



2019 – 2020 Continuing Approval Review Report

BACKGROUND

Texas Education Agency (TEA) Program Specialist, Lorrie Ayers, Director, Educator Preparation, Tam Jones, and Director, Educator Standards, Testing, and Preparation, Grace Wu, conducted a five-year Continuing Approval Review of the Teacherbuilder.com educator preparation program (EPP) on October 22-24, 2019. Per 19 Texas Administrative Code (TAC) §228.10(b), "...An entity approved by the SBEC under this chapter shall be reviewed at least once every five years...". Teacherbuilder.com was approved to certify candidates in the Classroom Teacher class on March 4, 2005. Dr. Noe Saucedo is the program Legal Authority. The EPP reported 271 finishers in 2017-2018 and 262 finishers in 2018-2019. The accreditation status of Teacherbuilder.com at the time of the review was Accredited-Probation (Year 1).

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 2019-2020 risk assessment model identified Teacherbuilder.com as a Level 1 risk. Orders issued by the State Board for Educator Certification (SBEC) on August 8, 2015, identify the following requirements that remain in effect at the time of the review:

1. Teacherbuilder.com is required to engage a monitor to participate in the activities of the EPP and report the activities to TEA;
2. Candidate transcripts, test results, and Statement of Eligibility are to be reviewed and approved by the monitor prior to recommending probationary certificates;
3. Transcripts and TOEFL scores for applicants with credentials from out-of-country must be reviewed by the monitor prior to admission;
4. Based on the Accreditation status, Teacherbuilder.com is not allowed to add new certificate areas; and
5. Teacherbuilder is prohibited from admitting candidates into certificate fields for which there is not an approved curriculum matrix on file at TEA.

The risk assessment, along with the SBEC orders that required a full review of the EPP to ensure all TAC requirements were met, determined the five-year Continuing Approval Review was conducted in an onsite format where TEA staff reviewed documents and records on-site at Teacherbuilder.com located at 2616 W. Freddy Gonzalez, Edinburg, Texas.

As of the date of the review, the following curriculum matrices were reviewed by the monitor and approved by TEA staff, per the SBEC orders:

- Art EC-12
- Bilingual Education Supplemental
- Chemistry 7-12
- Core Subjects EC-6
- Core Subjects 4-8



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- English as a Second Language Supplemental
- English Language Arts and Reading 4-8
- English Language Arts and Reading 7-12
- English Language Arts and Reading/Social Studies 4-8
- Health Science 6-12
- History 7-12
- Life Science 7-12
- LOTE-Spanish EC-12
- Mathematics 4-8
- Mathematics 7-12
- Mathematics/Science 4-8
- Mathematics/Physical Science/Engineering 6-12
- Physical Education EC-12
- Physical Science 6-12
- Physics/Mathematics 7-12
- Science 4-8
- Science 7-12
- Social Studies 4-8
- Social Studies 7-12
- Special Education Supplemental
- Special Education EC-12
- Speech 7-12
- Technology Applications EC-12
- Technology Education 6-12
- Theater EC-12
- Trade & Industrial Education 6-12

The following certificates were present in the inventory but at the time of the review, curriculum matrices had not been approved:

- LOTE-Arabic EC-12
- LOTE-French EC-12
- LOTE-German EC-12
- LOTE-Japanese EC-12
- LOTE-Mandarin Chinese EC-12
- LOTE-Russian EC-12
- LOTE-Vietnamese EC-12
- Music EC-12 (Submitted to TEA but not yet approved)
- Deaf and Hard of Hearing EC-12
- Family and Consumer Sciences 6-12
- Gifted and Talented Supplemental



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- Health EC-12
- Hospitality, Nutrition and Food Sciences 8-12
- Human Development and Family Studies 8-12
- Journalism 7-12
- Marketing 6-12
- Teacher of Students with Visual Impairments EC-12

The scope of this review included verifying compliance with TAC and Texas Education Code (TEC) as applicable to all certification categories actively offered by the EPP. Because SBEC orders required the EPP must be compliant with all TAC requirements at the time of the review, there was no Compliance Plan developed detailing Next Steps for the EPP.

EPP staff participating in the review were: Dr. Noe Saucedo, Louis Cuevas, Cristina Cardenas, Jeane Garza, Stephanie Saucedo, Martin Villa, and Jessica Alvarez. The assigned monitor, Dr. Marcia McMahon, was also present for the review.

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 by the EPP to TEA on October 7, 2019, two (2) weeks prior to the review. Records for 10 randomly selected candidates were reviewed to determine compliance with requirements for candidate preparation and certification. EPP records were reviewed for compliance with state reporting requirements and governance. Records that were generated prior to January 2017, before the assigned monitor began working with the EPP, were not considered as evidence in this review. The scope of the review included the reporting years 2017-2018 through 2019-2020. Qualitative and quantitative methodologies of content analysis, cross-referencing, and triangulation of the data were used to evaluate the evidence.

FINDINGS, COMPLIANCE ISSUES, and RECOMMENDATIONS

“Findings” indicate evidence collected during the review process. “Recommendations” are suggestions for general program improvement and no follow up is required.

COMPONENT I: GOVERNANCE – 19 TAC §228

Findings

Teacherbuilder.com has two locations, the primary location in Edinburg, Texas and a business office in Brownsville, Texas. EPP administration stated they have not amended the EPP since the last review. [19 TAC §228.20].



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The EPP has updated the platform for online learning and has invested in curriculum writers to update the curriculum. Staff members have been attending training such as TEA sponsored Certification Officer training and Quality Matters training.

Meeting minutes provided evidence that the advisory committee meets one time per year to discuss design, delivery, evaluation and major policy decisions of the program as required by 19 TAC §228.20(b).

Sign-in sheets identified the advisory committee members represented K-12 campuses, education service centers, and business and community interests. The TEA review team advised the EPP to increase the membership diversity of the advisory committee to include more members from K-12 campuses and districts and to include members from Institutions of Higher Education. [19 TAC §228.20(b)]

The EPP has developed and implemented a calendar of activities from admission to completion as required in 19 TAC §228.20(g) that reflects the EPP has moved from rolling admission to a cohort model with 4 cohorts per year. The TEA review team recommended the EPP compose a more comprehensive calendar of events that includes the cohort model and completion requirements, along with testing requirements.

Recommendations

1. Increase diversity of membership on the Advisory Committee to include more members representative of K-12 campuses and districts and to include more representation from Institutions of Higher Education.
2. Include a formal mid-year and end-of-year step back and review of data with the advisory committee and staff to review comprehensive data for programmatic improvements
3. Continue to send staff to relevant training offered by TEA and other entities for the purpose of continuous improvements to the EPP and to stay in step with changes and updates in educator preparation requirements in TAC and TEC.
4. Refine the calendar of completion requirements to be more comprehensive, reflecting all process requirements in one calendar.

Based on the evidence presented, Teacherbuilder.com met minimum requirements for governance as identified in 19 TAC Chapter 228.



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COMPONENT II: ADMISSION - 19 TAC §227.10

Findings

A review of the EPP website revealed the EPP had posted the required information for applicants and candidates [19 TAC §227.1]:

- The required fingerprint background check and the right to request a Preliminary Criminal History Evaluation from TEA;
- The performance of the EPP over time (data published annually by TEA was used);
- The supply and demand of teachers in the workforce (data published annually by TEA was used);
- EPP admission requirements; and
- Requirements to complete EPP.

The admission requirements published on the EPP website are:

- A conferred bachelor's degree or higher [19 TAC §227.10(a)(2)];
- A GPA of 2.5 or higher overall or in the last 60 hours [19 TAC §227.10(a)(3)];
- An interview [19 TAC §227.10(a)(8)]; and
- A passing score on a content exam [19 TAC §227.10(a)(4)].

Additional requirements for candidates presenting credentials from out of country are:

- A transcript review from a TEA-recognized review service [19 TAC §227.10(e)]; and
- Meet the minimum proficiency scores on the TOEFL-iBT [19 TAC §227.10(a)(7)].

Evidence that candidates met minimum admission requirements in TAC, and all published EPP admission requirements, was found in 9 of 10 candidates records reviewed.

- One (1) of 10 candidates reviewed was admitted without the required 12 semester credit hours in the subject area of the certificate sought and had not passed a Pre-Admission Content Test as required in 19 TAC §227.10(a)(4).
- Applicants were screened with an interview scored on a scale of 1-10 with a rubric that identified "correct" responses closer to a 10 and "incorrect" responses closer to a 1. It was recommended to the EPP that they strengthen the screening process by updating the interview questions and the rubric to better capture the applicant's knowledge, experience, skills, and aptitude are appropriate for the certificate sought as required in 19 TAC §227.10(a)(8).
- Three (3) of the 10 candidates were admitted with credentials from out of country. Each candidate's record contained a transcript evaluation from an approved evaluation service



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and TOEFL scores that met the minimum proficiency requirement identified in 19 TAC §230.11(b)(5).

- One (1) of the 10 candidates was admitted into the Trade & Industrial education 6-12 certificate area. An approved SOQ was found in the candidate's record as required in 19 TAC §227.10(d).
- The EPP has implemented a formal admission process as required in 19 TAC §227.17. An offer of admission reflecting a formal admission date, signed and returned by the candidate to the EPP, was found in each of the candidate's records.
- One (1) of the 10 candidates reviewed was admitted with a GPA below the 2.5 minimum. The candidate had passed a content test prior to admission and there was documentation of an extraordinary circumstance but no documentation of a work experience equivalent. Records provided by the EPP for three (3) additional candidates admitted with GPA less than 2.5 revealed each had an extraordinary circumstance that was approved by the EPP Legal Authority and each had passed a content test prior to admission as required by 19 TAC §227.10(a)(3)(B). There was no documentation that the three (3) candidates' work experience demonstrated achievement that was equivalent to the academic achievement represented by a GPA of 2.5.

Recommendations

1. The EPP is encouraged to review and update interview questions used to screen applicants for admission to achieve responses that better reflect the applicant's knowledge, experience, skills, and aptitude are appropriate for the certificate sought as required in 19 TAC §227.10(a)(8) and to update the related rubric used to evaluate applicant interview responses.
2. The EPP is reminded to annually update the required information posted on the EPP website to reflect the most current information.
3. Develop and implement a policy that admissions staff can use to equitably evaluate the work experience equivalent for candidates admitted with a GPA below 2.5.

Based on the evidence presented, Teacherbuilder.com met minimum requirements for admissions as identified in 19 TAC §227.10.

COMPONENT III: CURRICULUM – 19 TAC §228.30

Findings



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The curriculum is based on the Teacher standards in 19 TAC Chapter 149 and on the approved educator standards for each certificate category as required in 19 TAC §228.30. The Core Subjects EC-6 certificate area was the focus of the coursework review because it was identified by the EPP as the program that was the lowest-performing yet processed the largest number of candidates.

Teacherbuilder.com coursework consists of modules 00-10. Module 00 is an instructional resource for candidates to access the online learning platform and resources. Module 05 is a content methodology module that is specific for a content area and provides TEKS instruction. There is a unique module 05 for each approved certificate category. The remaining modules are completed by all candidates regardless of the certificate sought.

Modules 00-05 are completed as pre-service training which meets requirements in 19 TAC §228.35(b)(2). Due to limited instruction in 19 TAC §228.35(b)(2)(H) on the topic of “meeting expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities”, the EPP is encouraged to either add relevant coursework to an existing module 00-05 or include module 06 as part of the pre-service training requirement.

As required in 19 TAC §228.30, instruction in the following areas was identified in one or more of the coursework modules:

- The Educator’s Code of Ethics;
- Detection and education of students with dyslexia;
- Mental health, substance abuse, and youth suicide (provided by an approved provider);
- 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 learning, including a digital literacy evaluation followed by a prescribed digital learning curriculum;
- The English Language Proficiency Standards;
- Reading instruction, including instruction that improves students’ content-area literacy;
- For certificates that include early childhood and prekindergarten, the Prekindergarten Guidelines; and
- The skills and competencies captured in the Texas teacher standards in Chapter 149, Subchapter AA, of this title (relating to Teacher Standards).

It was recommended to the EPP that the literacy instruction should be strengthened by including more instruction in phonics and phonemic awareness.



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An additional recommendation was made for the EPP to include more performance assessments and to replace some existing assessments with performance assessments.

Recommendations

1. Include more instruction in phonics and phonemic awareness in literacy training.
2. Strengthen the quality of assessments by including a multi-point rubric that measures the specific knowledge/skill required from the assessment and by creating exemplar assessment responses.
3. Develop and implement more performance assessments in coursework and phase-out multiple choice and short answer quizzes. This will be a requirement for adding new certificates using the new Application A. Consistently and periodically review the online learning platform to ensure intended viewing and activities for students.
4. Research and seek out current best-practices that include practice-based training to be used in the curriculum.
5. Due to limited training in the preservice requirement area (H), the EPP is encouraged to either add relevant coursework to an existing module 00-05 or include module 06 as part of the pre-service requirement.
6. Review all certificate areas that the EPP no longer plans to support with appropriate standards-based curriculum and qualified instructors, and request in writing, for TEA to remove them from inventory.

Based on the evidence presented, Teacherbuilder.com met minimum requirements for curriculum as identified in 19 TAC §228.30.

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

Findings

The Teacherbuilder.com program is delivered in an on-line format. Per 19 TAC §228.35(a)(6), the EPP is pursuing certification by Quality Matters. EPP staff revealed a former staff member had attended the QM training and was working on completing the certification on behalf of the EPP. A new staff member is scheduled to attend QM training the week of this review and will move forward with obtaining certification of online courses.



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Candidates complete 332 hours of coursework, which includes 10 hours of preparation for the Pedagogy and Professional Responsibilities EC-12 (PPR) exam and 30 hours of field-based experience (FBE) which exceeds requirements for coursework hours in 19 TAC §228.35(b). Candidates may complete 30 hours of FBE in K-12 classrooms or may complete up to 15 hours of the required 30 hours via video as allowed in 19 TAC §228.35(e)(1)(B). Completion of 50 hours of professional development provided by a campus or school district is required from all candidates in addition to EPP coursework.

The EPP is approved to offer clinical teaching and internships to teacher candidates. None of the candidates whose records were reviewed had completed clinical teaching; however, EPP staff stated they do have a small number of candidates that complete clinical teaching. Campus or district staff assigns qualified mentors or cooperating teachers to candidates completing internships or clinical teaching as required in 19 TAC §228.35(f), and the EPP assigns qualified field supervisors (FS) to observe and support the candidates as required in 19 TAC §228.35(g). The EPP ensures training is provided to cooperating teachers and mentors, as required in 19 TAC §228.35(f), and FS, as required in 19 TAC §228.35(g).

Evidence that candidates met or exceeded each of the minimum coursework and training requirements in TAC was found in at least 8 of 10 candidates' records reviewed.

- Nine of the 10 candidates whose records were reviewed had completed 30 or more FBE hours with varying numbers of related reflections as required in 19 TAC §228.35 (e)(1)(A).
- School district transcripts or certificates of completion of 50 hours of professional development were found in records for 9 of 10 candidates.
- Eight of the 10 candidates whose records were reviewed had completed internships. One (1) of the 8 completed an internship in a prior year that was outside the scope of the years evaluated in this review. One (1) of the 10 candidates was completing an internship and one (1) had not reached the point of internship at the time of the review.
- The EPP provides mentor training as required in 19 TAC §228.35(f) through the PACT Academy; however, it also accepts evidence of completion of district mentor training. Records for 8 of the 10 candidates contained evidence that mentors attended EPP training. One (1) of the mentors had attended district mentor training. A certificate of completion was found in the candidate's record.
- The EPP requires mentors to observe candidates during the internship. Candidates holding Intern certificates are observed five (5) times during the school year and interns holding Probationary certificates are observed three (3) times. Mentors use the same



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observation rubric as that used by the FS. Mentor observation documents were found in candidates' records.

- All candidates that completed internships completed a full year and were provided supervision by FS. Records for interns holding Intern certificates contained five (5) observations and records for Interns holding Probationary certificates contained three (3) observations as required in 19 TAC §228.35(g).
- Field supervisors assigned to the 9 candidates had completed TEA-approved FS training. Certificates of completion were provided for each of the FS. Field supervisor training provided by the EPP has evolved from a ZOOM conference to a video developed by the EPP that is distributed to FS who then submit documentation that they viewed the training video to EPP staff. Training verification submitted to the EPP supported that FS completed EPP training for 2017-2018, 2018-2019, and 2019-2020 school years. [19 TAC §228.35(g)]
- During observations, FS captured instructional strategies observed but in some cases, the strategies were limited and some lacked substantive evidence of candidate performance. The documentation provided evidence that FS hold pre- and post-conferences with the candidates as required in 19 TAC §228.35(g). The EPP is encouraged to require FS to capture specific instructional strategies as evidence of the level of proficiency demonstrated by the intern on the various competencies identified within the observation instrument. This evidence would provide the foundation for the post-observation conference. The EPP is encouraged to update observation documents to reflect pre- and post-conference activity.
- In 7 of the 9 intern records, a recommendation signed by the campus administrator and the field supervisor were identified as required in 19 TAC §228.35(e)(2)(B)(vii). Evidence of a campus administrator's recommendation was not expected in three (3) of the candidate's records due to the timing of internships or the implementation date of the TAC requirement.

Recommendations

1. Consider recording the completion date of candidate coursework with time stamps on the online learning platform.
2. Require field supervisors to capture more specific instructional strategies as evidence of the level of proficiency demonstrated by the intern in each of the competency areas on the observation rubric. This evidence would provide the foundation for the post-observation conference.



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3. Develop and implement a process for collecting, verifying, and retaining documentation of mentor and field supervisor qualifications and training.
4. For efficiency in records retention, the EPP could further update the observation rubric to capture as much relevant information as possible to avoid multiple copies of paperwork. For example, consider capturing evidence of the pre- and post-conference by including the dates of each on the rubric document since the conferences are required for all observations, and the candidate and FS both sign the rubric document attesting to its accuracy.

Based on the evidence presented, Teacherbuilder.com met minimum requirements for program delivery as identified in 19 TAC §228.35.

COMPONENT V: ASSESSMENT AND EVALUATION OF CANDIDATES AND EPP – 19 TAC §228.40

Findings

The EPP is in transition from retaining paper records to retaining records in an online portal. All candidate records requested for review were available per 19 TAC §228.40(f).

Benchmark documents were found in records for more recently admitted candidates. Checklist documents were found in records for other candidates. In both cases, the documents were used to track candidate completion of EPP requirements and certification requirements.

Candidates are required to have a passing score on a content pedagogy exam prior to admission but are given test approval for the PPR exam by the EPP after admission. Ten hours of test preparation are completed by candidates to prepare them for the PPR which meets requirements for test preparation in 19 TAC §228.40(b) and (d). Test approval and testing data in ECOS and admission data in ECOS and records for 10 candidates reviewed support that candidates are formally admitted to the EPP prior to test approval, meeting requirements in 19 TAC §228.40(d).

Per 19 TAC §228.40(e), the EPP must use data and feedback from a variety of sources to continuously evaluate the design and delivery of the EPP components. As a result of the SBEC Orders and the assigned monitor, the EPP has been in a state of significant change. Advisory committee minutes and Monitor reports submitted to TEA reflect a variety of data and information used to evaluate and update EPP processes and curriculum. Some sources of program evaluation data included annual data generated by TEA, self-audits, and candidate feedback via a survey identified at the end of module 01.



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Recommendations

1. The EPP is strongly encouraged to develop and implement a plan for consistent, ongoing program evaluation.
2. Changes to the Pre-Admission Content Test (PACT) in January 2020 will impact some aspects of the Teacherbuilder.com admissions and training requirements and candidate benchmarks. The EPP is encouraged to develop a plan to implement updates based on new PACT rules.

Based on the evidence presented, Teacherbuilder.com met minimum requirements for program and candidate evaluation as identified in 19 TAC §228.40.

COMPONENT VI: PROFESSIONAL CONDUCT - 19 TAC §228.50

Findings

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

- Each of the 10 candidates had signed a copy of the Texas Educators' Code of Ethics (ECOЕ), acknowledging that they understand and agree to adhere to the ECOЕ.
- Each EPP staff member had signed a copy of the ECOЕ acknowledging an understanding of, and agreement to adhere to, the ECOЕ.

Recommendations

1. Update the ECOЕ signature document to reflect the updates in the ECOЕ in 19 TAC §247.2.

Based on the evidence presented, Teacherbuilder.com met minimum requirements for professional conduct as identified in 19 TAC §228.50.

COMPONENT VII: COMPLAINTS PROCESS – 19 TAC §228.70

Findings



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Per 19 TAC §228.70(b), the EPP complaints process is on file at TEA. A copy is posted on the EPP website and is posted at the physical site in Edinburg, Texas. The website copy provides a link to the TEA website. In the Resources section of the EPP website, there is a copy to be downloaded which meets the requirement for a physical copy provided to an individual upon request.

Recommendations

None

Based on the evidence presented, Teacherbuilder.com met minimum requirements for a complaints process as identified in 19 TAC §228.70.

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

Findings

Six of the 10 candidates whose records were reviewed had achieved standard certification at the time of the review. Records for each reflected that all 6 candidates met certification requirements.

- Records for the 10 candidates selected for review reflected that each was admitted and prepared in a specific certificate area and did not change the area during the preparation process with the exception of one (1) candidate that was admitted as a Bilingual Generalist and then will be certified in Core Subjects EC-6/Bilingual Supplemental due to the expiration of the Generalist certificate.
- Benchmark or checklist documents and transcripts in the records for the candidates holding Intern or Probationary certificates, along with candidate data in ECOS and ASEP, provided evidence that each candidate met requirements for the certificate sought per 19 TAC Chapter 230, including Late Hire candidates who completed pre-service requirements within the 90 days as required in 19 TAC §228.35(d).
- Benchmark or checklist documents in the records for the 6 standard certified candidates, along with candidate data in ECOS and ASEP, provided evidence that each candidate met requirements for the certificate sought per 19 TAC Chapter 230.
- Principal and Field Supervisor recommendations were found in the records for 7/10 candidates as required in 19 TAC §228.35(e)(2)(B)(vii). One (1) candidate completed internship requirements prior to the implementation date of the TAC requirement. Two (2) other candidates had not completed an internship at the time of the review.



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Recommendations

None

Based on the evidence presented, Teacherbuilder.com met minimum requirements for certification procedures as identified in 19 TAC §228 and §230.

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

Findings

Educator preparation programs are required to submit data to TEA at specific times within or following an academic year. 19 TAC §227.17(e) requires the EPP to report admitted candidates to TEA within 7 days of the date of formal admission via the ECOS and/or Accountability System for Educator Preparation programs (ASEP) systems. 19 TAC §229.3(e) requires an EPP to submit all required EPP data for an academic year to TEA by September 15 following the end of that academic year. Figure 19 TAC §229.3(f)(1) specifies the data to be submitted by the EPP for all candidates each year. The EPP met requirements for data submitted for candidates whose related records fell within the scope of years included in this review.

- Annual admission data for 10/10 candidates was reported accurately to TEA according to records retained at the EPP which meets requirements for reporting in 19 TAC §229.3. Seven of the 10 candidates had admission dates after the implementation of the 7-day notification requirement. Admission dates for 6 of the 7 candidates were reported to TEA within the 7-day time frame identified in 19 TAC §227.17(e). The EPP meets requirements for reporting admissions data.
- Enrollment status was reported accurately in the ASEP system for 9/10 candidates. One candidate was classified as Other Enrolled in the Bilingual Generalist EC-6 certificate which had expired. During the review, EPP staff reclassified the candidate record to the Core Subjects EC-6/Bilingual Supplemental certificate area for the 2019-2020 reporting year but the record could not be reclassified in 2018-2019 because the year was locked in ASEP. The EPP meets requirements for reporting enrollment status.
- Observations were reported accurately for four (4) of the 10 candidates. Two (2) of the 10 had not completed an internship to the point of completing ASEP reporting and two (2) of the 10 completed requirements on dates prior to the dates captured in the scope of this review. Two (2) of 10 were not reported accurately or could not be verified according to documentation reviewed in records: one (1) date was transposed and one (1) observation could not be verified because the FS saved over the document when uploading a subsequent observation document to the EPP portal. The EPP meets requirements for accurately reporting observation data.



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Recommendations

1. Establish processes to consistently report data on TEA timelines including a) 7 days for admission uploads, and b) reporting observations as they are completed throughout the reporting year.

Based on the evidence presented, Teacherbuilder.com met minimum requirements for integrity of data reported is identified in 19 TAC Chapter 229.

Additional Items Discussed with EPP Staff

1. Application A used to add new certificate categories has changed. EPP staff should plan to review new requirements to prepare for the future addition of new certificate areas.
2. The Science of Teaching Reading (STR) requirement will impact the renewal of the Core Subjects EC-6, Core Subjects 4-8, English Language Arts and Reading (ELAR) 4-8 and ELAR/Social Studies 4-8 certificates. Programs that are not able to demonstrate an updated curriculum will not be able to renew these certificates after January 2021.
3. The Pre-Admission Content Testing (PACT) process will change effective January 27, 2020. Plan to update curriculum to meet requirements for content pedagogy test preparation and approval. Passing scores on TExES exams cannot be used to meet admission requirements after 1/27/2020 but may be used for certification purposes until the expiration date of the related certificate. The new PACT is a content-pure assessment that cannot be used for certification purposes.
4. Certificate deactivation timelines and requirements changes have been proposed in 19 TAC Chapter 228. Changes will include new timelines for requesting deactivations and information that must be provided to stakeholders in advance of internship start dates. FS will need to verify candidate placement information at the beginning of an internship assignment.
5. EPP staff should continue to stay abreast of changes in educator preparation requirements and make updates to educator preparation processes and/or curriculum as necessary to meet minimum requirements in TAC and TEC.

PROGRAM RECOMMENDATIONS FOR ALL EPPS

- To ensure continuity in record keeping and other related processes, consider creating a procedure manual documenting EPP processes.



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- Implement quality control procedures to ensure ASEP reports and admissions records are submitted accurately according to the timelines required in 19 TAC Chapters 227 and 229.
- Align the verbiage of the program to the verbiage of Texas Administrative Code (TAC) (ex. Field supervisor, cooperating teacher, mentor, candidate, etc.).
- Continue to follow the State Board for Educator Certification (SBEC) and the State Board of Education (SBOE) meetings and/or review the minutes to ensure that the program staff is knowledgeable about the current Texas Administrative Code.
- Continue to participate in webinars provided by the Division of Educator Standards, Testing, and Preparation to ensure that the program staff is knowledgeable about current requirements and changes in TAC and TEC.
- Continue to maintain communication with the TEA program specialist assigned to the program.
- Ensure that TEA has the most current contact information by sending updates to the assigned program specialist.

SUMMARY

Per SBEC orders Teacherbuilder.com was required to be in compliance with all requirements in TAC at the time of this review. It is the opinion of the TEA review team that the EPP is currently meeting minimum requirements in TAC and TEC and thus recommend the SBEC orders be lifted. The EPP should be reminded that the EPP focus must be looking forward to future changes in TAC and TEC and the EPP is expected to make updates to programs in response to those changes.