



2021-2022 Continuing Approval Review Report Texas A&M University – Central Texas

Introduction

A 5-year Continuing Approval Review was conducted by Education Specialist, Lorrie Ayers, of the educator preparation program (EPP) at Texas A&M University-Central Texas (014702) on October 5, 2021. Per 19 Texas Administrative Code (TAC) §228.10(b), an entity approved by the State Board for Educator Certification (SBEC) to certify educators shall be reviewed at least once every five years. The Texas A&M University-Central Texas (TAMU-CT) EPP was originally approved as an EPP on June 1, 1986.

Dr. Jeffrey Kirk was the program Legal Authority, and Ms. Kimberly Kuklies was the primary EPP contact for the 2021-2022 review. TAMU-CT is approved to prepare and certify candidates in the following certificate classes: Teacher, Principal, Superintendent, School Counselor, and Reading Specialist. Certification is offered in Undergraduate (U) and Post-Baccalaureate (PB) routes. The EPP reported 39 finishers in the 2019-2020 academic year and 59 finishers in 2020-2021. The EPP was rated Accredited - Warned (Year 1) at the time of the review. The risk level was Stage 2 (medium).

Candidate records were reviewed for 20 candidates with five (5) randomly selected from each program: Principal, School Counselor, Teacher undergraduate (U), and Teacher post-baccalaureate (PB). There were no candidates representing the Superintendent or Reading Specialist programs.

EPP staff participated in the review at various stages: Jeffrey Kirk, Kimberly Kuklies, J. Elizabeth Casey, Jordan Cummings, Levi McClendon, Samuel Fiala, Austin Vasek, Tam Jones, Linda Black, Marc Nigliazzo, Kellie Cude, Jamie Blassingame, and James Lewing.

Per 19 TAC §228.1(c), "all educator preparation programs are subject to the same standards of accountability, as required under Chapter 229 of this title." The TEA administers TAC required by the Texas legislature for the regulation of all EPPs in the state. (See the complete [TAC](#) for details.) The five-year Continuing Approval Review was conducted in a "Desk Review" format where EPP staff submitted requested documents to TEA for review.

The scope of this review included: 1) verifying compliance with Texas Administrative Code and Texas Education Code as applicable to all certification classes in all certification routes offered by the EPP; and 2) developing a plan for improvement based on review data, performance indicators identified in 19 TAC §229.4, and self-reported EPP information provided in the Status Report. A set of Next Steps was developed to address plans for quality improvement. Evidence of compliance was measured using a rubric aligned to TAC.

Data Analysis

Information concerning compliance with TAC governing EPPs was collected by a variety of means. A Status Report and related program documents were submitted to TEA on September 13, 2021. Additional EPP documents, including records for 20 candidates, were submitted on October 4, 2021. 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.

Results: EPP and Program Requirements

Findings

Per self-reported information in the Status Report, the EPP meets requirements for program governance including a) support provided by the governing body; and b) advisory committee activity as required in 19 TAC §228.20. The structure of the advisory committee is such that the EPP has two active committees, the Strategic Partners Education Advisory Council (SPEAC) and an Educator Prep Council, and one subcommittee, the Certificate Area Practitioner Sub-Group (CAPS). The EPP has a satellite branch offering music education at Temple College. A letter was submitted prior to the review notifying TEA of the addition of the Temple site which meets the requirement in 19 TAC §228.10(e).

TAMU-CT has a website with a main page for Educator Preparation Services that contains links to other pages that are specific to programs within the EPP. The website pages and application materials for each program were reviewed to verify the EPP had posted the required information for applicants and candidates.

- Information about admission requirements and completion requirements, including degree plans, were posted on the website or in a handbook clearly posted on a program page for the Teacher, Principal, and School Counselor programs. An updated admission application template was submitted as evidence the School Counselor program also provides program completion information on the application for admission. The EPP meets the requirement in 19 TAC §227.1(c) for publishing program admission and completion requirements.
- Information about the effect of supply and demand forces on the educator workforce in Texas and information about the performance of the EPP over five years was posted on the Educator Preparation Services page on the website which meets the requirement in 19 TAC §227.1(c).
- Evidence of the required notifications about fingerprint background checks, the potential impact of criminal history on certification, and the Preliminary Criminal History Evaluation (PCHE) was identified on the EPP website for Teacher applicants but was not apparent on the website where applicants to non-teacher programs would reasonably access. The required information was identified on admission applications for two (2) of the five (5) School Counselor candidates whose records were reviewed. There was no evidence on the applications in the records submitted for the five (5) Principal candidates. It was noted that most of the School Counselor and Principal candidates reviewed had admission dates that were two or more years in the past. An updated admission application template was submitted for the Principal and School Counselor programs that reflected the required information is now published and acknowledged by current applicants which is sufficient evidence to support that the EPP programs meet the requirements in 19 TAC §227.1(b) and §227.1(d).



- The EPP complaints process, with a link to the TEA complaints process, was located on the EPP website linked from the Educator Preparation Services page as required in 19 TAC §228.70(b)(2).
- The Principal program has a clear exit policy published in the program handbook available to candidates on the program web page. The Teacher and School Counselor programs submitted a revised admission application template that contains the program policies, including the exit policy, and requires the applicant to acknowledge the policies. Additionally, the EPP submitted a written description of the intended implementation, including the implementation date, of the new policy signed by the EPP Legal Authority. The EPP meets the requirement for an exit policy in 19 TAC §228.20(h).
- Policies about transfer credit were either posted on the website or in the program handbooks and were accessible by candidates in each program which meets requirements in 19 TAC §228.35(a)(5).

EPP staff digitally sign an electronic attestation of reading and abiding the Texas Educators' Code of Ethics (ECOE) which meets requirements in 19 TAC §228.50 related to professional conduct.

One or more courses in each program appear to be delivered in an online format. Program staff were reminded that, per 19 TAC §228.20(e), TEA must be notified via an amendment letter if a program is amended significantly from the program approved which includes updating delivery to an online platform. Each degree area had been approved for online delivery by the Texas Higher Education Coordinating Board (THECB). EPP staff were reminded that the courses and programs that are delivered online must continue to meet one of the quality standards identified in 19 TAC §228.35(a)(6).

Per 19 TAC §229.3(e), "all required EPP data for an academic year shall be submitted to the TEA staff annually by September 15 following the end of that academic year." The EPP is required to report admission activities, enrollment data, and observation data.

- TAMU-CT has consistently met deadlines for data submission.
- Admission data is reported through an admission record created in the Educator Certification Online System (ECOS). Admission dates were reported accurately when compared with dates in offer letters for the Teacher programs; however, for two (2) out of five (5) Principal and School Counselor candidates, admission dates reported were different than the dates reflected on the admission letters. There were discrepancies found in the GPA and/or subject-specific content hours reported for 6 of the 10 Teacher candidates reviewed. The EPP must provide training to program admission staff to capture GPA and content hours accurately at admission and implement quality control procedures to monitor and verify the accuracy of the data reported in ECOS.
- Candidate enrollment data is reported annually on the Finisher Records List in ECOS. There was sufficient evidence that the EPP reports enrollment status accurately. It was noted that one (1) School Counselor candidate was identified as enrolled and finished in two EPPs concurrently, but it was identified the reporting error was not the fault of TAMU-CT.



- Teacher observation data is reported in the Accountability System for Educator Preparation (ASEP) within ECOS. There was insufficient evidence that observation data is consistently reported accurately for all programs. One (1) candidate in the Teacher (U) program who was reported as having four (4) observations with documentation to support only two (2) observations, and two (2) candidates in the Teacher (PB) program were reported as having 6 observations with documentation to support only four (4) observations. Additionally, observation data reported for candidates in the Teacher (PB) program showed numerous discrepancies between the dates on observation documents and dates of observations in ECOS. Observation data was reported accurately for Principal candidates, but data was not complete for School Counselor candidates which was acceptable because the observations occurred before mandatory reporting was implemented for the non-teacher classes.

A Test Readiness process flow diagram is posted on the website to convey to candidates the process of test approval which includes preparatory coursework and minimum scores on representative tests. Evidence of test readiness processes and determinations were consistently found in candidates' records in each of the programs reviewed which meets the requirement in 19 TAC §228.40(b) and (d) for preparing candidates for testing and determining readiness to test.

19 TAC §228.40(f) requires the EPP to retain "documents that evidence a candidate's eligibility for admission to the program and evidence of completion of all program requirements for a period of five years after a candidate completes, withdraws from, or is discharged or released from the program." Most requested records were available, but some were missing for each program. The EPP must update records retention processes to ensure all evidence is retained per the requirement.

Next Steps

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before May 12, 2022:

1. **[19 TAC §229.3(a), §229.3(f)(1), & related graphic Figure 19 TAC §229.3(f)(1)]** The EPP must implement training and quality control procedures to ensure program staff accurately capture and convey program data and accurately report that data in ECOS.
2. **[19 TAC 228.40(f)]** The EPP must update records retention processes to ensure all evidence is retained per the requirement.

Recommendations

- EPP staff were reminded that the courses and programs that are delivered online must continue to meet one of the quality standards identified in 19 TAC §228.35(a)(6).

Results: Candidate Preparation

Candidate and EPP records were reviewed to verify that each program within the EPP is compliant with TAC requirements for candidate admission and completion of preparation and certification requirements. Transcripts, admission documents, benchmark documents, degree plans, course descriptions, coursework samples, training certificates, and completed logs and observation documents were reviewed. The following are the results of the review by program.



Undergraduate Teacher Program

Findings

1. The requirements for admission into the undergraduate (U) teacher preparation program identified on the website are:
 - GPA overall or in the last 60 to include semester where 60th occurred
 - Completion of 60 semester credit-hours (SCH) towards degree
 - Completion of 15 SCH in subject-specific content area with a grade of C or better
 - 12 SCH ENGL courses with a grade of C or better
 - College Algebra with a grade of C or better
 - Approved Psychology Course with a grade of C or better
 - Content Screening – check test number! Certify Teacher $\geq 80\%$ in each domain. Certify Teacher promo Code: TAMUCT4728; use school email
 - Accuplacer – 6 writing or 5 with 80 on skills -or- TSIA2 – 5 writing or 4 with 945 on skills
 - Application Packet via Dynamic Forms*
 - Professional Liability Insurance

Based on the records for the candidates reviewed, the Teacher (U) program met admission requirements in 19 TAC §227.10. Transcripts in each candidate's record provided evidence that each candidate exceeded the minimum GPA and subject-specific credit hour requirements and met the enrollment and basic skills requirements. Records for four (4) of the five (5) candidates contained evidence the program had verified the additional academic requirements were met. An electronic application and a scored interview rubric were found in the records for four (4) of the five (5) candidates which was sufficient evidence to support the program is compliant with 19 TAC §227.10(a)(8) which requires applicants to an EPP to complete an application and participate in an interview or other screen "to determine if the EPP applicant's knowledge, experience, skills, and aptitude are appropriate for the certification sought". There was evidence that two (2) of the five (5) candidates had also participated in a screened writing sample. Program staff were advised they are not required to implement a second screen but if they choose to do so, they should retain that evidence for each admitted candidate.

The Teacher (U) program has implemented the formal admission process as identified in 19 TAC §227.17. Letters offering formal admission, with the admission date embedded, were signed by each candidate.

Records for four (4) of the five (5) candidates contained a signed agreement of adherence to the Educators Code of Ethics (ECOE) which meets requirements in 19 TAC §228.50 related to professional conduct. The acknowledgement signed by one (1) candidate captured adherence but not an agreement of understanding. To strengthen the candidate agreement related to the ECOE, the program is advised to collect an acknowledgement that candidates "understand" the ECOE in addition to their agreement of adherence.

2. Self-reported information in the Status Report, with course descriptions, curriculum alignment charts, degree plans, syllabi, and coursework samples provided evidence that coursework and training provided to Teacher (U) candidates is standards-based and addresses the TEKS.

There was sufficient evidence the program meets requirements in 19 TAC §228.30 by providing instruction in the required areas:

- The Educators' Code of Ethics;
- Instruction in detection and education of students with dyslexia;
- Instruction regarding mental health, substance abuse, and youth suicide;
- The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state;
- The importance of building strong classroom management skills;
- The framework in this state for teacher and principal evaluation;
- Appropriate relationships, boundaries, and communications between educators and students;
- Digital Literacy, including the required evaluation;
- Reading instruction, including instruction that improves students' content-area literacy;
- The Prekindergarten Guidelines in courses involving early childhood grades; and
- The skills and competencies captured in the Texas teacher standards in 19 TAC Chapter 149, Subchapter AA.

Samples of assessments were provided as evidence the coursework is performance-based and assessed. It was noted that, based on the samples provided, this program should strengthen rubrics so that they a) more specifically measure proficiency in specific standards; and b) are exemplars for candidates on the design and use of rubrics to measure student learning. Program staff were advised to continue to update coursework so that it includes more performance-based activities and assessments so that candidates have multiple opportunities to practice the skills identified in the educator standards.

3. Published degree plans and candidate transcripts reflect that Teacher (U) candidates enroll in the EPP prior to beginning coursework and that the program provides more than the 300 clock-hours of coursework required in 19 TAC §228.35(b). Additionally, candidates complete 14 weeks of clinical teaching which meets the requirement in 19 TAC §228.35(e)(2)(A) related to the supervised clinical experience. Documentation shows that candidates pursuing the EC-6 certificate area complete clinical teaching in two (2) placements.

Each of the five (5) candidates whose records were reviewed had progressed through clinical teaching, so evidence of the completed field-based experience (FBE) hours required in 19 TAC §228.35(b)(1) was expected. FBE logs provided evidence that three (3) of the candidates had completed more than 30 hours of FBE in one (1) or two (2) approved settings and the hours were completed prior to beginning clinical teaching as required. These candidates had completed more than the required 15 hours of interactive FBE; however, reflections of the experiences were not found in the candidates' records. Documentation was not provided for two (2) of the candidates. There was insufficient evidence the Teacher (U) program consistently meets the requirement for FBE in 19 TAC §228.35(e)(1)(A). Additionally, it was noted that candidates identified planning with the cooperating teacher as FBE hours. The program was advised that, while it is acceptable to require this activity, planning should not be counted as part of the 30 required hours because it does not meet the criteria for FBE in 19 TAC §228.35(e)(1)(A)(i)-(v).



Benchmark checklists, transcripts, clinical teaching logs, and observation documentation were reviewed as evidence that candidates completed clinical teaching as required in 19 TAC §228.35(e) and were supervised as required in 19 TAC §228.35(g). Each of the five (5) candidates had completed clinical teaching at the time of the review.

- All candidates completed the pre-service requirements identified in 19 TAC §228.35(b) prior to beginning clinical teaching per transcripts and checklist documents.
- Clinical teaching logs revealed that three (3) of the candidates had completed between 66-69 days of clinical teaching, and each had documented absences for bereavement leave and for sick leave as allowed in 19 TAC §228.35(e)(2)(A)(iv). The three (3) candidates met the minimum 70 days required in 19 TAC §228.35(e)(2)(A)(i)(I). One (1) candidate completed 38 days of clinical teaching in Spring 2020 due to the COVID disruption, and one (1) candidate completed 39 days in Fall 2019 which was not impacted by COVID. There is sufficient evidence to support that the program meets the requirement for 14 weeks of clinical teaching in 19 TAC §228.35(e)(2)(A).
- There was sufficient evidence that each candidate was assigned a cooperating teacher and a field supervisor during clinical teaching as required in 19 TAC §228.35(f) and §228.35(g) respectively. Names of these individuals were identified on placement documents and/or on observation documents for each of the five (5) candidates. There was limited evidence that the program verifies qualifications of cooperating teachers using an attestation signed by a campus administrator; however, this type of documentation was complete for only one (1) of the candidates. Teaching certificates were provided as evidence that cooperating teachers assigned to four (4) of the candidates held a valid teaching certificate, but there was insufficient evidence to support the program verifies and retains evidence of experience and accomplishment of cooperating teachers which does not meet the requirement in 19 TAC §228.2(14). Three (3) of the cooperating teachers had signed an attestation of attending training but there was no additional evidence presented for the remaining two (2) cooperating teachers. Evidence that field supervisors met the qualification requirements was submitted for field supervisors assigned to three (3) of the candidates. Evidence of accomplishment was missing for field supervisors assigned to the remaining two (2) candidates which is insufficient evidence to support that the program consistently verifies and retains evidence of field supervisor qualifications. Training certificates were provided for field supervisors assigned to four (4) of the five (5) candidates as evidence the field supervisors completed the TEA-approved training. A published clinical teaching manual provided evidence of program specific field supervisor training.
- Information captured on observation documents and in field supervisor logs was evidence that field supervision was provided to the five (5) candidates as required in 19 TAC §228.35(g). Three (3) of the five (5) candidates received four (4) observations. Two (2) observations were conducted in each of two (2) placements. One (1) of the candidates received two (2) observations due to the COVID disruption in Spring 2020. Four (4) observations were reported for one (1) of the candidates; however, documentation for only two (2) observations was found in that candidate's record. All observations were 45 minutes or longer in duration. There is sufficient evidence to support that candidates receive the

number and duration of observations required in 19 TAC §228.35(g)(7) and (g)(1) respectively. Field supervisors held pre- and post-conferences with candidates. The observation instrument was designed to allow the field supervisor to capture candidate proficiency in the standards and to document educational practices observed; however, it was noted that in some cases the field supervisor did not capture educational practices observed across the entire observation. Field supervisor logs signed by the field supervisor and candidate provided evidence that field supervisors make first contact with candidates within the first three (3) weeks of the assignment and provide ongoing coaching and support. There was no evidence the program provides the results of the observations to the campus cooperating teacher as required in 19 TAC §228.35(g).

- Each of the five (5) candidates had completed clinical teaching and achieved standard certification at the time of the review so evidence the program has implemented the requirement in 19 TAC §228.35(e)(2)(A)(iii) that the field supervisor and cooperating teacher must provide a written recommendation that the candidate was successful, or not successful, in the demonstration of proficiency in the standards was expected. Documentation was found in the records for two (2) of the candidates but was incomplete or missing in the records for the other three (3) candidates which does not meet the requirement.
 - There was not enough evidence to support that candidates in the Teacher (U) program consistently experience the first days of school as required in 19 TAC §228.35(e)(4). Dates on clinical teaching logs or FBE logs were evidence that three (3) of the five (5) candidates met the requirement.
4. Each of the five (5) candidates whose records were reviewed had achieved standard certification. Benchmark documents and transcripts provided evidence that four (4) of the five (5) met requirements for the standard certificate as required in 19 TAC Chapter 230. One (1) of the candidates had a certificate effective date that was before the date the bachelor's degree was conferred. Program staff were reminded the certificate cannot be effective before the date the last requirement is met.

Next Steps

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before May 12, 2022:

1. **[19 TAC §228.35(b)(1), 19 TAC §228.35(e)(1)]** Update the FBE requirements so that candidates complete FBE in two (2) or more settings, consistently complete at least 15 hours of interactive FBE, and complete reflections of the experiences. Ensure candidates are engaged in FBE activities that meet the requirements in 19 TAC §228.35(e)(1)(A)(i)-(v). Update the process for documenting and collecting evidence that FBE hours are completed according to requirements.
2. **[19 TAC §228.2(14)]** Update the process for candidates completing the clinical teaching experience to capture and retain evidence of the qualifications of the campus cooperating teacher. Additionally, update the process for capturing evidence that cooperating teachers participate in training, including the training date.

3. **[19 TAC §228.2(18)]** Update the process for candidates completing the clinical teaching experience to capture and retain evidence of the qualifications of the field supervisors.
4. **[19 TAC §228.35(g)]** Implement a process to provide campus personnel the feedback from the observations as applicable. Ensure evidence is retained in candidates' records.
5. **[19 TAC §228.35(e)(2)(A)(iii)]** Implement a process to consistently collect and retain final recommendations of a successful clinical teaching experience from the cooperating teacher and from the field supervisor.
6. **[19 TAC §228.35(e)(4)]** Update the clinical teaching and/or FBE processes and requirements and/or the calendar of program activities so that candidates consistently experience the first days of school activities (within the first 3 weeks) either through the clinical teaching assignment or through FBE.

Recommendations

- Program staff were advised they are not required to implement a second admission screen; but if they choose to do so, they must retain that evidence for each admitted candidate.
- To strengthen the candidate agreement related to the ECOE, the program is advised to collect an acknowledgement that candidates “understand” the ECOE in addition to their agreement of adherence.
- Strengthen rubrics so that they a) more specifically measure proficiency; and b) are exemplars for candidates on the design and use of rubrics to measure student learning. Program staff were advised to continue to update coursework so that it includes more performance-based activities and assessments so that candidates have multiple opportunities to practice the skills identified in the educator standards prior to clinical teaching.
- Program staff were reminded a Standard certificate cannot be effective before the date the last requirement is met.

Teacher (PB) Program

Findings

1. The EPP website identifies the following admission requirements for the Teacher (PB) program:
 - Graduate School official admission letter
 - GPA overall in the last 60 to include semester where 60th occurred
 - Score of PASS on the Pre-Admission Content Testing (PACT) TExES
 - Interview with Faculty
 - Accuplacer – 6 writing or 5 with 80 on skills -or- TSIA2 – 5 writing or 4 and 945 on skills
 - Transcripts – Official to TAMUCT; Unofficial to EPS
 - Application via Dynamic Forms*
 - Professional Liability Insurance



Records for five (5) Teacher (PB) candidates were reviewed. Transcripts from accredited universities were provided for four (4) of the five (5) candidates as evidence that each met the GPA, English language proficiency (ELP), and basic skills requirements. Transcripts and a transcript evaluation completed by an approved foreign credential review service were provided for one (1) candidate as evidence the candidate met the GPA and basic skills requirement. Per 19 TAC §227.10(a)(7), the candidate with a degree conferred outside the U.S. should have been required to meet minimum proficiency scores on the TOEFL-ibt as a demonstration of ELP prior to admission, but no TOEFL scores were available in the records as evidence this requirement was met.

Candidates were required to achieve a passing score on a Pre-admission Content Test (PACT); however, records for only three (3) of the candidates contained PACT scores. One (1) candidate was admitted without the minimum number of subject-specific credit hours and had not passed the PACT as required in 19 TAC §227.10(a)(4). Program staff were reminded that the PACT is not required unless the applicant does not meet the admission requirement for either GPA or subject-specific credit hours.

An electronic application was found in the records for each candidate and each of the candidates had been screened using a writing sample and an interview. Both screens were scored on a rubric. There was sufficient evidence to support the program is compliant with 19 TAC §227.10(a)(8), which requires applicants into an EPP to complete an application and participate in an interview or other screen "to determine if the EPP applicant's knowledge, experience, skills, and aptitude are appropriate for the certification sought".

The Teacher (PB) program has implemented the formal admission process as identified in 19 TAC §227.17. Signed offer letters with admission dates embedded were found in the records for each of the five (5) candidates, and admission records had been created in ECOS for each candidate. There was no evidence that any of the candidates had been contingently admitted.

The admission application for each of the five (5) candidates contained a signed acknowledgement regarding the Educators' Code of Ethics (ECOE), which is sufficient evidence the program meets the requirement in 19 TAC §228.50 that identifies "During the period of preparation, the educator preparation program shall ensure that the individuals preparing candidates and the candidates themselves understand and adhere to 19 TAC Chapter 247 (relating to Educators' Code of Ethics)." For two (2) of the candidates, the acknowledgement was an agreement of reading and understanding the ECOE. The program was encouraged to update the document to the most recent version of the ECOE and to consider updating the candidate agreement to "understand and adhere to" the ECOE to align with 19 TAC §228.50.

2. Self-reported information in the Status Report, with course descriptions, curriculum alignment charts, degree plans, syllabi, and coursework samples provided evidence that coursework and training provided to Teacher (PB) candidates is standards-based and addresses the TEKS.

There was sufficient evidence the program meets requirements in 19 TAC §228.30 by providing instruction in the required areas:

- The Educators' Code of Ethics;

- Instruction in detection and education of students with dyslexia;
- Instruction regarding mental health, substance abuse, and youth suicide;
- The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state;
- The importance of building strong classroom management skills;
- The framework in this state for teacher and principal evaluation;
- Appropriate relationships, boundaries, and communications between educators and students;
- Digital Literacy, including the required evaluation;
- Reading instruction, including instruction that improves students' content-area literacy;
- The Prekindergarten Guidelines in courses involving early childhood grades; and
- The skills and competencies captured in the Texas teacher standards in 19 TAC Chapter 149, Subchapter AA.

Samples of assessments and rubrics were provided as evidence the coursework is performance-based and assessed. Program staff were advised to continue to update coursework so that it includes more performance-based activities and assessments so that candidates have multiple opportunities to practice the skills identified in the educator standards prior to beginning the internship.

3. The Teacher (PB) program requires a 36-hour master's degree with certification, so candidates complete more than the required 300 clock-hours of coursework. TAMU-CT is approved to offer alternative certification; however, there was no evidence that candidates are certified through this route. EPP staff were encouraged to consider removing the route from their inventory.

Candidates in the Teacher (PB) program are required to complete 30 or more FBE hours prior to clinical teaching or internship; however, there is insufficient evidence that the program consistently meets all requirements for FBE as identified in 19 TAC §228.35(b) and §228.35(e)(1). FBE logs for the five (5) candidates, verified by the teachers in whose classrooms the FBE were completed, were evidence that candidates completed the 30 hours; however, two (2) of the candidates completed the hours after the internship start date. The two (2) candidates that completed the FBE hours in 2019 completed at least 15 interactive hours, and none of the hours were completed via video or other electronic transmission. The three (3) candidates who completed the requirement in 2020 completed all 30 hours via video or other electronic transmission which was temporarily acceptable due to the COVID disruption. Four (4) of the five (5) candidates completed the FBE in a variety of settings; however, only two (2) of the five (5) completed reflections of the experiences.

Benchmark documents, transcripts, field supervisor logs, observation documentation, and records in the Educator Certification Online System (ECOS) were reviewed as evidence that candidates completed clinical teaching, or an internship as required in 19 TAC §228.35(e) and were supervised as required in 19 TAC §228.35(g). Each of the five (5) candidates had completed an internship for a full school year at the time of the review.

- Placement information on Statement of Eligibility (SOE) documents was evidence that the candidate placement matched the certificate category on the Intern certificate and that candidates were placed in approved schools as required.
 - Information on observation documents provided evidence that each intern was assigned a mentor teacher as required in 19 TAC §228.35(f) and a field supervisor as required in 19 TAC §228.35(g). Evidence that mentors met all qualification requirements in 19 TAC §228.2(26) was not found in candidates' records. Training materials and handbooks were evidence the program provides mentor training; however, there was no evidence the mentors completed the training. Teaching certificates, resumes, service records, and letters of attestation from campus administrators provided evidence that field supervisors met qualification requirements in 19 TAC §228.2(18). Evidence of accomplishment was missing for one (1) of the field supervisors. Program manuals and training certificates were evidence that field supervisors completed training.
 - Information captured on observation documents was evidence that field supervision was provided to the five (5) Teacher (PB) candidates as required in 19 TAC §228.35(g). Three (3) candidates received 8 formal observations and the two (2) candidates who were disrupted by COVID in Spring 2020 received four (4) observations. All observations were 45 minutes or longer in duration. Field supervisors held pre- and post-conferences with candidates and captured educational practices observed. The observation instrument was designed to allow the field supervisor to capture candidate proficiency in the standards. There was no evidence that mentor teachers provided feedback on the outcome of the candidate observations. First contact between field supervisor and candidate, and ongoing coaching and support, were documented on field supervisor logs that were verified by field supervisor and candidate signatures.
 - There is limited evidence the program has consistently implemented the requirement in 19 TAC §228.35(e)(2)(B)(vii) that the field supervisor and campus supervisor must provide a written recommendation that the candidate was successful in the demonstration of proficiency in the standards during the internship and is ready for standard certification. Signed recommendations from the field supervisor were found in the records for three (3) candidates and there were no recommendations from campus supervisors.
4. Each of the five (5) candidates had achieved standard certification at the time of the review. Benchmark documents and transcripts provided evidence that each met requirements for the standard certificate as required in 19 TAC Chapter 230.

Next Steps

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before May 12, 2022:

1. **[19 TAC §227.10(a)(7)]** Update the admission requirements and process so that English language proficiency is consistently determined prior to admission either via a degree conferred in the U.S. or from one of the countries whose official language is English, or via meeting



minimum proficiency scores on the TOEFL-iBT. Retain evidence in candidate's record per records retention requirements.

2. **[19 TAC §228.35(b)(1)]** Revise FBE requirements so that the hours are completed before the start date of the internship.
3. **[19 TAC §228.35(e)(1)(A) & (B)]** Update the FBE requirements so that candidates consistently complete reflections of the FBE experiences. Retain reflections in candidates' records.
4. **[19 TAC §228.2 (26)]** Update the process for candidates completing an internship to capture and retain evidence of the qualifications of the assigned campus mentors. Additionally, update the process for capturing evidence that mentor teachers participate in training, including the training date.
5. **[19 TAC §228.35(g)]** Implement a process to provide campus personnel the feedback from the observations as applicable. Ensure evidence is retained in candidates' records.
6. **[19 TAC §228.35(e)(2)(B)(ix)]** Implement a process to consistently collect and retain final recommendations of a successful internship experience from the campus supervisor and from the field supervisor.

Recommendations

- Encourage applicants to submit TOEFL scores through the university TOEFL code. Download or print a copy to retain in records because the scores will expire after two (2) years and will no longer be accessible from the candidate's account.
- Consider revising the PACT requirement at admission. The PACT is not required by TEC or TAC unless the applicant does not meet the admission requirement for either GPA or subject-specific credit hours; however, the PACT may be used at the discretion of the EPP.
- Update the ECOE document to reflect the most recent version of the ECOE and consider updating the candidate agreement to collect an attestation of understanding and adherence to the ECOE to better align with 19 TAC §228.50.
- Program staff were advised to continue to update coursework so that it includes more performance-based activities and assessments so that candidates have multiple opportunities to practice the skills identified in the educator standards prior to beginning the internship.
- Consider requesting that TEA remove the alternative certification route from inventory which will also remove it as a certification option from webpages and other documentation at TEA.

Principal Program

Findings

1. The admission requirements for the Principal program were posted on the website:
 - Graduate school admission;

- A GPA of 2.75 in the last 60 hours;
- Completed application packet;
- An interview;
- A valid Texas teacher certificate;
- Two years of teaching experience;
- Letter of intent to pursue certification;
- Letter of reference from principal or supervisor; and
- Professional scenario response.

Each of the five (5) candidate admission records reviewed for this program contained transcripts as evidence of a) a bachelor's degree conferred prior to admission; b) a demonstration of basic skills; and c) a GPA that met or exceeded the requirement. One (1) of the candidates held a transcript from out of country. A course-by-course transcript evaluation was found in the records for the candidate as required in 19 TAC §227.10(f). An application was found in the records for each of the candidates, and evidence of the two (2) required screens, an interview and a writing sample, were found in records for four (4) of the five (5) candidates, which is sufficient evidence to support the program is compliant with the application and screening requirements in 19 TAC §227.10(a)(8) and §241.5(c). Three (3) of the five (5) records contained evidence the program had collected the additional admission requirements published. Program staff were advised that they should review admission requirements and then put in place a process to review and retain evidence that candidates meet all published admission requirements as identified in 19 TAC §227.10(b).

Four (4) of the five (5) candidates had demonstrated English language proficiency (ELP) as required in 19 TAC §227.10(a)(7) through a degree conferred in the U.S. The candidate who presented credentials from out-of-country should have been required to meet minimum proficiency scores on the TOEFL-iBT but there was no TOEFL score report found in the candidate's record. The program was advised that applicants must meet all requirements in place at the time of admission, and all applicants must meet one (1) of the three (3) options for demonstrating ELP in 19 TAC §230.11(b)(5) prior to admission. This candidate will not be required to take the TOEFL now because the candidate's U.S. degree conferred prior to the effective date on the certificate.

There was sufficient evidence that the Principal program has implemented the formal admission process as required in 19 TAC §227.17. Four (4) of the five (5) records reviewed contained signed and dated admission letters reflecting the formal admission date. The fifth candidate had an admission date that was prior to the implementation date of the formal admission requirement, so an offer letter was not expected in that candidate's record. The program did not notify TEA of the admission date within the 7-day window for three (3) of the five (5) candidates. Two (2) candidates were admitted prior to beginning coursework and concurrent with graduate school admission. Three (3) of the five (5) candidates with more recent admission dates consistently completed 6 graduate hours prior to the formal admission date. Program staff stated they have set the admission point into the Principal program to be after admission into graduate school and completion of two (2) graduate courses.



Records for four (4) of the five (5) candidates contained a signed agreement of reading and understanding the ECOE, which is sufficient evidence to support the program meets requirements in 19 TAC §228.50 related to professional conduct.

2. The Principal program curriculum was recently updated to transition to the Principal as Instructional Leader EC-12 certificate. Coursework samples, including performance assessments and evidence of alignment with standards, were submitted to TEA and evaluated at that time so the program was determined to have met the requirement for a standards-based and research-based curriculum that includes performance activities and assessments as required in 19 TAC §228.30(a), §228.30(e), §228.35(a), and §228.40(a).

There was sufficient evidence the program meets requirements in 19 TAC §228.30 by providing instruction in the required areas:

- The Educators' Code of Ethics;
 - Instruction in detection and education of students with dyslexia;
 - Instruction regarding mental health, substance abuse, and youth suicide;
 - The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state;
 - The importance of building strong classroom management skills;
 - The framework in this state for teacher and principal evaluation;
 - Appropriate relationships, boundaries, and communications between educators and students; and
 - Digital Literacy, including the required evaluation.
3. Candidate and EPP records were reviewed to verify the EPP is compliant with TAC requirements for Principal candidate preparation. Candidates complete Principal certification requirements concurrent with a 36 credit-hour master's degree in Educational Leadership, which exceeds the 200 clock-hours required in 19 TAC §228.35(c). The program is approved for alternative certification, but the route appears to be inactive at this point. Program staff were advised they may request in writing for TEA to remove the route from the EPP inventory.

The published handbook identifies Principal candidates complete a supervised practicum of 160 clock hours across two (2) courses and that field supervisors and site supervisors make recommendations of candidate success. Each of the five (5) candidates whose records were reviewed had completed a practicum. Dates on observation and placement documents, including a Statement of Eligibility document, indicated that one (1) of the five (5) candidates had completed a practicum while in an internship.

Practicum logs were provided for four (4) of the five (5) candidates. Logs reflected the candidates had completed more than 160 clock-hours which is sufficient evidence the program is compliant with 19 TAC §228.35(e)(8) regarding length of practicum. It was noted that many of the practicum hours included activities such as collecting for charitable donations and book study, which does not consistently meet the requirement for a standards-based practicum. It was noted that there was no Intern or Probationary certificate issued to the candidate who completed the internship as required in 19 TAC §228.35(e)(8)(C)(i). Program staff were



reminded to verify certification when allowing internships and to notify the campus and intern of the requirements around certificate deactivations as required in 19 TAC §228.35(e)(2)(B)(viii).

- Signed practicum placement documents provided evidence that each candidate was placed in an approved school and was assigned a site supervisor as required in 19 TAC §228.35(f) and each was assigned a field supervisor as required in 19 TAC §228.35(h). The signed practicum placement documents and teaching certificates were retained as evidence of experience and certification for the five (5) site supervisors, but there was no evidence of the accomplishments of each. Additionally, there was no evidence the Site Supervisors had completed the required training.
 - A resume and teaching certificate verified the experience and certification for the field supervisor; however, there was no evidence of accomplishment. A certificate of completion was provided as evidence the field supervisor had attended TEA-approved training as required in 19 TAC §228.35(h). It was noted that the field supervisor is a trained trainer who provides the TEA-approved training to other field supervisors in the EPP. There appeared to be one (1) field supervisor for this program so there was no evidence of ongoing EPP-specific training or updates related to field supervision.
 - It was not clear if site supervisors consistently conduct observations of candidates or provide feedback to EPP about candidate performance during the practicum.
 - Four (4) of the five (5) candidate records contained evidence the field supervisor made first contact with candidates within the first quarter of the assignment as required. Additionally, candidate records contained a signed attestation of ongoing support provided to candidates by the field supervisor; however, the document was signed only by the field supervisor. To strengthen this piece of evidence of ongoing support, the program should require the candidate signature on the document in addition to that of the field supervisor.
 - Each of the five (5) candidates had been provided field supervision during the practicum. Candidates received three (3) observations that totaled 135 minutes or more in duration. There was sufficient evidence that the field supervisor consistently captures candidate proficiency in the standards and documents educational practices observed. There is limited evidence that the field supervisor conducts pre- and post-conferences consistently for each observation. Observation feedback is consistently provided to candidates and site supervisors as required.
 - The candidate handbook reflects that the field supervisor and site supervisor provide written recommendations of candidate success at the conclusion of the practicum; however, that documentation was not present in the records for the five (5) candidates reviewed, which does not meet the requirement in 19 TAC §228.35(e)(8)(D).
4. Each of the five (5) Principal candidates whose records were reviewed were identified as program “finishers;” however, only one (1) of the five (5) had achieved standard certification at the time of the review. Transcripts, benchmark documents, service records and a valid teaching certificate were evidence the candidate met the requirements for certification.



Next Steps

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before May 12, 2022:

1. **[19 TAC §227.10(b)]** Update admission requirements and/or processes to ensure all requirements that are published are met by all admitted candidates, and evidence is retained in candidates' records.
2. **[19 TAC §227.10(a)(7)]** Update the admission process so that English language proficiency is determined prior to admission either via a degree conferred in the U.S. or from one of the countries whose official language is English, or via meeting minimum proficiency scores on the TOEFL-iBT. Retain evidence in candidate's record per records retention requirements.
3. **[19 TAC §227.17(e)]** Update the process for creating admission records for Principal candidates in ECOS to ensure records are created within 7 calendar days of the date of formal admission that is embedded in the admission offer letter.
4. **[19 TAC §228.35(e)(8)(C)(i)]** The program must update the process related to allowing internships for Principal candidates to ensure candidates meet the requirements for the internship and are properly certified to qualify for the campus role.
5. **[19 TAC §228.2(33)]** Update the process for candidates completing the practicum experience to capture and retain evidence of the qualifications of the campus site supervisor as applicable. Additionally, update the process for capturing evidence that site supervisors participate in training, including the training date.
6. **[19 TAC §228.2(18)]** Update the process for candidates completing the practicum experience to capture and retain evidence of the qualifications of the field supervisors.
7. **[19 TAC §228.35(h)]** Update the field supervision process and/or related documentation to capture evidence that the field supervisors consistently hold pre- and post-conferences with candidates for each formal observation.
8. **[19 TAC §228.35(e)(8)(D)]** Implement a process to consistently collect and retain final recommendations of a successful practicum experience from the campus site supervisor and from the field supervisor.

Recommendations

- Consider submitting a request to TEA to remove the alternative certification route from EPP inventory.
- Provide more clarity to candidates regarding practicum requirements to ensure they complete standards-based activities.

- As the program grows and additional field supervisors are added, develop and implement EPP-specific training to norm field supervisors so that candidates receive equitable experiences with field supervision.
- Strengthen the document signed by the field supervisor that attests to ongoing candidate support by having the candidate also sign the document.

Superintendent Program

Findings

The EPP is approved to certify candidates in the Superintendent class; however, the Superintendent program was inactive at the time of the review. There was no published information about a Superintendent program on the EPP website, and the program had not enrolled candidates within the last five years. Program staff identified they have plans to resume program activities in the current academic year. If the EPP chooses to retain approval to offer Superintendent certification and resumes activity in the current academic year, the EPP will need to submit a notification to TEA, and must also submit the following documentation to show the program is compliant with TAC:

- A scope and sequence reflecting required courses and hours;
- An observation instrument used by the field supervisors to observe candidates completing a practicum;
- A practicum log reflecting a standards-based practicum;
- A candidate handbook, orientation materials or presentations that provide candidates information about the program requirements and expectations; and
- Links to updated webpages reflecting required notifications.

School Counselor Program

Findings

1. A checklist for applicants to the School Counselor program is posted on the website and details the following admission requirements for the School Counselor program:
 - Graduate School admission;
 - Admission to the Clinical Mental Health Counseling program;
 - Minimum GPA of 3.0 or in last 60 hours to include semester where 60th hour occurred;
 - Completed School Counselor application with essay;
 - Valid Teacher Certificate;
 - Two years of creditable service as a teacher of record or one year of creditable service with letter indicating continuing employment at a TEA approved site;
 - Interview; and
 - Letter of Intent to pursue certification.

The records for the five (5) School Counselor candidates contained an application and transcripts issued by accredited universities in the U.S. as evidence that each candidate a) held a conferred degree; b) met or exceeded the required GPA; and c) met the basic skills and English language proficiency requirements. Service records were found in each candidate's record. Three (3) candidates were admitted with more than two (2) years of service while two (2)

candidates were admitted with one (1) year of service. There was no deficiency letter in the records for one (1) of the candidates as required in 19 TAC §227.10(a)(5), and the other candidate was admitted prior to the implementation of the deficiency letter requirement. Program staff were reminded to provide candidates with a deficiency letter if the candidates are admitted and have not met the certification requirement of years of service. Candidates held teaching certificates, but program staff were reminded that a teaching certificate is not required for issuance of the School Counselor certificate. Candidates are consistently screened at admission using an interview and a written essay. Both screens are scored with the evidence retained in each candidate's record.

The program has implemented the formal admission process. Records for each of the five (5) candidates contained written offers of admission reflecting the formal date of admission with signed candidate acceptance. Dates in the audit trail in the ECOS were evidence the admission records were consistently created within 7 days of the formal admission date as required in 19 TAC §227.17(e).

Records for each of the five (5) candidates contained a signed agreement of reading and understanding the Educators' Code of Ethics (ECOE). The documents from past years secured candidate agreement to abide by the ECOE, but two (2) documents from candidates admitted in 2021 did not. The program was encouraged to strengthen the ECOE document by updating the language to collect a candidate's agreement of understanding and adhering to the ECOE.

2. Degree plans, course descriptions, coursework samples, and the Status Report completed by EPP staff were reviewed for evidence that the School Counselor program is compliant with curriculum requirements in 19 TAC §228.30. There was sufficient evidence the program meets requirements in 19 TAC §228.30 by providing instruction in the required areas:
 - The Educators' Code of Ethics;
 - Instruction in detection and education of students with dyslexia;
 - Instruction regarding mental health, substance abuse, and youth suicide;
 - The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in this state;
 - The importance of building strong classroom management skills;
 - The framework in this state for teacher and principal evaluation;
 - Appropriate relationships, boundaries, and communications between educators and students; and
 - Digital Literacy, including the required evaluation.
3. School Counselor certification is offered concurrent with a 60-hour Master of Education degree in Counseling which exceeds the minimum 200 clock-hours of coursework required in 19 TAC §228.35(c). Based on descriptors in the published degree plan and on information provided in the Status Report, it was not clear in which courses the School Counselor standards are addressed. The course descriptor indicates admission to the School Counseling program is a prerequisite for enrollment in EDUC 5352: Foundations of Professional School Counseling, but there were no additional indications of courses designated as those taken specifically by School Counselor candidates. The program identified EDUC 5352: Foundations of Professional School



Counseling and EDUC 5386: Clinical Mental Health Internship as the sources of most of the requirements in 19 TAC §228.30(c).

Degree plans, the program handbook, and completion requirements published on the website indicate the School Counselor preparation program requires a practicum, with 160 hours identified on the website. It is unclear how many of those hours are based on School Counseling standards and how many of them are required for a clinical counseling practicum because the website states "160 hours during COUN 5386 Internship in Counseling. These hours may overlap with the 600-hour CACREP requirement." Practicum documentation was submitted for three (3) of the candidates. Based on admission and enrollment dates, two (2) of the five candidates had not reached the point of practicum at the time of the review.

- Practicum logs were submitted for the three (3) candidates who had completed a practicum. The logs reflected candidates completed more than 160 hours; however, one (1) log reflected over 400 hours with some weeks reflecting 40 or more hours of School Counseling activities within the week. The number of practicum hours meets the requirement in 19 TAC §228.35(e)(8), but program staff were encouraged to review the way that candidates document hours since it is unlikely that an individual would complete 40 hours in one week unless the individual is employed as a School Counselor.
- Practicum logs were verified by the site supervisor; however, there was no detail other than "direct" or "indirect" that is evidence the practicum is based on the School Counselor standards as required in 19 TAC §228.35(e)(8) and §239.10(a) and §239.15.
- Candidates were provided site supervisors and field supervisors; however, there was limited evidence the site supervisors met the qualification requirements in 19 TAC §228.2(33). Site supervisors signed an attestation of attending training; however, program staff were advised to establish a more concrete method for capturing evidence of training such as sign-in sheets or certificates of completion. A resume and educator certificate were submitted as evidence of certification and experience for one (1) of the two (2) field supervisors, and a certificate of completion of TEA-approved training was provided for one (1) of the two (2). Program staff were advised they must update the process for collecting and retaining evidence of qualifications and training of site supervisors and field supervisors to meet requirements in 19 TAC §228.35(h), §228.2(33) and §228.2(18).
- Site supervisors and field supervisors conduct observations of candidates during the practicum. Observation documentation retained in candidate records revealed that field supervisors conducted the required three (3) observations for a total of 135 minutes in duration for one (1) of the three (3) candidates which does not meet requirements in 19 TAC §228.35(h) for field supervision of candidates completing a practicum.
- Educational practices observed by the field supervisor, and candidate demonstration of proficiency in standards, were captured by the field supervisor on the observation instrument; however, the standards identified on the observation instrument were not the required School Counselor standards in 19 TAC Chapter 239, Subchapter A. Based on information captured on the observation instruments, there was limited evidence that field



supervisors consistently hold pre- or post-conferences with candidates around each formal observation as required. The program provided copies of observation documentation to candidates and site supervisors. [19 TAC §228.35(h)]

- Evidence of first contact between the field supervisor and candidates and evidence of ongoing coaching and support was limited.
 - There was no evidence that the School Counselor program had implemented the requirement to obtain a recommendation from the field supervisor and site supervisor that the candidate was successful in the practicum and ready for certification as required. [19 TAC §228.35(e)(8)(D)]
4. Three (3) of the five (5) School Counselor candidates had achieved standard certification. A final transcript and a service record provided evidence that the candidates met all requirements prior to certification. Benchmarking documents were found in the candidates' records that reflected two (2) of the five (5) candidates had not reached the point of standard certification at the time of the review.

Next Steps

The EPP will submit evidence to TEA that deficiencies in these areas have been corrected on or before May 12, 2022:

1. **[19 TAC §227.10(a)(5)]** Update the admission process to include providing candidates with a deficiency letter if the candidates are admitted and have not met the certification requirement of years of service.
2. **[19 TAC §228.30(a) and §239.15]** Demonstrate alignment with School Counselor standards by identifying the courses in which the School Counselor standards are taught.
3. **[19 TAC §228.35(e)(8) and §239.10 and §239.15]** The program must revise the practicum and field supervision processes to align with School Counselor standards.
4. **[19 TAC §228.2(33)]** Update the process for candidates completing the practicum to capture and retain evidence of the qualifications and training of the campus site supervisor.
5. **[19 TAC §228.2(18)]** Update the process for candidates completing the practicum to capture and retain evidence of the qualifications of the field supervisors.
6. **[19 TAC §228.35(h)]** Update the field supervision process and/or related documentation to ensure candidates are formally observed on a consistent basis, according to the required observation schedule.
7. **[19 TAC §228.35(h)]** Update the field supervision process and/or related documentation to capture evidence that the field supervisors consistently make first contact with candidates



within the first quarter of the practicum and hold pre- and post-conferences with candidates for each formal observation.

8. **[19 TAC §228.35(e)(8)(D)]** Implement a process to consistently collect and retain final recommendations of a successful practicum experience from the campus site supervisor and from the field supervisor.

Recommendations

- A teaching certificate is not a requirement for issuance of a School Counselor certificate. Consider updating admission requirements to remove the teaching certificate.
- Strengthen candidate commitment to the ECOE by updating the language on the attestation to capture an agreement of understanding and adherence to show that candidates understand that the ECOE requires and they agree to adhere to it.

Reading Specialist Program

Findings

The EPP is approved to certify candidates in the Reading Specialist class; however, the Reading Specialist program was inactive at the time of the review. There was no published information about a Reading Specialist program on the EPP website, and no candidates had been enrolled in several years prior to the review. The EPP should provide TEA a letter identifying the intentions for this program. It was discussed with EPP staff that they may want to consider requesting TEA remove the Reading Specialist class from EPP certificate inventory. If the EPP intends to resume activity in the Reading Specialist program in the current academic year, the program will need to submit the following documentation to show the program is compliant with TAC:

- A Scope and Sequence reflecting required courses and hours;
- A standards-based observation instrument used by the field supervisors to observe candidates completing a practicum;
- A practicum log used by candidates to capture standards-based activities in a practicum;
- A candidate handbook, orientation materials or presentations that provide candidates information about the program requirements and expectations; and
- Links to updated webpages, copies of admission applications, or other reflecting required notifications.

Recommendations and Advisement

- For Teacher preparation programs, the TExES exam #291 (Core Subjects EC-6) and #117 (ELAR 4-8) will no longer be available for testing beginning January 1, 2022. To use the 291 for certification, candidates must be certified by December 30, 2022. To use the 117 for certification, candidates must be certified by October 30, 2022. Communicate these important deadlines to applicable current candidates and past finishers who are pending certification.
- Application A used to add new certificate categories 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 certificate categories using the new Application A and for adding new certificate classes requiring SBEC approval.
- Review all certificate areas that the EPP no longer plans to support and request, in writing, for TEA to remove them from inventory.
- 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) (e.g., field supervisor, cooperating teacher, mentor, candidate);
- 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 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 Education Specialist assigned to the program.
- Ensure that TEA staff has the most current contact information by sending updates to the assigned Education Specialist.

I, the legal authority for the Texas A&M-Central Texas EPP, have reviewed the report and agree that all required corrections will be made on or before May 12, 2022.

Signature of Legal Authority

Date

Printed Name of Legal Authority

Date