [19 TAC §228.30(d)(3)]
- The Texas teacher standards are taught in EDUC 130 Intro to Teaching Middle and High School, EDUC 272 Classroom Applications of Technology, EDUC 332 Learning Processes, and EDUC 336 Diversity for Educators. [19 TAC §228.30(d)]
- TLU also provides its teacher candidates with instruction on high expectations for students in this state, appropriate relationships, boundaries, communication between educators and students, and English language proficiency standards. [19 TAC §228.30(c) and 19 TAC §228.30(d)]

Compliance Issues to be Addressed

- None

Recommendations

- None

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

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

Findings

- TLU provides candidates with adequate preparation and training that is sustained, rigorous, and interactive. The syllabus, performance-based assessment, corresponding



rubric and coursework for the Core Subjects EC-6 certificate area served as evidence to show the coursework is sustained, rigorous, and intensive. TLU provided supporting documentation from the READ 332 and READ 376 courses which are required for the CS EC-6 certificate area. [19 TAC §228.35(a)(1-2)]

- Four (4) undergraduate teacher candidates and two (2) ACP teacher candidates completed all coursework and training before EPP completion and standard certification. The remaining four (4) teacher candidates have not yet met the standard certification requirements or have not yet met the EPP completion requirements. [19 TAC §228.35(a)(3)]
- TLU has procedures for allowing relevant military experiences and procedures for allowing prior experience, education, or training. This policy has been posted to the TLU EPP webpage. TLU also has policies and procedures for accepting non-military-related experience posted to the EPP website. [19 TAC §228.35(a)(5)(A-B)]
- TLU offers some coursework online in the various certification fields and classes. The program provided a letter of approval from the Southern Association of Colleges and School Commission on Colleges approving TLU to offer online coursework. [19 TAC §228.35(a)(6)(B-C)]
- Each of the ten teacher candidates for initial teacher certification met or exceeded the three hundred clock-hours of required coursework and training. [19 TAC §228.35(b)]
- Ten out of ten teacher candidates completed thirty hours or more of field-based experiences (FBEs) before clinical teaching or internship. The program met the requirement as prescribed. Eight out of ten teacher candidates with FBE documents showed interactive experiences through reflections. FBE documentation showed a variety of experiences that ranged from one (1) to seven different settings. Nine out of ten candidates completed two (2) or more settings for their FBE. None of the candidates reviewed completed electronic FBE. The program met requirements as prescribed. [19 TAC §228.35(b)(1); 19 TAC §228.35(e)(1)(A-B)]
- Seven teacher candidates had reached the point of clinical teaching and were in the process of completing or had already completed the requirement. Three (3) teacher candidates had reached the point of internship and were in the process of completing or had already completed the requirement. Candidate proficiency in the educator standards was determined by the field supervisor using a standards-based observation instrument that captured levels of proficiency obtained. [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 must provide recommendations to the EPP regarding candidate success in clinical teaching. None of the clinical teachers received a recommendation from the field supervisor and cooperating teaching. One (1) candidate's clinical teaching was in progress at the time of the review, so a recommendation would not have been available yet. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(2)(A)(iii)]
- The field supervisor and mentor must provide recommendations to the EPP regarding candidate success in the internship. Two (2) out of three (3) intern teachers did not receive a recommendation from the field supervisor and mentor. One (1) candidate's internship was in progress at the time of the review, so a recommendation would not



have been available yet. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(vii)]

- Ten candidates in the teacher class of certification have received coursework and training in each area of certificate sought. Official transcripts served as evidence of compliance for all teacher records reviewed. [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) intern candidates met the requirement through their internship assignments which started at the beginning of the school year. Five (5) clinical teachers experienced the start of the school year while completing FBE requirements. Two (2) out of ten candidates did not experience the start of the school year. [19 TAC §228.35(4)]
- All clinical teaching and internship assignments were in public schools and TEA-approved schools per observation documentation provided. [19 TAC §228.35(e)(6)]
- All candidates placed in clinical teaching or internship were assigned to a cooperating teacher or mentor as applicable. Three (3) intern candidates and seven clinical teaching candidates made it to the point of field supervision and were reviewed. [19 TAC §228.35(f)]
- Of the three (3) mentor teachers, two (2) out of three (3) met the qualification requirements. Of the nine cooperating teachers, all met the qualification requirements. It was noted that two clinical teaching candidates had two (2) cooperating teachers during their assignments. The program met the requirement as prescribed for the undergraduate teacher route. The program met the requirement as prescribed for the ACP teacher route. [19 TAC §228.2(12); 19 TAC §228.2(24)]
- Mentors and cooperating teachers must receive training by the EPP within three (3) weeks of being assigned an intern or clinical teacher, respectively. All nine cooperating teachers and two (2) out of three (3) mentors received EPP training. The program met the requirement as prescribed. [19 TAC § 228.2(12); 19 TAC §228.2(24); 19 TAC §228.2(31)]
- All candidates that reached the point of clinical teaching or internship were assigned to a field supervisor. Seven clinical teacher candidates and three (3) intern candidates made it to the point of field supervision and were observed. [19 TAC §228.35(g); 19 TAC §228.35(h)]
- Field Supervisors must hold the required credentials appropriate for the candidate they are supervising. Four (4) field supervisors were employed by the EPP to supervise the ten teacher candidates. All four (4) field supervisors held the required credentials. Resumes and educator certificates served as evidence. The program met the requirement as prescribed. [19 TAC §228.2(16)]
- All four (4) field supervisors were trained within three (3) weeks of being assigned a candidate. TTESS certificates and training records served as evidence of compliance. [19 TAC §228.35(g) & (h)]
- Field supervisors made initial contact with candidates within the first three (3) weeks of assignment for ten teacher candidates. Field Supervisor logs served as evidence. [19 TAC §228.35(g) & (h)]
- Teacher observation documents included evidence of pre-and post-observation conferences, educational practices observed during observations, and written feedback



to the candidate's cooperating teacher or mentor. All ten teacher candidate's observation documents were completed and included the above information. The program met the requirements as prescribed. [19 TAC §228.35(g) & (h)]

- Informal observation and coaching were provided to each of the ten teacher candidates. Field Supervisors Logs served as evidence. The program met the requirement as prescribed. [19 TAC §228.35(g) & (h)]
- The field supervisors documented collaboration with the required individuals through signed observation documents. 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. Teacher candidate observations met the requirement as prescribed. Seven clinical teachers had their first observation within the first third of their experience, and three (3) intern teachers had their first observation within the first six weeks. Two (2) out of three (3) internship observations met the frequency requirement, and one (1) internship was still in progress at the time of the review. Five (5) out of seven clinical teacher candidates exceeded the formal observation requirement, and the other two (2) candidates did not meet the observation requirements due to COVID-19. [19 TAC §228.35(g)(1-8) & (h)(1-3)]

Compliance Issues to be Addressed (see Next Steps)

- **19 TAC §228.35(e)(2)(A)(iii)** – Clinical Teaching Recommendation
Action: Submit the formal recommendation from the cooperating teacher and field supervisor for one (1) candidate from the TRAD teacher route.
- **19 TAC §228.35(e)(2)(B)(vii)** – Internship Recommendation
Action: Submit the mentor and field supervisor's formal recommendation for one (1) candidate from the ACP teacher route.

Recommendations

- None

Based on the evidence presented, the TLU 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

- TLU has established benchmarks to measure candidate progress. Ten out of ten teacher records included candidate benchmark documents. The program met the requirements as prescribed. [19 TAC §228.40(a)]
- TLU has structured assessments to measure candidate progress. The EPP provided a Core Subjects EC-6 performance-based assessment and corresponding rubric as evidence. The program met requirements as prescribed. [19 TAC §228.40(a)]
- TLU has processes in place to ensure that candidates are prepared to be successful in their certification exams. This is documented in benchmark documents for each teacher



candidate. Ten out of ten teacher candidates met the required practice exams' minimum scores before being given test approval. TLU did not grant test approval to any of the candidates prior to formal admission. [19 TAC §228.40(b); 19 TAC §228.40(d)]

- TLU uses district feedback to evaluate the teacher program and make programmatic improvements. TEA recommends collecting various feedback about candidate experience, clinical teaching/internship experiences, and coursework. [19 TAC §228.40(e)]
- All candidate records for the review served as evidence that the EPP retains records as required for five (5) years from admission to completion or withdrawal from the program for any reason. Ten out of ten teacher candidates had all requested records available for the review. The program met the requirement as prescribed. [19 TAC §228.40(f)]

Compliance Issues to be Addressed

- None

Recommendations

- TEA recommends collecting feedback from various stakeholders to influence programmatic decisions regarding candidate experience, clinical teaching and internships, and coursework.

Based on the evidence presented, the TLU 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).

- The EPP secures a signed agreement of understanding and adherence to the Educators' Code of Ethics from each candidate. Agreements were identified in each of the ten records reviewed.
- All associated staff and field supervisors understand and adhere to the Texas Educator's Code of Ethics; the signed statements by TLU staff served as evidence of compliance.

Compliance Issues to be Addressed

- None

Recommendations

- None

Based on the evidence presented, the TLU is in compliance with 19 TAC §228.50 - Professional Conduct.



COMPONENT VII: COMPLAINTS PROCESS – 19 TAC §228.70

Findings

- The TLU complaints process is on file at TEA. The complaints process is also posted on the website and at the TLU EPP office, and it is available to candidates in handout form. TLU 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, the TLU 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) teacher candidates who reached certification held a degree at the time of standard certification. [19 TAC §230.13(a)(1)]
- Three (3) teacher candidates were issued an intern certificate and met the coursework and field-based experience requirements prior to issuance. The five (5) teacher candidates who reached the standard certification point, which included one (1) of the three (3) candidates issued an intern certificate, met all coursework requirements prior to recommendation. The benchmark documents noting the date requirements were met served as evidence of compliance. All met the application and issuance deadlines for the certificates awarded. [19 TAC §230.13(a)(2); [19 TAC §230.36(a)(2)]

Compliance Issues to be Addressed

- None

Recommendations

- None

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



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

Findings

- TLU met all deadlines for reporting data to TEA. [19 TAC §229.3(f)(1) and Associated Graphic]
- Ten out of ten GPAs were reported accurately to TEA. [19 TAC §229.3(f)(1)]
- Subject-specific content hours were reported accurately for nine out of ten candidates. [19 TAC §229.3(f)(1)]
- Eight out of ten candidates were reported correctly on the finisher record list in the Accountability System for Educator Preparation (ASEP). [19 TAC §229.3(f)(1)]
- Ten out of ten candidate observation dates and times were reported accurately in ASEP. [19 TAC §229.3(f)(1)]

Compliance Issues to be Addressed

- None

Recommendations

- None

Based on the evidence presented, the TLU is 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.
- Ensure EPP benchmarks and test readiness requirements have been updated for teacher programs to address PACT changes.
- 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 requires 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 test 291 to test 391 for issuance of the Core EC-6 with Science of Teaching Reading certificate is in-process. December 2021 is the last date a candidate



can take the 291 exam. The last date a candidate can be standard certified using the 291 exam will be December 2022. Teacher programs should inform candidates of these important deadlines to ensure that they meet all requirements and can be standard certified using the 291 exam if applicable. Begin approving the 391 exam for all new testers.

- 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 Texas Lutheran University staff.

- **19 TAC §227.17(d)** – Formal Admission Dates
Action: Submit the formal admission letter, including a formal admission date, for one (1) candidate in the teacher TRAD route and the teacher ACP route.
- **19 TAC §228.35(e)(2)(A)(iii)** – Clinical Teaching Recommendation
Action: Submit the formal recommendation from the cooperating teacher and field supervisor for one (1) candidate from the TRAD teacher route.
- **19 TAC §228.35(e)(2)(B)(vii)** – Internship Recommendation
Action: Submit the mentor and field supervisor's formal recommendation for one (1) candidate from the ACP teacher route.

"I have reviewed the EPP Report and agree that all required corrections will be made on or before July 30, 2021."

Signature of Legal Authority

Date

Printed Name of Legal Authority

Date