



2020–2021 Continuing Approval Review Report TNTP Academy-Ft. Worth

PURPOSE

Texas Education Agency (TEA) Program Specialist, Vanessa Alba, conducted a five-year Continuing Approval Desk Review of the educator preparation program (EPP) for TNTP Academy-Ft. Worth on October 5, 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...". The review was closed on November 2, 2020. Michelle Mercado, Vice President, Southwest, was identified as the program legal authority and Brittany Worley, Senior Manager, and certification officer was identified as the primary EPP contact for the review process. The TNTP Academy-Ft. Worth EPP was approved as an EPP on March 4, 2005. At the time of the review, the EPP was rated Accredited. The risk level was Stage 3 (low). The EPP reported no (0) finishers for the 2018-2019 reporting year and six (6) finishers for 2019-2020.

At the time of the review, TNTP Academy-Ft. Worth was approved to certify candidates in the following classes: Teacher class only. The EPP is approved to offer the alternative certification program (ACP) route 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. Next Steps were 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: Michelle Mercado, Vice President and legal authority; Brittany Worley, Senior Manager, and certification officer; Erin Martin, Director and backup legal authority; Ellie Cook, Senior Manager who oversees instruction; and Sarah Heine, Partner on the TNTP contract with Ector County ISD (ECISD) to offer teacher certification.

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 September 21, 2020. Additional EPP documents, including records for ten teacher candidates, were submitted on October 5, 2020. 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 §228

Findings

- TEA did not review Governance documents but relied on self-reported information contained within the Status Report to determine compliance.
- The TNTP Academy-Ft. Worth (TNTP) Advisory Committee has nine members, including two district members, one Education Service Center 18-member, two higher education members, two business & community members, and two EPP staff. The program met the requirement for advisory committee membership. [19 TAC §228.20(b)]
- It was self-reported that TNTP and Ector County ISD (ECISD) collaboratively made programmatic policy, process, and structure decisions about the 2018-19 and 2019-20 cohorts. Heading into the 2020-21 planning season, the expanded advisory committee designed to support the transition and sustainability of the program under full ECISD ownership will also be supporting finalizing programmatic decisions. It is important to note that at this point ECISD is not an approved EPP in Texas but is seeking approval to operate as an EPP. The program met the requirement as prescribed. [19 TAC §228.20(b)]
- The advisory committee training provided by TNTP was provided to ECISD staff in preparation for staff to take over the EPP but did not meet the intent of the rule and only occurred once in May 2020 per the Status Report. TNTP provided a typed document with attendee names for 13 attendees at a virtual advisory committee meeting as supportive documentation. TNTP did not meet the requirement as prescribed. [19 TAC §228.20(b)]
- It was reported that the advisory committee met on May 26, 2020, for the 19-20 academic year, but there was no evidence of a meeting for the 18-19 academic year. Effective 12/27/2016, an advisory committee is required to meet once per academic year. The meeting frequency of once per academic year did not meet requirements as prescribed. [19 TAC §228.20(b)]
- The governing body has provided sufficient support and resources for the TNTP to operate. The legal authority allowed for the primary point of contact, Brittany Worley, to participate in all aspects of the review and served as evidence of compliance. TNTP also maintains an expert team of staff in collaboration with Ector County ISD. [19 TAC §228.20(c)]
- TNTP has a published calendar of activities for each of its programs. Evidence in the form of a calendar was found in a document provided to TEA for the Summer 2020



Cohort. It was noted that while TNTP has handbooks with the calendar of activities contained within the handbooks, they are ECISD handbooks and not TNTP handbooks. TNTP is the approved EPP and all EPP documents must be labeled as such. [19 TAC §228.20(g)]

- TNTP submitted the Status Report for the EPP Review on September 21, 2020, as required. [19 TAC §228.10(b)(1)]

Compliance Issues to be Addressed (see Next Steps)

- 19 TAC §228.20(b)] TNTP Academy Ft. Worth did not inform each member of the roles and responsibilities of the Advisory Committee.
Action: Train the Advisory Committee yearly regarding their roles and responsibilities. Retain evidence, such as dated sign-in sheets, as evidence of participation in the training.
- 19 TAC §228.20(b) The TNTP Academy Ft. Worth Advisory Committee did not meet once per academic year as required.
Action: Require the EPP to meet once per academic year. An academic year is from September 1-August 31. Retain sign-in sheets and minutes detailing what was discussed at the meeting as evidence of compliance.

Recommendations

- Utilize the TEA Advisory Committee PowerPoint presentation to train members to ensure that they clearly understand their roles and responsibilities.
- Utilize a template to ensure that all required items are discussed at each advisory committee meeting, specifically the design, delivery, evaluation, and major policy decisions of the EPP.
- Ensure that all EPP Handbooks and associated material are labeled as TNTP documents.

Based on the evidence presented, TNTP Academy-Ft. Worth was not in compliance with 19 TAC §228 – Governance of Educator Preparation Programs.

COMPONENT II: ADMISSION - 19 TAC §227.10

Findings

- TNTP has not informed applicants of the required information about the EPP. Information for applicants regarding candidates must undergo a criminal history background check prior to employment as an educator was provided on a google website that was not the TNTP website. Admission requirements were found on the ECISD website. EPP completion requirements were found on the ECISD website and ECISD candidate handbooks. The effects of supply and demand were found on a google website that was not the true TNTP website. The performance of the EPP over time for the past five years was found on the google website. The program did not meet the requirement as prescribed. [19 TAC §227.1(b); 19 TAC §227.1(c)(1-3)]



- TNTP has not informed applicants and candidates about the required information regarding criminal history. The information was found on the ECISD website as a TEA Guidance link. It is important to note that ECISD is not approved to operate as an EPP in Texas and does not have permission to have a forward-facing website that advertises as an EPP. TNTP submitted additional information that contained the required information, but the google link was not the TNTP website. The program did not meet the requirement as prescribed. [19 TAC §227.1(d)]
- A total of ten (10) ACP teacher files were reviewed for admission requirements. All files met the required institution of higher education (IHE) enrollment or degree requirements. The ACP teacher candidates held the minimum of a bachelor's degree at the time of admission. Transcripts served as evidence of compliance. The program met the requirement as prescribed. [19 TAC §227.10(a)(1-2)]
- Candidates have met the minimum GPA requirement for admission. The teacher candidate GPA range was 2.815-3.57. The program GPA requirement for admission is 2.5. The program met the requirement as prescribed. [19 TAC §227.10(a)(3)(A)]
- Teacher applicants are required to demonstrate content knowledge prior to admission by having 12 hours in the content area for which they are admitted, 15 hours if the content area is math or science at grade 7 or above, or pass a pre-admission content test (TX PACT) prior to admission. Ten (10) out of ten (10) files (100%) met the requirement. The program met the requirement as prescribed. [19 TAC §227.10(a)(4)]
- Applicants must demonstrate basic skills prior to admission. All teacher candidates met the requirement with an official transcript noting the degree conferred prior to admission. The program met the requirement as prescribed. [19 TAC §227.10(a)(6)]
- All applicants must demonstrate proficiency in English language skills prior to admission. All ten (10) files contained a bachelor's degree from a public U.S. institution of higher education. The program met the requirement as prescribed. [19 TAC §227.10(a)(7)]
- All ten (10) files reviewed contained a completed application. It is important to note that the application was for admission to the ECISD Odessa Pathways to Teaching and not for TNTP admission. Odessa Pathways to Teaching is not an approved EPP. It is an applicant seeking EPP approval. The program did not meet the requirement as prescribed. [19 TAC §227.10(a)(8)]
- An applicant for admission must be screened to determine appropriateness for the certification sought. All ten (10) files contained evidence of an interview screen scored by one person. For six (6) out of ten (10) files, 60%, the score range was from 4/10 to 5/10 for those that contained a score. The seventh file contained a score of 13. Three files did not have a total score identified. It was noted that more recent interviews contained identifiable levels of proficiency and specific interview questions. In conversations with EPP staff, it was determined that the EPP score on the interview was disproportionately screening out a specific population. As a result, the EPP is revising the screening device for 20-21 recruitment to ensure inclusivity. The program did not meet the requirement as prescribed. [19 TAC §227.10(a)(8)]
- TNTP requires references and a resume for admission. All ten (10) files contained references and a resume within the application. The program met the requirement as prescribed. [19 TAC §227.10(b)]



- All applicants are required to be formally admitted. All ten (10) files were formally admitted as evidenced by the formal admission letter. Nine (9) out of ten (10) files, 90%, contained an admission date in records that corresponded to the admission date in the Accountability System for Educator Preparation (ASEP). One file was formally admitted per the candidate letter one month prior to the date that it was uploaded to ASEP. All candidates were formally admitted prior to beginning coursework and training as required. The formal offers of admission accepted by the candidates, testing history, and degree plans served as evidence of compliance for each file reviewed. The program met the requirements as prescribed. [19 TAC §227.17(b-f)]
- The 19-20 overall GPA average for the incoming class admitted in 19-20 met the 3.0 requirement as calculated by TEA as prescribed. [19 TAC §227.19(a)]

Compliance Issues to be Addressed (see Next Steps)

- 19 TAC §227.1(b) TNTP did not inform all applicants that candidates must undergo a criminal background check prior to employment as an educator.
Action: Post the information on the [TNTP website](#) where it is easily accessible to all applicants and candidates seeking Texas certification. Provide the link to where posted as evidence of compliance.
- 19 TAC §227.1(c) TNTP did not inform all applicants in writing of the admission requirements, requirements for program completion, the effect of supply and demand forces on the educator workforce in this state, and the performance of TNTP over time for the past five years.
Action: Post all required information on the [TNTP website](#) where it is easily accessible to all applicants and candidates.
- 19 TAC §227.1(d) TNTP did not notify, in writing by mail, personal delivery, facsimile, email, or electronic notification, each applicant to and enrollee in the EPP of the following regardless of whether the applicant or enrollee has been convicted of an offense: (1) the potential ineligibility of an individual who has been convicted of an offense for issuance of a certificate on completion of the EPP; (2) the current SBEC rules prescribed in 19 TAC §249.16... and (3) the right to request a criminal history evaluation letter as provided in 19 TAC Chapter 227, Subchapter B.
Action: Post the required information on the [TNTP website](#) where it is easily accessible to all applicants and candidates.
- 19 TAC §227.10(a)(8) TNTP did not require an application for admission to its approved EPP.
Action: Require each applicant seeking admission to TNTP to complete a TNTP application for admission. Provide one completed TNTP application for a candidate admitted to TNTP as evidence of compliance.
- 19 TAC §227.10(8) The TNTP interview screen to determine appropriateness for the certificate sought did not include an identified cut score.
Action: Require a cut score for the TNTP interview screen. Publish the requirement on the [TNTP website](#) so it is accessible to all. Provide one candidate interview screen that



indicates the level of proficiency achieved as evidence of compliance. Include the EPP cut score on the screen required for admission.

Recommendations

- Consider having more than one person conduct the interview screen of applicants to ensure that there is no bias in admission.

Based on the evidence presented, TNTP Academy-Ft. Worth was not in compliance with 19 TAC §227.10 - Admission Criteria.

COMPONENT III: CURRICULUM – 19 TAC §228.30

Findings

- TEA did not review Curriculum documents but relied on self-reported information contained within the Status Report signed by the legal authority to determine compliance.
- TNTP reported that the curriculum is based on educator standards within the coursework identified in the Status Report. The EPP submitted alignment charts for Math 7-12, Core Subjects EC-6, ELAR 7-12, Science 7-12, and Core Subjects 4-8. Each alignment chart identified four courses: Enrollment, Pre-Service Training, New Teacher Orientation, Academy, and Internship. [19 TAC §228.30(a)]
- TNTP submitted ECISD Academy Syllabi for ELAR 7-12, Core Subjects 4-8, and Science 7-12 to demonstrate that the EPP addresses the relevant Texas Essential Knowledge and Skills (TEKS). ECISD is not an approved EPP in Texas and TEA did not accept the syllabi as evidence of compliance to meet the requirement. [19 TAC §228.30(a)]
- TNTP provided the following as a research-based curriculum provided by TNTP: A book study using *Culturally Responsive Teaching & the Brain: Promoting Authentic Engagement and Rigor among Culturally and Linguistically Diverse Students* by Zaretta Hammond and the Unconscious Bias 7-Part Series. [19 TAC §228.30(b)]
- The required subject matter has been included in the curriculum for candidates seeking initial certification in any certification class. The required coursework is taught to all candidates in all certification categories and classes by an approved EPP. TEA found that ECISD Odessa Pathways to Teaching, an EPP applicant, was providing instruction to TNTP candidates.
- The Educators' Code of Ethics is taught in the ECISD General Ethics in the Workplace Moodle, pre-service handbook, and the ECISD New Teacher Orientation. ECISD is not an approved EPP and cannot offer the training. TNTP did not meet the requirement as prescribed. [19 TAC §228.30(c)(1)(A-C)]
- Dyslexia training is taught by ESC 18 and during Academy training. Because TNTP was sending its candidates to ESC 18 for training, the EPP met the requirement as prescribed. [19 TAC §228.30(c)(2)]
- Mental health, substance abuse, and youth suicide are taught by ECISD counseling staff. TNTP is not using training from an approved provider. The program did not meet the requirement as prescribed. [19 TAC §228.30(c)(3)]



- The skills educators are required to possess and the responsibilities they are required to accept are taught by ECISD. The high expectations for students in this state are taught the ECISD Moodle course, test prep training, pre-service training, Gear-Up training, Academy Training, and during the internship year. Because ECISD is not approved to offer any training, TNTP did not meet the requirement as prescribed. [19 TAC §228.30(c)(4)]
- The importance of building strong classroom management skills is taught in the Enrollment course using Teach Like a Champion, during the Academy, and during the internship year. The program met the requirement as prescribed. [19 TAC §228.30(c)(5)]
- The framework in this state for teacher and principal evaluations is taught during the Internship year, during Gear-Up, and in ECISD New Teacher Academy. [19 TAC §228.30(c)(6)]
- Appropriate relationships, boundaries, and communications between educators and students are taught in the ECISD Ethics in the Workplace Moodle course, pre-service handbook, and ECISD New Teacher Orientation. Because the training is taught through the ECISD Odessa Pathways to Teaching, which is not approved to operate as an EPP, TNTP did not meet the requirement as prescribed. [19 TAC §228.30(c)(7)]
- Instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum, was not addressed by TNTP. The requirement came into effect as a curriculum requirement on 12/20/2018. The program did not meet the requirement as prescribed. [19 TAC §228.30(c)(8)(A-C)]
- The TEKS, including the ELPS, are taught through virtual coursework offered by ECISD in the online Moodle. The training is also offered during the Enrollment course and Academy Training. It is specific to the certificate area candidates are seeking. Because the training is offered by an EPP applicant, TNTP did not meet the requirement as prescribed. [19 TAC §228.30(d)(1)]
- Reading instruction, including instruction that improves students' content-area literacy will be provided in an online TNTP course that is being developed called the Science of Teaching Reading (STR). In conversations with EPP staff, it was determined that TNTP is prepared to offer the training in face-to-face format and the first training is scheduled to be offered in Spring 2021. It is also taught through the ESC 18 Reading Academy. Beginning with the Summer 2020 cohort, candidates seeking certification in Core Subjects EC-6, Core Subject 4-8, and ELAR 7-12 will receive training in reading instruction through Reading Academy led by Region 18 Education Service Center and through a Science of Teaching Reading course being created by TNTP. Candidates in all secondary content areas will receive training in planning and implementing text-based lessons for content instruction. There was concern that the STR course provided by TNTP is being developed. The expectation is that the EPP has a curriculum in place to support the STR certificate that has been added to the EPP certificate inventory. The program meets the requirement as prescribed. [19 TAC §228.30(d)(2)]
- For certificates that include early childhood education and prekindergarten, the PK Guidelines are taught in TNTP Academy coursework. [19 TAC §228.30(d)(3)]
- The teacher standards captured in 19 TAC Chapter 149, Subchapter AA are taught in the online Moodle offered by ECISD, test preparation, pre-service training, Gear Up



training, and Academy training. Because the training is offered by an EPP applicant, TNTP does not meet the requirement as prescribed. [19 TAC §228.30(d)(4)]

Compliance Issues to be Addressed (see Next Steps)

- 19 TAC §228.30(a) TNTP did not address the relevant TEKS in its coursework.
Action: Require TEKS instruction to be provided by TNTP. Provide the TNTP syllabi as evidence of compliance with TEKS instruction. Provide one candidate file as evidence that the training is being provided by TNTP.
- 19 TAC §228.30(c)(1)(A-C) TNTP did not offer instruction in the Educator Code of Ethics.
Action: Require instruction in the Educator Code of Ethics to be provided by the approved EPP. Provide one candidate file as evidence that the training is being provided by TNTP.
- 19 TAC §228.30(c)(3) Instruction in mental health, substance abuse, and youth suicide was not provided to candidates from an approved provider.
Action: Provide training in mental health, substance abuse, and youth suicide from an approved provider found on the [Program Provider Resources](#) page. Determine which provider TNTP is going to use. Require TNTP candidates to attend that training. Retain the dated certificates of attendance with total hours earned in each candidate file. Factor the hours into the total hours required for certification. Provide one candidate certificate of completion as evidence of compliance.
- 19 TAC §228.30(c)(4) Training in the skills that educators are required to possess, the responsibilities that they are required to accept, and the high expectations for students in this state were not provided by TNTP.
Action: Require the training in the skills that educators are required to possess, the responsibilities that they are required to accept, and the high expectations for students in this state to be provided by the approved EPP. Retain candidate records as evidence that the training was provided by TNTP. Provide one candidate file as evidence that the training is being provided by TNTP.
- 19 TAC §228.30(c)(7) Instruction in appropriate relationships and boundaries was not provided by TNTP.
Action: Require instruction in appropriate relationships and boundaries to be provided by the approved EPP. Retain candidate records as evidence that the training was provided by TNTP.
- 19 TAC §228.30(c)(8)(A-C) Instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum, was not provided by TNTP.
Action: Require instruction in digital learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum. Ensure that the training is aligned to the [ISTE Standards](#). Retain evidence in each candidate file. Provide one candidate file as evidence that the training is being provided by TNTP.



- 19 TAC §228.30(d)(1) Training in TEKS, including the ELPS, was not provided by TNTP. Action: Require training in TEKS, including the ELPS, to be provided by TNTP. Retain evidence in each candidate file. Provide one candidate file as evidence that the training is being provided by TNTP.
- 19 TAC §228.30(d)(4) Instruction in the teacher standards captured in 19 TAC Chapter 149, Subchapter AA are not taught by TNTP. Action: Require TNTP to provide candidates training in the teacher standards. Retain evidence in each candidate file that the training was offered by the approved EPP. Provide one candidate file as evidence that the training is being provided by TNTP.

Recommendations

- Retain the dated ESC 18 Dyslexia Training certificates with total hours earned in each candidate file and factor the training hours into the total hours required for certification as evidence of compliance.
- Consider sending candidates to the Reading Academy Blended Model which does not require candidates to be away from campus for an extended time, but still provides for the training to be completed.

Based on the evidence presented, TNTP Academy-Ft. Worth is not in compliance with 19 TAC §228.30-Curriculum.

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

Findings

- TNTP, through ECISD Odessa Pathways to Teaching EPP applicant, provides candidates with preparation and training that is sustained, rigorous, and interactive. TEA found ECISD syllabi and TNTP alignment charts as evidence. However, ECISD is not an approved EPP. The program did not meet the requirement as prescribed. [19 TAC §228.35(a)(1-2)]
- All coursework and training must be completed prior to EPP completion and standard certification. While TNTP did not have benchmarks to monitor candidate progress to demonstrate that candidates meet requirements for standard certification, two (2) teacher candidates reached the point of standard certification. A program schedule with a transcript containing ECISD Odessa Pathways to teaching courses and online modules completed was provided. Additionally, the EPP provided similar documentation for the other eight (8) files reviewed. While documentation of coursework completed was provided, it was not TNTP coursework and did not meet the requirement as prescribed. [19 TAC §228.35(a)(3)]
- TNTP did not have any late hires. This means that none of the candidates would have had 50 clock-hours of district training within 90 days of assignment within their candidate files. [19 TAC §228.35(a)(4)]
- TNTP did not have procedures for allowing relevant military experiences or procedures for allowing prior experience, education, or training. The program provided a google link,



but it was not the TNTP website and did not meet the requirements as prescribed. [19 TAC §228.35(a)(5)(A-B)]

- TNTP offers some coursework online in all certification fields. The program provided the link to the Moodle coursework offered by ECISD Odessa Pathways to Teaching but did not provide any evidence that TNTP is Quality Matters (QM) or Distance Education Accrediting Commission (DEAC) accredited or seeking accreditation from one of the entities. The online coursework offered by TNTP must be provided by the approved EPP and not an EPP applicant. In conversation with the EPP, staff stated that they would be seeking QM certification and are currently engaged in the template review process. TNTP did not meet the requirement as prescribed. [19 TAC §228.35(a)(6)(B-C)]
- Candidates for initial teacher certification must earn a minimum of 300 clock-hours of coursework and training. TEA was not able to determine the total hours as presented. The program provided a Scope & Sequence for one certification field. It was found that it appears that candidates earn 353 clock-hours of required coursework and training, but the training is provided by ECISD Odessa Pathways to Teaching and not by TNTP. The hours were broken up into three courses taken before internship for 247 clock-hours and 106 clock-hours taken in two courses during the internship with a varied number of hours not identified for internship coaching. The Odessa Pathways to Teaching courses taken were provided for each file reviewed, but the total hours earned was not identified. The program did not meet the requirement as prescribed. [19 TAC §228.35(b); 19 TAC §228.35(b)(2)]
- It could not be determined if TNTP teacher candidates completed field-based experiences (FBEs) before the internship. TNTP provided no evidence for the review. In conversation with the program staff, they decided that the evidence would be provided as a part of the EPP's corrective action. The program did not meet the requirement as prescribed. [19 TAC §228.35(b)(1); 19 TAC §228.35(e)(1)(A-B)]
- It could not be determined whether or not candidates completed required coursework in specified topics and FBEs before internship because the program did not provide the evidence as requested and all coursework was provided by ECISD Odessa Pathways to Teaching, the EPP applicant seeking approval to offer teacher certification but that has not yet been approved. The program did not meet the requirement as prescribed. [19 TAC §228.35(b)(2)]
- All ten (10) teacher candidates had reached the point of internship and were either in the process of completing or have completed the requirement. Nine (9) out of ten (10), 90%, of the files contained evidence of a statement of eligibility (SOE) noting placement information, start/stop dates, district, campus, grade level, subject area, mentor, and field supervisor assigned. The tenth file did not note the mentor assigned. All candidates held an intern or probationary certificate during the internship year. [19 TAC §228.35(e)(2)(B)(ii); 19 TAC §228.35(e)(2)(B)(iv)]
- One of the ten files reviewed was for a candidate placed in an additional internship. That file contained evidence in the form of a statement of eligibility for the additional year. [19 TAC §228.35(e)(2)(B)(iii)]
- All candidates in the teacher class of certification have received coursework and training in each area of certificate sought. Records for ten (10) files served as evidence of



compliance for all teacher files reviewed. It was noted that the training was provided by ECISD Odessa Pathways to Teaching and not TNTP. [19 TAC §228.35(e)(2)(B)(iii)(IV)]

- TNTP provided a *West Texas Seed Bar Report* for five (5) candidate files. Of the five files, two were standard certified, two were called finishers and placed on waiver probationary certificates allowing them to pass exams as finishers and become standard certified, and one was placed in an internship extension. The *West Texas Seed Bar Report* served as the deficiency plan as determined by documentation provided by TNTP. The program met the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(v)]
- Candidate proficiency in the educator standards was determined by the field supervisor using an observation instrument with the following areas observed: Culture of Learning; Essential Content; and Academic Ownership. There were no levels of proficiency or any comments captured on the observation documents. There was also not a candidate, field supervisor, or campus administrator signature on any observation document reviewed. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(vii)]
- The program did not provide evidence that the field supervisor and mentor teacher provided recommendations to the EPP regarding candidate success in the internship year. TNTP provided a document that a mentor teacher would indicate yes or no regarding the success of the internship, but for each document provided both yes and no were highlighted and it could not be determined if the candidate was successful or not. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(vii)]
- TNTP had ten (10) candidates in an internship year. Observations were provided as evidence of on-going support. The EPP had a candidate in an internship extension but did not provide any evidence that the candidate received any additional on-going support. In conversations with the EPP and additional documentation provided, the program staff decided to address the issue as a part of the corrective action going forward. The program did not meet the requirement as prescribed. [19 TAC §228.35(e)(2)(B)(vi)]
- All ten (10) candidates reviewed began their internship assignments in August and were able to experience the start of the year during their internship placement. All placements were in ECISD public schools. The program met the requirement as prescribed. [19 TAC §228.35(e)(4); 19 TAC §228.35(e)(6)]
- An internship cannot take place in a setting where the candidate has an administrative role over the mentor or is related to the field supervisor or mentor. All candidates were not in that type of placement. The program met the requirement as prescribed. [19 TAC §228.35(e)(7)]
- All candidates must have a mentor teacher assigned. Nine (9) out of ten (10), 90%, candidates reviewed were assigned a mentor teacher. The statement of eligibility with all required information served as evidence of compliance. TNTP did not provide the mentor for one file reviewed. [19 TAC §228.35(f)]
- TNTP did not provide complete evidence that the mentor teachers held the required qualifications. Teaching certificates were provided for eight (8) out of ten (10) mentors, but the EPP did not provide service records as evidence that any mentor had a minimum of three (3) years of experience or any documentation to provide evidence that each



mentor was an accomplished educator as shown by student learning. The program did not meet the requirement as prescribed. [19 TAC §228.2(26)]

- Mentor teachers are required to be trained with training that relies on scientifically-based research or allows the training to be provided by a school, district, or Education Service Center (ESC) within the first three (3) weeks of assignment to a candidate. TNTP stated that the evidence of training was tracked via a calendar invite but going forward as corrective action the program would provide evidence that mentor teachers were trained via a Zoom sign-in sheet for training. [19 TAC §228.35(f)]
- Candidates must be assigned a field-supervisor. The SOE with all information, including placement information and field supervisor assigned identified, served as evidence that each of the ten (10) candidate files reviewed had a field supervisor. [19 TAC §228.35(g)]
- A field-supervisor must be a currently certified educator, who preferably has advanced credentials, with a minimum of three (3) years of experience and current certification in class in which supervision is provided. A field supervisor must also be an accomplished educator as shown by student learning. TNTP did not provide any evidence, such as a service record, resume, or letters of recommendation showing qualifications for any field supervisor assigned to candidates. There are limits to field supervisor requirements. A field supervisor also cannot be employed by the same school where the candidate is completing the internship year. The program identified that the field supervisors were also the Instructional Specialists at the same schools where candidates were completing their internships. The program did not meet the requirement as prescribed. [19 TAC §228.2(18)]
- Field supervisors are required to be trained. Supervision provided on or after September 1, 2017, must be provided by a field supervisor who has completed TEA-approved observation-training. TNTP provided local training material but did not provide evidence that field-supervisors attended the training. Four of the field-supervisors contained evidence of T-TESS training within the past year. The rest did not. T-TESS training is valid for one academic year and educators that receive this training must do so yearly. The program did not meet the requirement as prescribed. [19 TAC §228.35(g)]
- Each field-supervisor must make initial contact with the candidate assigned in person, via telephone, email, other electronic communication within the first three weeks of assignment. There was no evidence of initial contact for any of the ten files reviewed. The program did not meet the requirement as prescribed. [19 TAC §228.35(g)]
- For each formal observation, the field supervisor must participate in an individualized pre-observation conference with the candidate and provide written feedback through an individualized, synchronous, and interactive post-observation with the candidate. Neither the pre-observation nor the post-observation conference needs to be onsite. TNTP provided evidence of post-observation conferences conducted via email but did not provide them for each observation. No evidence was provided for pre-observation conferences. The program did not meet the requirement as prescribed. [19 TAC §228.35(g)]
- There was no evidence of documentation of instructional practices observed on observation documents provided for the ten (10) files reviewed. There was no evidence that candidates received written feedback for any observation or was provided with any informal observations and coaching. There was no evidence of collaboration with the



mentor teacher and campus administrator. The program did not meet the requirement as prescribed. [19 TAC §228.35(g)]

- Each formal observation must be 45 minutes in duration, conducted by the field supervisor, and be on the candidate's site in a face-to-face setting. Two candidate files reviewed (20%) met the requirement and the remaining eight did not. One candidate had an observation that was 25 minutes in duration. Two candidates had observations that were conducted after the school day and duration could not be determined. Three more candidates had observations conducted after the school day. One candidate had observations that were 30 minutes, 25 minutes, and 20 minutes in duration. One candidate had an observation that started during the school day but continued after the school day and the duration could not be determined. The program did not meet the requirement as prescribed. [19 TAC §228.35(g)(1)]
- An EPP must provide the first formal observation within the first six weeks of the internship assignment. Nine (9) out of ten (10) files contained evidence in the form of observation documentation that the first observation was conducted within the first six weeks of the assignment. The last file contained evidence that the first observation occurred within the first eight weeks. The program met the requirement as prescribed. [19 TAC §228.35(g)(2)]
- Candidates participating in an internship while on an intern certificate must have three formal observations during the first half of the internship and two formal observations during the last half of the internship. All ten files reviewed completed the internship in 19-20. Due to the COVID-19 pandemic, all files contained evidence of four observations. The remainder were waived by the Governor's waiver. The 20-21 observations are in process. The program met the requirement as prescribed. [19 TAC §228.35(g)(3-4)]

Compliance Issues to be Addressed (see Next Steps)

- 19 TAC §228.35(a)(1-2) TNTP did not provide coursework and/or training that is sustained, rigorous, intensive, interactive, candidate-focused, and performance-based to adequately prepare candidates for educator certification or to be effective in the classroom.
Action: Require the training that meets requirements to be provided by TNTP, which is an approved EPP.
- 19 TAC §228.35(a)(3) All coursework and training completed prior to EPP completion and standard certification was not provided by TNTP.
Action: Require all coursework and training required for standard certification to be provided by TNTP, which is the approved EPP.
- 19 TAC §228.35(a)(5)(A-B) TNTP did not have procedures for allowing relevant military experiences or procedures for allowing prior experience, education, or training.
Action: Determine the TNTP procedures for allowing relevant military experience and prior experience or training for non-military candidates will be for the EPP. Post the information on the TNTP website where it is visible to all.



- 19 TAC §228.35(a)(6)(B-C) The TNTP online curriculum is not meeting or making progress toward meeting accreditation, quality assurance, and/or compliance with [DEAC](#) or [QM](#).
Action: Begin the process for having the online coursework offered by TNTP to be accredited by DEAC or QM. The process consists of various levels of accreditation and takes approximately three years to become fully accredited.
- 19 TAC §228.35(b) TNTP did not provide candidates with a minimum of 300 clock-hours of coursework and training.
Action: Provide candidates with a minimum of 300 clock-hours of coursework and training. Provide a candidate file that shows the total hours earned, noting the hours earned prior to the internship for a minimum of 150 clock-hours and during the internship, at TNTP for one candidate as evidence of compliance.
- 19 TAC §228.35(b)(1); 19 TAC §228.35(e)(1)(A-B) TNTP did not provide candidates with 30 clock-hours of field-based experiences.
Action: Require candidates to complete 30 clock-hours of field-based experiences (FBEs) in a variety of settings prior to the internship that includes 15 clock-hours where the candidate is actively engaged in instructional or educational activities under the direction of TNTP that include the following: authentic school settings in a public school accredited by the TEA or other school approved by the TEA for this purpose; instruction by content certified teachers; actual students in classrooms/instructional settings with identity-proof provisions; content or grade-level specific classrooms/instructional settings; and written reflection of the observation. Up to 15 clock-hours may be provided by the use of electronic transmission or other video or technology-based methods meeting the same requirements. Provide one candidate FBE file as evidence of compliance.
- 19 TAC §228.35(e)(2)(B)(vii) There was no evidence provided that candidates demonstrate proficiency in the Educator Standards during field supervision.
Action: Utilize a standards-based observation instrument when field supervisors observe candidates. Require the field supervisor to document educational practices observed. Require the candidate and campus administrator to sign-off that they have received a copy of the observation documents. Provide one candidate observation file as evidence of compliance.
- 19 TAC §228.35(e)(2)(B)(vii) TNTP did not provide evidence that the field supervisor and campus administrator recommend to the EPP that a candidate was successful in the internship and should be recommended for a standard certificate.
Action: Require both the field supervisor and campus administrator to recommend to the EPP whether a candidate was successful in the internship year. If the candidate is successful require a written statement from each stating that information. If either the field supervisor or campus administrator does not recommend the candidate for certification, that individual who does not recommend the candidate must provide



supporting documentation to the candidate and either the campus administrator or field supervisor. Retain the evidence in each candidate file. Provide one candidate file with required evidence for a successful and non-successful internship year as evidence of compliance.

- 19 TAC §228.35(e)(2)(B)(vi) TNTP did not provide any evidence of on-going support to candidates during additional internships.
Action: Provide on-going support to candidates during internship extensions. Document the type of support provided. Provide a candidate file with evidence of on-going support as evidence of compliance.
- 19 TAC §228.2(26); 19 TAC §228.35(f) TNTP did not provide complete evidence that mentor teachers were qualified or trained within the first three weeks of assignment.
Action: Require all mentor teachers to have at least three years of experience as a classroom teacher as determined by a service record, to be an accomplished educator as shown by student learning, to be trained within three weeks of assignment to the candidate, and to be currently certified in the certification category for which the clinical teacher is seeking certification. Retain all evidence of compliance in candidate files. Provide one mentor training certificate noting that the training occurred within the first 3 weeks of assignment for a candidate as evidence of compliance.
- 19 TAC §228.2(18) TNTP did not provide evidence that any field supervisor held the required credentials to serve as a field supervisor and field supervisors were employed on the same campus where candidates were completing internships.
Action: Require all field supervisors to have at least three years of experience and current certification in the class in which field supervision is provided. Require the field supervisor to be an accomplished educator as shown by student learning. Require that the field supervisor not to be employed at the same campus where the candidate being field-supervised is completing their internship. Provide evidence, such as a resume, service record, and a letter from the campus administrator that the field supervisor meets the requirements for a field supervisor for one candidate.
- 19 TAC §228.35(g) Field supervisors were not trained within the first three weeks of assignment to a candidate.
Action: Require all field supervisors to receive yearly local field supervisor training to familiarize them with the TNTP observation forms, requirements for TNTP field supervision, and address any questions that field supervisors may have. Require field supervisors to attend statewide field supervisor training and retain the dated certificates of completion or require field supervisors to receive yearly T-TESS training and retain the dated certificates of completion. Statewide training is only required once, and T-TESS training is required yearly. TNTP can determine the training that best suits its needs, statewide training, or T-TESS training. Provide training certificates for local and statewide/T-TESS training for one candidate file as evidence of compliance.



- 19 TAC §228.35(g) Field supervisors did not make initial contact with candidates within the first three weeks of assignment.
Action: Require the field supervisor to make initial contact with the candidate assigned within the first three weeks of the assignment. Document how that contact was made. Provide one candidate file with initial contact noted as evidence of compliance.
- 19 TAC §228.35(g) Field supervisors did not conduct pre- and post-observation conferences for each formal observation.
Action: Require a pre- and post-observation conference for each formal observation. Document the pre- and post-observation conference on the candidate observation form as evidence. Provide one candidate file for observations completed noting the dates/times the pre- and post-observation conferences occurred as evidence of compliance.
- 19 TAC §228.35(g) Field supervisors did not document instructional practices observed, provide written feedback to candidates, provide informal observations and coaching, or collaborate with the mentor teacher and campus administrator during the internship year.
Action: Document standards-based instructional practices observed on the observation documents used for each formal observation, provide the candidate with a copy of that document during the post-observation conference. Require the candidate and campus administrator to sign that they have received a copy of each observation document. Retain all documentation in each candidate file. Provide one candidate file as evidence of compliance.
- 19 TAC §228.35(g)(1) Observations conducted by the field supervisor were not 45 minutes in duration.
Action: Require all observations conducted by the field supervisor to be 45 minutes in duration. Retain evidence of each observation noting a minimum of 45 minutes in each candidate file. Provide one candidate file as evidence of compliance.

Recommendations

- None.

Based on the evidence presented, TNTP Academy-Ft. Worth 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

- TNTP presented 240 Tutoring and diagnostic test exams as evidence of benchmark documents for all ten candidate files reviewed. The program also submitted a blank benchmark document as evidence. In conversation with the EPP staff, examples of benchmarks were provided. TNTP does not have established benchmarks to measure candidate progress. The program did not meet the requirement as prescribed. [19 TAC §228.40(a)]



- TNTP has structured assessments to measure candidate progress. The EPP provided an STR task that was a phonics & word recognition planning task. Candidates are required to create or prepare for implementation a lesson-level plan for instruction targeting phonics and word recognition. The lesson should be designed to fit the current instructional model and classroom composition: It should be ready for implementation in each candidate's classroom and aligned to/drawn from the materials available to the candidate while reflecting the key understandings the candidate developed throughout the course module. The rubric is aligned with the task. [19 TAC §228.40(a)]
- TNTP has processes in place to ensure that candidates are prepared to be successful in their certification exams. The EPP presented 240 Tutoring and diagnostic test exams as evidence of readiness to test for all ten (10) files reviewed. Once candidates have a passing score on the practice exams, they are approved to test. Information was found in the ECISD handbooks and on the Odessa Pathways to Teaching website. While the program met the requirement, staff were advised that the information needs to be placed in a more visible location and contained within TNTP Academy documents. [19 TAC §228.40(b); 19 TAC §228.40(d)]
- An EPP is required to use information from a variety of sources to evaluate program design and delivery. TNTP provided candidate feedback regarding test prep from a previous cohort. As a result, the EPP switched from a 12 to a 15-month program to ensure candidates have ample time to test. There was no evidence that this data was discussed in the advisory committee. TNTP also provided overall program feedback, but there was no evidence presented that the data was shared with the advisory committee. The data provided information regarding what is and is not working within the EPP and would be valuable information to share with the advisory committee as a part of TNTP's continuous evaluation and program improvement. The program did not meet the requirement as prescribed. [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. [19 TAC §228.40(f)]

Compliance Issues to be Addressed (see Next Steps)

- 19 TAC §228.40(a) TNTP did not have established benchmarks.
Action: Establish benchmarks for candidates in the EPP. Require candidates to complete benchmarks as identified. Provide one candidate file with TNTP benchmarks that denote progress made as evidence of compliance.
- 19 TAC §228.40(e) TNTP did not continuously evaluate the design and delivery of the EPP components based on performance data, scientifically based research practices, and the results of internal and external feedback and assessment.
Action: Utilize an evaluation plan detailing the activity, timeline, person responsible using data results from internal and external sources, and share the data with the advisory committee. Provide the detailed plan and advisory committee meeting agenda and minutes as evidence of compliance.



Recommendations

- None.

Based on the evidence presented, TNTP Academy-Ft. Worth is not in compliance with 19 TAC §228.40 – Assessment and Evaluation of Candidates for Certification and Program Improvement.

COMPONENT VI: PROFESSIONAL CONDUCT - 19 TAC §228.50

Findings

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

- Each candidate adheres to the Texas Educator's Code of Ethics. Evidence, in the form of a signed code of ethics, was found in all ten (10), 100 %, of the candidate records reviewed.
- TNTP provided a signed Texas Educator's Code of Ethics document for six (6) TNTP staff. The signatures on the documentation were provided as a part of the documentation needed for the review and were accepted as evidence of compliance.

Compliance Issues to be Addressed (see Next Steps)

None.

Recommendations

- Ensure that all EPP staff and field supervisors sign and acknowledge receipt of understanding and abiding by the Educator Code of Ethics at the beginning of each academic year.
- Use only documents, such as the Code of Ethics acknowledgment, with the EPP logo and not the TEA logo. There is a process for obtaining permission to use the TEA logo.

Based on the evidence presented, TNTP Academy-Ft. Worth was 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. In a review of the complaint process on file with TEA, it was noted that candidates are directed to contact Taylor Noyes via email, but there is no specific timeline associated with the complaints process and no indication that there is a complaint procedure that requires the EPP to timely attempt to resolve the complaint at the EPP level before it is filed with TEA staff. The EPP complaint policy is also posted on the ECISD Odessa Pathways to Teaching website. Odessa Pathways to Teaching is an EPP applicant and not the approved EPP. The program does not have the complaint policy posted on-site at TNTP. The program



does not have an avenue to provide the complaint policy in writing upon request, other than the ECISD Odessa Pathways to Teaching website. TNTP did not meet the requirements as prescribed. [19 TAC §228.70(b)(1-4)]

Compliance Issues to be Addressed (see Next Steps)

- 19 TAC §228.70(b)(1) The TNTP Academy Ft. Worth complaint procedure does not require the EPP to timely attempt to resolve complaints at the EPP level. There is no timeline associated with the EPP complaint process.
Action: Submit an updated TNTP complaint policy to TEA for retention in the EPP file. It must have information regarding how to resolve complaints at the EPP level.
- 19 TAC §228.70(b)(2) The TNTP Academy Ft. Worth complaint process is posted on the Ector County Odessa Pathways to Teaching website. Odessa Pathways to Teaching is not an approved EPP.
Action: Post the complaint procedures on the TNTP website and provide the link as evidence of compliance.
- 19 TAC §228.70(b)(3) There is no indication that the TNTP Academy Ft. Worth complaint process is posted at the TNTP Academy physical site.
Action: Post the complaint procedures on the TNTP website and provide the link as evidence of compliance.
- 19 TAC §228.70(b)(4) The EPP does not have information to provide individuals with information on how to file a complaint with TEA.
Action: Post the complaint procedures on the TNTP website and provide the link as evidence of compliance.

Recommendations

- None.

Based on the evidence presented, TNTP Academy-Ft. Worth was not in compliance with 19 TAC §228.70 – Complaints Process.

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

Findings

- Teacher candidates have met degree requirements for certification. All ten (10) candidate files reviewed contained a transcript noting a degree conferred at the time of admission. All ten (10) teacher candidates who reached the point of internship held an intern certificate. One of the ten had an extension on the internship and held a probationary certificate. The two candidates that reached standard certification held a degree at the time of standard certification. [19 TAC §230.13(a)(1)]
- Ten (10) teacher candidates were issued an intern certificate and met the coursework requirements prior to issuance. The two teacher candidates that reached the point of standard certification met all coursework requirements prior to recommendation. TNTP



submitted a document for five (5) candidates that completed an internship in 19-20 called a *Performance Bar Report*. The document was used along with verifying passing scores on all exams to determine each candidate's readiness for standard certification. Only two candidates reached the point of standard certification and they both met the requirements and met the application and issuance deadlines for the certificates awarded. The recommendation dates by TNTP in ASEP served as evidence of compliance. [19 TAC §230.13(a)(2); [19 TAC §230.13(b)(3)]

Compliance Issues to be Addressed (see Next Steps)

- None.

Recommendations

- None.

Based on the evidence presented, TNTP Academy-Ft. Worth was in compliance with 19 TAC §228 and §230 – Certification Procedures.

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

Findings

- TNTP Academy-Ft. Worth has submitted ASEP reports within the timeline required by TEA. for the 19-20 academic year. [19 TAC §229.3(f)(1) and Associated Graphic]
- Nine out of ten (90%) teacher candidate files reviewed contained a formal offer of admission letter that did correspond to the admit date in the Accountability System for Educator Preparation (ASEP). One did not. The program was 90% compliant. [19 TAC §229.3(f)(1)]
- Nine out of ten (90%) teacher candidate files reviewed contained an admission GPA that did correspond to the admission GPA reported to TEA during annual reporting for the year the candidate was admitted. The program was 90% compliant. [19 TAC §229.3(f)(1)(7)]
- All teacher candidate files were accurately reported for all certification areas for which they were admitted. The program was 100% compliant.
- Eight out of ten teacher candidate observation durations uploaded into ASEP did not meet the 45 minutes in duration requirement or what was reported in ASEP did not correspond to the duration documented in candidate records. The program was 20% compliant. [19 TAC §229.3(f)(1)(1)]

Compliance Issues to be Addressed (see Next Steps)

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

Recommendations

- None.



Based on the evidence presented, TNTP Academy-Ft. Worth was not in compliance with 19 TAC §229 – Integrity of Data Reported.

ADVISEMENT TO All EPPs

- For Teacher preparation programs, the Pre-Admission Content Test (PACT) changed effective January 27, 2020. Ensure curriculum in all teacher certificate areas has been updated to meet requirements for content pedagogy instruction and test preparation. Passing scores on TExES exams cannot be used to meet EPP admission requirements after 1/27/2020 but may be used for certification purposes until the expiration date of the related certificate. The new PACT, or “TX PACT”, is a content-pure assessment that cannot be used for certification purposes.
- Develop a plan to update EPP benchmarks and test readiness requirements for Teacher programs to address changes in PACT, if necessary.
- Application A has changed – plan to review requirements to prepare for adding new certificate areas.
- Develop and implement more performance assessments in all programs. Evidence of performance assessments is a requirement for adding new certificates using the new Application A.
- Review all certificate areas that the EPP no longer plans to support and request, in writing, for TEA to remove them from inventory.
- The addition of the Science of Teaching Reading exam (STR) will impact the issuance of the Core Subjects EC-6, Core Subjects 4-8, ELAR 4-8, and ELAR/Social Studies 4-8 certificates effective January 1, 2021. Teacher program staff are advised to plan by updating curriculum and processes to meet the January 1, 2021 certificate issuance requirement. The EPP website advisement reflects candidates must apply and “be recommended” for a certificate before December 31, 2020, to qualify for a certificate without STR. The website should be updated to reflect “the certificate must issue” by December 31, 2020, to achieve certification without the STR.
- Intern and Probationary certificate deactivation timelines and requirements changes are proposed. Changes will include new timelines for requesting deactivations and information that must be provided to stakeholders in advance of internship start dates. Field supervisors will need to verify candidate placement information at the beginning of the assignment.

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 the TEA staff has the most current contact information by sending updates to the assigned program specialist.

SUMMARY

Next Steps were created collaboratively with the TNTP Academy-Ft. Worth staff.

“I have reviewed the EPP Report and agree that all required corrections will be made on or before February 26, 2021.”

Signature of Legal Authority

Date

Printed Name of Legal Authority

Date