ASEP Reporting Webinar 2022-2023

Frequently Asked Questions

Reporting Applied Data

Regarding APR submission, the All number may not equal the demographic numbers, correct?

Correct. Some applicants may not have provided the demographic information so you could not report that information for those applicants. In that case, you will report the applicant in the "All" number but not in the demographic number, resulting in a demographic total that is less than the "All" total.

The APR reporting screen does not allow me to input any numbers under "Applied" at this time. Will this screen be opened up soon?

Yes, the APR Applied portal is open for data entry. If you have no applicants, there is nothing to enter so the numbers will remain "0". Once ASEP locks, your numbers will be saved as "0". Please notify TEA ASAP if there are functionality issues with this portal (or any other screens in ECOS Entities).

How do we let you know why the All number does not match to the demographics? We may not have demographics on all applicants. In the past when my All number did not correlate with the total numbers in the ethnicity count, my TEA Specialist contacted me that I had an error. Is there a place to note why the numbers don't match? I already know I will have this issue this year as several recent applicants did not provide ethnicity information.

There is no need to provide an explanation about a mismatch between the "All" number and the numbers representing the disaggregated demographic group data. It is understood that the EPP may not have been able to secure some of the demographic data from some applicants. The total of gender data and the total of race/ethnicity data may be less than the "All" number but may not exceed the "All" number. A validation in the Applied portal will provide warning or error messages to help you with quality control of that data. Note that you may receive a call from your TEA specialist if we see that data has not been populated or if we notice any discrepancies. This call is meant to be helpful, and we will provide assistance if needed.

Reporting Admission Data

How would TEA like us to identify the admitted candidates who have not identified an ethnicity in their TEAL profile?

The EPP does not need to report the demographic data for the admitted candidates. The Data team at TEA will populate the disaggregated demographic information for the admitted candidates by pulling that data directly from the candidate's ECOS record. Note: As a best practice, candidates should be encouraged to complete their ECOS profiles at admission. Not only does this facilitate data collection but also facilitates the testing and certification processes. Incomplete profiles may disrupt testing and certification processes for candidates.

On content GPA and Hours - If a candidate takes a PACT test for admission, should we put 0.00 for content hours and GPA (if they have no hours)?

If a candidate took the TX PACT in place of college hours, how do you reflect that under Subject Area Hours and Subject Area GPA?

The EPP must report the GPA data (for all certification classes) and subject-specific content hour data (for teacher certification class only) that is collected at admission even if the candidate has passed a pre-admission content test (TX PACT). If the candidate's transcript does not reflect a numeric GPA or if the candidate has no subject-specific content hours, then report that data as "0.00" and "0", respectively. Per 19 TAC §227.10(a)(3)(C), "an applicant who is seeking a career and technical education (CTE) certificate that does not require a degree from an accredited IHE is exempt from the minimum GPA requirement, so for teacher candidates pursuing certification in Trade & Industrial Education 6-12 and Health Science 6-12, EPPs may report that GPA data as "0.00" or may report a GPA if the candidate has a bachelor's degree.

When uploading data (example - admissions) and there are no entries for the fields (GRE, SAT, etc.) what exactly needs to be entered? Zeros, commas, or left blank? I have been given different answers from TEA at different times.

Data must be entered into required fields. For GPA for all candidates and subject-specific hours for Teacher candidates, "0" values may be added. For optional fields, such as SAT/ACT/GRE, a comma (-,-) is used as a place holder. It is easy to add these in the Notepad view. Note: I have been told that you can set up and save the .csv file with column headers and data, and then remove the headers and save the file again before upload, which should establish the place holders for you.

If an admission error was made for a candidate with the wrong target certificate (put Spanish instead of ELAR), what direction do you have for an EPP to correct this?

If one of the non-editable fields in the admission record must be corrected, the EPP should submit a Help Desk ticket to TEA and request the correction. The request must be specific and include the candidate TEA ID, candidate name, field to be corrected (corrected from… corrected to…), and a reason for the correction. TEA will not correct EPP records without a written request from the EPP, so a help desk ticket is required. We cannot make these changes based on phone calls to request corrections or voicemail messages.

Will admission records be able to be updated between 8/31 and 9/15? (If we find for example that a GPA was incorrectly reported on initial admission, can we still correct it between 8/31 and 9/15?)

The EPP should be able to edit the editable fields in existing admission records; however, TEA can assist with a Data Fix if not. GPA is an editable field.

The teaching experience requirement for school counselor certification ends on 9/1/23. How will EPPs enter admission records for candidates who do not have TEA ID numbers?

A TEA ID number is required for a candidate to be admitted into an EPP because candidates need to have ECOS accounts to pursue certification, as this enables them to take exams and apply for certificates. It is a required field when creating the admission record. A School Counseling candidate is pursuing certification as an educator and thus would need an educator account in ECOS like all other

candidates and educators. TEA strongly encourages EPPs to have candidates set up their own educator accounts and then provide the TEA ID number to the EPP at admission to avoid EPP error when creating admission records.

Reporting Clinical Experience Data

If a Principal candidate was performing a Practicum, but then gets offered a job (internship) in the middle of practicum, what should an EPP do in this situation? Do we create 2 Clinical Experience Records (practicum and internship)?

It is recommended that the EPP continue to use the original practicum record which aligns with the related TAC that identifies the candidate is completing a practicum even if holding an Intern or Probationary certificate. Observations will be linked to this record. A Request for Exception for observations related to the Intern certificate may be submitted at the end of the year.

Is it safe to assume that a clinical record created prior to 9/16/23 (for a candidate doing a clinical teaching or internship in 2023-24) will still fall in the optional category? We would be required to create the clinical record; however, since the school year has not begun quite yet, we are still in process of collecting mentor/cooperating teacher ID#s. To clarify...would the mentor teacher/cooperating teacher ID # be optional (not was the clinical record optional)?

It is expected that EPPs report TEA ID information for 2023-2024 records; however, any record that is created prior to September 16, 2023, will be accepted by ECOS if no TEA ID is entered. This is responsive to the request from the field that some 2022-2023 records may still be in the process of being entered until the reporting deadline on 9/15/2023. Note that Clinical Experience records that are created or edited after 9/16/2023 must have a cooperating teacher/mentor/site supervisor TEA ID or the record/edited record will not be saved.

Regarding the Clinical Experience Record - Since EPP does not have authority to assign a mentor, what do we report in the Mentor name and TEA ID field in cases where district does not assign a mentor?

It is required that the intern be assigned a mentor when completing an internship; this is not an optional requirement. 19 TAC §228.35(f) states that "an EPP shall collaborate with the campus or district administrator to assign each candidate a mentor during the candidate's internship". EPPs are encouraged to establish reliable processes with their district partners to ensure candidates receive supervision and support throughout clinical experiences. The Clinical Experience screen in ECOS provides space for EPPs to report these required mentors. Since it is required, there is not an option to leave the field empty.

Since the cooperating teacher/mentor teacher/site supervisor TEA ID is required for the clinical experience record, can a hyperlink with instructions for accessing the TEA ID number be included on the help desk site (NOT the unique ID)?

Yes, TEA can create resources. When this is complete, we will place a notice in the newsletter.

How do you create a second clinical record for a candidate?

A second record may be created for a candidate if at least one field is different from the first record. For example, if a new mentor teacher is assigned, a second record can be created reflecting the new mentor teacher's name and TEA ID. In another example, if the clinical teacher or practicum candidate changes districts, a new record can be created with the LEA/District field reflecting the new district. Note that for teacher internship candidates, Clinical Experience records are mostly populated from the Intern or Probationary certificate so creating or editing records for these candidates is limited. The new record may be added manually by searching on the candidate's TEA ID number under the Clinical Experience Records tab and then adding a record or added via bulk upload using a .csv file.

For the non-teacher candidates while uploading Clinical Experience Records, there is a duplicate record created for each candidate as TRAD along with PB. What should EPP be doing in such cases?

There is nothing for the EPP to do in this situation. This is a known glitch and is due to past certification route designations that relate the old "Traditional" (TRAD) route to the newer "Post-baccalaureate" (PB) route designation. If an EPP attempts to delete or edit one of the records, both records will be impacted. IT is currently working to resolve this glitch. This is a cosmetic issue and any observations uploaded will be appropriately attached to the Clinical Experience Record.

Residents are coded as CLIN for assignment type?

Yes, Teacher candidates who are completing a residency are clinical teachers so the EPP would use the CLIN assignment type to report their clinical experience data. Because the residency is a "full-day clinical teaching assignment that exceeds 14 weeks and extends beyond one semester" as identified in 19 TAC §228.35(g)(9), the EPP would choose Option "2 = 28 weeks half-day" as the Clinical Experience Model because this model corresponds to the clinical teaching option in 19 TAC §228.35(g)(9).

Can we get more clarification on late hire rules? We understand how they apply at the start of the school year. However, do they continue to apply during the school year? For example, if a candidate is hired Nov 1 and was admitted to the program in October, would they qualify still as a late hire?

The Late Hire definition identifies an individual that is not admitted to the EPP before that 45-day window before school starts and who is hired during the 45-day window or after school starts. Based on that definition, an individual in the example above who was admitted into the EPP in October and hired by a district November 1 would be a Late Hire.

Reporting Observation Data

When an EPP uploads a bulk of observations monthly, does the file re-write over the data already in ECOS? Looking for guidance on efficient uploads.

Entering new observation data creates new records and will not overwrite existing records. If the EPP attempts to enter the same record twice, ECOS should flash an error message that "a duplicate record exists." Be careful about this because some error messages will fail the whole file.

Regarding the timing requirements for field supervisor observations in TAC §228.35, is the "first third, second third, and final third" referring to days, instructional minutes, or 6-week grading periods? How is this timing to be tracked across the 1000+ ISDs, charters, and private schools across the state?

The "first third, second third, and final third" is based on the assignment begin and end dates the EPP identifies for the clinical experience. For a teacher internship, the assignment start date for the purpose of field supervision is the first date of instruction with students in the school or district in which the internship takes place [19 TAC §228.35(e)(2)(B)(ii)] and the assignment duration is "one full school year" [19 TAC §228.35(e)(2)(B). For a candidate holding a Probationary certificate, the first, second, and final thirds would be measured between the assignment start date and the end of the full school year [19 TAC §228.35(g)(5)(A)].

We are told to report observations even for those candidates that leave the program, yet once a candidate has been removed an error message appears if you try to add observations.

Yes, report all data for all candidates, even those who were removed during the reporting year. To avoid error messages when attempting to enter data for removed candidates, enter their data prior to changing the status to "Remove." It is a best practice and strongly encouraged for EPPs to input data throughout the year.

When is the last date to report observations, 8/31 or 9/15?

All observations completed in 2022-2023 must be in ECOS by 5:00 pm on 9/15/2023 before the 2022-2023 ASEP year locks.

How much observation time is required for Principal Interns? Can principal observations be done from Sept 1 - Aug 31 to include summers? How many observations can be virtual for Principal and Superintendent interns?

Field supervisors must provide a minimum of one formal observation in each: the first, second, and final third of the practicum. The three (3) formal observations must have a total duration of at least 135 minutes. Observations may be virtual or in person. The observation schedule for non-teacher candidates completing practicums is in 19 TAC §228.35(h). The practicum must take place in an actual school setting and may not take place exclusively during a summer recess, so a portion may take place in summer but a portion must occur during the school year as dictated by the educator standards for the certificate class. Those requirements are in 19 TAC §228.35(e)(8)(A) and (B).

Affidavits

What did you mean by "affidavits due" on the timeline screen near the end of the program? I didn't notice that phrase being used in this webinar until that screen.

Affidavits are submitted by the EPP to verify all data is complete and accurate. As such, affidavits should be submitted after all data submissions are finalized. The EPP may submit the affidavit on 9/15 or in the following week, up to 5:00 pm Friday, September 22, 2023.

Removing Candidates and Maintaining Clean Records

If someone leaves the program and we need to remove them, what should we do with their Clinical Experience profile and records (since it was said they cannot be deleted)?

When a candidate leaves the program, Test Approvals must be updated to "Removed" status and the candidate's status on the Finisher Records List must be updated to "Removed." No other records would be removed. The records are a snapshot of that candidate's progress through the EPP which does not change if the candidate leaves. If the Clinical Experience record is created but the candidate leaves before starting the Clinical Experience and thus there are no observations tied to the record, then the EPP should be able to delete the record. A Request for Exception (RFE) can be submitted for a candidate who leaves while in the clinical experience and thus has an incomplete number of observations.

How do you update an older record that you discover isn't correct, but has been locked?

Records that are accessed via the ASEP tab in the ECOS Entities 'green screen' cannot be edited by the EPP in a past year that is locked. TEA must make these edits for the EPP through a Data Fix request. For corrections to enrollment records on the Finisher Records List, a completed and signed Request for Corrections (RFC) form is submitted to TEA. To add an admission record, an admission upload file in .csv format containing the required admission data is submitted to TEA. Corrections to an existing admission record may be requested via a Help Desk ticket. The request must be specific and include the candidate TEA ID, candidate name, field to be corrected (corrected from… corrected to…), and a reason for the correction. Observation records in past, locked years cannot be corrected. Please note that during the busy reporting season requests for Data Fixes that impact the current year will be prioritized over requests for Data Fixes that do not impact the current year.

Where do we find forms for correcting errors for observations and finisher's record to change date and status?

Observation and Finisher records may be edited by the EPP as needed in the current, unlocked year. Observation data in past, locked years cannot be edited by the EPP or by TEA. If a record on the Finisher Records List in a past locked year must be corrected, added, or deleted, a Data Fix request may be submitted to TEA using a Request for Correction (RFC) form. The blank form is published in the Forms and Documents section on the Program Provider Resources page on the TEA website. Submit the form as an attachment to a Help Desk ticket to Data Reporting or to Preparation Programs in the Educator Testing & Preparation Programs tile.

When there is a duplicate record for same Certification area such as Other Enrolled and Removed What are steps for the EPP to correct such data?

Records on the Finisher Records List may be corrected by changing the status of the existing record using the drop-down list adjacent to the record via the Student Maintenance screen (accessed using Student Search), or the Maintain Finishers screen. Additionally, the 'upload to edit' functionality exists for the Finisher Records data so uploading the status in a .csv file will be effective as well. Using this functionality, you may remove duplicate records.

What is the timeline for giving test approval data fixes for candidates who were admitted prior to 2010? We used to be able to just give these candidates test approval, but the new admission screen has started blocking us from getting these put in on the Test Approval screen, and we have been waiting more than 3 months for some of these TEA data fixes.

For candidates who were admitted prior to 9/1/2009, data cannot be added by the Educator Preparation team at TEA because dates prior to that time pre-date the current record keeping screens in

ECOS for Entities. These requests must be submitted to IT to be added. We are working with IT to allow test approvals for candidates with admission dates prior to 9/1/2019 which should alleviate this issue. For pending Data Fix requests, please check with your assigned Specialist at TEA for a status update.

Miscellaneous

When will we receive the data from our teacher and principal survey responses?

When will we have access to principal survey data (as in scoring data) and new teacher survey data? I have the names but no additional data.

Teacher and principal survey data is expected to be available in Sharefile in October. Annually, the teacher and principal survey rosters are shared in July. This allows for programs to review their rosters prior to scoring being finalized.

When will ASEP dashboards be updated?

The public data dashboards are updated annually immediately following the SBEC approval of accreditation statuses in February of each year. These are not the Insights 2 Impact Dashboards, which are updated on a different cadence.

What is the date the data files will be sent to EPPs for review? What is the data captured?

A data set containing observation data entered by the EPP through August 31, 2023 will be provided to EPPs by close of business on September 5, 2023.

It would be helpful to have written directions for completing the CSV files for those who are not familiar with the format. Consider including more specific information about how to avoid errors when filling out the CSV. Consider including more specific information and guidance in the technical manual for completing a CSV file and clearing formatting errors.

Thank you for this feedback. There are two sources of information for creating/formatting the .csv files, one is on the Upload page in ECOS Entities green screen, and the other is in the Technical Manual. The Technical Manual is currently under revision for the 2023-2024 reporting year so we will look for opportunities to provide additional information and guidance.

For internship, if a candidate is a teacher of record under an Intern certificate starting on 9/25/2023, do they remain on Intern certificate until 9/24/2024 or do they fulfill their internship requirement after teaching 180 days?

The requirement for the internship duration in 19 TAC §228.35(e)(2)(B) is "a minimum of one full school year". The definition of "school year" in 19 TAC §228.2(32) is the school year of the "particular public or private school" or "at least 180 days (75,600 minutes) of instruction for students." The candidate should complete the school year for that campus. There is an allowance for completing up to 30 school days less than the full school year if due to military leave, maternity leave, illness, bereavement, or if the late hire date is after the first day of the school year [19 TAC §228.35(e)(2)(B)(i)]. If the internship is successful and all other requirements are met, the candidate would then be a finisher. In this case, the EPP would not have to wait until the Intern certificate expires to recommend the Standard certificate.

Where can we find the steps to everything you discussed as must do's? The PPT didn't have all that detail that you talked through.

The 2022-2023 Technical Manual that is published in the Forms and Documents section on the [Program Provider Resources](#) page has the step-by-step instructions for reporting information for a fictitious candidate starting with admission.

It is very inconvenient that the backup legal authority no longer receives files that TEA sends to programs. Could they please be included with the legal authority?

For data security reasons, the data is made accessible to the Legal Authority of the EPP who may then provide access to that data to others in the organization, as necessary.

In light of the proposed changes, could TEA please conduct a webinar that would cover in detail the elements that are included in accountability for program accreditation?

TEA staff are always willing to provide information and training that EPPs feel would be helpful so we will explore this request. For now, information about performance indicators and standards for EPP accountability are in 19 TAC §229.4. Detailed information about calculations used to determine program accreditation is published in the *Texas Accountability System for Educator Preparation (ASEP) Manual* linked as a Figure in 19 TAC §229.1(c).

What is the turnaround when you have a glitch in the system?

That depends on the glitch! It could be 1 hour or 1 month or 1 year. For that reason, it is important for EPPs to notify TEA promptly via the Help Desk if they find any functionality issues so we can notify IT to start working on a fix. Any detail the EPP can provide such as screen shots of error messages, TEA ID numbers of candidates' whose records errored, etc. are helpful for us to analyze the problem. If IT identifies the fix will not be a quick fix, we will communicate temporary solutions or workarounds to minimize disruption to EPPs. Note that TEA staff continue to work in ECOS as we support EPPs with data entry problems and we submit any problems we find to IT as well. The newsletter is our best source of mass communication to EPPs so if there is communication needed about ECOS functionality issues (aka system glitches), we will communicate them in the newsletter. Please stay tuned to the newsletter during state reporting time.